FACULTY OF ARTS

CHALLENGES POSED BY THE USE OF ENGLISH AS THE LANGUAGE OF LEARNING AND TEACHING IN KWAZULU-NATAL (KZN) HIGH SCHOOLS

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CANDIDATE DECLARATION

I, Esther Emily Sbongile Cele-Sangweni, declare that the thesis *Challenges Posed by the use of English as the Language of Learning and Teaching in KwaZulu-Natal (KZN) High Schools* has not been submitted in fulfilment or partial fulfilment of the requirements of another degree. I also declare that the thesis is my own work and that I have complied with the provisions of the Plagiarism Policy of the University of Zululand.

SUPERVISOR DECLARATION

I, Berrington Xolani Siphosakhe Ntombela declare that the candidate has complied with the provisions of the University's Research and Ethics Policy and the conditions specified by the University's Research Ethics Committee.

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B. X.S. Ntombela
December 2019

DEDICATION

I dedicate this work to my late parents, Mr E.E.M. Cele and Mrs D.C.S. Cele (uKaMadhlala), for their example, for the values and lessons they imparted to me and my siblings. Most importantly, for the great sacrifices they made in very difficult political times for our success. "I am so sorry you did not reap the fruits of your hard labour, but your struggle was not in vain".

………………………..

E.E.S. Cele-Sangweni

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ABSTRACT

This study set out to investigate factors behind the poor academic performance of Grade 12 learners in the township schools of KwaZulu-Natal. The research was conducted in 12 public high schools of the Department of Basic Education in the districts of Umlazi and Pinetown. The enquiry was prompted by the observation that learners from township schools often struggle to do well in both the Matric examinations and at first year university studies, yet official reports of learner performance give the impression that Grade 12 learners' academic performance is improving.

The study posited that the relatively poor academic performance is a result of a myriad of factors that make learning a struggle for South African township learners. It postulated that these factors included the use of English as a medium of learning and teaching among second language speakers of the language, learners' social and economic circumstances, their learning and home environments, and their psychological attitudes or conditions. However, the main focus of the study was the use of English as a medium of learning and teaching. Therefore, the theoretical foundation of the study was the question of language competence and language use, especially in South African education. The study adopted Noam Chomsky's theory of Transformational Generative Grammar as well as later modifications of the theory as its framework.

The core of the study was linguistic and communicative competence. It emphasised that for township high school learners to perform well academically they need to master the language of learning and teaching in the following crucial areas: vocabulary and grammatical rules that allow for understanding and creative production of the language; the four language skills – reading, writing, speaking and listening; all forms of the communicative systems that work in language; and cognitive academic language proficiency (CALP) which will enable them to understand and use the formal language register of classroom discourse and textbooks, as well as to think analytically and critically to solve problems, to use their imagination and engage in inductive and deductive reasoning.

Using a Mixed Methods approach, the study found that, although on paper, all South African children have access to education, for learners in the townships, learning is an on-going struggle. The poor and unstable living, social and school conditions in which

they live and learn do not allow them to acquire the linguistic competences required of them to learn and be taught in English, especially since they are taught English First Additional Language which is regarded as inferior to English Home Language taught in former Model C schools. These conditions do not promote excellent academic development and achievement, neither are they conducive to cognitive development and learning. In spite of this, the majority of learners, educators and parents preferred that English, which is perceived as a high status language with power, 'linguistic capital' and functional value, be used as the medium of learning and teaching.

The study asserts that as long as English remains the medium of instruction, without additional English language support, the majority of learners from township and rural schools who write the Grade 12 examinations will not be competent enough in English to be successfully able to learn and be examined in it. Therefore, the study suggests that, for these learners to do well in the Matric examination and first year university, special interventions should be introduced. The study proposes that these could include identifying and gaining a deeper understanding of the hurdles that confront township learners; introducing creative teaching and learning approaches as well as language choices and uses that could solve some of the linguistic and learning problems. The study proposes an intervention education model whose aim would be to develop learners holistically and prepare them to perform well in the Grade 12 examination and first year university studies.

TABLE OF CONTENTS

CHAPTER VI: INTERPRETATION AND DISCUSSION OF RESEARCH RESULTS   266

CHAPTER ONE: INTRODUCTION

1.1 Background to the Research Question

The vision and principles of both Basic Education and Higher Education reveal a desire by South Africa to develop citizens who are empowered, not only for themselves, but for the development of the country and for participation in the global economy.

However, the performance of students at both the school and the higher education level suggests that the vision and objectives of the education departments are not being met. Analysis of the *Emis Snap Surveys* (*of 2002 -2012)* and the *Annual Surveys* (of 2001-2012) and HEMIS Reports (2001-2011) reveal that neither schools nor universities are meeting these challenges. Educational performance of most students in matric and first year university is poor. This study investigated the factors behind this poor performance and focussed mainly on language in education.

As seen in Tables 1.1 and 1.2 below, a cursory observation of the results of Grade 12 (which is the final year of the Further Education and Training Band) from 2008 to 2017 suggests a steady general improvement in the overall pass rate in South African schools including those in KwaZulu-Natal.

Table 1.1: Overview of Matric Results, Nationally

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
%Pass	62.5	60.6	67.8	70.2	73.9	78.2	75.8	70.7	72.5	75.1

Table1. 2: Overview of Matric Results in KwaZulu-Natal

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
%Pass	57.8	61.1	70.7	68.1	73.1	77.4	69.7	60.7	66.4	72.9

However, research and analysis of results of KwaZulu-Natal (KZN) schools reveal a significant discrepancy between the pass rates of Grade 12 learners from former Model B (township) schools, on the one hand, and those of the former Model C schools on the other. A close examination of the results suggests that the hailed 'improvement' is, in fact,

a consequence of an extremely high pass rate in the traditionally well-resourced former Model C schools which, when averaged with the lower results in the poorly resourced township schools, gives the impression that the overall pass rate is steadily improving (See Tables 1.3, 1.4 and 1.5 below).

This study posits that the level of educational performance observed in both Matric and first year higher education results is a consequence of a myriad of factors that make learning a struggle for South African township learners. Although this study focuses on the role of English on educational performance, other factors also play a role in learner performance. Some of these are academic; others socio-economic and still others are psychological.

The separation of schools and languages along racial lines during both colonial rule and apartheid, resulted in most African learners in both the township and rural schools not being sufficiently competent in English, the current medium of learning and teaching. As a result, they are offered English First Additional Language as a subject in both Primary and Secondary schools. The effect of this situation is that learners in these schools do not have the same exposure to, knowledge of, and proficiency in the medium of learning and teaching (English) as those who are offered English First Language or those to whom English is a mother tongue. In spite of this difference in the level of English taught, they are required to write the same content subjects in the same national examination as those who have been taught English as a first language or have English as their mother tongue. Therefore, the contention of the present study is that the learners in the townships are disadvantaged even before they write the national examination.

This study assumes that as long as English is the medium of learning and teaching, learners who are offered English as a second language and are not given extra support, exposure and academic intervention in English, will not be competent enough in the language to compete successfully in the National Matric examination and first year university assessments. Therefore, in order for them not to be disadvantaged even before they write these examinations, they need additional support to improve their competence in the medium of learning and teaching.

In the aftermath of the establishment of democracy in South Africa in 1994, the main focus of Basic Education in the Province of KwaZulu-Natal (KZN) was to provide high quality

education that empowers learners with knowledge and skills that would enable them to perform well as students, citizens and as contributors to the global economic and technological environment of the twenty-first century (*Master Strategic Plan: 1999-2002,* KwaZulu-Natal 1997: 5).

From 2010/11 to 2014/15 and from 2015/16 to 2019/20, the Strategic Plan of Basic Education in the Province of KwaZulu-Natal (KZN) still states that its vision is 'A well-educated, skilled and highly developed citizenry' and its mission is 'To provide equitable access to quality education for the people of KwaZulu-Natal'.

Since Basic Education leads directly to Higher Education, reference to this sector is important. The Education White Paper 3: *A Programme for the Transformation of Higher Education* (July 1997), outlined the purpose of Higher Education in South Africa as:

- To meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes throughout their lives;
- To address the development needs of society and provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high level competencies and expertise necessary for the growth and prosperity of a modern economy;
- To contribute to the socialisation of enlightened, responsible and constructively critical citizens, and
- To contribute to the creation, sharing and evaluation of knowledge (Item 1.3).

The White Paper further stated that:
> 'Higher Education must provide education and training to develop the skills and innovations necessary for national development and successful participation in the global economy (Item 1.11).

It emphasised the need to engage critically and reactively with the economic and technological changes that are the consequence of globalisation, and global imperatives (Item 1.7-1.11).

In 2013, almost two decades after the establishment of democracy in 1994, the vision of basic education remained almost the same. Among other things, the vision of the Department of Basic Education was to provide 'education and training which [would] in

turn contribute towards improving the quality of life and building a peaceful and democratic South Africa'. The vision of Higher Education remains 'to fulfil the economic and social goals of participation in an inclusive economy and society' while its mission is, among other things, to 'develop capable, well-educated and skilled citizens that are able to compete in a sustainable, diversified and knowledge-intensive international economy which meets the development goals of our country'.

However, the majority of students enrolled at university do not complete their qualification in the prescribed period. A report by the Parliamentary Monitoring Group (PMG) states:

> Student success rates in the public Higher Education system illustrated the dysfunctionality of the system. Less than one third of the sample population completed a qualification in regulation time. Seven out of a total of twenty three institutions met the success rate norm of 80% pass rates. Black students formed 75% of the sample population, but accounted for less than 25% of the graduates. 45% of these enrolled students had dropped out of the higher education system (7 February 2011:1).

1.2 The Educational Performance of Grade 12 Learners in the Umlazi and Pinetown Districts

The Umlazi and Pinetown school districts which are the subject of this study include both former Model C and former Model B (township) schools. The township schools referred to mainly cater for learners from the townships, but have a few learners from the surrounding rural areas and informal settlements.

In order to present a context as well as a clear picture of the academic performance of township learners in Grade 12, this section of the study presents findings from secondary sources before the literature review in in Chapter 2. For a sharper focus, the results from township (Model B) schools are further presented in contrast to the results of the former white Model C schools in the same districts.

Table 3 and Table 4 below show a summary of the results of Grade 12 pass rate of 46 individual schools in the Pinetown and Umlazi education districts in the period 2008-2013. 24 of these are township schools (former Model B) and 22 are former Model C schools. The tables clearly reveal that the performance of learners in the township schools and those in the Model C schools is totally different.

4

Table 1.3: Showing a summary of Grade 12 examination % pass rates of all 24 individual township (Model B) schools in the Umlazi and Pinetown districts of the Department of Basic Education from 2008 to 2013

School	2008	2009	2010	2011	2012	2013	School Average
5412…	48.6	67.5	74.8	50.6	75.2	77.3	65.60
5412…	64.4	71.2	60.9	61.3	66.7	85.1	68.30
5412…	24.6	54.5	68.9	68.6	57.4	53.8	54.60
5412…	24.6	17.9	59.3	57.5	77.8	72.2	51.55
5411…	56.4	38.1	52.7	67.5	61.6	71.0	57.8
5411…	67.6	62.7	67.0	50.4	83.1	95.0	70.96
5411…	51.5	64.0	77.9	81.1	66.4	77.6	69.75
5411…	45.3	39.9	56.0	84.1	80.6	82.0	64.65
5411	41.2	62.7	37.7	72.6	90.7	67.7	62.1
5411…	71.0	27.3	44.4	81.7	96.9	77.9	66.53
5411…	48.4	86.6	92.1	98.3	94.3	69.1	81.46
5411…	26.1	52.2	54.9	64.7	65.7	70.6	55.70
5411…	58.8	87.5	86.5	61.1	62.6	51.0	67.91
5411…	19.1	34.1	23.1	29.2	63.6	35.2	34.05
5411…	97.5	96.9	100.0	95.8	100.0	100,0	98.36
5411…	74.8	79.3	84.8	80.7	86.4	79.3	80.88
5411…	64.1	60.7	67.2	64.6	74.7	84.0	69.21
5411…	75.0	73.3	83.7	65.3	68.3	81.4	74.50
5411…	79.1	44.5	61.4	53.0	56.1	60.5	59.1
5411…	68.7	89.8	78.1	81.6	85.7	85.4	71.26
5411…	98.2	90.5	91.7	99.3	97.3	93.9	95.15
5411…	83.9	76.0	67.8	44.1	76.0	91.8	73.26
5411…	86.1	56.4	78.5	89.6	66.7	87.3	77.43
5411…	40.2	39.7	67.7	96.6	75.6	98.7	69.75

Table 1.3 reveals the pass rate of all Township schools in the Umlazi and Pinetown districts from 2008 to 2013. The schools referred to are former Model B schools, which are poorly resourced, without adequate facilities such as libraries, laboratories, computers and sports grounds. In these schools, the classes are big. In the majority of schools class sizes are between 41 and 50 learners.

The above table reveals that the educational performance of these schools is much lower than that of former Model C schools. In the six years under review, the lowest average

pass rate in these schools over the period of six years is 34.05%. Out of 24 schools, only 2 had an average pass rate of over 90%. The table also reveals that each year in the period under review, the average pass rate in each of the schools was improving. For example, in one school it improved from 24.6% in 2008 to 72.2% in 2013. In another school, it improved from 19.1% in 2008 to 35.2% in 2013.

Table1.4: Showing a summary of the examination % pass rates of all the former Model C schools in the Umlazi and Pinetown districts of the Department of Basic Education from 2008 to 2013

School	2008	2009	2010	2011	2012	2013	School Average
5412 …	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5412…	100.0	98.2	98.8	98.7	99.0	98.5	98.87
5412	99.5	98.9	97.8	99.4	100.0	98.3	98.98
5412…	93.9	85.1	93.3	93.0	94.2	89.8	91.55
5412…	99.6	99.2	100.0	100.0	99.5	100.0	99.72
5412…	99.6	100.0	99.6	99.0	98.6	100.0	99.47
5412…	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5411…	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5411…	98.2	98.2	100.0	99.5	99.1	98.0	98.83
5411…	98.5	97.3	97.1	100.0	100.0	100.0	98.82
5411…	100.0	98.9	100.0	97.5	100.0	99.2	99.27
5411…	99.0	95.4	92.1	83.2	91.4	89.5	91.77
5411…	100.0	100.0	100.0	100.0	100.0	100.0	100.0
5411…	95.7	90.3	84.2	91.9	85.5	93.3	90.15
5411…	99.5	97.6	99.4	99.3	95.6	98,0	98,23
5411…	100.0	100.0	90.7	100.0	100.0	100.0	98,45
5411…	98.3	95.4	91.7	96.1	96.4	93.2	95.18
5411…	91.8	91.3	88.6	95.0	87.8	92.8	91.22
5411	99.2	98.7	100.0	99.3	98.8	99.2	99.20
5411…	98.5	97.5	100.0	94.7	98.1	96.3	97.52
5411…	99.5	100.0	98.8	100.0	96.0	96.7	98.50
5411…	99.2	100.0	100.0	98.9	92.9	98.6	98.27

Table 1.4 reveals the pass rate of all former Model C schools in the Umlazi and Pinetown districts from 2008 to 2013. These schools are well-resourced, with adequate facilities such as libraries, laboratories, computers, small classes, and sports grounds. The educational performance of these schools can be called exceptional. The lowest average

pass rate in these schools over the period of six years was 90.15%. Out of 22 schools, only 3 had an average pass rate below 95% in the six years.

Table1.5: Showing a summary of the 2008 to 2017 examination % pass rates of the randomly selected township schools that are the sample of the study

School	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	School Average
5411…	41.67	55.32	82.50	38.89	53.73	78.72	46.28	72.22	61.61	59.26	54.92
5411…	70.10	55.93	64.78	67.21	57.39	70.83	73.94	77.31	84.87	61.87	68.42
5411…	58.77	87.50	100.00	61.11	62.62	51.04	64.95	45.31	51.04	55.00	68.56
5411…	97.53	96.94	84.83	95.83	100.0	100.00	100.00	100.00	100.00	100.0	97.51
5411…	74.82	79.30	43.14	80.73	86.40	79.27	85.66	85.65	90.64	86.52	79.21
5411…	11.32	21.43	64.14	46.51	21.79	44.23	37.10	53.49	83.33	67.74	45.11
5411…	51.02	45.28	64.52	50.00	41.30	39.19	43.04	51.35	43.48	24.47	45.37
5411…	98.18	90.51	91.67	99.33	97.30	93.90	91.45	96.30	98.02	98.92	95.56
5411…	83.93	76.03	67.83	44.14	76.00	91.82	89.06	62.15	67.83	78.95	73.77
5412…	64.41	71.20	60.93	61.27	66.67	85.14	56.92	42.29	58.43	60.23	62.75
5412…	48.17	82.84	71.00	80.41	71.07	78.38	63.71	37.56	35.89	74.00	64.30
5412…	24.58	54.46	68.89	68.57	57.35	53.76	71.43	79.41	78.68	89.91	64.70

Table 1.5 above reveals that the pass rate of the schools which form the sample of this study shows that from 2008 to 2017, not much improvement had been achieved. Once again, only two schools had an average pass rate of over 90%. The lowest average pass rate was 45.11%.

Looking at the results of township schools on paper, one can argue that the results are not poor since the average pass rate for most schools is above 50%; and that the pass rate is improving since the average pass rate of most schools improves each year. However, a closer examination reveals that in comparing former Model B school results with those of the former Model C schools, the township schools perform at a much lower rate. The assumed overall improvement is a result of the inclusion of the results of the former Model C schools in the overall pass rate for the Pinetown and Umlazi school districts.

1.3   Statement of the Research Problem

This study posits that the poor level of educational performance observed in both Matric

and first year higher education results is a consequence of a myriad of factors that make learning a struggle for South African township learners.

The problem of poor educational performance by most South African township learners in the final matriculation examination, as described above, has been observed for some time. Several researchers have focused on this question from various points of view (Mukwevho: 1997, Ramashala: 1999, Dlangalala: 2000, Humbulani: 2007, Rammala: 2009, Dhurumraj: 2013; Ngcongo: 2016).

The poor performance of South African learners has also been noted in international academic assessments that the country has taken part in, such as the Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS). Reports on the performance of South African learners in these international assessments reveal that South African learners have the lowest scores among 39 to 45 countries (PIRLS: 2006; TIMSS Grade 5 Mathematics report: 2015; TIMSS Grade 5 Mathematics report: 2015; Bansilal: 2012; and Spaull: 2013; Mail & Guardian: 11/12/2012).

To try to diagnose the problem of poor performance, to measure progress towards improving literacy and numeracy, and to promote accountability throughout the system, the department of Basic Education introduced the Annual National Assessments (ANA) at different school levels. These assessments have also revealed a very low level of competence in the literary, mathematical and scientific fields among learners (Bansilal: 2012; Annual National Assessments (ANA) Report 2011).

Although ANA is fraught with challenges, Van der Berg (2015) highlights the significance of the assessments in showing the learning gap that exists in South Africa between children from privileged and disadvantaged backgrounds, as well as between learners in different sections of the school system. He emphasises his finding that by the time school children are in Grade 4, this gap is already exceedingly wide and learning deficits are substantial. For Van der Berg, what is most disturbing is that even from this early stage, possible entry into higher education, as well as all the benefits that this brings, are already predestined by Grade 4. Therefore, he suggests that much as attempts to mitigate shortfalls in the higher grades are good and should be pursued, the greatest interventions need to be in lower primary school or even at pre-primary school.

To try to mitigate the problem of poor academic performance, the South African government has also substantially increased its spending on education, but this does not seem to have solved the predicament.

The present study aims to mainly focus on the medium of learning and teaching (English) as well as school and social factors as contributors to the struggle of learning and lower educational performance of Grade 12 learners in the township schools of the Umlazi and Pinetown districts of KwaZulu-Natal. Grade 12 is the final year of the Further Education and training Band (FET) which runs from Grade 10 to Grade 12 and includes career-orientated education and training.

1.4   Research Questions

Answers to the following questions were sought:

1. What is the degree of educational performance of Grade 12 learners in township schools of KwaZulu-Natal?

2. What are societal perceptions of English as a medium of learning and teaching in the township high schools of KwaZulu-Natal?

3. What other factors contribute to the level of educational performance of Grade 12 learners and first-year university students from township schools of KwaZulu-Natal?

4. What measures could be taken to ease the struggle of learning, thus improving learners' educational performance?

    a) What choices need to be made regarding the medium of learning and teaching at high school level?

    b) Would the use of English as well as language-focused activities such as reading, writing, debates drama and discussions help to teach, motivate and support learners?

1.5 Aim of the Study

The aim of the study was to investigate and analyse factors that contribute to the low level of educational performance of Grade 12 learners in township High schools and first year university students of KwaZulu-Natal, in order to suggest strategies that could be adopted to better prepare township learners for the Matriculation examination and for first year university studies.

1.6   Objectives of the Study

The objectives of the study were:

1. To investigate and analyse the degree of educational performance of Grade 12 learners in Township schools of KwaZulu-Natal;

2. To investigate societal perceptions of English as a medium of learning and teaching in township High schools of KwaZulu-Natal;

3. To investigate other factors that contribute to the level of educational performance of Grade 12 learners and first-year university students from township schools of KwaZulu-Natal; and

4. To determine what measures could be taken to ease the struggle of learning and then recommend a teaching and learning model that could improve educational performance in township High schools of KwaZulu-Natal.

1.7   Significance of the Study

The proposed study was motivated by the need to investigate and analyse the factors behind the low educational performance among Grade 12 learners in Township schools of KwaZulu-Natal. The significance of the study was that in addition to investigating and analyzing the outlined challenges, it would suggest how the Department of Basic Education could better prepare township learners for the Matriculation examination and first year university:

1) The study identified the hurdles that confront township learners and contribute to a deeper understanding of them.

2) The study proposed teaching and learning approaches to solve some of the linguistic and learning problems that contribute to the high failure rate among learners in township schools in KwaZulu-Natal;

3) The study recommended strategies that might help improve the pass rate in the township schools of KwaZulu-Natal and at first year university.

4) The study recommended a model of an academic intervention programme whose aim would be to prepare learners to perform well in the Grade 12 examination and first year university studies.

1.8 Scope of the Study

The study focused on the educational performance of Grade 12 learners from randomly selected township schools in the Umlazi and Pinetown education districts of the KwaZulu-

Natal Department of Basic Education. The randomly selected schools were in the townships of Umlazi, Kwa Mashu and Inanda around Durban in KwaZulu-Natal. According to a 2009 District level Picture of Education in KwaZulu-Natal, the Department of Basic education classified the Umlazi District as the 'least poor' and the Pinetown District as 'second least poor' districts in KZN (See Appendix B2).

The period covered by the study was 2008 to 2017. The sample population included randomly selected learners in the FET Band (Grade10, 11 and 12), educators in the FET Band, and parents from schools in the townships around Durban. The research was conducted in twelve (12) township high schools. The research also included secondary data from the Department of Basic Education in KwaZulu-Natal.

To determine how learners who have passed the Matric examination cope at university, the results of a sample of academic reading performance of first year students at a former black university in KZN as well as results of National Benchmark Test of first year students in the same university were also examined.

1.9 Basic Assumptions
The study was based on the following assumptions:
1) That the use of English as the medium of learning and teaching has an impact on and contributes to the relatively poor overall educational performance among second language learners in township high schools of KwaZulu-Natal,
2) That non-academic factors also contribute to learners' educational performance,
3) That the introduction of language-based and other intervention programmes will greatly improve learners' chances of success in grade 12 and tertiary examinations.

1.10   Method of Research
The study covered the period from 2008 to 2017. It was both quantitative and qualitative in nature. It aimed to provide in-depth description and analysis of the learning problems experienced by learners as a result of the use of English as the medium of learning and teaching, as well as their social living and school conditions. The research utilized questionnaires and focus group discussions and used an analytical inductive approach.

Primary data collection was through questionnaires and focus group discussions administered to Grades 10, 11 and 12 learners. Questionnaires were also administered

to learners' educators and parents. The inclusion of Grade 10 and 11 learners was determined by the fact that Grade 12 is the final year of the Further Education and training Band (FET) which runs from Grade 10 to Grade 12. Furthermore, Grade 12 learners and their educators may not have enough time for the research as their main focus may be on the Grade 12 year-end examinations.

In addition to biographical information, the questionnaires and focus group discussions focused on in the choice of the medium of learning and teaching, in the use of English as the medium of learning and teaching, in the use of isiZulu as the medium of learning and teaching, in the choice of the learners' school, in the impact of learners' social and learning conditions, on the learners' motivation and educational performance. The questionnaires and focus group discussions also addressed intervention programmes that could help mitigate the negative factors that affect learning.

Since the problem being investigated was unstructured, the key research questions were exploratory and descriptive. The sampling design used was stratified random sampling using different groups of a random sample of Grades 10, 11 and 12 learners from a stratified random sample of schools which service learners from both the formal and informal parts of townships in two education districts around Durban in KwaZulu-Natal.

In a stratified random sample, units are randomly sampled from the population that has been divided into categories. Stratified random sampling was chosen in this study because it avoids bias and ensured that any school in the two chosen districts had an equal opportunity to be chosen for the study. This strategy ensured that the standard of error of the mean was smaller (Bryman: 2008). The Umlazi and Pinetown Districts were chosen because of their convenient location for the researcher.

An in-depth literature review was done, focusing primarily on studies in:
1) Language – definition and theory of language, language acquisition, language development, language competence and use, language and thought and multilingualism;
2) Teaching - teaching and learning theories, Grammatical theory and teaching practice, language as a medium of learning and teaching, language in teaching and learning - theory and practice;
3) The influence of socio-economic conditions on learning and academic performance;
4) Factors that may contribute to poor educational performance;

5) Motivation in education and learning.

6) Language in South African education: bilingualism and South African language-in-education policies.

Secondary data were obtained from Government and Higher Education documents such as examination results and analyses, institutional reports, academic journals and theses as well as from relevant Acts, policies and other legal prescripts that regulate Education in the country. The secondary data sought to answer questions on the level of educational performance of Grade 12 learners in township schools of KwaZulu-Natal in the period under review; on the government's attempts to alleviate the problems of quality and performance in education; on the level of educational performance of post-matric students at a former black university in KwaZulu-Natal, particularly in the field of reading, academic literacy and quantitative literacy; on the performance of South African learners in the international assessment called Progress in Reading Literacy Study (PIRLS); and in the South African national Annual National Assessments (ANA). The secondary data also sought to answer questions on the South African policies on language in education.

An in-depth literature review was done, focusing primarily on studies in the following:
1) Language: The definition and theory of language, language use, language acquisition, language development, language competence, communicative competence, language and thought;
2) Teaching: Language in teaching and learning, teaching and learning theories,

1.11   Elucidation of Concepts
This study adopted the following understanding of the main concepts used in the study:

1.11.1 *Reference to gender:* All reference to either gender includes reference to the other.

1.11.2 *Impact:* The positive or negative effect, consequences or repercussion of
   one condition or activity on another. `

1.11.3 *Linguistic competence* or l*anguage proficiency:* These terms are used interchangeably to refer to ability, skill, adeptness and accomplishment in a language. Noam Chomsky (1957) defines linguistic competence as a person's mastery of a language system, the tacit knowledge of the linguistic structure of a language (Lyons 1981, 8, 10). Someone with linguistic competence in a language has the potential to use it correctly. In this study, the term is used to refer to

academic literacy or communication.

1.11.4 *Academic literacy or Academic communication:* These terms are used interchangeably to refer to the ability to function or participate effectively in an academic environment. Academic literacy skills are those that enable learners and educators to speak, listen, read, write and think critically, analytically and creatively.

1.11.5 *Language performance* or *use (parole* as opposed to *langue*): This study adopts Saussure's description of the concept as the ability to <u>actually use</u> a language correctly in concrete situations. This would include the ability to use English in academic communication.

1.11.6 *Educational performance:* The term refers to a learner's ability to meet set outcomes, or to carry out and fulfil overall academic activities expected of him/her at a specific level of learning or in a specific field of education.

1.11.7 *Language:* This term refers to a system of symbols which [human beings] employ for making sense of [their] world in a way that also makes sense to others (Jordaan & Jordaan, 1989: 422).

1.11.8 *Medium of learning and teaching, Language of Learning and Teaching (LOLT)* and *medium of instruction:* These terms are all used interchangeably to refer to the language used to facilitate learning.

1.11.9 *First language (L1)* refers to isiZulu which is the home language of most learners who are the primary subjects of the study.

1.11.10 S*econd language (L2)* refers to English which is the first additional language of most learners who are the primary subjects of the study.

1.11.11 *Intervention programme* refers to an additional academic programme meant to complement and support the set education programme.

1.11.12 *Educator,* as described by Parker (199<u>8),</u> refers to a mediator of learning, a designer of learning programmes and materials, a leader, a manager, a citizen and community developer and a learning area specialist. As described by the Employment of Educators Act 76 of 1998, an educator teaches, educates or trains other persons or provides professional services at a school. The term is used interchangeably with the term 'teacher'.

1.11.13 *Learner:* As described by Potgieter *et al.* (1997), it refers to anyone who is being educated in terms of the South African Schools Act (1996). The term is used interchangeably with the terms 'pupil' and 'student'

1.11.14 *Learning,* as defined by Van Rensburg et *al. (1988), learning* is to internalise   or

14

make particular contents one's own, to master valuable conduct, experiences and acts of volition and to gain competency in certain skills

1.11.15 The study adopted terms related to *bilingualism and multilingualism* as suggested by Baker (2006) as follows:

a) *Bilingualism and multilingualism* are the ability of individuals or groups to speak, write, read or understand more than one language. Such ability would be on a continuum, with dominance of each ability and development varied across people.

b) *Elective bilingualism* is a characteristic of individuals who choose to learn an additional language without losing their first language.

c) *Additive Bilingualism* also occurs when an individual or a group learns a second language at no cost to their first language.

d) *Circumstantial Bilingualism* is when an individual or a group learns another language in order to function effectively in the majority language society; when their first language is insufficient to meet political, employment and the communicative demands of the society they are in. Such a situation might lead to *subtractive bilingualism* when the individual or group's first language is in danger of being lost.

1.11.16 *Township/Location:* The term 'township' is used to include both formal and informal settlement areas previously designated for African Indian and Coloured people in South Africa. In South Africa, the terms 'township' and "location" have racial connotations. Such places are underdeveloped and segregated urban residential areas located on the edges of towns and cities. These locations were first built from the late 19th century and were reserved for Africans, Indians and Coloureds. In this research, the term 'township schools' refers to schools in both formal and informal townships. The term is used for predominantly African areas.

1.11.17 *Matriculation (Matric):* In the South African education system matriculation refers to the final year of high school.

1.11.18 *Matric examinations* are school-leaving examinations written by learners in Grade12.

1.11.19 *Grade 12* is the final year of the Further Education and training Band (FET) which runs from Grade 10 to Grade 12 and includes career-orientated education and training.

1.12   Research Plan/ Organisational Structure

The study is organised as follows:

Chapter I: Orientation of the Study

This chapter provides orientation for this study. It consists of motivation for the investigation of the topic, statement and analysis of the problem, the purpose of the study, the method of research, an elucidation of key concepts of the study and a plan for the organization of the whole report.

Chapter II: Literature Review: Language and its use

Chapter II provides a theoretical background to the study. It briefly discusses a few theories on language acquisition as well as some theories of teaching and learning. The first part of the chapter presents the question of language in South Africa, particularly the use of English in education. The second part presents a short definition and theory of language. It discusses linguistic competence, communicative competence and language use. The chapter then focuses on language acquisition, language development, language and thought, a few theories on language, teaching and learning, teaching practice and the significance of motivation in education.

Chapter III

Chapter III continues to explore the question of language in South Africa, particularly the use of English in education in the province of KwaZulu-Natal (KZN). The first part of the chapter gives a historical context to the dominance of English in the province of KwaZulu-Natal. The next section of the Chapter presents the current South African legal framework on language. The third part of the chapter focuses on challenges and constraints in implementing the South African language in education policies. Lastly, the chapter discusses the use of a first or a second language as well as bilingualism in education.

Chapter IV

Chapter IV details the research design and methodology of the study: The preparation and design of the research, the research instruments, the administration of the questionnaire, the method of data collection, the selection of subjects, the plan for the organization, processing, and analysis of data as well as the limitations of the investigation. The validity and reliability of the study are also discussed.

Chapter V

Chapter V presents the findings of both the primary quantitative research and the primary qualitative research. The results of the empirical investigation and of the focus group discussions are presented.

Chapter VI

This Chapter interprets, analyses and discusses the research findings.

Chapter VII

This final Chapter of the study concludes the research and makes recommendations for further research. The Chapter also suggests a model for a language and motivational programme to help enrich and support second language learners at the school level in KwaZulu-Natal in order for them to improve their educational performance.

1.13 Summary

This first chapter of the study has provided an orientation to the proposed study. It has outlined the context to the research question, the declaration of the research problem, the research questions, the aim of the study, the objectives of the study, the significance of the study, the scope of the study the basic assumptions of the study, the method of research the elucidation of concepts and an overview of the chapters of the study. The second chapter will provide a theoretical background to the study.

The significance of the proposed study is that in addition to investigating and analysing the outlined problems, it recommends strategies that could be adopted to help solve some of the struggles that result to the relatively low success rate among township high school and first-year university students.

CHAPTER II
LITERATURE REVIEW: LANGUAGE AND ITS USE

2.1   Introduction

One of the main points at issue in this study is to what extent the use of English in township schools of KwaZulu-Natal contribute to the level of educational performance of Grade 12 learners. The study assumes that the use of English as the language of learning and teaching (LOLT) has an impact on, and contributes to the relatively poor overall educational performance among second language learners in KwaZulu-Natal township schools.In view of the concern regarding the use of a second language to teach learners who are not speakers of that language and what implication this may have for their learning and thinking, this study is grounded on various theories on language.

Chapter II provides a theoretical background to the study. The first part of the chapter presents the question of language in South Africa, particularly the use of English in education. The second part presents a short definition and theory of language. It discusses linguistic competence, communicative competence and language use. The chapter then focuses on language acquisition, language development, language and thought as well as a few theories on language, teaching and learning and teaching practice.

2.2   Language, Language Competence and Language Use
2.2.1 The Language Issue in South African Education

Ngugi wa Thiong'o states:

> The choice of language and the use into which it is put is central to a people's definition of themselves in relation to their natural and social environment, indeed in relation to the entire universe. Hence language has always been at the heart of the two contending social forces in the Africa of the twentieth century (1986: 4).

According to Gough (1996: 2), in South Africa, since the declaration of English as the sole official language of the Cape Colony in 1822, language has become a controversial matter. Silva (1997: 6) asserts that in South Africa, language has become a point of contention that has gone beyond language, to a fight on different levels. Firstly, as a fight about human rights -- for the human right to use one's own language to express oneself; for the right to be recognised as a worthy human being, for the right to belong. Secondly, it has become a fight about power -- economic, political and cultural power.

Dreyer (1979: 7) and other researchers agree that inevitably, the choice of the medium of learning and teaching has always been an important issue in South Africa. '…language has always been a contentious issue in education in South Africa. From the drive for mother-tongue education to the ever pressing need to be able to use international languages such as English' (Dreyer, 1979: 7)

Several researchers such as Kapp (2000), Silva (1997), Gough (1996), Alexander (2005) and PRAESA (2006) agree that as a result of the history of South Africa, language is not only a means of communication and social intercourse, but that the choice of a particular language also determines one's social station and chances of advancement. In South Africa, over the years, English has become the preferred language in most sectors of the country including government, education, commerce and industry. Mastery of English provides access to higher education, better employment and an improved quality of life.

One of the assumptions of this study is that while English remains the medium of instruction, without additional English language support, the majority of learners from township and rural schools who write the Grade 12 examinations will not be competent enough in English to be successfully able to learn and be examined in it.

Research has shown that the use of a second language as a medium of instruction has negative cognitive impact on learners. The SAHRC report of the Public Hearing on the Right to Basic Education (2006: 28) concludes: "An inadequate command of the language whether by the teacher, the learner or both, constitutes a serious barrier to effective schooling and education." Marrow, Jordan and Fridjon (2005: 164) state that "Language proficiency is central to academic success… Learners' ability to cope with the academic curriculum is dependent on competence in the language of learning. The development of cognitive academic language proficiency (CALP)…enables learners to understand and use the de-contextualised, formal language register of classroom discourse and textbooks".

Several researchers concur with Jordaan and Jordaan's (1988: 404) report that "Language comprises a means of thinking whereby, among others, concept formation, and the manipulation of concepts are facilitated". This would suggest that poor competence in the medium of learning and teaching would render these intellectual activities difficult.

The HSRC's De Lange Commission Report on *Languages and Language Instruction* (1981: 226) states: 'insufficient proficiency in the "medium" language inhibits or restricts progress and overall achievement'. Vrey (1990: 125,137) claims that a child's knowledge and control of language determines everything that he learns. He believes that linguistic ability is a requirement for mental development and school activities. For him language competence and intelligence have a mutually beneficial relationship. One helps the other - linguistic development influences intellectual development. Therefore, for Vrey, a child's mental development and his success in school depend on his linguistic competence.

The Constitution of South Africa recognises and promotes multilingualism as well as the development, use and respect of all eleven official languages of the country. In 1997 the government adopted the Language-in-Education Policy as part of the government strategy to create a non-racial nation and to facilitate communication across all barriers of colour, language and religion while creating an environment that encourages respect for languages other than one's own (Preamble: Language-in-Education Policy, 1997).

Underlying the current Language-in-Education Policy is the principle of additive bilingualism. The policy proposes that, while maintaining home languages, schools should provide access to effective acquisition of additional languages. The policy aims to ensure that learners reach high levels of proficiency in at least two languages and are able to communicate in other languages, thus making multilingualism a defining characteristic of South Africa. Similarly, the introduction to the Language Policy for Higher Education (2002) states:

> The challenge facing Higher Education is to ensure the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success (2002: 5).

In addition to its social and political benefits, proponents of the Language-in-Education policy argue that bilingual education has cognitive benefits. The policy proposes that in the first four years of school, teaching should be in the home language while additional languages are learnt as subjects (Language-in-Education Policy, 1997, Section 4.1.5). Thus, in addition to English and Afrikaans, indigenous African languages would also be adopted and used as languages of learning and teaching, particularly in the first four years of schooling.

The introduction to the Language Policy for Higher Education states that the use of a second language in higher education 'has been and continues to be a barrier to access and success in higher education; both in the sense that African and other languages have not been developed as academic/scientific languages and in so far as the majority of students entering higher education are not fully proficient in English and Afrikaans' (Language-in-Education Policy, 1997, Sections 4 and 5). The policy proposes the development of indigenous South African languages as media of instruction in higher education alongside English and Afrikaans.

2.2.2 The Significance and Power of Language

Immediately after the advent of democracy in South Africa, one of the aims of the Department of Basic Education in KwaZulu-Natal was to provide high quality education that empowered learners with knowledge and skills that would enable them to perform well as students, citizens and as contributors to the global economic and technological environment of the twenty first century' (*Master Strategic Plan: 1999-2002,* KwaZulu-Natal 1997: 5). The *Strategic Plan (*2015/16-2019/20: 47-52) of the KwaZulu-Natal Department of Education and the *Report of the National Committee on Further Education* (1997: 5) still express similar aspirations. However, the quality of the education currently offered by the department does not seem to fulfil this aim. The Economist (January 7, 2017) states that 'South Africa has one of the worst Education systems [in the world'].

In *Decolonising the Mind* (1986:11-15), Ngugi wa Thiong'o asserts that language has 'a suggestive power beyond the immediate and lexical meaning'. This is because language is tied to culture. Thus he speaks of the 'dual character' of language. By this he means firstly, the ability of language to communicate our thoughts, emotions, ideas, and actions. By the second character of language he means the ability of language to act as a carrier of culture or as the bank of a peoples' experience.

Citing Bourdieu Pierre (1993), and Nic Craith Mairead (2007), Figone (2012: 8) suggests that in addition to the idea of the 'dual character' of language, language acts as 'cultural capital' or 'linguistic capital'. He suggests that mastery of a language and one's relation to it gives one power and material wealth. He explains that society has given some languages more linguistic capital than others. This means when an individual is fluent in what is regarded as a high status world language which has political, social, economic and cultural power, that individual is eligible for more and higher paid employment and

can avail himself to higher education.

In South Africa, as in the rest of the world, English has this power and linguistic capital. It is presumably able to 'buy' greater prosperity. Therefore, mastery of this language opens educational and economic opportunities and greater prosperity for those who have mastered it.

As a result of current technological advancement, globalisation and easy air travel, there is more human movement across countries and continents. Consequently, there is a need for people of the world to be able to communicate. Currently, the language most frequently used to communicate internationally is English. This has implications for English language education in South African schools.

The effect of internationalisation and globalisation is that academic and economic opportunities are open in the world for anyone who wishes to take them. South African learners and students can only take advantage of these opportunities if they qualify for them. Therefore it is imperative that the schooling system in KwaZulu-Natal produces learners who are able to take advantage of the available prospects not just for themselves, but for the country as a whole.

One of the factors that will allow graduates of both the basic and the higher education system of South Africa to take these opportunities is competence in the language that will make it possible for them to communicate with the rest of the world. This implies that they need to acquire not just linguistic competence in English, but communicative competence in English as well. These developments have increased the importance of bilingualism for those whose first language is not English since the ability to communicate in English has become a vital aspect of being a successful professional.

2.2.3 Definition and Theory of Language

This study adopts the theory of language called Transformational Generative Grammar or Grammatical Theory, which was proposed by Noam Chomsky, as its main theoretical framework. The study also acknowledges and supports some of the later theories which developed from Chomsky's ground-breaking theory.

Chomsky (1957: 13) defines language as a group of limited or unlimited sentences, each with a specific length and made out of a definite set of components. He suggests that:

a) Each language has a finite number of sounds and a finite number of letters in its alphabet, if it has an alphabetic writing system;

b) Although there may be considerably many distinct sentences in a language, each sentence can be represented as a finite sequence of sounds or letters.

c) He also asserts, as Lyons (1981: 229) and Elliot (1981: 8, 11-14) agree, that in spite of their finite nature, language systems are productive in the sense that they allow for the construction and comprehension of indefinitely many utterances that have never previously occurred in the experience of any of their users. Therefore, it follows that the set of potential utterances in any given language is, literally, infinite in number. This is the creative aspect of language.

d) In addition to being creative, Chomsky further postulates that language production is a rule-governed creativity – the utterances that we produce have a certain grammatical structure, they conform to identifiable rules of 'well-formedness'. This suggests that to know a language implies knowledge and an understanding of the grammatical structure of that language.

Transformational Generative Grammar/ Grammatical Theory

The two main hypotheses of 'transformational generative grammar' or 'Grammatical Theory' which differentiate it from other theories of language are that:

i) The grammar of a language is characterised by a formal *autonomous system,* i.e. the phonology, syntax and those aspects of meaning determined by syntactic configuration form a structural system;

ii) Not just formal grammar, but all human systems that work in language such as conversational principles, general principles of learning and concept-formation, perceptual psychology, physiology and acoustics are autonomous modules, each governed by its particular set of general principles, but all interacting with each other. Thus the perceived complexity of language is a result of the interaction of all these modules (Newmeyer, 1983: 2-3).

The above definition and theory of language imply that to be able to create spoken or written utterances and to use these creatively in different situations, including the social, educational and intellectual environments, one must have mastered the language system – one must have 'inferred, learned or otherwise acquired the grammatical rules by virtue of which the utterances one forms are judged to be well-formed' (Lyons: 1981: 229), and understand all the human systems that work in language.

Waryas and Stremel-Campbell (quoted in Newmeyer: 1983: 2), emphasise that what is communicated in language are semantic content and pragmatic intent, but the vehicle for transmission of these remains the lexicogrammatical structure of the sentence. 'Regardless of the mode of transmission – spoken language, written forms, manual signs or other symbolic systems, the ordering of elements in accordance with structural principles ... is an essential component, in order for semantic and pragmatic content of an utterance to be expressed by a speaker and interpreted by a listener' (quoted in Newmeyer:1983: 2).

In the paper *The Formal Nature of Language*, Chomsky (2006: 102) states that when a person has command of a language, he can understand what he hears and is able to create a signal that can be interpreted semantically.

Chomsky's main concern is linguistic competence -- the knowledge a speaker has of the system and rules of the language in question, not performance i.e. how he uses his knowledge of the language in actual situations. This would fall under communicative competence.

The foregoing definitions and beliefs about language and its use are at the core of the assumption of the present study: that for learners to be able to perform well academically, they must have mastered the vocabulary and the grammatical rules that allow for understanding and creative production (or performance) of the medium of learning and teaching, as well as all the human systems that work in language.

Furthermore, for learners to be successful in their academic work, they need not only master the rules of the medium of learning and teaching, but they also need to develop cognitive academic language proficiency (CALP). This proficiency will enable them to understand and use the formal language register of classroom discourse and textbooks, as well as to think analytically and critically; to solve problems, to use their imagination and engage in inductive and deductive reasoning. However, for this strategy to succeed, teaching methods and teacher training programmes would also need to be reviewed.

2.2.4 Linguistic Competence and Language Use

The framework of the present study is based on the differentiation between language competence and language performance, as posited by Ferdinand De Saussure and Noam

Chomsky and modified by those who came after them. Bagaric and Djigunovic (2007) state that for Chomsky; language competence is 'the monolingual speaker-listener's knowledge of language', and performance is 'the actual use of language in real situations' (2007: 95). However, Bagaric and Djigunovic (2007) emphasise 'communicative competence' (2007: 94).

The differentiation between competence and language performance highlights the notion that the extent to which one is able to use a particular language is dependent on one's competence in that language. The study adopts Noam Chomsky's definition of linguistic competence in <u>Syntactic Structures</u> (1957) as 'a person's mastery of a language system, the tacit knowledge of the linguistic structure of a language' (Lyons, 1981: 8, 10; Newmeyer, 1983: 35).

For Chomsky (1965), language competence implies the ability for one to behave in a particular way (whether one uses it or not), while language performance implies 'the actual use of language in concrete situations' (1965: 4). It means that one habitually or occasionally 'engages in a particular kind of behaviour'. Therefore, language performance presupposes and depends on language competence, while language competence does not presuppose or depend on performance. In *The formal nature of language,* Chomsky (2006: 102) goes on to state that sentences have fundamental meanings that are governed by the rules of the language; that anyone who is proficient in a language has learnt the rules that govern the phonetic and semantic content of a sentence . This means he has linguistic competence. Competence is the ability of an ideal speaker-hearer to connect sounds and meaning according to the rules of his language.

Furthermore, Chomsky (1965) defines linguistic competence as the ability of any speaker to produce any and all of the grammatical sentences of a language. The emphasis, in this definition is grammaticality of a sentence, where an ideal speaker-listener knows the system of language perfectly. This excludes such other factors as acceptability, and appropriateness in a particular context.

Chomsky's main concern regarding linguistic competence is the underlying knowledge of the system of a language and the competence of the ideal speaker-hearer listener which is the same for all native speakers of the language in question. Thus linguistic competence is concerned more with grammaticality of sentences or utterances, whereas acceptability

is concerned with utterances that are perfectly natural and comprehensible without necessarily being grammatical. For Chomsky (1969: 10-11), acceptability is a concept that falls under the study of performance. Ntombela (2008: 32) states:

> Thus, by *generative grammar,* Chomsky (1969:8) simply means a system of rules that in some explicit and well-defined way assigns structural descriptions to sentences. It should be clear that Chomsky's main concern is with the knowledge the speaker has of his language and not about how the speaker uses that knowledge. Therefore, Chomsky makes a distinction between what the speaker actually knows (competence) and what the speaker does (performance) about his knowledge.

This study assumes that someone with linguistic competence in a particular language has the potential to use it correctly in various situations including those associated with academic communication. Chomsky distinguishes between what a speaker knows of a language (competence) and what the speaker does (performance). Lenneberg, (1967: 398) states that Chomsky asserts that *linguistic performance* does not only include connections of sound-meanings established by linguistic rules, but also includes non-linguistic beliefs about the speaker and the situation. Linguistic performance is also regulated by principles of cognitive structure such as memory. All these elements shape how speech is produced, identified and understood.

Lyons (1981: 9) suggests that using any language is a form of behaviour. Furthermore, specific languages and language can be considered as behaviour.

Langue and Parole

The distinction suggested by Chomsky between linguistic competence and linguistic performance is similar to that proposed by Ferdinand de Saussure in *Course in General Linguistics* when he spoke of *langue and parole.* These terms can be translated to mean 'language' and 'speaking' respectively. Editors of Ferdinand de Saussure's work, Bally and Sechehaye (1974), reveal that for Saussure, *Langue* is the whole abstract system of language that exists before speech and it makes speech possible. It is a system of rules and conventions of a language and is independent of individual users. De Saussure (in Bally and Sechehaye (1974), believed that when we learn a language, we master this system which includes aspects such as words, sounds, grammar, spelling, syntax, punctuation and all other parts of a language that create meaning. According to Chomsky (1965, 1976), this universal structure of language is innate in all functional human beings and varies in different language groups in the world. This system is what makes speaking

(parole) possible and is what each speaker and listener draws from.

Parole, on the other hand, is the actual action we engage in when we speak. It is the act of activating language through the use of speech - the concrete use of language. Utterances or actual speech are a manifestation of *langue.* When we experience language on a daily basis, we are engaging in p*arole. Parole* (speaking) is our experience of language on a daily basis. Speaking (parole) is as diverse as the number of people sharing a speech community and as varied as the number of actions each person makes to communicate. (Roth et al, 2000)

In conclusion, *langue* is the abstract system of principles of language out of which individual acts of speech occur. Parole is individual language acts which occur when a person voices words. The structure of a language is thus revealed through performance/parole (utterances). Performance is a reflection of competence. One's competence in a language can be discerned in the way one uses the language.

Referring to Holdcroft (1991: 20) and Rivers (1981: 68), Ntombela (2008) asserts that for de Saussure, natural language (*langage*) is divided into *langue* (particular language) and *parole* (speech). For Holdcroft (1991: 20) and Rivers (1981: 68), what people say in language is parole, while langue is the social side of speech: Langue is social, essential, has no active individual role and is not designed; while parole is individual, contingent and has an active role and is designed.

> […] *parole* is what people say in language, whilst *langue* is 'the social side of speech, outside the individual who can never create nor modify it by himself… (Rivers 1981: 68). Therefore, for Rivers, grammar is not a description of parole…but of the coherent system of patterning in *langue.* (Ntombela: 2008: 32).

For purposes of this study, the distinction proposed by both de Saussure and Chomsky is significant in that it clearly suggests that for a learner to be able to effectively use the medium of learning and teaching, he/she has to be competent in it and be able to use it. This study focuses on the link between language knowledge and language usage i.e. a student's internal representation of language and how he/she uses that knowledge in the learning process.

Jean Aitchison (1989: 2-4) suggests that anybody who has learnt a language can do three things:

> 1. Understand or decode sentences (language usage);

    2. Produce or encode sentences (language usage), and

    3. Store linguistic knowledge (language knowledge)

Aitchison (1989) further posits that in order to speak, every person who knows a language has the grammar of that language internalised in their head. For him and many linguists, a person's internalised grammar refers to' a person's total knowledge of their language that includes not just the knowledge of syntax (word patterns), but also phonology (sound patterns) and semantics (meaning patterns)'. He further suggests that since syntax is in a sense the 'key' to language – it is the syntactic patterns which link the sounds and meaning together.

2.2.5 Communicative Competence

According to Bagaric and Djigunovic (2007: 95), several advocates for a communicative view in applied linguistics disapproved of Chomsky's definition of the concept of linguistic competence, particularly in 'the idea of using the concept of idealised, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages.' These linguists regard the idea of 'communicative competence' suggested by Hymes as a broader and more realistic idea of competence. Therefore, a few of the popular and important theories on communicative competence which are relevant to language learning and teaching as well as their interpretations are discussed below.

<u>Hymes on Communicative Competence</u>

As stated above, Chomsky's main focus is linguistic competence i.e. the speaker's knowledge and understanding of a language's underlying grammar -- the system and rules of a language. However, recognition as well as an understanding of the concept of 'communicative competence' is significant in the teaching and use of a language that is used as the medium of learning and teaching. In the case of South Africa, this language would be English.

Bagaric and Djigunovic (2007: 95) define the term 'communicative competence' as 'competence to communicate' (2007: 94). They state that Hymes (1972) viewed language competence from a sociolinguistic perspective as not only 'an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations'.

According to Coulthard (1988: 33), Hymes (1971) argues that Chomsky's definition of

competence is too narrow. Hymes further argues that Chomsky's theory of performance (in Chomsky: 1965: 10–15) 'omits almost everything of socio-cultural significance' (1971: 280).

Hymes (1972) defined communicative competence as not only grammatical competence, but also as the ability to use grammatical competence in a variety of communicative situations. Thus, his perception of language competence goes beyond Chomsky's idea of linguistic competence, to include socio-cultural aspects of communication. He believes that linguists should concern themselves with 'communicative competence' i.e. the speaker's ability to produce appropriate utterances, not just grammatical utterances. He defines this as 'what a speaker needs to know to communicate <u>appropriately</u> within a particular speech community -- this would include not only knowing the language code but also what to say to whom and how to say it appropriately in a given situation' (Ntombela, 2008: 37).

Hymes (1971: 273) suggests that the structure of language is not a primary end in itself. Therefore, a 'broader theory' of language is necessary. He states that:

> Clearly, work with children, and with the place of language in education, requires a theory that can deal with a heterogeneous speech community, differential competence, the constitutive role of socio-cultural features that can take into account such phenomena as…socio-economic differences, multilingual mastery, relativity of competence…expressive values, socially determined perception, contextual styles and shared norms for the evaluation of variables.

He argues that a theory of language should focus on communicative competence rather than just competence. For Hymes (1971: 273) 'there are several sectors of communicative competence of which grammaticality is one'. He contends that in addition to considering the grammatical aspect of language, there is a need to take into account the socio-cultural qualities of language. He suggests that these properties are revealed in the judgements and abilities of those involved in the communication experience. His assertion is that the judgements themselves fall into two kinds: <u>grammaticality</u> in relation to competence, and <u>acceptability</u> with respect to performance.

He further declares that in an adequate theory of language users and language use, the judgements must be recognised as not just of two kinds, but of four kinds. He suggests that if linguistic theory is to be integrated with the theory of communication and culture, communicative competence should be seen as including not just <u>grammaticality</u>, but four

sectors of <u>acceptability which are</u>: possibility, feasibility, appropriateness and performance. He believes that the following four distinctive questions should be asked:

1. Possibility - Whether (and to what degree) something is formally possible.
2. Feasibility - Whether (and to what degree) something is feasible. In virtue of the means of implementation available
3. Appropriateness - Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Performance - Whether (and to what degree) something is in fact done, actually performed and what its doing entails (Hymes 1971: 284 -286).

<u>Possibility</u>

Hymes maintains that in relation to language, the concept of 'systematic possibility' is concerned with the openness and potentiality of language. Its corresponding term is 'grammaticality'. He further states '[w]e may say, then, that something possible within a formal system is grammatical, cultural, or, on occasion, communicative' (1971: 285).

Ntombela (2008: 38) agrees with Brumfit and Johnson (1985: 14) that the idea of being formally possible is equivalent to Chomsky's notion of competence as grammaticality. He suggests that it is concerned with whether a language accepts a structure as grammatically possible or rejects it as grammatically impossible.

<u>Feasibility</u>

Hymes (1971) suggests that in relation to language, the concept of feasibility relates to acceptability. A sentence or an utterance may be grammatically correct but it may not be feasible since it does not make sense.

<u>Appropriateness</u>

Hymes (1971) suggests that in relation to language, appropriateness refers to the required sense of relation to contextual features. A sentence or utterance needs not only be grammatical, but also to be appropriate or suitable for the context in which it is used. Appropriateness implies knowledge of what is proper in a particular socio-cultural context.

<u>Whether something is, in fact done</u>

For Hymes, the competence or capabilities of language users includes conscious and unconscious knowledge of what is acceptable usage, or what is probable as well as 'how

these probabilities can shift to indicate style or response' (1971: 286). In conclusion, Hymes states:

> In sum, the goal of a broad theory of competence can be said to be to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behaviour (1971: 286).

<u>Widdowson on Communicative Competence</u>

Widdowson (1983) agrees with Hymes (1971) that the ability to produce grammatically correct sentences is only part of knowing a language. He argues that a speaker also needs to be able to use sentences appropriately in communication. This would be regarded as communicative competence. Widdowson (1983) further distinguishes between competence and capacity. For him, communicative competence would include knowledge of linguistic and sociolinguistic conventions. Communicative capacity, on the other hand, would be the ability to use knowledge as a means of creating meaning in language. For Widdowson (1983), ability is not a constituent of competence, but remains a dynamic energy for on-going creativity (Bagaric & Djigunovic, 2007: 95).

For Widdowson (1978)**,** knowing a language entails more than understanding, speaking, reading and writing sentences. It includes knowing how sentences are used in a language to communicate. Therefore, he believes that in learning and teaching a language, <u>communicative skills</u> have to be taught together with linguistic skills. If that is not done, acquiring only linguistic skills may impede the development of communicative abilities.

Widdowson (1978) further postulates that there is a difference between 'usage' and 'use'. For him, 'usage' is a function of a linguistic item as an element of the linguistic system; while 'use' is how usage functions in communication. He believes that through language usage, a language user shows his knowledge of linguistic rules, and through use, he demonstrates his ability to use his knowledge of linguistic rules for effective communication. He asserts that in the past, teaching focussed on 'usage' and ignored 'use'. Therefore, there is a need for language educators to also focus on communicative language teaching. This would redress the balance between the two.

Lastly, Widdowson (1978)**,** believes that there is a need for teaching to focus on both linguistic and communicative contexts. The former would concentrate on usage which would allow the learner to select the appropriate form of a sentence in a given context;

while the latter would focus on use to allow the learner to perceive the communicative function that is fulfilled by a particular sentence.

<u>Saville-Troike on Communicative Competence</u>

Saville-Troike's idea of communicative competence is in line with Hymes's. She states:

> Communicative Competence involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms (Saville-Troike: 2003: 18).

Saville-Troike further states:

> Communicative competence within the ethnography of communication usually refers to the communicative knowledge and skills shared by a speech community, but these (like all aspects of culture) reside variably in its individual members. The shared yet individual nature of competence reflects the nature of language itself… (2003: 21).

According to Kamiya, Masashito (2006), Saiville-Troike (1989, 1996) breaks up communicative competence into three categories of knowledge – linguistic knowledge, social knowledge and interaction skills. For her, <u>linguistic knowledge</u> corresponds to Chomsky's idea of linguistic competence, (The speaker's knowledge and understanding of a language's underlying grammar -- the system and rules of the language). But for her, this would also include knowledge of linguistic variations or features that may convey social messages, social meanings or social information, such as using appropriate words in a particular setting or context.

