

**THE PRIMACY OF TEACHING THROUGH THE MOTHER TONGUE
IN EARLY EDUCATION AND THE USE OF ENGLISH AND OTHER
LANGUAGES AS COMPLEMENTARY LANGUAGES IN EDUCATION**

BY

L M KHUZWAYO

**University of Zululand
JANUARY 2005**

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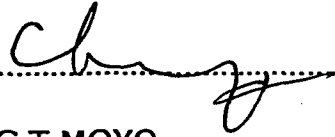
L M KHUZWAYO

**A dissertation submitted to the Faculty of Arts in partial
fulfilment of the requirements for the course-work degree of
Master of Arts in Linguistics at the University of Zululand**

**University of Zululand
JANUARY 2005**

APPROVAL

SUPERVISOR.....



PROF C T MOYO

Department of General Linguistics

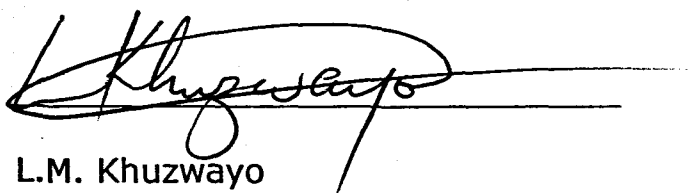
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EXTERNAL EXAMINER:.....

DECLARATION

I declare that this research study: *THE PRIMACY OF TEACHING THROUGH THE MOTHER TONGUE IN EARLY EDUCATION AND THE USE OF ENGLISH AND OTHER LANGUAGES AS COMPLEMENTARY LANGUAGES IN EDUCATION*, unless specifically indicated to the contrary in the text, is my own work in both conception and execution. All the sources that have been used or quoted have been duly acknowledged by means of complete references.

Signed:



L.M. Khuzwayo

TABLE OF CONTENTS

| | |
|-------------------|----------|
| Approval | i |
| Declaration | ii |
| Table of contents | iii-viii |
| Acknowledgements | ix-x |
| Abstract | xi-xiv |

CHAPTER ONE: ORIENTATION OF THE STUDY

| | | |
|-----|-----------------------------------|-------|
| 1.1 | Introduction | 1-6 |
| 1.2 | Statement of the problem | 6-8 |
| 1.3 | Motivation/The aims for the study | 8-10 |
| 1.4 | Objectives of the study | 10 |
| 1.5 | Research questions | 10-11 |
| 1.6 | Research methodology | 11 |
| 1.7 | Significance of the study | 11-13 |
| 1.8 | Outline of the investigation | 13-14 |

CHAPTER TWO: LITERATURE REVIEW

| | | |
|-----|--|-------|
| 2.1 | Introduction | 15 |
| 2.2 | The language policy in post apartheid South Africa | 15-21 |
| 2.3 | Policies on languages and language learning | 21-24 |
| 2.4 | The South African constitution and the bill of rights: their implications for language education | 24-28 |

| | | |
|-----|--|-------|
| 2.5 | The pedagogical implications of mother-tongue education | 29-32 |
| 2.6 | The current position of South African indigenous languages and that of English in both the private and public domain | 33-39 |
| 2.7 | Bilingualism and multilingualism in government policy | 40-41 |
| 2.8 | Projection for the next chapter | 42 |

CHAPTER THREE: RESEARCH METHODOLOGY

| | | |
|-----------|---|-------|
| 3.1 | Introduction | 43 |
| 3.2 | Quantitative and qualitative research method | 44-48 |
| 3.3 | Preparation for research design | 48 |
| 3.3.1 | Permission | 48-49 |
| 3.3.2 | Population and sample of respondents | 49-52 |
| 3.3.3 | Site of data collection | 52-53 |
| 3.4 | The Research instruments | 53 |
| 3.4.1 | Observation | 53-55 |
| 3.4.2 | The questionnaire as a research instrument | 55-57 |
| 3.4.2.1 | Construction of the questionnaire | 57-62 |
| 3.4.2.2 | Characteristics of the questionnaire | 62-63 |
| 3.4.2.3 | Advantages and disadvantages of the questionnaire | 64 |
| 3.4.2.3.1 | Advantages of the written questionnaire | 64-67 |
| 3.4.2.3.2 | Disadvantages of the written questionnaire | 67-69 |

| | | |
|-----------|---|-------|
| 3.4.2.4 | Validity and reliability of the questionnaire | 69-70 |
| 3.4.2.5 | Administration of the questionnaire | 70 |
| 3.4.3 | The interview as a research instrument | 70-72 |
| 3.4.3.1 | Types of research interviews | 72 |
| 3.4.3.1.1 | Structured interview | 73 |
| 3.4.3.1.2 | Unstructured interview | 73-75 |
| 3.4.3.2 | Conducting an interview | 75-76 |
| 3.4.3.3 | Recording the interview data | 76 |
| 3.4.8.4 | Advantages and disadvantages of interviews | 76 |
| 3.4.3.4.1 | Advantages of the interview | 77 |
| 3.4.3.4.2 | Disadvantages of the interview | 77 |
| 3.5 | The processing of data | 78 |
| 3.6 | Descriptive statistics | 78-79 |
| 3.7 | Ethical issues | 79-80 |
| 3.8 | Conclusion | 80-81 |
| 3.9 | Projection for the next chapter | 81 |

CHAPTER FOUR: PRESENTATION OF DATA

| | | |
|-------|---|-------|
| 4.1 | Introduction | 82 |
| 4.2 | Collection of data | 82 |
| 4.2.1 | Data from the English educators' questionnaires | 82-83 |
| 4.2.2 | Data from the principal's questionnaire | 83-85 |
| 4.2.3 | Data from the subject advisor's questionnaire | 85-86 |

| | |
|--|---------|
| 4.2.4 Data from the content subject educator's questionnaire | 86-88 |
| 4.2.5 Data from the learner's questionnaire | 88-91 |
| 4.2.6 Data from isiZulu educator's questionnaire | 91-92 |
| 4.2.7 Data from the School Governing Body's questionnaire | 92-94 |
| 4.3 Data from classroom observation | 94-95 |
| 4.3.1 Observation in school 1 | 95-96 |
| 4.3.2 Observation in school 2 | 96-98 |
| 4.3.3 Observation in school 3 | 98-99 |
| 4.3.4 Observation in school 4 | 99-100 |
| 4.3.5 Observation in school 5 | 100-101 |
| 4.3.6 Observation in school 6 | 101-102 |
| 4.3.7 Observation in school 7 | 103-104 |
| 4.4 Data from interviews | 104 |
| 4.4.1 Interviews with educators from school 1 | 104-107 |
| 4.4.2 Interviews with educators from school 2 | 107-108 |
| 4.4.3 Data from learners' interviews | 108-109 |
| 4.4.4 Interviews with the Subject Advisors | 109-110 |
| 4.4.5 Interviews with a member of a school governing body | 111 |
| 4.4.6 Interviews with the content subject educators | 112-113 |
| 4.4.7 Interviews with the isiZulu educators | 113 |
| 4.5 Conclusion | 114 |

CHAPTER FIVE: ANALYSIS OF DATA

| | | |
|-----|--|---------|
| 5.1 | Introduction | 115 |
| 5.2 | Results of the final study | 115-117 |
| 5.3 | Analysis of data | 117-119 |
| 5.4 | Analysis of responses by educators and classroom observation on how bi-and multilingualism is handled | 119-124 |
| 5.5 | Analysis of learners’ responses to questionnaires | 125-132 |
| 5.6 | Interviews with parents | 132-136 |
| 5.7 | The subject advisors responses | 137 |
| 5.8 | Data from content subject educators | 137-139 |
| 5.9 | Conclusion | 139 |

CHAPTER SIX: SUMMARY RECOMMENDATIONS AND CONCLUSION

| | | |
|-------|---|---------|
| 6.1 | Introduction | 140 |
| 6.2 | Findings | 140 |
| 6.2.1 | Do the selected schools know of the existence, and the application of the department of education’s language-in-education policy? | 140-141 |
| 6.2.2 | What are the language/s spoken by the learners, parents as well as the community around which schools are situated? | 142-143 |

6.2.3 What are the views of the parents about the use of English as the sole medium of instruction? 143-144

6.2.4 Do the selected schools apply and allow code-switching? 145

6.3 Recommendations and conclusions 146

6.3.1 Recommendations 146-149

6.3.2 Conclusion 149

References 150-172

Appendix A 173-175

Appendix B 176-181

Appendix C 182-185

Appendix D 186-189

Appendix E 190-192

Appendix F 193-198

Appendix G 199-203

Appendix H 204

Appendix I 205

Appendix J 206

Appendix K 207-210

ACKNOWLEDGEMENTS

It is with great pleasure to express my sincere appreciation to my supervisor, Professor Themba Moyo. His constant help and guidance made it possible for me to complete this thesis.

I also extend my appreciation to Miss Dorah Ngcobo whose typing skills and unending support and motivation made this investigation what it is today. To her I say, 'Sthenjwa, ume njalo'.

I also feel indebted to Dr Mpilo Ngubane, who has been a true friend and a mentor. His continual help and guidance enriched me a lot.

I am grateful to my ex-colleagues, the teaching staff of Mbusowabathethwa school, for their support. Their input and debates around the language issue helped me a lot in shaping this research project.

I would also like to extend my gratitude to all those people who responded to the questionnaires: School managers, Heads of departments, educators, parents and subject advisors, to mention but a few.

I also appreciate the support and understanding my family gave me during this investigation. I say 'Thank you, mom, sisters and brother.'

ABSTRACT

In 1994 South Africa gained democracy. A new dispensation had to emerge in almost all spheres of life. The constitution that was drawn does not only guarantee, but also promotes and celebrates a South African linguistic diversity – a different approach of the apartheid years. Every educational institution in the country is expected to be engaged in rethinking policy on all aspects of learning. It is, therefore, proper to consider possibilities for and the limitations of language learning in South African schools.

The main aim of this research was to look at the role the indigenous languages may play in early education and that of English as a complementary language, along with other languages in public life in South Africa.

School governing bodies (SGBs) were and still are expected to know the pedagogical implications of language learning and acquisition, that is; if children are denied their first language during their formative early years and are not yet fluent enough in their home language, their second language learning and acquisition is bound to suffer and that in the long run thus rendering their cognitive development irretrievably inhibited. The development of these children's additional language/s becomes hampered and negatively affected. For young

linguistically developing children the language taught and the language used daily or at home must be the same for a number of years until a firm grounding in the first language is achieved. It is after this firm grounding then that a gradual introduction of another language should take place.

Since South Africa belongs to a wider family, the global technological world; it needs to accept the hegemony and usefulness of English as an international language. Access to English has to be facilitated for all learners in this country. Mastery of English in particular or any other additional language in general depends on a firm mastery of one's home language.

It is therefore quite disturbing to witness that the majority of school governing bodies (SGBs) are not informed about this responsibility of ensuring that their children learn in the language that has a potential for their cognitive development. In practice very few schools have taken this language responsibility seriously. In fact one doubts whether school governing bodies (SGBs) know of this responsibility. Languages taught and learnt currently were taught and learnt during the apartheid years. This is due to the fact that the majority of schools do not have an informed democratic language policy.

The findings of the present investigation present a number of recommendations and educational implications. The major findings include:

1. Awareness campaigns about the sensitive issue of languages to be embarked upon by the state and all its departments led by the Department of Education both nationally and provincially.
2. In all schools, learners should have access to, and be required to learn, at least a minimum of three (major) languages as subjects and/or as languages of learning. One of these languages should be an African language used in that particular province (e.g. IsiZulu in KwaZulu-Natal).
3. Languages chosen by the schools to reflect the language spoken by the institutional community (staff and learners) as well as the broader community within which the institution is located.
4. Curriculum designers to seriously consider improving both the content and the methodologies of teaching languages, particularly the indigenous languages, which still suffer from marginalisation.
5. The state to provide and allocate resources to ensure the equal development of all the (major) languages of South Africa.
6. No learner to be refused admission on the basis of a lack of language proficiency.
7. Schools to draw and publicise their language policies for everyone to see in their respective premises.

8. Cultural groups, institutions of higher learning as well as non-governmental organisations, with diversity in mind, should pursue, promote, market and uplift all major South African languages to a level where even foreign countries are interested in studying these languages.

These are the crucial recommendations the present investigation came up with. It is hoped that these recommendations would go a long way in ensuring a smooth transition of our learners from their home languages to additional languages, particularly English.

The adherence to these recommendations may also help the majority of South African citizens to participate fully in their society and their economy through equitable and meaningful access to education.

This study concludes by stating that the primacy of the mother-tongue in early education is a base for language transfer and hence, successful education in higher education. The mastery of English in particular or any other additional language in general, depends on a firm mastery of one's home language.

CHAPTER 1

1. BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This research attempts to look at the role of indigenous languages in early education and that of English as a complementary language, along with other languages in public life in South Africa. Prior to a democratic South Africa all indigenous languages were marginalized. English and Afrikaans were the only official languages in South Africa. The new dispensation after 1994 elections gave nine indigenous languages an equal status along with that of both English and Afrikaans, the former official languages.

The vision of what a country aspires to become is expressed in the national ideals. During the years 1992 -1993 South African political leaders drew up and accepted amongst others the following national ideals: establishing democracy, promoting equality and human rights, developing national unity and promoting mutual tolerance and respect among the different cultural, linguistic, religious, racial and socio-political groups and retaining the country's cultural diversity.

It is in this light then that the South African Constitution of 1996

declared that all eleven languages were to be used for official purposes in the country.

A comprehensive language policy and plan of implementation for South Africa obviously needs to give expression to the above mentioned democratic visions and values.

Human beings are different from animals because they are able to think and they can translate that thought in words; i.e. they speak. The South African Constitution of 1996 with regard to the language issue shows the seriousness as well as the commitment of the South African political leadership in as far as democracy is concerned.

The South African Constitution of 1996 was followed by the Department of Education's language-in-education policy in 1997. Most observers were shocked that eleven languages were to be regarded as official. Initially the ANC wanted English to be the sole official language whereas the National Party preferred that the status quo remain (Afrikaans and English as co-official languages, with the indigenous languages as regional official languages). A political solution had to be found which saw eleven languages being granted official status. The choice of English and Afrikaans along with nine

South African indigenous languages was not therefore merely a rational sociolinguistic decision, but a political one aimed at bringing about a political settlement. If put into practice this 'political settlement' has a positive potential of levelling the ground by empowering the previously disadvantaged communities whilst giving English and Afrikaans their due respect and relevant place in the linguistic domain of South Africa.

The language issue was part and parcel of the 1994 interim constitution which was followed by the 1996 final constitution. A series of workshops were held on the language issue leading in 1995 – 1996 to the appointment of a language plan task group (called Langtag) by the government. This committee was instructed amongst other things to describe the framework within which a future comprehensive national language policy could be developed. The committee obtained the direct participation through a network of sub – committees of about fifty language specialists (linguists, language planners, and language practitioners such as translators, interpreters, lexicographers and terminologists), and dealt with language equity, language development, language as an economic resource, language in education, literacy, language in the public service, heritage languages, sign languages and augmentative

communication systems and language services in particular translation, interpretation and term – creation. In the course of its work, a number of workshops were held across the country, and the pre – final version of the report was debated at national conferences. The final report was presented to the government in August 1996, accepted by the cabinet soon afterwards.

A statutory advisory body, called the Pan South African Language Board (Pansalb) and the Department of Education were requested to make inputs. Following the completion of the Language Plan Task Group (Langtag) report, the task of the language policy development was taken further by the then Department of Arts, Culture, Science and Technology, the department which was formally responsible for language service provision and language planning. After such a vigorous exercise the Department of Education's language-in-education policy of 1997 came into being.

The Department of Education's language-in-education policy should be read together with both the South African Schools Act of 1996 and the South African Constitution of 1996. These documents complement each other. In all these documents the general imbalances of the past are acknowledged and a will to address them is emphasized.

The linguistic tensions, contradictions, and sensitivities of the past era, are to be solved by creating an environment in which respect for languages other than one's own is being encouraged.

It is quite disturbing however, that, since 1994, official language practice has gradually become more and more monolingual, with English being used almost exclusively as the official public language, and with little indication that state institutions are contemplating any meaningful implementation of the multilingualism prescribed by the South African constitution, the South African Schools Act (1996) and lastly the Department of Education's language-in-education policy.

Public schools which were part of my research are as yet not practising multilingualism as expected. Private schools that participated in this research were no better. The pedagogical role of mother-tongue instruction is not understood nor appreciated by a majority of stakeholders in education unless if the first Language and the Language of learning and Teaching (LOLT) are the same. Stakeholders here include parents, principals, SGBs, as well as office based education officials to mention a few.

Almost all learners who answered the questionnaires value and wish to learn their home languages. What is also interesting is the fact that almost all learners feel a Sign Language is a must for everyone who has gone through a public school.

1.2 Statement of the problem

That South Africa is a multilingual country, must be evident in the type of education its citizens receive and in the nature of the various racial and cultural groups of the country. The educational inequalities that existed during the apartheid years still exist. Indigenous languages that the Department of Education's language-in-education policy attempts to develop, improve, elevate and equate with both English and Afrikaans are still marginalized.

This inequality has led many Black / African parents to take their children to former White, Coloured and Indian schools. Some of these schools (in fact the majority of them) do not offer Black African languages, and, if they do offer these languages, many teach them as non-examinable or at least as third languages with very rudimentary teaching and attention given to them. A considerable number of problems are obviously experienced by the unfortunate learners. One of which are the results. Based on 2000 census survey

about 80% of the population of KwaZulu-Natal province (KZN) is reported (see, Martin 1997:4) to speak IsiZulu, and less than 16% speak English. This leaves a mere 5% of the population in the province who speak other languages.

I have, therefore, questioned the sole use of English as a language of instruction in schools. The suggestion, however, is a move to foreground the primacy of the mother-tongue in early education and introduce English and other languages in later classes. This suggestion is in line with the new Department of Education's language-in-education policy, which advocates the promotion of multilingualism in schools.

The government gazette (1997:6) states the following as goals to its language-in-education policy:

- a. To promote full participation in society and the economy through equitable and meaningful access to education
- b. To develop programmes for the redress of previously disadvantaged languages

The questions arising from the stated policy above are:

1. To what extent would the official use of indigenous languages

benefit learners?

2. Is mother-tongue competency a prerequisite for the mastery of second language learning?
3. What are the problems experienced by the schools in balancing initial mother-tongue learning with other languages?

The language-learning problems presented here were addressed in this study. It is envisaged that it will be done by taking into account theoretical debates and discussing issues relevant to second language learning and acquisition.

1.3 Motivation/The aims for the study

2004 marks the tenth year of South Africa's democracy. By now one would expect that a lot that was put on paper nine years ago would have borne fruit. Educationally speaking the quality of learners that leave public high school is as bad, if not, worse than those of nine years ago. The matric results South Africa is made to celebrate come December of every year glosses over the quality that is compromised for quantity.

As an English Second Language educator one finds it disturbing that failure of Black African learners at matric is solely attributed to

English as a subject. It is recognised that failure to understand instructions and questions written in English would not help the learner to pass.

Attempts should, however, be made to look deeper into the root cause of the problem than try to address the symptoms. The role of other factors like the lack of proper instruction in the mother-tongue nor the lack of motivation by both learners and educators does not appear to bother many. This study highlights the theoretical and practical roles of the mother-tongue in mastery of the second, if not any additional languages or language, which in many cases becomes the central medium of instruction in higher education. One would also like to link the role that English learning has in South Africa in relation to the whole world.