By <u>interaction skills</u> she means the knowledge and expectation of social norms and conventions when interacting with different levels of people such as the difference between speaking with a friend, an adult or a person of a higher rank than you. Such conventions are normally not taught in class, but are learnt in communicating with people in communities. For Saiville-Troike (1989, 1996), these kinds of interaction are an essential part of communicative competence.

<u>Cultural knowledge,</u> particularly the social structure of a speech community as well as the attitudes and values attached to the use of language within that social structure is also part of communicative competence. One would need to know the right way to speak to a child, an adult, someone in authority, a colleague etc.

According to Ntombela (2008: 43), for Saville-Troike, communicative competence

> …involves the ability to choose the appropriate code that is a different variety of a single language; *style* to mean varieties associated with such social and cultural dimensions as age, sex, social class and relationship between speakers; *registers,* to mean varieties of language which are more closely associated with the setting or scene in which they are used than they are with the people who are using them.

In summary, according to Saville-Troike (1989, 1996), communicative competence includes knowing and understanding what one may term 'social and cultural etiquette'. This is knowledge and skills which are shared by a particular community or culture and is known by all individuals in the community and is expected of all members of a community. This may include knowing what behaviour is acceptable in different contexts; who may speak in particular settings or times; when to speak, when to keep silent; whom one may speak to and how to speak to people of different ranks and levels in society and many other communication expectations understood by a particular society or community.

Canale and Swain on Communicative Competence

According to Bagaric and Djigunovic (2007: 94-103), Canale and Swain (1980) perceive communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. For Canale and Swain (1980), knowledge refers to the conscious or unconscious knowledge about language and about other aspects of language use.

Canale and Swain (1980) agree with other linguists that the study of grammatical competence is essential in the study of communicative competence. In addition to grammatical competence; however, they believe in the importance of sociolinguistic and strategic competence.

By sociolinguistic competence, Canale and Swain (1980) mean knowledge of how to use language in a social context. This entails knowing the language and the social rules that govern linguistic interaction between people in society. For them, knowledge of these rules is significant when interpreting and understanding meaning in spoken language within society and in fulfilling communicative functions.

By strategic competence they mean verbal and non-verbal communication strategies that can be used when there is breakdown in communication due to various factors caused by insufficient grammatical competence. This entails knowing how to combine utterances and communicative functions according to discourse principles.

This study suggests that for effective learning to take place, and academic achievement to be realised, learners have to be competent in the language of learning. This would include competence in grammar, in all forms of communicative competence, and importantly, in all four language skills – reading, writing, speaking and listening in the medium of learning and teaching.

Newmeyer (1983: 37) asserts that most [language] phenomena depend on the interaction of language competence with cognitive and other systems at work in giving language its overall character.

2.3   Gaining Language

2.3.1   Language Acquisition

Since this study places much emphasis on learner competence in the medium of learning and teaching, it is important that even though language acquisition is not the main focus of the study, an overview of some of the current approaches or theories of language acquisition is briefly discussed.

Fromkin, Rodman and Hyams (2017) suggest that language acquisition is the development, in human beings, of the ability to comprehend, generate and utilise words in order to understand and interact in a native or second language. This capacity involves the acquiring of language skills such as grammar – syntactic, phonological, morphological, semantic and pragmatic rules, as well as extensive vocabulary.

Language acquisition is a complex process to which various approaches exist. Focusing on the biological aspect of language acquisition, Lenneberg (1967: 125-135) postulates that language acquisition is influenced by growth and maturation. He suggests that the needs that arise in a child by the eighteenth month and cause language to develop, are primarily due to the maturation process within the individual and that the onset of speech consists of a gradual unfolding of capacities; that it is a series of generally well circumscribed events which take place between the second and the third year of life. He believes in the existence of a peculiar language-specific maturational schedule and that the initial acquisition of language is based on a specific stage of development which does not go beyond the stage of puberty. However, he also agrees that a child cannot acquire language unless he is exposed to it.

Krashen (1981) distinguishes between language acquisition and language learning. He believes the former is the subconscious process of picking up a language through exposure to it and the latter is the conscious process of studying a language. According to this view, it is possible to 'acquire' or to 'learn' the rules of a language independently and at separate times.

Although there is no agreement among researchers about the process of language acquisition, many (Fromkin & Rodman, 1983; Lyons, 1981: 249,254; Newmeyer, 1983: 20;   Vrey, 1979: 125; Dreyer, 1979: 24) agree with Chomsky's (1965) fundamental assertion that the ability of the human being to acquire language (the language faculty or the language instinct) is innately determined, or instinctive. This ability is often referred to as 'universal grammar'.

2.3.2 <u>Approaches to Language Acquisition</u>

<u>(i) The Nativist Approach</u>

Chomsky (1976) believes that human beings have an instinctive generic ability that prompts them to discern language around them. This leads to the formation of an entrenched system of language. According to him, this innate knowledge is embodied in a language acquisition device (LAD) 'which accepts as input the primary linguistic data and has as output a grammar of a language from which the data have been drawn' (Elliot, 1981: 8). Chomsky proposes that the acquisition of linguistic competence, that is, the growth of the body of knowledge about the structure of a language underlies the native speaker's ability to speak and understand his language*.*

In *Principles of Language Learning and Teaching,* Brown (2000: 24-25) suggests that adherents to the innateness hypothesis (often referred to as the Nativist Approach) recognise that the LAD is not literally a cluster of brain cells that can be isolated and neurologically located. He refers to McNeill (1966), who suggests that the language acquisition device (LAD) consists of four innate linguistic abilities:

1. The capacity to differentiate speech sounds from other sounds in the physical surroundings;
2. The capacity to classify linguistic information into different categories that can later be improved;

3. The understanding that only a certain kind of linguistic scheme is feasible, and

4. The capacity to constantly evaluate the emerging language system in order to create the simplest possible system from accessible linguistic input.

For purposes of the current study, the significance of the belief that human beings have an instinctive generic ability that prompts them to discern language around them is that exposing learners to any language, specifically the medium of learning and teaching, will enable them to acquire that language.

(ii)   <u>The Emergent Approach,</u>

In contrast to the Nativist Approach which contends that a universal innate language faculty exists, the Emergent Approach postulated by both psychologists and linguists suggests that patterns of language emerge not from a unique instinct, but from the general operation of the processes of evolution and cognition. This school of thought posits that language acquisition is a complicated intellectual process that develops from the synergy between biological demands and the surroundings. According to this approach, both nature and nurture work together to set in motion the process of learning a language (Mac Whinney, 1999; O'Malley & Chamot, 1990).

From this approach, one can suggest that the knowledge of the structure of specific languages is acquired and is influenced by the language environment, whether formal, informal or both, in which the child or adult finds himself. Therefore, constant exposure to a particular language would result to the acquisition of that language. The implication of this assumption is that learners whose language of teaching and learning is English, have to have acquired the knowledge of the structure of the language and be exposed to it in an environment in which it is used and spoken on a daily basis.

(iii)   <u>The Natural Approach,</u>

In *The Natural Approach,* Krashen and Terrell (1995) suggest that second language acquisition only occurs through understanding messages. They believe that humans learn a language when they obtain understandable input, when they recognise what they hear or read in another language. For Krashen and Terrell, then, acquiring a second language is chiefly based on hearing and understanding, not on speaking. According to this view, the goal of elementary language classes is to supply comprehensible input and to bring the learner to a point where he/she can understand language outside the classroom.

Therefore, for learners to be able to understand and use the medium of learning and teaching, they must have acquired it through hearing and reading it, whether formally or informally. The implication for the South African learner, who is expected to learn through a second language (English), is that he/she should be exposed to situations where he/she can hear, speak, read, and write the language.

2.3.3 Second Language Acquisition

Moss and Ross-Feldman (2003: 1) suggest that, in the field of second language acquisition (SLA), people examine how human beings learn a second language and study the dynamics of that process. They state that this study involves examination of 'how *communicative competence* – the ability to interpret the underlying meaning of a message, understand cultural references, use strategies to keep communication from breaking down and apply the rules of grammar – develops in a second language. This also involves' the study of non-linguistic influences on SLA such as age, anxiety and motivation' (2003: 1). Rod Ellis (1994: 13) states that a second language can be acquired naturally through communication that takes place in naturally occurring social situations or it can be learnt through study with the help of guidance from reference books or classroom instruction.

In *The Natural Approach,* Krashen and Terrell (1983) suggest that acquiring a second language goes through stages. This concept or fact has implications for teachers who need to understand these stages and to guide their learners through them as they acquire the second language. The length of each stage is determined by each learner's ability and circumstances. These are:

Stage 1: The Silent or Receptive Stage

This first stage may last anything up to six months. At this stage the learner may not talk. He is acquiring vocabulary; practising pronunciation of new words and may engage in self-talk. He may not speak fluently or with real understanding.

Stage 2: Early Production

This stage may last anything from six months to a year. At this stage the learner gains an understanding of up to a thousand (1000) words and is able to speak some words and form short phrases, even though they may not be grammatically correct.

Stage 3: Speech Emergence

This stage may last anything from one to three years. The learner will acquire up to about three thousand (3000) words. He learns to communicate in short phrases, sentences and questions. These may not necessarily be grammatically correct. At this stage the learner gains greater comprehension and may begin to read and write in the second language.

Stage 4: Intermediate Fluency

This stage is reached about a year after the Speech emergence stage. The stage takes anything from three years to five years. The learner gains a vocabulary of about six thousand (6000) words and acquires the ability to write and speak. At this stage the learner begins to form more complex sentences. What is crucial is that in this phase the learner can think in the second language. This ability leads him to greater speaking proficiency.

Stage 5: Advanced Fluency

It takes a learner about two years to reach this stage, and five to seven or ten years to reach a full mastery of the second language in all its complexities and nuances. It is important to remember that the learner needs on-going opportunities to engage in discussions in the second language and to express himself in the new language. This will ensure that he maintains fluency in the language. Continuous practice is crucial.

Linguists such as Rod Ellis (1994: 13) agree that while biological factors are involved in learning a language, the linguistic environment and the adult models of the child affect the precise form the language he/she acquires takes.

2.3.4 The Development of Language

The development of language starts in infancy and continues (with a varying degree of ease) throughout a person's life. Dreyer (1979: 25) states that 'all normal children acquire a language starting in the second year of life; they master most of its components by the fifth year'. When the average infant is six years old, he has acquired about 16,000 words and he talks with ease.

This factor has implications for a child starting school at the age of six or seven. While a child whose mother tongue is the medium of learning and teaching (LOLT) would have little problem understanding the lessons in the learning environment -- a child to whom

the LOLT is a second language, and has had little or no exposure to the LOLT, would have difficulty understanding lessons. To mitigate such situations, both educators and schools would need to adopt specific strategies to ensure that such learners are given support that will guarantee that they acquire the necessary linguistic skills so that they catch-up with their colleagues and are able to compete on an equal level with their classmates whose mother tongue is the medium of learning and teaching.

The assumption of this study is that for most learners in the Further Education and Training schools band (FET band) in the townships and rural schools of KZN have not acquired English, the medium of learning and teaching, to the level at which they can perform effectively in the academic environment. Therefore, there is a real need to pay attention to the development of learners' competence in the language they learn in and are taught in.

For these learners to succeed academically, serious attention needs to be paid to the way language is taught -- to teaching methodologies that support the learning of a second language, to extra-mural activities and projects that will help learners acquire English, the language of learning and teaching. All such approaches will go a long way in preparing learners for success in their studies. Such strategies would require a fundamental shift in the way both parents and academics think about education, language and language teaching. Various language teaching methodologies need to be explored in order to provide learners and students with a chance to succeed in their education career, and to contribute to the development of South African society and to participate meaningfully in the global world of the twenty-first century.

More consideration also needs to be given to the relationship between language and thought. As Newmeyer (1983: 37) asserts, most [language] phenomena depend on the interaction of language competence with cognitive and other systems at work. Furthermore, as Vygotsky (1962) argues, the relationship between language and thought is important since to a large extent; cognitive development depends on language in that language helps form thought.

2.4   Language and Thought

In the article *The Relationship between Language and Thought,* Tsoi (no date) states that language is used on a daily basis to communicate thoughts and ideas to others; to

understand others' responses; to understand meaning and to process information and make conclusions. This assertion clearly indicates how language and thought work together to make sense of the world and to enable communication between people. Most linguists agree that there is a close connection between the development of language and the development of thought, even though they may not agree on how this relationship works.

Tomasello (1996: *269-276*) writes: 'In investigating the cognitive bases of early language, very close links have been established between specific cognitive achievements and the acquisition of certain types of early words…'

Citing Bates (1976), Close (2002) agrees that there is a close relationship between the development of thought and the development of language. He further posits that language develops within a social context and depends on social development (2002: 20-22).

As stated above, Chomsky (1976) believes that human beings have an instinctive generic ability that prompts them to discern language around them. This leads to the formation of an entrenched system of language. This suggests that even as children, human beings are pre-programmed and have an innate ability to acquire language.

In addition to the biological function suggested by Chomsky, some linguists have emphasised the importance of the language environment. They believe that for children to acquire language and attempt to communicate, they need appropriate language models and constant feedback.

Both Piaget (1952) and Vygotsky (1962) agree that language development results from a complex interaction between the child and the environment, as well as between social and cognitive development. Both linguists agree that as children acquire language, they develop a symbolic system which assists them to understand the world. However, these two (Piaget and Vygotsky) differed in their ideas on how language and thought interact with each other.

Since language and the ability to think form a crucial part of learning, it is important to give a brief overview of some of the schools of thought that have emerged regarding the relationship between language and thought. Such an overview will not delve into analysis

and criticism of these theories, but is meant only to give an idea of some of the main arguments about the relationship between language and thought and how these affect learning and teaching.

Understanding these ideas is important since some offer explanations for children's cognitive development, learning styles, and abilities. Understanding children's cognitive development can have a great implication for syllabus planning, teaching material development, teaching practice, the acquisition and teaching of language as well as teaching other subjects. This is particularly important in situations where learners are taught and learn in a second language.

2.4.1 Sapir and Whorf: Thought is determined by Language

One of the most controversial theories on the relationship between language and thought is called 'Linguistic Relativity'. This theory was suggested by Whorf (1956) and Sapir (1961). The central tenet of this theory is that the language that one speaks determines or influences one's mode of thought, perception and behaviour as well as the characteristics of the culture in which that language is spoken. Whorf and Sapir proposed that language is not just an interface, but actually plays a formative role in shaping thought. Therefore, thought is determined by and depends on language. This implies that thought is impossible without language and that language is a carrier of thought. This is often called the strong form of the Sapir-Whorf's theory of 'Linguistic Relativity'.

The implication of this theory is that: a) The language an individual speaks and thinks determines his thoughts and perception of the world; and b) that the existence of different language systems implies that people who think in these different languages perceive the world differently (Hussein, 2012). A weaker form of the Sapir-Whorf theory of 'Linguistic Relativity' is that language affects peoples' habitual thought patterns by promoting the salience of some categories and downgrading others.

The view that language determines and influences thought is disputed by most linguists who believe that one's worldview and culture are not determined by one's language. They claim that language does not reflect a worldview since people from different languages can have similar worldviews, and worldviews can change while language remains the same as is the case in Europe when the worldview changed from belief in the primacy of feudalism and monarchy to the primacy of democracy.

41

The implication that thought is impossible without language or that language is a carrier of thought is also disputed on the basis that new-born babies' capability to reach out shows that they possess 'a rich inventory of conceptual categories that are presumably part of the universal human mental apparatus -- including notions of space' (Papafragou, 2005).

The idea of babies possessing a universal human mental apparatus is similar to that proposed by Chomsky when he spoke of an innate ability to acquire language, a generic ability that stimulates children to methodically understand language around them, which thus allows them to acquire language (Chomsky, 1965).

Cited by Tsoi (no date), Steinberg (1982: 109) argues that the fact that before young children are able to speak, they are capable of understanding speech, indicates that they have thought, and this thinking ability is involved in their comprehension of speech.

2.4.2 Steinberg: Language is a Tool of Thought

Some linguists believe that thought and language are separate independent entities. Their argument is that differences in syntactic structure and lexicons of different languages cannot determine the way different people think. For this group, thought comes before language and the latter is a tool to express thought. Language is not a part of thought; neither are the two interdependent.

According to Tsoi (no date), Steinberg (1982) further contends that the main functions of language are: a) Providing new ideas, b) Changing beliefs and values, and c) Assisting memory. These functions imply that language is only a medium for influencing thought, but it does not change the nature, content and direction of thought. Language only helps rational thinking and memory and labels abstract ideas with words and sounds. This view suggests that thought can exist without language, but that it is dependent on language for organising, assisting and manipulating rational ideas. However, the two cannot be said to be interdependent. Tsoi concludes that thought can exist without language. Therefore, language cannot be equated to thought. For him, language is only a means for transporting, organising and assisting thought.

From the above theory, it can be deduced that for teaching and learning to be effective, it is imperative that learners know the language in which they are taught in order for them to be able to transport, organise and assist their academic thought.

2.4.3 Jean Piaget: Thought Comes before Language

The preface of Piaget's (1926) book states that Piaget's studies in this inaugural book 'offer us a completely new version of the child's mind' (1926: xi). The book is concerned with questions such as: How does a child think? How does he speak? What are the characteristics of his judgement and of his reasoning?

From clinical observation of children engaged in talk, Piaget introduced a completely new version of the child's mind. He discovered that a child's mind works on two planes: a) In his first years, the child operates on what Piaget regarded as the lower plane - on the work done by the child himself. This work centres on the child's wants and all that satisfies these wants, desires, games and whims. This is the plane of subjectivity where the child is involved in egocentric speech.

b) The second phase is the upper plane which is built gradually by the social environment as it imposes more and more on the child as he develops. This is the plane of reality, of objectivity, of speech, and logical ideas (1926: xii). These observations by Piaget led to studies in the relationship between social life, language and cognition.

According to McLeod (2018), Piaget believed that children progress in stages of cognitive development through maturation, discovery and social transmission. He saw this intellectual growth as a process of adaptation to the world through 1) assimilation that is, using existing basic building blocks of cognitive models (schemas/knowledge) which help form a mental representation of the world; 2) accommodation which happens when existing knowledge does not work and needs to be changed to deal with a new object or situation; 3) equilibrium which is the force that drives development and the learning process. This is the stage when a child's schemas can deal with most new information through assimilation. However, when new information cannot fit into existing schemas/knowledge, disequilibrium occurs and the process of assimilation has to take place again and balance will once more be restored through accommodation.

According to Close (2018), Piaget posited that cognitive development leads to language development. Piaget saw language as only one form of the expression of thought. This suggests that thought comes before language, and that language only expresses it. Piaget suggested that the formation of thought depends on the co-ordination of sensory motor schemes, not language. This can only occur when a child has reached a certain level of mental ability. In his theory of Cognitive Development, Piaget argues that cognitive development is a process which occurs as a result of biological maturation and interaction with the environment (Piaget, 1936).

According to Sample (2002), Piaget believed that children progress in phases of intellectual growth which results from biological maturity, discovery methods and social transmission; through a process of assimilation and accommodation. For him, children act on the environment to learn. Thus he believed in discovery learning which emphasises play and activity. This idea has profound implication for teaching and learning, particularly in pre-school and primary classes.

McLeod (2018) agrees with Piaget's view that babies are born with a hereditary and advanced basic intellectual make-up which allows for the build-up of all future learning and knowledge. Piaget believed that this mental progress occurs in phases as an on-going re-organisation of intellectual activities which are a consequence of biological growth and life experience. He believed that children are not less competent thinkers than adults, but that they think differently from adults. He proposed the following stages of development in children:

1) In the Sensor motor Stage, between the ages of 0 and 2 years, children's thoughts depend on the co-ordination of sensory motor schemes. They see the world through senses and movement, not through language, they understand object permanence – they know that an object still exists even though it is hidden.

2) He believed that even in the Pre-Operational Stage, from the age of 2 to 7 years, children have no ability for mental operations; for instance, they cannot think through actions and they cannot think backward. When they talk, they only engage in immature private speech. He describes this as egocentric speech – they speak in monologues in which none interacts with the other and believe everyone shares their point of view.

However, at this stage they are able to think about things symbolically – that something can stand for something else.

3) In the Concrete Operational Stage, between the ages of 7 and 11 years, children learn through hands-on discovery using tangible objects. It is only at this stage that reasoning processes begin and reasoning skills are acquired. From this age, Piaget believed, children can work things out in their head rather than physically. They understand identity, number, mass, weight and ordering as well as classification of objects. They understand, for instance, that something can remain the same in quantity even though its appearance changes over time and that one action can cause another action to change.

4) It is only in the Formal Operational Stage, between age 11 and adulthood that children can think abstractly and acquire deductive and inductive skills: engaging in complex, hypothetical thinking, identifying factors in a problem, imagining and deducing solutions. At this stage they can use strategies and resources to solve problems.

Piaget's ideas on children's cognitive development have great implications for teaching and learning. This is particularly true in relation to understanding the cognitive level at which each child is, what can be taught successfully at a particular stage of development; as well as what teaching methods and approaches are best suited for each developmental stage.

2.4.4 Vygotsky: Language and Thought are Interdependent

Like Piaget, Vygotsky (1962) was interested in the relationship between language, cognition and social life. However, unlike Piaget who suggested that cognitive development leads to language development, Vygotsky believed that, language has an active and formative role in cognitive development. Furthermore, while Piaget's main focus in cognition was stages of cognitive development and biological maturation, Vygotsky (1962) believed in the significance of social interaction and culture in the development of cognition.

According to Culligan (2013), Vygotsky's approach to cognitive development has social and cultural origins. He believed that higher mental functioning, such as thinking, voluntary attention, formation of concepts and logical memory is uniquely human and is mediated by tools and signs of culture such as language. He argued that 'social relations

or relations among people genetically underlie all higher functions and their relationships' (Vygotsky cited in Culligan, K. 2013: 3). Like Piaget, he also relied on genetic or developmental analysis.

Sample (2002) suggests that in his Socio-Cultural Theory of Development, Vygotsky proposes that children learn the social and cultural values of society through communication, social interaction and culture. Therefore, since all human activities take place in cultural settings, culture shapes human cognition. It is also through social interaction that individualised thinking is achieved. Shared activities then lead to problem-solving and internalisation of new strategies that can be utilised in independent thinking later on.

Vygotsky (1962) believed that there is a close relationship between language and thought, and that from infancy, language and thought are interdependent processes. He argues that the introduction of language into a mental function (such as thought or memory), fundamentally changes that mental function; thus when language is introduced,   thought undergoes many changes. Therefore, language competence is crucial for cognitive development and cognitive processes.

Swain (2011) clarifies this position when she talks of 'languaging'. By this term she means the process of producing language, rather than language itself. Her intention is to focus on the *process*. She states that 'languaging' is about using language to facilitate the management of intricate mental processes. This means that human beings use language to understand. She believes that what she calls 'languaging' shows how to understand the function of language in thought – meaning that language is an instrument and a facilitator in the formation of higher cognitive processes. She believes that language and 'languaging' help us reason and solve problems; concentrate and reflect on the past; envision and plan the future. She agrees with Vygotsky that language helps form thought, that it is not just a conveyer of thought. She asserts that human beings' mental processes are first facilitated by the outside world, are then regulated by language, and finally, language is internalised and it regulates mental processes. She agrees with Vygotsky that language and cognition have an inter-related origin. (Swain, 2011: 5-6).

Vygotsky (1962) argues that natural development and social (or cultural) development interact and create change. He suggests that when a child acquires language, his mental

functions are modified – his thought is given specific shape, and his imagination, use of memory and planning of action develop. He also emphasises that the main aim of language is to communicate. Therefore, if language plays a role in the development of individuals' mental functions, these functions will be shaped by what happens in communication and in the culture. For him, language is a primary cultural tool that is a means to development of individual higher mental functioning and to social construction.

2.4.5 The Significance of Vygotsky's and Piaget's Ideas in Teaching Practice

Both Piaget and Vygotsky have had great influence on methods and approaches to teaching and learning. Both believed that learning is what leads to the development of higher order learning. Their ideas have significant implication for teaching practice. Although they may not agree in everything, both have provided explanations to children's abilities, cognitive development and learning styles. They have also provided insight into how to teach material in a developmentally appropriate manner.

Vygotsky used an 'active theory' approach that focussed on social interaction where the teacher is a participant in the process of constructing knowledge. He believed that given assistance, children can understand problems that are out of their range of understanding. He called this 'the Zone of Proximal Development' (ZPD) -- when children can complete tasks on their own, with the guidance of the teacher. By the zone he meant the area where the child can perform challenging tasks, given appropriate help from the teacher/adult or a peer. In such a process the teacher/adult or peer is an active part in the learner's education. The teacher gives learners cultural tools for learning (such as language, books, Charts, graphs, media, radio, television, and computers). Learners are then taught how to use these in the future. These tools help develop learners' cognition and aid communication.

He introduced the concept of scaffolding children's learning. This is when learners are provided with clues and hints to solve a problem. Scaffolding allows learners to think of and to use different strategies to resolve challenges. The task of the educator in such a situation is to offer encouragement and to allow the learner to think and to discover various solutions to a problem.

Vygotsky believed that cultural tools such as language, signs and symbols help develop higher level thinking. In this process children learn through guided discovery, with the

teacher asking questions, giving assistance and feedback while the learners test hypotheses, learning in groups – tutoring each other through discussion and scaffolding. He believed that such a learning environment encourages better understanding and internalisation of information which can be used at a later stage.

Vygotsky' ideas have significant implication for the current study in that they imply that the language used for teaching and learning as well as the social environment from which learners come have a significant impact on the development of individual learner's higher mental functioning. Therefore, it is imperative for this study to investigate not just learners' language proficiency, but also the social environment from which they come – whether it stimulates or inhibits cognitive and language development.

Vygotsky's view that children are capable of solving problems is different from Piaget's. The latter believed that a child in the pre-operational stage has no ability for mental operations. While Vygotsky believed that a child's private speech (self-talk) is self-directed regulation and communication which guides and aids thinking. Piaget saw such talk as immature and egocentric. Nevertheless, both psychologists' theories can be applied in teaching and learning practice.

Blake and Pope (2008) state that Piaget's approach was more constructivist and was focused on the individual. For Piaget, learning is construction, where children learn through hands-on activity or play which allows them to discover new knowledge and new meanings, with very little intrusion by the teacher. On the other hand, Vygotsky's theory encourages gradual changes, using social contact and language, where the learner constructs his own knowledge through interacting with other individuals.

McLeod (2018) states that although Piaget did not relate his theory to learning; it can and has been applied to teaching and learning. Piaget's contribution to teaching theory has become very influential. It includes the following ideas:
1. Discovery learning -- that children learn best through activity, doing and exploring;
2. Individual and group learning -- the idea that children should be allowed to discover knowledge individually and collaboratively through play in their environment;
3. The curriculum should be flexible and all children's progress should be seen as valuable and it should be evaluated;

4. Child readiness -- different concepts and tasks should be introduced at the appropriate stage of the child's biological and cognitive maturity, when the child is ready for it;

5. For the processes of assimilation and accommodation to take place, the learner must be active, not passive. Problem-solving cannot be taught, it must be discovered;

6. Learning must be learner-centred and accomplished through discovery- learning. The teacher should only facilitate learning and not be the direct tutor.

2.5   Language in Teaching and Learning: Theory and Practice
2.5.1 Socio-cultural Interactions and Cognitive Development

According to the psychologist, Lev Vygotsky (1978), social interactions and culture play a crucial role in cognitive development. He describes learning as a social process from which develops human intelligence in society or culture. He states:

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Lev Vygotsky, 1978: 57)

Vygotsky believed that learning is passed down from generation to generation; that it is a result of guided social interactions in which children work with their peers and a mentor to solve problems. Such guidance allows the child to reach what he called the Zone of Proximal Development which is the difference between the child's developmental level and the developmental level a child could reach with the right amount of guidance.

Furthermore, Vygotsky held the view that language plays a significant role in cognitive development and that since language is vital in human interactions, it is one of the most important tools in cognition. Furthermore, he believed that since the systems of language and thought are interdependent, one is unable to think until one knows and understands a language. Thus, language carries thought. Therefore, the present study presupposes that unless learners are competent in the medium of learning and teaching, they cannot think adequately in that language.

The two ideas postulated above suggest that the socio-cultural environment, the social interactions and the level of language development that a child experiences have impact on his cognitive development. This study assumes that the environment and the social

interactions experienced by the learners who are the subject of this study, promote neither the development of the medium of learning and teaching nor their cognitive development.

Learning (including language learning especially after the normal toddler stage) is affected by several variables, some of which are non-linguistic. These include social and cultural background, living conditions, motivation, aspirations, perceptions, attitude, anxiety and age. These factors are often influenced by a person's self-identity – the perception of oneself and of the world around one (as shaped by the social conditions one lives in). This study contends that the level and extent to which learners learn the LOLT and perform well in their academic work is also influenced by these non-linguistic factors which include the psychological, didactic, social and other factors.

Proponents of the Cognitive Development theory [as discussed in Sections 2.3.3.1-4 and 2.4.3. (b)] assert that the way one thinks determines how one feels and behaves. Therefore this study assumes that the level and source of a learner's motivation for learning is greatly influenced by the socio-cultural environment he lives in, by his thoughts and feelings such as his belief and confidence in his potential for learning as well as by his competence in the language of learning.

2.5.2   Teaching

Van der Westhuizen (1997: 53) defines teaching as those activities that methodically transfer and expose knowledge to a learner in order to prepare him for his career. He further suggests that teaching is an intellectual activity through which a learner develops his mental potential and capacity through the release of information and knowledge.

The above definition of teaching highlights the importance of intellectual or cognitive development of the learner. However, without language, this developmental process cannot take place -- Language is a crucial part of teaching and learning. Without adequate competence in the language of teaching and learning, the teacher cannot teach, the learner cannot learn and the content of what is being taught cannot be conveyed or understood.

Teaching can occur in either a formal environment such as a school, a college or a university as well as in an informal environment such as a home, the outdoors and play. The experiences that people go through also add to their learning. In the same way, the

approach to teaching can either be formal or informal. While formal teaching always has an objective which could be to impart knowledge, or to teach practical or intellectual skills; informal teaching could be unplanned, unstructured with or without a formal teacher or educator. This suggests that learners must be encouraged to regard every experience they go through as an opportunity to learn and not regard learning as only that which happens in the classroom in front of a teacher.

Learning is always influenced by the learners' background, the level of their emotional and intellectual development, their prior knowledge, their environment, their motivation, as well as the goals of their learning. Therefore, it is imperative that the teacher considers these learners' dynamics that may have a bearing on the learning process and will influence the teaching methodology and teaching style adopted.

In the South African context, this consideration is particularly important since learners often come from very divergent backgrounds. Therefore, different styles of teaching and methodologies may have to be adopted for different learners in a specific class. For this reason, it is crucial for the educator to be conscious of some of the most popular or influential theories of learning. A few of the most popular of these theories will be briefly discussed later.

The educator, as a facilitator of learning, also has an influence on the learning process. His personality, his background and interests, his training, as well as his commitment and enthusiasm to his profession and students will have a bearing on the interest, commitment, enthusiasm and success of his learners. His influence on learners extends beyond the classroom to extra-mural activities such as sports, clubs and societies. As a result of these factors, the teacher has to create an environment that promotes learning and he must try to understand each learner and be aware of the level of each learner's development, abilities and shortcomings. The teacher must adopt teaching methodologies that will interest his learners and help them develop intellectually. The teaching methods he adopts will also be influenced by the factors outlined above.

Inevitably, without good training, the educator cannot know the appropriate methods or approaches to adopt for his learners to benefit from his teaching. In addition, in the South African township school situation, the conditions of the school and the classroom may make it difficult for the teacher to create an environment that is conducive to teaching and

learning. Overcrowding which is very common in township classrooms may make it difficult to promote learning and to try to understand each learner and to be aware of the level of his development, his abilities and shortcomings.

In a paper *'Teaching for Meaning and Understanding: A summary of Underlying Theory and Research'* McTighe and Seif (2001: 6) contend that:

> … a core goal of schooling is to educate for meaning and understanding… meaning and understanding are two sides of the same coin. They both occur when students explain and interpret ideas, put facts into larger context, inquire into "essential" questions, and apply their learning in authentic situations…

They believe that educating for meaning and understanding will enhance students' achievement. Based on their research of cognitive Psychology, of studies of student achievement and of research on instruction, they advocate for meaning and understanding-based teaching approaches.

In a paper, *You can teach for meaning*, McTighe, Seif and Wiggins (2004: 26) assert that real learning takes place when learners make meaning and gain understanding of what they learn. This is achieved when the process of learning involves connecting new information to existing knowledge, when students relate what they learn to bigger concepts, when they examine crucial questions and relate what they have learnt to new situations. This can only happen when teachers do not just focus on going through the content of their subjects, when learners do not just take in what they are told, and teachers do not just assess students to see how much they remember.

McTighe, Seif and Wiggins (2004:2) further state that the teaching approach they advocate, which they call 'teaching for meaning and understanding' embodies the following five principles:
- Understanding big ideas in content is central to the work of students.
- Students can only find and make meaning when they are asked to inquire, think at high levels, and solve problems.
- Students should be expected to apply knowledge and skills in meaningful tasks with authentic contexts.
- Teachers should regularly use thought-provoking, engaging, and interactive instructional strategies

- Students need opportunities to revise their assignments using clear examples of successful work, known criteria, and timely feedback.

The present study agrees with McTighe, Seif and Wiggins that schooling should teach and encourage learners to search for meaning, to interpret and explain ideas and understand them in a larger context rather than studying to assimilate given 'facts' and reproduce them in an examination. In the South African situation, where in the past indoctrination and separation were the norm, such an approach would help education move away from rote learning and move towards critical thinking, analysis and understanding. Learning such skills will enable learners to understand the world and the people in it, and thus promote human understanding and co-existence.

2.5.3 Learning

Learning is described as the act of acquiring new, or modifying and reinforcing existing knowledge, behaviours, skills, values or preferences and may involve synthesising different types of information. It is a contextual process that happens over time and builds upon and is shaped by what we already know. It is not a collection of factual and procedural knowledge. The effect of learning is that it produces relatively permanent changes in the learner. Gross (2010), Illeris (2000) and Ormrod (1995) define learning as a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values and world views.

Viewing learning from a cognitive approach, Ertmer and Newby (1993:58) state that 'learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge'. Their emphasis is on 'changing the learner by encouraging him /her to use appropriate learning strategies' (1993: 59).

The task of the educator in the learning process is critical. For learners to benefit from the learning process, the educator has to create a classroom environment that is conducive to learning and is stimulating and interesting. As recommended by Piaget, the educator has to know each child and his developmental level. In addition, the educator has to recognise and understand the different teaching philosophies and techniques in order to meet the needs of each learner. However, conditions in the classroom, such as

overcrowding, could make this difficult. Three of the most common learning theories are discussed below.

2.5.4 Learning Theories

The process of learning is often explained through theories that show how information is acquired, managed and preserved throughout the learning process. A number of schools of thought describe the process of learning, but all agree that cognitive, emotional and environmental factors as well as prior experience together contribute to learning, understanding and attainment of knowledge and skills. Brief outlines of a few most popular learning theories are indicated below:

a) Behaviourism

Behaviourism is an approach to psychology that is mainly influenced by Ivan Pavlov who studied classical conditioning. Various authors believe that conditioning results from a stimulus to produce reflexes and respondent behaviours. Thus, the primary concern of behaviourism is observable public behaviours of the individual and not their private thoughts. For them all behaviour is caused by external stimuli and conditioning happens through interaction with the environment. They believe that responses to environmental stimuli shape actions.

Behaviourists base their theory of learning on the idea that all behaviours are acquired through conditioning; that learning is the acquisition of new behaviour through conditioning and social learning. In the education context, behaviourism focuses on examination and analysis of objectively observable and quantifiable behavioural events. Behaviourist learning theories emphasise changes in external behaviour that result from positive reinforcement used by the teacher or the facilitator to shape behaviour and increase positive results. Desired behaviour is rewarded and undesirable behaviour is punished.

In the classroom, behaviourism is used to encourage learners to excel academically and personally. In this view of teaching, the teacher is the dominant person and is in control of the learning process. He decides what is right and what is wrong. The learners do not have an opportunity to participate in the evaluation of and reflection on their work. In such a context, the main interest is the result, not the process of learning. In language learning,

this teaching method encourages chanting of key phrases and dialogues that is followed by immediate correction (David, 2007; Kim & Axelrod, 2005).

Kate McGilly (1996) states that in such an environment, students are not learning to their full potential since this teaching method encourages rote memory procedures. She suggests that the increased competition, the complexity and demand of modern jobs require that learners be prepared for higher learning and be empowered with study, social, problem-solving and organisational skills.

The contention of this study is that if the KwaZulu-Natal Department of Basic Education and the Department of Higher Education and Training are to achieve the goals of education outlined in the *Strategic Plan* (2015/16-2019/20: 47-52) of the KwaZulu-Natal Department of Education; the *Report of the National Committee on Further Education* (1997: 5) and in the Education White Paper 3: A Programme for the Transformation of Higher Education (July 1997), an approach to teaching which focuses on and encourages understanding of information and concepts and promotes critical thinking and critical analysis has to be adopted instead of one which encourages rote learning.

b) Cognitivism

Cognitivism emphasises human cognition or intelligence as a special endowment enabling human beings to form hypotheses and develop intellectually. The concept involves how human beings think and gain knowledge.

The study of cognitivism focuses on inner mental activities and processes, including how people think, comprehend, perceive, remember, learn, interpret, analyse, use language, solve problems and direct attention to one stimulus rather than another. It rejects the stimulus–response approach of behaviourists.

Feldman (2010) defines cognitivism as 'the psychology of learning which emphasises human cognition or intelligence as a special endowment enabling man to form hypotheses and develop intellectually'.

In the education context, cognitivism focuses on understanding information and concepts. This is achieved through understanding connections between ideas, breaking down information and re-building it with logical connections. Cognitivism regards the learner as

an active participant in the learning process. For the cognitivist, the learner processes given information, and during this activity a change occurs in the learner's schemata when a process of recognition of new connections between ideas or information ensues.

An educator who applies the cognitive approach to teaching focuses on learners' understanding of information and concepts as well as the learners' perception of relationships among elements of a problem situation. When a learner is able to 'understand the connections between concepts, to break down information and re-build [it] with logical connection' (Feldman: 2010), he has gained insight into it. This process ensures that the retention of material and understanding increases.

The skills and abilities developed through cognitive teaching methods are particularly important in higher education and the workplace. Therefore, it is evident that if learners in the township schools of KwaZulu-Natal are taught through such methods and approaches, they would be more likely to cope and succeed in higher education and the workplace.

The Cognitive Theory further maintains that the way one thinks determines the way one feels and behaves. Thus, factors such as motivation, aspirations, perception, attitude, and anxiety have an impact on a learner's academic success or failure. Section 2.5 below briefly examines some of these personal factors as part of the influences or elements that need to be considered in resolving some of the problems of poor language competence and poor educational performance among learners in former black schools and universities in KwaZulu-Natal.

c)   Constructivism

Constructivism is a theory of knowledge developed by Jean Piaget and modified by a number of other scholars. The theory asserts that human beings generate knowledge and meaning from the interaction between their experience and their ideas. Application of this theory in teaching and learning would call for a radical change in the way teaching and learning has mainly been conducted in South Africa, since the theory advocates for learner-centred teaching. In this practice, the learners are responsible for their learning, are actively involved in their learning and construct their own understanding and meaning in what they read. Their background and experience become significant as part of their understanding of the issues being interrogated.

In such a methodology, often learners learn together as a team, motivating and controlling their discussion. The role of the educator becomes one of facilitator and director who helps learners gain their own perception of the content in the education process.

This teaching process is in contrast to the conventional teaching method where the teacher gives a lesson on the subject matter and learners play a passive role and simply accept what is said by the teacher and regurgitate it in the examination. The facilitator is expected to support, guide, question, challenge and to encourage learners to discover knowledge for themselves. One of the tasks of the facilitator is to establish a learning environment that stimulates and supports learners' thinking.

The paper *Constructivism as a Paradigm for Teaching and Learning* by WNET Education (2004: 1) summarises the meaning and significance of Constructivism as follows:

> Contrary to criticisms by some (conservative/traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that the teacher helps students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry –based learning activities with which students formulate and test their ideas, draw conclusions and inferences, pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

In the South African township context, if the constructivist teaching method is adopted, learners would need to be first guided to learn to think independently and to have confidence in their own ideas and capabilities. Those who are not self-assured enough to speak English, would need to be encouraged to speak and to gain confidence to speak in public.

2.5.5 The Significance of Grammatical Theory on Teaching Practice

According to Muller (2016), the Transformational Grammatical theory developed by Chomsky (1957, 1965, 1975, 1981a, 1986a and 1995b) is often grouped with his other theories and is called 'Generative Grammar' because the frameworks suggested by Chomsky can generate sets of well-formed expressions. It is such a set of sentences that constitute a language. Referring to Spolsky (1970: 150-152), Newmeyer (1983: 141) suggests that the significance of Grammatical Theory on teaching practice is that it

emphasises the importance of the active role of the learner. It also shows that language learning is not a mechanical process of habit-formation, reinforcement and response to stimuli, as behaviourist theorists had believed. He further states that the assumptions of this theory for pedagogy are that: (i) Language is creative; (ii) that the speaker of a language has available a system of rules to be used to produce and understand new sentences; (iii) that these rules are both intricate and abstract; and (iv) that the underlying intellectual organisation required to acquire these rules suggests that there are universal properties of grammar.

Newmeyer (1983) further discusses the implications and application of Grammatical Theory in teaching as postulated by Spolsky (1970, 150-152). These are that:

i) Language instruction must lead to creative language use in new situations rather than to responding automatically to stimuli;

ii) Language can be acquired better by active listening and doing rather than by listening and repeating;

iii) Programmed language learning has limited results in language teaching;

iv) The educator or the textbook cannot have the complete grammar of the language that is being taught, the educator needs to draw on all available learning material and also to create his own learning material;

v) Learning a language should involve learning its semantic system as well;

vi) Learning fundamental syntactic relations and processes will not be accomplished through drill;

vii) The learner needs to be able to recognise the phonological distinctions made by speakers of the language and be able to produce recognisable distinctions;

viii) Knowledge of the structure of the learner's language will help the educator;

ix) Systematic errors (such as 'I goed' instead of 'I went') indicate that the learner is learning the major rules of the language;

x) Presentation of material should encourage formation of rules rather than memorisation of items.

The ideas suggested by the Grammatical Theory are in line with the more 'humanistic' approaches to teaching such as those proposed by Piaget and Vygotsky which emphasise learner-centredness, positive feedback, a relaxed teaching environment, and the significance of learners' self-expression and creativity. These ideas have serious implications for teaching generally and for language-learning in South African township

and rural schools where learners need to be competent in English which is not their first language but is the medium of learning and teaching.

2.6. The State of Township Education
2.6.1 Introduction: The Effects of Past Legislation on Township Education

The current condition of South African schooling is, on the whole, a consequence of policies of the past, especially the Bantu Education Act 1953 (Act 47 of 1953). During apartheid, race groups were kept apart and each group was given the level of education that the state felt was appropriate for it (Villette, 2016). This led to unequal levels of learner education and teacher training between the different racial groups. The consequence was a lower standard of education and poor education facilities and overcrowding for the disadvantaged African population.

According to Ocampo (2004), the 1953 Bantu Education Act (later called the Black Education Act) intended to limit education potential for Africans and keep them in the working class. The Act ensured this through several ways, including offering an educational content that prevented learners from proceeding to higher education; by providing negligible financial support to African schools; by not offering free and compulsory education to African learners, and by closing church schools which up to then, had provided most of the education for Africans.

A few examples of the consequence of this Act are the following: While education was free and compulsory for white children from the age of seven to sixteen (7-16), for coloured and Indian children it was compulsory between the age of seven and fifteen (7-15), while for African children it was neither free nor compulsory. The Government only provided a limited amount of funding for an African child from the age of seven up to the age of thirteen (7-13). The average class size to teacher ratio for white schools was 1:18; for Indians it was 1:24; for Coloureds it was 1: 27 and for Africans it was 1:39. In teacher training, while 96% of white educators had teaching certificates, only 15% of African educators were qualified as educators.

According to the report of the Department of Bantu Education for 1971, of a total of 49 000 African teachers, 43 000 had only Standard 6 or Standard 8 education. Of these, 8 147 had no teaching qualification. Matric learners represented only 0.5% of all African school children in South Africa and the average class size was 58 learners (Wits Historical

Papers Research Archive, 2016).

According to Villette (2016), in 1961, only 10% of African educators had the Matriculation certificate. In 1975/76, the annual Government spending on education per pupil was as follows: R644.00 for a white child; R189.00 for an Indian child; R139, 00 for a Coloured Child; and R42.00 for an African Child. This kind of spending obviously led to unequal levels of education, career and job opportunities for the different racial groups. Inevitably, African children could not progress far in education and career.

To exacerbate the matter, even as late as 1994, according to Ocampo (2004), on average, African parents earned only 20% of what white parents earned; and the average unemployment rate among African parents was 90%. Therefore, even after the advent of democracy, most parents lack the funds to send their children to well -resourced schools. Ocampo (2004) further reveals that in 2004, ten years after South Africa acquired independence, the average percentage of parents with a Matric qualification also varied according to racial groups: While 65% of white parents had Matric, among Indians the number was 40%; among Coloureds it was 17% and among Africans only 14% parents had a Matriculation certificate. All these factors suggest that the struggle of learning among African children particularly in the townships and rural areas still continued even after the demise of apartheid.

2.6.2 The Current Government Intervention Strategies to Alleviate the Struggle of learning in Education

2.6.2.1 A New schooling System

To try to rectify the quality of education, the new South African government introduced a different schooling system which it hoped would release more funds to the poor and disadvantaged schools. This system allows the former white government schools (mostly located in the former white suburbs) to be self-governing. These schools were coded Model C by the apartheid government in 1991, just before the demise of apartheid. The new government provides funding only for staff salaries and for school administration in these schools. The School Governing Body (SGB) and parents raise the rest of the funds and appoints the staff, including additional staff members which it has to pay from its own funds. The SGB also makes its own fee, language and admission policies. Because these schools inherited good facilities and can raise their own funds, they are able to provide a

higher quality education than the ordinary Government schools, which are coded the B schools (Shirley, no date).

Both township and rural African schools, fall into the category of Model B schools. These schools were neglected during apartheid, and therefore, have poor infrastructure, facilities and resources. They receive the same amount of funding as the Model C schools, but the funding is intended for staff salaries, operations, administration and maintenance of infrastructure (Shirley: no date). All staff members are appointed and paid by the government. The Minister of Basic Education sets the admissions policy and the school fees policy. Fees are neither compulsory nor enforceable. Therefore, most of them do not have extra funds to provide good learning facilities. As a result of the parents' socio-economic conditions, the schools cannot raise their own funds and are not able to provide a high quality education.

On paper, all South African children have access to education, but for most learners in the townships and rural areas, attaining an education is an on-going struggle. Insufficient competence in English, the medium of learning and teaching; financial constraints; poor educational conditions; poor social conditions; the educational background of the parents, and an inability to access better quality schools, all form a barrier to learning and education. For any of the children to succeed in education, they have to overcome some or all of these hurdles.

2.6.2.2 A High Financial Investment in Education

In order to achieve the goals of both Basic and Higher Education, the South African government's spending on both Basic and Higher education has increased substantially since the advent of democracy in 1994. However, in spite of the huge investment on education, the failure rate in the targeted population remains high. Learner performance in literacy and numeracy remains a challenge. A report from the South African treasury states:

> In 2013/14 South Africa spent R227 billion, 19.7 per cent of total government expenditure, on education, equivalent to 6.5 per cent of GDP… However, outcomes do not compare favourably. To address poor outcomes, government has introduced interventions such as annual national assessments for grades 3, 6 and 9 to allow for early identification and correction of problems, literacy and numeracy workbooks, and expanded access to quality Grade R programmes (Provincial Budgets and Expenditure Review 2010/11 – 2016/17:34).

<u>The Human Capital Theory</u>

This study assumes that in pursuing the purpose of education in South Africa, as outlined in 1.1 above, the Government is guided by principles of the Human Capital Theory which is based on the work of Schultz (1960, 1971), Sakamoto and Powers (1995) and Woodhall (1997). According to Le Grange (2011: 1040), the central idea of the modern form of the theory, is that investment in education is the most important determinant of economic growth. A nation's human capital is the total of skills, knowledge and talents found in its population. Quoting Olssen, Codd and O'Neill (2004: 148) state that the chief tenets of the human Capital theory are:

1) That education and training adds to a person's cognitive capacity;

2) That this capacity, in turn, increases productivity, and

3) That increased productivity is likely to increase a person's earnings and such earnings indicate the level of human capital.

Olaniyan and Okemamakinde (2008) assert that the Human Capital Theory rests on the assumption that 'formal education is highly instrumental and even necessary to improve the production capacity of a nation...that an educated population is a productive population'. They state that:

> The theory emphasises that education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan & Okemamakinde, 2008: 158).

Olaniyan and Okemamakinde (2008) further state that the main attraction of the theory is the presumed economic return of investment at both the macro and the micro levels - namely rapid economic growth for society and a return in the form of success and achievement for the individual. They assert that:

> Most economists agree that, it is human resources of the nation, not its capital nor its natural resources that ultimately determine the character and pace of its economic and social development (Olaniyan & Okemamakinde 2008: 158).

The amount allocated to education escalates every year as the following extract from Statistics South Africa (Stats SA) posted on 23 November 2015 reveals:

> The South African government expenditure on education increased by R20 billion between 2012/13 and 2013/14, based on data from Stats SA's recent *Financial Statistics of Consolidated general government release…* Total expenditure on education increased by R80 billion over a five-year period, from R169 billion in 2009/10 to R249 billion in 2013/14, an annual rate of 10.2%.

This study argues that although the South African government's financial investment in education may be a good thing, it does not guarantee a social rate of return in education – the collective knowledge and skills of individuals that can benefit the country's economy. Several factors may be responsible for this, but this study focussed on education, particularly, the poor proficiency in the language of teaching and learning as one of the main hindrances to the achievement of the country's educational and economic goals.

Results of the Departments of Education's Matric examination reveal that in spite of the amount of money invested in South African education, learner performance has not improved much. This suggests that there is a need to investigate the real causes of poor educational performance. Perhaps the Departments of Education needs to ask where the bulk of the money is going; whether it is to educators' salaries, to mitigating poor proficiency in the medium of instruction, to teacher training and motivation, to essential resources and infrastructure, to improving teacher attitudes to their work or to changing learners' attitudes towards their schooling.

This study suggests that to resolve the problems in education, funding needs to be targeted at specific problems which have been identified as obstructions to good educational performance. Throwing money into the general problem of education does not guarantee a return on the investment.

In view of the low state of academic results, particularly in rural and township schools, as well as the dismal performance of South African learners in international literacy and numeracy examinations (Trends in Mathematics and Science Study [TIMSS]), attention needs to be paid to the real causes of poor educational performance among township learners.

2.6.2.3 The Annual National Assessments (ANA)

The present researcher believes that the learning deficiencies observed in the performance of learners in the higher grades are indeed a symptom of a problem that starts much earlier in their education career. She agrees with Van der Berg (2015) that interventions need to be introduced in the earliest school years and even at pre-school. It is hoped that such interventions would assess and track children's cognitive development and suggest both school and home programmes that could support children in their cognitive development.

Therefore, in spite of the problems experienced with ANA, it should be seen as the beginning of an essential and valid instrument to measure learners' progress in order for education planners and educators to better diagnose the problems in education, find solutions, set targets and work towards implementing measures and strategies that will best support learners in achieving their potential while the department meets its national education objectives.

2.7 Secondary Data on Learners' Educational Performance
2.7.1 The Current State of Education in South Africa

The state of education in the townships and rural areas of South Africa has been a concern for some time and has been highlighted by several researchers as shown in Section 1.3 above. The following extract of a report on South African education by *The Economist (*January 2013) describes the current state of education in South Africa succinctly*:*

> South Africa spends a bigger share of its GDP on education than any other country on the continent. Yet its results are among the worst….
> For Graeme Bloch, an education expert at the Development Bank of Southern Africa, his country's system is a "national disaster". He says around 80% of schools are "dysfunctional". Half of all pupils drop out before taking their final "matric" exams. Only 15% get good enough marks to get into university. Of those who do get in, barely half end up with a degree. South Africa regularly comes bottom or near the bottom in international literacy, numeracy and science tests…
>
> A study of first-year students by Higher Education South Africa, the universities' representative body, found only half the 2009 intake to be proficient in "academic literacy" and barely a quarter in "quantitative literacy", while no more than 7% were deemed to have the necessary mathematics skills.
>
> [However], not all is gloom. Many more black children are getting at least some kind of formal instruction than under apartheid (January 2013).

The strategy adopted by the current government to improve education has been to increase spending on education to about 20% of the country's GDP. However, academic results continue to be unsatisfactory. This clearly shows that the problem is not insufficient funds, but where the funds are directed. Perhaps what is needed is an investigation into the material conditions of the school, including learning facilities, learning materials, class sizes, learners' competence in the medium of learning and teaching, teacher training and teaching methods used.

In a paper presented to the University of South Africa's College of Education, Nicholas Spaull (2012), a researcher from the University of Stellenbosch, echoes the report by the Economist when he asserts that in reality, the South African education system is still made up of two different systems -- 75% of it that is dysfunctional and 25% of it that is functional. He asserts that in spite of the government's various interventions and great financial investment in education in the past two decades, these two systems are totally different in their performance. He summarises the education situation in South Africa as follows:

Table 2.1: Two Education Systems

Dysfunctional Schools (75%)	Functional Schools (25%)
Weak accountability	Strong accountability
Incompetent management	Good school management
Lack of a culture of learning, discipline and order	Culture of learning, discipline and order
Inadequate LTSM	Adequate LTSM
Weak teacher content knowledge	Adequate teacher content knowledge
High teacher absenteeism (1 month/year)	Low teacher absenteeism (2 weeks /year
Slow curriculum coverage, little homework or testing	Covers the curriculum, weekly homework, frequent testing
High repetition and dropout (Grade10-12)	Low repetition and dropout (Grade 10 -12)
Extremely weak learning: most students fail standardised tests	Adequate learner performance (primary and matric)

The finding by Nicholas Spaull confirms the contention of this study that the majority of learners from township and rural schools who write the unified final matric examination do not have the same learning, living conditions and experience as their counterparts in Model C schools. Therefore, they do not perform as well as their colleagues in the previously white schools.

Table 2.2 below provides a summary of the Grade 12 results in the Pinetown and Umlazi districts from 2008 to 2013, which is part of the period under review. The table also clearly confirms the discrepancy referred to above. (The detailed report of these results appears as Table 1.3, Table 1.4 and Table 1.5 in Chapter 1 above).

Table 2.2: Average Pass Rate in Pinetown and Umlazi Districts (2008 -2013)

Year	Average pass rate for former model C schools	Average pass rate for township and rural schools
2008	94.1%	58.9%
2009	97.3%	61.4%
2010	96.9%	68.2%
2011	93%	70.8%
2012	96.95%	72.9%
2013	97.3%	77%

2.7.2 The Performance of Township Post-Matric Learners at University

2.7.2.1 Introduction

Related to the issue of the percentage pass rate (discussed in Section 1.2 above), is the question of the quality of what is taught and the calibre of the graduates produced by township schools. For the gravity and the consequences of the situation in the township schools to be understood, the following section of Chapter 2 reveals the performance of students who are the product of KZN township schools at university. The results of tests conducted among students from township and rural schools at university reveal that even though these learners have achieved university entrance qualification, they struggle to perform well in post-matric university assessments.

The results in question are from two Higher Education institutions. The first are results of a Reading Laboratory Programme for first-year students at a previously black University in KZN; the second are results of National Benchmark Tests (NBTS) of first year students in the same university in KZN. The tests were conducted on crucial academic areas which are essential for academic success in a tertiary institution. The data is graphically presented and specifically shows the performance of learners in tests or examinations given by the two institutions.

2.7.2.2 The performance of Post-Matric Township Learners in a Reading Laboratory programme for first year students at University

The following tables indicate a summary of results of a Reading Laboratory programme for first year students at a former black university in KZN in the years 2008, 2009 and 2010.

<u>The Testing instrument</u>

The students were tested through the *Learning 100 System* which is an integrated instructional and management system that diagnoses, instructs and provides practice and reinforcement of reading and language competences. The system is specially meant for the older student. Therefore, it is able to encourage and teach any older student population, including those at the high school and university levels.

<u>The Reading levels</u>

The system has 10 reading levels which start from 'Readiness' to 10.5 (Grade 13), as determined by the *Educational Development Laboratories (EDL) Core Vocabulary.*
Learners master a specific number of new words as they progress from level to level.

1. The **Locator Level** is '**Neutral**', the learner is on the programme, but has not achieved enough to be rated.

2**. Levels RA – CA**: is '**Poor**', the learner is at the <u>'learning to read'</u> stage which is below what is expected at tertiary level. At this stage learners acquire basic word skills, a solid sight vocabulary, essential language skills and a foundation of reading comprehension skills. Life and survival skills are included in much of the content at these levels.

3. **Level DA – DA**: is '**Fair**' equivalent to borderline, the learner has the possibility of either falling to a lower level or rising to a higher level. At this level learners are at the <u>'reading to learn'</u> stage. They are able to use their experience and skills to unlock new words independently.

4. **Levels EA – FA**: is '**Good**', the learner has an acceptable level of reading competence. The learner has attained independent reading level. At this level learners continue to enlarge their sight vocabulary through the use of context clues and the dictionary.

5. **GA – GA** is '**Very Good**', the learner has a high independent reading level.

6. **HA – IA** is '**Excellent**', the learner has an outstanding reading level.

Throughout levels DA–IA, learners are given intensive instruction in comprehension skills involving interpretation, organisation and evaluation. They are also instructed in Grammar, language usage, listening skills and study skills which are needed for mastery of content area information, life and survival skills.

Table 2.3: Frequency Table showing the summary of results of a Reading Laboratory programme for first year students at a University in KZN in 2008

LEVEL	NUMBER	PERCENT
LOCATOR	17	1.01%
RA	68	4.02%
AA	50	2.96%
BA	253	14.97%
CA	220	13,02%
DA	475	28.11%
EA	305	18.05%
FA	17	1.01%
GA	202	11.95%
HA	33	1.95%
IA	50	2.96%
Total	1690	100%

Table 2.3 above shows the summary of results of a Reading Laboratory programme for first year students at a university in KZN in 2008. Of the 1690 (100%) first year students assessed, 17(1.01%) were found to perform at the Locator or neutral level. This means they were on the programme, but had not achieved enough to be rated. 68 (4.02%) were found to perform at the RA level; 50 (2.96%) performed at the AA level; 253 (14.97% performed at the BA level; 220 (13.02% performed at the CA level. The performance of all the students from RA to CA was rated as 'poor" since they performed at the 'learning to read' stage which is below what is expected at tertiary level.

475 (28.11%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline. The students at this level have the possibility of either falling to a lower level or rising to a higher level. At this level, students are at the 'reading to learn' stage.

305 (18.05%) students performed at the EA level.17 (1.01%) students performed at the FA level. This level as well as the EA level is rated as 'Good'. The students at this level had an acceptable level of reading competence and had attained an independent reading level.

202 (11.95%) students performed at the GA level. This level is regarded as 'Very Good'. Students at this level have a high independent reading level. 33 (1.95%) students performed at the HA level which is regarded as 'Excellent', this means the students had

an outstanding reading ability. 50 (2.96%) students attained the IA level which also 'Excellent', this means the students achieved an outstanding reading level.

- In summary, the majority of 475 (28.11%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline.
- The performance of a total of 608 students was rated poor. Their reading levels were RA (4.02%), AA (2.90%), BA (14.97%), C A (13.02%). At these levels these students were still reading at the 'learning to read' stage.
- A total of only 607 of the 1690 students could read at an acceptable university level. Their reading levels were EA (18.05%), FA (1.01%) were rated good; GA(11.95%) were rated very good; HA (1.95%) and IA (2.96%) were rated as excellent.

Table 2.4: Frequency Table showing the summary of results of a Reading Laboratory programme for first year students at a university in KZN in 2009

LEVEL	NUMBER	PERCENT
LO	171	8.2%
RA	205	9.8%
AA	90	4.3%
BA	171	8.2%
CA	173	8.3%
DA	542	25.9%
EA	256	12.3%
FA	59	2.8%
GA	387	18.5%
HA	16	0.8%
IA	18	0.9%
Total	2088	100%

Table 2.4 above shows the summary of results of a Reading Laboratory programme for first year students at a University in KZN in 2009. Of the 2088 (100%) first year students assessed, 171 (8.2%) were found to perform at the Locator or Neutral level. This means they were on the programme, but did not achieve enough to be rated. 205 (9.8%) students were found to perform at the RA level; 90 (4.3%) performed at the AA level; 171 (8.2%)

performed at the BA level; 173 (8.3%) performed at the CA level. The performance of all the students from RA to CA was rated as 'poor' since they performed at the 'learning to read' stage which is below what is expected at tertiary level.

542 (25.9%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline. The students at this level had the possibility of either falling to a lower level or rising to a higher level. At this level, students were at the <u>'reading to learn'</u> stage.

256 (12.3%) students performed at the EA level; 59 (2.8%) students performed at the FA level. This level as well as the EA level is rated as 'Good'. The students at this level had an acceptable level of reading competence and had attained an independent reading level.

387 (18.5%) students performed at the GA level. This level is regarded as' Very Good'. These students had a high independent reading level; 16 (0, 8%) students performed at the HA level which is regarded as 'Excellent', this means these students had an outstanding reading ability; 18 (0.9%) students attained the IA level which is also regarded as 'Excellent'. These students achieved an outstanding reading level.

- In summary a majority of 542 (25.9%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline.
- A total of 810 students were rated at the RA, AA, BA and CA reading levels. These reading levels are rated poor. Students in these categories were still reading at the 'learning to read' stage.
- Only a total of 736 students out of 2088 could read at an acceptable university levels EA (12.3%) and FA (2.8%) were rated as good; levels GA (18.5%), HA (0.8%) and IA (0.9% were rated excellent.
- 171 (8.2%) students did not achieve enough to be rated. They performed at the Locator or Neutral level.

Table 2.5:   Frequency Table showing the summary of results of a Reading Laboratory programme for ffirst- year students at a university in KZN in 2010

LEVEL	NUMBER	PERCENT
LO	14	7%

RA	7	4%
AA	7	4%
BA	13	7%
CA	22	12%
DA	36	19.15%
EA	35	18.62%
FA	7	4%
GA	33	17%
HA	5	3%
IA	9	5%
Total	188	100

Table 2.5 above shows the summary of results of a Reading Laboratory programme for first year students at a University in KZN in 2010. Of the 188 (100%) first year students assessed, 14 (7.0%) were found to perform at the Locator or Neutral level. This means they were on the programme, but did not achieve enough to be rated. 7 (4.0%) were found to perform at the RA level; 7 (4.0%) performed at the AA level; 13 (7.0%) performed at the BA level; 22 (12.0%) performed at the CA level. The performance of all the students from RA to CA was rated as 'poor" since they performed at the 'learning to read' stage which is below what is expected at tertiary level. 36 (18.0%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline. The students at this level have the possibility of either falling to a lower level or rising to a higher level. At this level, students are at the 'reading to learn' stage.

35 (19.0%) students performed at the EA level; 7 (4.0%) students performed at the FA level. This level as well as the EA level is rated as 'Good'. The students at this level have an acceptable level of reading competence and have attained an independent reading level.

33 (17.0%) students performed at the GA level. This level is regarded as' Very Good'. These students have a high independent reading level; 5 (3.0%) students performed at the HA level which is regarded as 'Excellent'. This means these students have an outstanding reading ability; 9 (5.0%) students level attained the IA level which is also regarded as 'Excellent'. These students achieved an outstanding reading level.

- In summary, the majority of 36 (19.15%) students performed at the DA level which is rated as 'Fair'. This level is equivalent to borderline.
- The performance of a total of 63 out of 188 students were rated poor. These students were rated at the RA (4%), AA (4%), BA (7%) and CA (12%) reading levels. Students in these categories were still reading at the 'learning to read' stage.
- Only 89 (47.3%) of the 188 students could read at an acceptable university level. Levels EA (18.62%) and FA (4%) were rated as good; levels GA and (17%), were rated as very good; Levels HA (3%) and IA (5% were rated as excellent.

The above statistics suggest that over the period 2008 to 2010, the reading ability of the majority of first year students admitted and assessed at a particular former black university in KwaZulu-Natal were rated at the borderline level. This is regarded as the reading to learn stage of reading. The students at this level can either fall to a lower level or rise to a higher level.

The majority of students in all the years under review were reading at the borderline level. This is below the expected level for productive educational performance at university. This suggests that the schools from which they came had not prepared them well enough to be able to read at a level that would enable them to succeed at university level. Although they had passed Matric, they were not prepared for tertiary education. This calls to question the quality of either their High school education or the quality of their examination process, including marking.

2.7.2.3 The Performance of Post-Matric Township Learners in National Benchmark Tests (NBT) on Academic Literacy

Several universities in South Africa have used the National Benchmark Tests to assess first year students' preparedness for tertiary education in various academic areas, including literacy and mathematical skills. The work of the NBT complements that of the National Senior Certificate since it provides independent and objective information against which the performance of students on the National Senior Certificate can be compared. It assesses candidates' levels of academic readiness for tertiary education.

The tests are designed to assess entry-level preparedness of students in terms of the key areas of academic literacy, quantitative literacy and mathematics. These academic areas represent the core areas of competency in which students entering any form of higher education would be expected to display minimum levels of proficiency. This study only

focused on the results of Academic Literacy (AL) tests conducted in 2017 at a former black university in KwaZulu-Natal.

According to the NBTS website, the assessments on Academic Literacy (AL) aim to evaluate students' ability to read and understand the kind of texts they would encounter in their studies. They test students' ability to understand vocabulary, including that which is related to academic study. They also assess students' competence in identifying and tracking ideas and claims made in texts as well as students' ability to understand and analyse evidence used to support claims made by writers and to extrapolate, draw inferences and conclusions from what is written in a given text. The assessments also test students' ability to identify main ideas and supporting ideas in a text and to identify as well as to understand the different types and purposes of communication in texts and to be aware of text differences that relate to writers' different purposes; audiences, and kinds of communication.

Benchmark Bands

The benchmark bands used to interpret students' scores are:

Basic Band: This band means that the performance in the test reveals serious learning challenges. A score in this band suggests that a student would not cope with higher education study unless he is given extensive long term support, for example through bridging programmes.

Intermediate Band: A test score in this band suggests that a student has challenges in identified domain areas. It is predicted that academic progress in related domains would be affected. If admitted, such a student would need appropriate educational intervention

Proficient Band: A test score in this band reveals that performance in domain areas suggests that educational performance will not be adversely affected in related domains. If admitted, this student should be placed in a normal programme of study.

Results of National Benchmark Tests (NBT) of First year University students in a former black university in KZN

Academic Literacy

Frequency Table and Bar Chart 2.6: Showing the Benchmark Band of 2017 first year university students in a former black university in KZN in Academic Literacy (AL)

Benchmark Band	Number	Percentage

Basic	3	1.1%
Intermediate Lower	192	70.33%
Intermediate upper	70	25.64%
Proficient	8	2.93%
Total	273	100%

2017 University X in KZN Academic Literacy Performance
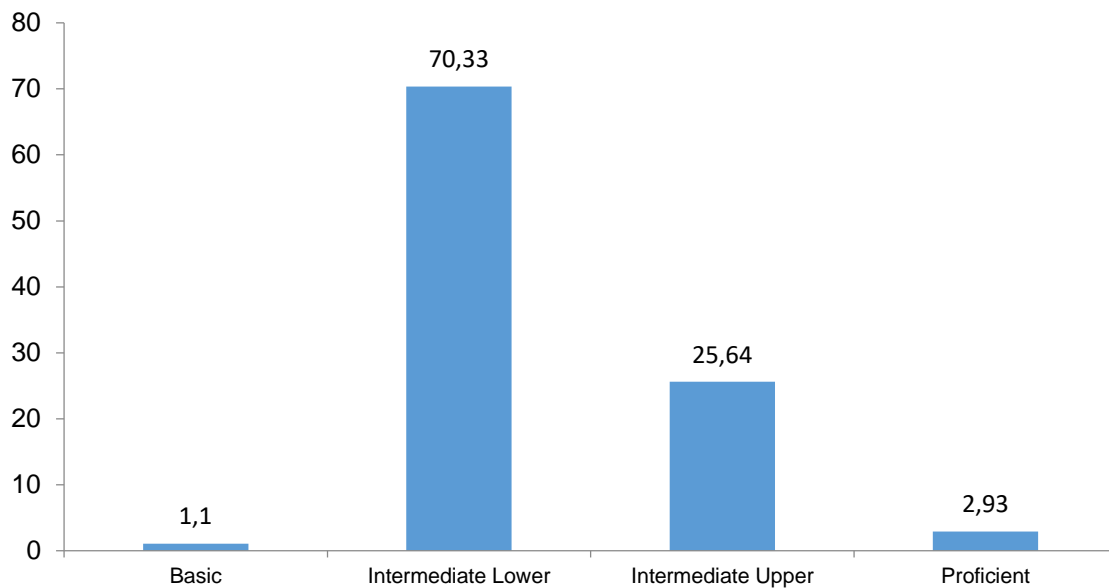
Table and Bar Chart 2.6 above show the summary of results of Benchmark Academic Literacy assessments of first year students at a former black university in KZN in 2017. Of the 273 students who took part in the assessments, 3 (1.1%) students had test scores in the Basic Benchmark Band; 192 (70.33%) students had test scores in the Intermediate lower Band; 70 (25.64%) students had test scores in the Intermediate upper Band; 8 (2.93%) students had test scores in the proficient Band. In summary, the majority of the tested students had test scores in the Intermediate lower Band and only 2.93% of the students had scores in the proficient Band.

- In summary, the majority of 192 (70.33% students performed at the intermediate lower level which suggests that they had challenges in identified domain areas.
- The performance of a total of 70 (25.64%) students was at the Intermediate upper level which suggests that if admitted, such students would need appropriate educational intervention.

74

- The performance of a total of 3 (1.1%) students was at the Basic level which reveals serious learning challenges. A student at this level would not cope with higher education study unless he is given extensive long term support.
- Only 8 (2.93%) students performed at the proficient level, which suggests that their educational performance would not be adversely affected in related domains. If admitted, this student would be placed in a normal programme of study.

Comparison: Academic Literacy

Bar Chart 2.8: Showing a Comparison **of the 2017 First year University students in a university in KZN (University X) Registered students and the 2017 National Pool on Academic Literacy**

2017 University X in KZN vs. National Pool Academic Literacy Performance
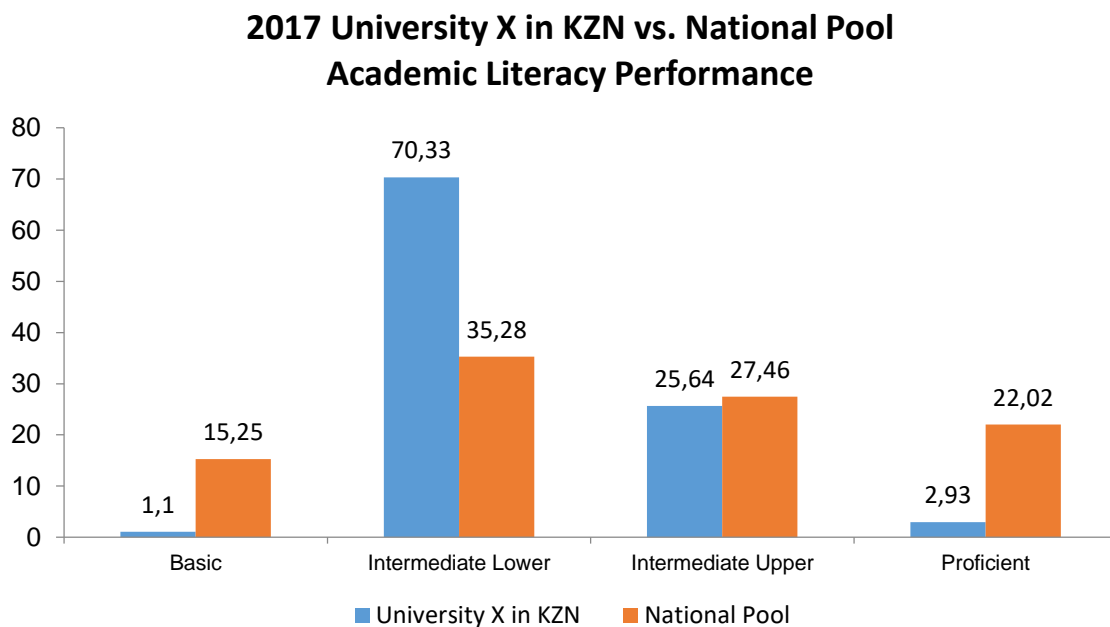
Table and Bar Chart 2.8 above show a comparison of the performance of 2017 first year university students in a former black university in KZN (University X) and the 2017 National Pool in Academic Literacy. Of the University X students who took part in the assessments, 1.10% had test scores in the Basic Benchmark Band, while15.25% of the National pool scored in the same Band. (70.33%) of the University X students had test scores in the Intermediate lower Band while 35.28% of the National pool scored in the same Band. 25.64% University X students had test scores in the Intermediate upper Band while 27.46 of the National pool scored in the same Band. 2.93% of University X students had test scores in the proficient Band while 22.02% of the National pool had test scores in the same Band. In summary:

- Only 2.93% of University X students had test scores in the Proficient Band while 22.02% of the National pool had test scores in the same proficient Band;
- The majority (70.33%) of University X students tested had test scores in the Intermediate lower Band, while 35.28% of the National pool had test scores in the Intermediate lower Band.

These results are very similar to those of the Reading Laboratory programme conducted through the *Learning 100 System* discussed in Section 6.3.1 above which indicated that the majority of students in all the years under review were reading at the borderline level. This is below the expected result for productive educational performance at university. Both sets of results are at odds with the results of the Department of Basic Education which suggest that learners are performing well. The most glaring question is, if Grade 12 learners are performing well (as the results of the Department of Basic Education suggest), why is it that learners perform so badly at first year university level and in the National Benchmark tests?

2.7.2.4 The Performance of South African Learners in the Progress in International Reading Literacy Study (PIRLS) and in the International Association for Educational Achievements (IEA)

The aim of the Reading Literacy Study (PIRLS) is to gauge whether international learners are reading at their appropriate motivational levels. The ability to read, and to read well with comprehension is key to a successful school and academic career. Such reading requires the development of Cognitive Academic Language Proficiency (CALP) which enhances the development of cognitive skills. These skills will benefit learners in understanding academic language and academic terms used in the classroom.

South Africa first participated in the Progress in International Reading Literacy Study (PIRLS) in 2004. The 2006 PIRLS assessment report (2006: 26-27) stated only 13% of Grade 4 and 22% of Grade 5 South African learners who took part in the assessments, reached the Low International Benchmark. The report further stated that almost 50% of South African learners who were assessed in English and Afrikaans, and over 80% of those who were assessed in African languages failed to achieve the basic reading skills (2006: 27).

This report clearly reveals that that there was a problem with the majority of South African learners' ability to read at an internationally acceptable level.

Commenting on the results of the International Mathematics and Science Study (TIMSS) and of the International Reading Literacy Study (PIRLS) for 2012, *The Mail and Guardian* Newspaper (11/12/2012) in an article 'South African Schools at Rock Bottom in International Assessments' stated that:

- Rural schools performed worse than urban schools in both Literacy and Mathematics and Science;
- The overall performance of South African learners in PIRLS was the lowest;
- Grade 5 tested for Afrikaans and English achieved only 421 on a scale of 0 to 1000. This was the lowest for benchmarking participants out of 49 countries;
- 43% of Grade 5 did not have the basic skills needed to read at a comparable international Grade 4 level.

Ten years later, the IEA and PIRLS 2016 report states that reading literacy is at the heart of the "learning crisis". Nearly 56% of 387 million children in primary school do not have the expected minimum reading proficiency. (2017: 1). In South Africa, Grade 4 learner achievement on the PIRLS scale was the lowest of the fifty (50) countries that participated in the tests. This performance was 250 points below that of the top performing countries, and 180 points below the international centre point. (2017: 68). The analysis of results further revealed that between the 2011 and 2016 there was no significant improvement in Grade 4 learner performance in literacy (2017: 90). Instead, in 2016, even fewer learners reached the basic level of reading than in previous years, for example in 2011, this percentage was 24%; in 2016 it was 22%.

The performing groups in the South African cohort were girls in urban areas in the Western Cape who wrote the tests in their mother tongue which was either Afrikaans or English. The worst performing group was that of boys in deep rural areas in Limpopo and the Eastern Cape as well as learners who never speak the language of the test at home. What is also significant is that in the ten years that South Africa has taken part in the International Reading Literacy Study there does not seem to be any improvement in learners' performance. The report further indicates that the problem of poor reading ability is not confined to the second language, but it is a reality in the first language as well.

This report confirms the results of the *Learning 100* discussed in Section 2.6.2 above. What is most worrying is that the problem starts in the lower primary school. The

deficiencies observed at Grade 12 and by universities are a manifestation of a problem which starts in lower primary school and continues throughout learners' twelve-year school career. Therefore, if the problem has to be solved, it has to be tackled at the start of learners' school career.

The findings from all three studies referred to above have significant implications for the present research in that they confirm the argument of the study that when it comes to learning, tests and examinations, first language speakers of the language used for learning and teaching have an advantage over second language learners. It also confirms the contention of the study that learners from urban areas have an advantage over learners in the townships and rural areas.

2.8 Factors that may contribute to Poor Academic Performance

Sometimes, learners perform poorly in their academic work in spite of the best teaching methods and learning environments. This phenomenon is common in several developing countries. In their research, Kamal and Bener (2009) found that causes of school failure in their target population were social, psychological, and health-related. These factors can be divided into student-related, teacher-related, school-related and family-related factors:

a) Student-related factors could include self-made problems such as lack of focus on school work and pre-occupation with other interests such as technological devices and social media; a negative lifestyle, laziness, inadequate study time and improper time-tabling. Issues that may be out of a student's control may include bullying, lack of self-confidence, learning disabilities, lack of motivation and medical problems.

b) Teacher-related factors could include shortage of well-qualified teachers, teachers' lack of experience, teachers' lack of motivation, inadequate teacher training, poor classroom management, ineffective teaching methods and teaching materials, abusive teachers and staff militancy.

c) School-related factors could include the medium of learning and teaching, an uninspiring learning environment, huge class sizes, lack of essential learning materials, poor or non-existent learning facilities, poor infrastructure, poor discipline and lack of recreational facilities.

d) Family-related factors could include single parents, poverty, violence, HIV and AIDS, dysfunctional homes, and working parent(s).

78

In India, research by Kapur (2018) found that learner performance was affected by students' attitude, school resources, the classroom environment, the skills and abilities of teachers, the quality of school leadership, the role of parents, social factors, psychological and health related factors as well as visual and hearing impairments.

In South Africa, several researchers have found that a variety of factors affect learner performance. Rammala (2009) found that negative factors include those related to the home environment such as: poverty, parents' low level of education, high unemployment, child-headed families an unstable home environment, emotional problems and issues related to gender roles. Those related to the school environment were lack of learning facilities and learning materials, lack of discipline, heavy teaching loads due to rationalisation and deployment of educators and the use of English as a medium of instruction.

Sinyosi (2015) found that learner-based factors included a learning-teaching environment stemming from apartheid education, poor preparation of learners in the Foundation phase, lack of assistance of learners in doing homework (as a result of illiterate parents), learners' negative attitude towards their subjects and teachers as well as learners' lack of self-motivation. Teacher-based factors included limited workshops on content knowledge and how to teach, lack of creativity among teachers and lack of passion for the subject taught by teachers. School Management Team-based factors included lack of support for teachers from principals, poor organisation of supervisory roles and lack of monitoring of teachers' work.

Mji and Makgato (2006) found that teaching strategies, content knowledge, motivation, and the role of parents in their children's education and language usage and understanding all affected learner performance.

Mutshaeni (2008) found that the school's management style, language, the school culture the legacy of apartheid, the location of the school, funding, teacher training, classroom management and lack of motivation can all influence the educational performance of learners.

2.9 Achievement of National Objectives

In South Africa, the adverse conditions outlined above suggest that unless drastic changes are introduced to improve the conditions in township and rural schools, the national dream of economic growth, ending unemployment, a better life for all and participation in global economic development, as outlined in Item 1.3 of the Education White Paper 3: A Programme for the Transformation of Higher Education (July 1997), will be almost impossible to achieve.

2.10 Motivation in Education

While the the Department of Basic Education and individual schools can resolve some of the problems outlined in Section 2.5 and 2.6 above, they cannot change the dire social and home environments in which learners live. However, both can do much to change or improve learner's attitudes and motivation for learning and for improving their lives.

This study contends that for learners to perform well in their studies, they need to be motivated. The school can do much to infuse enthusiasm, self-confidence and determination in its learners. This can be achieved through counselling and ensuring that lessons are interesting and exciting for learners. Both teachers and guidance counsellors can do much in guiding and motivating learners to be the best they can be and to achieve goals that can move their lives forward, irrespective of the backgrounds they come from.

Motivation is one of the most important impulses to inspire a person to move forward in life. Romando (2007) states that the word 'motivation' is derived from the Latin word 'movere' which means to move. He describes it as an internal drive that activates behaviour and gives it direction. Prachi Juneja (no date) suggests that the word 'motivation' is derived from the English word 'motive' which means a need, desire, want or drive within an individual. This drive stimulates and generates the energy required for an individual to behave in a particular way in order to accomplish specific goals. Therefore, motivation it is a driving force which affects the choice of alternatives in the behaviour of an individual; this force improves, stimulates and induces an individual to be continually committed enthusiastic and willing to do something.

Ryan and Deci (2000: 54-55) state that to be motivated means 'to be moved to do something'. A motivated person is eager and or stimulated towards a result that he seeks. On the other hand, an unmotivated person has no stimulus to do or achieve anything.

Ryan and Deci (2000) further state that levels and types of motivation vary in people. They also propose that motivation indicates the underlying attitudes and goals that give rise to action. Motivation can be intrinsic, which means 'doing something because it is inherently interesting or enjoyable'. This would mean that somebody does something because they want to and for its inherent satisfaction rather than for external rewards.

Ryan and Deci (2000: 56) also state that motivation is inherent in humans, since from birth humans are active, inquisitive, curious and playful; displaying a readiness to learn and explore without requiring extraneous incentives to do these things. This characteristic is very important in mental, communal and corporal growth since a person's knowledge and skills is enhanced through his natural interests.

Biggs (1990) states that when a student has intrinsic motivation, his intention is to seek knowledge and understanding. Such a student is motivated by curiosity about a given topic and reads widely, discusses the topic with colleagues and teachers and reflects on it. He organises his time and effort optimally. This type of behaviour indicates that he is involved in deep learning in which he relates the content of what he reads to existing prior knowledge or interesting items, and he theorises about what he has learnt. In the end such a student gains knowledge and excellent results.

Ryan and Deci (2000: 55) indicate that intrinsic motivation can be 'a wellspring of learning and achievement', but it can be undermined by either teachers or parents' practices. Deci, Koestner and Ryan (2001: 4) suggest that intrinsic motivation can be undermined by extrinsic rewards. They argue that research has demonstrated that rather than being positive motivators, tangible rewards sometimes have negative effects on inherent motivation, a desire for knowledge, and perseverance in learning. They suggest that teachers need to be careful when they use external motivation to encourage learners. For them, verbal rewards (positive feedback) are better in that rather than undermining intrinsic motivation, positive feedback often enhances competence and thus intrinsic motivation. However, they also caution that even verbal rewards have the potential to undermine intrinsic motivation when learners do well in order to gain praise.

Therefore, they suggest that the interpersonal context within which positive feedback is given should be informational rather than controlling. By a controlling interpersonal

context, they mean a social setting such as a classroom which can influence a learner's self-determination by being pressured to think, feel and behave in a particular way.

This study suggests that both teachers and schools need to take advantage of the natural inclination of human beings to be curious and to explore, by making school and class activities interesting and exciting, providing learners with the opportunity to discover knowledge themselves through unique and enjoyable exploratory tasks.

Motivation can also be extrinsic or external which means 'doing something because it leads to a separate outcome' such as a reward or when one is forced to or has to do it. According to Ryan and Deci (2000: 55), research has shown that the quality of experience and performance is different, depending on whether an individual is motivated by intrinsic or extrinsic motivation. In education, while intrinsic motivation results in high-quality, deep learning and creativity, extrinsic motivation results in impoverished forms of learning such as surface learning which is motivated by fear of failure or external rewards.

Biggs (1990) states that when a student is motivated extrinsically, his main purpose is only to meet the requirements with the least effort. He is merely interested in avoiding failure. He adopts a surface learning approach such as rote learning, does not work hard and only focuses on selected details and reproduces them accurately.

Ryan and Deci (2000: 60) acknowledge that most activities that people engage in, especially after childhood, are not intrinsically motivated. As a result of social demands and roles, the freedom to be intrinsically motivated is increasingly curtailed. In such cases, individuals have to assume tasks that are not intrinsically motivated. They state that research has shown that in school, intrinsic motivation becomes weaker with each advancing grade.

This fact is borne out by Denzine and Brown (2018). Referring to research by Jenkins (2012), Denzine and Brown (2018) state that at kindergarten level, learners' self-reported enthusiasm for school is 95%. By the 9th Grade, enthusiasm has dropped to 37%. In Grades 10, 11 and 12 enthusiasm recovers to 40%. This recovery in the last three years of school is attributed to learners seeing an end to schooling, as well as the availability of more interesting subjects that learners can choose to study. Jenkins (2012) suggests that the major reason for the drop in enthusiasm for school is linked to schools' use of external rewards to motivate learners. Jenkins argued that external rewards work only for the short

term since the focus shifts from the motivation to learn, to the motivation to get a reward. When the reward becomes mundane, motivation suffers. It is for this reason that the present study suggests that it is imperative for teachers to keep learners motivated by making their lessons interesting and exciting, where learners discover knowledge for themselves. Thus intrinsic motivation would be a better tool for teachers and schools to ensure that their learners remain excited about their learning and thus perform well in their studies.

2.11 SUMMARY

In view of the concern regarding the use of a second language to teach learners who are not speakers of that language and what implication this may have for their learning and thinking, Chapter II grounded the research on theories which explain language competence and language use; the significance and power of language; the process of learning or acquiring a language; linguistic and communicative competence and the relationship between language and thought. To understand the importance of language in teaching, the significance of Grammatical Theory on teaching practice, Vygotsky and Piaget's ideas on teaching practice as well as other teaching and learning theories were explored.

Against the theoretical background explained above, the chapter then discussed the state education in South Africa before and after the inception of democracy. The efforts of the current government to alleviate the problems in township education were highlighted. The poor performance of township learners in high school, post-matric, national and international assessments was discussed. Finally, the importance of motivation in assisting learners to overcome the problems of learning was suggested.

Discussion of the use of English in education in the province of KwaZulu-Natal (KZN) continues in Chapter III.

CHAPTER III

LITERATURE REVIEW: LANGUAGE IN SOUTH AFRICAN EDUCATION

3.1 Introduction

Chapter III continues to explore the question of language in South Africa, particularly the use of English in education in the province of KwaZulu-Natal (KZN). The first part of the chapter provides a historical background to the dominance of English in the province of KwaZulu-Natal. It traces the arrival and the development of English as a major language in both official and social sectors and how this has influenced perceptions of the position of this language in society. The second part of the Chapter focuses on the on the current South African legal framework on language. The third part of the chapter focuses on the challenges and constraints in implementing the South African language in education policies. Lastly, the chapter discusses the use of a first or a second language as well as bilingualism in education.

3.2 A Historical Overview of Language use in KZN Education

> Language cannot be understood apart from its social context or apart from the history which produced that context (Cooper, 1987: 183).

The use of English as an official language in most sectors of South African society, including education, has historical roots. In *South Africa: Language and Education,* Olivier (2009: 1) states that:

> Most written evidence of language in education in [South Africa] comes from the arrival of Europeans in the Cape.... Mainly Dutch (Afrikaans after 1925) and English were used in schools - this implied ongoing mother tongue education for white and some so-called coloured people. African languages only got a degree of recognition in policies during the apartheid era.

The dominance of English in the province of KwaZulu-Natal has its roots in its use as a major language in both official and social sectors of society. Its use and entrenchment in education and other official sectors enhanced its status as the language of the elite. This has led to the creation of the perception among African people that it is the means of advancement. This dominance has encouraged the development of new social class divisions among African people. These divisions today manifest in the separation of those who are fluent and articulate in English and are able to do well in school and access better opportunities and those who are not.

84

3.2.1 English as Language in Education during British Rule in Natal (1843-1948)

The history of English as a medium of learning and teaching and African people's attitude to it can be traced to the earliest European and mission schools established in South Africa in the late seventeenth century.

According to Silva (1997), the history of English in South Africa started in 1806 with the arrival of the British in the Cape. From the beginning, it was imposed on the Dutch community as the sole language of the law and of education. This caused deep resentment among the Dutch. However, in the early years of the 19th century English was also introduced to African communities by missionaries who used it as a medium of instruction in their schools. In these communities, it was soon perceived as the language of the social elite. South Africa Country Study states that, after 1799, British mission schools proliferated in South Africa and language soon became a sensitive issue in education.

According to Coffi (2017), the expansion of the British Empire was responsible for the spread of English. He proposes that the teaching of the English language by the British Empire sustained its rule. He further suggests that English was spread through a deliberate and premeditated control of all social, intellectual, political and economic influences. He calls this, 'linguistic imperialism' which was achieved through English education or language teaching. (2017: 21)

According to Gough (1996: 2), in 1822 the British colonial government affirmed English as the sole official language of the Cape Colony. Writing about British colonial government, Christie, (1985) claims that the British colonial government wanted to use education as a means to spread English and to control society:

> As a way of spreading their language and traditions in the colony - and also as a means of social control, they declared English to be the official language and they attempted to anglicise the church the government offices and the schools. They set up a number of schools in the British tradition, and they brought over educators from Britain (1985: 34).

According to Ocampo (2004), by 1877 some 60 percent of school-age children in then Natal were enrolled in school as were 49 percent in the Cape Colony. In the Afrikaner republics, enrolment remained low (12%) in Orange Free State and (8%) in the Transvaal. School enrolment in the Transvaal and the Orange Free State only increased when the

British colonial government approved the adoption of Afrikaans in the schools and granted parents more power over both primary and secondary education. After the British won the Anglo-Boer war in 1902, the representative of the Empire, Sir Alfred Milner recruited thousands of educators from Britain and its other colonies to inculcate the English language, British culture and values in South Africa.

3.2.2 Missionary Education

In the nineteenth century, education in the Natal colony was provided by three different types of schools – State schools that were directly funded by the state, State-aided schools that were organised by interested bodies such as churches, as well as private schools some of which were funded by missions and others by wealthy associations of parents (Duminy & Guest: 1989: 433). At this stage, all schools admitted children of all races. However:

> Although most of these schools admitted black children provided they conformed to the 'European habits and customs', the education of the colony's African children was exclusively in the hands of mission schools , the most important of which was Adams College, founded in 1853 by the American Board of Missions (Duminy & Guest:1989: 129).

According to Durand (1990: 20), '[earlier] missionaries insisted on educating Africans in the vernacular as they wanted to train a group of catechists who could communicate easily with the local people and so avoid being alienated from the masses'. However, the medium of learning and teaching in the secondary schools was English (M. Marable: 1974; Durand, 20).

Referring to Switzer (1971), Durand (1990) states that the Americans' secondary objective to their principal role as Christian missionaries was the education of an African elite and leaders:

> The missionaries aimed at creating an educated group of Africans who could act as leaders in their community. These Africans were to be imbued with certain intellectual and moral qualities which were essential for the preservation and expansion of the Church... the American missionaries provided a protected environment in which an educated African leadership could develop... [they] ardently believed that their most obvious task was to transform the African people. Missionaries demanded of Africans a total re-orientation of thought and behaviour which ...can only be called "revolutionary" (Durand (1990: 20 - 21).

The above extract clearly reveals that the missionary's intention was not only to convert local people to Christianity, but also to preserve and expand the church in order to

transform African people by shifting their mind-set and behaviour. These aims evidently suggest that in the same way as the British colonial government, the church used education and language to control and transform the African people's thoughts and outlook.

Therefore, for those African people who wanted acceptance into the new way of life and its institutions, and were able to pay fees (Duminy & Guest: 1989: 434), the adoption of 'European habits and customs', including the adoption of English as the language of 'civilized society', became imperative. However, since missionary schools were only situated in certain pockets of the country, and only a small percentage of Africans received the new education, the majority of the people who were settled in 'native reserves' were not exposed to education or to English. According to the report *Missions in Natal* by Lewis E. Hertslet in 1912:

> In Natal and Zululand there [were] about 200 000 natives who [were] professing Christians... some 800 000 still remain[ed] heathens ...There [were] 30 000 children enrolled in the schools all of which [were] under the control of the missionaries (A National Symposium, Durban, 1912: 22).

Christie (1985: 34) as well as Duminy and Guest (1989: 289) asserts that education developed along the lines of social class. Since secondary education was not free, only those families with the resources to educate their children were able to send them to these schools – be they private or government-owned.

3.2.3 New Class Divisions and Perceptions of English

The result of the policies of the British colonial government and those of the Christian missionaries was that two groups of Africans developed – the educated who could speak English well and could access the new opportunities, as well as the uneducated or poorly educated who did not speak English well and were therefore left out of the benefits of the new dispensation. Thus the problem of unequal proficiency in English began.

In the nineteenth century, the British government's Native policy in Natal also encouraged separation between social classes as well as between the educated and the uneducated. In most instances this segregation went along the traditional (ama*bheshu*, ama*bhinca or* ama*qaba)* and Christian (ama*kholwa)* divide (Rule, 1993: 51). While several laws which dealt with Natal natives restricted and prevented Africans from accessing a number of services and privileges, the educated or those with enough wealth could (albeit with difficulty) escape the strictures of what was called the 'Native Law'. Through application

of the Natal Law 11 of 1864, this group could be exempted from Native Law (Duminy & Guest: 1989: 181). According to Duminy and Guest (1989: 172), the so called Native Law was not written, but was different administrators' interpretation of the customary practices of Natal indigenous population.

In an article *"Ngugi wa Thiongo and Chinua Achebe on the politics of Language and Literature in Africa"* the Global Literacy Project – Global Citizens Classroom states:

> …Ngugi explains that during colonisation, missionaries and colonial administrators controlled… [Africans] by forcing them to speak European languages – they attempted to teach children (future generations) that speaking English is good and that native languages are bad by using negative reinforcement… Language was twisted into a mechanism that separated children from their own history because their own heritage was shared only at home, relying on orature in their native language. At school, they are told that the only way to advance is to memorise the textbook history in the coloniser's language. By removing their native language from their education they are separated from their history which is replaced by European history in European languages. This puts the lives of Africans more firmly in the control of the colonists (pp 1-2 of online source).

Ngugi (1986: 9) explains that the British colonial enterprise was not confined to physical force. It also utilised language to spiritually destroy African peoples. Because English was promoted as the language of education, African orature in African indigenous languages declined.

As a result of all these actions a perception took root among Africans that being educated and being able to speak English was a mark of being civilised (Silva, 1997).

Over the next century this notion developed into a belief that mastery of English sets one apart not just as civilised, but as better than your fellow Africans. (In colonial Natal, this was endorsed by exemption from Native Law). This group of Africans who could speak English 'through the nose' was perceived as sophisticated and/or superior since it belonged to an elitist class accepted by *abelungu.* From these perceptions has developed the belief and the insistence by many current parents that their isiZulu-speaking children should be taught in English, a second language, irrespective of the negative impact this may have on their children's cognitive development.

3.2.4 The Entrenchment of English as a Means of Advancement

A second consequence of the policies of the British colonial government and those of the Christian missionaries was the entrenchment of English as the language of education,

commerce, industry and government in the country. The idea of the English language as superior to other languages was linked to the racialist idea among the British settlers in the nineteenth century. Quoting Bolt, Duminy and Guest (1989:132) assert that Britain, perhaps more than any other European nation, was in the nineteenth century imbued with the belief that its political and cultural organisations were better than those of other nations. African people were thought to be in an infant stage of cultural development. Therefore, it was 'natural' for the British to think that British settlers should maintain their superiority in all spheres of human enterprise in order to guide, goad and, if necessary, coerce their 'childlike' wards along the path to civilization.

According to Duminy and Guest (1989), in spite of the colonial government's desire 'to guide, goad and, if necessary, coerce their 'childlike' wards along the path to civilisation', the standard of education offered to the 'natives' was only at the primary level, with most schools in the 1880s providing only basic religion, arithmetic, reading and writing. In Natal, only four schools provided secondary education for African children. Some of the students in these schools attained an advanced level in English, German, Geography, English grammar and Music (Duminy & Guest, 1989: 289). Therefore, although in the 1880s as many as 3000 native students were being taught in the province (Duminy & Guest,1989: 289), only a small percentage went on to secondary school; the vast majority remained either uneducated or undereducated.

3.2.5 Unequal Access to English and Social Divisions

The current unequal access to English and poor proficiency in the language among African people is a result of the divisions that were established by the policies and practices of the nineteenth century. With the introduction of the policy of Apartheid in the middle of the twentieth century, the consequences of these policies or practices intensified and continued for several generations. Even though the advent of democracy has changed the scenario to some extent, the results of colonial education policies are still evident in the attitude of African people towards English. There are still divisions within this society where a small section of the population is highly educated, fluent in English and is therefore able to access opportunities in education, business, commerce, while the majority struggle to use English and therefore perform poorly academically and as a consequence, have limited access to higher education, commerce and industry and thus remain in a position of poverty and illiterate.

The idea of English as the preferred language of communication above indigenous languages in most sectors in the country, including government, has continued to this day. Adherents to this idea argue that English is an international language and that it opens up access to higher education, better employment and an improved quality of life (Roux, 2014; Genc & Bada, 2010; Silva, 1997).

3.2.6 Racial Separation and a Predetermined Proficiency

The Amersfoort Legacy Timeline 1658 – Present states that during the last decades of the nineteenth century and the early years of the twentieth century, mission schools were brought under closer Government control. In 1884 education for African children was separated from the rest of South African education, but it was still managed as a separate entity by the Council of Education. In 1894, this Council was dissolved and a sub-department of Native Education took its place and was managed by the Superintendent of Education.

Duminy and Guest (1989) propose that this action was a reaction to a drive by African church ministers for self-determination and the demand by the white colonial public that state schools should be organised more and more on racial lines. In 1894, the newly created Natal Education Department adopted policies based on the belief that the educational needs of African and Indian children differed from those of white children (Duminy & Guest, 1989: 434). Through introducing strict conditions for granting of subsidies to church schools, the Government was able to influence the school curriculum. In 1902, a special Committee Report to the Council of Education criticised the missions for giving too much education. The report states:

> While we are in favour of the education of the natives… we still think that it would be unnecessary for them to attain to a high standard of education… The native …if raised to a high standard, may find himself isolated because, while not being able to associate with Europeans, because of his colour, he is unable to associate with his own countrymen, because of his superior knowledge. It would be better to be contented with a rather lower standard of attainment. No grant should be made for proficiency beyond a certain standard except in the case of natives who are being trained to teach (Duminy & Guest, 1989: 297).

3.2.7 Mother Tongue as Language in Education during National Party Rule (1948-1994)

The sentiment expressed in the above extract was echoed later by the Nationalist Party which took over the government of the country and established apartheid as the cornerstone of South African life. However, while British colonial policies had entrenched

English as the language of 'civilized' society, the Bantu Education Act (No.47) of 1953 and Nationalist language policies promoted the use of the mother tongue as a medium of instruction.

As a result of the massification of education (Rakometsi, 2008) in the apartheid era from 1948 to1993, learners from both social classes attended school. Learners with educated parents or who were taught by competent educators did well; and those from deficient backgrounds or were taught by educators who were not competent in English performed badly.

The final Report of the Language Plan Task Group, *Towards a National Language Plan for South Africa, August,* (1996: 82) states that 'The development of South African languages during this period is characterised by one major trend that manifested differently in the different languages: Language development became directly linked to political ideology'. For African languages:

> The language boards became closely associated with the implementation of apartheid so that language development came to be seen as a manifestation of the Nationalist party ideology. In some sectors, the work of the language boards was rejected. Nevertheless, the era did lead to some advancement of African languages in various sectors.

> The hegemony of English combined with the stigmatisation of the efforts at modernisation of the language boards and the more general scepticism regarding the ability of African languages to function in modern high-status domains led to fairly widespread antipathy towards the development of African languages. (Language Plan Task Group, 1996: 83)

Initially, the policy of mother tongue instruction during apartheid applied from Grade I to Standard VI (equivalent to Grade 8), but the aim was to extend its use to the secondary school (*Bantu Education in the Republic of South Africa, 1971: 2-3*).

Kamwangamalu (2000: 121) defines mother tongue education as 'education which uses as its medium of instruction a person's mother tongue, that is, the language which a person has acquired in early years and which normally has become his natural instrument of thought and communication'.

An official government publication, *Education for the Bantu of South Africa* in The Free Encyclopaedia (No date: 7)*,* states: 'the mother tongue was to be the medium of instruction...education theory and practice were to be adapted to the material with which

they had to work... this material is a Bantu child taken from a Bantu community, shaped by a Bantu culture, speaking a Bantu language learnt from a Bantu mother'.

In spite of the emphasis placed on the use of the mother tongue, in African schools the mother tongue as a subject was allocated 180 minutes per week while both English and Afrikaans were allocated 205 minutes each – the highest number of minutes for any subject. (Other subjects were allocated anything from 60 to 180 minutes per week. (The Free Encyclopaedia, no date: 18). While the indigenous languages were used as the medium of instruction in the Primary school (equivalent to Grades 1 to 8), English or Afrikaans were the media of instruction in High school and university. Inevitably, for many learners, the transition to learning in English or Afrikaans in high school did not make learning easy.

One of the objectives of Bantu Education, as stated in *The Department of Bantu Education Bulletin,* (1961: 7, 9 – quoted in *Bantu Education in the Republic of South Africa* 1971: 2) could explain the bias towards English and Afrikaans in the allocation of the amount of time for the learning of these languages: 'to prepare the Bantu in such a way that they will be capable of, and fit for community service in a multiracial country'.

In 1910, The Act of Union had laid down that English and Dutch (in 1925 to become Afrikaans) were the official languages of the country. In all government schools the second language [was] compulsory, bilingualism having become one of the aims of education in South Africa (*World Survey of Education. III Secondary Education. UNESCO, 1961: 1113).*

Arguing the case for the use of mother tongue as the medium of instruction, *Education for the Bantu of South Africa* states:

> The fundamental principle that the vernacular is the best medium in which to convey knowledge to a child hardly needs justification. It is accepted by all educationists and is applied throughout the rest of the world. The child feels most at home in the language he learnt from his parents; he expresses himself best in it and understands better what he is taught...If Bantu culture has a future, the languages which the Bantu speak must also have a future... People who claim that the Bantu languages do not lend themselves to the communication of thought in writing , show a pitiful lack of faith in the future of the people using those languages...The language of a nation is one of the most powerful factors for conserving and developing its culture. (*Education for the Bantu of South Africa, n*o date: 30).

In African secondary schools, a learner's vernacular language and the two official languages were taught. The government of the day believed that:

> Knowledge of the two official languages is essential to the pupil whether he intends to follow an academic career or to be trained as an artisan. During the first four years the pupils are taught the rudiments of these languages, but the higher primary course sets out to impart a practical knowledge of English and Afrikaans (*Education for the Bantu of South Africa: 17).*

An official publication, *Bantu Education in the Republic of South Africa, (1971)* stated the aim of the language in education policy as follows:

> The principle of mother tongue instruction is applied consistently throughout the primary school, whilst language research, the creation of suitable terminology and the adaptation of orthographies, where necessary, are undertaken in each of the seven recognised Bantu languages in order to establish the mother tongue in due course as the medium of instruction in the secondary school as well, thus making a positive contribution towards the development of the Bantu languages in general (1971: 2 -3).

In 1974, the Minister of Education, M.C. Botha issued the *Afrikaans Medium Decree* which forced all black schools to use English and Afrikaans on a 50:50 mix as languages of instruction from Standard five to the end of the Secondary school level.

The implication of the language in education policies under Bantu Education was that each language group was separated from other language groups. This was true not only between those speaking African and European languages, but also between the different African language groups. Therefore opportunities for interaction between languages as well as for speaking other languages were limited. The lack of exposure to other languages was more marked in the deep rural areas. Learners in these areas were not exposed to English except during the English lesson.

The sociolinguistic divisions implemented in the primary and secondary schools were applied in tertiary education as well, when in 1959, the Extension of University Act created Black University colleges and divided universities to Afrikaans-language, English-language, Indian, Coloured, Sotho-Venda-Tsonga speaking; Zulu-Swazi speaking, and Xhosa speaking.

One of the repercussions of the separation of languages is the widespread insufficient competence in English among the majority of black South Africans, including learners and educators. This has resulted in most African learners in township schools (and Afrikaner

learners) being offered English First Additional Language (Second Language) as a subject in both Primary and Secondary schools.

The implication of this situation is that learners in these township schools do not have the same knowledge and competence in the medium of learning and teaching (English) as those who are offered English Home (First) Language or those to whom English is a mother tongue. The consequences of this situation are huge since learners who have learnt English as a second language have to write the same examinations in the same content subjects as those who have been taught English as a first language or those to whom English is a mother tongue. Usually, English Home Language is offered in Former white public schools and English First additional Language is offered in African public schools.

According to Ntombela (2016: 81), the choice for learners as to which level of English they learn is often determined by economic status. This is because generally, in African communities, it is parents who can financially afford to take their children to Model C schools that do so, and those who cannot, keep their children in township schools.

English Home Language is regarded as superior to English First Additional Language (Ntombela: 2016: 81). Thus learners who learn English First additional Language are linguistically disadvantaged and are condemned to a second rate English competency and social status. According to Ntombela (2016: 82), even the level at which the two streams of English are taught is unequal. While English First Additional Language is introduced at Grade 1 and is taught for two hours per week, English Home Language is introduced a year earlier, in Grade R, and is taught for ten hours per week. Thus those learners who are taught English First Additional Language are disadvantaged from the start, even though from Grade 4 onwards, they are required to be taught in and to learn in English.

In view of the discrepancies outlined above, this study posits that as long as English is the medium of learning and teaching, learners who are offered English First Additional Language are not competent enough in the language to compete successfully in the National examination with learners who have been taught the language for longer and for more hours and /or are first language speakers of English. Therefore, for second language speakers not to be disadvantaged even before they write the Matric and university

examinations, they need additional support to improve their competence in the medium of learning and teaching.

3.2.8 Perceptions of Linguistic Separation and the Use of Indigenous Languages as Media of Instruction

In the article *Transforming African and African American socio-political and Educational Realities: Possibilities or Pipedreams?* Lindsay (No Date), states:

> Historical-sociolinguistic divisions or cleavages were used to separate groups, which lessened the possibilities for creating inter-group solidarity. The languages of instruction, the social studies curriculum, and the composition of the faculty also limited cross-cultural interactions. The Extension of University Act (1959), in some regards had a similar effect on at the university level as the Bantu Education Act had had for primary and secondary education (p2).

The sociolinguistic divisions referred to in the above extract ensured that the different indigenous linguistic groups remained separate and did not co-operate to form a strong opposition to apartheid. As suggested by Ntombela (2016: 78), the divisions were 'aimed at fostering animosity between native people'. Thus the aim was to ensure that the different indigenous linguistic groups would remain separate and weak while the apartheid government would remain stronger and in power.

Another consequence of the sociolinguistic separation was that the different indigenous languages and culture remained localised and weaker, while English and Afrikaans prospered and became stronger as the official languages that all South Africans had to learn in order to access government services as well as economic and social advancement and employment.

The current South African Language-in-Education Policy (1997) states that the inherited language in education policy was fraught with tensions, contradictions and sensitivities, and was underpinned by racial and linguistic discrimination which affected either the access of learners to the education system or their success within it (Preamble, Section 2).

The use of English or Afrikaans as the medium of learning and teaching has indeed always limited access to education for African learners in South Africa. On the one hand, during the colonial period, English was used by the British to divide African people and create a small elitist class (to the exclusion of the majority) which would help entrench

British ideas and, as Coffi (2017: 21) states, enlarge and extend the British Empire through 'linguistic imperialism' which was achieved using English education or language teaching. On the other hand, the National party government used the education system to enforce its racist segregationist policies.

The Bantu Education Act of 1953 ensured that the different language communities and education facilities of South Africa remained racially separate. This arrangement created tensions between the different language groups in the country. By using indigenous languages as the medium of instruction in African schools up to Standard 6 (Grade 8), the apartheid government ensured that the different African language groups remained separate and thus too weak to form a strong opposition against the ruling Afrikaner group.

In addition, the use of indigenous languages in the primary school ensured that most African learners would not get a secondary education. Since many African learners would not be able to cope with the transition to English or Afrikaans as the medium of instruction in the secondary school, access to and success in the secondary school would be limited. However, tensions and disgruntlement among African people grew.

Although from 1925, English and Afrikaans had been placed on an equal (50-50) footing as the official languages of the country, tensions between these two languages continued. In 1955, the 50-50 arrangement between English and Afrikaans was extended to secondary schools. While from 1948 Afrikaans dominated politics and government departments, it remained a national language. English, on the other hand, dominated finance, education and was international.

The Afrikaans Medium Decree of 1974 which was intended to force the use of Afrikaans as the medium of instruction in African schools from Standard 5 (Grade 7) to Standard 10 (Grade 12) became the spark that, in 1976, ignited the revolutionary fire that would eventually end Afrikaner rule and usher in democracy and an African government in South Africa.

In the early days of Bantu Education, in an article *Bantu Education in Action,* Duma Nokwe (1955: 15) suggested that three different types of reactions to Bantu education emerged: the first was that Bantu education did not bring any essential change since its precursor, Native Education, had also been created by those in power for the oppressed people; the second was that in order to counter the harmful effects of Bantu Education, educators

96

must be made so politically aware that they teach what should free their learners' minds rather than what should enslave them. A third group, made up mostly of educators, admitted the damaging quality of Bantu Education, but felt insulted that anyone would think they would participate in poisoning their own learners.

At the time of the introduction of Bantu Education, English had become entrenched as the preferred language in most sectors of the country including government, education Commerce and Industry. Mastery of English provided access to higher education, better employment and an improved quality of life. Therefore the introduction of mother tongue as a medium of instruction was viewed by both educators and parents as a means of keeping black people back in what Es'kia Mphahlele (1962) in *An African Image* called a fragmented and almost unrecognisable Bantu culture intended as an instrument of oppression. It was viewed as preventing Africans from accessing the benefits of western culture. The prescription by the Department of Education, of distorted and incorrect isiZulu terminology for school instruction was regarded by most educators as an insult to their language.

In devising Bantu Education, Dr Verwoerd had complained that missionary education had produced 'so-called educated natives' who 'desired to boast with the feathers of English civilisation', were 'isolated from Bantu society ', 'had misdirected and alien ambitions and had learnt to be above their community'. He, therefore, introduced an education system that demanded that the Bantu child must learn 'a life within the community'; 'that maximum benefit through proper use be derived from the soil of the Bantu'; that 'schools of society, not just within black society be established'. He claimed that this was aimed at 'uplifting black society'; at 'boosting national development'; at 'building up the black community and at bringing about balanced development' (Pelzer, 1966).

However, ordinary black South Africans rejected this education as they perceived it as a means to arrest their development and to imprison them in a rural, subservient and provincial state. Tom Lodge (1983: 116) indicates that the Bantu Education syllabus for primary schools 'stressed obedience, communal loyalty, ethnic and national diversity, the acceptance of allocated social roles, piety and identification with the rural culture'.

The general feeling among black South Africans is expressed aptly in the Language Policy for Higher Education (2002: 2), when it states that the country's linguistic differences were

used as a means of control, oppression and exploitation. The different languages were used to legitimise apartheid in the guise of 'development'. However, the so-called development was separate and unequal – the different languages were given unequal status. The policy of apartheid accorded English and Afrikaans a privileged status as official languages, while African and other languages were marginalised and under-developed.

Therefore, the majority of black South Africans even after the advent of democracy reject any policy they perceive as attempting to either hold them back or to emphasise their ethnic differences. Ironically, this would include the current Language-in-Education Policy and the Language Policy for Higher Education. Some African people even argue that these policies are reminiscent of apartheid policies, thus they reject them and prefer that their children be taught in English in spite of the learning and cognitive difficulties this might cause.

3.2.9 The Hegemony of English in Education after the establishment Democracy in 1994

Quoted by Braam (2004: 9), Kamwangamalu (2001) states:

> The hegemony of English continues to have an enormous influence on the policies that schools are currently implementing. Its prestige and status are being perpetuated via mass media… English is also the language of science and technology, of job opportunities, of cross-border and international communications and business of the state.

After the advent of democracy in 1994, the preference, by the African community, for the use of English as a medium of instruction has continued, as has the rejection of the use of indigenous languages in school. Braam (2004: 9) calls the insistence by parents that their children learn English at school, an attempt by parents to anglicise their children. He claims that this seems especially desirable for parents who have been 'locked out of the upper echelons of society and who perceive the acquisition of English as being the stepping-stone to a life of upward social mobility'.

Different attitudes to the use and adoption of English exist. Parents with the financial means have sought what they perceive as 'better' education and competence in English for their children outside of their previously prescribed places of residence and schooling. More and more children have enrolled in previously white and Indian schools where they are taught English First Language by mostly first language speakers of the language, and,

as in most schools, are taught in the medium of English. With the support of some of their parents, many of these children adopt English as their means of communication. Some go to the extent of rejecting their own language and customs in favour of English.

Another group of learners reject the use of English and the insistence by educators that they need to be competent in the language in order to succeed in education and the business world. Their reason for rejecting English is that isiZulu is also an official language, and that they can survive with minimum competence in English. However, since in South Africa and globally, business and education are conducted in English, this attitude prevents them from accessing education and business opportunities that have been opened by the introduction of democracy and globalisation.

Once again, the children of parents who can afford private schools or former Model C schools learn English and are able to access available opportunities. (Model C schools were, during apartheid, schools for Whites only). While in the new South Africa these schools have been opened to all races, the term former Model C schools is still used to distinguish former white schools from township (Model B) schools. Former Model C schools have better facilities than township (Model B) schools. These schools are now attended by the middle class of South Africa.

A third group, made up of mostly professional parents, believe in the importance of competence in and use of both indigenous languages like isiZulu and English. Their rationale is that their children need to be grounded in their own culture and language and to be proud of their identity and heritage, while they are also able to move with ease in the modern cosmopolitan and international world and culture that uses English as the means of communication.

3.3 The Current South African Legal Framework on Language
Almost all South African legislation on language insists on the need for all official languages to enjoy the same status in society and in all institutions.

3.3.1 The Constitution of the Republic of South Africa
Sections 6(2) and 6(4) of Chapter 1 of the South African Constitution (Act No.108 of 1996) emphasise the importance of 'recognising the historically diminished use and status of the indigenous languages'. It states that 'all official languages must enjoy parity of esteem and must be treated equitably.' These statements have very significant implications for

the status and use of indigenous South African languages in the education system of the country. The Constitution also guarantees citizens the right to their own culture and language in all contexts. In the field of Education, this principle translates to the Language-in-Education Policy (1997) for Basic Education, the Language Policy for Higher Education (2002), and the Revised National Curriculum Statement (2004). All these policies emphasise the need to incorporate the use of indigenous languages in education.

However, in practice, English is the *de facto* medium of instruction in most middle, high and tertiary education institutions in the country (Kapp, 2000: 227-259). As often suggested, this choice is often determined not by pedagogical considerations (Dreyer, 1979), but by the desire for economic, social and cultural mobility.

In KwaZulu-Natal, about 80% of Grade 12 candidates do not speak or use English as their mother tongue (*Statistics South Africa*, *Snap Survey 2000*). However, English is the language of instruction and examination in 98% of the schools. (*Emis Snap Survey 2002*, *Annual Survey 2001*).

Section 11.1 of the Introduction to the Policy for Higher Education (2002), states that students in South African tertiary education, speak different languages. It further affirms that 50% of students enrolled in higher education report an indigenous African language as their home language. In spite of this, however, 'the majority of universities and universities of technology use English as the sole medium of instruction or, as is the case in most historically Afrikaans medium institutions, offer parallel/dual instruction in English and Afrikaans'. Section 11.1 further states that while at policy level, some institutions have adopted a 'more flexible language policy' this has not led to use of indigenous languages in departments or on an individual level. Section 11.4 of the Policy for Higher Education (2002), goes on to assert that multilingualism has not been established in different areas of society, including in tertiary education.