In this investigation, therefore, we expect to find out what is current and what can be done to make a smooth link between the mastery of the first / home language, which happens to be a South African indigenous language, and the transition to a second language, specifically English.

Based on my findings, I attempt to suggest to all education

stakeholders to take a serious look into what could help improve the matric results in both the short and long term period. I would also try to remind educational authorities about the policies that are there in place with regard to the language issues. In any case a language is a medium through which education is transmitted: whether it is Mathematics or Biology.

1.4 Objectives of the study

The objectives of this research are as follows:

1. To foreground the primacy of the mother-tongue in early education as a base for language transfer and hence successful education in higher education.
2. To investigate the status of the indigenous languages in South African schools as opposed to that of the English language.
3. To find out what the Department of Education's language-in-education policy is and its implementation, if at all.

1.5 Research questions

The following questions will be looked at in consideration of the study:

1. Do the selected schools know of the existence, and the application of the Department of Education's language-in-

education policy?

2. What are the language/s spoken by the learners, parents as well as the community around which schools are situated?
3. What are the views of the parents about the use of English as the sole medium of instruction?
4. Do the selected schools apply and allow code-switching?

1.6 Research methodology

In order to investigate the objectives of the study, data was obtained through the use of questionnaires, interviews and observation.

Documented sources such as the Department's of Education's statements on language policy were also consulted, along with secondary sources.

1.7 Significance of the study

1. It is envisaged that all educational stakeholders, teachers and parents in particular might realise the importance of a mother-tongue competency for mastery of a second or any additional language and thus positively contribute towards quality matric results.

2. The results of the study might also be useful to the educational authorities so as not to pay lip service to the policies drawn, especially the Department of Education's language-in-education policy.
3. Parents and learners might realise the need to change their attitudes for the better towards indigenous languages as well as towards English, after being made aware of the essential role of mother-tongues in initial learning.
4. School principals or school managers and SGBs might realise the seriousness of the choice of a medium of instruction and hence take full responsibility of the consequences there-of.
5. The research might provide an insight into how best bilingualism or multilingualism could be implemented in a multicultural country such as South Africa.
6. The results of this research might motivate and arouse an interest in some learners as well as scholars who might consider further study and do research on South African indigenous languages.
7. The results might awaken, restore and help maintain the pride of the previously linguistically disadvantaged, whilst fostering due respect for the previously advantaged.

8. Institutions of higher learning which have decided to close down faculties that teach indigenous languages might find reasons to reconsider especially due to the pressure exerted by prospective students wishing to enrol.
9. The results of this research might also help other institutions, state or otherwise to open up their doors for the previously marginalised South African citizens and make them beneficiaries of the democratic dispensation (Absa bank for instance, has ATMs that cater for a variety of language users).
10. More South Africans might benefit from the results of this research because more job opportunities might be created, embracing the indigenous content only found and transmitted through the indigenous languages.
11. The results of this research might help theorists come up with improved methodologies that might help advance the learning of first languages.

1.8 Outline of the investigation

The first chapter of the study has described the background of the research along with the rationale, and what has motivated the writer to undertake it. The second chapter discusses the South African

language developments in so far as policy planning during and after the apartheid period as far as language issues are concerned. The current debate on language issues is also revisited with relevant reference to literature. Following these, methodologies employed in collecting the necessary data for the investigation are presented and clarified in Chapter 3. The fourth Chapter is dedicated to the presentation of the data collected. That is, the data on interviews with and questionnaires distributed to subject advisers, principals, SGBs, educators, parents and learners. This is followed by an analysis of the collected data in the fifth Chapter. Finally, the mini thesis concludes by presenting the conclusions and recommendations in the sixth and last Chapter.

CHAPTER 2

2. REVIEW OF THE LITERATURE

2.1 INTRODUCTION

This Chapter discusses literature relevant to the present study. The theoretical and practical role of the mother-tongue in the mastery of the second (if not third, or rather additional) language or languages which becomes the central medium of instruction in higher education is discussed. One would also link the role that English has in South Africa and in relation to the whole world.

2.2 The language policy in post-apartheid South Africa

The racial discriminatory laws that governed South Africa before 1994 were evident in all spheres of both private and public life of its citizens. Schools were divided along colour lines. Towards the democratisation of South Africa many schools which were meant for White, Indian, and or Coloured learners only, began opening their schools to the Black / African learners. These schools were, before democratic elections in 1994, called Model C schools. Learners from all racial groups were now admitted.

The inequalities the Nationalist apartheid government exercised, in a way, forced many Black / African parents to want to take their children to previously White, Indian and or Coloured only schools or Model C schools as they were called then. The two main reasons advanced then were that Black /African schools were under-resourced, and that Black / African parents wanted their children to know the English language for their educational advancement and subsequent better employment prospects, where English is largely used.

The choice of English competency by parents is well understood. Colonialism and Apartheid in South Africa ensured that all languages acquired socio-political meanings, with English currently highly prestigious, Afrikaans generally stigmatised, and the indigenous languages without economic or educational value. Knowing English and being fluent in it, was and still is equated with being educated or learned.

English was and still is associated with economic as well as financial power. Globalisation and the so-called "new economy" and the "knowledge era" favour a high level knowledge of the English language. Although indigenous languages were and still are in the

majority, they are, along with Afrikaans, "minority languages" in terms of power and prestige. English in contrast, though numerically a smaller language, is politically, economically and educationally dominant, and is by far the preferred language of the public media, with a very high status. Indigenous South African languages were according to Block and Alexander (1999:1) 'neglected' and the teaching of languages-English included, left much to be desired and has been found wanting. South Africa is a highly bilingual and multilingual country. The majority of its citizenry especially Black South Africans in the country speak many, if not all indigenous languages. Black South Africans know at least two indigenous languages plus both English and Afrikaans. The rest of the population is either monolingual or bilingual, in that they know some English and Afrikaans. The apartheid policy of bilingualism favoured only the native speakers of these two languages (English and Afrikaans) and grossly disadvantaged the majority of South African citizens. This in essence disadvantaged the majority of speakers of indigenous languages in the country in the acquisition of thorough proficiency and competence in their mother-tongues.

Frances Christie and Ray Mission (1998:1-5) argue for the importance of policy in that, it was the very issue of official

government policy during the election that saw Blair lead the British Labour Party into office in 1997. Blair and his colleagues made educational provision, including provision of literacy programmes, a major electioneering theme. A Literacy Task force, appointed while the party was still in opposition, went to work on developing policies, and a new government White Paper, launched in 1997, stressed the importance of literacy teaching as a means of bringing about a renewal of purpose and commitment in British schools. In Australia, the Liberal Party came to office in 1996, and it too began to develop a range of policies intended to enhance the teaching of literacy in Australian schools. Politicians of all political parties regularly allude to the importance of literacy, often linking success in it to the development of enhanced national prosperity.

Literacy has genuinely changed the world, and it continues to change it in ways about which we are often not even very conscious. The work of modern businesses, governments, educational systems, legal systems, health systems, and so on, is made possible because of our capacity to generate information in writing and to communicate it at speed both within our own communities, and around the world.

The above arguments augur well for monolingual countries unlike

South Africa, which has citizens who move from a continuum of monolingual, bilingual, lastly multilingual. Black South African learners enter a school situation armed with one language; i.e. a home language. It is however, disheartening to note that in the South African context, English is the major powerful language, with Afrikaans lower on the power hierarchy, and the indigenous languages being effectively marginalized. English has even become a vehicle for power for the struggle among the different social groups, and therefore a language which has become an index for elite closure.

Martin Carnoy and Joel Samoff in *Education and Social Transition in the Third World* (1990:7) clarify the reason why political leaders who want to achieve social change in their countries do not focus on institutions like factories, farms, or the health care system but focus on education. The most important reason is that the leaders of such states themselves attribute great importance to education as part of the means of achieving social transformation.

It is therefore proper that the education system in South Africa has to change if it wants to be seen as the primary vehicle for developing and training skills to ensure that the next generation in the society is

adequately prepared for the specific tasks that the society expects of it. It is expected to be the place where appropriate ideas, values, and world views will be developed so that from the process of schooling there emerges a new person not simply someone with skills, but also someone with an understanding of his or her own role in the world and of what is important for that society.

The schools are also expected to assume much of the responsibility for recruiting personnel for future leadership positions in these new societies.

It is in this light that in 1996 the Department of Education made eleven languages official. The recommendations that were embodied in this language in education policy are that at school:

- (i) Learners' home language is maintained and developed;
- (ii) learners become competent in an additional official language; and
- (iii) that all learners should have learnt an African Language for a minimum of three years by the end of their senior phase (Grade 9). It is at this level then that English would take over until a child finishes school but until then, mother tongue education should be adhered to.

The Department of Education's language-in-education policy of 1997 came into being because its aims are amongst others; to promote full participation in society and the economy through equitable and meaningful access to education, to promote and develop all the official languages, to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching and lastly to develop programmes for the redress of previously disadvantaged languages. In sum then, the South African government through the Department of Education has put a language policy in place to help level the uneven ground.

2.3 Policies on languages and language learning

The principle of biological readiness suggests that a child should start a new language as young as possible, but the relation of language to self-identity, implies that too early and abrupt imposition of a foreign language may threaten development of self confidence.

It is in this light then that the Revised National Curriculum Statement Grades R-9 (schools) views the starting point being a learner in the foundation phase. This is a learner who is in the following Grades R-3, who could, according to Notice No.2432 of 1998, and the National

Education Policy Act (Act No 27 of 1996), range between 5 and 10 years of age (they can be admitted to Grade R the year they turn 6, but grade R not compulsory).

The Revised National Curriculum Statement Grades R- 9(schools), recognises that the foundation phase learner comes to school eager to learn; is able to speak and understand the language used at home; needs to be recognised and accepted, and his or her family and culture to be acknowledged and respected to mention but a few characteristics.

In a conference on Language of Learning and Teaching at schools in KwaZulu-Natal which was initiated by the KwaZulu-Natal Education Council, the then Minister of Education in KwaZulu-Natal, The Honourable Mr. Narend Singh, reiterated the Department of Education's stand on the language issue. He emphasized the Department of Education's language-in-education policy of 1997 recommendations that the learner's home language should be used for learning and teaching wherever possible. This is particularly important in the foundation phase and the same document makes this point that where learners have to make a transition from their home language to an additional language as the language of learning

and teaching, this should be carefully planned with this in mind:

1. The additional language should be introduced as a subject in Grade 1.
2. The home language should continue to be used alongside the additional language for as long as possible.
3. From grade 3 (Std 1) onwards, all learners shall offer their language of learning and teaching and at least one approved additional language as subjects.

The Revised National Curriculum statement Grades R-9 (schools) also stipulates that when learners enter a school where the Language of Learning and Teaching is not their home Language, the teachers and the school should provide support and supplementary learning in the additional Language until such time that the learners are able to learn effectively through the medium of that particular Additional Language. In other words, it is the responsibility of each individual teacher to ensure that the Language of Learning and Teaching (LoLT) does not become a barrier to learning in such instances. This responsibility is by no means a question of choice, one must hasten to mention.

South African schools as well as almost all education institutions have

a governmental calling to answer. Policies drawn up need implementation and failure to do so would be treasonable.

The Republic of South Africa through the Department of Education has a legal obligation to provide quality public education. Teachers, parents, educational authorities, all have the same legal responsibility to ensure that South African learners receive the best that there is on offer from the public education system of the country. Multilingualism defines the South African private and public life; it would then be proper to expect this multilingualism to permeate all walks of life especially since the Constitution of the country upholds it.

2.4 The South African Constitution and the Bill of Rights: Their implications for Language education

A brief look at what the Constitution and the Bill of Rights stipulate needs to be scrutinized. The constitution of South Africa carries with it both educational and language rights. Section 29.1 states clearly that "everyone has the right to a basic education, including adult basic education." Section 29.2 deals with language specifically and says "everyone has the right to receive education in the official language or languages of their choice in public educational

institutions, where reasonably practicable.” One must hasten to mention that the obligation on the state is to make education available in official languages of choice, subject to questions of practicability and balancing consideration of practicability, equity and redress.

Section 29.3 deals with private or independent institutions. This section, that is, 29.3 places a limit on the state. It stipulates that everyone has a right to establish and maintain, at their own expense, independent educational institutions that do not discriminate on the basis of race, are registered with the state and maintain standards that are not inferior to, but comply with, those of public educational institutions. The state is under no obligation whatsoever to fund these institutions. It can if it wants to, but, it is by no means constitutionally obliged to do so. The state cannot, however, prevent such an institution from being established or operated. Section 29.3 says that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds including race, gender, culture, language and birth.

Section 29.3 therefore stipulates that under no circumstances should the state discriminate unfairly on the grounds of race, gender,

culture, language and birth. Secondly the state should not discriminate directly or indirectly. In short, even if it is not the intention of the state policy to discriminate, if that policy has good intentions but in practice has a discriminatory effect because of the way that it is implemented, that would amount to a form of indirect discrimination. Unintentional discrimination is when the effect of what one does, is to privilege some groups over the other groups. This is prohibited by Section 29.3. If a language policy choice made in the context of education proves to be discriminatory in practice, that policy can be changed. If not changed, there can be constitutional challenges to that policy.

Section 6.1 identifies eleven languages as official South African languages. Section 6.2 stipulates that previously marginalized indigenous languages must be developed, elevated, advanced in their use. The state, therefore, is obliged to promote both the use and the status of indigenous languages of South Africa.

The state is not confined to dealing with aspects of education that do not require national uniformity. The national parliament and the provincial legislative share an overlapping power to make laws regarding education. Should there be a law in which both bodies

clash, and no agreement is reached, that issue is dealt with in Section 146 of the Constitution. The case is dealt with in the Constitutional Court. This court will then decide whether the bone of contention is of national uniformity or not. If it is, it will rule that the national law prevails. If not, it will only state that the provincial law prevails.

The Interim Constitution contained Clause 247 which dealt with the powers of the governing bodies. If a state wants to put into place a new language policy (or any other policy) which will have the effect of changing the powers of governing bodies of schools, the state is under no constitutional obligation to negotiate that with the governing bodies in advance. If the government chooses to negotiate, it is entitled to, but is under no circumstances constitutionally obliged to do so.

It is interesting to note that parents are tasked to make an informed decision with regards to educational issues of their children. The South African Schools Act of 1996 gives powers to SGBs, which are parents' representative bodies, which take major if not almost all decisions with regards to how public schools function. Section 6 of the Schools Act, 1996: Language policy of public schools, maintains

that:

6.(1) Subject to the Constitution and this Act, the Minister may, by notice in the Government Gazette, after consultation with the Council of Education Ministers, determine norms and standards for language policy in public schools.

(2) The governing body of a public school may determine the language policy of the school guided by the Constitution

(3) No form of racial discrimination may be practised in implementing policy determined under this section.

It is quite alarming to note that although the South African Schools Act (DoE 1996) gave and still does give parents the power to design and implement the Department of Education's language-in-education policy in accordance with learner's needs, very few parents have done so. The results of my investigation will show a very frightening picture in that the language policy and practice by almost all schools interviewed work to the detriment of and is geared to compromise the commitment and capacity to promote previously marginalized indigenous languages.

2.5 The pedagogical implications of mother-tongue education

Bantu Education was introduced in 1953 by Verwoed as a ploy to keep Black South Africans subordinates in relation to other South Africans. It was the state that insisted on the mother-tongue (home language) policy and African communities were forced to accept it, and they did so under protest. Very little money and effort went into developing language courses, dictionaries, textbooks and written literature. The South African indigenous language (mother-tongue) learning and teaching were and unfortunately still are associated with Bantu education. The apartheid legacy, therefore, has a direct bearing on why the majority of Black South Africans frown at the thought of mother-tongue learning and teaching.

Many language specialists believe that children's thinking develops most quickly and easily in their first language. Once they are conceptually and cognitively well equipped mentally in their first language, the children can transfer their skills and knowledge to a second, third or rather an additional language with ease. It is very important to note that the choice of language or languages used by the school has a direct bearing on the immediate performance and the subsequent success of learners. A firm foundation in the mother-

tongue is the basis for the learning to follow. Vuyokazi Nomlomo (2000) in a paper entitled 'mother-tongue influence on second language learning: A case of Xhosa learners in a second language (English) classroom' argues that 'the learner's first language provides a rich cognitive preparation for the second language, and that skills acquired in the first language provide easy transition to the second language medium'. That is a view that has been held by Webb (1999) as well, among other psycholinguists.

Vuyokazi Nomlomo's (2000) study was aimed to ascertain the Xhosa first language speaker's competence in English and how Xhosa (L1) competence influences English second language learning. Vuyokazi's study was conducted with grade six learners. The class under consideration was made up of 28 Coloured learners, and five African learners, four of whom were Xhosa mother-tongue speakers and the fifth was born in a seSotho-speaking environment, but she did Xhosa (L1) in her lower grades. She understood and spoke Xhosa well.

The findings of this study show that the Xhosa mother-tongue speakers encounter a lot of problems in English second language classroom. These difficulties were observed in the areas of reading and writing. The study also shows that the learner's first language

(L1) has an influence on second language (L2) learning.

The Xhosa-speaking learners are placed at risk of educational failure because they lack proficiency in English (L2) and at the same time, lack support in their mother-tongue, argues Vuyokazi. She further argues that 'if these learners lack proficiency in both their L1 and L2, then they may not fulfil their dreams of becoming active participants in the development of this country.' Failure or lack of a sound background in the first language has unfortunately disastrous results in their later education. The harm done is not only confined to linguistic growth aspects but has far reaching consequences for young learners, such as the notion of transfer which is far from being smooth, simply because this is an area where no conceptual grounding in the mother-tongue was adequately developed.

Corder (1992) notes that the part played by the mother-tongue in the acquisition of a second language is considerably more pervasive and subtle than has been traditionally believed. David Gough (1996) in his paper 'Thinking in Xhosa and speaking in English: the theory and practice of contrastive analysis', notes that proponents of universal grammar themselves have conceded the significance of the first language in the mastery of the second. Success in a second

language programme, [therefore,] seems to be dependent on success in the children's first language.

An earlier study conducted in South Africa in the 1940s by Malherbe (cited in Romaine, 1995:111) with English/Afrikaans school children, showed that bilingually educated children achieved considerably more scholastically and linguistically than children who were educated monolingually, that is, they were taught their second language only as a subject. In an empirical report by Deidre Martin, 'Zulu is the talk lovely,' (1996:21), Deidre argues that evidence is there that suggests that where school learning in the early years takes place through the child's mother-tongue and the second language is gradually introduced, more effective conceptual learning occurs. If learners understand the concept in their more developed language, usually the mother-tongue, then it is likely that they will be able to add the second language to this concept, usually enriching their understanding both of the concept and their two languages. Teaching by using both languages, i.e., the mother-tongue and the second language, positively affirms the mother-tongue which increases the learner's self esteem and confidence.

2.6 The current position of South African indigenous languages and that of English in both the private and public domain

The apartheid legacy with regard to the mastery of a language, (any language that was taught and learnt, then) left South Africa with a bitter taste. Most language courses were simply derived from missionary grammars for second language learners. Poor first language programmes led to poor teaching of both English and Afrikaans. School leavers were, therefore, at an added disadvantage when in search of employment because they could not speak English and Afrikaans well.

Ana Deumert and Tessa Dowling (2004) in a newspaper article 'The trouble with English', state that there exists a misconception that all learners (English and Afrikaans mother-tongue speakers) are taught and learn African indigenous languages at school. Sadly, this is not the case, certainly not in the Western Cape. Many schools have chosen to discontinue isiXhosa as a subject because pupils do not do well in it and are not assured of high marks at matric level. There are parents who wish to have their children learn isiXhosa but schools in suburban Cape Town do not offer isiXhosa as a subject. Both Ana Deumert and Tessa Dowling (2004) conclude by arguing

that, it is no wonder that advertisers and publishers struggle to find qualified African language specialists.