3.3.2 The National Language Policy Framework

The National Language Policy Framework (NLPF: 2002) gives effect to provisions of Section 6 of the Constitution on language. The Policy is meant to promote equal use of the country's eleven official languages. The main objective of the policy is to facilitate equal access to government services, knowledge and information, as well as respect for language rights. Since language is the main means of communication between all people,

plans have also been made to rectify language policies of the past. All these aims are dependent on the successful promotion and development of the previously marginalised official indigenous languages of South Africa.

3.3.3 The Language Policy in South African Basic Education

In the Basic Education sphere, the strategy adopted to redress past language inequalities is the Language-in-education Policy (1997). The aims of the Policy as outlined in Section 4.3 are:

a) To promote full participation in society and the economy through equitable and meaningful access to education;

b) To support general conceptual growth among learners and establish additive multilingualism;

c) To promote and develop all the official languages;

d) To support the teaching and learning of all languages required by learners and those which are significant for trade and communication internationally;

e) To counter disadvantages resulting from mismatches between home languages and LOLT;

f) To develop programmes for the redress of previously disadvantaged languages.

3.3.3.1 Additive Multilingualism

The policy makes it clear that communities, through the School Governing Bodies are responsible for choosing language policies that are appropriate to their circumstances, but in line with the department's approach to additive multilingualism.

a) In additive multilingualism, all learners learn their home language and at least one official language;

b) Learners become competent in their additional language while their home language is maintained and developed;

c) All learners learn an African language for a minimum of three years by the end of the General Education and Training Band. In some cases the language may be learnt as a second additional language.

Section 4.1 of the policy's preamble states that the policy is part of the National Language Plan; section 4.1.1 maintains that through the policy, the Department of Education aims to 'promote multilingualism, the development of the official languages and respect for all the languages of the country'.

The non-governmental organisation, Project for the Study of Alternative Education in South Africa (PRAESA), suggests that the objective of such a multilingual strategy is to retain and preserve indigenous languages.

Section 4.1.3 of the policy asserts that the policy is seen as part of the new government's strategy to build a non-racial nation in South Africa. It is intended to promote communication between races, languages and religion, while it creates an atmosphere which encourages respect for other people's languages.

Section 4.1.4 maintains that acquisition of additional languages should be a common practice and a defining character of being South African. Being multilingual should also go against any ethnic or racial separation.

As does the South African Constitution, the Language-in-Education Policy (1997) promotes the recognition and use of indigenous languages. However, a reading of the policy suggests that it mostly places its emphasis not on the cognitive, academic and emotional benefits of the use of the first language as LOLT, but on a socio-cultural and political objective. It aims to counter previous language in education policies that were fraught with tensions, contradictions and sensitivities that were underpinned by racial and linguistic discrimination. The educational concern is that these previous policies impinged on learners' access to the education system or on their success in it (Section 4.1.2).

The present researcher posits that subsections of the policy's Preamble imply that the policy is mainly concerned about social and cultural issues. The strategies outlined in the policy seem to be mainly in aid of creating a non-racial and multilingual society and in ensuring the redress of previously disadvantaged indigenous languages and a reversing of the policies of the past. The policy does not seem to dwell much on the cognitive and emotional advantages or disadvantages of using the first or the second language as a medium of teaching and learning or in addressing academic issues such as the use of languages that will ensure success or improvement of learners' educational performance. This aspect is only hinted at in Section 4.1.5 as part of a discussion of multilingualism and structured bilingual education.

This situation begs the question: To what extent if any, does the emphasis, by the Policy, on socio-cultural and political issues over academic issues (such as the cognitive and emotional benefits of mother tongue instruction), contribute to the slow pace of implementing the principles of mother tongue instruction in schools, as well as those outlined in Languages as Subjects (in Section 4.4 of the policy)?

3.3.3.2 The Current Language Situation in Schools

The current language situation in schools goes against the prescriptions of the government regarding language use in public life. English continues to be the first choice as the medium of learning and teaching in most schools and among parents. In contradiction to the Language in Education Policy 1997, some schools even continue to use a second language (English) as the medium of instruction in the first four years of schooling as borne out by the following article, *South Africa: Language and Education* by Olivier (2009: 1):

> Despite the government's commitment for multilingualism and the promotion of language rights in all spheres of public life, the education sector does not totally reflect the multilingual nature of South Africa. More can definitely be done towards the promotion of mainly the African languages in South African schools.
>
> In terms of learning areas (subjects) all eleven official languages can be taken as a 'home language', 'first additional language' or 'second additional language'. In the school curriculum called Curriculum 2005, the learning area was called Language, Literacy and Communication. Often in former white schools that have taken in a number of African pupils, take languages (particularly English) as a 'home language' even though it might be their second or third language.

The issue of language in Southern African education is quite complex. Several researchers (Magwa, 2015; Alexander, 1999; De Kerk, 2002; Heugh, 2005; Olivier, 2009) agree that many African parents do not approve of the use of African languages as languages of learning and teaching. They prefer and want their children to study in English rather than in their own home languages. According to Alexander (1999:17), in addition to African peoples' hatred of Afrikaans, which was engendered by Bantu education, as well as the resultant preference for English as the language of power, unity and liberation; in the minds of most African people, the use of the mother tongue as the medium of education was equated with inferiority and racial separation. Possible reasons for this preference are further discussed below in Section 3.4 on 'Challenges and Constraints'.

However, as far back as 1996, the Report of the Language Plan Task Group, *Towards a National Language Plan for South Africa, (*1996: 86) proposed that attempts should be made to change mind-sets about the use of indigenous African languages in education. The following were the strategies suggested:

1) The introduction of university courses taught through the medium of an African language;

2) The translation of high quality literature into African languages linked to incentives to produce original literature in those languages;

3) The promotion of African drama and literature in mother tongue by awarding prizes to the best of these works and prescribing them in the schools.

Whether these proposals will ever be implemented, remains to be seen. The present study suggests that for all official languages to enjoy the same status in society and in all institutions, a balance between the use of English and the indigenous languages in both Basic and Higher Education needs to be maintained, as suggested by Alexander (1999), through multilingual education.

3.3.4 Language Policy for Higher Education, 2002
The Language Policy for Higher Education, promulgated in November 2002, commits the country's Higher Education Institutions (HEIs) to the long-term development of indigenous languages for use as languages of teaching and learning in the sector.

In the same vein as the South African Language-in-education Policy (1997), the Language Policy for Higher Education (2002) emphasises the need to redress past inequalities and discrimination. It aims to counteract the previous use of language for control, oppression and exploitation and aims to advocate multilingualism and to encourage equality and access to tertiary education (Section12).

The policy covers a wide range of areas. Section 14 states that the policy addresses language of instruction; the future of South African languages as fields of academic study and research; the study of foreign languages; and the promotion of multilingualism in the institutional policies and practices of institutions of higher learning.

3.3.4.1 The Place of Indigenous African Languages in Higher Education

In accordance with the Higher Education Act 101 of 1997, Higher education institutions (HEIs) should transform their systems to serve the new social order and respond to new realities that prevail in South Africa. Debate on the implementation of this right to allow 'school pupils to be taught in a language of their choice' (Olivier: 2009) has ensued and is still in progress.

Hlatshwayo and Siziba (2013: 84) state that '[most] universities have designed paper-perfect policies that incorporate and promote multilingualism…but they fail to put the policy into action. The few that have implemented the policy do so partially'.

Individual HEIs have taken different positions on this matter. While some have adopted dual or parallel mediums, others favour one medium of instruction. Hlatshwayo and Siziba, (2013: 84) reveal that in the case of Stellenbosch, while English and Afrikaans have been accepted for some time as the LOLT, in 2014 isiXhosa was also introduced as a functional teaching and learning language. In the North West University, the same scenario exists where 'Potchefstroom school grounds have a functioning multilingual system with Afrikaans and English as the dominant languages; … [and] its sister school grounds, Mafikeng, [uses] English and Setswana as the majority languages'.

In 2013, the University of KwaZulu-Natal resolved to introduce the teaching and learning of one African language (isiZulu) as a minor course for all students. This resolution was implemented in 2014.

3.4 Challenges and Constraints in Implementing Education Language Policies

The tenet of the current language in education policies is that access to and success in education in one's home language is a basic human right. The assumption seems to be that learners arrive in school with a fair competence in their home languages and that by the time they get to Higher Education; they have acquired a solid knowledge of their languages that would allow them to fully understand the concepts in their tertiary environment. However, in spite of the benefits/ advantages that can be obtained from implementing the language policies of the country in education, their efficacy has not been tested. This is a result of the failure to implement these policies.

The current study posits that plausible as the tenets of the language in education policies of the country are, (i.e. to maintain the home language while promoting the effective

acquisition of additional languages; and for the Higher education sector, to develop and use indigenous languages as scientific languages and to use indigenous languages as media of instruction), implementing these policies is a great challenge. This is mainly due to attitudes and perceptions of both teachers and parents to English vis-à-vis indigenous languages, as well as what may be termed lack of political will to enforce the implementation of the policies. The main challenges in implementing the language in education policies, particularly the use of indigenous languages media of instruction, are varied, they include the following:

3.4.1 English and Afrikaans Hegemony

As discussed earlier in this chapter (Sections 3.3.1 – 3.3.4), since the times of colonialism in South Africa, English has been entrenched as the official language of communication in all government, economic, education and social sectors. Prah (2007: 8-9) asserts that:

> …when the Nationalist Party Afrikaner elite came into power in 1948 …
> they proceeded rapidly in all areas of social life to catch up with the social, economic and cultural gap between English-speaking white South Africa and Afrikaans–speaking white South Africa. This process was carried out on the backs of the non-white population. The process of achieving cultural and linguistic supremacy, more or less, continued uninterrupted until 1976.

Thus, before the advent of democracy in South Africa in 1994, English and/or Afrikaans were used as the sole languages for teaching and learning in all high schools and Higher Education institutions, in all government departments as well as in the economic and industrial sectors.

As a result of this dominance, a perception developed among most South Africans that these two languages were supreme and were the means to development and advancement. Furthermore, since the authority and power of these languages continues twenty five years after all South African languages were declared official, the said perception continues. Therefore, the challenge facing South African education institutions in introducing indigenous languages as media of instruction, in developing them as scientific languages and in promoting multilingualism, social cohesion and a sense of nationhood, is great. While addressing these challenges is of vital importance, great effort and commitment is needed to overcome them.

3.4.2 Perceived Status and Functional Value of English

As a result of the national and international dominance of English in particular, parents and learners perceive English as a gateway to a better future. Common wisdom in the African community agrees that 'to ensure a successful financial and social future, it is necessary for pupils to know an international language such as English'. This is especially true since in South Africa, as Olivier (2009: 1) states 'the job market demands knowledge of English'.

Ngugi states that in colonial Africa,

> English became more than a language, it became *the* language and all the others had to bow before it in deference. … any achievement in spoken or written in English was highly rewarded; prizes, prestige, applause; the ticket to higher realms. English became the measure of intelligence and ability in the arts, the sciences and all other branches of learning. English became the main determinant of a child's progress up the ladder of formal education … English was the official vehicle and the magic formula to colonial elitedom (1984: 12).

The values and beliefs outlined by Ngugi persist to this day in South Africa. Indigenous languages on the other hand, are seen as too localised and backward. They are perceived as having no place or value in the modern scientific and technological global world. The question of globalisation and the use of English as the international language of communication is often cited as the main reason English should be used as the medium of learning and teaching rather than indigenous African languages.

The outlined view is, once again, reiterated by Braam (2004: 9) when he states:

> The hegemony of English continues to have an enormous influence on the policies that schools are currently implementing. Its prestige and status are being perpetuated via mass media… English is also the language of science and Technology, of job opportunities, of cross-border and international communication and business of the state (Kamwangamalu, 2001). Parents generally respond by attempting to anglicise their children and by insisting that they learn English at school. This seems especially desirable for parents who have been locked out of the upper echelons of society and who perceive the acquisition of English as being the stepping stone to a life of upward social mobility.

Bamgbose (2000) asserts that while post-independence governments appear to be making new language policies, most of the time they only perpetuate colonial language policies. This researcher agrees with the assertion by Bamgbose (2000) and believes that in South Africa, while the government has developed and approved policies that recognise and promote the right of all citizens to use the languages of their choice in all spheres of

their life, it continues to promote English by using this language in all its communications, by not ensuring that policies which promote the use of indigenous languages are implemented, particularly in education and public service where English still reigns supreme.

3.4.3 Fear of the Legacy of the Past

The introduction of the Bantu Education Act in 1953 ensured that each ethnic group was taught in its own indigenous language. However, these languages were not developed in the same way that Afrikaans was developed when it was being entrenched as a superior language in the way envisaged by D.F. Malan in 1908. According to Prah (2007: 8), D.F. Malan called for the elevation of the Afrikaans language to a written language that would become a conveyer of Afrikaner culture, history and national ideals. D.F. Malan believed that this would in turn uplift the Afrikaner people and awaken the Afrikaner nation to self-awareness and to their adoption of a more worthy position in world civilisation.

On the other hand, indigenous African languages were merely used as a means to separate, to oppress and to prevent African people from advancement by keeping them in their small *laagers* and to ensure that they received an inferior education. This education system only benefitted first language speakers of Afrikaans and English which were the only official languages in the country, and led to under-development of African languages.

Thus the current fear, by parents, learners and students from the African community, of using indigenous African languages as LOLT, is real and is based on negative past experience. They see the use of indigenous African languages as media of instruction as reverting to the past apartheid days when language was used as a tool of discrimination and separation and of keeping African people and their children back. As a result, there is great resistance against the policy to use indigenous languages as media of instruction.

3.4.4 Resistance on the Ground

As a result of the documented current perceptions of African parents regarding the use of indigenous languages as media of instruction, most African parents want their children to be taught in English, hence their preference for Model C and Indian schools.

The fact that in South Africa all official, political, government, educational and business sectors use English makes Hlatshwayo and Siziba (2013: 83) assert:

> South Africa is one of the few African Countries to have promoted the development of indigenous African languages as early as the advent of the country's democratic independence…. Thus we would expect that, two decades later South Africa would have managed to set in motion the language policies designed in 1994. However, this is not the case. There seems to be polarity between the policy and its implementation, particularly in the case of the language act in education. One of the major reasons for slow implementation is the weakness of "policy glamorisation" within government.

For Hlatshwayo and Siziba (2013: 84), 'the policy is over-emphasised and people [the ministries of Basic and Higher Education and higher education institutions] are concerned with the public buy-in to the policy and neglect the implementation process'.

3.4.5 Lack of Political and Academic Will to Implement and Enforce the Policies

In spite of the perceived 'over-emphasis' of the policies, most major stakeholders in education seem to only pay lip-service to the policies, and do not support them in deed. These include teachers, academics, politicians, English speakers, parents and students.

The slow pace in implementing the policies seems to suggest an indecisiveness which could be caused by the dilemma the Departments of Education find themselves in - that while they are aware of the importance of English as a global language which could promote the country's international relations and trade as well as enhance national economic and industrial development, they are also concerned about the possible decline in the use of African languages which could eventually lead to their demise. Such a possibility would not be acceptable to most African people.

Since in a language is embedded the culture and the values of a people, adoption and promotion of the language of the coloniser could lead to a decline of the indigenous African languages, culture, pride and identity and the ascendancy of Western culture and values. The dilemma could also be compounded by a reluctance to promote 'a language of the conqueror'. Steyn in Prah (2007: 8) states: '…the language of the conqueror in the mouth of the conquered is the language of the slaves', and yet without knowledge of this language, communication with the global world would be limited.

According to Gallagher (1997: 260), while Achebe fully recognised that English is symbolically and politically associated with the destruction of traditional culture, with

intolerance and prejudice, he insisted that language is a weapon to use. He believed that fighting a language is senseless. Achebe insisted that when he was growing up, the British did not force him to adopt English. He is the one who chose to learn English and eventually to write in English as a means of 'infiltrating the ranks of the enemy and destroying them from within. He believed that it does not matter what language you write in, as long as what you write is good. However, Ngugi avers that 'language carries culture and culture carries (particularly through orature and literature) the entire body of values by which we perceive ourselves and our place in the world' (Ngugi,1986: 16).

The present researcher suggests that the answer to the outlined dilemma could lie in a policy that promotes the development and use of African languages in society and in all educational and government institutions parallel to the use of English, as well as the introduction of African history, culture and literature in both Basic and Higher Education curricula. Such a strategy would restore pride in the African identity and encourage the development of indigenous languages, literature and values. Therefore, a balance between the use of English and the indigenous languages in both Basic and Higher Education needs to be maintained throughout a child's learning career.

3.4.6 Can African Languages be used as Scientific Languages?

The belief that indigenous African languages do not have the conceptual equivalence to English and Afrikaans is widespread. The idea that African languages are not adequately developed to serve as languages of instruction at both secondary school and tertiary level and therefore cannot be used as scientific languages is often expressed in Higher Education circles.

Hlatshwayo and Siziba (2013: 84) assert that this is 'a lazy argument presented by educators to avoid addressing the concept of diversity in the classroom. Hlatshwayo and Siziba (2013) refer to a study by Ramani and Joseph (2002: 234) which reveals the experience of lecturers and students at the University of Limpopo (former University of the North), where in 2002, the Bachelor of Arts degree was successfully designed and developed in Sesotho, the dominant language in the area. The students who took this degree graduated as relevant and skilled students. The study also refers to the Royal Bafokeng's 2009 agreement with the North West University's Potchefstroom school grounds to use an indigenous language as LOLT in the Faculty of Education's foundation phase. The students who took this degree also graduated in 2012.

The article *South Africa: Language and Education* suggests that related to the outlined negative perceptions and doubts about the efficacy of indigenous African languages as means of instruction is the belief that schools where African languages are used as media of instruction do not have the required resources (including teaching materials) in indigenous languages. Arguments have also been made that as a result of past legislation, such schools are not capable of providing for more languages and lack knowledge and motivation.

Lack of proficiency in African languages among some teachers or lecturers could also be a major reason academics, in particular, are reluctant to support the language in Education policies. There is a fear that if the policy is implemented, those who do not know the indigenous African languages might lose their positions.

However, the policies' failure to put emphasis on the academic advantages of using the first language rather than a second or third language as LOLT could be one of the main reasons many people do not support the policies, particularly the use of indigenous African languages as LOLT.

3.4.7 Lack of Focus on Education and Learners' Academic Achievement

A close reading of the language in education policies reveals that the main concern of the policies is to solve social, cultural, economic and developmental problems. The policies' main focus is not on education and learners' academic achievement, but on preventing loss of indigenous languages, the preservation of culture, reversing the damage done by apartheid on African languages and on developing African languages as academic, scientific and literary languages.

3.4.8. Lack of preparation for implementation

The present researcher suggests that in addition to lack of focus, there does not seem to have been much preparation made for implementation of the policies. There does not seem to be enough empirical research into existing practices and attitudes to language. Research on teaching in the indigenous languages is limited, indigenous languages have not been developed as scientific languages; scientific terms, and in a majority of cases, dictionaries, have not been developed in indigenous languages; adequate materials (including multilingual materials) for teaching have not been developed; and neither teachers nor lecturers have been trained in the use of indigenous languages as LOLT.

111

The questions of what happens on multilingual school premises – which indigenous language should be used, have not been addressed.

3.5 The Use of Language in Education

3.5.1 The Use of a First or a Second Language (English) as a Medium of Instruction

This study adopts Dearden's (2015) definition of English as a medium of instruction (EMI) as the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.

Several countries have used a second language (often English) as a medium of instruction. However, this study is mainly focussed on this question in the former British colonies. In the face of decolonisation, internationalisation and globalisation in the twenty-first century, the question of whether to use a first or a second language as a medium of instruction has become even more urgent.

Different schools of thought have emerged from this debate. a) The first is that in order for learners to fit into the world of work and into the global economy, educational and technological world of the twenty-first century, they must be taught in English so that they become fully proficient in a language that has become the means of communication between all the people of the world and are able to participate in this new world. b) The second view is that learners need to be taught in their own indigenous languages so that their cognitive development is enhanced while they retain and preserve their language, culture and identity. c) The third view is that learners should be taught in both their indigenous languages as well as English. It is argued that this third option, while preserving learners' identity, culture and language, it will also help learners become proficient in the language of international communication. Thus they gain benefits from both worlds. A small sample of these views is revealed below.

According to Mufanechiya (2010/2011), in Zimbabwe, the language in education policy allows for use of a language that is responsive to the needs of learners as a medium of instruction in primary school. This choice is between three languages - Shona, Ndebele and English. Although most learners are more comfortable with the use of their indigenous language as the medium of instruction, and in spite of the language policy, most schools continue to use English as the medium of instruction in primary school.

Mufanechiya's (2010/2011) research revealed that the use of English curtailed interaction

in class; marginalised the majority of learners, and confused teachers as to which language to use in the classroom. The research revealed that the teachers' dilemma results from knowing that while it is in the learners' interest to use their local language, the world of work and examinations demand the use of English. As a result, when English fails in the classroom and when a teacher needs to create rapport with the learners, she/he often resorts to the mother tongue.

Namibia, like South Africa, has many different indigenous languages, and the majority of people do not have English as their mother tongue. According to Cantoni (2007), before they start school, African learners in Namibia have no exposure to English. In the first three grades they learn English as a subject and are taught in the mother tongue. From Grade four, the medium of learning and teaching changes to a second language, English.

In his study, Cantoni (2007) explores the use of English among teachers and students as well as the impact of the transition from mother tongue to English instruction in Grade four. The study concludes that in addition to teachers' authority and teaching methods,

> The use of English as a medium of instruction hinders the full participation of the pupils because it does not seem to provide comprehensible input, it does not seem to work as a tool for constructing knowledge in the content subjects and is an obstacle for the learner-centredness that is desired by the ministries of the country…. The difference in behaviour when Oshiwambo was used among the students and among the teachers gives another hint that the official language [English] does not facilitate participation of the people but maintains a "culture of silence". (2007: 26).

The conclusion reached by Cantoni (2007) that the use of English hinders learner participation, suggests that while English continues to be the medium of instruction, much has to be done to encourage and support learners to learn English in order for them to be able to participate in their own learning, to do well in their studies, and to fit into the modern global world.

For Kamwangamalu (2013), the language question in Africa is whether to retain colonial languages as media of instruction in public schools and thus perpetuate unequal access to resources and education as well as the marginalisation of indigenous people and their languages or to use the mother tongue in some way in education. For him, decolonisation means substituting colonial languages with indigenous languages as media of instruction in order to make education accessible to all, and using these languages as tools for socio-economic development.

By Internationalisation he means retaining colonial languages as media of instruction. Kamwangamalu (2013) states that colonial languages are often perceived as a means to development. He believes that the latter view is usually based on the myth that African languages do not have the linguistic complexity they need to be used in the higher domains and that they are only good for preserving African culture and tradition (Kamwangamalu, 2013: 326).

Kamwangamalu (2013) further argues that English and indigenous languages can co-exist as media of instruction in public schools in Anglophone Africa. However, this requires that the indigenous languages are also vested with some of the material gains that are associated with English medium education. He proposes that a dual-medium educational system with English and an indigenous language is the answer to the language question in school. In addition, he insists that both material and human resources should be vested in indigenous languages to make them competitive with English. He believes this is the best solution to the question since choosing either of the two languages as the main medium of instruction has failed to spread literacy in English or in the indigenous languages.

In India, Gurganvi (2016), a Professor of Linguistics, argues that research has shown that students who are taught in the language spoken at home in their first eight years develop better language abilities in other languages and in other areas of study. He and other scientists, suggest that this might have to do with brain development.

Referring to Kosonen (2005), Gurganvi (2016) argues that children who are taught in their mother tongue are more likely to enrol and succeed in school and to 'fit in' and continue with education. Quoting Benson (2002), he states that the other advantage is that if children are taught in their mother tongue, their parents are more likely to participate in their children's learning and help them at home. This also allows both parents and learners to freely communicate with teachers. He also argues that when taught in their mother tongue, children tend to develop better thinking skills.

Gurganvi (2016) further emphasises the importance of cultural and linguistic benefits of using the mother tongue in education. He suggests that no matter how good a student may be in a second language, education in the mother tongue improves students' mental ability significantly. Referring to the Sapir-Whorf principle that an individual's language

has impact on one's cognitive processes, he suggests that while thought affects language, language also affects thought. He argues that if children are not educated in their own languages, thousands of years of thought processes might be forgotten. He insists that there are certain cultural constructs and even philosophical beliefs that can only be expressed in a child's mother tongue. Therefore, using the mother tongue as the means of learning also helps in reinforcing a child's identity.

Proponents of the idea of using a second language as a medium of instruction argue that when the mother tongue is used as a medium of instruction in the primary school, students will have a painful shift at high school or university, when they are required to learn the various subjects in English. The other widely used argument is that mother tongue education prevents students from connecting with the rest of the world since learners are not sufficiently exposed to English which is the world's *lingua franca.* In such cases, the argument is that learners are prevented from taking advantage of the opportunities created by globalisation. Another argument is that schools should offer a blend of both an indigenous language and English.

Biggs (1990) states that in Hong Kong, the common belief is that classrooms encourage rote-reproductive learning. He suggests that one of the reasons for this is that schools use a second language (English) as a medium of instruction. Since most Chinese students are not sufficiently proficient in English, memorising English words to achieve their academic goals becomes a strategy often used by learners to meet the requirements of external assessments. Biggs (1990) advises that this type of surface learning does not allow students to understand the meaning of what they read and neither does it promote learning either English or Chinese well.

In South Africa, the final 1996 Report of the Language Plan Task Group (1996: 48) stated that 'There seems to be great awareness of the right to mother tongue education and the government of National Unity (GNU) is consistently being challenged in this regard'. However, in spite of all the legislation and plans on the acceptance and use of indigenous languages, in 2019 English is still the dominant medium of instruction in South African schools.

As numerous studies have indicated, the use of mother tongue as the medium of instruction improves educational performance. In spite of the fact that South African language-in-education policies for both Basic Education and Higher Education advocate

the use of the first language as the medium of instruction, preference for English as the medium of instruction still persists.

As is the case in Namibia, South Africa has adopted what is called 'additive multilingualism' wherein in the first three grades children learn English as a subject and are taught in the mother tongue. From Grade four, the medium of learning and teaching changes to a second language, English.

Uys et al (2007) confirm that research has proved that the mother tongue is more effective than bilingual or second language as the medium of instruction. In spite of such research, however, English, a second language, continues to be the dominant medium of instruction in South Africa.

The common expectation is that when learners are taught in a particular language, they are reasonably proficient in that language. However, Uys et al (2007) indicate that research by Horne and Hough (2005) reveals that in 1998, only 28% of South African Grade 11 learners could read and write English at the appropriate level. In 2005 this percentage had gone down to 12%. Since 2011, various local and international tests have shown that the majority South African learners do not have sufficient proficiency in reading and in both academic and quantitative literacy.

Uys et al (2007: 69) also indicate that the South African Department of [Basic] Education declared that 'since the first additional language may be used as the medium of learning and teaching, its teaching and learning should achieve levels of proficiency that meet the threshold level necessary for effective learning across the curriculum'. However, in most South African schools where a second language is used as a medium of instruction (often English), this is not the case.

 Uys et al (2007: 69) suggest that the reason for failure to achieve the 'threshold level necessary for effective learning across the curriculum' and for poor academic achievement, is lack of attention to teaching the four functional language skills. They believe that the task of teaching these skills should be the responsibility of all teachers, including those who teach content subjects. The results of Uys et al's research into this question revealed that while 66% of teachers surveyed saw language teaching as their responsibility, only 44% usually or always did this; and only 32% indicated that they taught English pronunciation. The majority of teachers were more concerned with finishing the

syllabus.

The other reason Uys et al (2007) suggest is responsible for poor proficiency in the medium of learning and teaching, is the lack of teacher training for teaching through the medium of teachers' second language (English) as well as lack of training to teach second language speakers of the medium of instruction. Furthermore, among the many deficiencies they discovered in teacher training was that in 2005, English language training was not compulsory in four out of five teacher training institutions surveyed and that only from 0.8% to 6.6% time was allocated to English language training of second language content teachers in the B.Ed degree. The little training offered in language was often only scheduled in the second year of study and in some cases this course only focussed on generic communication or a study of literary texts.

The present researcher agrees with Uys et al (2007: 77) that there is a need for all teachers to take responsibility for teaching academic literacy and for all teachers to 'receive training that enables them to teach the four language skills and consciously promote the development of functional language skills in the content classroom'. In addition, the present researcher suggests that as long as English is the medium of learning and teaching in most levels of South African education, learners need to be provided with more support to improve their English language proficiency.

3.5.2 Bilingualism or Multilingualism as a Teaching and Learning Strategy

Since South Africa is a multilingual country in which learners with different language backgrounds are often in the same class, it is important that a teaching and learning strategy that tries to accommodate all learners needs to be found**.** While it is not practical for a school to offer lessons in all the eleven official languages in the country, it can offer lessons in two of the most common languages in a particular province. In KwaZulu-Natal, for instance, the two most common languages are English and isiZulu. Therefore, these two languages can be used, in one form or another, as a strategy to ensure that all learners understand lessons.

The South African Language in Education Policy advocates additive bilingualism as a teaching and learning strategy; hence it is important to understand the concept of bilingualism and how it affects learners.

According to Baker (2006), bilingualism is about ownership of two languages by either an

117

individual or a group. Multilingualism is ownership of more than two languages by either an individual or a group. However, Baker (2006) accedes that both bilingualism and multilingualism are more complex than this definition describes and can be classified based on the question of language ability and language use of the two or more languages by individuals. They can also be analysed along many dimensions such as: the ability to use both languages; where each language is acquired and used; the balance of the two languages – whether one is more dominant; at what age the two languages are learnt; how the two languages develop in relation to each other; how the two languages affect the process of acculturation; how the two languages are used in different contexts; whether the bilingualism is elective – when some bilinguals elect to learn a second language; and whether the bilingualism is circumstantial – when individuals are forced by circumstances to learn a second language.

'Circumstantial bilingualism' is the most common form of bilingualism among indigenous Africans in South Africa and in many other former colonial countries. In such countries, high levels of bilingualism are expected since even after independence, colonial languages were maintained. In these countries, people, including children, need to function equally in two languages and are expected to move effortlessly from one language to the next. In most cases they also adopt the appropriate socio-cultural stance of each language.

Circumstantial bilingualism is achieved when individuals or groups learn another language in order to function effectively in their situation. In this case 'their first language is insufficient to meet the educational, political and employment demands, and the communicative needs of the society in which they are placed' (Baker, 2006: 4). Normally, such bilinguals operate in a majority language society that surrounds them, and their first language is in danger of being replaced by a subtractive context – their second language. In the South African situation however, the opposite is true – it is a minority language (English) with prestige, status, politics and power that people aspire to that threatens the majority languages and culture. But more than that, this minority language is seen as a means to development and access to educational and social mobility as well as to economic advancement and freedom.

Baker (2006: 9) states that 'balanced bilingualism' is an idealized concept since it is rare for anyone to be completely and equally competent in two languages across all situations.

This researcher thinks that in the South African classroom, what is needed is an approximately equal fluency in two languages. This state implies 'appropriate competence' in two languages. This would mean a learner can understand the delivery of the curriculum in either language and operate in classroom activity in either language.

In their study, Homel et al (1987: 133) state that there is no evidence to indicate any sort of intellectual deficiency in bilingual children. Rather, they found that such children's performance was either equivalent or superior to that of the monolingual comparison group. This result went against the common belief at the time that the acquisition of two languages in childhood impairs intellectual development and leads to mental confusion or difficulties in coordinating language and thought in children. Homel et al (1987) drew the conclusion that a bilingual child seems to be more aware of language functions at an earlier age and has more analytical approach to the use and comprehension of language than a monolingual child.

(Baker, 2006:168) agrees with the existing evidence which suggests that there are cognitive and performance advantages to bilingualism. He proposes that the brain has unlimited room for language skills. Further, Baker (2006: 169-185) agrees with the Common Underlying Analogy Model of bilingualism which suggests that although two or more languages seem separate and different in conversation, they do not function separately; they operate through the same central processing system – that thoughts which accompany talking, reading, writing and listening come from the same central engine. When a person owns two or more languages, there is one integrated source of thought. There is easy transfer of concepts and knowledge between the languages.

Baker (2006) further advises that in school, a learner's understanding and thinking will be affected by the contextual support that exists in the classroom as well as the cognitive demands of a task at hand. For classroom learning to be maximised, in addition to contextual support, the curriculum task given needs to match the leaner's language competence.

The views expressed by Baker (2006) are very significant in that they emphasise that for teaching and learning to be effective, the learning environment and the learner's language competence has to be the best it can be. This, unfortunately, cannot be said of the situation in township high schools of KwaZulu-Natal. The reasons for this are that learners in the township do not hear English spoken on a regular basis (even by their educators);

119

they themselves do not speak English; as a result of relative lack of libraries and reading materials, they do not read enough to develop their competence in English; and their home, school and social environments are not conducive to learning.

Since the South African Language in Education Policy advocates additive bilingualism as a teaching and learning strategy; this study suggests that more attention to and support for language learning needs to be given to all learners so that they are able to better understand their lessons and to function with ease between two languages in class.

3.6 Summary

Chapter III presented the historical background to the dominance of English in both official and social spheres in the province of Kwa Zulu-Natal. It revealed how unequal access to English led to predetermined proficiency in English and created new social divisions in African society. These developments in turn led to the perception that English is the means to advancement.

The first part of this chapter gave an overview of some of the questions surrounding the use of language in South African education. It outlined the historical background to the dominance of English in KwaZulu-Natal. It revealed how the British colonial government entrenched the dominance of English in the colony and in education as part of the spread and extension of the British Empire and as a means of social, political, intellectual and economic control. This first section also revealed how the missionaries re-enforced the British government's English language and related policies by ensuring that the African children in their schools conformed to European habits and behaviour

The second part of the Chapter explored the South African legal framework on language in education. It discussed the challenges and constraints in implementing the language in education policies, and in using indigenous African languages as media of instruction. Lastly the chapter highlighted the debate on the use of either a first or a second language as a medium of instruction and the use of bilingualism or multilingualism as a teaching strategy. Chapter IV will present the details of the research design and methodology of the study

CHAPTER 4
RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The aim of this chapter is to detail the research design and methodology used in the study to respond to the research questions. It outlines the aim and objectives of the research; the preparation and design of the research, the research sample, the research instruments, the development and administration of the questionnaire, the method of data collection, the selection of respondents, the plan for the organization, processing, and the analysis of data; the validity and reliability of the research instruments; ethical issues and the constraints of the investigation.

4.2 Aim of the Study

The aim of the study was to investigate the struggle of learning in KwaZulu-Natal township High schools in order to understand the factors behind the non-standard performance of Grade 12 learners in the townships.

4.3 Objectives of the Study

The objectives of the study were:

1. To investigate and analyse the level of educational performance of Grade 12 learners' in township schools of KwaZulu-Natal;

2. To investigate societal perceptions of English as a medium of learning and teaching in township high schools of KwaZulu-Natal;

3. To investigate other factors that contribute to the level of educational performance of Grade 12 learners and first year university students from township schools KwaZulu-Natal; and

4. To determine what measures could be taken to ease the struggle of learning and then recommend a teaching and learning model that could improve educational performance in township high schools of KwaZulu-Natal.

4.4 Location of the Study

The study was conducted in the High schools of the Department of Basic Education districts of Umlazi and Pinetown. Both districts are located around Durban in KwaZulu-Natal. The two districts cover both Model B (township) and Model C (former white) schools. (Two maps indicating the two districts are attached as Appendix B).

A total of twelve (12) randomly selected township schools of Umlazi, Kwa Mashu and one school in Inanda were surveyed. A 2009 District Level Picture of Education in KwaZulu-Natal indicates that the District of Umlazi is one of the <u>least poor</u> education districts in the province and the District of Pinetown is the <u>second least poor</u> district in the province. However, the levels of poverty and deprivation in the schools visited, was obvious to see. The reasons for the rating as 'least poor' could be a result of the inclusion of Model C schools in the districts and the fact that residents of the townships around Durban are characterised by mixed living standards. The period covered by the study was 2008 to 2017.

4.5 The Population

Borg and Gall (1983: 238) state that a research population is a larger group of anything that a researcher wishes to learn about. The term is not limited to people but could be people, animals, trees or anything that is being surveyed. The population which is the focus of this study is FET learners, their educators and their parents in the African townships of KwaZulu-Natal.

Frankfort-Nachmias and Nachmias (1992:171) suggest that the population of a study is decided by a researcher's interest in a particular research problem. The nature of the population of this study was determined by the present researcher's interest in the problem of the low educational performance among Grade 12 learners in the township schools of KwaZulu-Natal, especially when read against the results of Model C schools

4.6 Research Design and Method
4.6.1 Research Design

Ghauri et al (1995: 26) defines research design as the overall plan for relating the conceptual research problem to relevant and do-able empirical research. He describes it as a process: 'a set of interrelated activities unfolding over time' (1995: 13). Fetterman (1998: 8) suggests that it sets the perimeters of the research for the researcher and connects theory and method while it allows the researcher to perceive the stages he needs to go through in order to achieve knowledge and comprehension of the subject he wishes to investigate. According to Ghuari et al (1995), the purpose of choosing a particular research design is to come up with an approach that allows the research problem to be answered in the best possible way within the given constraints on the researcher.

4.6.2 Research Questions

The research questions of the study were:

1. What is the degree of educational performance of Grade 12 learners in township schools of KwaZulu-Natal?
2. What are societal perceptions of English as a medium of learning and teaching in the township high schools of KwaZulu-Natal?
3. What other factors contribute to the level of educational performance of Grade 12 learners and first-year university students from township schools of KwaZulu-Natal?
4. What measures could be taken to ease the struggle of learning, thus improving learners' educational performance? Would the use of English as well as language-focused activities such as reading, writing, debates drama and discussions help to teach, motivate and support learners?

Question1

The first research question sought to discover the level of township and former Model C learners' educational performance in the Matric examination. To answer the question, secondary data sourced from the Department of Basic Education in the Durban and Pinetown districts were used. The data were in the form of Matric examination results of learners in these districts. The benefit of using this data was that it was a quantifiable official record of Matric learners' educational performance in the period under review. To understand the performance level of South African learners in relation to that of international learners, the study used secondary data in the form of reports by the International Association for Educational Achievements on reading literacy, called 'Progress in International Reading Study' (PIRLS).

Question 2

Since English is a second language and is used as the medium of instruction in all high schools in the townships of the Umlazi and Pinetown districts, the study needed to investigate societal perceptions of English as a medium of learning and teaching in the township high schools of KwaZulu-Natal. To seek answers to this question, primary data were collected through questionnaires administered to learners, educators and parents of learners in twelve randomly selected schools in the targeted districts. Focus group discussions were also held with educators and learners.

123

Question 3 set out to to investigate and analyse other factors that contribute to the low level of educational performance of Grade 12 learners in township High schools of KwaZulu-Natal. To find answers to this question, the study collected primary data through questionnaires administered to learners, educators, parents. Focus group discussions were also held with educators and learners.

Question 4

The fourth question was meant to discover measures that could be taken to ease the struggle of learning and thus improve the educational performance of township learners. The study sourced primary data through the use of questionnaires administered to learners, educators and parents. Focus group discussions were also held with learners and educators.

This study used the mixed research method. This choice was made because this method is suitable for any research model (Guba & Lincoln, 1998: 195); and each method used would help authenticate the findings of the other.

a) The quantitative research method uses a more rigid style and structured instruments such as questionnaires, surveys and structured observation. Its objective is to quantify variation, predict causal relationships and describe characteristics of a population. It has the advantage of producing large-scale statistics through questionnaires or structured interviews. As a result, it is able to reach large numbers of people in a short time (Kerns, 2003). This method was chosen as the main method for this study since it is most suitable for a study with a large population. However, the secondary data used in the quantitative research component of the study does not predict causal relationships.

b) The qualitative research method uses an open-ended question format, is exploratory open-ended and more subjective, but it is important for identifying and understanding opinions and feelings regarding the issues involved in the subject being researched (Kerns, 2003). It uses a more flexible and interactive style and semi-structured methods

such as interviews, focus groups and observation to explore phenomena and describe and explain variation, relationships and experience.

c) The Mixed Research Method is a combination of quantitative and qualitative research. It uses more than one approach to answer a research question. The advantage of this method is that the research findings can be confirmed by two or more independent measures. This helps avoid bias that can be found in the use of a single method.

According to Leedy and Ormrod, (2004: 94), quantitative research methods can also be used to answer questions about relationships between variables, thus the causal relationships between variables is identified; while in qualitative research, the background in which variables happen is important. Leedy and Ormrod (2004: 97) further indicate that quantitative and qualitative research can be used together to collect data.

The Mixed Research Method was selected in order to best achieve the aims and objectives of the study. Primary data collection was through questionnaires and focus group discussions. The method was intended to provide in-depth description and analysis of the learning struggle experienced by learners in African townships of KwaZulu-Natal.

The study postulated that the learning struggle experienced by most learners from the townships results from several factors such as an insufficient competence in the medium of learning and teaching, as well as difficult social and economic living and learning conditions. Since the main problem being investigated was unknown, the key research questions were exploratory. However, the study also utilised descriptive, causal and contextual research methods where this was necessary in order for these methods to supplement each other and to augment the findings of the exploratory questions.

According to Mouton and Marais (1990: 43), exploratory research questions are used to seek answers or information in areas that are unstructured, that is, not well known. The problem of low educational performance by learners in African township High schools has been investigated by several researchers (see Section 1.3 above), but many aspects of the problem have not been fully researched and understood; therefore the problem is 'unstructured'. It is hoped that the present research will add to the knowledge that already exists on this subject.

The present researcher believes that the struggle of learning experienced by learners in African townships is complex and demands a multi-dimensional approach. Therefore, to investigate the problem as comprehensively as possible within the existing financial and time constraints, a heterogeneous exploratory investigation of the problem was adopted. The study examined the problem from a socio-economic, psycho-social and academic perspective. Thus the questions posed sought answers and information in areas that are not well known.

Different questionnaires were administered to learners, educators and parents to seek perceptions on learners' social and learning conditions, on learners' language awareness, on learners' competence in English, on the preferred choice of the medium of learning and teaching, on the choice of school, on the use of English as the medium of learning and teaching, on the use of isiZulu as the medium of learning and teaching as well as on what intervention programmes could be used to alleviate the struggle of learning among township learners of KwaZulu-Natal.

The study also used qualitative approaches in the form of focus group discussions and observation. The aim was to gain an in-depth understanding of the issue of learners' poor performance in the matric examination. Using qualitative research methods in addition to the questionnaire method helped authenticate the answers obtained from the questionnaires and provided explanations and reasons for particular opinions or choices.

According to Ghuari et al (1995: 27-28) in both descriptive and causal research, the research problem is structured, that is, well known. Mouton and Marais (1990: 44) state that a descriptive approach to research is significant in that it accurately reveals reality as it is. A quantitative descriptive research method was adopted in examining the educational performance of Grade 12 learners. Although the problem of poor educational performance by Grade 12 learners from the townships is well-known it has not been resolved.

The study adopted Gardner's view (1978: 15) that survey research is more about treating and preventing social problems rather than about formulating theories. Gardner also indicates that surveys may be used to find out what is wrong and if necessary, arouse public opinion with a view to reaching a solution.

In causal research, as indicated above, the problem is structured. Ghuari et al (1995: 29) states that the objective of this research method is "to isolate cause(s) and to tell whether and to what extent 'cause(s)' result in effects". Although the problem of poor educational performance has been investigated by several researchers, not all the causes of the problem have been explored. This study approached the problem from various angles and hoped to find and isolate most of the factors that cause poor performance in township schools.

4.7 The Research Sample

4.7.1 Sample Description

The sampling design used in the study was stratified random sampling using different groups of a random sample of Grades 10, 11 and 12 learners and educators from schools in formal and informal parts of townships in the education districts of Umlazi and Pinetown around Durban in KwaZulu-Natal. The inclusion of learners in grades 10 and 11 in the sample is determined by the fact that Grade 12 is part of and is the final year of the Further Education and Training Band (FET) which runs from Grade 10 to Grade 12.

Zikmund (2003) states that sampling is important in research since it enables a researcher to study a section of the population so that he can extrapolate on the whole population. In research, a sample is made up of units of a small fraction of a population that a researcher wishes to investigate (Ghauri et al, 1995: 73).

In the case of this study, the units that make up the sample of the study were made up of 12 randomly selected high schools in selected townships around Durban. The general population on which conclusions could be made was FET Band learners and educators and parents in the townships schools of KwaZulu-Natal. The reason for choosing this sample was that the respondents have a close participatory relationship with schools in the township, either as learners, educators or parents. They have first-hand knowledge and experience of life and the struggles of learning in township schools since they live in it.

4.7.2 Sample Size

Bryman (2001: 197) states that decisions on sample size are based on a compromise between the constraints of time, cost, the need for precision and many more

considerations. For him, it is the *absolute* size of the sample that matters rather than its relative size. However, increasing the size of a sample does increase its precision.

As suggested by Bryman (2001: 192) and Ghauri et al (1995: 78), a stratified random sample was chosen for this study. The sample was randomly chosen from twelve (12) schools in African townships around Durban. It was made up of three varied groups of respondents who were given an equal opportunity or probability to be part of the sample. In total, the groups which fully participated were made up of five hundred and ten (510) learners, one hundred and eighty (180) educators and seventy three (73) parents. The total number of respondents was seven hundred and sixty three (763).

4.7.3 The Sampling Method

Sampling Design is part of research design. Ghauri et al (1995: 73) suggest that the value of sampling lies in its saving work; since instead of examining the whole population, the researcher only focuses on the sample. Sample designs can be divided into probability sampling design and non-probability sampling design.

According to Ghauri et al (1995: 74) in the non-probability sampling design, the probability that a particular unit will be included in the sample is unknown. Examples of these are when a researcher selects units that are convenient, or when he chooses a sample because he judges that it is representative of the population, or he chooses a quota sample in which he makes sure that certain sub-groups of units in a population are represented in the sample. Ghauri et al (1995: 74) suggest that although these types of samples are easy to draw, they may give misleading and invalid results. Therefore they recommend the use of probability sampling design since it is best for estimating unknown parameters and provides valid results from which can be drawn valid inferences on the population on the basis of the sample. For this reason the probability sampling design was chosen for the present study. In probability sampling design 'all units have known, but not necessarily equal probabilities of being included' in the design (Ghauri et al, 1995: 74).

According to Borg and Gall (1983: 244), a simple random sample design is a research strategy which gives all units in a specific population, an equal possibility of being chosen to be part of a sample. It is important that the sample is spread throughout the population. The advantage of a simple random sample design is that it is easy to understand. However, its disadvantages are that: a list of all units of the population needs to be

compiled, it can be expensive to administer if the units are wide apart geographically, and the estimated standard deviation (variance) will be large.

To counter the outlined disadvantages, a stratified random sample method was used for learners and educators. According to Bryman (2008), a stratified random sample is a sample in which units are randomly sampled from the population that has been divided into categories. This strategy entails sub-dividing a sample into groups and taking a simple random sample of each stratum (sub-group) and doing a simple random sampling of each. Ghauri et al (1995: 78) states that this design ensures that every part of the population (every stratum) gets a better representation in the sample.

Samples of learners and educators were randomly selected from twelve (12) randomly selected high schools in African townships around Durban. To get a sample of learners, at each of the twelve (12) schools, a senior teacher was requested to independently and randomly select groups of sixteen (16) to seventeen (17) learners each from Grades 10, 11 and 12. These groups formed three different strata which made up a stratified sample of a learner population of about fifty (50) learners in the Further Education and Training Band (FET). The learner population was from each of the twelve randomly selected township High schools in African townships around Durban. The expected total learner population was six hundred (600), but five hundred and ten (510) responded.

To get a sample of educators, a senior teacher was requested to independently and randomly select groups of about seven (7) teachers of Grades 10, 11 and 12 from each of these grades. These groups formed three different strata which made up a stratified sample of the educator population of about twenty (20) educators who teach in the Further Education and training Band (FET). The educator population was chosen from each of the twelve (12) randomly selected high schools in African townships around Durban. The expected total educator population was two hundred and forty (240), but one hundred and eighty (180) responded.

Since it was not easy to get learners' parents from each school together, the parent population was drawn from any existing groups of men and women in different church congregations in the townships. (Men's Society, Mothers' Union and Women's Fellowship). The parent sample was made up of any parent with a child in a township high school in the Umlazi and Pinetown districts who was willing to take part in the research.

129

A total of two hundred (200) questionnaires were distributed, but only seventy three (73) parents responded. The researcher acknowledges the disadvantage of simple random sampling in that the estimated standard deviation (variance) when using this sampling method will be large.

The reason this study mainly used a stratified random sample design was that, as suggested by Bryman (2008: 197), this strategy ensures that the standard of error of the mean is smaller. This is because the variation between the strata is essentially eliminated as a result of the accurate representation of the population in the sample. It was hoped that this choice would increase more precision into the probability sampling process.

4.8 Research Instruments
4.8.1 Questionnaires

The research was mainly an empirical study that used an analytical inductive approach. Primary data collection was through questionnaires administered to learners in the Further Education Band (Grades 10, 11 and 12), their educators and their parents. The decision to include Grade 10 and 11 learners in the sample was determined by the fact that. Grade 12 is part of and is the final year of the Further Education and training Band (FET) which runs from Grade 10 to Grade 12. In addition, Grade 12 learners and educators have their main focus on the year-end examinations and not all schools would have time to take part in the research.

Forcese and Richer (1973: 160) define a questionnaire as a form used by a researcher as a survey instrument to collect information and to investigate an identified problem. A questionnaire is filled in by respondents for the purpose of providing answers to research questions. The questionnaire allows the researcher to gain an understanding of respondents' first-hand experience, perceptions and opinions of the problem in question.

Ghauri et al (1995: 59-60) state that a survey instrument can either be analytical or descriptive. While analytical surveys test theory, descriptive surveys identify phenomena whose variance a researcher wishes to describe. Such a survey is concerned with particular traits of a particular population than with analytical design. In such a case, the attention is on a representative sample of the relevant population since the concern is the accuracy of the findings and the ability to generalise them.

In the present study, the aim was to identify and examine a phenomenon. Therefore, a descriptive survey instrument (the questionnaire) was adopted. The particular characteristics of the educational performance of learners in the townships of KwaZulu-Natal were identified as atypical. Therefore, the study set out to understand and describe the factors behind the non-standard or abnormal performance of these learners, especially when it is compared with that of learners in Model C schools. The descriptive survey in the form of a questionnaire was adopted as the main research instrument because it is one of those often used to obtain information on attitudes, perceptions and opinions (Ghauri et al (1995: 59-60). In this case it was used to elicit various perceptions of Grade 12 learners' educational performance from educators, learners and parents.

4.8.1.1 Characteristics of a Good Questionnaire

Mahlangu (1987: 84) and van den Aardweg (1988: 190) (cited in Ngidi, 2007) suggest that a good questionnaire seeks only that information which cannot be obtained from other sources; and that it deals with a significant topic which respondents recognise as important enough for them to spend time on. They further suggest that the significance of the questionnaire should be clearly and carefully stated on the form and on its accompanying letters. The questions themselves must be objective, clear and unambiguous while the obtained data should be easy to tabulate and interpret.

In addition, Ghauri et al (1995: 62-64) state that questions need to be asked in very simple and concise language; the questionnaire should make no unrealistic demands on the respondents' knowledge, memory and willingness to respond; the questions must be understood by everyone in the same manner; each question should deal with only one aspect; questions should be specific and precise and not be ambiguous; they should not be suggestive and the language used should be polite and soft; the questionnaire should not allow respondents to have 'escape routes' which are alternatives such as 'no comment' or 'don't know'. The questions should be in the right order with the simple and positive question placed first. Finally, the layout of the questionnaire should be neat and tidy.

4.8.1.2 Advantages of using a Questionnaire

Most researchers agree on the advantages of questionnaires (Bryman, 2012: 232 -235; Forcese & Richer, 1973: 85; Borg & Gall, 1983: 404; Mahlangu, 1987: 84; Van den Aardweg, 1988: 190; Cohen & Manion, 1980: 111).   The main advantages of

questionnaires are that: they are relatively inexpensive and affordable; they save time since they can reach a number of respondents at the same time; they elicit good data and produce reliable results; they preclude the possibility of interviewer bias; they allow anonymity; respondents have sufficient time to consider their answers since they can complete the questionnaire in their own time and in a more relaxed atmosphere; they provide greater uniformity; and data provided by questionnaires can be more easily analysed and interpreted than data obtained from verbal responses.

4.8.1.3 Disadvantages of Using a Questionnaire

According to Van den Aardweg and Van den Aardweg (1988: 190) and Bryman (2012), questionnaires also have disadvantages. The most obvious is that they are not flexible. This researcher discovered that while lack of flexibility makes the questionnaire more objective (or scientific) than an interview, this characteristic prevents the researcher from probing for more information from the respondents. As a result, an interesting or significant idea from a respondent cannot be followed up.

In some cases, respondents may not answer questions that are not salient, significant or interesting to them. Sometimes, when the questionnaire is too long, the respondents tire of answering the question and do not finish it or they do not answer it at all. In cases where the questionnaires are sent by post or are deposited at a central point for answering, respondents cannot ask questions when they have difficulty answering the questionnaire. Most importantly, in such cases the respondent may read the whole questionnaire first before answering it or discuss it with somebody else. Knowledge of all the questions beforehand is likely to influence the way the respondent answers the questions. Therefore, his answers to different questions cannot then be guaranteed as 'independent' since the researcher is not able to control the context in which the questionnaire is answered.

4.8.1.4 Validity and Reliability of a Questionnaire

Price et al (2015) state that a researcher cannot assume that the measures he has used work. Van den Aardweg (1988: 198) also agrees that a measuring instrument cannot be guaranteed to measure precisely and dependably what it is intended to measure. For this reason, research instruments need to be evaluated. The criteria most often used to evaluate quantitative research are validity, reliability and replicability of the research (Bryman, 2012). Validity, reliability and replicability are inter-related.

Ghuari (1995) states that the researcher needs to obtain <u>valid</u> knowledge, that is, research results that are true. Validity is concerned about whether a measure (in this case the questionnaires) assesses the idea it is meant to assess. Validity can refer to internal validity or to external validity Ghuari (1995).

Other types of validity are: *Face validity* which is the extent to which a measurement method appears to measure what it purports to measure; *Content validity* is the extent to which the content of a measure' covers aspects of the concept it claims to measure; *Criterion validity* is the extent to which respondents' scores on a measure are correlated with other variables that they would be expected to correlate with. Lastly, *Discriminant validity* is the extent to which scores on a measure are not correlated with conceptually distinct measures of variables (Price et al, 2015).

Price et al (2015) suggest that *internal validity* is about whether the results attained with the measure *within the study* are true across items. This means that in a multi-item measure, respondents' responses would be consistent through all the items, thus denoting that all the items reflect the same underlying construct. Therefore, respondents' scores on those items would have a mutual relation with each other.

E*xternal validity* (sometimes called inter-rater reliability) refers to the question of whether the results generated with the measure can be generalised to other populations or settings. That is, whether there is consistency of a measure across different researches. This is the extent to which different researchers are consistent in their judgements on the concept being measured.

Reliability over time means that if the measure is reliable, the construct that is measured will be consistent each time the measure is used. If it is, the scores should be consistent across time. To test for reliability of a measure over time, the test and re-test method is adopted. This entails administering a test over and over again over time.

According to Price et al (2015), validity is about the extent to which scores from a measure represent the variable they are intended to measure. When a measure has good test- re-test reliability and internal consistency, then the scores represent what they are supposed to. However, Price et al (2015) also caution that reliability and validity of a measure cannot

be established in a single study, but through a pattern of results across multiple studies. They emphasise that the assessment of validity is an on-going process.

4.8.1.5 Developing Questionnaires for the Study

Van den Aardweg and van den Aardweg (1998: 198) emphasise the importance of seeking advice from experts and colleagues when constructing a questionnaire. In developing questionnaires used in this study, the researcher used earlier relevant studies and guides to questionnaire development as well as support from colleagues to develop the questionnaire. This helped ensure validity of the questionnaires' content (content validity).

The first step in developing the questionnaires was to determine the goal of the research. This was to investigate the extent to which the struggle of learning in KZN township High schools contributes to the level educational performance of Grade 12 learners in KwaZulu-Natal. Then, as Harlacher (2016: 3-5) suggests, a list of questionnaire goals and information needed to satisfy each goal was compiled and reviewed to ensure clarity and importance of each item.

In writing the questions, the researcher ensured that they were clear, interesting and fit for each of the groups they were meant for. Care was also taken that the questions were not too demanding mentally. Questions on similar topics were grouped together and most of the questions were close ended. Checkboxes for responses were provided and each section had its own instructions. To ensure clarity and avoid bias, as suggested by Harlacher (2016: 5-7), simple unambiguous questions were asked. Researcher bias was controlled through avoiding loaded and leading questions. As Ghuari et al (1995: 62-64) suggest, respondents were not allowed 'escape routes'.

Respondents had to answer the questions mostly using the Lickert Scale. This is a multi-indicator or multiple-item measure used to measure the intensity of feelings about the subject in question. It is the most often used scale to measure people's attitude. Although this method can be compromised by respondents giving socially desirable ('politically correct') responses, the anonymity of the questionnaires reduced the social pressure and eliminated bias.

Although the educator's questionnaire was long, it was hoped that because the subject of the questionnaire was interesting and relevant to them and their work, they would be motivated to compete the questionnaire. Indeed in spite of the length of this questionnaire, its response rate was 75%.

4.8.1.5.1 Outline of the Study's Questionnaires:

The outline of the questionnaires was as follows:

The Educators' Questionnaire (Appendix C)

Section 1: Personal information

Section 2: Learners' competence in English, the medium of learning and teaching

Section 3: Choice of the medium of learning and teaching

Section 4: Use of English as the medium of learning and teaching:

Section 5: Use of isiZulu as the medium of learning and teaching:

Section 6: Intervention programmes

Section 7: The Impact of learners' social conditions on learning

The Learners' Questionnaire (Appendix D)

Section 1: Personal information

Section 2: Learners' social and learning conditions

Section 3: Language awareness

The Parents' Questionnaire (Appendix E)

Section 1: Personal information

Section 2: Participation in children's school work

Section 3: Choice of children's school

Section 4: Language used for teaching and learning

4.8.1.5.2 Piloting the Questionnaires

As recommended by Fowler (1995: 135) and Munn and Drever (1990), a pilot study was conducted in order to identify potential problems in the questionnaires and thus increase their validity and reliability. Sincero (2012) states that the sample size of a pilot survey can either be a percentage of the sample population or as a convenience sample.

In this research, the convenience sample method was used. According to Sincero (2012), this is a non-probability sampling technique where the subjects are selected because of their convenient accessibility and proximity to the researcher. The reason for this choice of method was that the respondents were easy to recruit and the technique was fast and inexpensive.

The advantage of piloting a questionnaire is that the researcher is able to see how long it takes to answer it, whether there are areas that might put respondents off and therefore reduce the likely response rate. Through the pilot, ambiguous wording is eliminated, difficult terms are simplified, instructions and meaning is clarified (Munn & Drever, 1990).

Choosing people who were willing to take part in the pilot was determined by their similarity to those who were to be the main sample of the study. However, while they were participatory in the study, they were external to it in that they were not included in the main survey.

Permission to use educators and learners in the study was obtained from the Head of the Department of Basic Education in KwaZulu-Natal and the school principals. All parent respondents had children in the township High schools in the school districts of Umlazi and Pinetown and were willing to take part in the research. They were known to the researcher since some were her colleagues and others were her neighbours. This choice was in line with Munn and Drever's (1990: 32) suggestion that 'parents and neighbours are often suitable as parent pilots'. None of the respondents were compelled to participate in the study.

Since the respondents were external participants in the study, they were informed that they were in a pre-test. As suggested by Munn and Drever (1990), they had to be willing to give forthright comments and criticism. They were asked to make comments and suggestions on clarity, difficulty of questions, repetitions or any typographical errors. Neither of them was part of the drafting of the questionnaire nor part of the main sample.

Parent respondents answered the questionnaires in the researcher's presence and wrote down their comments and suggested changes in the form printed below. The researcher then discussed the questionnaire with them individually and took detailed notes of the

136

recommendations. Subsequently, relevant and important suggestions were incorporated into the questionnaires.

Piloting the Questionnaires: Suggested Changes

Requested Actions	Identified Problems & numbers	Suggested Changes
Please identify any typing errors in the questionnaire.		
Please indicate instructions that are not clear.		
Please indicate questions that are not clear.		
Please indicate wording that is not clear.		
Please indicate any repetitions.		
Please indicate any sections that are difficult to understand.		
Generally, are you happy with the way the questions are posed?		
Please indicate any question or section that you feel should be changed and why.		

Please identify any thing that you feel has been left out.		

a) In the Educators' questionnaire, the following changes were made:

Question 6 – Corrected the numbering

Question 7 – Corrected the spelling of 'learners'

b) In the learners' questionnaire, the following changes were made:

Question 2.2.2 the phrase 'condition of the campus' was changed to 'condition of the school premises'

Question 2.2.3 Instead of 'What is the average size of your classes?' The question was changed to 'How many learners are in your class?'

Question 3.3 Instead of 'Your own material', the question was changed to 'Your own written work'

Question 3.10   The phrase 'teaching and learning subject' was changed to 'teaching and learning language'

c) No changes were made to the parents' questionnaire

4.8.1.5.3 Administering the Questionnaires

Questionnaires can be administered in different ways – through the postal service, through email, through face-to-face contact with potential respondents or through a central deposit spot. Bryman (2012) proposes that self-completion or self-administered questionnaires should be easy to follow, have fewer questions and be shorter. He agrees with Mahlangu (1987: 84) and van den Aardweg (1988: 190) that they are cheaper to administer.

As a result of lack of the latest technology (computers) in the schools and homes or lack of knowledge of how to use computers, the questionnaires in the present study were administered personally by the researcher. The researcher first made an appointment with each Principal to come and request for permission to conduct the research. The researcher first identified herself and in each case, the purpose of the research and the process to be followed was clearly explained.

After the request was approved, the letter of approval from the Head of the Department of Basic Education in KwaZulu-Natal was left at each school. (Appendix A). Condition

number 4 in the letter of approval from the Head of the Department of Basic Education in KZN stipulated that the researcher had to ensure that 'Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research'. Therefore none of the schools which took part in the research can be identified.

On the appointed date, each of the twelve (12) randomly selected schools was visited by the researcher. The schools at which the research was conducted were located in the townships of Umlazi, KwaMashu and Inanda. A group of about fifty learners in each of the twelve randomly selected schools were assembled in a classroom by a senior teacher who had been requested to do so by the principal. The senior teacher had been requested to independently and randomly select groups of any sixteen (16) to seventeen (17) learners each from Grades 10, 11 and 12 to take part in the research. A total of twelve groups of learners were surveyed.

The researcher then explained the purpose of the research and its significance to the learners. Their rights were also explained to them. The researcher then guided the learners on how to complete the questionnaire as honestly and truthfully as possible. They were urged not to write their names or that of their school on the questionnaire. The condition of the classroom was examination-like but friendly.

The researcher supervised the session. Learners were requested to be truthful in their responses and not to discuss the questions with one another or to look at what others were writing, but they were encouraged to ask the researcher questions if they had any difficulty or if they did not understand the questions or some of the terms used in the questionnaire. The researcher was able to control the process of answering the questionnaire, which took only fifteen minutes. The reason this strategy was adopted was to make sure that the questionnaires were answered by the learners themselves, that they expressed their own opinions without being influenced by anyone and that they returned the questionnaires.

The educators who took part in the study were from the same schools as the learners who participated in the research. They were all teachers in the FET Band (Grades 10, 11 and 12) who, after being asked by a senior teacher or principal, volunteered to contribute to the research. Since most of the educators were often in class, it was not easy to get them together. Therefore, their questionnaires were left with a senior member of staff

such as the Principal, the Vice-Principal or the Head of Department to distribute them among educators who were willing to participate in the research. The senior teacher had to explain the purpose and significance of the research. The educators were informed that participation in the research was voluntary and that they could end their participation if they were uncomfortable in answering the questions. None of the participants were compelled to participate in the research.

Since the educators filled in the questionnaire in their own time, it was difficult for the researcher to have control of the process or to discuss the questionnaire directly with the educators. In some cases, getting the responses back was a real struggle. Similarly, the administration of the parents' questionnaire was very difficult. Getting parents from the same school together at one point was impossible. Therefore the parent population was drawn from random church groups in the township. They were not necessarily parents of learners who took part in the research, but were a random sample of any parent with a child in a township high school in the Umlazi or Pinetown school district. The researcher acknowledges the disadvantage of this type of simple random sampling in that the estimated standard deviation (variance) when using this sampling method will be large.

The researcher was able to get parents to participate in the research through churches. At each church the researcher was given a chance, during announcements, to invite any parent with children who go to a high school in the township to participate in an education survey after the service. A total of five groups of about fifteen parents each took part in four congregations. The disadvantage of this strategy was that some parents could not fill in the form on their own (even though it had been translated into isiZulu) since some of them were not highly educated. The researcher sat down with them in a group after church, read the questions and wrote their answers down for them. This process was very time-consuming and tiresome.

Once the questionnaires were collected, the researcher then fed all the responses into the computer for processing. All the returned questionnaires were analysed through the SPSS version 25 system which generated all the results in a form of tables and bar charts. The researcher then analysed the results.

4.8.1.5.4 Challenges of the Study's Questionnaires

The present study greatly benefitted from earlier research and guidelines on developing questionnaires cited 4.8.1.1 and 4.8.1.2 above. The researcher followed the suggested parameters set up by theory and relevant earlier studies. Since the research was self-funded, the survey method made the research financially affordable.

However, as a result of the comprehensive and multi-dimensional nature of the research problem, the educators' questionnaire was long, even though educators did not complain about it. However, although this was a disadvantage, it enabled the researcher to get much detailed information from the respondents. Since the researcher worked without research assistants, the research process took a long time. Making appointments and actually conducting and, in the case of parents, writing the answers for respondents were time-consuming. Getting the responses back from the educators was, in some schools, particularly difficult. The researcher had to make several trips to the same school to get the questionnaires back.

As is postulated by Price et al (2015), the reliability and validity of the measure used in this study cannot be established within this single study. Furthermore, as Van den Aardweg, (1988: 198) asserts, a measuring instrument cannot be guaranteed to measure precisely and dependably what it is intended to measure.

However, it is proposed that the results obtained from the three questionnaires used in the current study, are true and valid and can be trusted. This proposal is based on the fact that the results attained *within* the study are true across the items – respondents' responses across the items in the multi-item questionnaires are consistent since all the items reflect the same underlying construct; the statements or items used in the Lickert Scale are interrelated. This was important to ensure the reliability of the questionnaire. Furthermore, the questionnaires used had *face validity* in that they appear to measure what they purport to measure; they have c*ontent validity* since their contents cover aspects of the concept they claim to measure; lastly, they have c*riterion validity* in that respondents' scores on the questionnaire are correlated with other variables that they would be expected to correlate with.

4.8.1.5.5 Data Analysis

Research data can be analysed using descriptive and/or inferential statistical analysis. Leedy and Ormrod (2005: 260) propose that the choice of a technique to be used to

analyse data is determined by the type of data collected. The present research was exploratory, descriptive and contextual. Therefore, as Leedy and Ormrod (2005: 257) suggest, a *descriptive statistical analysis technique* was used. This method of analysis describes the data from the sample statistically. It organises, tabulates and summarises the data so that it becomes understandable, but does not test hypotheses, or make generalisations from the sample to the population as inferential statistical analysis does.

Hard copies of the questionnaires were distributed in the randomly chosen schools. Once the questionnaires were collected, the researcher fed all the responses into the computer for processing. All the returned questionnaires were analysed through the SPSS version 25 system which generated all the results in the form of tables and bar charts.
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4.8.2 Focus Group Discussions

In addition to the use of the quantitative method in the form of questionnaires, the study also utilised a qualitative approach in the form of focus group discussions. It was hoped that using a two-pronged strategy would help authenticate the answers obtained from the questionnaires and provide explanations and reasons for particular opinions or choices.

4.8.2.1 Overview of Focus Group Research

Citing Lederman (1995), Rabiee (2004: 655) states that focus group research utilises deep interviews of a selected group of participants on the basis of their knowledge of a given topic. Such participants may not necessarily represent a sample of a specific population.

Similarly, Baral et al (2016: 1) state that focus group discussions involve 'gathering people from similar backgrounds or experiences together to discuss a specific topic of interest'. Researchers generally agree that such a focus group should be made up of between five (5) and ten people (Krueger, 2002; Rabiee, 2004; Nyumba et al, 2018; Baral et al, 2016; Fok-Han Leung & Ratnapalan Savithiri: 2009).

Nyumba et al (2018) state that focus group discussions are used to gain in-depth understanding of social issues. In such a research method, data are gained from a purposefully selected group of individuals rather than from a statistically representative sample of a broader population. While Nyumba et al (2018) suggest that in a focus group discussion, participants need to share similar characteristics; they also believe that a

mixed gender group tends to improve the quality of the discussion. Unlike in an interview where the researcher has a discussion with a participant, in a focus group discussion, the researcher only facilitates the group discussion between participants and his role is peripheral.

According to Fok-Han Leung and Ratnapalan Savithiri (2009), the advantages of the focus group discussion method is that it is inexpensive, participants give candid responses and build on each other's ideas while it allows the researcher to go beyond the facts and numbers to learn and confirm meaning.

However, the main disadvantage of the method is that for it to produce good results, it depends on the skill of the facilitator to allow interactive participation, to keep the discussion on the topic, to elicit the participation of all members of the group and to control those who tend to dominate or 'highjack' the discussion. Another main disadvantage is that because the participants are self-selected, the results are harder to generalise to the larger population.

In spite of these disadvantages, the researcher used the method to confirm the results of the questionnaires and to gain an in-depth understanding of the issue of learners' poor performance.

Nyumba et al (2018) suggest that there are seven types of focus groups: 1) the single focus group of participants who interactively discuss a topic in one location and have a moderator; 2) the two-way focus group which involves two groups in which one group observes and listens to the other, and often comes to a different conclusion from the first group; 3) the dual-moderator focus group which has two moderators performing different roles within the same group; 4) the duelling focus group which has two moderators who purposely take opposing sides on a topic in order to introduce contrary views to the discussion; 5) the respondent moderator focus group which has one of the participants leading the discussion; 6) the mini focus group which has a few (2 to 5) participants and is chosen when there is a small pool of potential participants; and 7) the online focus group which is similar to the single focus group, but discusses an issue or topic online such as by using conference calling, Skype or chat rooms.

For the present research, the single focus group type was chosen. This is the most classical and common type of focus group. It was chosen because it allows all participants

to be placed in one group to interactively discuss a topic. Secondly it is uncomplicated and can be moderated by one researcher.

4.8.2.2 Participant Recruitment

In setting up focus groups, the researcher was guided by relevant literature. As suggested by Fok-Han Leung and Ratnapalan Savithiri (2009) and Rabiee (2004), the selected groups were limited to seven (7) or ten (10) people in number. Each group was regarded as a single unit. The selected groups were made up of individuals who had not taken part in answering the questionnaires. A different set of open-ended questions on the challenges of learning were prepared for each category of participants. All learner discussions took place at different participants' schools.

Since access to learners was relatively easy, the researcher was able to hold focus group discussions with groups of nine to twelve male and female learners in nine schools. Only learners in the FET Band (Grades 10, 11 and 12) were chosen by a senior teacher to take part in the discussion. Permission for learners to take part in the research had been granted through a consent form signed by their parents.

As a result of the difficulty in getting educators to sit together, focus group discussions could only be held with three groups of teachers in the FET Band. Two groups were chosen by a senior teacher in two different schools and were made up of six (6) to eight (8) male and female educators who taught in the Further Education and Training Band. One group of eight, selected by the researcher on the basis of their experience in teaching, was made up of teachers from six different schools. Permission to conduct the research had been granted by the Head of the Department of Basic Education in KwaZulu-Natal and Principals of the involved schools. The following open-ended questions were posed to the different groups:

a) Learners were asked the following specific questions
- What challenges do you experience in your learning?
- How do these challenges affect your learning?
- How can these challenges be resolved?
- What challenges do you experience in your examinations?
- What language do you prefer to be taught and assessed in?
- Why do you prefer to be taught and assessed in this particular language?

b) Educators were asked the following specific questions

- What challenges do you as an educator experience generally?
- What challenges do you as an educator experience in your teaching?
- How can these challenges be resolved?
- Do you think the use of English, a second language, as the language of learning affects learner performance?
- If it does, how can the problem be resolved?
- How can the challenge of poor competence in English be resolved?
- How can the problem of general poor learner performance be resolved?

4.9 Ethical Issues

A broad definition of ethics is that it is a set of written and unwritten rules that govern human expectations of human behaviour. They set out how we expect us and others to behave and why (Resnick, 2015).

Ethical issues are one of the primary concerns in research. Ethics refers to a system of principles of right and wrong which can determine human choices and actions. Research, like all other human activities, is governed by individual, community and social values. Therefore, research ethics is about requirements in the daily work involved in research, in protecting the dignity of respondents and in publication of information in the research (Fouka & Mantzorou, 2011). Most researchers including Leedy and Ormrod (2005: 101), Behi and Nolan (1995) agree on the ethical issues that need to be observed in conducting research which deals with human beings. Among others, the following are the common ethical considerations that need to be observed:

4.9.1 Informed Consent

All the respondents in the research were informed about the particulars of the study – how it would be done, its purpose and significance and their role in it, as well as the possibility that the results of the study might be published, but that their confidentiality would be protected since they were not required to write their names on the questionnaire. They were then informed that they were not forced to take part in the study.

The parents of learner respondents were written a letter (Appendix G) which informed them of the identity of the researcher and the organisation she was based in. They were

then requested to give their consent to their children's participation in the study. They were requested to complete an informed-consent section (in Appendix G) in which they could give or refuse permission to allow their children to participate in the research. All the parents and learners who were approached were happy to take part in the research. However, some educators were not willing to participate in the research and this was accepted.

4.9.2 Beneficence/Protection from Harm

None of the respondents in this study suffered any negative, physical or psychological harm. The environment in which everyone took part was friendly and relaxed. None of the questions were intimidating, embarrassing or difficult.

4.9.3 Respect for Anonymity and Confidentiality

All respondents were requested not to identify themselves or their school in any way, including writing their names on the questionnaire. They were assured that whatever they wrote in the questionnaire would remain confidential and anonymous.

4.9.4 Respect for Human Dignity

All respondents were assured of their importance first as human beings and second, as respondents in the study. They were, at all times, treated with respect and dignity. They were informed that their participation in the research was greatly appreciated.

4.9.5 The Right to Privacy

All respondents were assured of the protection of their confidentiality. The names of the respondents did not appear on any of the questionnaires.

4.10 A Note on Secondary Data

To get a full picture of the standard of education in South Africa, the study utilised secondary data of learners' or students' academic performance in both high school and university. Although students' performance in their first year of university was not the focus of the study, those data were included in order to see how well township high schools prepare their learners for tertiary education.

Secondary data used in the study was included as part of chapter 1 and chapter 2. This data included results of Matric examinations of the Department of Basic Education in KwaZulu-Natal between the years 2008 to 2017. It also included results of a sample of

academic reading assessments of first year students at a former black university in KZN in the years 2008, 2009 and 2010; as well as results of National Benchmark Tests of first year university students' performance in academic literacy in the same university in the year 2017. Reading and literacy were chosen as samples of students' performance because they are relevant to the study and represent the core academic areas of competency in which students entering any form of higher education would be expected to display minimum levels of proficiency. The study also considered analyses and reports of the Annual National Assessments as well as reports on the International Association for Educational Achievement's (IEA) Progress in International Reading Literacy Study (PIRLS).

4.11 Summary

The aim of chapter IV was to outline the research design and methodology of the study. It detailed the research design and methodology used in the study to respond to the research questions. It outlined the aim and objectives of the research; the location and population of the study; the preparation and design of the research, the research sample, the research instruments, the development, administration and piloting of the questionnaire, the selection of respondents, the method of data collection, the plan for the organization, processing, and the analysis of data; organisation and conducting of focus group discussions and their analysis; the validity and reliability of the research instruments; ethical issues and the constraints of the investigation. Chapter V will present the findings of the research.

CHAPTER 5
RESEARCH RESULTS

5.1 Introduction

Research is a careful and detailed study of a subject in order to discover new information, facts or principles or to reach new understanding through analysis and interpretation. The research data presented in this chapter is empirically grounded. Delport and De Vos (2002: 50) state that such data provides situation-specific information which can be used to broaden knowledge that is required in practice.

The present study is mainly about language in South African education. In particular, the investigation focusses on societal perceptions of the use of a second language, English, as a medium of learning and teaching in township schools in which learners are not English-speaking, and have minimal access and exposure to English. Currently, only English is used to teach learners in township high schools. The main concern is what choices need to be made regarding the language of learning and teaching? Should learners continue to be taught in a second language which they have not mastered, and struggle to learn their lessons or should they be taught in their first language which will allow them to understand lessons and examination questions and perform well academically?

This chapter presents results of empirical research conducted for this study through questionnaires among learners, educators and parents and through focus group discussions with learners and educators. The chapter presents respondents' perceptions of the use of English as the medium of learning and teaching, as well as different perspectives and opinions on various aspects of educational and social conditions in which learners live and learn in townships around Durban in KwaZulu-Natal. These data are viewed against the results of learners' educational performance.

5.2 The Research Data

The following data are graphically presented and specifically deals with the struggle of learning in KwaZulu-Natal township schools. The information gleaned from the data provides a better understanding of the learning struggles that learners in the townships go through and encourage educators and educationists to provide the kind of support that is needed for these learners to do well in their education careers.

148

5.3 The Response Rate

The questionnaires were distributed to groups of learners, educators and parents from twelve township high schools in the Umlazi and Pinetown Districts. Out of the six hundred (600) questionnaires distributed to learners randomly chosen by a senior educator in the FET Band, five hundred and ten (85%) responses were received; of the two hundred and forty (240) questionnaires distributed to volunteer educators in the FET Band, one hundred and eighty (75%) were returned. Out of the two hundred (200) questionnaires distributed among parents in different church groups, only seventy three (36.5%) responses were returned. Details of how the respondents were chosen are outlined in Section 4.8.1.6 on Administration of the Questionnaire, above.

5.4 Measuring Instruments

Three groups of respondents took part in the study, namely, learners, educators and parents. Each group had its own unique questionnaire, which, however was related to those of the other groups. The learners' questionnaire had four sections, the first being for demographic information. The educators' questionnaire had seven sections, including the first which was for demographic information. The parents' questionnaire had three sections, the first being for demographic information. All the questions were related to the objectives of the study.

5.5 Objectives of the Questionnaires

The objective of the Learners' questionnaire was to investigate their social and learning conditions, their motivation and self-belief as well as their language awareness.

The objective of the educators' questionnaire was to investigate their perception of learners' competence in and use of English, their views on the best choice of the language of learning and teaching, their use of English as the medium of learning and teaching, their views on the use of Zulu as the medium of learning and teaching and their perception of the impact of learners' social conditions on their learning.

The objective of the parents' questionnaire was to investigate their social conditions, the reason they choose a particular type of school for their children and what language they preferred for their children's education.

5.6 Data Collection

Educators' and learners' questionnaires were collected personally by the researcher from all the selected schools. Parents' questionnaires were collected from individual or groups of parents wherever they were found. All the returned questionnaires were analysed through the SPSS version 25 system which generated all the results in a form of tables and bar charts, as indicated below.

5.7 PRESENTATION OF QUANTITATIVE DATA

5.7.1 Responses to the Learners' Questionnaire

<u>Section 1</u>**: Learners' Personal Information**

Figure 5.1: Frequency Table showing age of learner respondents

	Frequency	Percent
15 Years	28	5.5
16 Years	71	13.9
17 Years	134	26.3
18 Years	169	33.1
Above 18 Years	104	20.4
Sub-Total	506	99.2
No Response	4	.8
Total	510	100.0

The above frequency table shows that out of the 510 (100%) learners who responded, 28 (5.5%) respondents were 15 years old, 71 (13.9%) respondents were 16 years old, 134 (26.3%) respondents were 17 years old, 169 (33.1%) respondents were 18 years old, and 104 (20.4%) respondents were above 18 years old (which is above the normally accepted school-going age of 18 years). 4 (0.8%) respondents did not indicate their age. In summary, the majority of respondents (33.1%) were 18 years old.

Figure 5.2: Frequency Table showing the gender of learner respondents

	Frequency	Percent
Male	234	45.9
Female	271	53.1
Sub-Total	505	99.0
No Response	5	1.0
Total	510	100.0

The above frequency table shows that out of the 510 (100%) learners who responded, 234 (46.3%) respondents were male and 271 (53.7%) were female. In summary, the majority of respondents were female learners.

150

Figure 5.3: Frequency Table showing the grade of learner respondents

	Frequency	Percent
Grade 10	51	10.0
Grade 11	310	60.8
Grade 12	146	28.6
Sub-Total	507	99.4
No Response	3	.6
Total	510	100.0

The above frequency table shows that out of the 510 (100%) learners who responded, 51 (10.1%) respondents were in grade 10, 310 (61.1%) were in grade 11 and 146 (28.8%) were in grade 12. In summary, the majority of respondents were in grade 11.

Section 2: Learners' Social and Learning Conditions

2.1 Learners' Homes

Figure 5.4: Bar Chart showing who the learner respondents live with
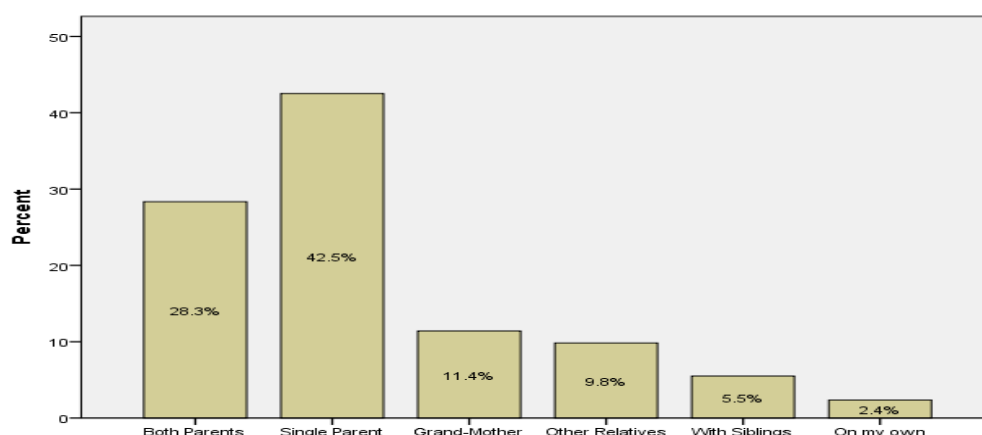
The above Bar chart shows that out of the 510 (100%) learners who responded, 144 (28.3%) lived with both parents, 216 (42.5%) lived with single parents, 58 (11.4%) lived with a grandmother, 50 (9.8%) lived with other relatives, 28 (5.5%) lived with siblings and 12 (2.4%) lived on their own. In summary, the majority of respondents lived with single parents.

Figure 5.5: Bar Chart showing educational background of learner respondents' parents or guardians
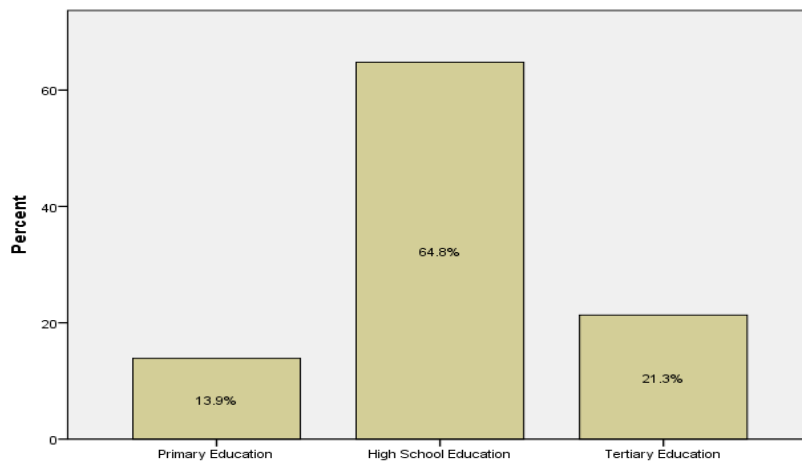
The above Bar chart shows that out of the 510 (100%) learners who responded, 69 (13.9%) had parents or guardians with primary school education; 322 (64.8%) had parents or guardians with high school education and 106 (21.3%) had parents or guardians with tertiary education. In summary, the majority of respondents' parents or guardians had high school education.

Figure 5.6: Bar Chart showing the work type of learner respondents' parents or guardians
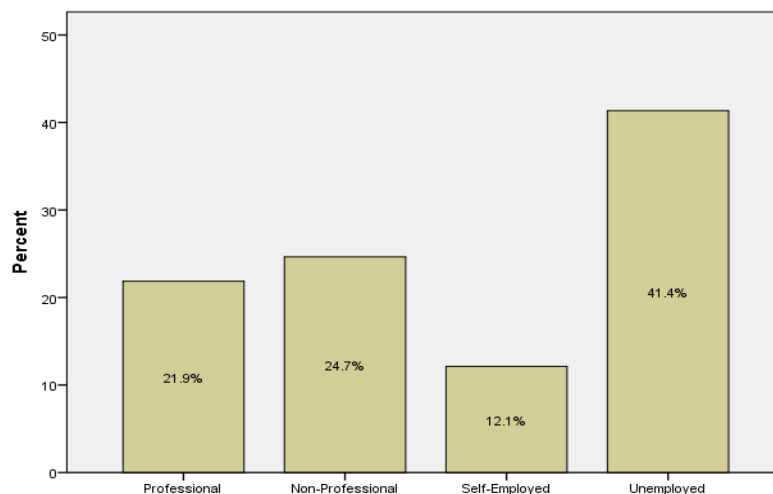
The above Bar chart shows that out of the 510 (100%) learners who responded, 110 (21.9%) had professionally employed parents or guardians, 124 (24.3%) had non-professionally employed parents or guardians, 61 (12.1%) had self-employed parents or guardians and 208 (41.4%) had unemployed parents or guardians. In summary, the majority of respondents' parents or guardians were unemployed.

2.2 Learners' Schools

Figure 5.7: Bar Chart showing the location of learner respondents' school
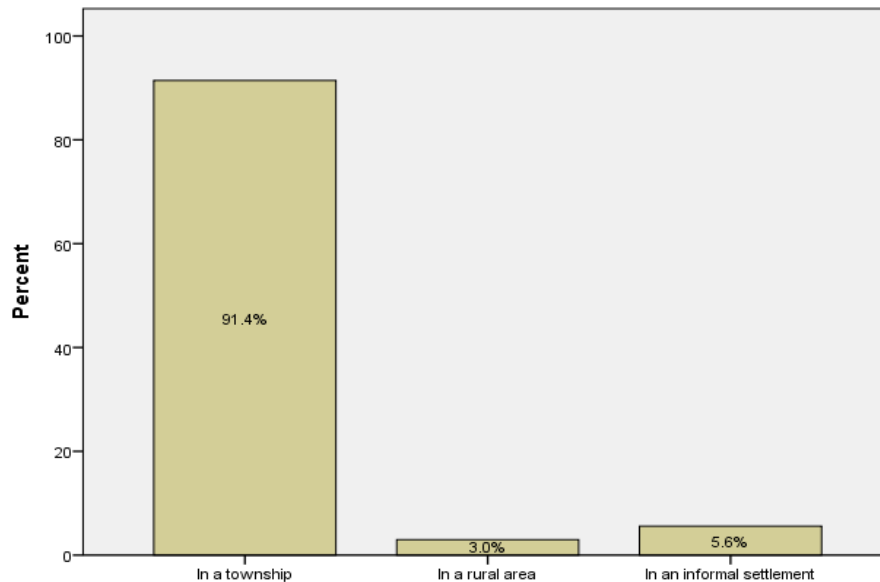
The above Bar chart shows that out of the 510 (100%) learners who responded, 458 (91.4%) learners attended school in a township; 15 (3.0%) attended school in a rural area and 28 (5.6%) attended school in an informal settlement. In summary, the majority of respondents attended schools situated in a township.

Figure 5.8: Bar Chart showing condition of Teaching and Learning Materials
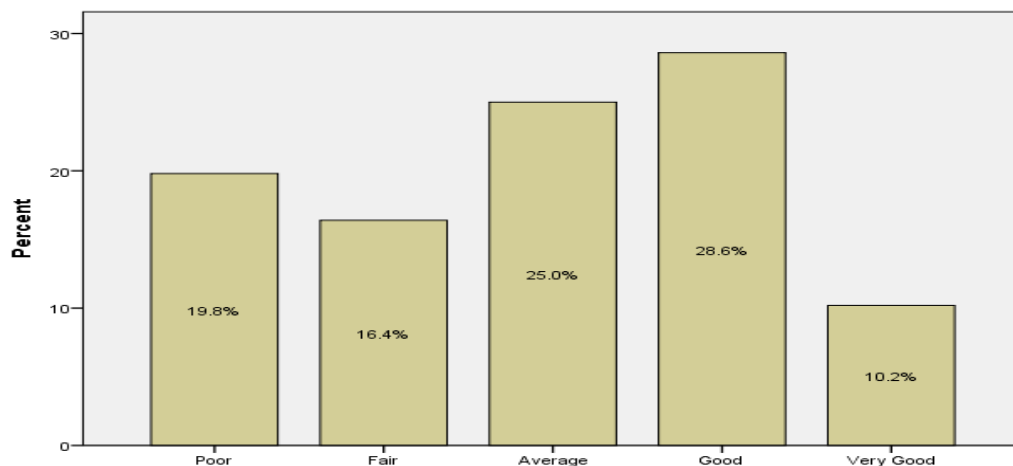
The above Bar chart shows that out of the 510 (100%) learners who responded, 99 (19.8%) stated that the condition of teaching and learning materials in their school was poor, 82 (16.4%) stated that the condition of teaching and learning materials was fair, 125 (25.0%) stated that the condition of teaching and learning materials was average, 143 (28.6%) stated that the condition of teaching and learning materials was good and 51 (10.2%) stated that the condition of teaching and learning materials was very good. In summary, the majority of respondents stated that the condition of teaching and learning materials was good.

Figure 5.9: Bar Chart showing the condition of the Library

153
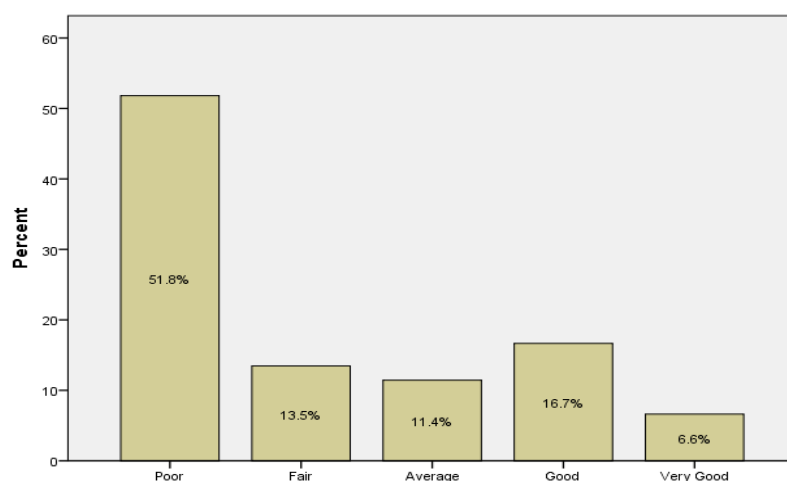
The above Bar chart shows that out of the 510 (100%) learners who responded, 258 (51.8%) stated that the condition of the library was poor, 67 (13.5%) stated that the condition of the library was fair, 57 (11.4%) stated that the condition of the library was good and 33 (6.6%) stated that the condition of the library was very good. In summary, the majority of respondents stated that the condition of the library was poor.

Figure 5.10: Bar Chart showing the condition of the laboratories
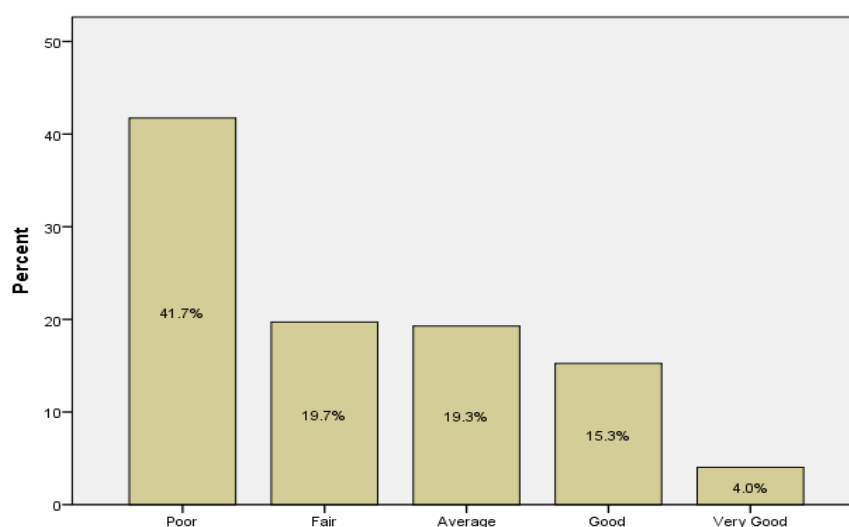
The above Bar chart shows that out of the 510 (100%) learners who responded; 197 (41.7%) stated that the condition of laboratories was poor; 93 (19.7%) stated that the condition of laboratories was fair; 91 (17.8%) stated that the condition of laboratories was average; 72 (15.3%) stated that the condition of laboratories was good and 19 (4.0%) stated that the condition of the laboratories was very good. In summary, the majority of respondents stated that the condition of laboratories was poor.

Figure 5.11: Bar Chart showing condition of the classrooms
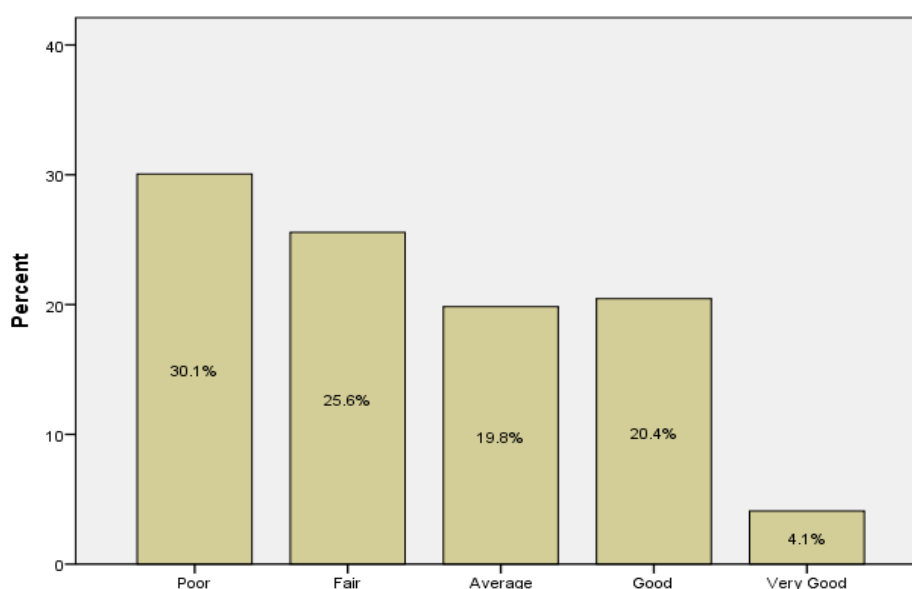
The above Bar chart shows that out of the 510 (100%) learners who responded, 147 (30.1%) stated that the condition of the classroom was poor, 125 (25.6%) stated that the condition of the classroom was fair, 97 (19.8%) stated that the condition of the classroom was average, 100 (20.4%) stated that the condition of the classroom was good and 20 (4.1%) stated that the condition of the classroom was very good. In summary, the majority of respondents stated that the condition of the classrooms was poor.

Figure 5.12: Bar Chart showing condition of the school grounds
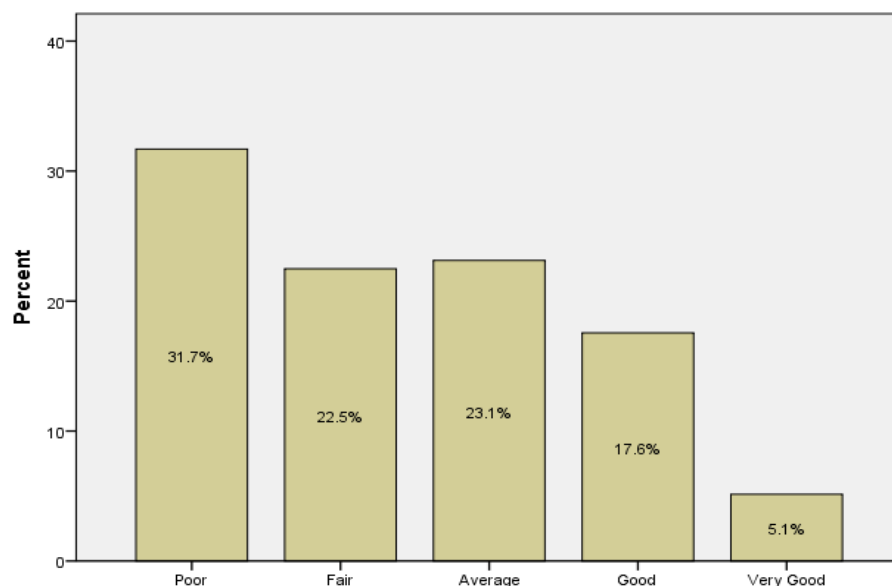
The above Bar chart shows that out of the 510 (100%) learners who responded, 148 (31.7%) stated that the condition of the school grounds was poor, 105 (22.5%) stated that the condition of the school grounds was fair, 108 (23.1%) stated that the condition of the school grounds was average, 82 (17.6%) stated that the condition of the school grounds was good and 24 (5.1%) stated that the conditions of the school grounds was very good. In summary, the majority of respondents stated that the condition of the school grounds was poor.

Figure 5.13: Bar Chart discipline in school
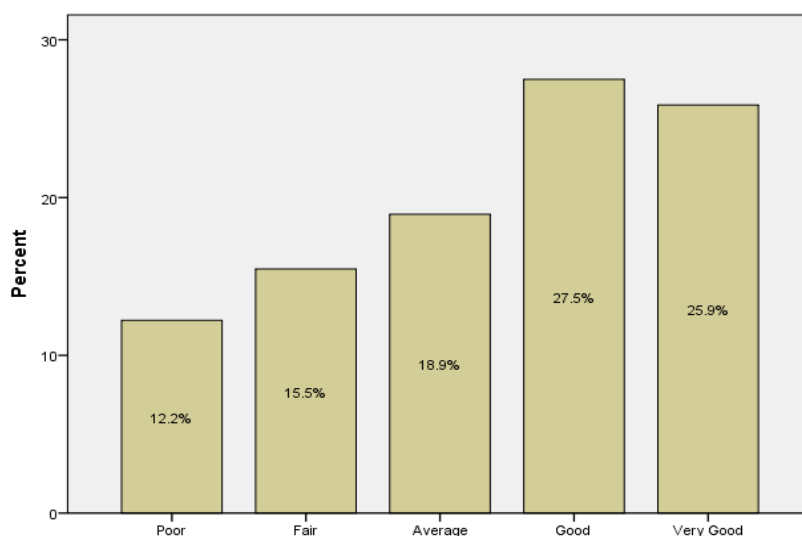
The above Bar chart shows that out of the 510 (100%) learners who responded, 60 (12.2%) stated that the discipline in school was poor, 76 (15.5%) stated that the discipline in school was fair, 93 (18.9%) stated that the discipline in school was average, 135 (27.5%) stated that the discipline in school was good and 127 (25.9) stated that the discipline in school was very good. In summary, the majority of respondents stated that the discipline in school was good.

Figure 5.14: Bar Chart showing the quality of teaching
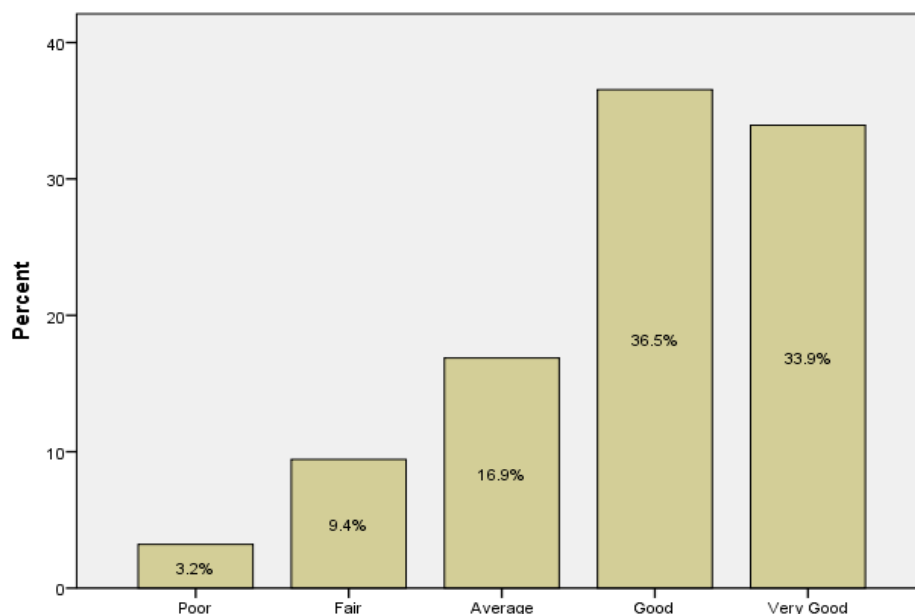
The above Bar chart shows that out of the 510 (100%) learners who responded, 16 (3.2%) stated that the quality of teaching was poor, 47 (9.4%) stated that the quality of teaching was fair, 84 (16.9%) stated that the quality of teaching was average, 182 (36.5%) stated that the quality of teaching was good and 169 (33.9) stated that the quality of teaching was very good. In summary, the majority of respondents stated that the quality of teaching was good.

Figure 5.15: Bar Chart showing the average size of classes
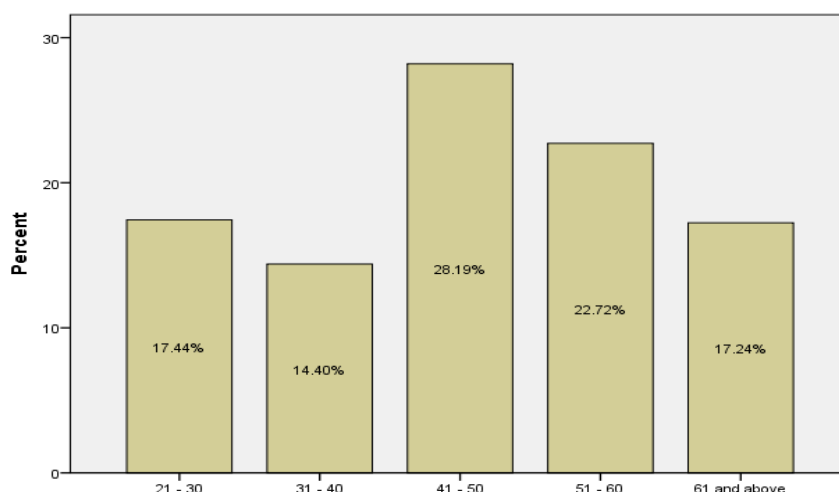
The above Bar chart shows that out of the 510 (100%) learners who responded, 86 (17.4%) stated that the average class size was 21-30; 71 (14.4%) stated that the average class size was 31-40; 139 (28.2%) stated that the average class size was 41-50; 112 (22.7%) stated that the average class size was 51-60 and 85 (17.2%) stated that the average class size was 61 and above. In summary, the majority of respondents stated that the average class size was between 41and 50 learners.

2.3 Learners' Social Environment

Figure 5.16: Frequency Table and Bar Chart showing how much poverty affected learning
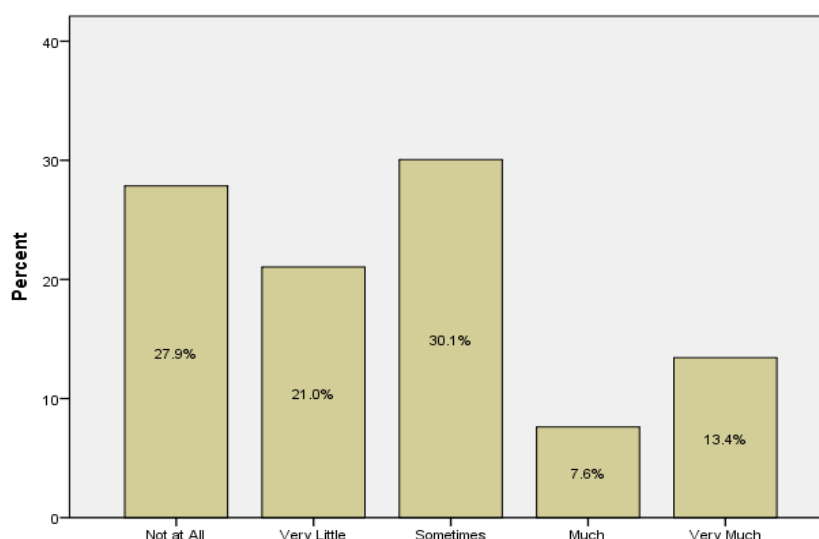
The above Bar chart shows that out of the 510 (100%) learners who responded, 139 (27.9%) stated that poverty does not affect their learning at all; 105 (21.0%) stated that poverty affected their learning very little; 150 (30.1%) indicated that poverty does affect their learning sometimes; 38 (7.6%) indicated that poverty affected their learning much and 67 (13.4%)' indicated that poverty affected their learning very much. In summary, the majority of respondents indicated that poverty affected their learning sometimes.

**Figure 5.17: Bar Chart showing how much violence affected learning**
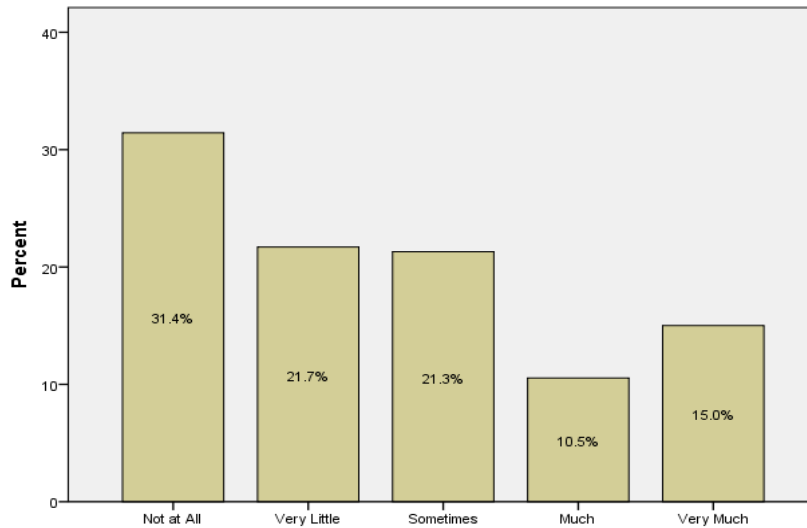
The above Bar chart shows that out of the 510 (100%) learners who responded, 155 (31.4%) indicated that violence does not affect them at all; 107 (21.7%) indicated that violence affected their learning very little; 105 (21.3%) indicated that violence affected their learning sometimes; 52 (10.5%) indicated that violence affected their learning much and 74 (15.0%) indicated that violence affected their learning very much. In summary, the majority of respondents indicated that violence does not affect them at all.

Figure 5.18: Bar Chart showing how much HIV and AIDS affected learning
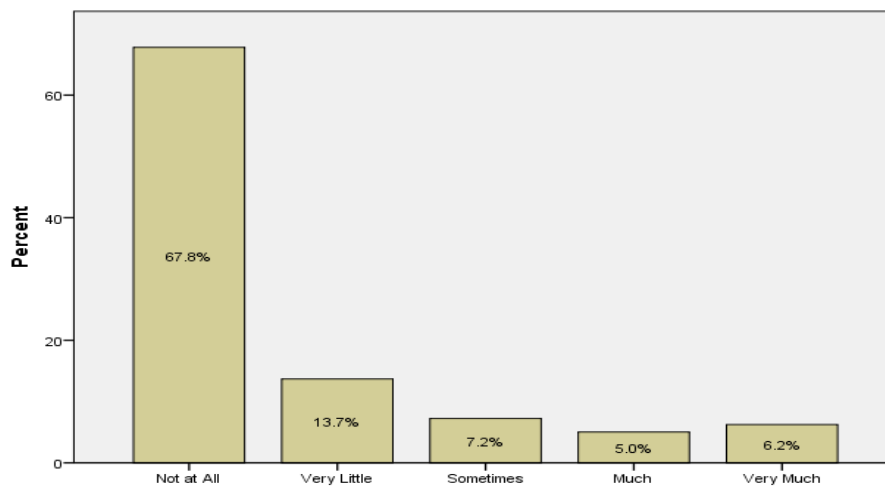
The above Bar chart shows that out of the 510 (100%) learners who responded, 337 (67.8%) indicated that HIV and AIDS did not affect them at all; 68 (13.7%) indicated that HIV and AIDS affected their learning very little; 36 (7.2%) indicated that HIV and AIDS affected their learning sometimes; 25 (5.0%) indicated that HIV and affected their learning much and 31 (6.2%) indicated that HIV and AIDS affected their learning very much. In summary, the majority of respondents indicated that HIV and AIDS did not affect their learning at all.

**Figure 5.19: Bar Chart showing how much conditions at home affected learning**
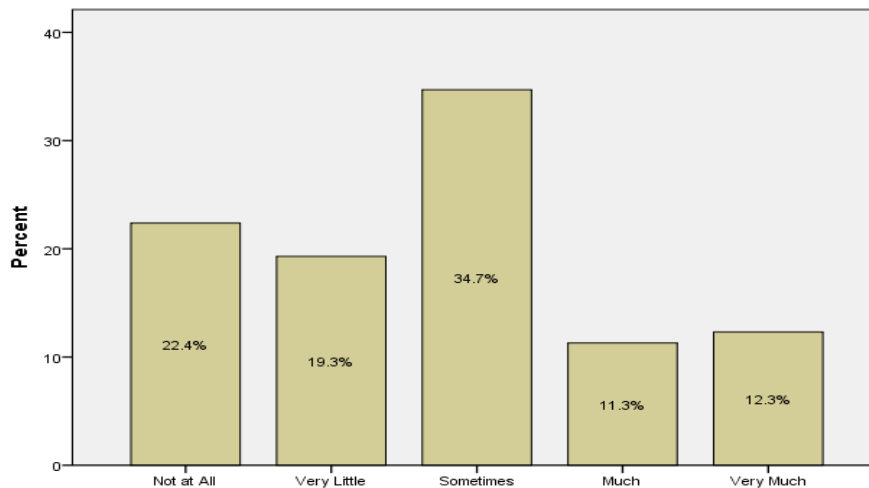
The above bar chart shows that out of the 510 (100%) learners who responded, 109 (22.4%) indicated that conditions at home did not affect their learning at all; 94 (19.3%) indicated that conditions at home affected their learning very little; 169 (34.7%) indicated that conditions at home affected their learning sometimes; 55 (11.3%) indicated that conditions at home affected their learning much; and 60 (12.3%) indicated that conditions at home affected their learning very much. In summary, the majority of respondents indicated that conditions at home affected their learning sometimes.

Figure 5.20: Bar Chart showing how much negative influences affect learning
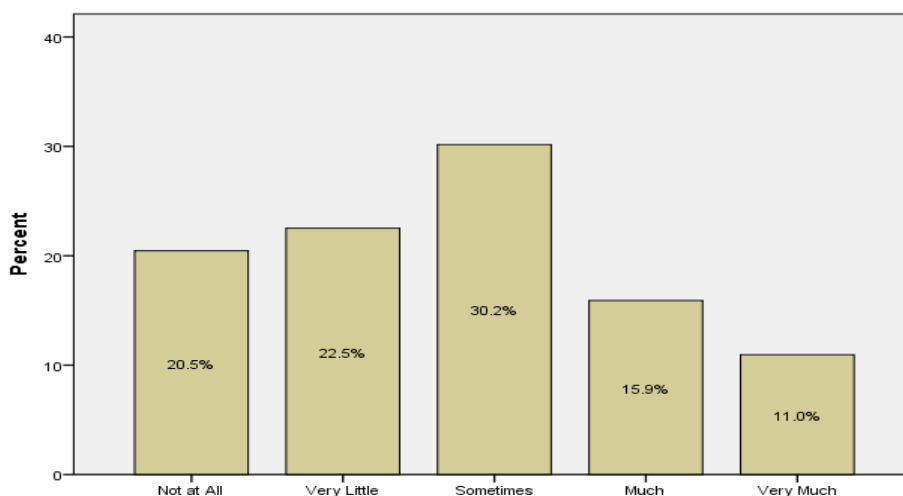
The above bar chart shows that out of the 510 (100%) learners who responded, 99 (20.5%) indicated that negative influences did not affect their learning at all; 109 (22.5%) indicated that negative influences affected their learning very little; 146 (30.2%) indicated that negative influences affected their learning sometimes; 77 (15.9%) indicated that negative influence affected their learning much and 53 (10.4%) indicated that negative influences affected their learning very much. In summary, the majority of respondents indicated that negative influence affected their learning sometimes.

Figure 5.21: Bar Chart showing how much the condition of the school affects learning
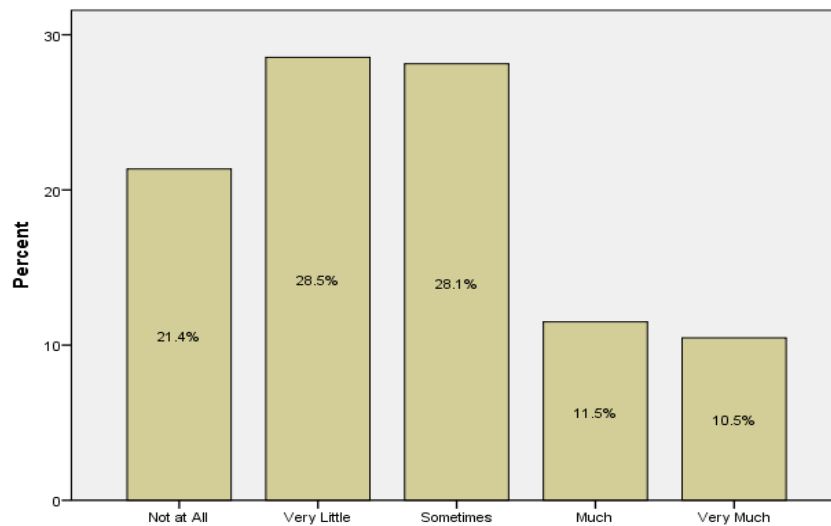
The above bar chart shows that out of the 510 (100%) learners who responded, 104 (21.4%) indicated that the condition of the school did not affect their learning at all; 139 (28.5%) indicated that the condition of the school affected their learning very little; 137 (28.1%) indicated that the condition of the school affected their learning sometimes; 56 (11.5%) indicated that the condition of the school affected their learning sometimes; and 51 (10.5%) indicated that the condition of the school affected their learning very much. In summary, the majority of respondents' indicated that condition of the school affected their learning very little.

Figure 5.22: Frequency Table and Bar Chart showing how much the condition of the classroom affects learning
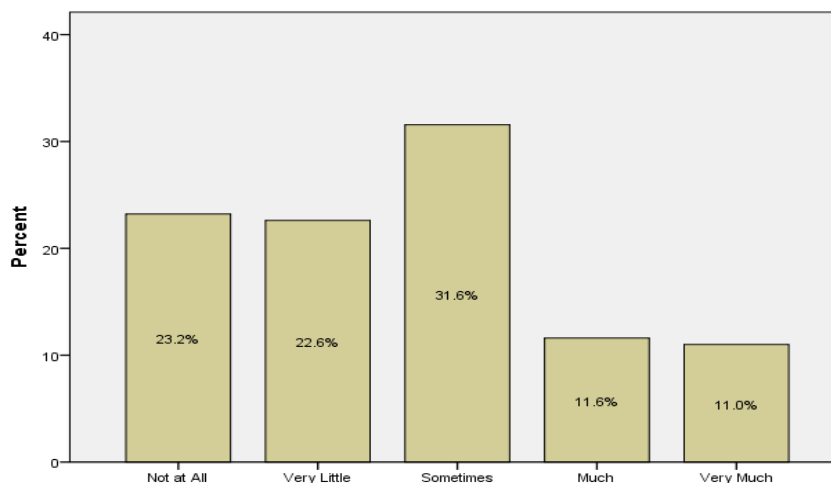
The above bar chart shows that out of the 510 (100%) learners who responded, 114 (23.2%) respondents indicated that the condition of the classroom did not affect their learning at all; 111 (22.6%) indicated that the condition of the classroom affected their learning very little; 155 (31.6%) indicated that the condition of the classroom affected their learning sometimes; 57 (11.6%) indicated that condition of the classroom affected their learning much and 54 (11.0%) respondents indicated that the condition of the classroom affected their learning very much. In summary, the majority of respondents indicated that the condition of the classroom affected their learning sometimes.