The South African Language Board's 2001 survey on Language Use and Language Interaction in South Africa states: "More than 40% of people in South Africa often do not ,or seldom, understand what is being communicated in English." The editor of the isiZulu newspaper umAfrika, Cyril Madlala, argues that "The children of former Model C schools do not read or cannot read African-language newspapers and increasingly use English amongst themselves." Cyril Madlala doubts this generation's interest and commitment in the African Renaissance. Gill Moodie in an article, 'African Languages under siege: English is the lingua franca of South African campuses', expressed fear for the future of the nine official African languages as English has become the language of technology, commerce and government (Sunday Times newspaper: 25 April 2004).

Professor Mohlomi Moleleki, chairperson of the Pan South African Language Board and head of African languages at the University of the Free State feels that indigenous languages are under siege. Parents in townships equate education with competency in English. "At the University of the Western Cape, students studying African

languages have fallen from 1900 a decade ago to fewer than 100 today," said Professor Bertie Neethling, head of African languages. "It's frightening. We're really battling. All the universities will tell you the same thing. It goes against the promotion of indigenous languages," said Neethling.

An associate Professor in the University of Cape Town's African languages department, Sandile Gxilishe, attributes this dwindling of students of African languages to teaching being regarded as an unattractive profession. "Until 1994, many students studied an African language as part of a teaching degree. There was also a dire need for teachers of African languages in schools, especially for remedial education. Since it was difficult to detect learning disabilities in a pupil's second language, a need for research of child language development in indigenous languages became necessary.

Sandile Mdadane, in an article "Kube nomthelela omubi ukuvalwa kophiko lwezilimi zendabuko," (translated: the consequences of the closure of the African languages faculties), rubs salt to an open wound when he argues how unpatriotic and devaluing it is for Black African people to continue looking down upon their indigenous languages. Mr Xolile Mfafa, the director of National Languages

Services, Department of Arts and Culture, felt closing the African Languages faculties in universities would cause insurmountable damage to indigenous languages. He is concerned that very few practitioners, experts, translators, authors, journalists to mention but a few would have undergone professional training. This would then force the government to appoint any lay person on the street to do professional work that is supposed to be done by professionally qualified people.

With the decay of African language learning in schools, speakers of these languages are always placed at a disadvantage when communicating with English or Afrikaans speakers. They are deprived of their right to use the language they know best.

Ana Deumert (a research director of the language and society centre at Monash University, Australia), and Tessa Dowling (director of African Voices, a multimedia language development company) researched and found out that in the Western Cape, 503 secondary schools offer Afrikaans as a second language, but only 81 have isiXhosa at that level. The figures for Gauteng are no better – 37 isiZulu, 5 Sesotho and 247 Afrikaans.

Few books are published in indigenous languages, said Jeanne Hromnik, publisher of the David Philip division at New Africa Books, as there is no market for them. The publisher recently abandoned a plan to translate one of its novels into Zulu due to lack of interest and even struggled to find takers at universities for a book on the psychology of African writers who work in English.

IsiZulu has a relatively low status despite (according to estimates provided by Schuring 1995) having the largest number of first language speakers (8,5 million) of all languages in South Africa as a whole, and the greatest number of L2 speakers of all indigenous languages. IsiZulu is a lingua-franca principally amongst the working class in the KZN province, yet English is the dominant lingua franca / medium of intercultural communication amongst the educated elite in KZN as elsewhere in South Africa.

It is comforting, however, to note that the South African government is committed to its policy of multilingualism as confirmed by the Pretoria High Court ruling in favour of the Pan South African Language Board (Pansalb) that 'multilingualism must become a reality' (Mail & Guardian; July 2 to 8 2004). Pansalb had brought the Department of Labour's Compensation Commissioner to court for

adopting English only as a language of communication. The court ordered, amongst other things, that both the Compensation Commissioner and the Department of Labour must: keep forms in all official languages; indicate on these forms that forms are available in other official languages; train personnel to serve the public in official languages other than English and most importantly to have a language policy and practice that is aligned with the requirements of the South African Constitution.

Ten years down the democracy line English still enjoys the monopoly of being the most powerful and prestigious official language. Afrikaans also is far better off than almost all indigenous languages. One would expect an improved picture to be painted. It is very unfortunate that the majority of previously marginalised communities (Black South Africans especially) still feel negative about their children learning in their own languages. South African indigenous languages do not possess the prestige, the power and the status they deserve. Language, especially mother-tongue education succeeds only when the community acknowledges its own language and gives it the status to enable it to grow in use (in newspapers and literature, for example).

Many respondents linked knowledge of English to economic well-being, yet proficiency in English remains low among Black South Africans. There are a number of possible reasons for this. Many rural migrants to urban cities typically settle where others from their rural village live already, and thus are not immediately challenged to learn new languages. Unless they acquire employment, people do not move outside the townships and mix with English speakers. Currently, many schools on the other hand, do not offer a solution as well, since mother-tongue education is not viewed as a missing link towards the mastery of the second language, in this case, English. The majority of Black South Africans often battle to survive, so they do not see learning another language as a priority. Thus, although English is a vital resource in the tight South African job market, its proficiency remains fairly low.

In sum then, these are the harsh realities of a democratic South Africa. One only hopes that the work that has been begun by the Constitutional Court, i.e. upholding the constitutional rights of individual South African citizens when it comes to the eleven official languages, will go a long way into conscientising all South Africans to make multilingualism a reality.

2.7 Bilingualism and Multilingualism in government policy.

Africa as a continent is highly multilingual and this seems a norm worldwide. Sub-Saharan Africa is probably the most linguistically complex area of the world, if population is measured against languages.

An interesting feature of the language situation in South Africa is the fact that most of the major languages have been maintained, and they do not show signs of significant language shift. Even during the Apartheid period, there was little language shift in the case of Black indigenous languages, despite the language policies of the time. This is supported by the Pansalb report (Pansalb, 2001:4) which compared respondents' current home language with the main home language of their childhood. Ninety-six percent (96%) of the respondents, who identified themselves as isiZulu speakers in the year 2000, used isiZulu as their main home language during their childhood. Eighty-two percent (82%) of the respondents who identified themselves as Tsonga-speaking in the year 2000 used Tsonga as their main home language during their childhood. Sixty-one percent (61%) of the respondents favoured a policy of developing disadvantaged languages, particularly in the case of speakers of Afrikaans, seSotho, siSwati, and tshiVenda.

It is in this light then, that a multilingual South Africa has to emerge. The whole of South Africa has to answer to this national call of multilingualism. Multilingualism should be practised both in the private and public life of the country. The educational institutions should lead in practising multilingualism so that the rest of the country follows in their footsteps.

The justice system of the country has to hear what the accused has to say failing which a wrong verdict might be reached. In view of the recent Pretoria High Court ruling (in a matter between Pansalb and the Department of Labour's Compensation Commissioner) senior Pansalb legal adviser says that although the Constitution of South Africa demands that all government departments use at least two official languages, there is a move by these departments to monolingualism. The Pretoria High Court ruling according to the cited official should send a warning sign to other departments that multilingualism should effectively be a reality and that the courts will not, and should not hesitate to rule against those who opt for English only as their official language. It also sends a signal that there is room for all other official languages to be used in all other public domains, particularly where service delivery is concerned.

2.8 Projection for the next chapter

The next chapter (3) deals with research methodology and includes procedures and instruments for the analysis of data.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter deals with identifying the research design and methodology employed in collecting data for the present study. In the first chapter it was noted that the present study aims to find out the role of indigenous languages in early education and that of English as a complementary language, along with other languages in public life in South Africa. Thus, an attempt was made to collect the necessary data by employing a variety of data collecting techniques which will be discussed below. An initial brief discussion of both the merits and demerits of qualitative and quantitative research methods is worthwhile.

In this chapter the research methodology used in the investigation of the implementation of the Department of Education's language-in-education policy in public schools in Empangeni circuit will be described.

3.2 QUANTITATIVE AND QUALITATIVE RESEARCH METHODS

Generally speaking, research methods or approaches are divided into two broad categories: quantitative and qualitative ones. The two methods differ in their orientation to social life, and use different techniques in collecting appropriate data for their purposes, yet they may also complement each other (Neuman, 2000: 122).

A quantitative approach to research mainly focuses on quantifiable data in terms of numbers and measures that can be analysed statistically:

Quantitative researchers are more concerned about issues of design, measurement and sampling, because their deductive approach emphasises detailed planning prior to data collection and analysis (Neuman, 2000: 122).

As such, it follows the positivist educational theory which emphasises empirically investigated information that does not invite the interpretation of ideas (Johnson, 1992: 31-34). Due to its emphasis on quantifiable data, a quantitative research method measures so-called objective facts, focuses on variables, is (to those who undertake it) free of value judgements, and claims to detach researchers from the actual research (Neumann, 2000: 16).

This type of approach to research has its own merits and demerits. For instance, Bless and Higson-Smith (1995: 100) note that numerical data collected through a quantitative research method is believed to be more reliable and easier to utilise, though science is inconceivable without non-statistical data. As Johnson (1992; 34) and Bless and Higson-Smith (1995:100) note, quantitative research methods are criticised for their reductionist nature in that they consider only a limited number of factors, which can lead to an incomplete description of social reality. This is one reason why the present study is mainly interested in employing a qualitative research approach.

In contrast, a qualitative approach to research, in collecting the appropriate data, is not interested only in numerical data that can be used for statistical analysis:

Qualitative researchers are more concerned about issues of the richness, texture, and feeling of raw data because their inductive approach emphasises developing insights and generalisations out of the data collected (Neuman, 2000: 122).

As Johnson (1992: 31-340) points out, the orientation of a qualitative approach to research is based on an interpretive or critical educational theory, where peoples' feelings, emotions, and ideas

cannot be observed in terms of numerical data; but can be interpreted and analysed to give as complete a picture of the social reality as possible. One example of such a reality is the classroom interaction between teachers and students. In contrast to a quantitative approach to research, a qualitative approach constructs social reality and cultural meaning, both of which focus on interactive processes and events, give due attention to value judgement, and allow the involvement of researchers in interpreting data (Neuman, 2000: 16). Though employing this type of data collection method is difficult for utilisation and description, it is a worthwhile tool for approaching social behaviour, because it focuses on doing a detailed investigation of issues that arise in the natural flow of social life (Neuman, 2000: 122). In this respect, Johnson (1992:33) also holds the view that qualitative approaches are accepted as legitimate methods and are valuable sources of obtaining information in social contexts, such as classroom activities.

The present study, with a strong focus on qualitative data collection, is exploratory in nature and follows issues that are of interest in ethnographic studies. As Johnson (1992: 33) points out, qualitative research has gained a strong foothold in second language research that can probably be attributed more to ethnographic studies than to

any other direction. He remarks:

Ethnographic work, with its attention to contextual and cultural interpretation, has added to our knowledge of how students approach L2 learning, how culture interacts with language learning and how teachers and institutions can be culturally sensitive (p.33).

This kind of research method, therefore, allows researchers to gain an insight into the real situation, such as classroom activities in second language teaching. In exploring this idea, Weideman (2001c: 13) also notes that an ethnographic investigation can provide a potentially rich description of the context in which second language learning takes place. My choice of an exploratory research strategy based on classroom observation is attributable to this reason. That is, it will allow me to gain access to what really happens in teaching and learning a language in our classrooms. Classroom observation is, however, only one part of the current study, and section 3.4.1 below will deal with some of the other components too.

The distinction between quantitative and qualitative research is not referred to here in order to argue that one is better than the other. As noted above, these methods may complement each other. Their distinction only shows that while one puts greater emphasis on certain qualities such as numbers, the other focuses on other, non-

numerical qualities. Researchers such as Neuman (2000) and Johnson (1992) seem to agree that neither of the two approaches completely represent research as a whole. In this regard, Johnson points out:

It is important to emphasise that the quantitative versus qualitative distinction, like any dichotomy, does not adequately characterise research. That is, while any particular piece of research may be primarily oriented towards the quantitative or interventionist paradigm ... it may also involve some qualitative analysis and description. Conversely, a primarily qualitative and interpretive ethnographic study may include numerical data (p.34).

3.3 PREPARATION FOR RESEARCH AND DESIGN

In preparation for research and design the following was done:

3.3.1. Permission

Because the research was conducted in some of the public schools in KwaZulu-Natal, it was required to first request permission from the Director: KZN Department of Education and Culture, the Empangeni District Director as well as school managers, previously known as principals. Letters (Appendix H, I, J) were sent to the provincial Director, the District Director as well as the principals asking for the necessary permission, which was drafted and endorsed by the supervisor.

The researcher then visited the managers of the selected schools with letters asking for permission to conduct research in their schools (Appendix J). Copies of questionnaires were also delivered to the school managers. Questionnaires addressed to the educators, learners, subject advisors and parents/school governing body members were personally delivered to them (Appendices A, B, C, D, E, F and G). Arrangements for the administering of the questionnaires and interviews (Appendix K) to both the School Management Teams (SMTs) and educators were made.

3.3.2 Population and sample of respondents

Schools were selected from 9 wards that comprise the whole of the Empangeni circuit.

Schools were selected because of their demographical information. Of the 9 wards 7 of them have learners who are 100% Black, whilst the remaining two are multi-racial in their composition of their learners. Two wards selected are Ngwelezane and Richards Bay. Both wards are representative of the multi-racial as well as multi-lingual nature of South Africa. Some of the schools in these wards are purely attended by Black only learners whilst others have all

races attending the school.

Primary schools were selected because they are at a phase in which mother-tongue/home language education is a must. Primary schools have learners whose home language should be used for learning and teaching wherever possible. It is a group, which according to the Additive Approach to Multilingualism must:

1. learn their home language and at least one additional official language;
2. become competent in their additional language, while their home is maintained and developed; and
3. learn an African language for a minimum of three years by the end of the General Education and Training Band. In some instances, it may be learnt as a second additional language.

Secondary schools were selected because they are also expected to follow the Department of Education's language-in-education policy. In this group of learners home language mastery is a prerequisite for the mastering of an additional language/s. The Department of Education's language-in-education policy also stipulates that the home language should be learnt and maintained as far as possible.

It is believed that the findings from the primary schools can help address some of the problems that may be experienced by the secondary school educators in the implementation of the Department of Education's language-in-education policy.

From each of the schools selected school management teams (SMTs) i.e. a principal, two heads of departments (one a language and another from either the science or humanities) and three educators (one a language educator; one a content subject educator and lastly an isiZulu educator) were requested to complete the questionnaires and attend interviews. One school governing body member or one educator, who is an SGB member in each school, was selected to be a respondent. School management teams were chosen because they are the ones who are responsible for the management of the Department of Education's language-in-education policy. Educators were selected because they are the ones who are responsible for the implementation of the Department of Education's language-in-education policy. A school governing body member was chosen because SGB's are responsible for the choice of languages to be taught and learnt in schools.

This provided the researcher with a sample of approximately 366 respondents which may be considered a sufficiently adequate and representative sample for reliable data analysis.

3.3.3 Site of data collection

Schools were selected as the site for data collection because they were a convenient place to meet the school management teams (SMTs), principals, educators and learners. School principals also know how to get hold of SGB members. Questionnaires were delivered and collected from the sites and most interviews were conducted from the sites. There were, however, some interviews that were conducted over the telephone because of some problems that were experienced by the researcher in trying to reach certain sites.

First, classroom observation was only one part of collecting data that was needed to enrich the whole study. The present study follows an ethnographic approach to research which includes documentary analysis, as well as interviews with educators, subject advisors, principals, heads of departments, SGBs, parents and students, in addition to classroom observations.

Second, as the present study uses mainly a qualitative research

strategy, it is the richness of the data collected that matters more than the number of subjects that are included. Neuman (2000) confirms this when he states that in qualitative research 'adequacy' refers to the amount of data collected rather than the number of subjects as in quantitative research . Therefore, to collect rich and sound data, and to analyse it adequately, is the objective, so as to give insight into what happens in a real classroom situation with regard to the language issue, especially the previously marginalised indigenous Black African languages.

3.4 THE RESEARCH INSTRUMENTS

The following is a discussion of the research instruments, some of which were used in this research.

3.4.1 Observation

Observation is a means by which first hand information can be obtained. This means to witness real social behaviour. Through observation a researcher witnesses human behaviour operating within the social context (McMillan & Schumacher, 1993:375). There are generally two types of observation, that is, simple observation and participant observation (Bless & Higson-Smith 1995:43: Fraenkel & Wallen 1993: 390). I employed the simple observation

technique where only the researcher acting as the outsider undertakes the observation, as opposed to participant observation, where the researcher is involved in the social activity (cf. Berg, 2001:153).

In undertaking the observation, the researcher first asked for permission from the managers or principals of each school, and requested their co-operation. School managers introduced the researcher to the senior management teams as well as to all teaching staff members. Heads of departments helped the researcher arrange with educators time frames or periods he could have classroom observation. The researcher decided to undertake 2 classroom observations which were subsequently followed by interviews. In primary schools, observations lasted between 35 and 60 minutes. In high schools, they lasted between 60 to 120 minutes. Some of the points which the researcher wanted to focus on during observation were:

1. Do learners and educators code-switch?
2. Are indigenous languages promoted?
3. Are schools monolingual, bilingual or multilingual?
4. How do educators deal with language issues in their classes, e.g., incorrect answers due to mother-tongue interference?

5. Do the selected schools have a language policy?
6. The extent to which educators help learners tackle the meaning of new concepts, words and lexical items.

In order to get the best out of observations the researcher decided to take both notes and record the classroom activities. This helped the researcher balance his notes with the actual recordings thus achieving maximum results. Learners were excited and participated fully in front of the video camera which benefited the researcher.

3.4.2 The questionnaire as a research instrument

According to Van Rensburg, Landman & Bodenstein (1994:504), the questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purposes of gathering information on a problem under consideration. In this research a questionnaire is, therefore, a prepared set of questions which is submitted to the senior management teams (SMT's) and educators as respondents with a view to obtaining information about the implementation of the Department of Education's language-in-education policy in their schools.

The questionnaire plays a very important role in the operational phase of the research process. This is further echoed by Schnelter (1993:77) that questionnaires as measuring instruments have the greatest influence on reliability of data.

The careful construction of the instrument best controls the characteristics of measurement. The questionnaire, as an instrument for data collection, has been intensively used in most researches. A questionnaire is used when authentic information is desired. According to Kiddér & Judd (1986:128-131) and Behr (1988:156) any questionnaire should be constructed according to certain principles.

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem and generating the hypothesis (Chetty, 1998:131). A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Hysamen, 1989:2). Schnelter (1993:61), in his criticism of questionnaires objects to poor design rather than questionnaires as such. A well-designed questionnaire can boost the reliability and validity of the data to acceptable tolerances

(Schumacher & Meillon, 1993:42).

When a questionnaire is designed, a lot of factors should be considered. According to Dane (1990:315-319) the length of the individual questions, the number of response options, as well as the format and wording of questions are determined by the following: the choice of the subject to be researched; the aim of the research; the size of the research sample; the method of data collection and the analysis of the data.

Against this background, the researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

3.4.2.1 Construction of the questionnaire

When the researcher is involved in designing a questionnaire, he or she does not do it in isolation. The researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aarweg & Van den Aarweg, 1988:198).

Questions used in the questionnaire should be tested on a smaller sample of people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when posed to another person. The researcher should not hesitate to change questions but remain in keeping with the original idea in mind. This, therefore, emphasizes the point that a lot of time and effort should be put to drafting a questionnaire. A researcher must, therefore, ensure that adequate time is budgeted for in the construction of the questionnaire (Kidder & Judd, 1986:243-245). The researcher did take the above-mentioned requirements into consideration during the designing of the questionnaire for this investigation.

One of the important aims in the construction of the questionnaire for this investigation was to present the questions as simply and straightforward as possible. The researcher also designed the questionnaire in such a way that it eliminates ambiguity, vagueness, bias, technical language and prejudice.

The aim of the questionnaires was to obtain information regarding the implementation of the Department of Education's language-in-education policy in the public schools in Empangeni circuit. The

questions were formulated to evaluate the effectiveness of the implementation of the Department of Education's language-in-education policy.

As regards procedure, the researcher gathered the questionnaire data in the same schools where he had undertaken observation and interviewing. The researcher decided to take 35-40 students from each school, making a total of 311 students. I also decided to take one principal, two heads of departments, one IsiZulu educator, one English educator, one content educator, three subject advisors, one parent and one member of the school governing body.

The questionnaires were translated into isiZulu for previously Black only schools because students and educators were familiar with the language. Parents and most students were encouraged to use any language they felt comfortable with in filling their answers. I preferred the translation into the home/first language because I felt my respondents could best express themselves in their languages against using foreign or additional languages. Johnson (1992:144) notes that a number of research studies have failed in terms of validity, because they confronted subjects with incomprehensible language.

In addition, the questionnaire format included both open-ended and close-ended questions, and mainly for two reasons. The open-ended questions aimed at eliciting information on how the subjects feel about the importance of mother-tongue learning, the effectiveness of code switching, its helpfulness to empower and promote the previously marginalised indigenous languages and how multilingualism could be used to acknowledge that eleven South African languages are now supposed to be equal and official. The close-ended questions, on the other hand, were employed to help me get an idea of what the attitude is towards indigenous languages by both learners and educators. The rationale behind using both types of questions in the questionnaire is simply that relying on one format only may not make the investigation adequate, since as Neuman (200:260) has observed, the "disadvantages of a question form can be reduced by mixing open-ended and close-ended questions in the questionnaire."

Before the questionnaires were distributed to all respondents, I explained to them that the research would be helpful to our educational system in many ways and that it would become successful only through their participation. All students in all schools

were willing to co-operate. Initially, to check out the comprehensibility of the questions set, I tried the questionnaire out in my school, Mbusowabathethwa High School, and it proved to be intelligible to these learners, educators, and heads of departments. The questionnaire to isiZulu educators had to be re-phrased after consulting the two isiZulu subject advisors in the region.

Before students started answering the questions, I read each question aloud for the sake of clarity. It took the primary school students between 30 to 50 minutes to complete the whole questionnaire. The senior school learners were rather quicker in theirs. My presence during the questionnaire-filling task gave me the chance to clarify and give examples when students needed and asked for clarification.

Part of the questionnaire addressed the public policy issues under the following: consultation, policy implementation and policy monitoring and evaluation.

The questionnaire was chosen as a research instrument because it offers respondents the opportunity to give honest answers to statements which otherwise would have appeared personal, thus

subjective and sensitive.

3.4.2.2 Characteristics of the questionnaire

Mahlangu (1987:84) and Van den Aarweg and Van den Aardweg (1988:190) maintain that the following can be considered as characteristics of a good questionnaire:

- a. It seeks only that information which cannot be obtained from other sources;
- b. It should be attractive in appearance, neatly arranged and clearly duplicated or printed;
- c. It has to deal with a significant topic, one which the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter;
- d. It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket;
- e. Directions for a good questionnaire are clear, complete and important terms are clearly defined;
- f. Each question deals with a single concept and should be worded as simple and straightforwardly as possible;

- g. Different categories should provide an opportunity for easy, accurate and unambiguous responses;
- h. Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law;
- i. Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps the respondents to organize their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and or embarrassing questions should be avoided at all costs; and
- j. Data obtained from questionnaires are easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet, anticipating the likely tabulation and ways of interpretation of the data, before the final form of the questionnaire is decided upon. This working backwards from a visualisation of the filed analysis of data is important technique for avoiding ambiguity in questionnaire form.

3.4.2.3 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in, inter alia, the following ways: a written questionnaire that is mailed, delivered or handed out personally, personal interviews, telephonic interviews (Kidder & Judd, 1986:221). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research question and the specific target population being studied, as well as the relative cost. The researcher used the written questionnaire that was delivered and some handed out personally, as the research instrument, taking into consideration the advantages and disadvantages of the written questionnaire discussed in 3.4.2.3.1 and 3.4.2.3.2 below.

3.4.2.3.1 Advantages of the written questionnaire

According to Mahlangu (1987:96) the questionnaire is one of the most common methods of gathering data. It is also time saving and conducive to reliable results. The researcher used the written questionnaire as a research instrument taking into consideration certain advantages as outlined by Cohen & Manion (1989:111):

- a. Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data

gathering;

- b. Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even in the interviewer's general appearance or interaction may influence the respondent's answers. Such biases can be completely eliminated with a written questionnaire;
- c. A questionnaire permits anonymity. It is arranged such that responses are given anonymously, the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions would increase;
- d. They permit a respondent a sufficient amount of time to consider answers before responding;
- e. They can be given to many people simultaneously, that is, a large sample of the population can be reached;
- f. They provide greater uniformity across measurement situations than interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents;
- g. Generally the data provided by the questionnaires can be more easily analysed and interpreted than data obtained from verbal responses;
- h. Using a questionnaire solves the problem of non-contact when

the respondent is not at home when the researcher phones him or her. When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible solution;

- i. Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of the results;
- j. A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face-to-face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire;
- k. Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach;
- l. Respondents can complete questionnaires in their own time and in a more relaxed atmosphere;
- m. Questionnaire design is relatively easy if guidelines are followed;
- n. The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special

training;

- o. Data obtained from questionnaires can be compared, inferences can be made and
- p. Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

3.4.2.3.2 Disadvantages of written questionnaires

The written questionnaire does have its own disadvantages. According to Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd (1986:223) and Mahlangu (1987:84-85) disadvantages of the questionnaire are, inter alia, the following:

- a. Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardised;
- b. People are generally better to express their views verbally than in writing;
- c. Questions can or will be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions;

- d. The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only;
- e. Answers to mail questions must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions, nothing can be done to it because the mail questionnaire is essentially inflexible;
- f. In a mail questionnaire the respondent could examine all the questions at the same time before answering them and the answers to different questions could not be treated as "independent";
- g. Researchers are unable to control the context of question answering, and specifically, in the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired and
- h. Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondent may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

3.4.2.3.5 Validity and reliability of the questionnaire

Validity and reliability are the two concepts of critical importance in understanding issues of measurement in a scientific research. According to Cooper (1989:15) many questionnaires lack validity and reliability. Questionnaires have a very limited purpose. In fact, they are often one-time data gathering devices with a very short lifespan, administered to a limited population. The researcher can have means by which his or her questionnaire can be both valid and reliable. The most important guideline that is basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way.

Kidder & Judd (1989:53) maintain that although reliability and validity are two different characteristics of measurement, they overlap. They are two ends of a continuum but it is difficult to distinguish them at the middle point. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1988:198). It is

important to assess validity and reliability of the instruments one is using in the research. Researchers need to have a general knowledge of what validity and reliability are and how one goes about validating a research instrument and establishing its reliability.

3.4.2.3.6 Administration of the questionnaire

Cooper (1989:39) maintains that if properly administered, the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously. The researcher personally delivered questionnaires to the selected schools and collected them again after completion. This kind of administration made it easy for the researcher to get an adequate response rate. A full return rate was obtained with all the questionnaires fully completed and returned except for the isiZulu educator questionnaire. The majority of schools that were previously 'white only' returned their isiZulu educator questionnaire not completed.

3.4.3 The interview as a research instrument

According to Behr (1988:150) the interview is a direct method of obtaining information in a face-to-face situation. The interview is

sometimes preferred to the written questionnaire, more especially when it involves complex topics or where the investigation concerns matters of a personal nature. The researcher believes the interview in this study, made responses given through questionnaires more authentic and valid.

The interviewer has the opportunity of giving a full and detailed explanation of the purpose of the study to the respondent; and to ensure that the latter fully understands what is required of her/him. The interview is more flexible in approach than a written questionnaire because the researcher can clarify the questions further and the respondent has a chance to ask for more clarification on the questions.

It must be pointed out, though, that the complete flexibility of approach, particularly where information is sought from a number of persons, can result in bias. To obviate this problem, interviews can be structured. In this research the interview was used to supplement the findings obtained through the written questionnaire.

The aim of the interview (Appendix K) was to validate information provided by the SMTs, SGB members, subject advisors, educators

and learners on the implementation of the Department of Education's language-in-education policy obtained through written questionnaires. The interviews were divided into two sections, inter alia, one that was conducted with SMTs and the other one was with the educators. Some interviews were conducted over the phone.

The interview questions directed to both the SMTs and educators were on the following aspects: public policy and policy process, the Department of Education's language-in-education policy, the South African's schools act as well as attitudes towards (indigenous) home languages.

3.4.3.1 Types of research interviews

According to Behr (1988:157) research interviews are classified according to their purpose and design. In terms of purpose, interviews seek either objective information in the form of facts, or subjective information in the form of attitudes, beliefs and opinions. In terms of design, interviews can be either structured or unstructured.

3.4.3.1.1 Structured interview

Behr (1988:151) maintains that a structured or standardised interview is one in which the procedure to be followed is determined in advance. This, therefore, means that an interview schedule is prepared in which the pattern to be followed, the wording of questions and instructions and the method of coding the answers are detailed.

The structured interview thus has its own demerits. The preparation of the interview schedule is a laborious task. However, on the positive note, it minimises the degree of errors due to differences in technique of different interviewers.

3.4.3.1.2 Unstructured interview

The unstructured interview consists of a series of questions to be asked which are also prepared beforehand, but the interviewer is permitted to use her or his discretion and to divert from the set questions as well as their order of presentation as the situation demands. In other words, in an unstructured interview, there is much flexibility, and both the interviewer and the interviewee do not necessarily follow specified questions only. In this type of interview, Berg (2001:70) notes that "interviewers are permitted

(in fact expected) to probe far beyond their prepared and standardised questions". The choice of an unstructured interview data gathering technique for the present study again makes clear its dependence on a qualitative research strategy, since the choice of the unstructured interview was made in order to allow the effective articulation of how both educators as well as learners feel, think and observe language related issues in their learning and teaching situations.

The interview procedure was done in the same way as the procedure of observation. Educators who were observed in class were asked for their co-operation for subsequent interviewing. Each interview lasted between 30 and 40 minutes. In order to gather the information, a face-to-face interview format, using a tape recorder, was employed. This face-to-face interviewing method helped me clarify my questions and probe with follow up questions. In order for the interview to proceed smoothly and for me to get as much information from educators, learners, subject advisors and parents as possible, I preferred to use isiZulu for those whose mother-tongue is isiZulu, English for those who were most comfortable with it, and a mixture of English and Afrikaans for those who are Afrikaans speakers. This choice of language use proved to work well

for all my respondents because all respondents felt comfortable and stated feeling comfortable. It was also in the spirit of the very study that is researched to put multilingualism into practical application. A sample transcription of an interview questionnaire is given in the appendix (see Appendix K).

The unstructured interview does have its own limitations too. It is difficult to compare the data obtained from the various respondents so as to arrive at reliable generalisations. An experienced interviewer, however, can use this approach to a great advantage. This research uses the unstructured type of interview.

3.4.3.2 Conducting an interview

In conducting an interview, the first task of the interviewer is to establish rapport with the interviewee (Behr, 1988:152). To achieve this, the researcher can assure the respondent that information which is needed for the research is confidential and cannot be used for any other purpose.

According to Behr (1988:152) the interviewer should have the following characteristics:

- a. S/He must be pleasant and restrained in her or his manner;

- b. S/He must be a good listener, and avoid interjections;
- c. S/He must not be distracted by irrelevancies and
- d. S/He must avoid giving any hints by her or his facial expressions, tone of voice or use of implied questions which suggest the kind of answers she or he would prefer to be given.

3.4.3.3 Recording the interview data

The researcher must keep a record of the interview. This can be done by taking down full written notes during the interview. This may be time-consuming. The use of tape-recording becomes a very convenient method in this regard. The tape-recording provides not only a complete and accurate record of the entire interview, but it also preserves the emotional and vocal character of the responses. The tape-recording can be replayed and a written record made. It is for these reasons that the tape-recording was used in this research.

3.4.3.4 Advantages and disadvantages of interviews

Although interviews do seem to have a better chance to elicit honest information from the respondents than the written questionnaires, they do have some disadvantages.

3.4.3.4.1 Advantages of interviews

Some of the advantages of the interviews are the following:

- a. They are helpful in eliciting honest information;
- b. The interviewer has a chance of rephrasing the questions;
- c. The interviewer can stimulate the interviewee if she or he shows lack of interest;
- d. They can be standardised or structured;
- e. They can be used to validate information obtained through other instruments and
- f. People are generally better at expressing their views verbally than in writing.

3.4.3.4.2 Disadvantages of interviews

Some of the disadvantages of interviews are the following:

- a. They may be time-consuming;
- b. The flexibility approach of interviews may result in bias;
- c. The respondent may be intimidated by the presence of the interviewer;
- d. They do not provide a chance of anonymity to the respondents and
- e. Coding and analysing interviews can be difficult for novice researchers.

3.5 THE PROCESSING OF DATA

After data was collected, it had to be captured in a format that would permit analysis and interpretation. In this case, all questionnaires were carefully coded. The coded data was submitted to the University Of Zululand Department Of Statistics and a computer analysed the data in order to interpret the results by means of descriptive statistics. The coded results from the questionnaires were compared with the results of the interviews.

3.6 DESCRIPTIVE STATISTICS

According to Van Rensburg, Landman & Bodenstein (1994:355) descriptive statistics serve to describe and summarise observations. Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aarweg and Van den Aarweg (1988:65) frequency distribution is a method used to organise data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- a. It indicates how many times a particular response appears on the completed questionnaire;
- b. It provides percentages that reflect the number of responses

to a certain question in relation to the total number of responses and

- c. The average can be calculated by adding all the scores and dividing it by the number of scores.

3.7 ETHICAL ISSUES

Some schools had educators who were not co-operative because they felt that they were used for the purposes of attaining qualifications. The researcher had to explain to them that the results of this study would be submitted to the Kwa-Zulu Natal Department of Education and Culture, therefore, the results would be to the benefit of our education.

Some educators did not want to co-operate because they did not like change and most schools had not implemented the Department of Education's language-in-education policy because the principals did not like it. For other respondents the topic under investigation was very sensitive because some senior management teams feared that their management of the implementation of the Department of Education's language-in-education policy would be criticised if found to be ineffective. Educators feared that they would be victimised if they criticised their senior management teams openly. However,

accompanying letters and discussions with respondents assured confidentiality of their responses. The researcher had to explain to the senior management teams and to educators why there is a need for change in their attitudes towards a democratic education system. Benefits of mother-tongue teaching were explained to them and that participation by all respondents was optional. The researcher explained to the respondents that their views were to be treated with utmost confidentiality and that as respondents they are at liberty to withdraw their participation at any stage during the research without necessarily giving reasons. After this assurance was given the majority of the senior management teams and educators started to co-operate willingly.

3.8 CONCLUSION

The purpose of this chapter was to examine the methodology used in data collection. This study used questionnaires as the main data source. Interviews and discussions with the respondents were also used in collecting data to validate information obtained through questionnaires.

Questionnaires were distributed to school management teams (SMTs), school governing bodies (SGBs), and school educators to

find out how they view the implementation of the Department of Education's language-in-education policy at their respective schools and also how the implementation is managed. Interviews were also conducted with the same respondents.

Despite limitations, this investigation provides a much-needed basis for future research, more especially, the support structures that should be provided to enable effective implementation of education policies.

3.9 PROJECTION FOR THE NEXT CHAPTER

The next chapter (4) deals with the presentation, interpretation and discussion of research results.

CHAPTER 4

PRESENTATION OF DATA

4.1 INTRODUCTION

This chapter is mainly concerned with presenting the data gathered using various data collecting methods – interviewing, administering questionnaires and observation. The data gathered from questionnaires will be presented first, followed by data from the classroom observations. Data from the interviews will be provided last.

4.2 COLLECTION OF DATA

The preceding chapter explicated the research design and methodology. This study used questionnaires as the main data source. Interviews and observations were used mainly to test information obtained through questionnaires.

4.2.1 Data from the English educators' questionnaires

Eighty-eight percent (88%) of respondents feel that if they were given a chance they still would have chosen English as a medium of instruction. A mere 12% felt isiZulu would be an appropriate choice.

English educators also trust their senior management teams that they would make informed and right choices. These educators, therefore, have little influence in what their senior management teams decide in as far as policy issues are concerned.

The majority of English educators (66%), in almost all grades, who teach in the rural public schools, argue that for their learners to understand them they have to resort to using the mother-tongue when teaching, in this case, isiZulu. They are, however, quick to point out that this exercise of using two or more languages may not help their learners in the examinations because questions are set and should be responded to in English. These educators stress that if they really want their learners to fully understand their subjects they have to use mother-tongue, in this case isiZulu.

4.2.2 Data from the principal's questionnaire

Principals in public schools represent the Department of Education both provincially and nationally. Policies drawn are implemented through school principals. Their role is to implement and not question their viability. In their questionnaire, principals were asked:

- a. Whether their schools have the Department of Education's language-in-education policy.

- b. Whether their schools apply the Department of Education's language-in-education policy.
- c. Whether they (principals) encourage educators and learners to code-switch either during teaching and learning sessions, or during staff meetings and
- d. Whether they (principals) have ever discussed the Department of Education's language-in-education policy with anyone (the school governing body members, especially).

The results show that 75% of respondents in this category responded positively, admitting to have the Department of Education's language-in-education policy in their schools. When responding on whether they code-switched or encouraged it during their lessons, or staff meetings, 58% said they did not. When responding on whether they would recommend that isiZulu and English be used interchangeably during learning and teaching, 92% emphatically gave a negative response, whilst only 8% responded in the positive.

The majority of rural school principals (85%) responded that they have never discussed nor felt a need to visit the language issue in their respective schools. To them there is no need, because English is 'the' language to be learnt and taught.

The only language that may be discussed is Afrikaans. Primary or feeder schools determine the curriculum of the secondary schools. Many secondary schools do not offer Afrikaans because the primary/feeder schools do not have it. When asked why primary schools do not offer Afrikaans, the response in one particular school was that the Afrikaans educator they had was promoted and he then left a void that could not be filled. Afrikaans educators stated to the researcher that whenever there is a problem with other subjects or an educator, they would call upon an Afrikaans educator to stop teaching Afrikaans and take over that particular subject, thus creating a negative impression about both the Afrikaans educator and the Afrikaans subject.

4.2.3 Data from the subject advisor's questionnaire

The Empangeni Circuit has 4 language subject advisors; one for English and one for Afrikaans and two for isiZulu. All four subject advisors agreed in their responses that schools were not doing enough to promote multilingualism and that not all schools are in possession of the Department of Education's language-in-education policy. They all agreed that there are schools that still do not teach a home language to their learners.

The isiZulu subject advisors are very concerned about this state of affairs. They have made a call 'azibuyele emasisweni' (a going back to the roots call). They have embarked on a deliberate orthographic writing. The tendency to use loan words when an indigenous isiZulu word/s is available has been stopped by these two: e.g. 'October' is no longer written as 'Okthoba' but 'Umfumfu'; which is a proper indigenous isiZulu word.