160

Figure 5.23: Bar Chart showing how much the level of discipline at school affects learning
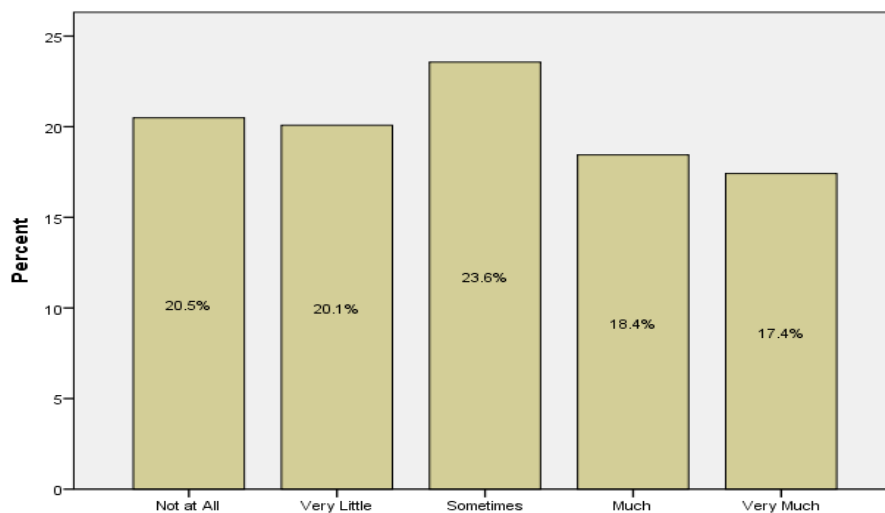
The above bar chart in that out of the 510 (100%) learners who responded, 100 (20.5%) indicated that the level of discipline at school did not affect their learning at all; 98 (20.1%) indicated that the level of discipline at school affected their learning very little; 115 (23.6%) indicated that the level of discipline at school affected their learning sometimes, 90 (18.4%) indicated that the level of discipline at school affected their learning much; and 85 (17.4%) indicated that the level of discipline at school affected their learning very much. In summary, the majority of respondents indicated that the level of discipline at school affected their learning sometimes.

Figure 5.24: Bar Chart showing how much the learners' desire to succeed affects their learning
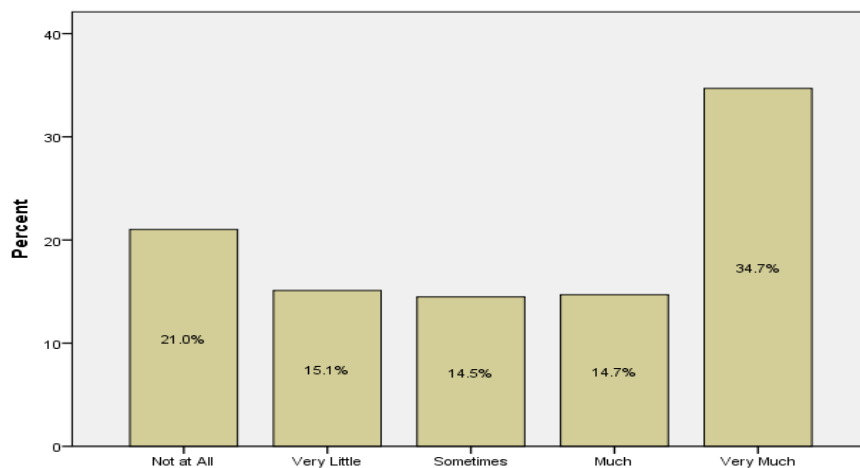
The above bar chart shows that out of the 510 (100%) learners who responded, 103 (21.0%) respondents indicated that their desire to succeed did not affect their learning at all, 74 (15.1%) indicated that their desire to succeed affected their learning very little, 71 (14.5%) indicate that their desire to succeed affected their learning sometimes, 72 (14.7%) indicate that their desire to succeed affected their learning much and 170 (34.7%) indicate that their desire to succeed affected their learning very much . In summary, the majority of respondents' indicated that their desire to succeed affected their learning very much.

2.4 Learners' Motivation and Educational performance

Figure 5.25: Bar Chart showing how important the learners' belief in themselves is in their educational performance
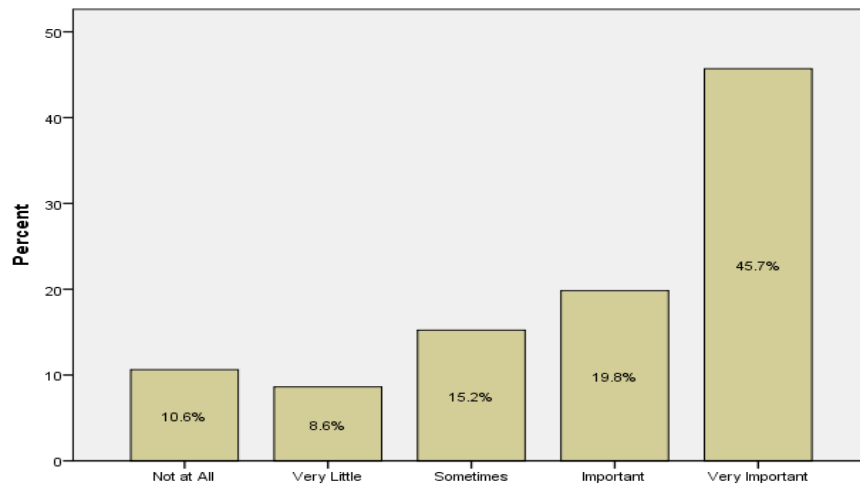
The above bar chart indicates that out of the 510 (100%) learners who responded, 53 (10.6%) indicated that a belief in themselves was not important at all in their educational performance; 43 (8.6%) indicated that a belief in themselves had very little importance in their educational performance; 76 (15.2%) indicated that a belief in themselves was important in their educational performance sometimes; 99 (15.2%) indicated that a belief in themselves was much important in their educational performance and 228 (45.7%) respondents indicated that a belief in themselves was very important in their educational performance. In summary, the majority of respondents indicated that a belief in themselves was very important in their educational performance.

Figure 5.26: Bar Chart showing how important the learners' confidence in their capabilities is in their educational performance
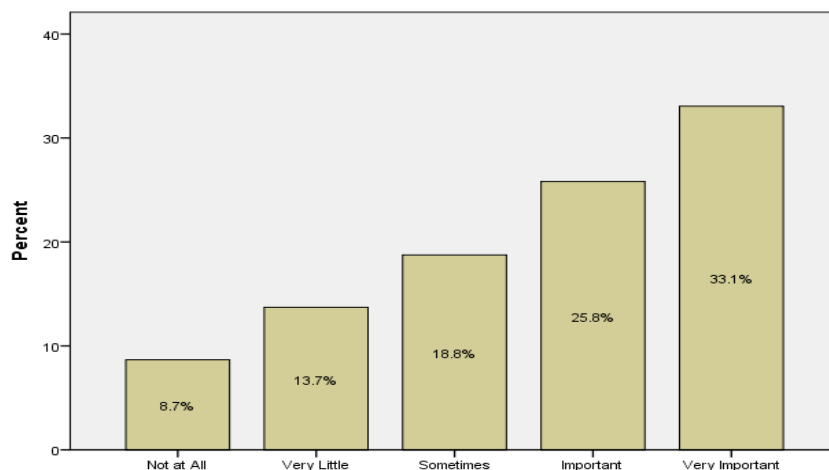
The above bar chart shows that out of the 510 (100%) learners who responded, 43 (8.7%) indicated that confidence in their capabilities was not important at all in their   educational performance; 68 (13.7%) indicated that confidence in their capabilities had very little importance in their educational performance; 93 (18.8%) indicated that confidence in their capabilities was sometimes important in their educational performance; 128 (25.8%)

indicated that confidence in their capabilities was important in their educational performance; and 164 (33.1%) indicated that confidence in their capabilities was very important in their educational performance. In summary, the majority of respondents indicated that confidence in their capabilities was very important in their educational performance.

Figure 5.27: Bar Chart showing how important the learners' satisfaction with their present life situation is in their educational performance
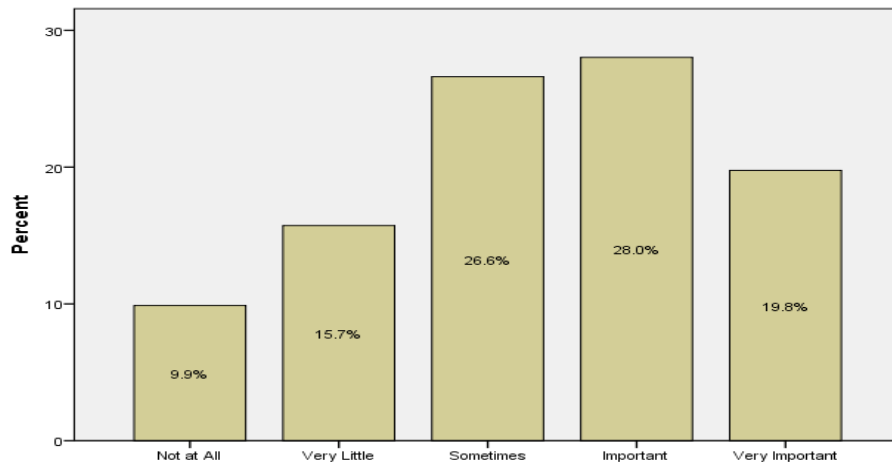
The above Chart shows that of the 510 (100%) learners who participated, 49 (9.9%) indicated that satisfaction with their present life situation did not affect their educational performance at all; 78 (15.7%) indicated that satisfaction with their present life situation affected their educational performance very little; 132 (26.6%) indicated that satisfaction with their present life situation affected their educational performance sometimes; 139 (25.8%) indicated that satisfaction with their present life situation was important in their educational performance; 98 (18.8%) indicated that satisfaction with their present life situation was very important in their educational performance; and 14 (2.7%) did not respond. In summary, the majority of respondents indicated that confidence in their present life situation was very important in their educational performance.

Figure 5.28: Bar Chart showing how important the learners' dreams of a better life are in their educational performance
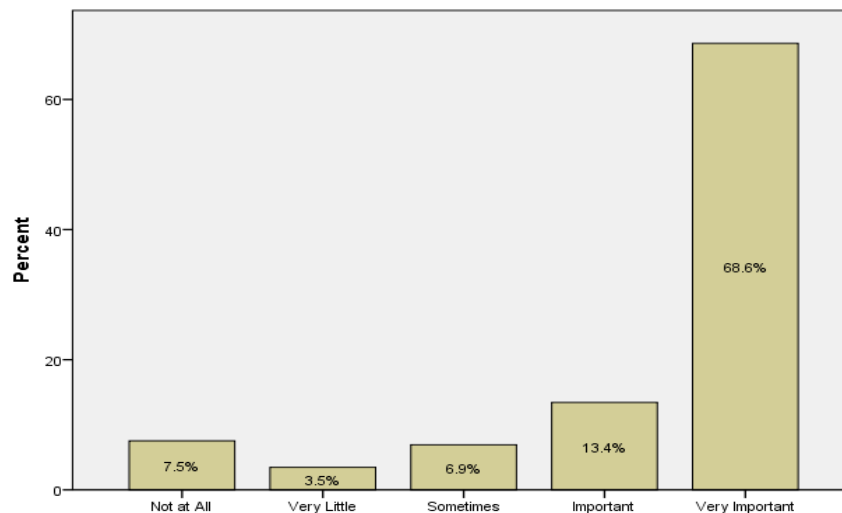
The above Bar Chart shows that of the 510 (100%) learners who participated, 37 (7.5%) indicated that dreams of a better life did not affect their educational performance at all; 17 (3.5%) indicated that dreams of a better life affected their educational performance very little; 34 (6.9%) indicated that dreams of a better life affected their educational performance sometimes; 66 (13.4%) indicated that dreams of a better life was important for their educational performance; 337 (68.6%) indicated that dreams of a better life were very important for their educational performance; and 19 (3.7%) did not respond. In summary, the majority of respondents indicated that dreams of a better life were very important in their educational performance.

Figure 5.29: Bar Chart showing learner respondents' perceptions of how parents' or guardians' involvement in their education affect their performance
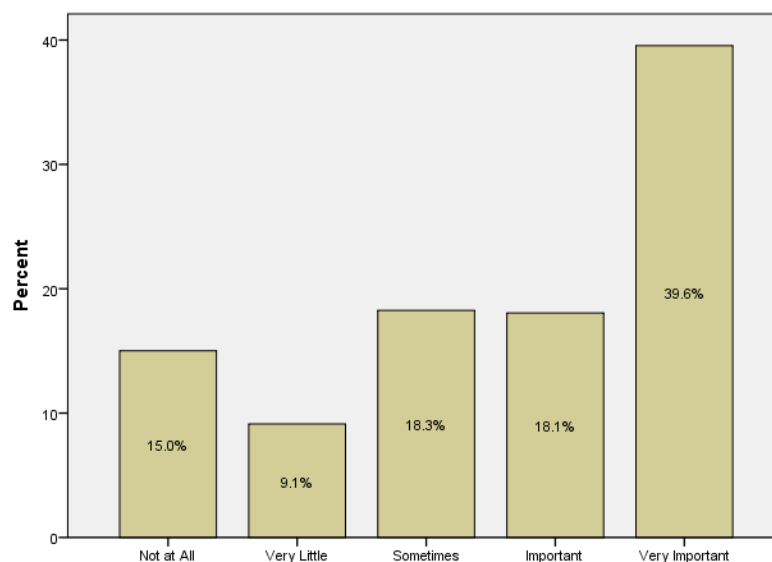
The above Bar Chart shows that of the 510 (100%) learners who participated, 74 (15.0%) indicated that parents' or guardians' involvement in their education did not affect their performance at all; 45 (9.1%) indicated that parents' or guardians' involvement in their education affected their performance very little; 90 (18.3%) indicated that parents' or

164

guardians' involvement in their education affected their performance sometimes; 89 indicated that parents' or guardians' involvement in their education was important in their performance (18.1%); 195 (39.6%) indicated that parents' or guardians' involvement in their education was very important in their performance; and 17 (3.3%) did not respond. In summary, the majority of respondents indicated that parents' or guardians' involvement in their education was very important in their educational performance.

Figure 5.30: Bar Chart showing learners' perceptions of how the desire to develop their career affects their educational performance
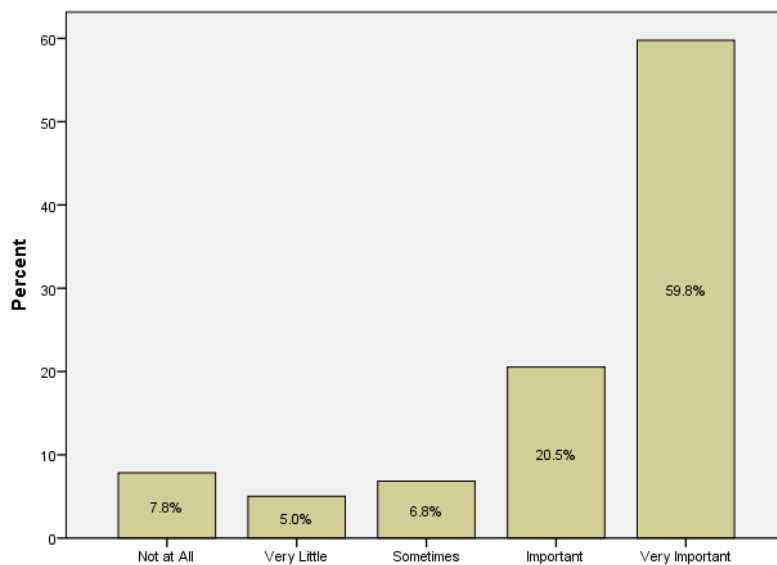
The above Bar Chart shows that of the 510 (100%) learner respondents who participated, 39 (7.8%) indicated that the desire to develop their career did not affect their educational performance at all; 25 (5.0%) indicated that the desire to develop their career affected their educational performance very little; 34 (6.8%) indicated that the desire to develop their career affected their performance sometimes; 102 (20.5%) indicated that the desire to develop their career was important in their performance; 297 (59.8%) indicated that the desire to develop their career was very important in their performance; and 13 (2.5%) did not respond. In summary, the majority of respondents indicated that the desire to develop their career was very important in their performance.

Section 3: Learners' Language Awareness

Figure 5.31: Bar Chart showing how important learner respondents thought a good understanding of English is in learning all their subjects
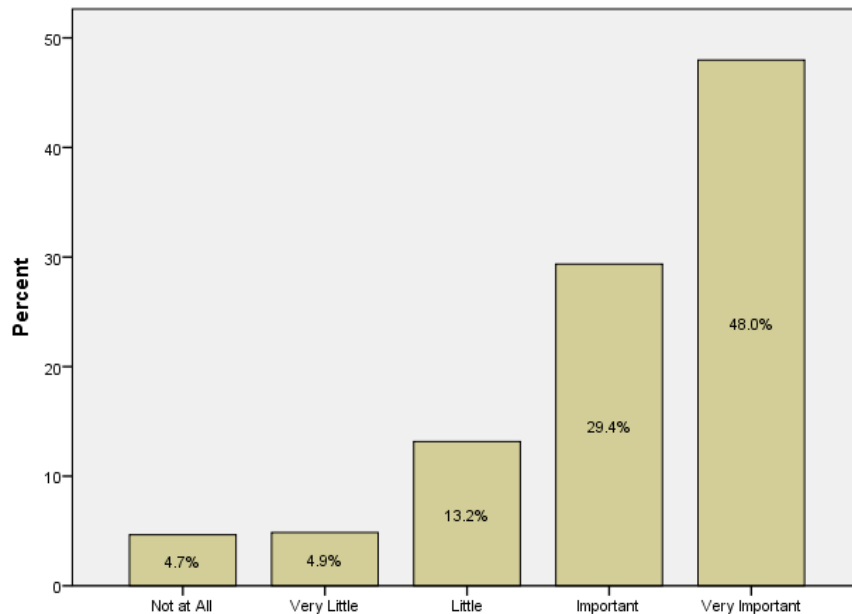
The above Bar Chart shows that of the 510 (100%) learners who participated, 23 (4.7%) indicated that a good understanding of English was not important at all in learning all their subjects; 24 (4.9%) indicated that a good understanding of English was of very little importance in learning their subjects; 65 (13.2%) indicated it is a little important; 145 (29.4%) indicated that a good understanding of English was important in learning their subjects; 237 (48.0%) indicated a good understanding of English was very important in learning their subjects; and 16 (3.1%) did not respond. In summary, the majority of respondents indicated that that a good understanding of English was very important in learning their subjects.

Figure 5.32: Bar Chart showing how important learner respondents thought a good understanding of English is in writing essays and compositions
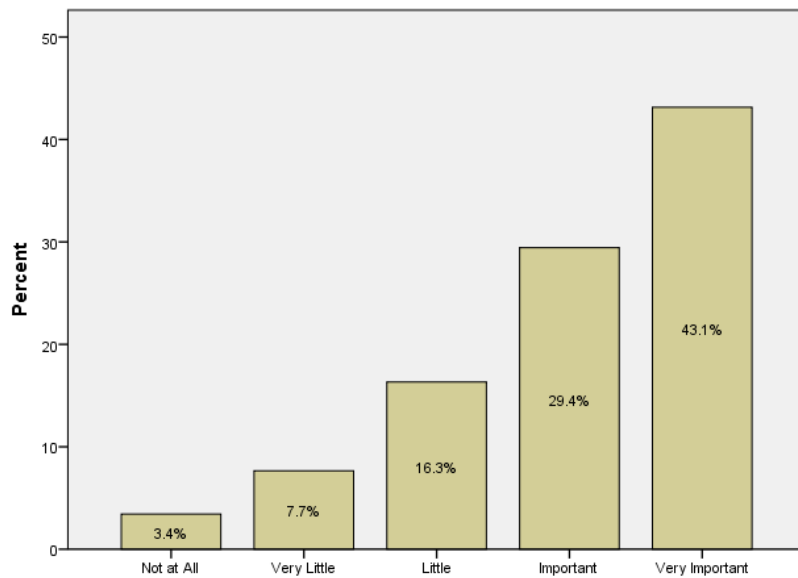
The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 17 (3.4%) indicated that a good understanding of English was not important at all in writing essays and compositions; 38 (7.7%) indicated that a good understanding of English had very little importance in writing essays and compositions; 81 (16.3%) indicated a good understanding of English had a little importance in writing essays and compositions; 146 (29.4%) indicated that a good understanding of English was important in writing essays and compositions; 214 (43.1%) indicated that a good understanding of English was very important in writing essays and compositions; and 14 (2.7%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in writing essays and compositions.

Figure 5.33: Bar chart showing how important learner respondents thought a good understanding of English is in understanding and answering examination questions well
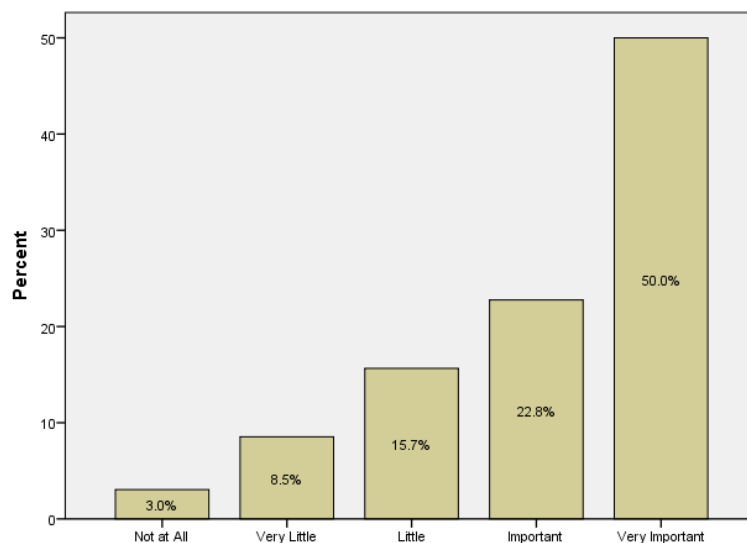
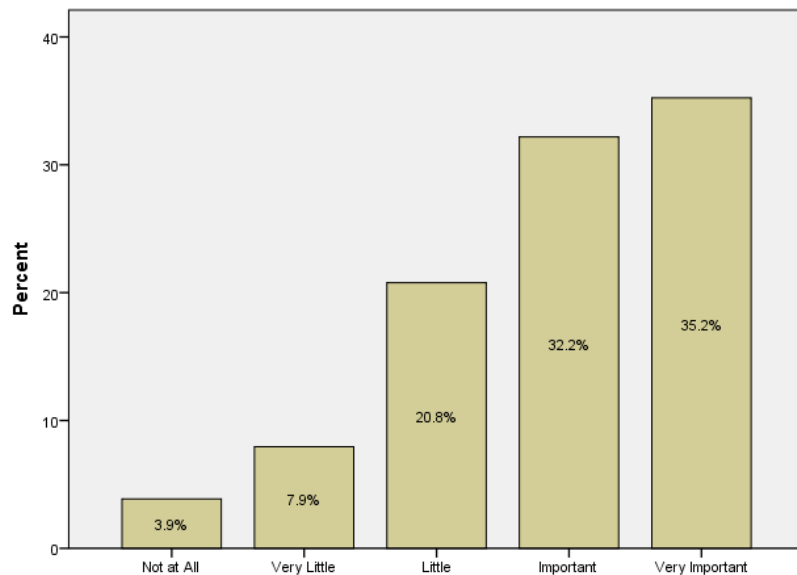The above Bar Chart shows that of the 510 learners who participated in the study, 15 (3.0%) indicated that a good understanding of English was not important at all in answering examination questions well; 42 (8.5%) indicated that a good understanding of

167

English had very little importance in understanding and answering examination questions well; 77 (15.7%) indicated that a good understanding of English had little importance in understanding and answering examination questions well; 112 (22.8%) indicated that a good understanding of English was important in understanding and answering examination questions well; 246 (50%) indicated that a good understanding of English was very important in understanding and answering examination questions well; 18 (3.5%) did not respond. In summary, the majority of respondents indicated that that a good understanding of English was very important in understanding and answering examination questions well.

Figure 5.34: Bar Chart showing how important learner respondents thought a good understanding of English is in performing well in their studies
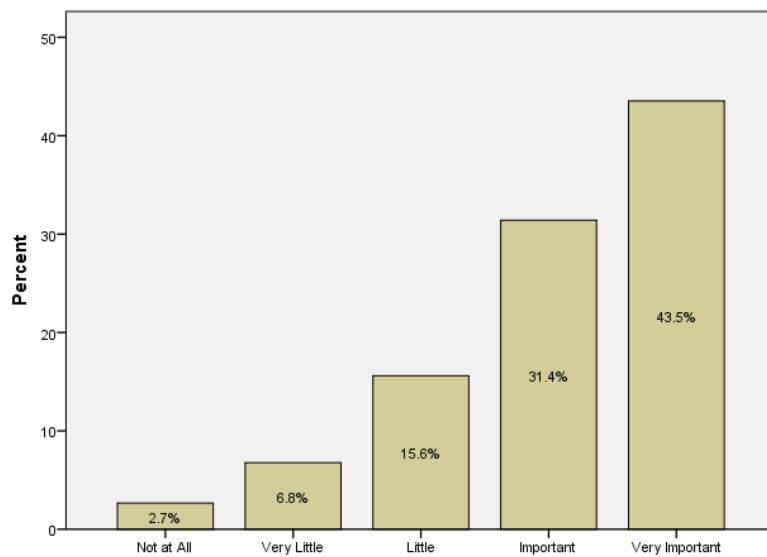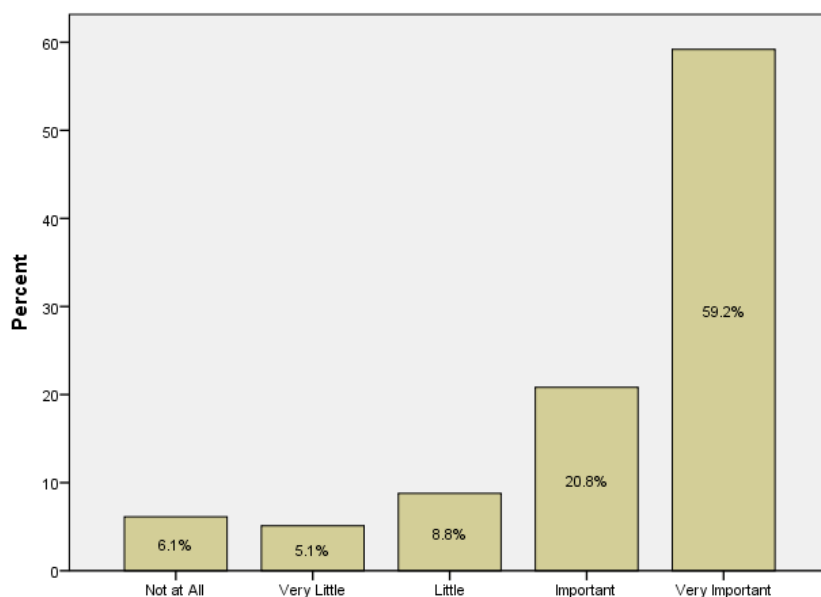

The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 13 (2.7%) thought a good understanding of English was not important at all in performing well in their studies; 33 (6.8%) thought a good understanding of English had very little importance in performing well in their studies; 76 (15.6%) thought a good understanding of English had little importance in performing well in their studies; 153 (31.4%) thought a good understanding of English was important in performing well in their studies; 212 (43.5%) thought a good understanding of English was very important in performing well in their studies and 23(4.5%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in performing well in their studies.

Figure 5.35: Bar Chart showing how important learner respondents thought a good understanding of English is in doing well in interviews (In finding employment)
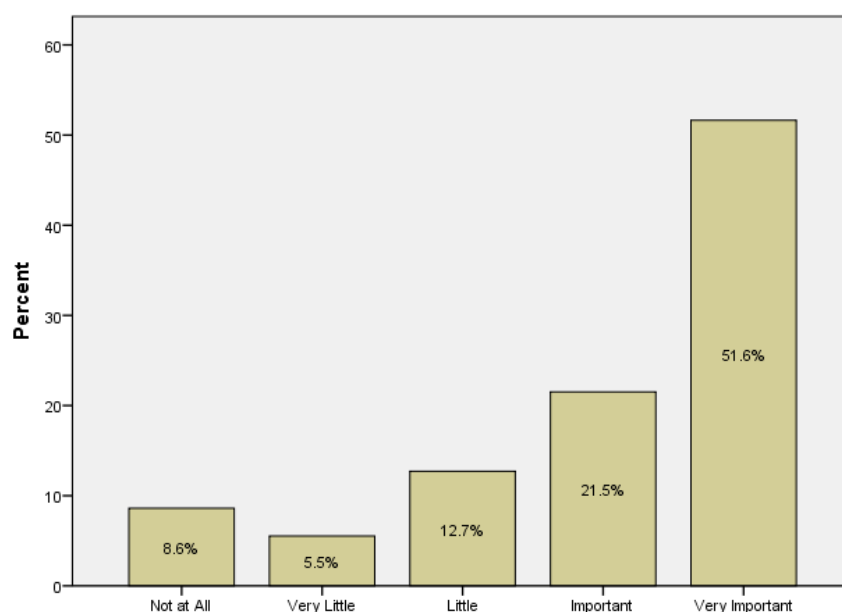
The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 42 (8.6%) thought a good understanding of English was not important at all in doing well in interviews (in finding employment); 27 (5.5%) thought a good understanding of English had very little importance in doing well in interviews; 62 (12.7%) thought a good understanding of English had little importance in doing well in interviews; 105 (21.5%) thought a good understanding of English was important in doing well in interviews; 252 (51.6%) thought a good understanding of English was very important in doing well in interviews; and 22 (4.3%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in doing well in interviews.

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Figure 5.36: Bar Chart showing how important learner respondents thought a good understanding of English is in doing well in their chosen career
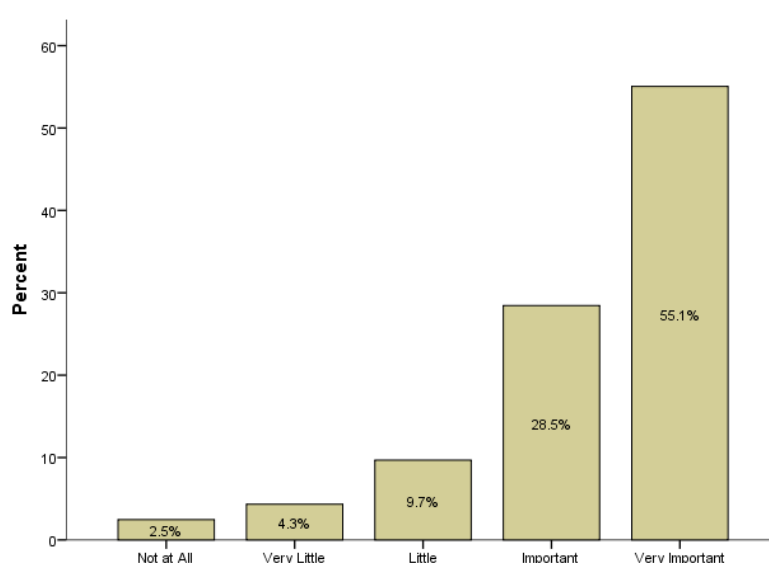
The above Bar Chart shows that of the 510 learners who participated in the study, 12 (2.5%) thought a good understanding of English was not important at all in doing well in

their chosen career; 21 (4.3%) thought a good understanding of English had very little importance in doing well in their chosen career; 47 (9.7%) thought a good understanding of English had little importance in doing well in their chosen career; 138 (28.5%) thought a good understanding of English was important in doing well in their chosen career; 267 (55.1%) thought a good understanding of English was very important in doing well in their chosen career and 25 (4.9%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in doing well in their chosen career.

Figure 5.37: Bar Chart showing how important learner respondents thought a good understanding of English is in improving their social position and lifestyle
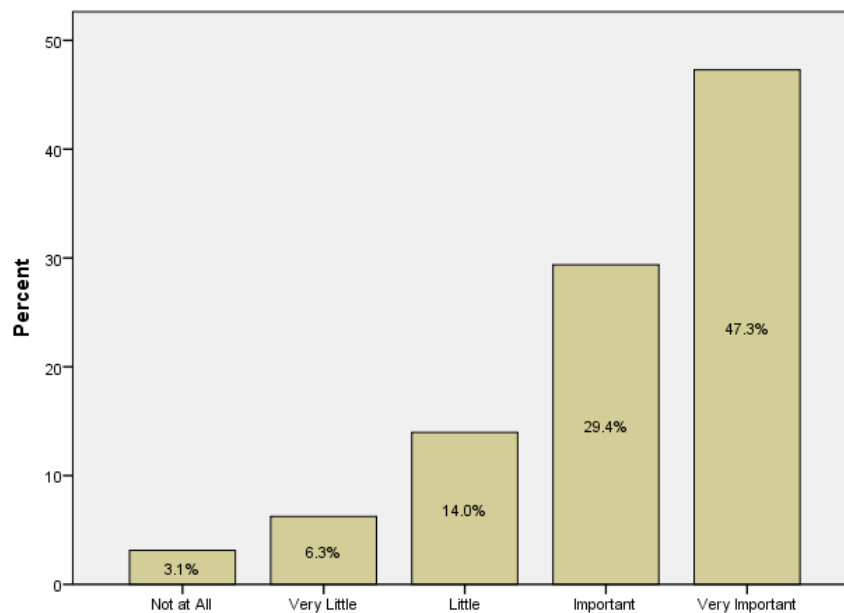
The above Bar Chart shows that of the 510 learners who participated in the study, 42 (8.6%) thought a good understanding of English was not important at all in improving their social position and lifestyle; 27 (5.5%) thought a good understanding of English had very little importance in improving their social position and lifestyle; 62 (12.7%) thought a good understanding of English had little importance in improving their social position and lifestyle; 105 (21.5%) thought a good understanding of English was important in improving their social position and lifestyle; 252 (51.6%) thought a good understanding of English was very important in improving their social position and lifestyle and 19 (3.7%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in improving their social position and lifestyle.

Figure 5.38: Bar Chart showing how important learner respondents thought a good understanding of English is in gaining self-confidence

The above Bar Chart shows that of the 510 learners who participated in the study, 15 (3.1%) thought a good understanding of English was not important at all in gaining self-confidence; 30 (6.3%) thought a good understanding of English had very little importance in gaining self-confidence; 67 (14.0%) thought a good understanding of English had little importance in gaining self-confidence; 141 (29.4%) thought a good understanding of English was important in gaining self-confidence; 227 (47.3%) thought a good understanding of English was very important in gaining self-confidence and 30 (5.9%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in gaining self-confidence.

Figure 5.39: Bar Chart showing how important learners thought a good understanding of English is in communicating with people of other languages in the world

The above Bar Chart shows that of the 510 learners who participated in the study, 30 (6.1%) thought a good understanding of English was not important at all in communicating

171

with people of other languages in the world; 25 (5.1%) thought a good understanding of English had very little importance in communicating with people of other languages in the world; 43 (8.8%) thought a good understanding of English had little importance in communicating with people of other languages in the world; 102 (20.8%) thought a good understanding of English was important in communicating with people of other languages in the world; 290 (59.2%) thought a good understanding of English was very important in communicating with people of other languages in the world and 20 (3.9%) did not respond. In summary, the majority of respondents indicated that a good understanding of English was very important in communicating with people of other languages in the world.
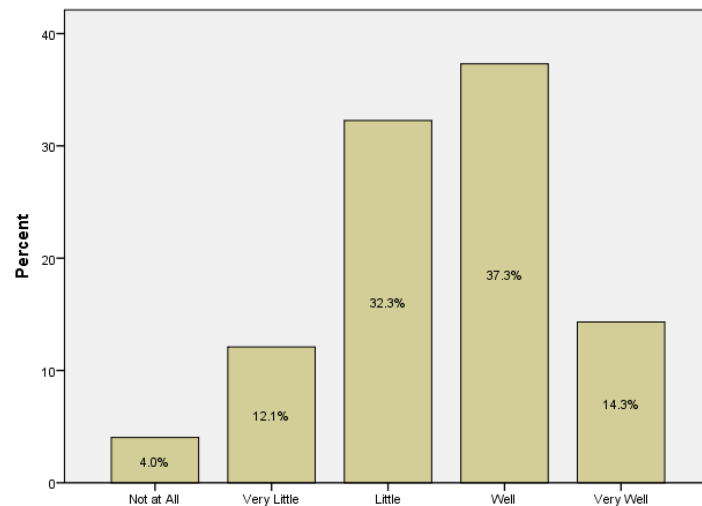
Figure 5.40: Bar Chart showing how well learner respondents thought they were able to listen to English
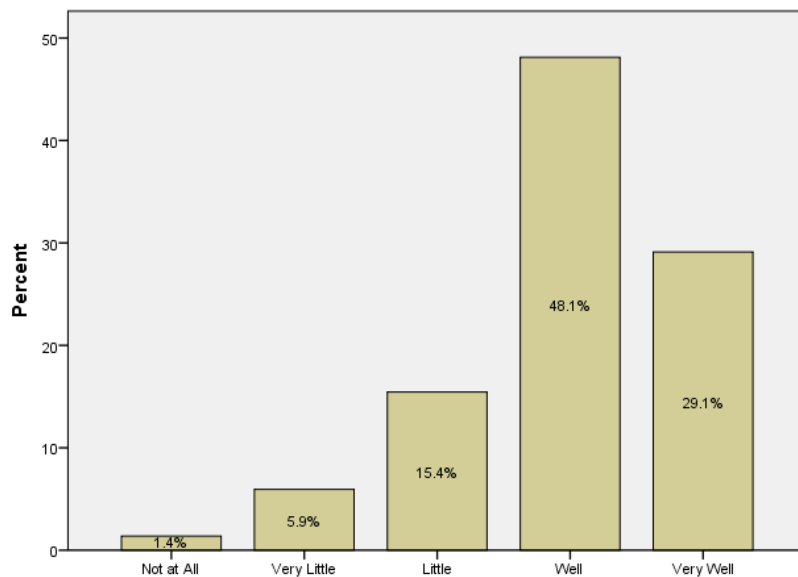
The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 7(1.4) thought they could not listen well to English at all; 30 (5.9%) thought they could listen very little to English; 78 (15.4%) thought they could listen a little to English; 243 (48.1%); thought they could listen well to English; 147 (29.1%) thought they could listen very well to English; and 5 (1.0)%) did not respond. In summary, the majority of respondents thought they could listen well to English.

Figure 5.41: Bar Chart showing how well learner respondents think they are able to speak English
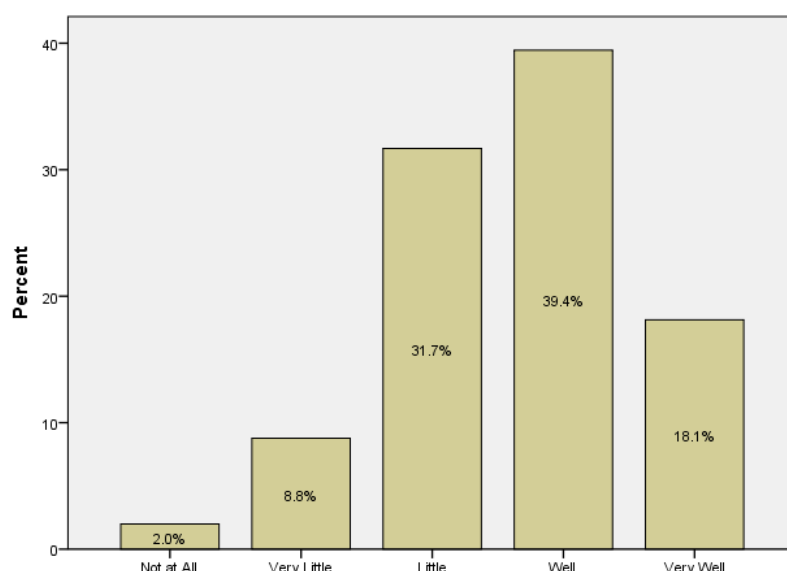
The above Bar Chart shows that of the 510 learners who participated in the study, 10 (2.0%) thought they could not speak English at all; 44 (8.8% thought they could speak English very little; 159 (31.7%) thought they could speak English a little; 198 (39.4%) thought they could speak English well; 91 (18.1%) thought they could speak English very well and 8 (1.6%) did not respond. In summary, the majority of respondents indicated that they could speak English well.

Figure 5.42: Bar Chart showing how well learner respondents thought they were able to read English
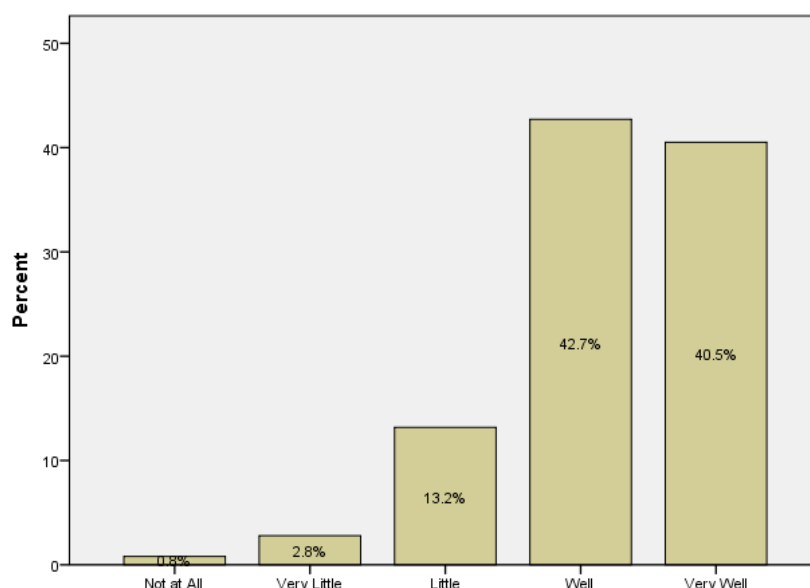
The above Bar Chart shows that of the 510 (100%) learners that participated in the study, 4 (0.8%) thought they could not read English at all; 14 (2.8%) thought they could read English very little; 66 (13.2%) thought they could read English a little; 214 (42.7%) thought they could read English well; 203 (40.5%) thought they could read English very well; 9 (1.8%) did not respond. In summary, the majority of respondents indicated that they thought they could read English well.

173

Figure 5.43: Bar Chart showing how well learner respondents thought they were able to write English
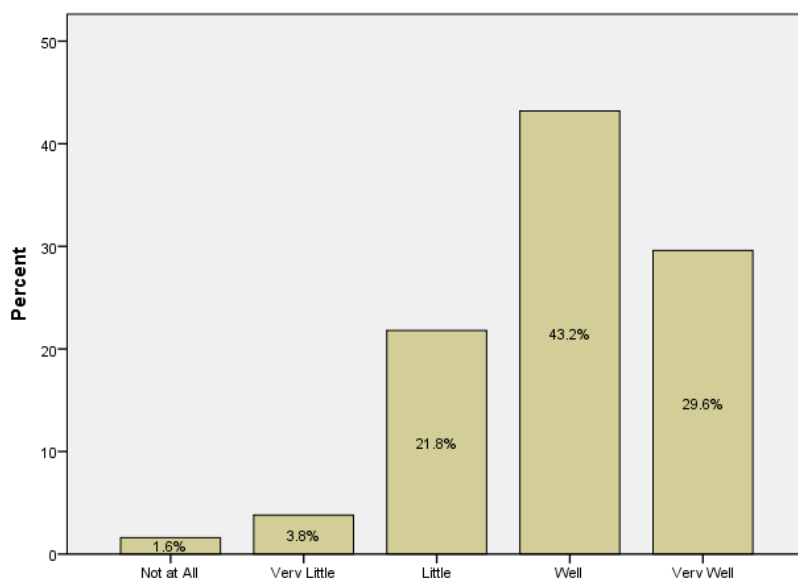
The above Bar Chart shows that of the 510 learners who participated in the study, 8 (1.6%) thought they could not write English at all; 19 (3.8%) thought they could write English very little; 109 (21.8%) thought they could write English a little; 216 (43.2%) thought they could write English well; 148 (29.6%) thought they could write English very well and 10 (2.0%) did not respond. In summary, the majority of respondents indicated that they were able to write English well.
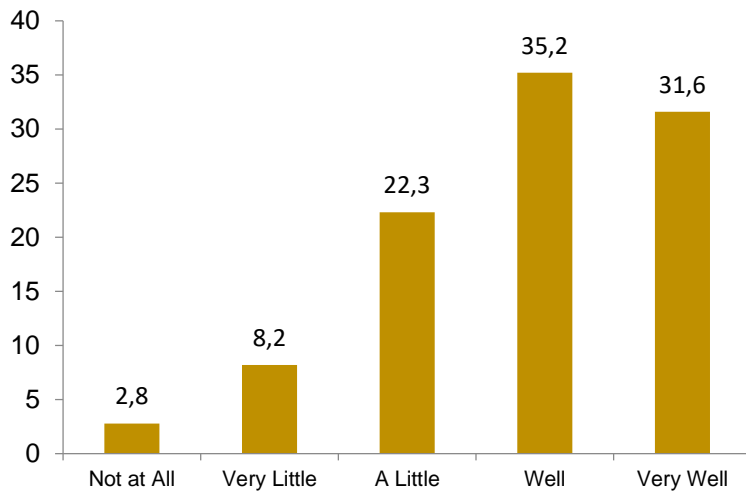
Figure 5.44: Bar Chart showing how well learner respondents thought they were able to use English in Literature
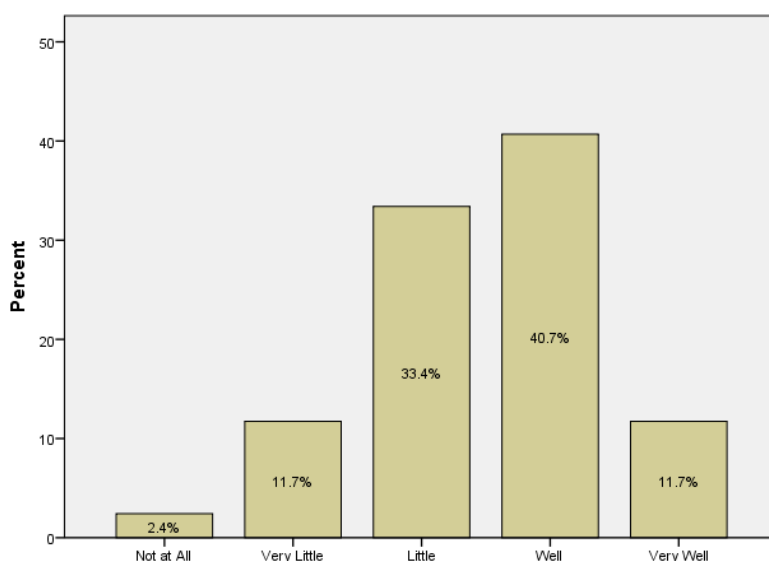
The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 12 (2.4%) thought they were not able to use literature at all; 58 (11.7%) thought they were

able to use literature very little; 165 (33.4%) thought they were able to use literature a little; 201 (40.7%) thought they were able to use literature well; 58 (11.7%) thought they were able to use literature very well and 16 (3.1%) did not respond. In summary, the majority of respondents indicated that they were able to use literature in English well.

Figure 5.45: Bar Chart showing how well learner respondents thought they were able to use English Language and grammar

The above Bar Chart shows that of the 510 learners who participated in the study, 20 (4%) thought they were not able to use English language and grammar; 60 (12.1%) thought they were able to use English language and grammar very little; 160 (32.3%) thought they were able to use English language and grammar a little; 185 (37.3%) thought they were able to use English language and grammar well; 71 (14.3%) thought they were able to use English language and grammar very well and 14 (2.7%) did not respond. In summary, the majority of respondents (37.3%) indicated that they were able to use English language and Grammar well.

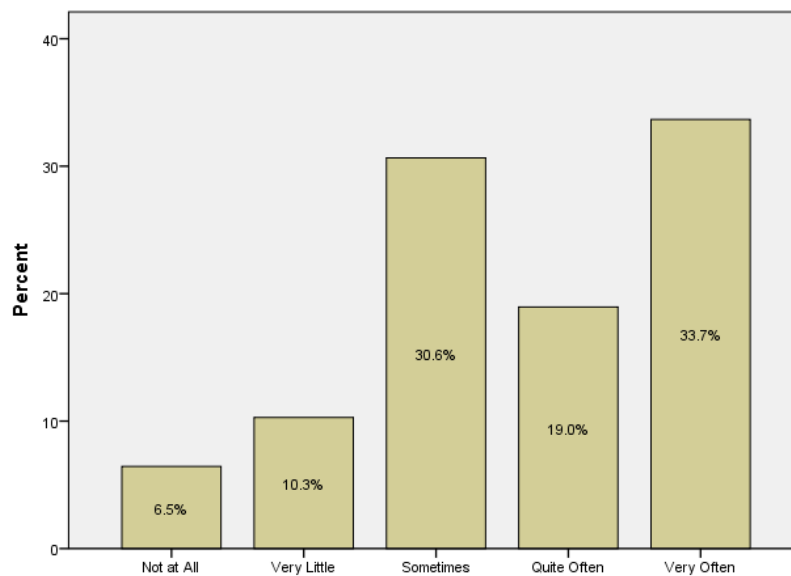**Figure 5.46: Bar Chart showing how well learner respondents think they are able to form ideas in English**
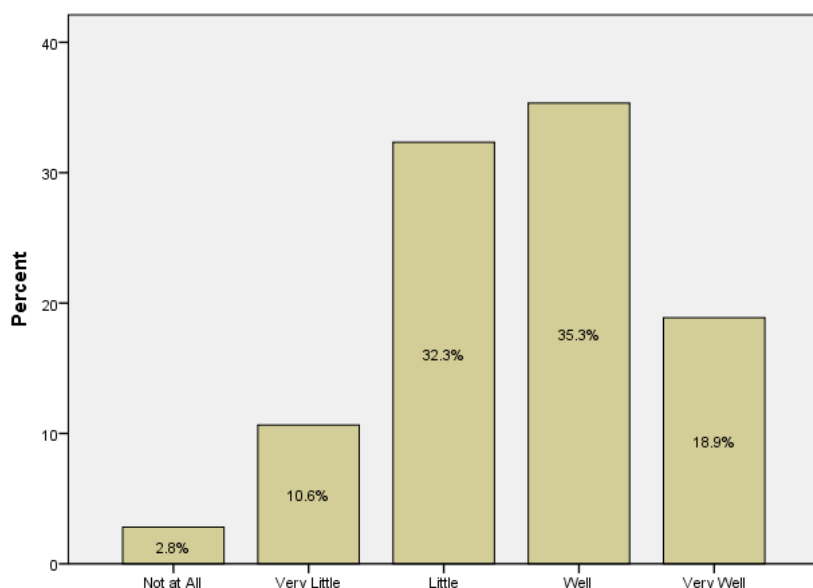
The above Bar Chart shows that of the 510 learners who participated in the study, 14 (2.8%) thought they were not able to form ideas in English at all; 53 (10.6%) thought they were able to form ideas in English only very little; 161 (32.3%) thought they were able to form ideas in English a little; 176 (35.3%) thought they were able to form ideas in English well; 94 (18.9%) thought they were able to form ideas in English very well and 12 (2.4%) did not respond. In summary, the majority of respondents indicated that thought they were able to form ideas in English well.

Figure 5.47: Bar Chart showing how well learner respondents thought they were able to write Compositions and Essays in English
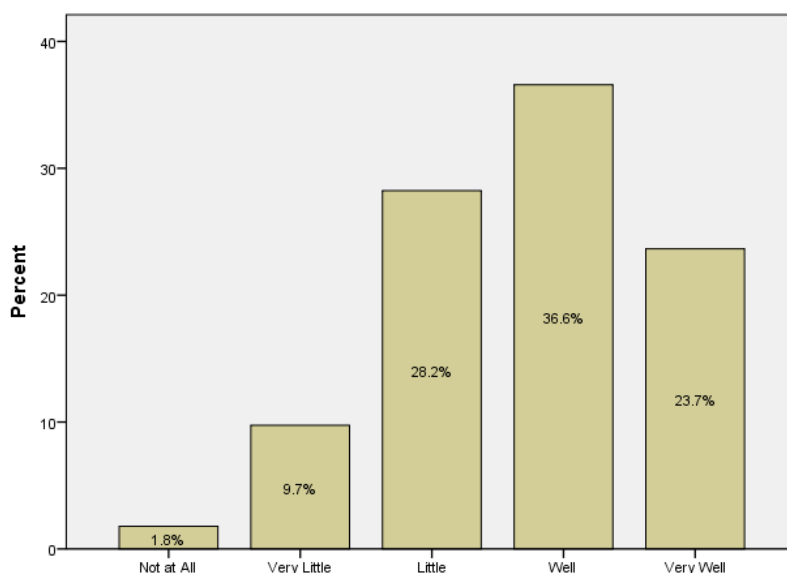
The above Bar Chart shows that of the 510 learners who participated in the study, 9 (1.8%) thought they were not able to write compositions and essays in English at all; 49 (9.7%) thought they were able to write compositions and essays in English very little; 142 (28.2%) thought they were a little able to write compositions and essays in English; 186 (36.6%) thought they were able to write compositions and essays in English well; 119

(23.7%) thought they were able to write compositions and essays in English very well; and 7 (1.4%) did not respond. In summary, the majority of respondents indicated that they were able to write compositions and essays in English well.

Figure 5.48: Bar Chart showing how well learner respondents think they are in self-expression

The above Bar Chart shows that of the 510 learners who participated in the study, 14 (2.8%) thought they were not able to express themselves in English at all; 41 (8.7%) thought they were able to express themselves in English very little; 112 (22.3%) thought they were able to express themselves in English a little; 177 (35.2%) thought they were able to express themselves in English well; 159 (31.6%) thought they were able to express themselves in English well. In summary, the majority of respondents indicated that they were able express themselves well in English.

Figure 5.49: Bar Chart showing how often learner respondents use Textbooks that are in English
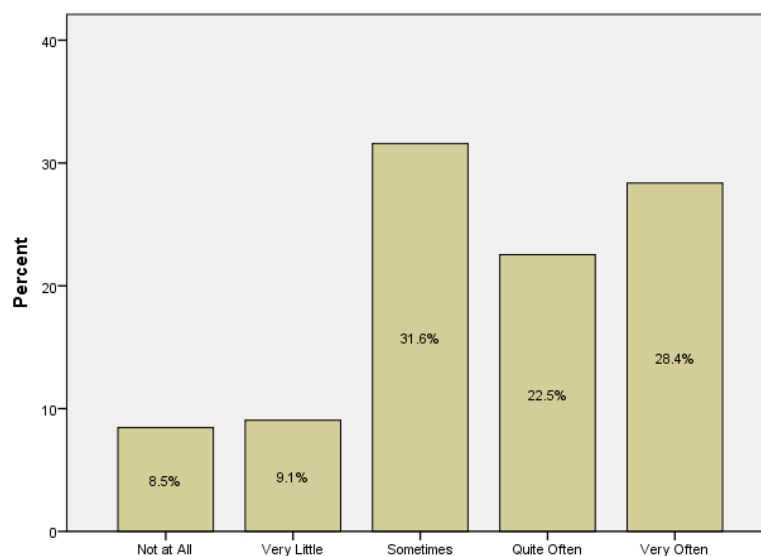
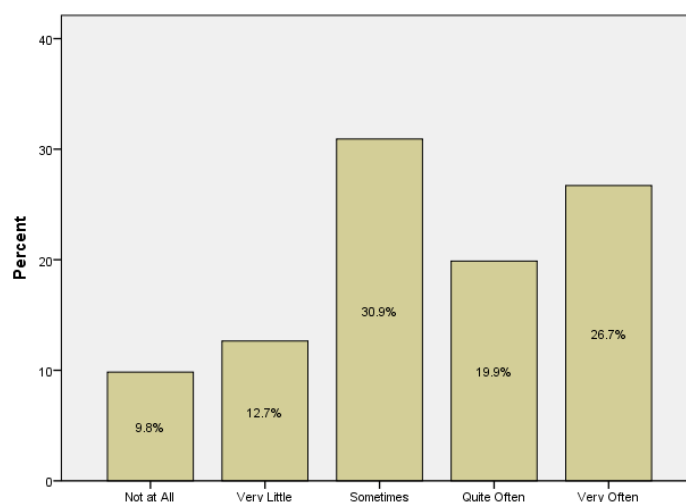The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 42 (8.5%) indicated that they did not use textbooks that are in English at all; 45 (9.1%) indicated that they used textbooks that are in English very little; 157 (31.6%) indicated that they used textbooks that are in English sometimes; 112 (22.5%) indicated that they used textbooks that are in English quite often; 141 (28.4%) indicated that they used textbooks that are in English very often and 13 (2.5%) did not respond. In summary, the majority of respondents indicated that they used textbooks that are in English sometimes.

Figure 5.50: Bar Chart showing how often learner respondents use the English Dictionary

The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 32 (6.5%) indicated that they did not use the English Dictionary at all; 51 (10.3%) indicated that they use the English Dictionary very little; 152 (30.6%) indicated that they use the English Dictionary sometimes; 94 (19.0%) indicated that they use the English Dictionary quite often; 167 (33.7%) indicated that they use the English Dictionary very often and 14 (2.7%) did not respond. In summary, the majority of respondents indicated that they used the English dictionary very often.