4.2.4 Data from the content subject educator's questionnaire

The language problem is clearly discernible in this group of people.

These people teach subjects like Mathematics, Biology, Technology and a host of other non-language subjects. To be understood, these educators rely heavily on the language the learners know and understand.

This group of educators came across the following questions in their questionnaire:

- a. Which language do you use as a language of learning and teaching (LOLT)?
- b. Do your learners cope with or understand the language you use for classroom instruction?

- c. If 'no', do you use code-switching in your lessons, or do you allow code switching to take place in your presence?
- d. Do you consider the fact that the Language of Learning and Teaching (LOLT) may not be the first language, of some, if not all your learners?
- e. If 'yes', how do you deal with linguistically incorrect answers, e. g, 'cell' instead of 'sell'; or 'some' instead of 'sum'?
- f. Do you think content subjects should be taught and examined in the vernacular (mother-tongue)?

Of the 8, 6 respondents (75%) teach learners whose Language of Learning and Teaching is an additional language. Eighty-eight percent (88%) of these educators do not code-switch when in class; yet, the very 88% respondents claim to mix languages when talking to each other or holding staff, subject or departmental meetings.

The majority of content subject educators, 96%, acknowledge that English is a barrier to better understanding to the majority of Black rural learners, because, to these learners, although English is a Language of Learning and Teaching, it is by no means their first language. The same educators doubted the benefits of mixing English with an indigenous language (isiZulu in the KwaZulu-Natal province).

According to these educators, learners will eventually lose out if taught in their vernacular and examined in English.

Of these educators, 57% admitted by acknowledging that some, if not all of their learners, may not be English first language speakers. These educators claim to mark linguistically incorrect answers as correct but, draw the learners' attention to the correct answers. Twenty-five percent (25%) of these educators said they mark these linguistically incorrect answers as correct, without flinching because they claim they do not teach grammar but History, Biology, Mathematics, etc. Thirteen percent (13%) of the respondents mark these answers as wrong. The remaining 5% did not respond.

4.2.5 Data from the learner's questionnaire

The following data is gathered from the questionnaires distributed to the 313 learners from the 7 schools. Their answers are categorised to groups, and are presented in percentage form. They are rounded off to the nearest decimal. There were 20 questions in all, but the following were grouped to form 5 questions that have a direct bearing on this investigation.

- a. Do you learn/feel there is a need for you to learn your mother-tongue?

- b. Do you read novels or books written in English other than those prescribed/in your mother-tongue even if you are not going to write examinations in that language?
- c. How do you measure/grade your level of English proficiency?
- d. If you do not understand instructions written in English during examinations, what do you do?
- e. Do you think it will help/solve comprehension problems to have a content subject written in two languages, i.e., in the Language of Learning and Teaching and your Home language?

A total of 313 learners answered the questionnaire for learners. Of these (61%) regard isiZulu as their mother tongue; (33%) regard English as their mother-tongue, and only 3% are Afrikaans mother-tongue speakers, and the other (3%) is a mixture of the other ethnic groups.

Of these 313 learners who answered the question on the language or languages they use within the school premises but outside the classroom, only (3.7%) use both English and isiZulu, whilst a paltry (1.%) use English and Afrikaans. 45% of these use English whilst 49% use isiZulu only.

When asked whether there is a need to learn their respective mother-tongues 86% of respondents were positive whilst 14% felt there is no need. When asked whether it would help solve comprehension problems to have a content subject (e.g. Maths; Geography or History), written in two languages, that is, in the Language of Learning and Teaching and one's home language, 61% said yes, whilst 39% said no.

On whether learners read English novels not prescribed, the majority of learners (55%) responded positively. The majority of learners (85%) do not read novels written in their mother-tongues/home languages other than those that are prescribed. This however, applies mostly to the indigenous languages.

Learners from the rural areas/schools view their level of English proficiency as either 'average' (54%) or 'below average' (30%); 10% 'competent' and a mere (6%) 'excellent.' The majority of learners from mixed schools (83%) claim they do not have problems as far as English proficiency is concerned.

On the question of how they deal with difficult instructions (do not understand instructions written in English) during examinations, 33%

of the learners said they leave a blank space; 34% answer in another language; 30% ask their educators for clarity, 3% claimed they have never experienced this problem.

4.2.6 Data from isiZulu educator's questionnaire

IsiZulu is the main language for the majority of KwaZulu-Natal people. Fifty-seven percent (57%) of learner respondents claim that IsiZulu is their mother-tongue.

All IsiZulu educators interviewed would still choose English as a language of learning and teaching. This was evident in the response that all eight educators gave to the question:

Ukuba ubunikwe igunya/amandla okukhetha ulimi okumele kufundiswe futhi kufundwe ngalo bewungakhetha luphi?

Translated: (If given a chance which language would you choose as a language of learning and teaching?).

All eight respondents (100%) chose English.

The following questions and responses were noted and followed up:

Lukhona yini ulimi olusebenzisayo ngaphandle kwesiZulu uma ufundisa? Chaza kabanzi impendulo yakho. Translated (do you speak any other language during your teaching? Explain your response).

Eighty-five percent (85%) of the educators of isiZulu use English and do allow other languages to be used by their learners, during isiZulu class. The reasons given include the myth and the claim made by 52% of the 85% that isiZulu is 'not technical enough for academic purposes.' Another argument put forward was that since English is the Language of Learning and Teaching, its use should permeate all learning and teaching encounters.

Fifteen percent (15%) isiZulu educators were not prepared to use any other language during their isiZulu lessons. There was no problem of language use outside classroom contexts. Learners felt freer in their use of English. The reasons given include the claim that code mixing tampers with the 'purity' of a language.

4.2.7 Data from the School Governing Body's questionnaire

School governing bodies (SGB's) were given by the government and the Department of Education, powers amongst other things, to choose a language of learning and teaching in their schools. Seventy-one percent (71%) SGB members think that their schools do have a language policy, whilst 14% say that it does not exist, another 14% did not respond.

Fifty-five percent (55%) of parents agree that to solve comprehension problems a content examination paper (e.g. Mathematics, Biology, History to mention but a few) should be written in the Language of Learning and Teaching as well as in the home language of those learners whose Language of Learning and Teaching happens to be an additional language. All parent respondents (100%) chose English to be the Language of Learning and Teaching.

It is also interesting to note that 79% of SGB members would like their children to learn and be taught their home languages as far as university level, and 28% feel there is no need, unless if that home language is English. Only one SGB member out of fourteen respondents (7%) once 'thought' of discussing the language issue in her/his school, whilst three respondents (21%) never thought about the language issue. Whilst the remaining (72%) respondents did not respond.

Twenty-one percent (21%) respondents claim to at least once had a chance of attending a SGB meeting in which the language issue was mentioned, against 79% who never had that opportunity. That the language issue 'was mentioned' is different from 'discussing' the

Department of Education's language-in-education policy.

4.3 Data from classroom observation

As discussed in the third chapter, I undertook classroom observations as one part of data collection in order to answer research questions on whether educators are sensitive enough to allow other official languages to be used during their teaching and learning periods. I was interested in how issues (like code-switching and the use of mother-tongue language to and by learners whose language of learning and teaching is an additional language) were dealt with by schools.

Of interest also, was to observe how both educators and learners dealt with comprehension problems or lack of them. I was also interested in observing the attitude of both educators and learners towards languages other than English which is a medium of instruction in almost all schools chosen. Though I had intended to observe all schools chosen, I could not, because two schools proved to be difficult. To the principal of these schools, to allow me to do these observations was like a witch-hunt. These two schools happen to be public schools and were used to admitting White-only learners during the apartheid era. Data obtained from each school follows in

4.3.1 – 4.3.6 below.

4.3.1 Observation in school 1

This school is representative of rural schools. All learners are Black South Africans, and so are their educators. Almost all the learners are isiZulu mother-tongue speakers. The staff is made up of 23 educators, two of whom are isiXhosa mother-tongue speakers. The total enrolment is 723. The average class is 74 students in each class. Learners sit in threes, and are very uncomfortable. I sat at the back of the classroom with two other students to be able to observe clearly. This was an Economics grade 11 class.

The educator was a young female, who had previously given the pupils notes to copy. All she was to do was explain those notes and let the learners answer questions which she asked them.

The educator requested learners to take out their note books. I observed that some students shared one or two note books. The reasons given were that some students do not have notebooks and others had left them at home.

The researcher observed that the educator spoke in English for about

15 minutes explaining the notes in English. Learners became so passive and restless that she decided to start afresh and explain in both English and isiZulu. The moment an isiZulu word was uttered, learners were observed raising their heads, focusing on the educator and attention, apparently, was drawn.

Each time an educator asked a question one hand would be raised by one specific learner. If a question was interpreted into isiZulu, the majority of the class wanted to participate. Other learners asked some questions in isiZulu. The educator, however, helped learners in translating those questions and answers into English.

4.3.2 Observation in school 2

The classroom at school 2 had 30 pupils. The school is between a rural and an urban area. Learners who come from the rural area constitute 84%, whilst the remaining 16% is a mixture of township, urban and semi rural learners. This school was initially built for a white community. As the political thinking changed, learners of all races were also admitted. White learners who used to be the majority three years ago, have dwindled to only two white learners in a school of 250 learners and 15 educators.

The school offers three languages; that is isiZulu, English and Afrikaans. It is a primary school. Learners range from grade three (standard 1) to grade seven (standard 5).

In this school I observed an isiZulu and a Mathematics lesson. The isiZulu lesson was on 'Imilolozelo' (oral poetry) for a grade seven class. The educator was a black male who spoke fluent isiZulu and English. He introduced his lesson in isiZulu and tried to maintain isiZulu for the next seven minutes or so. His tongue would unsuccessfully slip and he would use the English language. Learners themselves would ask him to translate words into English which proved to be easier to them compared to isiZulu. The educator's accent and the intonation were superb when communicating in either of the two languages. Both learners and the educator showed signs of enjoying themselves and so did the researcher. Learners were highly motivated to participate and the class was lively, noisy, and interesting. The researcher was really impressed.

The observation the researcher made in the Mathematics and Mathematical Literacy (mimms) class was no different. The educator was a young Indian female. She taught grade 7 (the same class, I observed for isiZulu). The educator used English in her teaching but

would occasionally add one or two badly pronounced isiZulu word/s here and there, which seemed to excite the learners. Some learners went as far as correcting her, in as far as the accent, intonation and stress. She thanked the learners and showed genuine appreciation to what they were doing to her.

The lesson was about division, and went smoothly, although some learners could not get correct answers. This was not taken kindly by those learners who could not get it right. Learners' tongues would unintentionally slip into isiZulu words and they would caution, laugh and/ or tease each other about that, before their educator could respond or say anything.

4.3.3 Observation in school 3

The researcher was able to observe a History lesson in action. It was a grade 11 (standard 9) class. The educator was a white male who used no other language than English. His accent, however, is closer to that of Afrikaans speakers than English speakers. Learners are of mixed races although the Black African learners are in the majority.

The lesson was on South Africa's resistance politics. All learners appeared to be competent, fluent and at home with English. The

educator could only code-switch from English to Afrikaans and vice versa. The educator found it difficult to pronounce some Black/African names, e. g. Nonqgawuse, Nqika etc. Black/African learners corrected him but were unsuccessful in helping their educator get it right.

4.3.4 Observation in school 4

This school was previously a public Whites-Only school. It had, however, opened its doors to all races. It has, however, teaching media; English and Afrikaans. It was quite interesting to note that seventy percent of its learners are Black South Africans. I was also interested in observing an isiZulu lesson.

This school does not offer any previously marginalised languages until learners reach grade 12, where they are advised to register seven subjects for their matric certificate. Black African learners opt for isiZulu which they register as a Third language. The reason for this it is claimed is that there is no isiZulu educator who would effectively teach these learners. I could, therefore, not observe an isiZulu lesson in practice in this school because the learners do not learn isiZulu at all. IsiZulu does not even appear on the timetable. Learners who wish to learn it are expected to do so during extra

classes. Once in a while an isiZulu teacher would be 'imported' from a Black-only school to teach these learners. I only managed to interview her.

4.3.5 Observation in school 5

School number 5 was initially a Coloured-only institution. Now it admits learners from all races. No White learner has, however, applied for admission in this school. It is located right inside the township which also used to cater for Coloureds but now has all the different races, with the exception of Whites.

The school has the following learner distribution: 70% Black/Africans, 9% Indians, 21% Coloureds and 00% Whites. There are 24 educators, 22 (92%) of which are Black/Africans, 2, (08%) are Indians and none are Coloureds. The principal is a Black/African male.

The school offers two languages; English and Afrikaans. Learners are not allowed to speak isiZulu inside the school premises. The researcher was permitted to observe a grade 6 English class in progress. The educator was a Black/African female, who commanded respect from all her learners. The lesson was on the past tense.

Black/African learners would from time to time utter an isiZulu word which was rather automatic. The educator would cast an ugly glance/look at the young offender and continue with her work.

4.3.5 Observation in school 6

This school was previously an Indian-only school. It is right in town and used to admit learners from the Indian community. In 1996 it opened its doors to learners of all races. Learners come from town, surrounding townships, the rural areas and from almost everywhere.

This is a very big school in the sense that it has an enrolment of 2500 learners, and 41 educators. All educators are of Indian origin except for one content subject educator. Black South African learners constitute 76% of the total school enrolment. There are no White learners in this school.

This school offers English as a language of learning and teaching, and Afrikaans as an additional language to some learners whilst others have it as a primary (first/home) language. Learners doing grade seven have a choice of adding a third language. At the beginning of year 2004, learners had a choice between Islam, Tamil, Hindi, Gujarati or isiZulu.

Many learners chose isiZulu only to realise later-on, that there was no educator to teach them. Late into the year (September 2004) learners were then introduced to Tamil. The researcher was interested in observing a Tamil lesson in progress. After numerous occasions the researcher was able to observe the Tamil lesson. The learners are taught to greet, ask each other how life is and recite poetry. Learners simply recite poetry whose message is not explained. It was not easy to arrange for an appointment because the Tamil educator claimed to be very busy and committed. Eventually the researcher was given fifteen minutes to observe learners doing oral traditional Tamil poetry. Learners came forward in groups of threes, greeted the class saying something like:

Learners: '*As salaam mo Alaykum*' (translated: Peace be with you).

The class: '*Wa alaykum salaam*' (translated: with you as well)

Poetry recitation then began. The researcher could not understand a word the learners were saying. The greeting the researcher was exposed to turned out to be an Islamic greeting. The educator explained to the researcher that learners were expected to at least be in a position to greet learners who understood Islam.

4.3.6 Observation in school 7

This is a public primary school built in a township and is open for all learners but as expected, only African learners attend classes there. It starts from grade one to grade seven. One-hundred percent (100%) Black Africans teach and learn in this school. This is a typical Black/African township school. Learners range from 60 to 79 per classroom. The school offers three languages, i. e, isiZulu, English and Afrikaans.

The researcher was able to observe a grade four class learning Language Literacy and Communication Additional Language (LLC 2/English). The lesson was on 'pronunciation'. The educator would spell out the word and loudly pronounce it. A chorus of her learners would then follow after her. Words like; *house, dog, cat, mouse, log, hat* were taught and learnt. Pictures of these were also shown. After a 20 minute-or-so-drill, only the pictures were shown and learners were asked to sing the answers in choruses (groups) of five.

The researcher noted, however, that each time a picture was shown, some learners would unintentionally say an isiZulu word of that picture. The educator would caution them not to dare speak in

isiZulu, or pronounce these words in isiZulu. Learners kept doing it, nonetheless, and the educator ignored it.

These learners code-switched whenever they forgot an English word/s. e. g, the researcher heard a learner say:

'Please Miss, u Sbu take ipeni lami', translated, " Please Miss, Sbu is taking/has taken my pen."

This lesson took about 35 minutes and by the end of the lesson, the researcher felt what transpired during the lesson was enough to give him what he had set out to observe.

4.4 Data from interviews

Questionnaires were used as the main data source as explained in the introduction of this chapter. Interviews were also employed to test and either validate or invalidate information obtained through questionnaires. The following interviews were carried out in different schools as well as to different respondents.

4.4.1 Interviews with educators from school 1

The first and second questions on whether this particular school applies the Department of Education's language-in-education policy

or not, and what are the causes or problems that hinder the school in implementing the policy yielded interesting results.

The following educators were interviewed; the principal, the head of the languages department, a Business Economics educator, an isiZulu educator and lastly an English educator. The principal and the head of the languages educator responded by saying they 'believed' they were following the policy. The remaining three educators interviewed (60%) said they did not know of this policy. The second part of the question, i.e., what hinders the school from applying the policy simply fell-off, because there was no way they could tell if they were (as a school) in the right track.

On the question of code-switching, all educators interviewed (100%) admitted to using it. They were quick, however, to point out that in code-switching they were not guided by any formal or informal documentation. They all claimed they were forced by (the) circumstances. Code-switching was never encouraged nor its merits discussed in any formal gathering. On the contrary, the senior management teams (principals, deputies, and heads of departments) cautioned against, ridiculed and discouraged the use of any language, other than the language of learning and teaching, unless

that language is used during its period, e.g. speaking isiZulu during an isiZulu period. Speaking isiZulu was only confined to this one period, failing which, a learner had to be punished, so claimed the interviewees. A card system was in place in this school; in which a learner who is 'found or heard' speaking in isiZulu is given (by another learner) a card that is like a fine/ticket. The class-teacher or in most cases an English educator would from time to time administer punishment to offenders, who speak isiZulu.

The third question focuses on the importance of knowing the first / home language. Three educators (60%) were unanimous that knowing the home language is not important for school and work purposes unless that language is English. The remaining two (40%) felt home languages are worth knowing, because languages carry with them culture.

The fourth question was on the educators' attitude towards previously marginalised languages, particularly isiZulu, (a dominant language in KwaZulu-Natal). All educators claimed that they had nothing against the indigenous languages or isiZulu for that matter. Four of these educators (80%), however, questioned the benefits of knowing isiZulu, claiming that it does not guarantee any financial

reward nor any form of social mobility in almost all communities.

4.4.2 Data from interviews with educators from School 2

Educators in this school were asked similar questions as those asked educators in school 1. The following people were interviewed: the principal, the English, the isiZulu and the Mathematics educators.

The first and the second questions were about the existence of a Department of Education's language-in-education policy as well as any hindrances in applying this policy were posited.

All four educators admitted knowing and trying their level best as a school to apply the Department of Education's language-in-education policy. Although the researcher could not get a copy of this policy from the school principal, it was evident during observation sessions that multilingualism was applied.

On the question of the importance of knowing one's first/home language, all interviewees were unanimous in that they find it helpful to learning and mastering another language especially the language of learning and teaching. These educators went further and claimed that if they all knew isiZulu perfectly, better teaching and learning

encounters would have been the norm in their school.

On the question of attitude towards isiZulu, all educators claimed to have a positive one. They admitted to have had encounters (outside school, on personal levels) where isiZulu would have solved a lot of problems. All interviewees agree that first/home languages do have an important role to play in the mastery of any other additional language, especially, English.

4.4.3 Data from learners' interviews

Learners from all the Black rural schools, admit having a problem with the English language. They admit that they only speak English during English periods. In short, to these learners, English is taught and spoken by learners only when it is an English period or when they speak to English educators in classroom contexts. Learners from mixed races encounter different problems in that whenever Black African learners converse in isiZulu, they are scolded or brought before the principal. Announcements outlawing the use of isiZulu are made during assembly. When African learners question this (as in school 6, which was initially an Indian school) they (learners) claim that they are told that this school is not for the 'muntus' (Blacks).