Figure 5.51: Bar Chart showing how often learner respondents use the internet in English
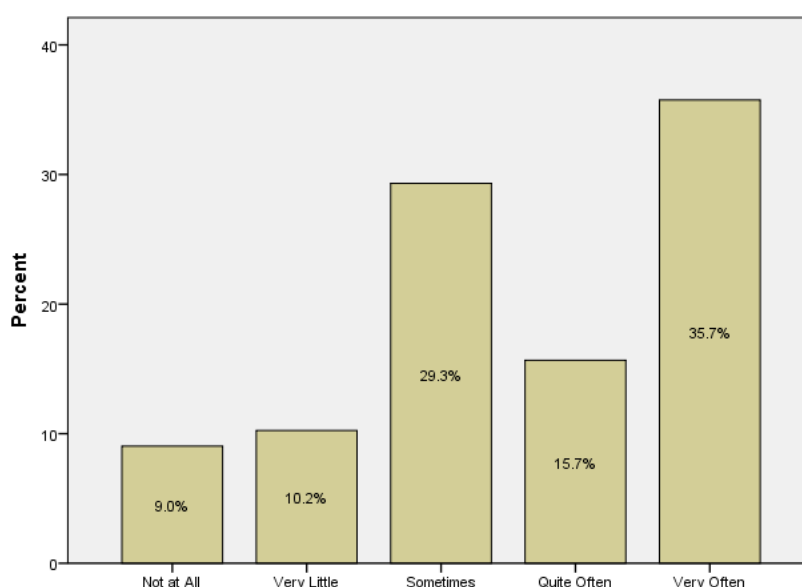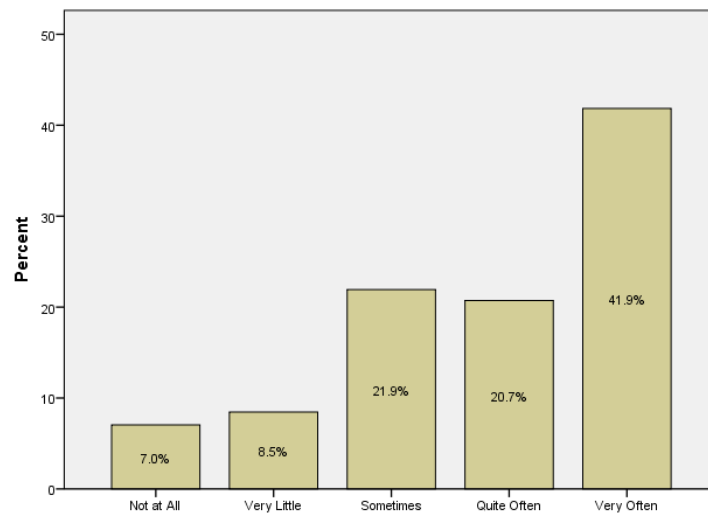
The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 45 (9.0%) indicated that they did not use the internet at all; 51 (10.2%) indicated that they used the internet very little; 146 (29.3%) indicated that they used the internet sometimes; 78 (15.7%) indicated that they used the internet quite often; 178 (35.7%) indicated that they used the internet very often and 12 (2.4%) did not respond. In summary, the majority of the respondents indicated that they used the internet that is in English very often.
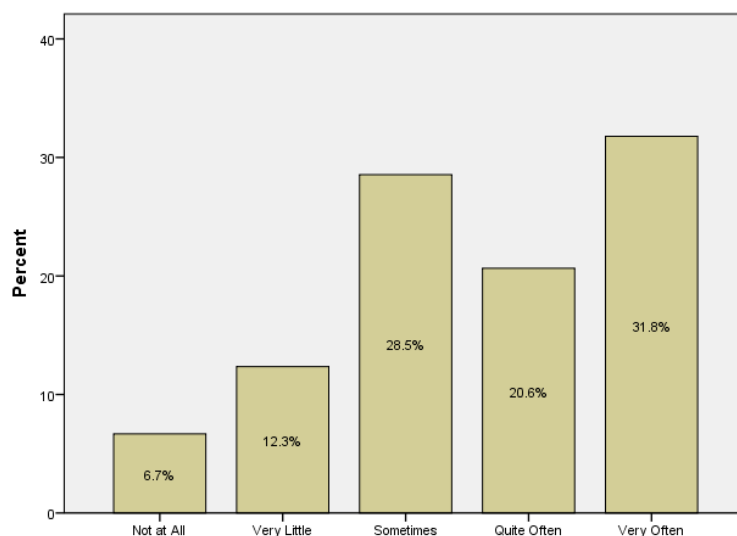
Figure 5.52: Bar Chart showing how often learner respondents read magazines and newspapers in English

The above Bar Chart shows that of the 510 learners who participated in the study, 49 (9.8%) indicated that they did not read magazines and newspapers in English at all; 63 (12.7%) indicated that they read magazines and newspapers in English very little; 154 (30.9%) indicated that they read magazines and newspapers in English sometimes; 99 (19.9%) indicated that they read magazines and newspapers in English quite often; 133 (26.7%) indicated that they read magazines and newspapers in English very often and 12 (2.4%) did not respond. In summary, the majority of respondents indicated that they read magazines and newspapers in English sometimes.

179

Figure 5.53: Bar Chart showing how often learner respondents listen to radio and television in English

The above Bar Chart shows that of the 510 learners who participated in the study, 35 (7.0%) indicated that they did not listen to radio and television in English at all; 42 (8.5%) indicated that they listened to radio and television in English very little; 109 (21.9%) indicated that they listened to radio and television in English sometimes; 103 (20.7%) indicated that they listened to radio and television in English quite often; 208 (41.9%) indicated that they listened to radio and television in English very often and 13 (2.5%) did not respond. In summary, the majority of respondents indicated that they listened to radio and television in English very often.

Figure 5.54: Bar Chart showing how often learner respondents watch Videos in English
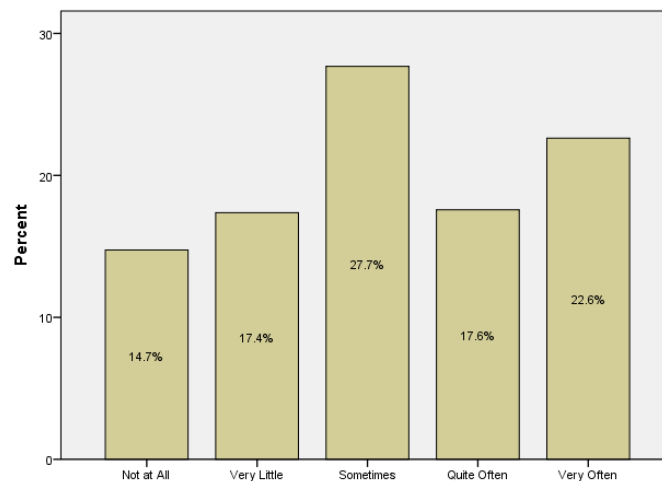
The above Bar Chart shows that of the 510 learners who participated in the study, 73 (14.7%) indicated that they did not watch videos in English at all; 86 (17.4%) indicated that they watched videos in English very little; 137 (27.7%) indicated that they watched videos in English sometimes; 87 (17.6%) indicated that they watched videos in English quite often; 112 (22.6%) indicated that they watched videos in English very often and 15
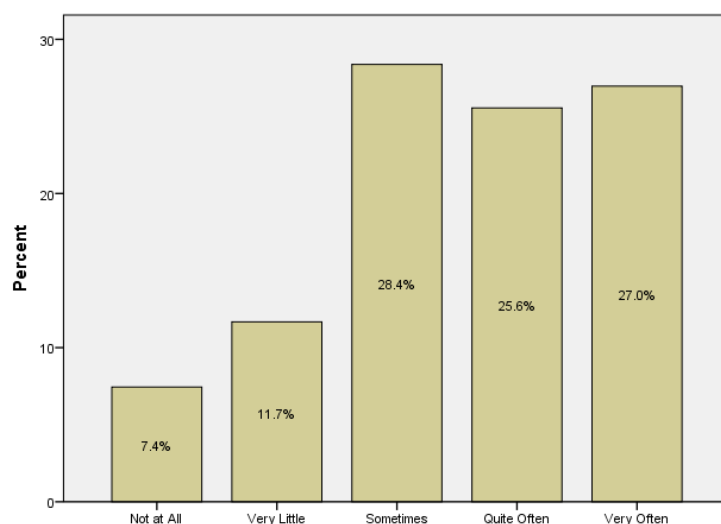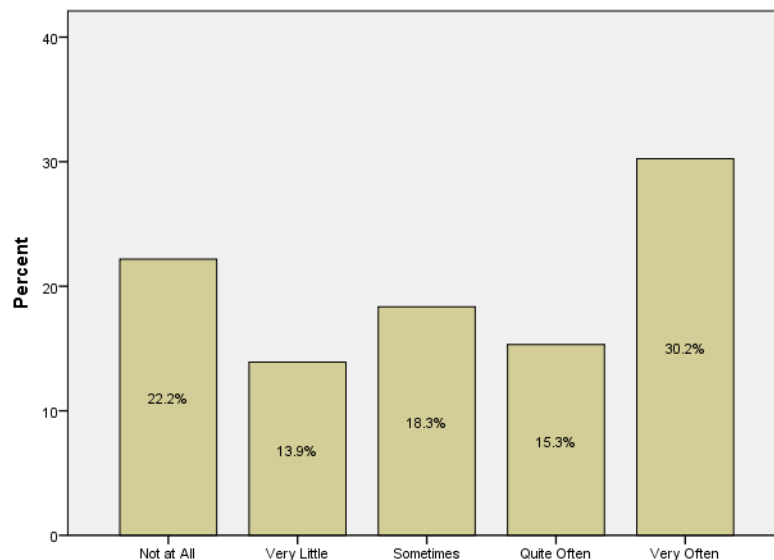
180

(2.9%) did not respond. In summary, the majority of respondents indicated that they watched videos in English sometimes.

Figure 5.55: Bar Chart showing how often learner respondents read English Literature (Novel, Plays Short stories, Poetry)

The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 33 (6.7%) indicated that they did not read English literature at all; 61 (12.3%) indicated that they read English literature very little; 141 (28.5%) indicated that they read English literature sometimes; 102 (20.6%) indicated that they read English literature quite often; 157 (31.8%) indicated that they read English literature very often and 16 (3.1%) did not respond. In summary, the majority of respondents indicated that they read English literature very often.

Figure 5.56: Bar Chart showing how often learner respondents read books in English from other subjects

The above Bar Chart shows that of the 510 learners who participated in the study, 37 (7.4%) indicated that they did not read books in English from other subjects at all; 58 (11.7%) indicated that they read books in English from other subjects very little; 141 (28.4%) indicated that they read books in English from other subjects sometimes; 127
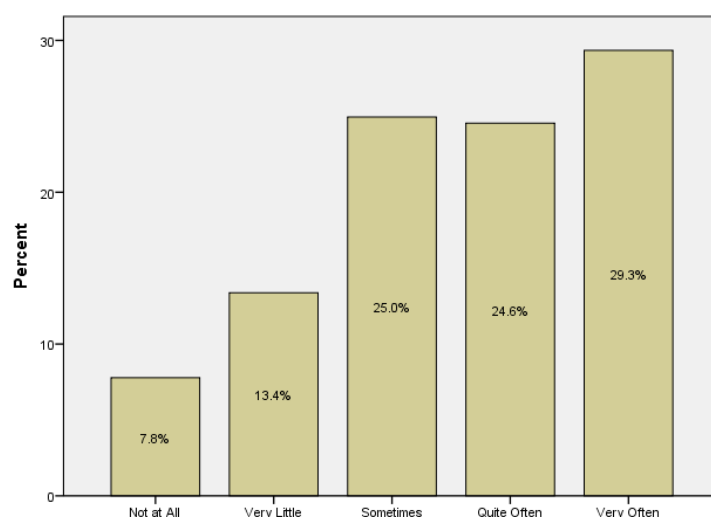
(25.6%) indicated that they read books in English from other subjects quite often; 134 (27.0%) indicated that they read books in English from other subjects very often and 13 (2.5%) did not respond. In summary, the majority of respondents indicated that they read books in English from other subjects sometimes.

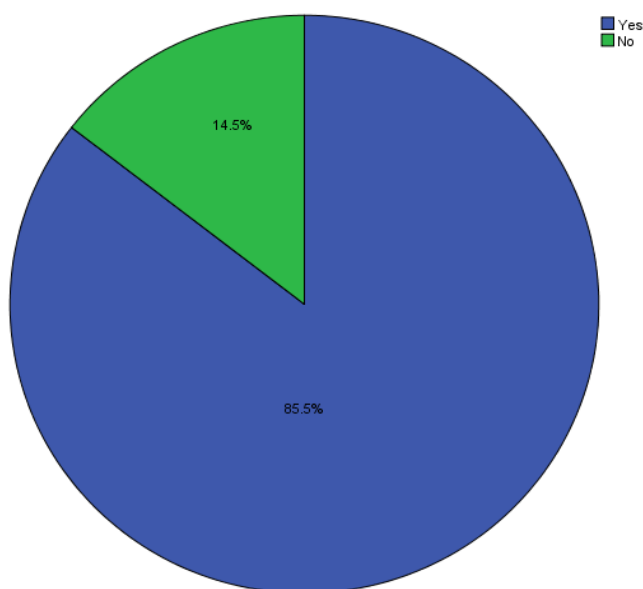**Figure 5.57: Bar Chart showing how often learner respondents use SMS, Facebook and Twitter**

The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 110 (22.2%) indicated that they did not use SMS, Facebook and Twitter at all; 69 (13.9%) indicated that they used SMS, Facebook and Twitter very little; 91 (18.3%) indicated that they used SMS, Facebook and Twitter sometimes; 76 (15.3%) indicated that they used SMS, Facebook and Twitter quite often; 150 (30.2%) indicated that they used SMS, Facebook and Twitter very often and 14 (2.7%) did not respond. In summary, the majority of respondents indicated that they used SMS, Facebook and Twitter very often.

Figure 58: Bar Chart showing how often learner respondents read or write their own material in English
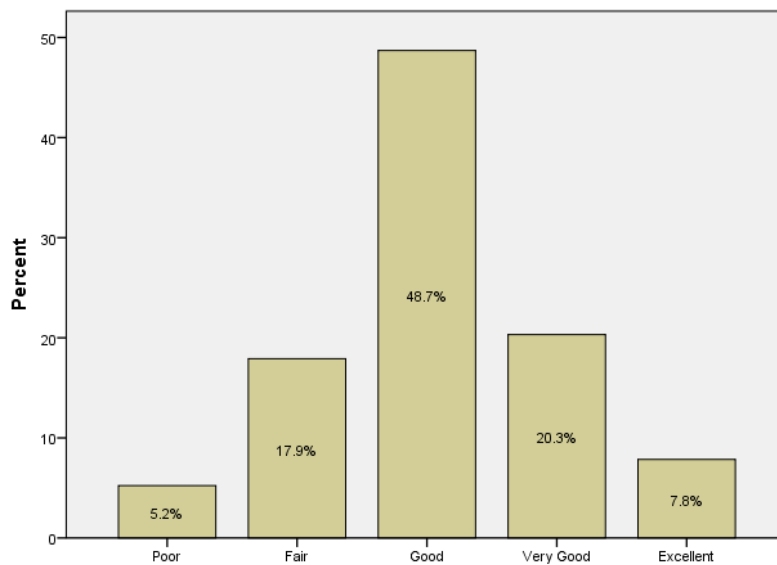
The above Bar Chart shows that of the 510 learners who participated in the study, 39 (7.8%) indicated that they did not read or write their own material in English at all; 67 (13.4%) indicated that they read or wrote their own material in English very little; 127 (25%) indicated that they sometimes read or write their own material in English; 123 (24.6%) said they read or wrote their own material in English quite often;147 (29.3%) indicated that they read or wrote their own material in English very often and 9 (1.8%) did not respond. In summary, the majority of respondents indicated that they read or wrote their own material in English very often.

Figure 5.59: Pie Chart showing whether learner respondents thought learning their subjects in English is a good thing
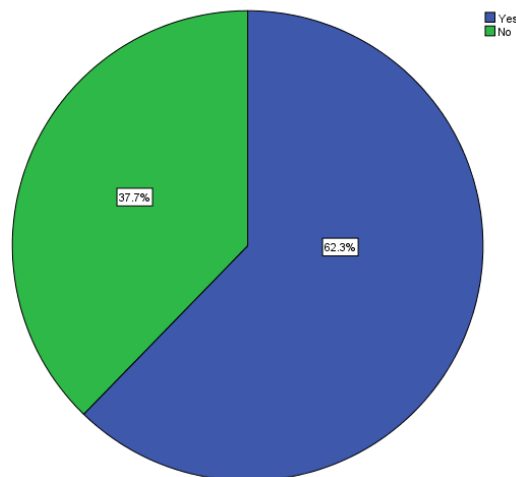

The above Pie Chart shows that of the 510 learners who participated in the survey, 418 (85.5%) indicated that learning their subjects in English was a good thing; 71 (14.5%) indicated that learning their subjects in English was not a good thing. 21 (4.1%) did not respond. In summary, the majority of respondents indicated that learning their subjects in English was a good thing.

183

Figure 5.60: Bar Chart showing how good learner respondents thought their English is
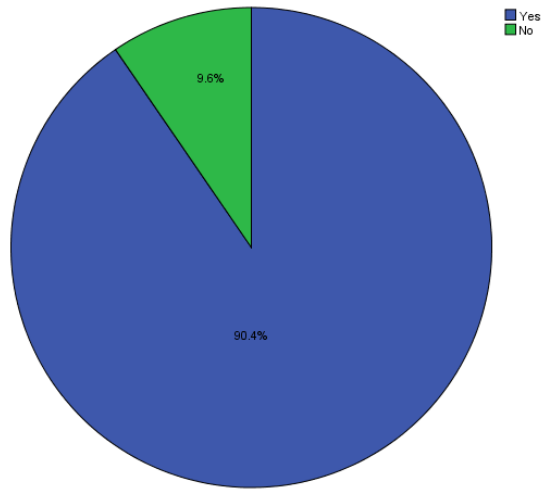

The above Bar Chart shows that of the 510 (100%) learners who participated in the study, 26 (5.2%) rated their English as poor; 89 (17.9%) rated their English as fair; 242 (48.7%) rated their English as good; 101 (20.3%) rated their English as very good; 39 (7.8%) rated their English as excellent and 13 (2.5%) did not respond. In summary, the majority of respondents rated their English as good.

Figure 5.61: Pie chart showing whether learner respondents thought the level of their English affects their performance in other subjects
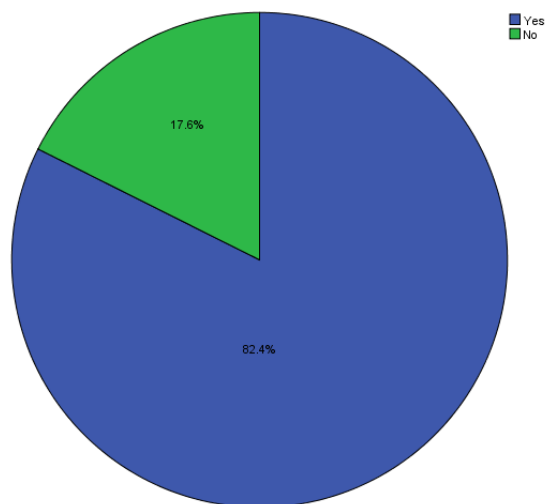

The above Pie Chart shows that of the 510 (100%) learners who participated in the study, 307 (62.3%) thought the level of their English did affect their performance in other subjects; 186 (37.7%) thought the level of their English did not affect their performance in other subjects; and 17 (3.3%) did not respond. In summary, the majority of respondents thought the level of their English does affect their performance in other subjects.

Figure 5.62: Pie Chart showing whether learner respondents thought that improving their English is important in order for them to do well in their studies
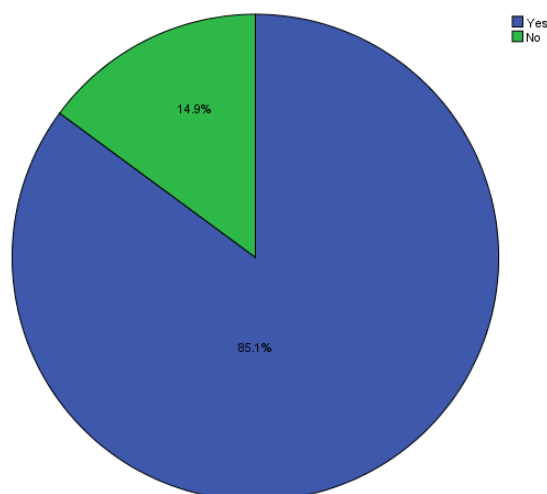

The above Pie Chart shows that of the 510 learners who participated in the study, 454 (90.4%) thought that improving their English was important in order for them to do well in their studies; 48 (9.6%) thought that improving their English was not important for them to do well in their studies; and 8 (1.6%) did not respond. In summary, the majority of respondents thought improving their English was important in order for them to do well in their studies.

Figure 5.63: Pie Chart showing whether learner respondents think learning in English helps them to do well in their subjects
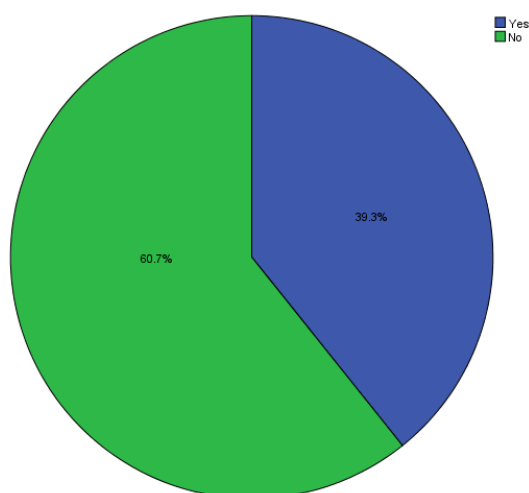

The above Pie Chart shows that of the 510 (100%) learners who participated in the study, 412 (82.4%) thought learning in English helped them to do well in their subjects; 88 (17.6%) thought learning in English did not help them do well in their subjects. In summary, the majority of respondents think learning in English helps them to do well in their subjects.

185

Figure 5.64: Pie Chart showing whether learners think extra programmes to support the learning of English should be introduced
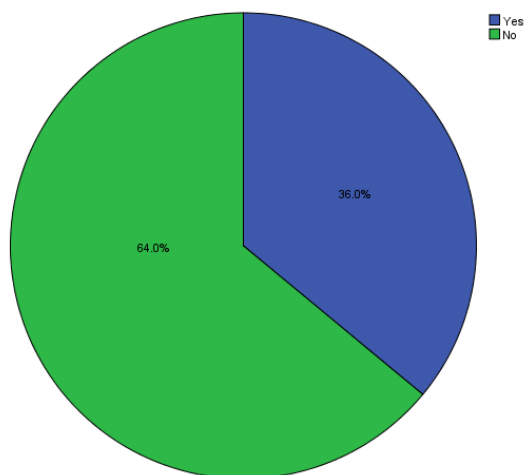

The above Pie Chart shows that of the 510 (100%) learners who participated in the survey 423 (85.1%) thought extra programmes to support the learning of English should be introduced; 74 (14.9%) thought extra programmes to support the learning of English should not be introduced; and 13 (2.5%) did not respond. In summary, the majority of respondents thought extra programmes to support the learning of English should be introduced.

Figure 5.65: Pie chart showing whether learners thought using isiZulu as a teaching and learning subject is a good thing
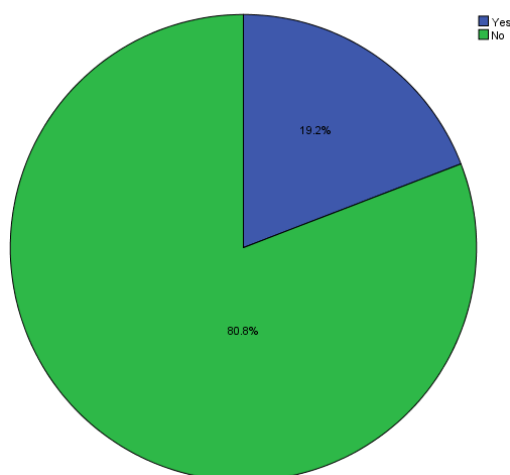

The above Pie Chart shows that of the 510 (100%) learners who participated in the survey 190 (39.3%) thought using isiZulu as a teaching and learning language was a good thing; 294 (60.7%) thought using isiZulu as a teaching and learning subject was not a good thing; 26 (5.1%) did not respond. In summary, the majority of respondents thought using isiZulu as a teaching and learning subject was not a good thing.

Figure 5.66: Pie Chart showing whether learners thought learning in Zulu would help them to perform better in their subjects and examinations

The above Pie Chart shows whether learners thought learning in isiZulu would help them to perform better in their subjects and examinations. Of the 510 learners who participated in the survey,179 (36.0%) thought learning in isiZulu would help them to perform better in their subjects and examinations; 318 (64.0%) thought learning in isiZulu would not help them perform better in their subjects and examinations; and
13 (2.5%) did not respond. In summary, the majority of respondents thought learning in isiZulu would not help them perform better in their subjects and examinations.

Figure 5.67: Pie Chart showing whether learners think all subjects should be learnt in isiZulu

The above Pie Chart shows whether learners thought all subjects should be learnt in isiZulu. Of the 510 (100%) learners who participated in the survey, 95 (19.2%) thought all subjects should be learnt in isiZulu; 401 (80.8%) thought all subjects should not be learnt in isiZulu; and 14 (2.7%) did not respond. In summary, the majority of respondents thought all subjects should not be learnt in isiZulu.

187

## 5.7.2 RESPONSES TO EDUCATORS' QUESTIONNAIRE

5.7.2.1 Section 1: Personal Information

Figure 5.68: Pie Chart showing the age of respondents
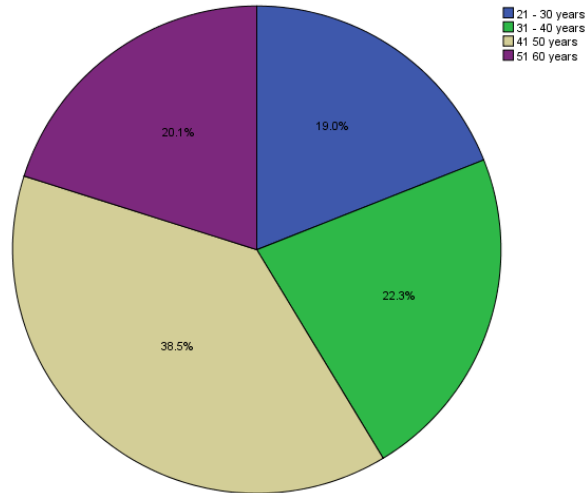
The above Pie Chart shows that out of 180 educators who responded 34 (19.0%) were aged between 21 and 30 years; 40 (22.3%) were 31 to 40 years old; 69 (38.5%) were between 41 and 50 years old; 36 (20.1%) were between 51 and 60 years old and 1 (.6%) did not respond. In summary, the majority of respondents were between the age of 41 and 50 years.

Figure 5.69: Pie Chart showing the gender of respondents
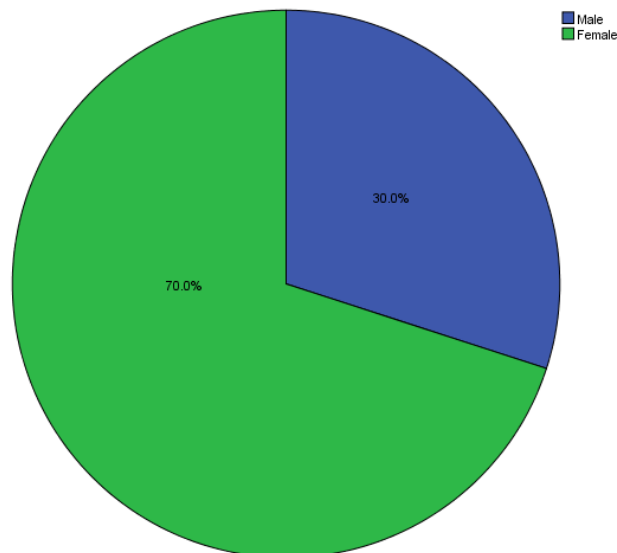

The above Pie Chart above indicates that out of 180 educators who responded 54 (30.0%) were male and 126 (70.0%) were female. In summary, the majority of respondents were female.

Figure 5.70: Bar Chart showing the rank of respondents
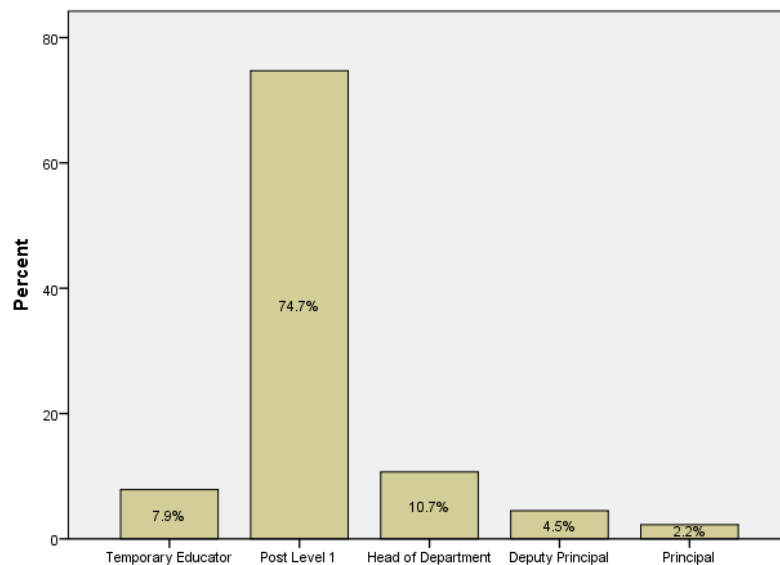
The above Bar Chart shows the rank of the 180 respondents. 14 (7.9%) were temporary educators; 133 (74.7%) were post level 1 Educators; 19(10.7%) were Heads of Department; 8 (4.5%) were Deputy Principals; 4(2.2%) were Principals; 2 (1.1%) did not respond. In summary, the majority of respondents' ranking was Post Level 1.

Figure 5.71: Bar Chart showing the academic qualification of respondents
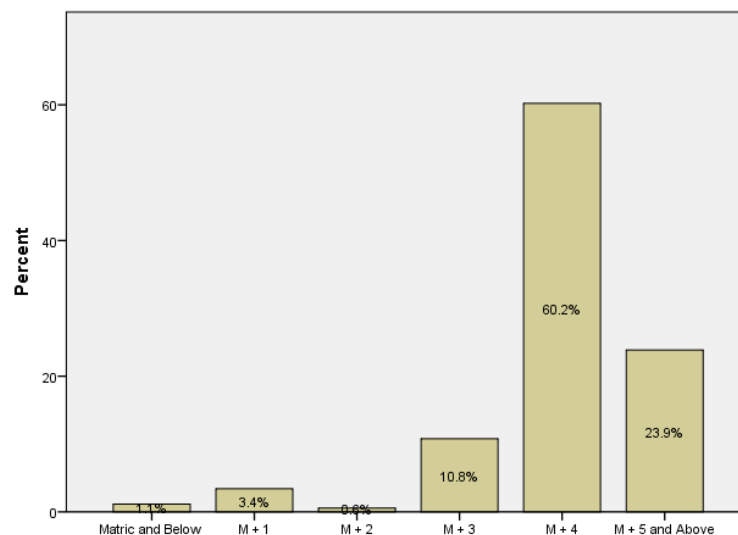
The above Bar Chart shows the Educators' academic qualifications. Of the 180 Educators that participated 2 (1.1%) had Matric (M) and below; 6 (3.4%) had an M+1 (Matric plus one year) qualification; 1 (0.6%) had an M+2 qualification; 19 (10.8%) had an M+3 qualification; 106 (60.2%) had an M+4 qualification; 42 (23.9%) had an M+5 and above qualification; and 4 (2,2%) did not respond. In summary, the majority of respondents had an M+4 qualification.

Figure 5.72: Bar Chart showing the number of years respondents had worked as educators
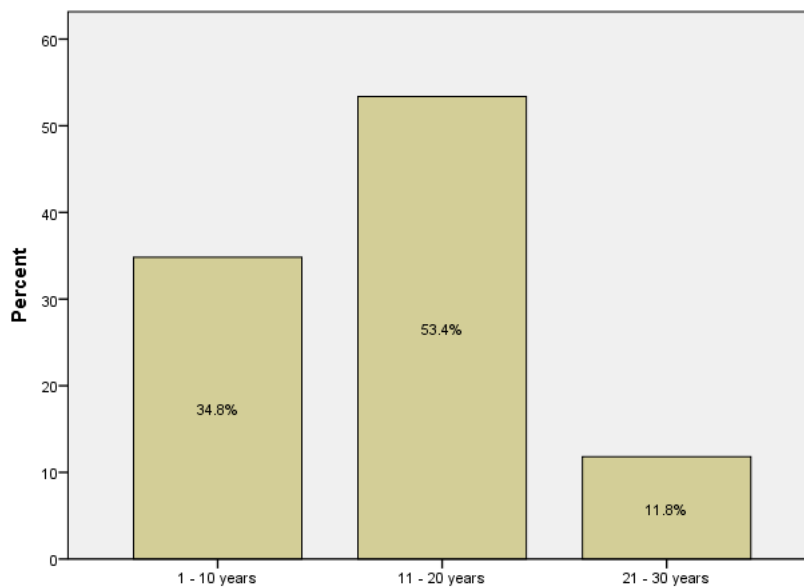
The above Bar Chart shows the number of years that the 180 educators who responded to the survey had worked as educators. 62 (34.8%) had worked between 1 – 10 years; 95 (53.4%) had worked between 11-20 years; 21 (11.8%) had worked between 21-30 years and 2 (1.1%) did not respond. In summary, the majority of respondents had worked as educators for between eleven and twenty years.

Figure 5.73: Pie Chart showing respondents' area of specialisation
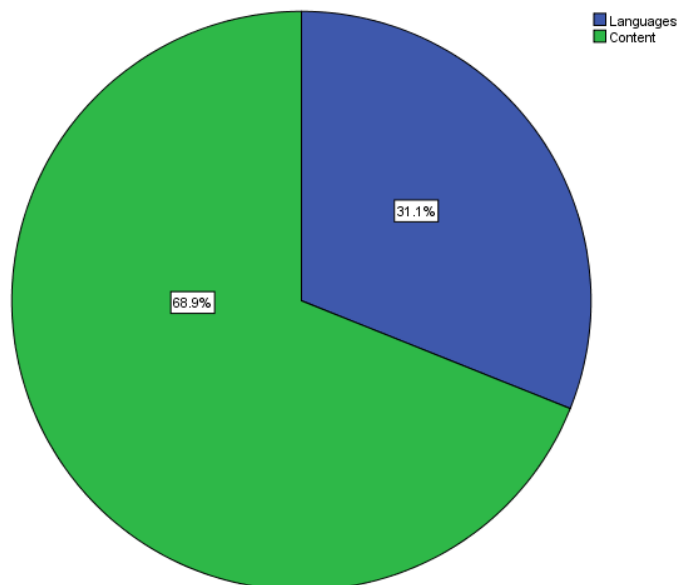
The above Pie Chart shows respondents' area of specialisation. Of the 180 (100%) educators who responded, 55 (31.1%) had specialised in the languages 122 (68.9%) had specialised in content subjects; 3 (1.7%) did not respond. In summary, the majority of respondents had specialised in content subjects.

Figure 5.74: Pie Chart showing respondents' teaching area
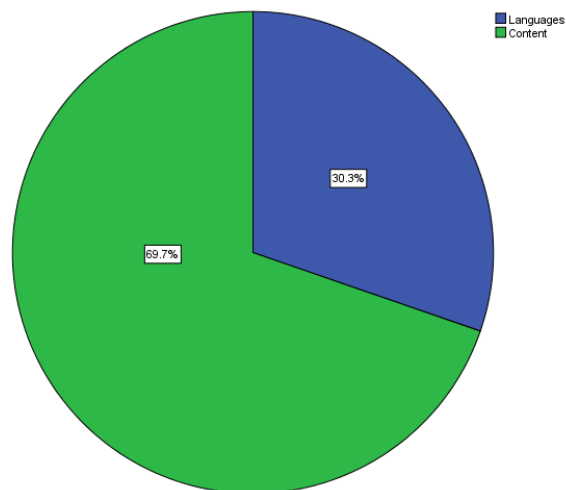
The above Pie Chart shows respondents' area of teaching. Of the 180 educators who participated in the survey, 53 (30.3%) taught the languages; 122 (69.7%) taught content subjects and 5 (2.8%) did not respond. In summary, the majority of respondents taught content subjects.

5.7.2.2 <u>Section 2</u>: Educators' Perceptions of Learners' Competence in English

Figure 5.75: Bar Chart showing how important educator respondents thought learners' competence in the medium of learning and teaching is
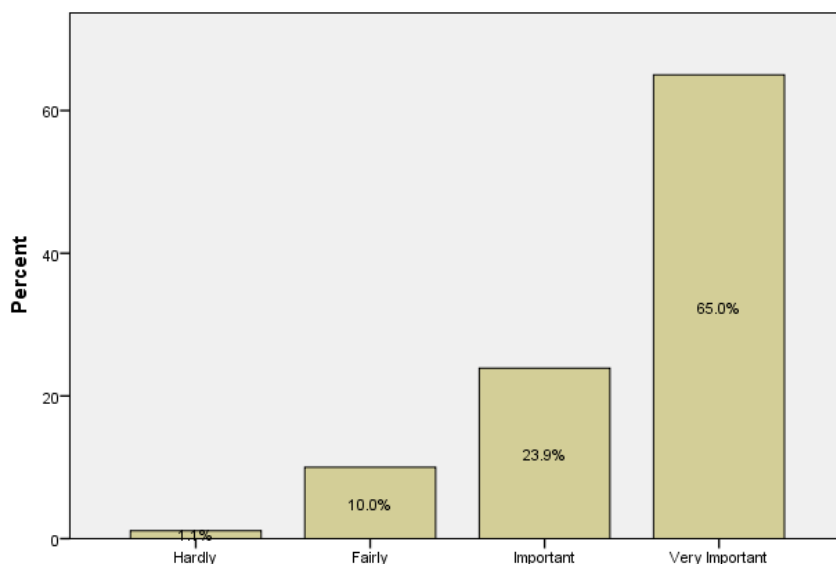
The Bar Chart above shows how important educator respondents thought learners' competence in English was. Of the 180 educators who participated in the survey 2 (1.1%) thought learners' competence in the medium of learning and teaching was hardly important; 18 (10.0%) thought it was fairly Important; 43 (23.9 %) thought it was important; 117 (65.0%) thought it was very important. In summary, the majority of respondents thought learners' competence in English was very important.

191

Figure 5.76: Bar chart showing how important educator respondents thought learners' competence English was in learning any subject
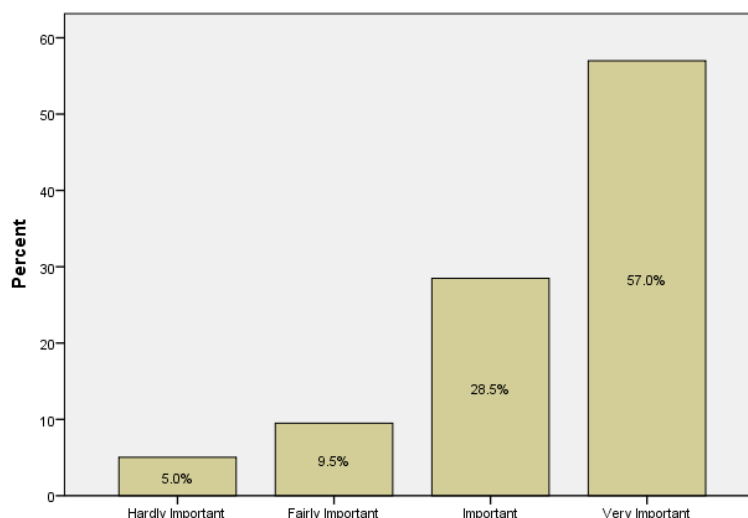
The Bar Chart above shows how important educator respondents thought learners' competence English was in learning any subject in class. Of the 180 educators who participated in the survey 9 (5.0%) thought it was hardly important; 17 (9.5%) thought it was fairly Important; 51 (28.5%) thought it was important 102 (57.0 %) thought it was very important; 1 (6.0%) did not respond. In summary, the majority of respondents thought learners' competence English was very important in learning any subject in class.

Figure 5.77: Bar Chart showing how important educator respondents thought learners' competence in English was in understanding examination questions and answering them well
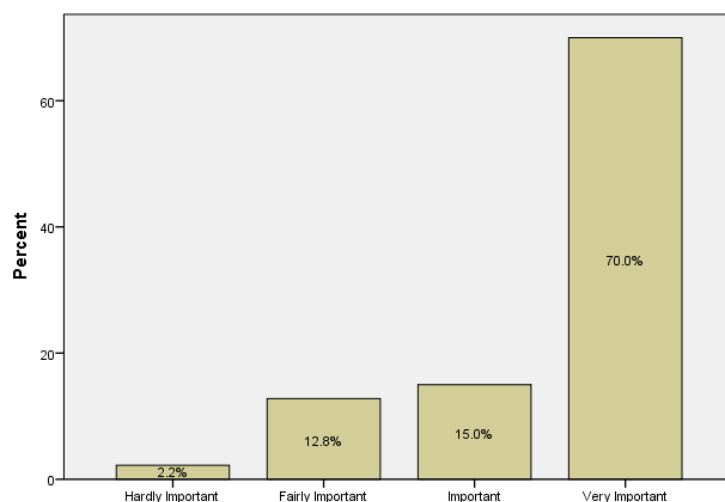
The Bar Chart above shows how important educator respondents thought learners' competence in English was in understanding examination questions and answering them well. Of the 180 educators who participated in the survey, 4 (2.2%) thought it was hardly important; 23 (12.8%) thought it was fairly Important; 27 (15.0%) thought it was important; 126 (70.0 %) thought it was very important. In summary, the majority of respondents

192

thought the learners' competence in English was very important in understanding examination questions and answering them well.

Figure 5.78: Bar Chart showing how important educator respondents thought learners' competence in English was in expressing themselves in writing and orally

The Bar Chart above shows how important educator respondents thought learners' competence in English is in expressing themselves in writing and orally. Of the 180 educators who participated in the survey 9 (5.1%) thought it was hardly important; 9 (5.1%) thought it was fairly Important; 42 (23.6%) thought it was important; 118 (66.3%) thought it was very important. 2 (1.1%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in expressing themselves in writing and orally.

Figure 5.79: Bar Chart showing how important educator respondents thought learners' competence in English was in gaining self-confidence
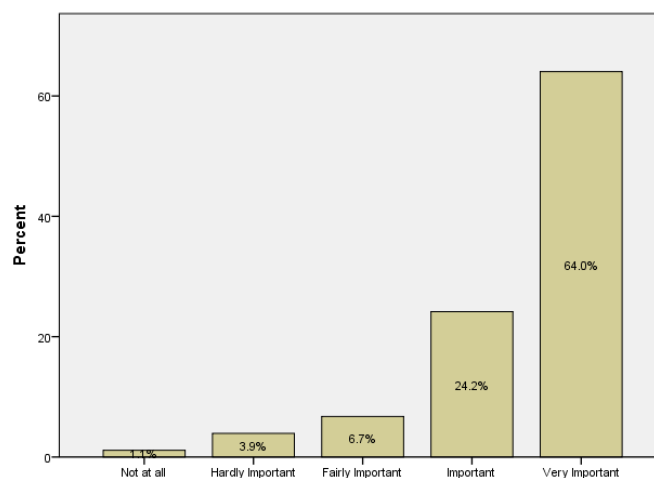
The Bar Chart above shows how important educator respondents thought learners' competence in English was in gaining self-confidence. Of the 180 educators who participated in the survey, 2 (1.1%) thought it was not important at all; 7 (3.9%) thought it was hardly important; 12 (6.7%) thought it was fairly Important; 43 (24.2%) thought it was important; 114 (64.0%) thought it was very important. 2 (1.1%) did not respond. In summary, the majority of respondents think learners' competence in English was very important in gaining self-confidence.
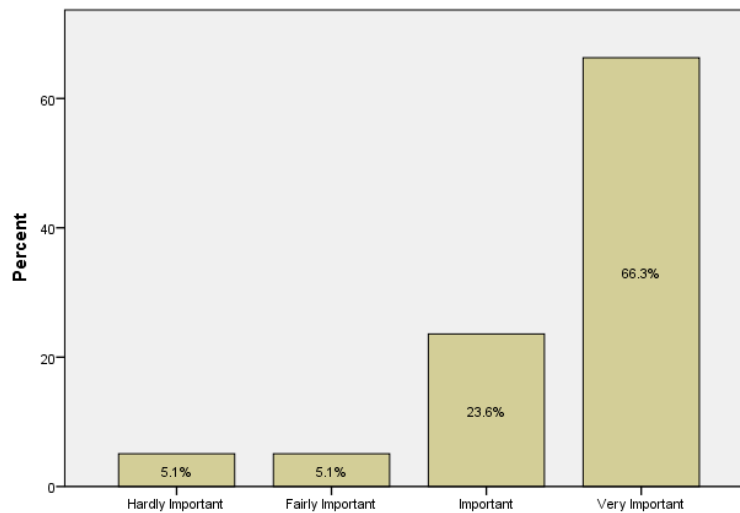
Figure 5.80: Bar chart showing how important educator respondents thought learners' competence in English was in doing well in interviews (finding employment)

The Bar Chart above shows how important educator respondents thought learners' competence in English was in interviews (finding employment), Of the 180 educators who participated in the survey, 10 (5.6%) thought it was hardly important; 13 (7.3%) thought it was fairly Important; 29 (16.3%) thought it was important; 126 (70.8%) thought it was very important. 2 (1.1%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in interviews (finding employment).

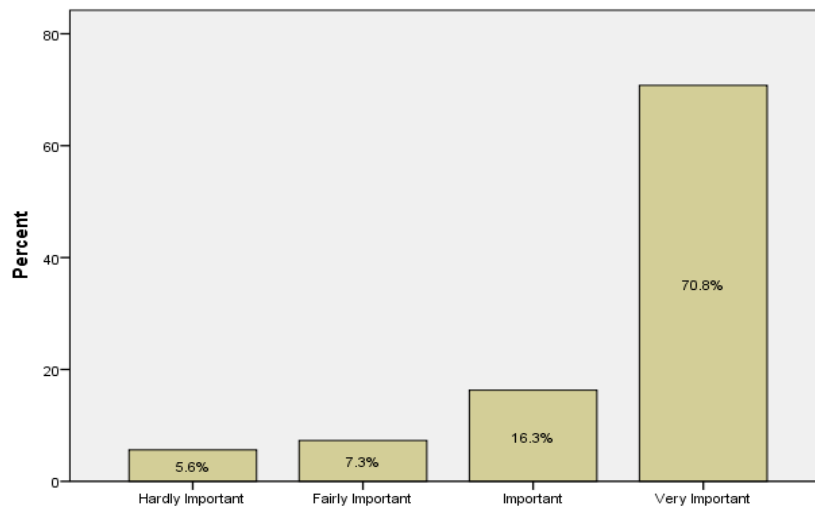**Figure 5.81: Bar Chart showing how important educator respondents thought learners' competence in English was in doing well in their chosen career**

The Bar Chart above shows how important educator respondents thought learners' competence in English is in doing well in their chosen career. Of the 180 educators who participated in the survey, 9 (5.1%) thought it was hardly important; 13 (7.3%) thought it was fairly Important; 41 (23.2%) thought it was important; 114 (64.4%) thought it was very important. 3 (1.7%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in doing well in their chosen careers.

Figure 5.82: Bar Chart showing how important educator respondents thought learners' competence in English was in improving social position and lifestyle
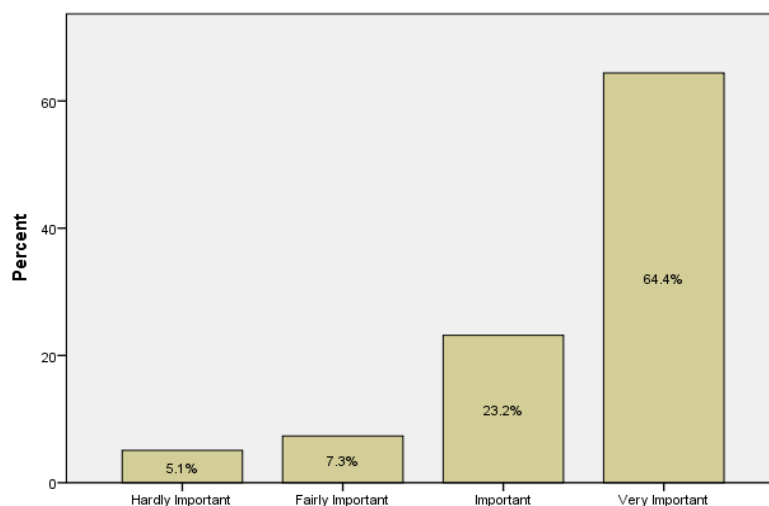

The Bar Chart above shows how important educator respondents thought learners' competence in English was in improving social position and lifestyle. Of the 180 educators who participated in the survey, 1 (0.6%) thought it was not important at all; 8 (4.5%) thought it was hardly important; 22 (12.4%) thought it was fairly Important; 53 (29.8%) thought it was important; 94 (52.8%) thought it was very important. 2 (1.1%) did not

195

respond. In summary, the majority of respondents thought learners' competence in English was very important in improving social position and lifestyle

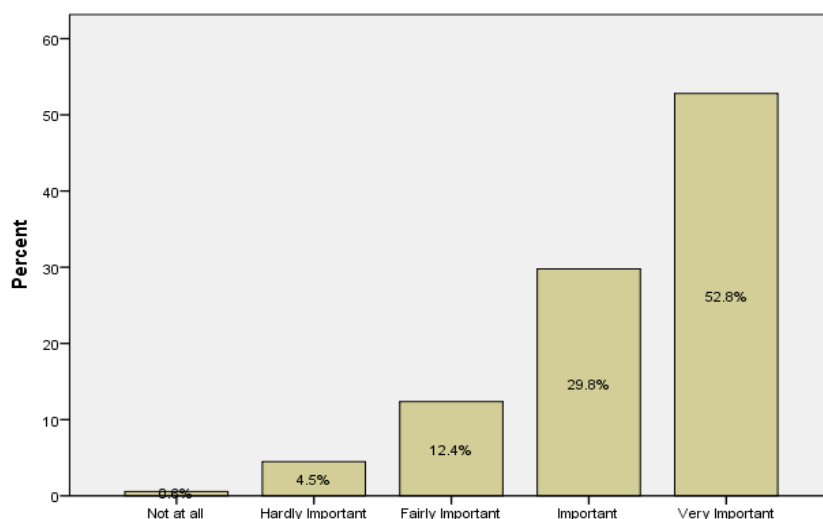**Figure 5.83: Bar Chart showing how important educator respondents thought the learners' competence in English was in advancing national development and growth**

The Bar Chart above shows how important educator respondents thought learners' competence in English was in advancing national development and growth. Of the 180 educators who participated in the survey, 2 (1.1%) thought it was not important at all; 7 (3.9%) thought it was hardly important; 19 (10.7%) thought it was fairly Important; 50 (28.1%) thought it was important; 100 (56.2%) thought it was very important. 2 (1.1%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in advancing national development and growth.

Figure 5.84: Bar Chart showing how important educator respondents thought learners' competence in English was in involvement in world affairs

The Bar Chart above shows how important educator respondents thought learners' competence in English is, in involvement in world affairs. Of the 180 educators who participated in the survey, 3 (1.7%) thought it was not important at all; 8 (4.5%) thought it was hardly important; 21 (11.8%) thought it was fairly important; 45 (25.3) thought it was important; 101 (56.7%) thought it was important. 2 (1.1%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in involvement in world affairs.

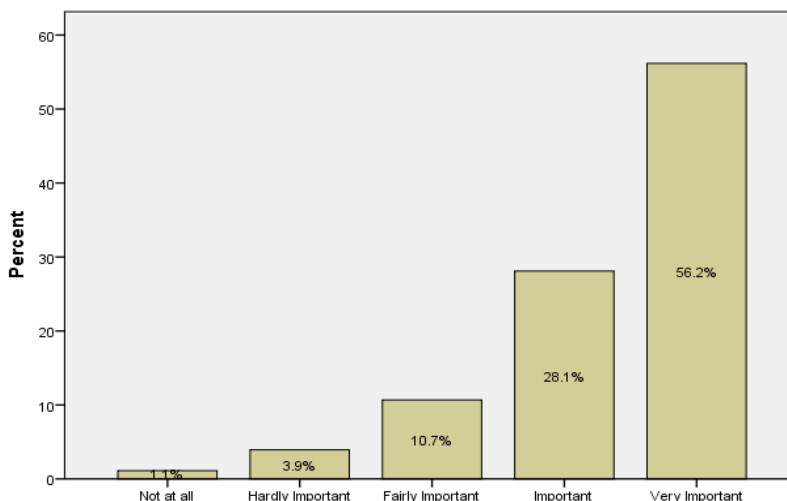**Figure 5.85: Bar Chart showing how important educator respondents thought learners' competence in English was in communicating with people of other languages**
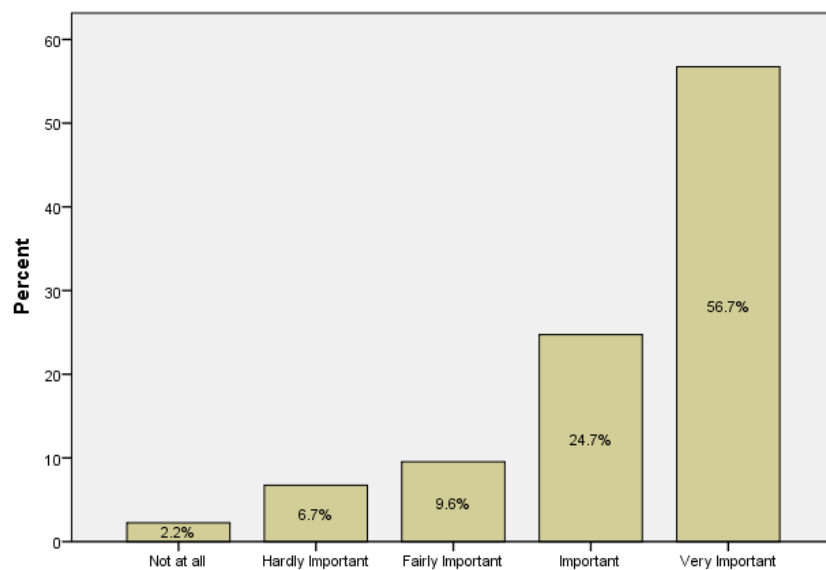
The Bar Chart above shows how important educator respondents thought learners' competence in English was in communicating with people of other languages. Of the 180 educators who participated in the survey, 2 (1.1%) thought it was not important at all; 7 (3.9%) thought it was hardly important; 19 (10.7%) thought it was fairly important; 50 (28.1%) thought it was important; 100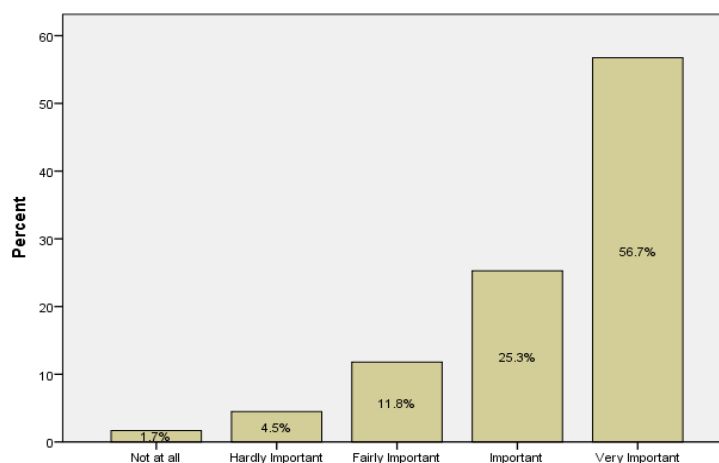 (56.2%) thought it was very important. 2 (1.1%) did not respond. In summary, the majority of respondents thought learners' competence in English was very important in communicating with people of other languages in the world.

2.2 Educators' Perception of Learner Competence in Different Aspects of English

Figure 5.86: Bar Chart showing how educator respondents rated learners' competence in listening to English
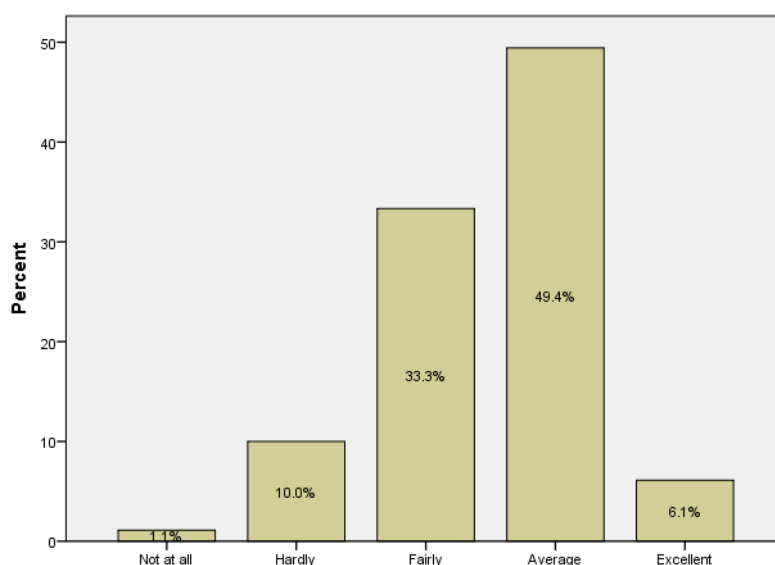
The Bar Chart above shows how educator respondents rated learners' competence in listening to English. Of the 180 educators who participated in the survey, 2 (1.1%) thought they were not competent at all in listening to English at all; 18 (10.0%) thought they were hardly competent in listening to English; 60 (33.3%) thought they were fairly competent in listening to English; 89 (49.4%) thought they were averagely competent in listening to English; 11 (6.1%) thought they were excellent in listening to English and 2 (1.1%) did not respond. In summary, the majority of respondents rated learners' competence in listening to English as average.

Figure 5.87: Bar Chart showing how educator respondents rated learners' competence in speaking English
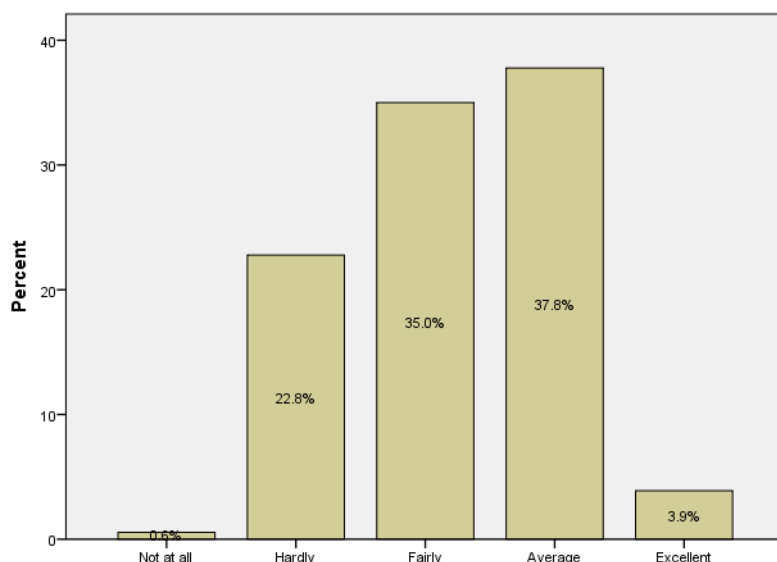
The Bar Chart above shows how educator respondents rated learners' competence in speaking English. Of the 180 educators who participated in the survey, 1 (0.6%) thought they were not competent at all in speaking English; 41 (22.8%) thought they were hardly competent in speaking English; 63 (35.0%) thought they were fairly competent in speaking English; 68 (37.8%) thought they were averagely competent in speaking English; 7 (3.9%)

thought they were excellent. In summary, the majority of respondents rated learners' competence in speaking English as average.