Learners of all races question the English proficiency of the only Black and Life Orientation educator in school. Learners claim she (the only Black and Life Orientation educator) mixes English and isiZulu when speaking. To them (learners) she does not know English very well.

Black African learners in multi-racial schools say they would like to learn their mother-tongues if they are offered in their schools. However, since these languages are not taught, they do not mind nor does it bother them. It bothers Black/South African learners, however, that when they speak their home languages (isiZulu in particular) they are said to be either gossiping or communicating in bad faith. When other races use their home languages (Afrikaans for example) they are neither reprimanded, nor brought before a disciplinary authority or body.

4.4.4 Interviews with the Subject Advisors

Not all four subject advisors could be interviewed. The two isiZulu subject advisors were asked one question, which is:

Since many schools are not implementing the Department of Education's language-in-education policy, what are you doing to help schools realise their responsibility in this regard?

The responses the researcher received were:

1. There are plans and meetings with the South African Democratic Teacher's Union to strategise on how best to workshop all educational stake-holders about the Department of Education's language-in-education policy that are at an advanced stage.
2. They (subject advisors) already have embarked on an educational campaign where they write their isiZulu circulars in pure isiZulu (no longer using loan-words when a proper isiZulu word is available, e. g 'Umfumfu' is 'October' which has been written as 'Okthoba'.
3. In all their workshops with isiZulu educators, they appeal to them to be proud of their indigenous languages, particularly isiZulu.
4. They always encourage the isiZulu educators to create and improve the isiZulu vocabulary.
5. They write to the media, hold educational talks about the importance of promoting the indigenous languages and
6. They appeal to anyone who cares to listen, to improve their educational qualifications, especially that of indigenous languages.

4.4.5 Interviews with a member of a school governing body

School governing body members were asked the following questions:

Were you ever told that you as governing bodies have the authority to choose a language/s to be taught and learnt in your schools?

The majority of the members of school governing bodies (74%) said they were not aware that they have such important powers. All they knew was they could employ and dismiss an educator. 10% of respondents said that they were aware and 6% thought they must have been told by their principals. The remaining 10% claimed that they were not sure whether they were told or not. The follow-up question was:

Now that you know, which language/s would you choose for your schools and why?

The majority of parents or school governing body members (65%) chose English and any other language; be it Afrikaans, isiZulu and Xhosa (To these parents it did not matter which other language was learnt, as long as English was learnt). Parents want their children to know English, because of its status, prestige and the economic rewards that go with knowing it. For cultural reasons any Black African language could also be learnt, so argued 33% of the school's governing body members.

4.4.6 Interviews with the Content subject educators

The question this group of educators had was based on their choice of a Language of Learning and Teaching. All content subject educators were of the opinion that, were they given a chance to choose a language of learning and teaching, they would have definitely chosen English, because of its global, economic, technological prestige and status.

On the use of an indigenous language as a language of learning and teaching in schools, 75% of educators felt that this would definitely solve comprehension problems but were adamant that educational standards would be lowered in the process. They also questioned the wisdom of this in view of the global nature of English. They also wanted to know which indigenous language would be chosen and wanted to know the criteria to be followed to choose it. English mother-tongue speakers felt that English was 'the one, and the only language.'

On the methods that help learners perform better in their end of the year examinations, content subject educators from previously disadvantaged schools felt that as much as there exists a language problem, a lot of other issues affect the performance of their

learners. To them the lack of commitment from their learners is the root cause, followed by the lack of parental involvement. These educators further doubted the use of indigenous languages because they argued that indigenous languages lack the vocabulary and terminology that befits an international if not a national language.

4.4.7 Interviews with the isiZulu educators

These educators were asked only one question, i.e.

'Would it not improve matric results to develop and use isiZulu and English interchangeably in this province (KZN)?

Ninety-two percent (92%) of isiZulu educators responded negatively.

These educators claimed that this would not work because:

1. IsiZulu is an ethnic language (only for the Zulus);
2. IsiZulu lacks the terminology associated with academic, business and technological language;
3. IsiZulu is not precise, nor is it straight to the point;
4. IsiZulu is slowly dying out and that
5. Black/African people are not proud of their indigenous languages, and isiZulu is no exception.

4.5 CONCLUSION

The purpose of this chapter was to present data that was gathered during the investigation. Data was gathered using the following data collecting methods; interviewing, administering questionnaires and observation.

This study used questionnaires as the main data source as explained in Chapter 3. Interviews and observations were used mainly to validate information obtained through questionnaires, and they did just that.

The next chapter (5) deals with the interpretation and discussion of research results.

CHAPTER 5

5. ANALYSIS OF THE DATA

5.1 INTRODUCTION

The preceding chapter explicated the presentation of data. The analysis and interpretation of data are presented in detail in this chapter.

First the analysis of interviews with the teachers and classroom observation on how bilingualism or multilingualism is handled, followed by the learners' views on the use or non-use of their home languages are undertaken. Finally data that are directly aimed at answering the four research questions be analysed systematically. Reference will be made throughout to the data presented in the previous chapter. Moreover, the hypotheses postulated in chapter one of this study, are tested in this chapter.

5.2 RESULTS OF THE FINAL STUDY

In the final analysis of data, hypotheses are tested and the results are presented. The appropriate statistical test for testing hypotheses for problems **a** to **d**, is the Chi-square one sample test. The Chi-

square one sample test categorises subjects along one variable having two or more categories, counting the frequencies (the number) of subjects belonging to each category. Each subject is measured only once and can be in one category. Category membership is independent. The fact that a particular subject falls in one category does not influence the probability of any other subjects falling in any category.

The computations are based on responses of all subjects in the study. In other words, this means we would not count only the number of those who have positive perceptions, on the Department of Education's language-in-education policy; also those with negative perceptions would be counted. In order for data to meet certain theoretical considerations, the expected frequency (f_e) in any category should equal at least five (Heiman 1996: 456-459).

Moreover, the Chi-square one sample test is the most frequently used non-parametric statistical test of significance. As has been already indicated, it is concerned with comparing differences in the actual (observed) frequencies (counts) with the expected frequencies. Furthermore, the Chi-square informs us about the extent to which an observed set of frequencies differ from

frequencies that are expected (Borg & Gall, 1983:559; Ngidi, 1998:53; Behr, 1988:79; Bailey, 1982:405; Behr, 1983:79-80/1988:82).

5.3 ANALYSIS OF DATA

This study tested the following four hypotheses. The first null hypothesis stands thus:

- a. H_0 = Selected schools have the Department of Education's language-in education policy.
- b. H_1 = Selected schools do not have the Department of Education's language-in education policy.

The Chi-square values proved to be significant. Thus, the hypothesis that selected schools do have the Department of Education's language-in-education policy was rejected and the alternative hypothesis upheld. The conclusion is that selected schools do not have the Department of Education's language-in-education policy.

The second null hypothesis stands thus:

- a. H_0 = Selected schools implement the Department of Education's language-in-education policy.
- b. H_1 = Selected schools do not implement the Department of Education's language-in-education policy.

The second hypothesis was also rejected and the alternative hypothesis upheld. The conclusion is that selected schools do not implement the Department of Education's language-in-education policy.

The third null hypothesis stands thus:

- a. H_0 = Schools allow code switching.
- b. H_1 = Schools do not allow code switching.

The third hypothesis was rejected and that selected schools do not allow code switching.

The fourth and last null hypothesis stands thus:

- a. H_0 = Schools have problems in implementing the Department of Education's language-in-education policy.
- b. H_1 = Schools do not have problems in implementing the Department of Education's language-in-education policy.

The fourth and the last hypothesis that selected schools have problems in implementing the Department of Education's language-in-education policy was confirmed and the alternative hypothesis

rejected.

5.4 ANALYSIS OF RESPONSES BY EDUCATORS AND CLASSROOM OBSERVATION ON HOW BI-AND MULTILINGUALISM IS HANDLED

The interviews that were conducted with the educators, and the classroom observations that were undertaken, were mainly aimed at answering research questions 1 and 2. That is: are selected schools implementing the Department of Education's language-in-education policy, and if not, what are the causes or problems that hinder the implementation of the Department of Education's language-in-education policy. These questions presuppose that at least selected schools are aware of their responsibility towards the nation. These questions also enquire and acknowledge that implementation *vis-à-vis* policy making is bound to produce an imbalance.

During interviews, educators claim to implement the Department of Education's language-in-education policy. They also claim encountering problems in doing so (implementing or applying the policy).

Educators who teach in the rural areas argue that the reason why

they use isiZulu to clarify some issues is purely a matter of personal choice. They argue that they just follow their instincts and judgement more than anything else. To them using other languages than English (the medium of instruction) is not what they would like to do but are rather 'forced by circumstances and they doubt that policy would allow it.'

The response by the majority (98%) of educators in this question simply makes one conclude that the majority of educators do not know of the existence of the Department of education's language-in-education policy. That is why using isiZulu to clarify matters is viewed by respondents as a 'matter of choice' and that they find themselves 'rather forced by circumstances' and that they 'doubt that policy would allow it.' Had they known the Department of Education's language-in-education policy, they would know that they are doing nobody a favour if they use other languages to clarify issues because the Department of Education's language-in-education policy stipulates that:

- a. All educational institutions must choose a minimum of at least two or three languages as institutional languages to be used in operational aspects of their work. The languages chosen should reflect the languages spoken by the institutional community-

staff (educators) and learners (students) as well as the broader community within which the institution is located.

- b. The home language of the majority of learners in a particular school should be considered to be taught and learnt as long as this does not discriminate against learners whose home language is different.

During the classroom observation especially when the content subject was in progress (History, grade 11), an educator had to go to great lengths trying to explain a simple term e.g. curse. An English Oxford dictionary defines it:

as "a solemn utterance intended to invoke a supernatural power to inflict destruction or punishment on a person or a thing". (The Concise Oxford Dictionary: 285:1990)

A learner will have to look up 'utterance', 'invoke', maybe 'supernatural', 'inflict' etc, to at least be in a position to understand a simple English term. An isiZulu equivalent of 'curse' is simply 'ukuqalekisa' which is quite a powerful word. The connotative meaning is well understood by anyone who knows isiZulu.

It was quite amazing that educators did not use any dictionary during

their teaching. The majority of educators observed were rather using incomprehensible English to learners. In short, they were talking to the observer more than anyone else. If that is what learners encounter on a daily basis, the researcher pities the unfortunate learners. Learners were bombarded with high flown words which hindered understanding. When asked why educators could not have used dictionaries (as a matter of interest), educators claimed dictionaries provide mostly single meanings and, therefore, are not the best instruments with which to learn vocabulary.

The majority of Black/African educators are a product of the Apartheid education system. It is the very education system that alienated the majority of the South African citizens. Policies drawn then (before 1994) ensured that there existed an education system that was managed and run according to racial groups. One issue that ensured perpetual subjugation was the language issue. Our languages and academic experiences affect our teaching; likewise, our students' languages and academic experiences affect their learning.

The deplorable Apartheid experiences which the current crop of educators went through should hopefully never happen again.

Learning, for a colonial child was merely a mental activity and not an emotionally felt experience. It is very important to make a child feel that she/he personally could belong to the society represented by the school. This feeling of belonging helps the child avoid excessive early pressure to learn the school language.

A child cannot feel accepted by a teacher who does not speak her/his own language or by a school that forbids her/him to use it. He/His whole present identity is tied up in his language and culture. Rejection of it is rejection of her/him. Under such conditions, she/he cannot perceive her/himself as "belonging" in school.

Early school developments are very important in the minds of learners. A first grade learner is a very dependant person. The teacher's personal acceptance is for her/his passport to citizenship and her/his motivation in school depends heavily on /her/his desire to please the educator. All this is lost if the teacher makes her/him an alien. Languages help in this regard to make learners part of a school family.

The researcher is convinced that the principals and governing bodies are not aware of this relationship that exists between the first/home

language and academic success. If they can claim otherwise the researcher would be forced to conclude that colonialism did a lot of damage to the minds of the Black/African people. For, through colonialism, there was destruction or deliberate undervaluing of people's culture, their art, dances, religions, history, geography, education, orature and literature, and the conscious elevation of the language of the coloniser. The domination of a people's language by the languages of the colonising nations was crucial to the domination of the mental universe of the colonised.

Another very important observation is that the teaching of the indigenous/home languages still leaves much to be desired. Early literacy and language development in the mother-tongue have not, as yet, improved, nor shown economic value. To learn an indigenous language does not, as yet, guarantee one employment as compared to learning English. Many job interviews are conducted in English and as such average English users as candidates lose out. Excellent English communicators usually get employment although they may be lacking skill-wise.

5.5 ANALYSIS OF LEARNERS' RESPONSES TO QUESTIONNAIRES

The responses learners gave show that the current choice of the Languages of Learning and Teaching were unilaterally taken. This is viewed against the following results:

1. Eighty-six percent (86%) learner respondents want to learn their home languages;
2. Ninety-two percent (92%) learner respondents feel that there is a need (find it extremely important) to learn their mother-tongues;
3. Sixty-one percent (61%) learner respondents believe that to solve comprehension problems, content subjects (Biology, History, etc) should be examined in two languages, that is, in the language of Learning and Teaching and one's home language or at least English words which might be difficult be explained in the home languages of the learners;
4. Forty-five percent (45%) learner respondents speak English during school hours;
5. Forty-nine percent (49%) learner respondents speak isiZulu during school hours and
6. Ninety-six percent (96%) learner respondents chose English as the best Language of Learning and Teaching (LOLT).

When learner respondents were interviewed, 95% claimed to hold a positive attitude towards English. In fact learner respondents envied proficient English users. Almost all learner respondents aspired for English proficiency. Learners of all races view knowing the English language as being knowledgeable. Almost all learners (96%) realise that to know English is very important especially in view of global nature, the status and the prestige attached to it. Any democratic country that officially uses English should be able to follow communication using English as an international language.

Black/African learner respondents who attend multi-racial schools, and who do not learn their languages (isiZulu, in the case of Kzn) claim not to mind the present scenario. It does, however, bother and irritate them that when they converse in their home languages they are ridiculed, rebuked and sometimes punished, probably.

The majority of learner respondents would like to learn three or more languages. This is true of all racial groups. Some non-isiZulu learner respondents (31%) want to learn isiZulu so that:

1. no isiZulu speaker may gossip about them;
2. they can easily communicate with isiZulu workers from their

farms and that

3. they may work anywhere in Kwazulu-Natal without communication problems.

The majority of Black African learners who attend rural Black-only schools proved and admitted to have problems in English. This is regardless of their age, grades, and years spent in these schools. In fact, the more time they spend in these schools the less improvement they gain. To these pupils, English is strictly a foreign language and not an additional one, as currently viewed.

Here are the common errors the researcher observed when in class:

- a. Learners have problems with tense (double tense and over generalisation of rules e.g. the past tense of *call* is *called*; hence the past tense of *cut* becomes *cutted*;
- b. Learners struggle with expressing themselves well in English;
- c. Spelling and punctuation are problematic;
- d. Evidence of mother-tongue interference, at phonological and lexical levels, e. g *so* for *saw*; *cold* for *called*;
- e. Learners communicate in simple sentences and
- f. The majority of learner respondents (96%) from rural areas, and who attend Black/African schools only, do not speak

English during school hours, but claim to *try* during the English period. Other than that, outside school they do not encounter situations that force them to use English.

The researcher is of the opinion that the common examination system in the province of KwaZul-Natal in particular is disadvantaging the majority of our learners, i.e. Black/African. Current grade 12 candidates agree that writing examinations in English is quite difficult and argue that if content subject' examinations were in their first language, they would achieve better results.

It is unfair that Afrikaans and English mother-tongue speakers are taught in their own languages while Black/African learners are not taught in theirs. The worst part is that it is even unconstitutional in other schools where these Black/African learners find themselves in the majority. That in other schools *it* is the Black/African principals and educators who ensure that Black/African learners are disadvantaged is beyond the researcher's comprehension.

The researcher is of the opinion that there are two major problems facing learners in their educational journey. The first one is

LANGUAGE. As a marker, as far as four years ago, as a Senior Marker six years ago and now as a Deputy Chief Marker, English Additional Language, Paper 2, in the last two final matric examinations, the researcher had to make reports on what could be the causes of high failure rate of our matric learners. The language issue proved to be the highest and consistent, recurring obstacle. In almost all the reports made after examinations had been written, language problems have been identified. This language problem is in all school subjects.

The second problem concerns the people who are in positions to change situations to favour those less fortunate to have those powers invested in them. These include both principals and school governing bodies (in the case of the language issue), who by virtue of their positions, have, not only the power but also the responsibility to apply what they are paid for. It is the basic responsibility of the principal to educate the school governing body about the policies that govern the very institution of which they are members. There are school principals who keep a lot of unopened official documents in their offices. Some of those documents are policies that should be implemented.

There is also a group of principals and school governing bodies, who do not implement the Department of Education's policies deliberately. These people read and plot strategies on how best they can manoeuvre and avoid doing the right thing. Both types of principals; those who are ignorant about the latest policies that govern their employment, and the other, those who deliberately defy authority or their employer are misrepresenting the Department of Education and this matter needs to be seriously looked at by national professional administrators within the department. The constitutional court is there to look at cases which challenge constitutional issues. In a court of law one could neither claim nor plead ignorance.

Educators in general should not be exonerated either. How does an educator, Black/African educator, for that matter, explain the discrimination s/he administers when s/he punishes a learner on the basis of lack of language proficiency, when the educator her/himself is guilty of the same offence? One must be quick to add, however, that two wrongs do not make a right. At one stage the researcher came across a note that was written by an educator who must have found a learner copying during an examination. The note read: FOUND COPIED! The note probably should have read: FOUND COPYING.

There are also principals who manage public schools with 70% Black/African learners but their schools do not offer isiZulu as a subject in their schools, yet, Afrikaans is taught and learnt by the whole school. In terms of implementing the Department of Education's language-in-education policy, these people are not fit to run a public governmental institution or a school. Such principals may not, in fact cannot, claim ignorance nor parental choice as the cause of this unlawful, unconstitutional and deplorable act. Such principals just like all public school principals, have a responsibility towards their employer, the Department of Education, to implement policies drawn up and passed by parliament.

Gough (1994), in an article which appears as the Introduction to the Dictionary of South African English on Historical Principles has this to say about English in South Africa:

Despite the popular support English has among the masses, there is an attitude among the intelligentsia that the dominance of English entrenches present unequal power relations in the country (South Africa). It is held that English is not a neutral language, as some would believe, but that it effectively discriminates against the majority of the country's citizens. In South Africa such thinking appears to be reflected in a shift in state policy towards emphasizing multilingualism and the rights of indigenous languages against English as a prerequisite for democracy.

It is this discriminatory nature of English that Gough speaks of that is displayed by such principals. Many Africans believe that English should be used as a lingua-franca to unite them. The side effects of English may be unforeseen at the moment, but they are there.

African languages suffered underdevelopment through Afrikaans and English domination. It is very unfortunate that now African languages should suffer a second round of underdevelopment on the noble but mistaken line of reasoning that these languages are obsolete. They are not, as yet, of course. There is no guarantee that they may not, especially, if the current situation is not addressed accordingly.

5.6 INTERVIEWS WITH PARENTS

Almost all parents want their children to get the best education there is on offer. The Department of Education's language-in-education policy of 1997 attempts to promote all eleven languages by making them official. One must hasten to mention that policy aside, the practicality suggests otherwise.

There is a belief among African parents that their children already know their home languages because they speak them without

problems. So, these parents choose English medium schools for their children simply because unlike their home languages, English is a language of access to jobs and education.

Almost all learners involved in this study claimed they were forced (not that they did not want to, but there was no consultation) by their parents to attend the multi-racial schools in order to learn English so that they could get better jobs. It is also clear that it is in fashion to have one's child/ren learn in these multi-racial schools because they also happen to be in town.

English is still perceived and promoted as the best language for political, technological and economic empowerment. The current state of affairs is that there seems to be little that is being done to change this scenario. Since there are few or no efforts at all to develop the previously disadvantaged languages, parents cannot be blamed when they send their learners to multi-racial schools, as long as they know what they are subjecting their children to.

Since English is seen as the best language for social and economic mobility, about 8% -10% of Black African parents take their children to former White, Coloured and Indian schools. Most of these schools

do not offer indigenous African languages, and others teach them as non-examinable or at least as third languages. A considerable number of problems are obviously experienced by the unfortunate learners. This is with regard to the results. About 80% of the population of KZN is reported (Martin 1997:4) to speak isiZulu, and less than 16% speak English. This leaves a paltry 5% of the population in the province who speak other languages.

The majority of school governing bodies (74%) lack the knowledge that the Department of Education as well as the South African constitution of 1994 empowers them to choose languages to be used in their respective schools.

The majority of Black African parents who send their children to their local rural or township schools do not know what their rights and responsibilities are. These parents expect educators to know all. They leave almost everything to the educators. They do not discipline their children and complain that schools are corrupting their children, yet they do nothing in return to solve the problem. Their commitments to the education of their children go as far as paying the school fees. Beyond that, nothing much happens.

Apartheid also contributed a lot in making Black African parents not to play their meaningful roles, not only in educational issues, but also in a lot of other social responsibilities. Although the South African Constitution of 1994, the South African School's Act of 1996, the Department of Education's language-in-education policy of 1997, authorise parents through the democratically elected school governing bodies, to choose a language/s schools may teach and learn, this has not been the case in actual practice.

African parents/communities have not as yet inculcated the attitude that schools do not belong to the government but to them as a respecting community. This explains why some schools are vandalised and broken into, and teaching materials are stolen by the very community which is supposed to guard, treasure and upgrade them. Some argue that poverty plays a role here. It would appear that a wrong culture of not belonging must have been implanted or acquired and apparently entrenched.

Sixty-five percent (65%) of school governing bodies which were interviewed chose English to be the Language of Learning and Teaching because of the prestige and the economic rewards that are attached to it. The researcher regards this choice a wise one in view

of the current status English enjoys not only in South Africa but globally.

About 33% of the parents interviewed are of the idea that for cultural reasons African indigenous languages should also be taught and learnt as far as university levels. This is a genuine call which must, however, be extended to developing indigenous languages to a level where if possible they become viable provincial and natural languages and subsequently global languages. To achieve this would also mean these languages must be marketed to a level where knowing them would also have economic implications and monetary rewards. Until then all is doomed to fail.

A considerable majority of African parents do not attend school meetings. There are a variety of reasons (which are not part of this investigation) why this is the case. Some of these reasons are genuine. However, the point is on the question of accountability and being responsible towards the education of one's child, which leaves much to be desired in the majority of our parents.

The majority of parents do want their children to know their home languages, for cultural reasons.

5.7 THE SUBJECT ADVISORS RESPONSES

The responses by the subject advisors show that they are aware that the majority of our schools have a problem as far as the Department of Education's language-in-education policy is concerned.

The resolutions (see, page 97-99: interviews with the subject advisors; chapter 4) taken by the two isiZulu subject advisors are a way towards developing indigenous African languages, by making use of the Department of Education's language-in-education policy.

5.8 DATA FROM CONTENT SUBJECT EDUCATORS

The majority of content educator respondents (96%) admit that English is a barrier to understanding content subjects by Black/African learners, more so with those attending rural schools. Those attending multi-racial schools are only better off when comparing them to their peers who attend rural Black/African schools; otherwise the picture is equally a gloomy one.

Educators should take a decisive resolution and be either a problem or a solution to this language issue. So far educators have decided to be a problem in the issue.

The researcher is of the view that educators are a problem. This is because it is difficult to explain the inconsistency that 96% of content subject educators admit that there is a language problem in understanding English as an instructional language by our learners, yet, 88% of the 96% content subject educators say they do not code-switch nor use a comprehensible language to their learners. This leaves us with a mere 8% of the 96% content subject educators who do code-switch when in class teaching. The very 88% content subject educators claim to code-switch when they talk to each other during staff and departmental meetings. When asked why they code-switch, they claim that they want to involve everyone present in their discussions. In other words they know the positive potential input of code-switching as far as understanding is concerned. Could it be that it is a deliberate move to exclude the Black/African learner/s? Fifty-seven percent (57%) of these educators acknowledge that some of their learners may not be English first language speakers.

One learner respondent claimed that:

one word that you do not understand in a sentence makes it difficult to understand what is being said. It also happened that I became irrelevant when answering one of the exam questions for there was a word whose meaning I did not know. Just imagine how much I lost just because of that word that I did not know. Don't you think my performance was affected?

Both learner and educator respondents assert that clearer understanding and conceptualization is achieved when their first/home languages are utilized in the teaching and learning process. It is also clear that those learners whose first language is the Language of Learning and Teaching will always continue to outperform those whose Language of Learning and Teaching is an additional language. This has long term job implications.

5.9 CONCLUSION

The purpose of this chapter was to analyse and interpret data that was gathered during the investigation. The data that was analysed was based mainly on the responses given in the questionnaires. This data was backed by what was observed and was validated by what interviewees had to say. It is hoped that this interpretation will provide a much needed insight into the whole investigation and thus arrive at what may constitute practical recommendations.

The next chapter (6) summarises the findings, and formulates the conclusions and recommendations based on these findings. The summary will be presented in terms of the four research questions of the present investigation in the concluding chapter.

CHAPTER 6

6. SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter summarises the findings, formulates the conclusions and suggests recommendations based on the findings of the study.

6.2 FINDINGS

The summary is presented in terms of the four research questions of the present investigation.

6.2.1 Do the selected schools know of the existence, and the application of the Department of Education's language-in-education policy?

The first research question aimed at showing the seriousness of the South African government in levelling the ground for all its citizens. The South African Constitution also supports this idea that a learner should be in a position to learn her/his home language. The issue of the language goes beyond learners. It goes further to the public domain. Schools are a breeding ground for our future generations, and as such, are directly as well as indirectly entrusted with the

responsibility of creating a noble future citizen who, besides being patriotic, also can compete against the best there is in the whole world. This citizen must be able to communicate with fellow South Africans with whom s/he shares culture and the way of living, and South Africans with whom s/he shares nothing more than the fact that they are both human beings in one country. Being multi-lingual will ensure that unity in diversity thrives within South Africa.

It is unfortunate to note, however, that the researcher is of the opinion that very few people are aware of the Department of Education's language-in-education policy. It goes without saying then that the Department of Education's language- in- education policy is not implemented in many schools. Principals, school governing bodies as well as parents and departmental officials have not as yet done enough to help learners benefit from this policy. It is immaterial why any of the above-mentioned education stakeholders do not apply this policy; ignorance or deliberate non-application cannot be an excuse.

6.2.2 What are the language/s spoken by the learners, parents as well as the community around which schools are situated?

Pedagogically speaking, a home is the first informal institution of learning and teaching. Period. Language happens to be the vehicle through which teaching and learning primarily take place. It is, therefore, proper that the language or languages of the home, the language or languages of the entire community be utilised in any meaningful learning and teaching encounter. Since a school is an extension of the home, both these institutions should be complementary as well as supplementary in their functionality.

Schools situated in predominantly 'Black areas' previously known as 'reserves' have indigenous languages (isiZulu, in the KZN province) as their mother-tongues. In KwaZulu-Natal province therefore, it is imperative that isiZulu be taught because:

- The motivation for learning a language is the need to communicate and
- The language taught must be the same as the language used daily.

It is therefore proper to fully accommodate the teaching of the

mother-tongue since it is used daily.

The reasons why parents choose to send their children to English medium schools have already been alluded to. The experience parents have gone through has shown them that knowledge of English leads to economic well-being. All learners, therefore, should be taught and be developed in their mother-tongues during their early education and then supplement that with access to English which should be gradually introduced.

The Department of Education's language-in-education policy states this in no uncertain terms that *learners should be taught in their home languages as far as possible*.

6.2.3 What are the views of the parents about the use of English as the sole medium of instruction?

Parents always want the best for their children. They will go to great lengths to put their children in schools where the best results are achieved. Past experiences in the South African situation demanded that those proficient in the English language were guaranteed better job opportunities as compared to those who were not. Parents, therefore, felt duty-bound to take their children to English medium

schools.

Black parents despised everything associated with Black education because it was of inferior quality. Learning and being taught in their indigenous languages was not only frowned upon but also met with strong resistance. Not much has changed even in the year 2004. English is still perceived as the best language for educational, technological, political, and economic empowerment.

Any language has the potential to be developed and become the language of commerce. The government as well as institutions that wish to develop previously marginalised languages should do so. More viable planning strategies within the Department of Education to advance democratic education inside schools or universities in a sustainable and meaningful way should be drawn up by the government. Until and unless our schools become democratic institutions, in their practical activities, policy issues will remain theoretical and philosophical ideals.

Despite obvious limitations, schools remain the lifeblood of this young South Africa's democracy.

6.2.4 Do the selected schools apply and allow code-switching?

The home is the first educational institution for any child. The role played by the home as a first institution is very important for the educational journey the child travels in her/his lifetime.

In all teaching and learning encounters (whether monocultural or multicultural classrooms), the language issue cannot and should not be ignored. The child's mother-tongue and the child's response to the language of instruction are part and parcel of who the child is, and reflect that child's social origin. The school should, therefore, be seen as an extension of the home based education. It is imperative, therefore, to consciously have an informed discussion and decision on the issue of languages to be used for the benefit of learners.

The multilingual nature of the majority of South Africans has a direct bearing on why people code-switch. Many educators, however, frown upon code switching citing a variety of reasons. Chosen schools realise the need for code-switching and admit doing it, although, not with a clear conscience. This investigation is going to set their minds at ease in that whoever code-switches is exactly in line with the Department of Education's language-in-education policy.

6.3 RECOMMENDATIONS AND CONCLUSIONS

The findings of the present investigation into the primacy of teaching the mother-tongue in early education and the use of English and other languages as complementary languages in education, presents us with a number of recommendations and educational implications.

The existence of the Department of Education's language-in-education policy is a great step towards achieving a democratic South Africa. The support for this policy in the form of a South African Constitution of 1994, as well as the South African School's Act of 1996 is the vehicle through which true and real democracy may come into being, for the majority of South Africans who are currently 'tongue-tied'.

6.3.1 Recommendations

It is hoped that the following recommendations may help improve and solve the language problems as currently experienced by the majority of our learners.

1. That education stakeholders be called upon to play their roles fully in ensuring that justice is done as far as the language issue is concerned.
2. That parents, through their democratically elected School

- Governing Bodies should exercise their right to choose languages to be taught and learnt in their respective schools.
3. That in all schools, all learners have access to, and be required to learn, at least a minimum of three (major) languages as subjects and/ or as languages of learning. One of these languages must be an African language used in that particular province.
 4. That the language/s of learning and teaching be the home language/s of the majority of learners in a particular school as long as that does not discriminate against learners whose home language is different.
 5. That languages chosen by the schools reflect the language spoken by the institutional community; i. e staff, learners as well as the broader community within which the institution is located.
 6. That languages of learning and teaching should be determined on the basis of democratic consultation with the affected constituencies.
 7. That the state provides and allocates resources to ensure the equal development of all the (major) languages of South Africa, particularly the previously marginalised, now official indigenous languages.

8. That no learner be refused admission to any school on the basis of lack of language proficiency. Instead, schools should have supplementary as well as language support services at hand to help those in need to develop the necessary proficiency.
9. That awareness campaigns about the sensitive issue of languages should be embarked upon by the Department of Education nationally as well as provincially. Other state departments e.g. Science and Technology, Justice, Health, Works to mention but a few should assist in this regard.
10. That curriculum designers need to seriously consider improving both the content and the methodology of teaching languages, particularly the indigenous languages, which still suffer from marginalisation.
11. That schools draw up and publicise their language policy.
12. That institutions of higher learning should open and market faculties which teach indigenous languages and
13. That curriculum researchers should explore and develop better and appropriate methodologies to teach all languages. Approaches relevant to an additional language to be clearly distinct from those that are applied to primary/home/first languages. It is, therefore, recommended that such approaches

to teach a foreign language be clearly discernible from the two different language types.

6.3.2 Conclusion

This research looked at the role of indigenous languages in early education and that of English as a complementary language, along with other languages in public life in South Africa. Based on the given findings, it is, therefore, recommended that all learners should start early education in their own home languages, and then gradually introduce additional languages. The first additional languages should be introduced initially as foreign languages and only later on, as they become substantially learnt as media of instruction. This approach may ensure that South African official indigenous languages complement and supplement English and vice-versa.

It is, therefore, clear that all languages may be equal, and that all languages can and should perform all duties expected of a language.

Let us all make this a reality in our rainbow nation.

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APPENDIX A

QUESTIONNAIRE TO AN ENGLISH EDUCATOR

Could you please fill in this form/questionnaire for research purposes in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party.

N.B Please answer all questions in the following manner.

(a) Tick all blocks of your choice e.g.

✓

(b) Do not use a cross e.g. x

(c) Where a question requires comments write in the space provided.

1. For how long have you taught English?

LESS THAN
1 YEAR

2 YEARS

3 YEARS

5 YEARS

MORE THAN 5
YEARS

2. In which grade do you teach English?

3-6

7-9

10-12

3. Did you specialise in English?

YES

NO

4. If 'no', why do you think you teach English?

5. Did you and do you still experience problem(s) when teaching English? ☐ YES ☐ NO

6. If the answer is 'yes', did you inform the authorities (e.g. HoD, Deputy Principal or Principal) about the problem you encountered? ☐ YES ☐ NO

7. Was or were the problem(s) solved? ☐ YES ☐ NO

8. Is English the Language of Learning and Teaching (medium of instruction) in your school? ☐ YES ☐ NO

9. Of the following people who is well conversant with the Department of Education's language-in-education policy?

| SENIOR MANAGEMENT TEAM | TEACHERS | PRINCIPAL | SCHOOL GOVERNING BODY | NO ONE IN PARTICULAR |
|------------------------------|----------|-----------|-----------------------------|-------------------------|
| | | | | |

10. Would you have chosen English as the medium of instruction if given the chance? ☐ YES ☐ NO

11. Why (elaborate)

12. Do you use other languages other than English during your teaching/lessons? ☐ YES ☐ NO

13. Why? Explain further.

14. Do you speak or allow your pupils to speak in vernacular (mother tongue) with you during school hours, outside your English period?

YES

NO

15. Do you think isiZulu should be taught in high schools?

YES

NO

16. Why or why not?

17. What is the mother tongue of your learners?

ISIZULU

ENGLISH

AFRIKAANS

OTHER

18. What is your mother tongue?

ISIZULU

ENGLISH

AFRIKAANS

OTHER

19. Do your learners understand English you use?

YES

NO

20. If 'no', what do you do for them to understand?

21. Do you teach English as:

HOME
LANGUAGE

FIRST
ADDITIONAL
LANGUAGE

SECOND
ADDITIONAL
LANGUAGE

APPENDIX B

PART 1

QUESTIONNAIRE TO A HEAD OF DEPARTMENT/PRINCIPAL

I would be grateful if you would please fill in this form/questionnaire for research purposes in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party.

N.B Please answer all questions in the following manner.

(a) Tick all blocks of your choice e.g.

| |
|---|
| ✓ |
|---|

(b) Do not use a cross e.g. x

(c) Where a question requires comments write in the space provided.

1. Does the school have the Department of Education's language-in-education policy?

| | |
|-----|----|
| YES | NO |
|-----|----|

2. Does your school apply the Department of Education's language-in-education's policy?

| | |
|-----|----|
| YES | NO |
|-----|----|

3. Does your school have pupils from mixed races?

| | |
|-----|----|
| YES | NO |
|-----|----|

4. What is the language of Learning and Teaching in your school?

| |
|---------|
| ISIZULU |
|---------|

| |
|---------|
| ENGLISH |
|---------|

| |
|-----------|
| AFRIKAANS |
|-----------|

5. Who chose this language of Learning and Teaching in your school?

6. Of the following people who is well conversant with the language-in-education policy?

EDUCATORS

SMT

PUPILS

SGB

7. Do you have pupils whose Language of Learning and Teaching is an additional language?

YES

NO

8. Do you have provision for special assistance to learners whose Language of Learning and Teaching is an additional language?

YES

NO

9. What provision or special assistance does your school have in place? Explain.

10. Does the school have a language problem(s) as far as the language of Learning and Teaching is concerned?

YES

NO

11. Are you satisfied with the results of your department?

YES

NO

12. Why?

13. Please provide a pass % for grade 12 or the highest grade in your school for the past three years:

| | 2001 | 2002 | 2003 |
|------------------|------|------|------|
| ZULU | | | |
| ENGLISH | | | |
| AFRIKAANS | | | |

14. Do you encourage your educators and learners to code switch?

| | |
|-----|----|
| YES | NO |
|-----|----|

15. Do you code switch when you hold staff meetings?

| | |
|-----|----|
| YES | NO |
|-----|----|

16. Why do you do that?

17. Do you code switch during lessons?

| | |
|-----|----|
| YES | NO |
|-----|----|

18. Do you allow your pupils to use other languages other than the Language of Learning and Teaching during class?

| | |
|-----|----|
| YES | NO |
|-----|----|

19. When there is a dispute between learners, do you allow them to use vernacular (mother tongue) to explain what happened?

| | |
|-----|----|
| YES | NO |
|-----|----|

20. Why?

21. Do you have a language educator in your department or school, who has not undergone professional training?

YES

NO

22. If your answer to number 21, is 'yes', please specify the highest academic qualification that educator holds?

23. Do you have a professionally qualified educator who did not specialize in a language during his/her training yet is teaching a language in your school?

YES

NO

24. If the answer is 'yes', please explain how this happens?

PART 2

FOR MULTI-CULTURAL AND MULTI-RACIAL SCHOOLS

1. Does your school encounter problems associated with language issues?

YES

NO

2. Is English taught and learnt as a Language of Learning and Teaching (medium of instruction)?

YES

NO

3. What is the 1st additional language in your school?

4. What is the 2nd additional language in your school?

5. Do learners whose mother tongue is not English find difficulty in understanding instructions in English?

☐

YES

☐

NO

6. If 'yes', how does your department, school and policy address this problem?

7. If given a chance or powers would you change the Language of Learning and Teaching in your school?

☐

YES

☐

NO

8. Which language or languages would you recommend?

9. Why?

10. Would you recommend that IsiZulu and English be used inter-changeably during Learning and Teaching?

YES

NO

11. Why?

APPENDIX C

QUESTIONNAIRE TO A LANGUAGE SUBJECT ADVISOR

I would greatly appreciate it if you would fill in this form/questionnaire for research purposes in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party.

N.B Please answer all questions in the following manner.

(a) Tick all blocks of your choice e.g. ☐

(b) Do not use a cross e.g. x

(c) Where a question requires comments write in the space provided.

1. Does the district, Lower Umfolozi, have the Department of Education's language-in-education policy?

YES

NO

2. Do all district schools have the Department of Education language-in-education's policy?

YES

NO

3. If 'yes', which method did you use to have the policy distributed to schools?

4. Could you please give the date of your Department of Education language-in-education's policy under your advisory services.

5. Did you make any follow-up steps to ensure that indeed the policy documents did reach the schools?

6. Do you think all schools apply the Department of Education language-in-education policy? ☐ YES ☐ NO

7. Have you discussed the contents of the Department of Education's language-in-education policy with educators in your workshops? ☐ YES ☐ NO

8. During your visits to schools, (if you do make them) are you satisfied with what you observe there? ☐ YES ☐ NO

9. Do schools whose language of Learning and Teaching is an additional language for learners have provision for special assistance and supplementary learning of the additional language? ☐ YES ☐ NO

10. If 'no' what steps have you recommended to HoD's and Principals?

11. Do you think there is a need for HoD's, educators to be work-shopped or retrained? ☐ YES ☐ NO

12. Would you say the results the district obtains every year are to your desired level? Please explain ☐ YES ☐ NO

13. What is your area of specialization? ☐ ISIZULU

☐ ENGLISH

☐ AFRIKAANS

14. Are schools doing justice in your district [in line with the Department of Education's language-in-education policy] especially as far as your language area of specialization is concerned?

| |
|-----|
| YES |
|-----|

| |
|----|
| NO |
|----|

15. If 'no', what have you done to rectify the problem?

16. How is the attitude of educators, learners and parents to the language which is your area of specialization?

| |
|----------|
| POSITIVE |
|----------|

| |
|----------|
| NEGATIVE |
|----------|

17. If 'negative', what do you think could be done?

18. Are schools informed that they have to maintain and develop the home languages previously marginalized? (here one is referring to indigenous languages)

| |
|-----|
| YES |
|-----|

| |
|----|
| NO |
|----|

19. Are there schools where indigenous languages are not taught at all, yet there are learners who happen to have these indigenous languages as their home languages?

| |
|-----|
| YES |
|-----|

| |
|----|
| NO |
|----|

20. If 'yes', how does this happen?

21. Do you think schools are doing enough to promote the development of multi-lingualism among learners? ☐ YES ☐ NO

22. If 'no', what do you think should be done?

23. Is the Department of Education (Nationally or Provincially) doing enough to promote the use of indigenous languages previously marginalized? ☐ YES ☐ NO

24. If 'no', what would you suggest could be done?

THANK YOU VERY MUCH.

APPENDIX D

QUESTIONNAIRE TO A CONTENT SUBJECT EDUCATOR

Kindly fill in this form/questionnaire for research purposes in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party.

N.B Please answer all questions in the following manner.

- (a) Tick all blocks of your choice e.g. ☐ √
- (b) Do not use a cross e.g. x
- (c) Where a question requires comments write in the space provided.

1. Which content subject(s) do you teach? _____
2. In which grades do you teach these subject(s)? _____
3. Which language do you use as a medium of instruction?

☐ ENGLISH

☐ ISIZULU

☐ AFRIKAANS

- | | | |
|---|------------------------------|-----------------------------|
| 4. Do your learners cope or understand the language you use for classroom instruction? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. If 'no', do you use code-switching (mixing languages) in your lessons? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. Does code-switching help you solve the language problem and understanding of content? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7. Do you think content subjects should be taught and examined in the vernacular (mother tongue)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

8. Do you give learners essay type questions for assessment?

YES

NO

9. How do the majority of your learners perform in the essay type questions?

WEAK

SATISFACTORY

EXCELLENT

10. Do you consider the fact that the Language of Learning and Teaching (mother tongue) may not be the first language, of some, if not all your learners?

YES

NO

11. If 'yes', how do you deal with linguistically incorrect answers? (e.g. a learner writes 'some' instead of 'sum' or a learner writes 'animal sell' instead of 'animal cell')

12. Do you have pupils whose Language of Learning and Teaching is an additional language?

YES

NO

13. Do you have provision for special assistance to learners whose Language of Learning and Teaching is an additional language?

YES

NO

14. What provision or special assistance does your school have in place for learners whose Language of Learning and Teaching is an additional language? Explain.

15. Does the school have a language problem(s) as far as the language of Learning and Teaching is concerned?

YES

NO

16. Are you satisfied with the examination results which your department or your subject is getting?

YES

NO

17. Why?

18. Do you think it will help/solve comprehension problems to have a content subject written in two languages, that is, in the Language of Learning and Teaching and the home language for learners whose Language of Learning and Teaching is an additional language?

YES

NO

19. Do you encourage your fellow educators and learners to code switch?

YES

NO

20. Do you code-switch when you hold staff/subject/departmental meetings?

YES

NO

21. Why do you do that?

22. Do you code-switch when teaching in the classroom?

YES

NO

23. Do you allow your pupils to use other languages other than the Language of Learning and Teaching during class? Please explain.

YES

NO

APPENDIX E

QUESTIONNAIRE TO THE LEARNER

Kindly fill in this form/questionnaire for the research purpose in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party. Please **do not** write your name or surname.

N.B Please answer all questions in the following manner.

(a) Tick all blocks of your choice e.g.

√

(b) Do not use a cross e.g. x

(c) Where a question requires comments write in the space provided.

1. Present school:

RURAL

URBAN

TOWNSHIP

2. Type of school:

PUBLIC

PRIVATE

3. Learner in:

SENIOR
PHASE

GENERAL EDUCATION
AND TRAINING
PHASE

FURTHER
EDUCATION AND
TRAINING PHASE

4. What is your Province? (e.g. KZN, Gauteng)

5. What is your Mother-Tongue?

ENGLISH

ISIZULU

AFRIKAANS

OTHER

6. How many languages do you learn at school?

3

2

1

7. How many languages are taught in your school?

8. Which language is used in your school to teach and learn say Maths, History etc?

9. Do you learn your Mother-Tongue?

10. Do you feel there is a need for you to learn your Mother-Tongue?

11. Do you read novels or books written in English other than those prescribed? (you are expected to write examinations on)

12. Do you read novels or books written in your Mother-Tongue even if you are not going to write an examinations in that language?

13. Do you speak or use English at home?

14. How would you grade/measure your level of English proficiency?

15. Do you think it is important to learn two or more languages?

16. Why?

17. Do you have problems in understanding instructions written in English?

18. If you do not understand instructions in English during examinations what do you do?

LEAVE A SPACE

ANSWER IN
ANOTHER
LANGUAGE

ASK MY
EDUCATOR

I HAVE NEVER
EXPERIENCED
THIS PROBLEM

19. Which language do you use within the school premises but outside the classroom?

ENGLISH

ISIZULU

AFRIKAANS

OTHER (SPECIFY) _____

20. Do you think it will help/solve comprehension problems to have a content subject (e.g. Maths, Geography or History), written in two languages, that is, in the Language of Learning and Teaching and your home language?

YES

NO

THANK YOU VERY MUCH.

APPENDIX F

QUESTIONNAIRE TO A SCHOOL GOVERNING BODY (SGB) MEMBER OR A PARENT

Could you please fill in this form/questionnaire for the research purpose in the Zululand Region. It must be stated that this is purely for study purposes and not for any other use. Assurance is therefore given that the responses will be treated with high confidentiality and no information will be disclosed to any other party.

N.B Please answer all questions in the following manner.

(a) Tick all blocks of your choice e.g.

☒

(b) Do not use a cross e.g. x

(c) Where a question requires comments write in the space provided.

1. Tick in the appropriate box to indicate the type of school you send your child/children to:

☐ PRE☐ PRIMARY☐ SECONDARY☐ HIGH

2. Are you:

☐ PARENT/GUARDIAN☐ MEMBER OF SGB☐ PARENT + SGB
MEMBER + EDUCATOR

3. Does your child or children attend:

☐ PRIVATE
SCHOOL☐ PUBLIC SCHOOL

4. The school your child or children attend, / you are a SGB member of, has mixed races for learners?

☐ YES☐ NO

5. Which language is your home language?

| | | | |
|---------|---------|-----------|-------|
| ISIZULU | ENGLISH | AFRIKAANS | OTHER |
|---------|---------|-----------|-------|

6. Do you ever use English at home?

| | |
|-----|----|
| YES | NO |
|-----|----|

7. Does your child or children ever speak/use English at home?

| | |
|-----|----|
| YES | NO |
|-----|----|

8. Have you ever discussed and/or been in a SGB or parent's meeting in which the Department of Education's Language-in-Education Policy was mentioned?

| | |
|-----|----|
| YES | NO |
|-----|----|

9. How many languages are taught in your school?

| | | | |
|----------|---|---|---|
| NOT SURE | 2 | 3 | 1 |
|----------|---|---|---|

10. What is the mother tongue of the majority of students in your school?

| | | | |
|---------|---------|-----------|-------|
| ISIZULU | ENGLISH | AFRIKAANS | OTHER |
|---------|---------|-----------|-------|

11. Would you like to see all learners in the school you are involved with, learn their mother tongues?

| | |
|-----|----|
| YES | NO |
|-----|----|

12. What is the Language of Learning and Teaching (Medium of instruction) in the school your child or children attend and/or you are a SGB of?

| | | | |
|---------|---------|-----------|-------|
| ISIZULU | ENGLISH | AFRIKAANS | OTHER |
|---------|---------|-----------|-------|

13. In which language would you like your child or children to be taught in; say Maths, History, etc.?

| | | | |
|---------|---------|-----------|-------|
| ISIZULU | ENGLISH | AFRIKAANS | OTHER |
|---------|---------|-----------|-------|

14. Why?

15. Do you feel your child or children should be taught your mother tongue (Home language)?

| |
|-----|
| YES |
|-----|

| |
|----|
| NO |
|----|

16. Which three languages would you like your children to learn?

| | | | |
|---------|---------|-----------|-------|
| ISIZULU | ENGLISH | AFRIKAANS | OTHER |
|---------|---------|-----------|-------|

17. How many languages would you like your child or children to learn?

| | | | |
|-------------|---|---|---|
| MORE THAN 3 | 3 | 2 | 1 |
|-------------|---|---|---|

18. Why?

19. Would you like to have your child or children learn a sign language?

YES

NO

20. Why?

21. Does the school your child/children attend have a language-in-education policy?

YES

NOT SURE

NO

22. For which year?

23. If 'no' to number 21, explain why your school does not have the language in education policy.

24. Have your children and/or any parent ever complained about the language policy of your school?

YES

NO

25. If 'yes' to no. 24 above (have you ever) thought of discussing this issue with anyone?

YES

NO

26. If 'yes' what are the possible solutions?

27. Do you think the language used in the examinations could be too difficult for learners to understand questions?

YES

NO

28. If 'yes' to no. 27 would you support the idea that a question paper be written in two languages, that is, a child's home language and the Language of Learning and Teaching?

YES

NO

29. Would you like your mother tongue to be taught to your learners as far as University?

YES

NO

30. Are you happy with the language used by learners who have passed matric either their home language or Language of Learning and Teaching?

YES

NO

31. Does your child or children show a good/excellent command of English?

YES

NO

32. Does your child or children show a good/excellent command of any indigenous language?

YES

NO

33. If 'yes' to number 32 is a school or formal learning institution responsible for such an excellent command of an indigenous language?

YES

NO

APPENDIX G

UCWANINGO KUTHISHA WESIZULU

IMIBUZO EBHEKISWE KUTHISHA WESIZULU.

Uyacelwa ukuba uphendule le mibuzo elandelayo ngokukhulu ukwethembeka. Inhloso yale mibuzo ukufeza izinhloso zocwaningo kuphela, akukho okunye okufihlakele, okungale kwalokho. Izimpendulo ziyoba yimfihlo engeke yadalulwa kunoma ubani nje ngaphandle kwalabo abathinteka ngqo kulolu cwaningo. Uyacelwa ukuthi uphendule kanje:

(a) Faka uphawu olunje ☐ √ empendulweni yakho.

(b) Ungalusebenzisi uphawu lwesiphambano, isib. ☐ X

(c) Uma kufanele uphendule, uchaze kabanzi, bhala esikhaleni osinikiwe.

1. Sekunesikhathi esingakanani ufundisa IsiZulu?

| | | | |
|----------------------|---------------------|-----------------------|--------------------------|
| AWUKAPHELI UNYAKA | IMINYAKA EMIBILI | IMINYAKA EMITHATHU | ISIDLULE KWEYISIHLANU |
|----------------------|---------------------|-----------------------|--------------------------|

2. IsiZulu usifundisa kuliphi ibanga (ikilasi)?

| | | | |
|-----|-----|-----|-------|
| 1-2 | 3-6 | 7-9 | 10-12 |
|-----|-----|-----|-------|

3. Wasifunda yini isiZulu emazingeni emfundo ephakeme?

☐ YEBO☐ CHA

4. Uma impendulo yakho ithe "cha" kumbuzo wesithathu (3), kungani pho ufundisa isiZulu? Chaza

5. Wasifunda isiZulu wasigcina kuliphi izinga? (Highest Qualification in isiZulu e.g Zulu I)

6. Zikhona izinkinga noma (inkinga) nezingqinamba oke wahlangabezana nazo uma ufundisa isiZulu?

YEBO

CHA

7. Zinkinga zini oke wahlangabezana nazo ekufundiseni kwakho isiZulu?

1.

2.

3.

8. Uke wambikela uThishanhloko noma isekela lakhe kumbe inhloko yomnyango?

YEBO

CHA

9. Kungabe leyo nkinga noma lezo zinkinga zabe sezisombululeka na?

YEBO

CHA

10. Zingaki izilimi okufundiswa ngazo izifundo zonke esikoleni?(Languages of Learning and Teaching)

SINYE

ZIMBILI

ZINTATHU

11. Yiziphi izilimi noma ulimi okufundiswa ngazo noma ngalo, zonke izifundo esikoleni? (Language of Learning and Teaching or Medium of Instruction)

ISIZULU

ISINGISI

ISIBHUNU

12. Ukhona yini inqubomgomo (policy) isikole sakho esiwulandelayo woMnyango weZemfundo omayelana noLimi Kwezemfundo? (Department of Educations'Language-in-education policy)

YEBO

CHA

13. Ukuba bekunguwe onikwe amandla okuthatha izinqumo, yisiphi noma yiziphi izilimi noma ulimi ongafisa zibe noma lube olokufundisa zonke izifundo?

14. Yisiphi isizathu noma izizathu esenza noma ezenza ukhethe lolu limi noma izilimi? Chaza.

15. Likhona olunye ulimi olusebenzisayo ngaphandle kwesiZulu uma ufundisa?

YEBO

CHA

16. Kungani wenza lokho? Chaza

17. Yiluphi ulimi lwakho lwebele? (mother tongue)

18. Yiluphi ulimi noma izilimi zebele zabafundi bakho?

ISIZULU

ISINGISI

ISIBHUNU

OLUNYE

19. Uyabavumela yini abafundi bakho ukuthi bakhulume nawe ngezilimi zabo zebele uma usekilasini ufundisa?

YEBO

CHA

20. Kungani ubavumela, uma ubavumela? Kungani ungabavumeli uma ungabavumeli? Chaza

21. Uyabavumela yini abafundi bakho ukuthi baxube izilimi uma bekhuluma nawe?

YEBO

CHA

22. Kungani wenza kanjalo? Chaza.

23. IsiZulu usifundisa njengaluphi uhlobo lolimi?

ULIMI LWEBELE

ULIMI LOKUQALA
OLWENGEZIWE

ULIMI
LWESIBILI
OLWENGEZIWE

APPENDIX H

P.O. Box 12629
EMPANGENI
3880

07 April 2004

FAX NO. 035 874 3593
PHONE NO. 035 874 3280

The Deputy Director
Office of the Chief Executive Officer
Private Bag X 04
ULUNDI
3838

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

Kindly receive my application for permission to conduct research on the Language of Learning and Teaching in both Primary and Secondary schools. I intend conducting this research in schools falling under the Lower Umfolozi Circuit for a Masters degree in Linguistics which I am studying for through the University of Zululand.

I sincerely believe that this research will not only provide us with insightful information regarding the above-mentioned topic, but will also aid in minimising if not eradicating language problems our schools are currently experiencing.

To this end, I am committed to honouring and adhering to the conditions that may accompany an undertaking of this nature.

I would appreciate it if my application could be kindly considered.

Yours faithfully,

L.M. KHUZWAYO

STUDENT NO. 890009
PERSAL NO. 61237540
E-mail: rstyle@tiscali.co.za
Cell no. 072 1980 155

APPENDIX I

P.O. Box 12
EMPANGENI
3880

07 April 2004

FAX NO. 035 792 6059
PHONE NO. 035 901 1300

The District Director KZN-DEC
Empangeni District
Private Bag X 20104
EMPANGENI
3880

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

Kindly receive my application for permission to conduct research on the Language of Learning and Teaching in both Primary and Secondary schools. I intend conducting this research in schools falling under the Lower Umfolozi Circuit for a Masters degree in Linguistics which I am studying for through the University of Zululand.

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I would appreciate it if my application could be kindly considered.

Yours faithfully,
L.M. KHUZWAYO

STUDENT NO. 890009
PERSAL NO. 61237540
E-mail: rstyle@tiscali.co.za
Cell no. 072 1980 155

**DEPARTMENT
OF
LINGUISTICS**



UNIVERSITY OF ZULULAND

Private Bag X1001

KWADLANGEZWA

3836

E-mail: ctmoyo@pan.uzulu.ac.za

Fax (035) 902 6394

Tel. (035) 902 6321

8 April 2004

TO WHOM IT MAY CONCERN

After 1994 South Africa became a democratic multi-lingual country. It is in this light then, that I would request you, in your capacity, to allow Mr L M Khuzwayo to conduct a research in your institution.

It is hoped that the results of this research might help the Department of Education, educators, Parents, Learners, School Governing Bodies, in fact all education stakeholders, in particular, as well as South African citizens in general to help facilitate and implement multilingualism.

Thanking you in anticipation.

Yours faithfully

A handwritten signature in black ink, appearing to read 'C. T. Moyo'.

PROF C T MOYO

HOD – DEPARTMENT OF LINGUISTICS

APPENDIX K

Interview for learners

1. What grade are you doing?

2. Is your school multiracial?

3. How many languages do you learn at school?

4. What is your home language?

5. Do you learn your home language?

6. When was the last time you learnt your home language?

7. Do your parents know that you do not learn your home language?

8. How do you feel when you do not learn your home language?

9. How do you feel that you do not learn your mother tongue?

10. Would you like to learn your home language?

11. Why? Please explain.

12. How many educators are there in your school?

13. How many of those educators are Black/Africans?

14. Who teaches IsiZulu in your school?

15. Who is the principal in your school?

16. Does he /she understand IsiZulu?

17. Specify the majority race in your school.

18. Are you allowed to speak your Home language at school?

19. If no, what do the educators do to anyone using the Home language?

20. Are you able to read, write or speak your home language?

21. How would you measure your English proficiency?

PARENT/TEACHER/PRINCIPAL/INTERVIEW

1. Is the school where you send your child/teach/head multiracial?

2. What is your home language?

3. Does your child/children learn their Home language?

4.If no, explain why not.

5. Do you allow your child/children to speak with you in other languages other than the one you prefer?

6. Which language do you prefer to use almost always (most of the time)?

7. Explain and support your response to no. 6 above.

8. How would you feel if your child/children did not learn their Home Languages?

9. Which racial group is the majority in the school where you send your child/children to?

10. How many educators are there in your school?

11. Do the majority of educators understand the Home Language of their learners?

12. What is the language policy of your school?

13. Do you have the Department of Education's language-in-Education policy?

14. Are you in a position to show me the copy of this policy, now?

15. Have you ever discussed the language policy applied in your school with anyone?

16. Why, explain further.

17. Do you now realize that there is a need to discuss the Language policy in your school?

18. Are you proud of your Home Language?

19. Are your children proud of their Home language/s?

20. Are your children proficient in their Home languages?

Thank you