Figure 5.88: Bar Chart showing how educator respondents rated learners' competence in reading English

The Bar Chart above shows how educator respondents rated learners' competence in reading English. Of the 180 educators who participated in the survey, 1(0.6%) thought they were not competent at all in reading English; 27 (15.0%) thought they were hardly competent in reading English; 65 (36.1%) thought they were fairly competent in reading English; 75 (41.7%) thought they were averagely competent in reading English; 12 (6.7%) thought they were excellent in reading English. In summary, the majority of respondents rated learners' competence in reading English as average.

Figure 5.89: Bar Chart showing how educator respondents rated learners' competence in writing English

199

The Bar Chart above shows how educator respondents rated learners' competence in writing English. Of the 180 educators who participated in the survey, 29 (16.1%) thought they were hardly competent at all in writing English; 64 (35.6%) thought they were fairly competent in writing English; 77 (42.8%) thought they were averagely competent; 10 (5.6%) thought they were excellent. In summary, the majority of respondents rated learners' competence in writing English as average.

Figure 5.90: Bar Chart showing how educator respondents rated learners' competence in English literature

The Bar Chart above shows how educator respondents rated learners' competence in English literature. Of the 180 educators who participated in the survey, 2 (1.1%) thought they were not competent at all; 30 (16.9%) thought they were hardly competent; 65 (36.5%) thought they were fairly competent; 74 (41.6%) thought they were averagely competent; 7 (3.9%) thought they were excellent. In summary, the majority of respondents rated learners' competence in English literature as average.

Figure 5.91: Bar Chart showing how educator respondents rated learners' competence in English language and grammar

The Bar Chart above shows how educator respondents rated learners' competence in English language and grammar. Of the 180 educators who participated in the survey, 4 (2.4%) thought they were not competent at all; 32 (19.2%) thought they were hardly competent; 77 (46.1%) thought they were fairly competent; 54 (41.6%) thought they were averagely competent; 54 (32.3%). 6 (3.3%) did not respond. In summary, the majority of respondents rated learners as fairly competent in English language and grammar.
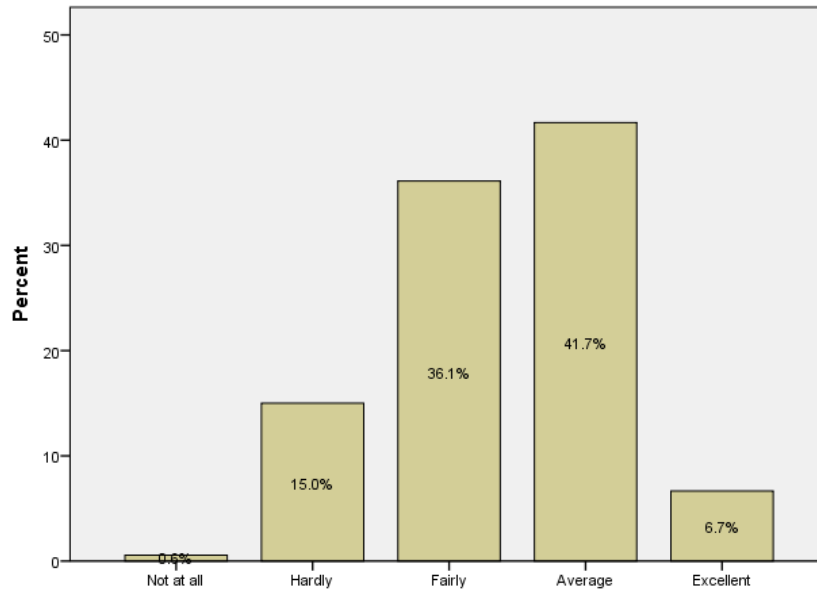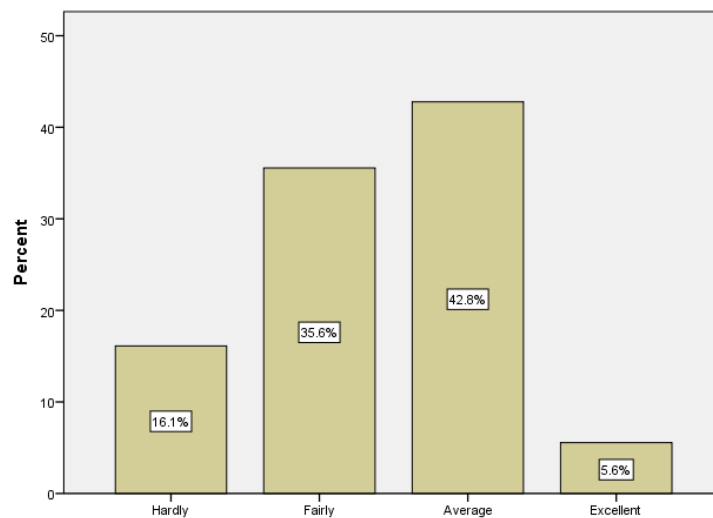
Figure 5.92: Bar Chart showing how educator respondents rated learners' creativity in English

The Bar Chart above shows how educator respondents rated learners' creativity in English. Of the 180 educators who participated in the survey, 4 (2.3%) thought they were not creative at all; 37 (20.9%) thought they were hardly creative; 66 (37.3%) thought they were fairly creative; 60 (33.9%) thought they were averagely creative; 10 (5.6%) thought

they were excellent; 3 (1.7%) did not respond. In summary, the majority of respondents rated learners' creativity in English as fair.

Figure 5.93: Bar Chart showing how educator respondents rated learners' competence in discussing world affairs in English

The Bar Chart above shows how educator respondents rated learners' competence in discussing world affairs in English. Of the 180 educators who participated in the survey, 17 (9.6%) thought they were not competent at all; 47 (26.6%) thought they were hardly competent; 63 (35.6%) thought they were fairly competent; 42 (23.7 thought they were averagely competent; 8 (4.5%) thought they were excellent; 3 (1.7%) did not respond. In summary, the majority of respondents rated learners' competence in discussing world affairs in English as fair.

Figure 5.94: Bar Chart showing how educator respondents rated learners' competence in expressing themselves in English
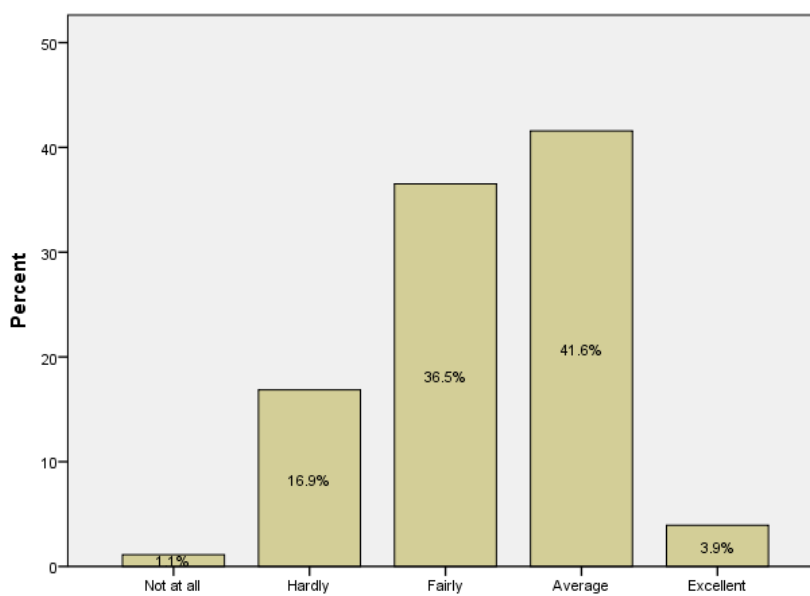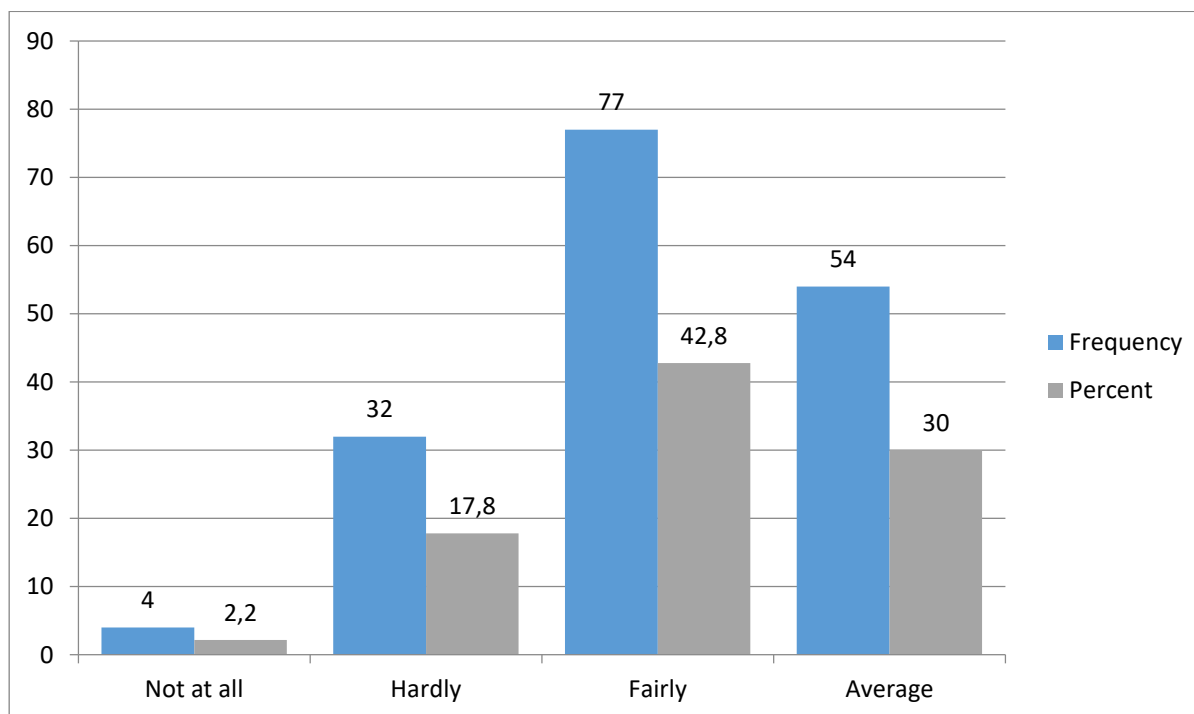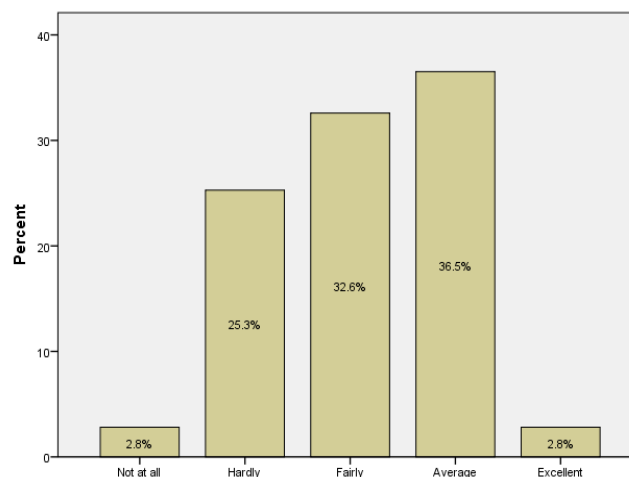

The Bar Chart above shows how educator respondents rated learners' competence in expressing themselves in English. Of the 180 educators who participated in the survey, 5 (2.8%) thought they could not express themselves at all; 45 (25.3%) thought they could

hardly express themselves; 58 (32.6%) thought they were fairly competent in expressing themselves; 65 (36.5%) thought they were averagely competent; 5 (2.8%) thought they could express themselves excellently; 3 (1.1%) did not respond. In summary, the majority of respondents rated learners' competence in expressing themselves in English as average.

2.3 Educators' Perception of Learners' Use of English Materials

Figure 5.95: Bar Chart showing how educator respondents rated learners' use of English textbooks
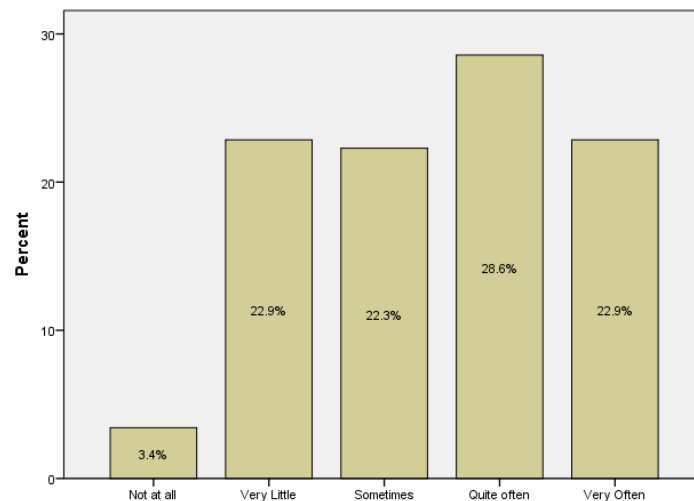
The Bar Chart above how educator respondents rated learners' use of English textbooks. Of the 180 educators who participated in the survey, 6 (3.4%) thought they did not use English textbooks at all; 40 (22.9%) thought they used them very rarely; 39 (22.3%) thought they used them sometimes; 50 (28.6%) thought they used them quite often; 40 (22.9%) thought they used them very often; 5 (2.8%) did not respond. In summary, the majority of respondents rated learners' use of English textbooks as quite often.

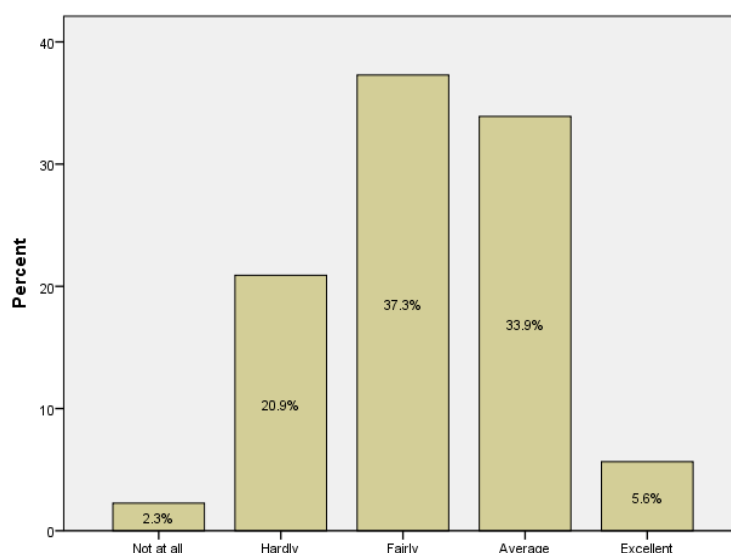**Figure 5.96: Bar Chart showing how educator respondents rated learners' use of an English dictionary**
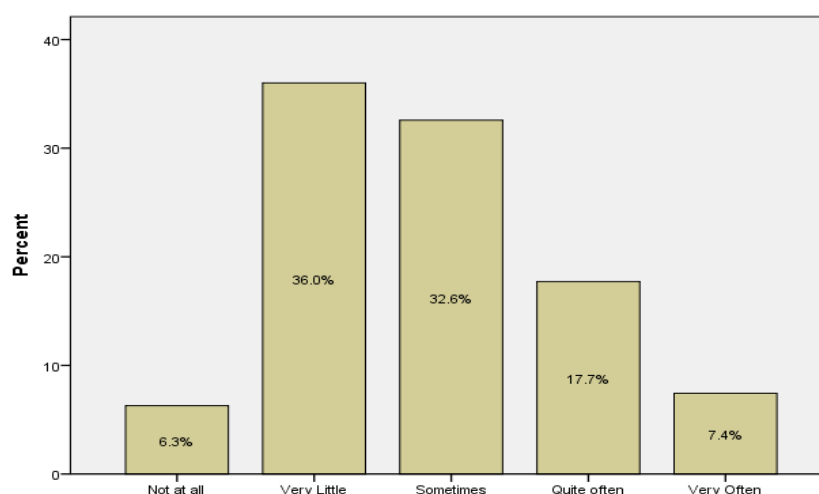
The Bar Chart above shows how educator respondents rated learners' use of an English dictionary. Of the 180 educators who participated in the survey, 11 (6.3%) thought they did not use an English dictionary at all; 63 (36%) thought they used it very rarely; 57 (32.6%) thought they used it sometimes; 31 (17.7%) thought they used it quite often; 13 (7.4%) thought they used it very often; 5 (2.8%) did not respond. In summary, the majority of respondents rated learners' use of an English dictionary as very little.
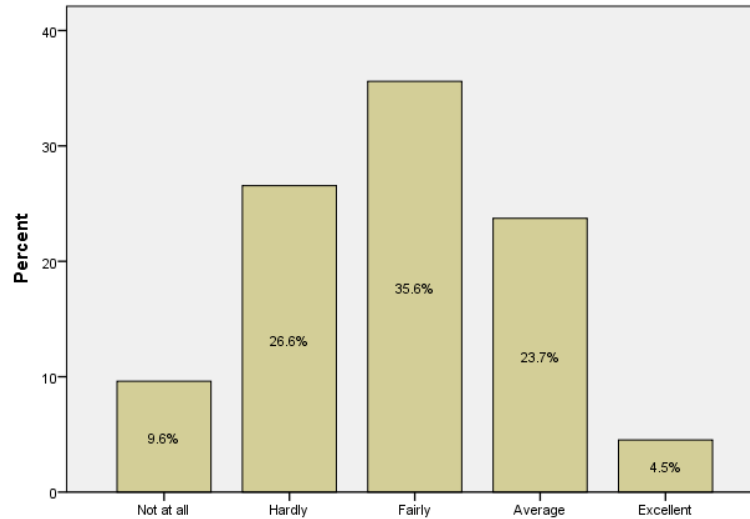
Figure 5.97: Bar Chart showing how educator respondents rated learners' use of the Internet

The Bar Chart above shows how educator respondents rated learners' use of the internet. Of the 180 educators who participated in the survey, 23 (13.2%) thought they did not use the internet at all; 59 (33.9%) thought they used it very rarely; 50 (28.7%) thought they used it sometimes; 31 (17.8%) thought they used it quite often; 11 (6.3%) thought they used it very often; 6 (3.3%) did not respond. In summary, the majority of respondents rated learners' use of the internet as very little.

Figure 5.98: Bar Chart showing how educator respondents rated learners' reading of English magazines and newspapers

The Bar Chart above shows how often educator respondents thought learners' read English magazines and newspapers. Of the 180 educators who participated in the survey, 10 (5.6%) thought learners did not use English magazines and newspapers at all; 60 (33.9%) thought they read them very rarely; 66 (37.3%) thought they read them sometimes; 34 (19.2%) thought they read them quite often; 7 (4.0%) thought they read them very often; 3 (1.7%) did not respond. In summary, the majority of respondents thought learners read English magazines and newspapers sometimes.

Figure 5.99: Bar Chart showing how educator respondents rated learners' listening to or watching English radio and television

The Bar Chart above shows how educator respondents rated learners' listening to or watching English radio and television. Of the 180 educators who participated in the survey, 6 (3.4%) thought they did not listen to or watch English radio and television at all; 27 (15.3%) thought they listened to or watched it very rarely; 50 (28.2%) thought they listened to or watched it sometimes; 53 (29.9%) thought they listened to or watched it quite often; 41 (23.2%) thought they listened to or watched it very often; 3 (1.7%) did not respond. In summary, the majority of respondents thought learners listened to or watched English radio and television quite often.

Figure 5.100: Bar Chart showing how educator respondents rated learners' listening to or watching English videos
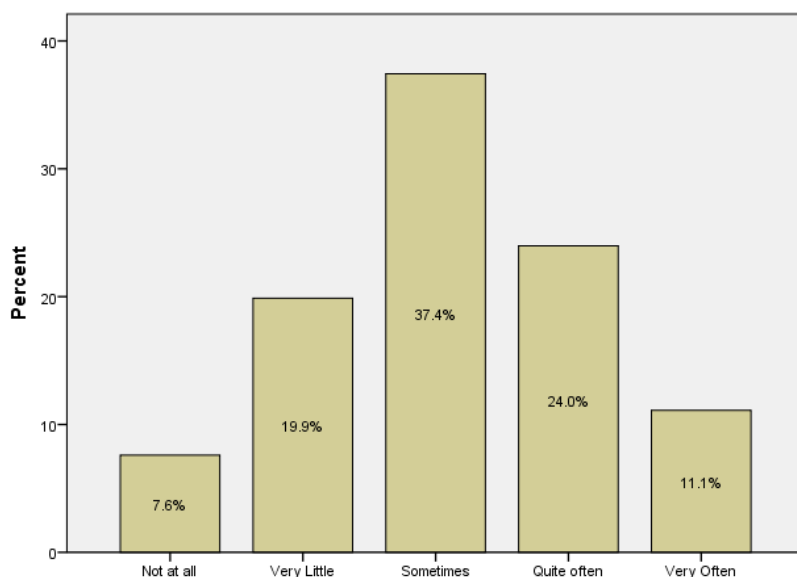
The Bar Chart above shows the extent to which learners listen to or watch English videos. Of the 180 educators who participated in the survey, 13 (7.6%) thought they did not listen to or watch English videos at all; 34 (19.9%) thought they listened to or watched English videos very rarely; 64 (37.4%) thought they listened or watched English videos sometimes; 41 (24.0%) thought they listened or watched English videos quite often; 19 (11.1%) thought they listened to or watched English videos very often; 9 (5.0%) did not respond. In summary, the majority of respondents thought learners listened to or watched English videos sometimes.

Figure 5.101: Bar Chart showing how educator respondents rated learners' reading of English literature (Novels, Plays, Short stories and Poetry)
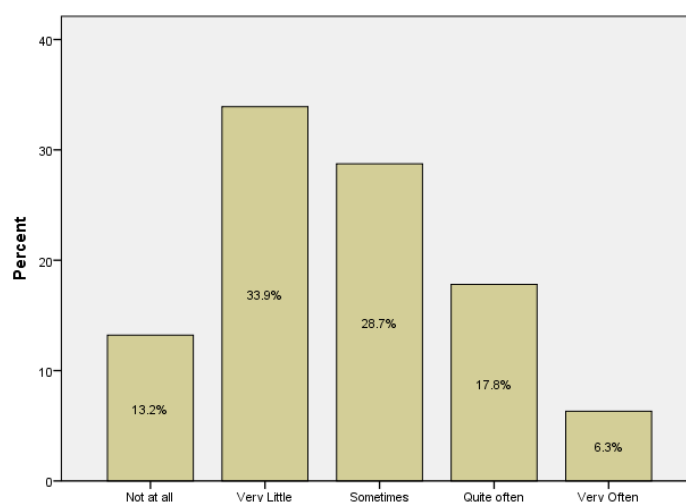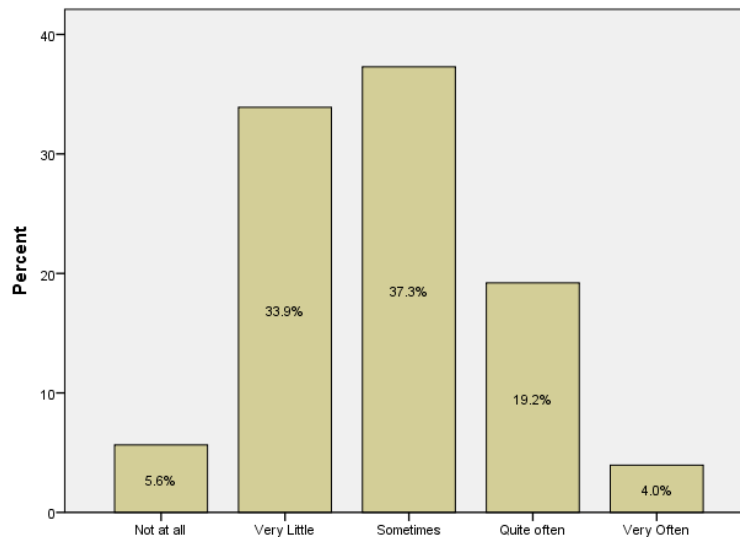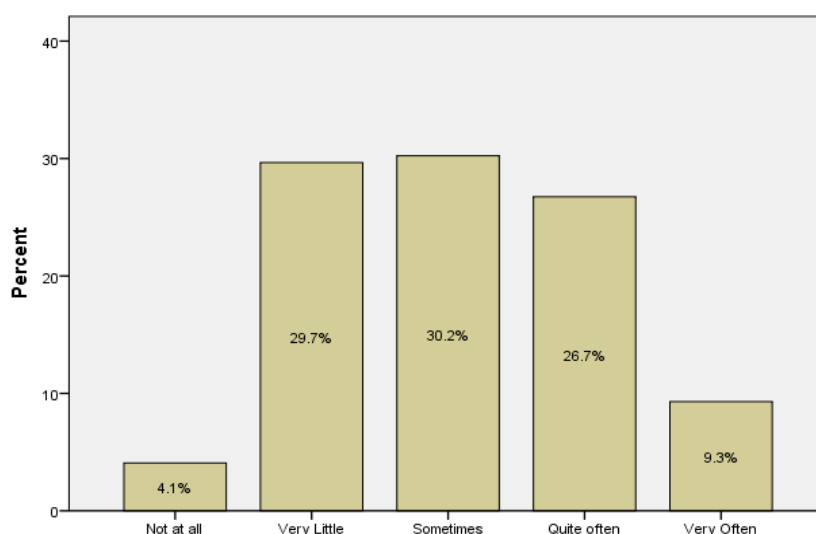
The Bar Chart above shows how educator respondents rated learners' reading of English literature. Of the 180 educators who participated in the survey, 7 (4.1%) thought learners did not read English literature at all; 51 (29.7%) thought learners read English literature very rarely; 52 (30.2%) thought learners read English literature sometimes; 46 (26.7%) thought learners read English literature quite often; 16 (9.3%) thought learners read English literature very often; 8 (4.4%) did not respond. In summary, the majority of respondents thought learners read English literature sometimes

Figure 5.102: Frequency Table and Bar Chart showing how educator respondents rated learners' Use of English books from other subjects
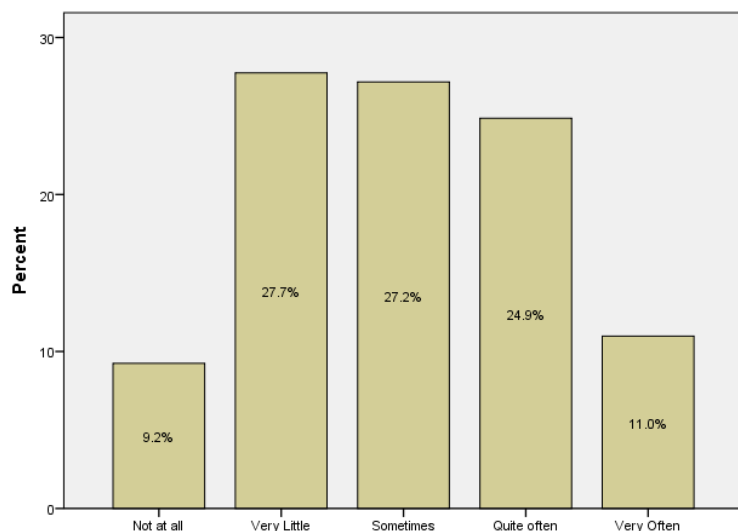
The Bar Chart above shows how educator respondents rated learners' use of English books from other subjects. Of the 180 educators who participated in the survey, 6 (9.2%) thought learners did not use English books from other subjects at all; 48 (27.7%) thought learners read English books from other subjects very rarely;47 (27.2%) thought learners read English books from other subjects sometimes; 43 (24.9%) thought learners read English books from other subjects quite often; 19 (11.0%) thought learners read English books from other subjects very often; 7 (3.9%) did not respond. In summary, the majority of respondents thought learners used English books from other subjects very little.

Figure 5.103: Bar Chart showing how educator respondents rated learners' use of SMS, Facebook and Twitter
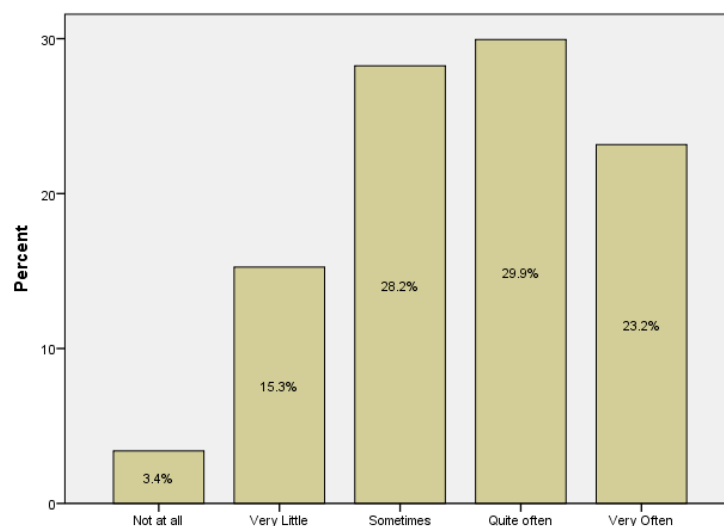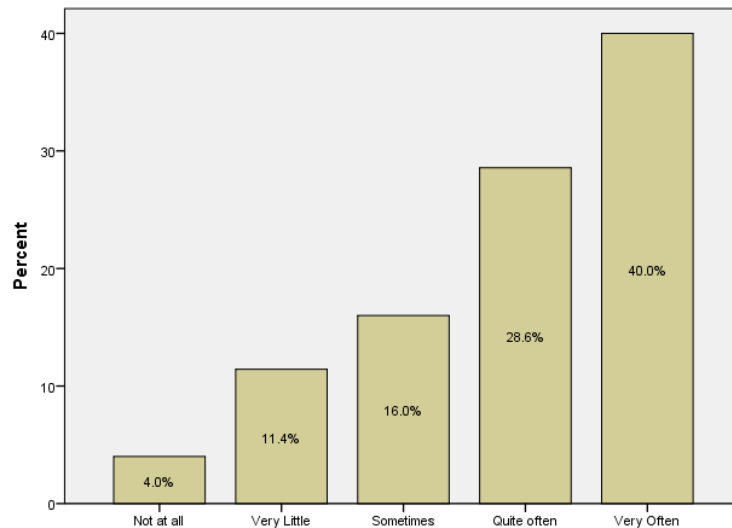
The Bar Chart above shows how educator respondents rated learners' use of SMS, Facebook and Twitter. Of the 180 educators who participated in the survey, 7 (4.0%) thought learners did not use SMS, Facebook and Twitter at all; 20 (11.4%) thought learners used use SMS, Facebook and Twitter very little; 28 (16.0%) thought learners used SMS, Facebook and Twitter very sometimes; 50 (28.62%) thought learners used SMS, Facebook and Twitter quite often; 70 (40.0%) thought learners used SMS, Facebook and Twitter very often; 5 (2.8%) did not respond. In summary, the majority of respondents thought learners used SMS, Facebook and Twitter very often.

Figure 5.104: Bar Chart showing how educator respondents rated learners' use of their own written work in English
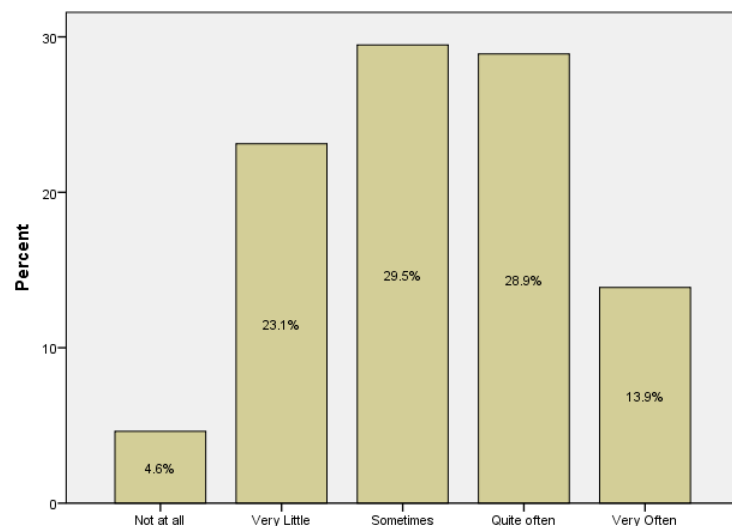
The Bar Chart above shows how educator respondents rate learners' use of their own written work in English. Of the 180 educators who participated in the survey, 7 (4.0%) thought learners did not use their own written work in English at all at all; 20 (11.4%) thought learners used their own written work in English very rarely; 28 (16.0%) thought learners used their own written work in English sometimes; 50 (28.62%) thought learners used their own written work in English quite often; 70 (40.0%) thought learners used their

208

own written work in English very often; 7 did not respond. In summary, the majority of respondents thought learners used their own written work in English sometimes.

5.7.2.3 <u>Section 3</u>: Choice of the Language of Learning and Teaching

Figure 5.105: Bar Chart showing whether educator respondents thought the use of a second language as a LOLT affects learner performance positively or negatively
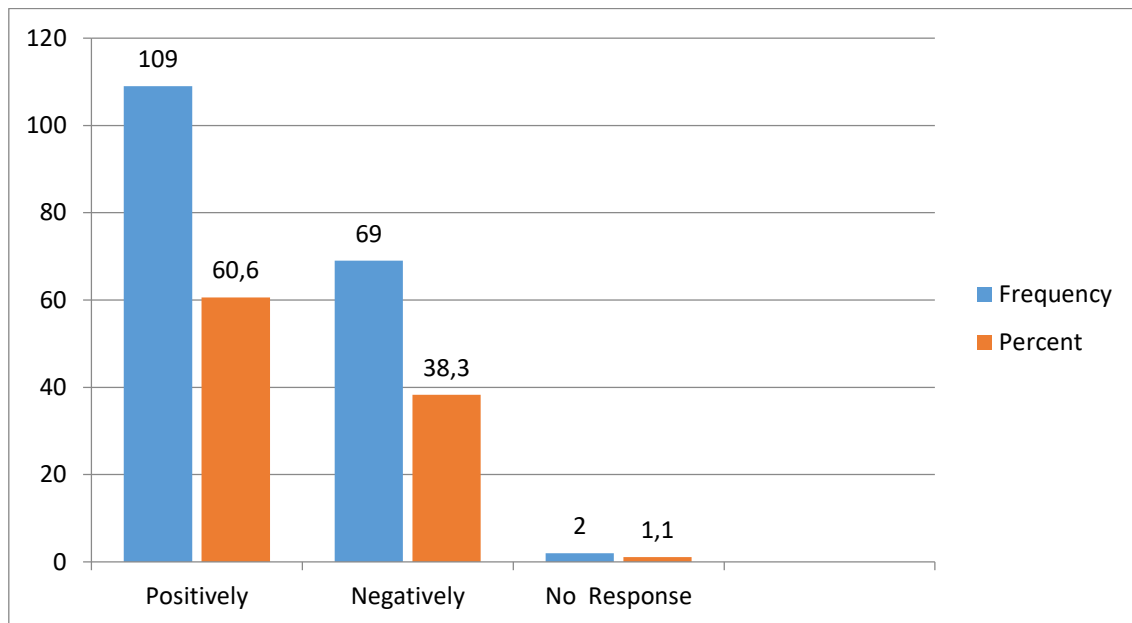
The Bar Chart above shows whether educator respondents thought the use of a second language as a LOLT affects learner performance positively or negatively. Of the 180 educators who participated in the survey, 109 (61.2%) indicated that use of a second language as a LOLT affected learners positively; 69 (38.8%) indicated that use of a second language as a LOLT affected learners negatively; 2 (1.1%) did not respond. In summary, the majority of respondents thought the use of a second language as a LOLT affected learners positively.

Figure 5.106: Bar Chart showing to what extent educator respondents thought the use of a second language as a LOLT affected learner performance
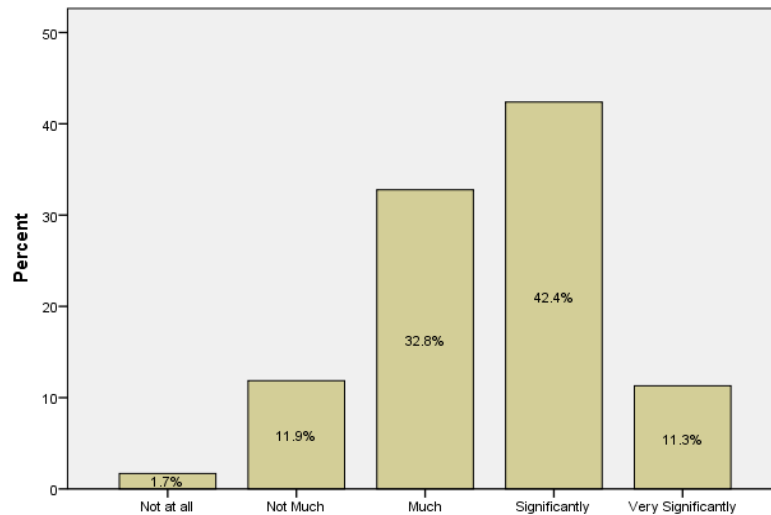
The Bar Chart above shows how educator respondents thought the use of a second language as a LOLT affected learner performance. Of the 180 educators who participated in the survey, 3 (1.7%) indicated that the use of a second language did not affect learner performance at all; 21 (11.9%) indicated that the use of a second language did not affect learner performance much; 58 (32.8%) indicated that the use of a second language affected learner performance much; 75 (42.4%) indicated that it affected learner performance significantly; 20 (11.3%) indicated that it affected learner performance very significantly; 3 (1.7%) did not respond. In summary, the majority of respondents thought the use of a second language as a LOLT affected learner performance significantly.

Figure 5.107: Pie Chart showing whether educator respondents think there is a relation between the learners' competence in the current LOLT (English) and their overall educational performance
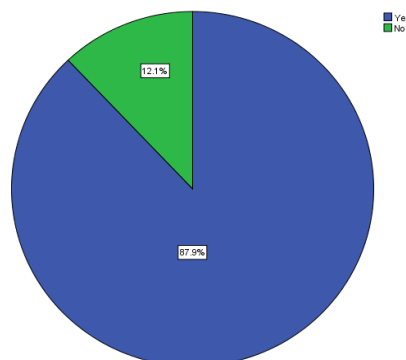
The Pie Chart above shows whether educator respondents thought there is a relation between the learners' competence in the current LOLT (English) and their overall educational performance. Of the 180 educators who participated in the survey, 53 (87.9%) indicated that there is a relation between the learners' competence in the current LOLT (English) and their overall educational performance; 21 (12.1.9%) indicated that there is no relation between the learners' competence in the current LOLT (English) and their overall educational performance; 6 (3.3%) did not respond. In summary, the majority of respondents thought there is relation between the learners' competence in the current LOLT (English) and their overall educational performance.

210

Figure 5.108: Pie Chart showing whether educator respondents thought the use of the first language (isiZulu) as LOLT would improve learners, overall educational performance
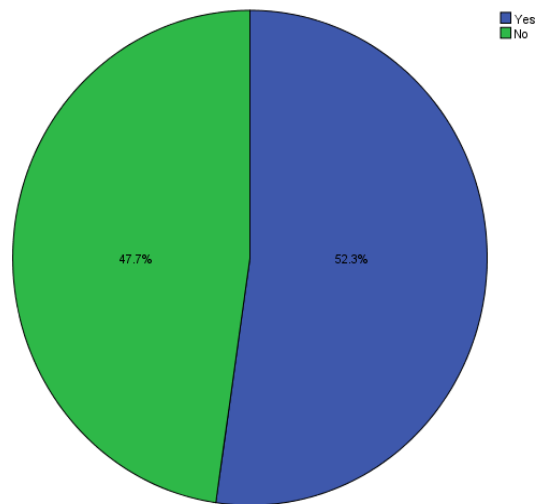
The Bar Chart above shows whether educator respondents thought the use of the first language (isiZulu) as LOLT would improve learners, overall educational performance. Of the 180 educators who participated in the survey, 91 (52.3%) indicated that the use of a first language (isiZulu) as LOLT would improve learners' overall educational performance; 83 (47.7%) indicated that the use of the first language (isiZulu) as LOLT would not improve learners' overall educational performance; 6 (3.3%) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as LOLT would improve learners, overall educational performance.

Figure 5.109: Bar Chart showing to what extent educator respondents thought the use of a first language (Zulu) as a LOLT would improve learners overall understanding of lessons
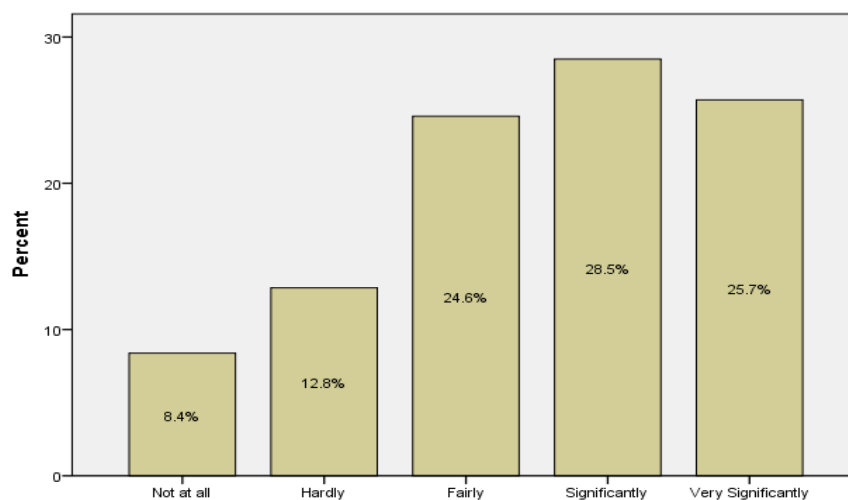
The Bar Chart above shows to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' understanding of lessons. Of the 180 educators who participated in the survey, 5 (8.4%) indicated that the use of isiZulu as LOLT would not improve learners' understanding of lessons at all; 23 (12.8%) indicated that the use of a first language (isiZulu) as a LOLT would hardly improve learners' understanding of lessons; 44 (24.6%) indicated that it would fairly improve learners' understanding of lessons; 51 (28.5%) would significantly improve learners' understanding of lessons; 46 (25.7%) would improve learners' understanding of lessons very significantly; 1 (0.6%) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as LOLT would improve learners' understanding of lessons significantly.

Figure 5.110: Frequency Table and Bar Chart showing to what extent educator respondents thought the use of a first language (Zulu) as a LOLT would improve learners' participation in class

The Bar Chart above shows to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' participation in class. Of the 180 educators who participated in the survey, 11 (6.2%) thought that the use of a first language (isiZulu) as a LOLT would not improve learners' participation in class at all; 11 (6.2%) thought that it would hardly improve learners' participation in class; 45 (25.3%) thought it would fairly improve learners' participation in class; 54 (30.3%) thought it would improve learners' participation in class significantly; 57 (32.0%) thought it would improve learners' participation in class very significantly; 2 (1.1%) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as LOLT would improve learners' participation in class very significantly.

Figure 5.111: Bar Chart showing to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' understanding of examination and test questions
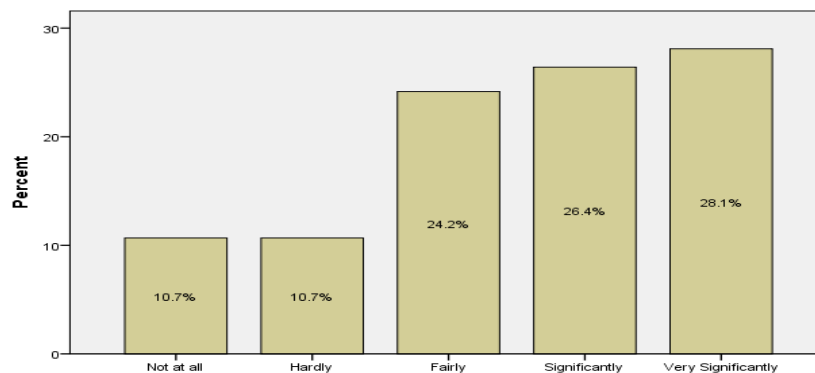
The Bar Chart above shows to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' understanding of examination and test questions. Of the 180 educators who participated in the survey,15 (8.4%) thought the use of a first language (isiZulu) as a LOLT would not improve learners' understanding of examination and test questions at all; 19 (10.7%) thought the use of a first language (isiZulu) as a LOLT would hardly improve learners' understanding of examination and test questions; 43 (24.2%) thought the use of a first language (isiZulu) as a LOLT would fairly improve learners' understanding of examination and test questions; 47 (26.4%) thought it would improve learners' understanding of examination and test questions significantly; 50 (28.1%) thought it would improve learners' understanding of examination and test questions very significantly; 1 (0.6) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as LOLT would improve learners' understanding of examination and test questions significantly.

Figure 5.112: Bar Chart showing to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' answering performance in examinations and tests
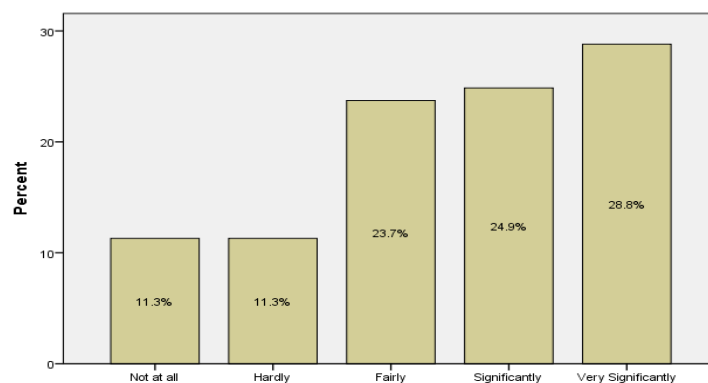
The Bar Chart above shows to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' answering of examination and test questions. Of the 180 educators who participated in the survey, 20 (11.3%) thought it would not improve learners' answering of examination and test questions at all ; 20 (11.3%) thought it would hardly improve learners' answering of examination and test

213

questions; 42 (23.7%) thought it would fairly improve learners' answering of examination and test questions; 44 (24.9%) thought it would improve learners' answering of examination and test questions significantly; 51 (28.8%) thought it would improve learners' answering of examination and test questions very significantly; 3 (1.7%) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as a LOLT would improve learners' answering of examination and test questions very significantly.

Figure 5.113: Bar Chart showing to what extent educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' performance in examinations and tests
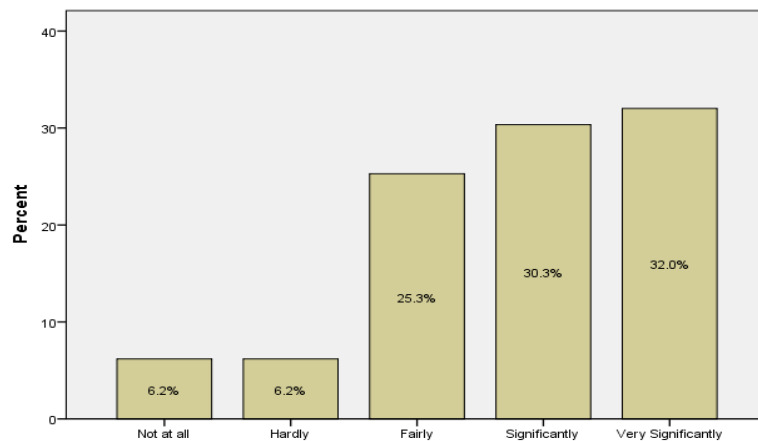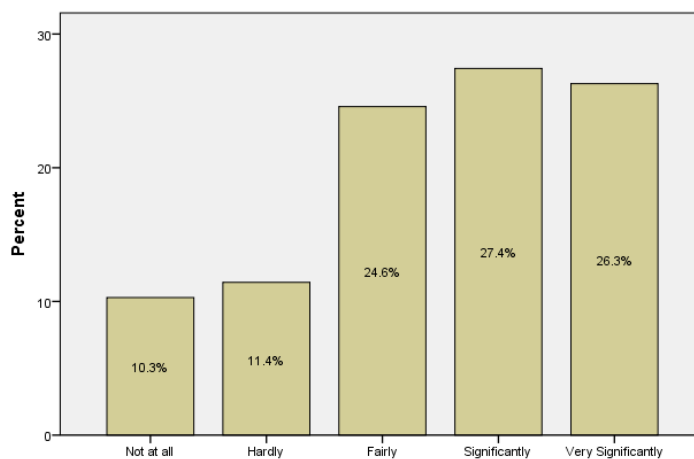

The Bar Chart above shows how educator respondents thought the use of a first language (isiZulu) as a LOLT would improve learners' performance in examinations and tests. Of the 180 educators who participated in the survey18 (10.3%) thought the use of a first language (isiZulu) as a LOLT would not improve learners' performance in examinations and tests at all; 20 (11.4%) thought it would hardly improve learners' performance in examinations and tests; 43 (24.6%) thought it would fairly improve learners' performance in examinations and tests; 48 (27.4%) thought it would improve learners' performance in examinations and tests significantly; 46 (26.3%) thought it would improve learners' performance in examinations and tests very significantly; 3 (2,8%) did not respond. In summary, the majority of respondents thought the use of the first language (isiZulu) as a LOLT would improve learners' performance in examinations and tests significantly.

5.7.2.4 <u>Section 4</u>: Educators' Opinions on use of English as a LOLT

Figure 5.114: Bar Chart showing whether educator respondents' prefer teaching in English rather than in isiZulu
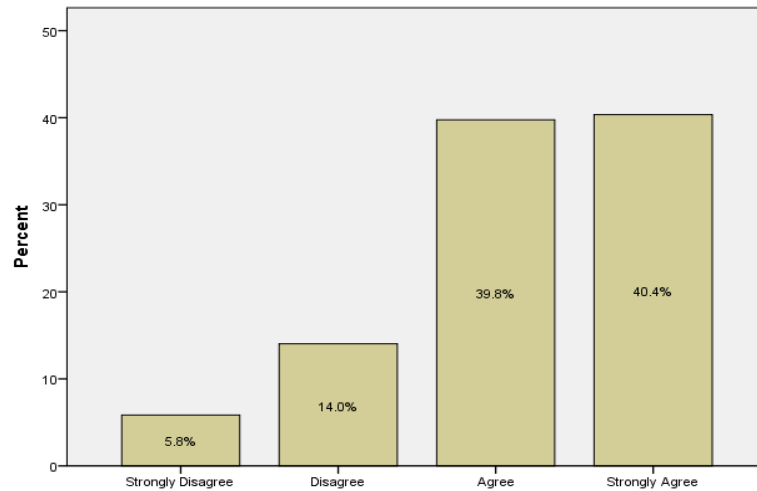
The Bar Chart above shows whether educators preferred teaching in English rather than in isiZulu. Of the 180 educators who participated in the survey, 10 (5.8%) strongly disagree with the statement that they preferred teaching in English rather than in isiZulu; 24 (14.0%) disagreed with the statement; 68 (39.8%) agreed with the statement; 69 (40.4%) strongly agreed with the statement; 1(0.6%) did not respond. In summary, the majority of respondents strongly agreed with the statement that they preferred teaching in English rather than in isiZulu

Figure 5.115: Bar Chart showing whether educator respondents' always find it easy to teach learners in English
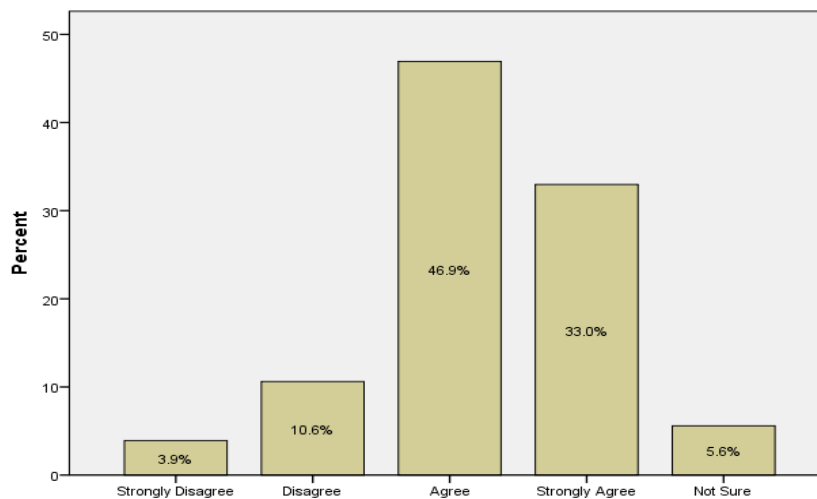
The Bar Chart above indicates whether educator respondents' always find it easy to teach learners in English. Of the 180 educators who participated in the survey, 7 (3.9%) strongly disagreed with the statement; 19 (10.6%) disagreed with the statement; 84 (46.9%) agreed with the statement; 59 (33.0%) strongly agreed with the statement; 10 (5.6%) were

215

not sure; 1 (0.6%) did not respond. In summary, the majority of respondents agreed with the statement that they always found it easy to teach learners in English.

Figure 5.116 Bar Chart showing educator respondents' perception of the degree of learner participation in English in their classes
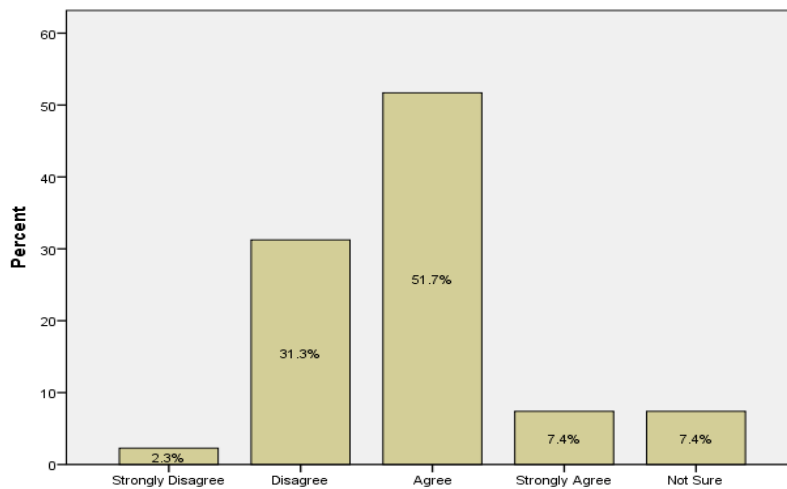
The Bar Chart above shows respondents' perception of the degree of learner participation in English in their classes. Of the 180 educators who participated in the survey, 4 (2.3%) strongly disagreed with the statement that there is always learner participation in English in their classes; 55 (31.3%) disagreed with the statement; 91 (51.7%) agreed with the statement; 13 (7.4%) strongly agreed with the statement; 13 (7.4%) were not sure; 4 (2.2%) did not respond. In summary, the majority of respondents agreed with the statement that there is always learner participation in English in their classes

Figure 5.117: Bar Chart showing educator respondents' perception of the level of learners' follow-up questions in English in the learning process

The Bar Chart above shows educators' perception of the level of learners' follow-up questions in English in the learning process. Of the 180 educators who participated in the survey, 9 (5.0%) strongly disagreed with the statement that learners always asked follow-up questions in English in the learning process; 76 (42.5%) disagreed with the statement; 72 (40.2%) agreed with the statement; 16 (8.9%) strongly agreed with the statement; 6 (3.4%) were not sure; 1 (0.6%) did not respond. In summary, the majority of respondents

216

disagreed with the statement that there is always learner participation in English in their classes.

Figure 5.118: Bar Chart showing educator respondents' perception of the level of their discouragement sometimes when teaching in English
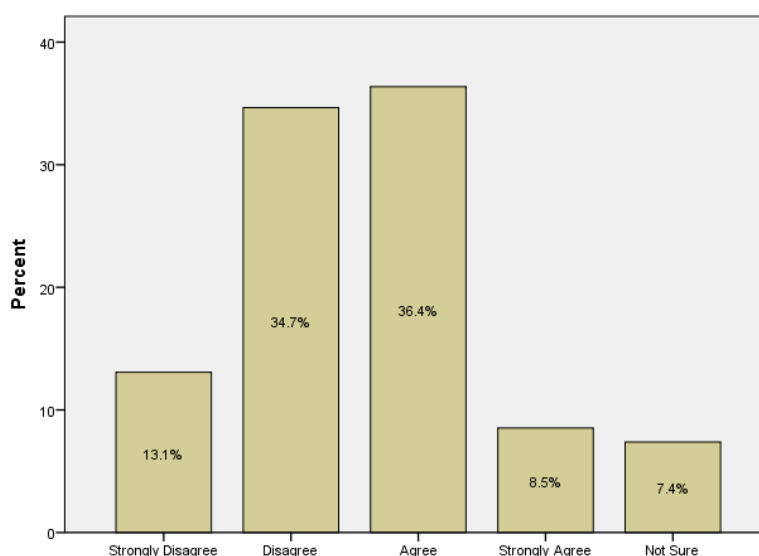
The above Bar Chart shows educator respondents' perception of the level of their discouragement when teaching in English. Of the 180 educators who participated in the survey, 23 (13.1%) strongly disagreed with the statement that they sometimes feel discouraged to teach learners in English; 61 (34.7%) disagreed with the statement; 64 (36.4%) agreed with the statement; 15 (8.5%) strongly agreed with the statement; 13 (7.4%) were not sure; 4 (2.2%) did not respond. In summary, the majority of respondents agreed with the statement that they sometimes feel discouraged to teach learners in English.

Figure 5.119: Frequency Table showing reasons educator respondents are sometimes discouraged when teaching in English

	Frequency	**Percent**
isiZulu is also an official language	1	0.6
When learners do not pay attention	1	0.6
When learners do not try to answer in English	1	0.6
When learners do not understand the concepts and terms of the subject	5	2.8
When learners do not understand the content of the subject	10	5.6

When learners do not understand the language used (English)	40	22.2
When learners have no interest in learning	1	0.6
Some learners do not have confidence to speak English	1	0.6
When the teacher is not confident in using English	1	0.6
When learners do not participate in discussions	24	13.3
Sub-total	85	47.2
No Response	95	52.8
Total	180	100.0

The above Frequency Table shows the reasons educator respondents are sometimes discouraged when teaching in English. Of the 180 educators who participated in the survey, 1 (1.2%) felt discouraged because isiZulu is also an official language; 1 (1.2%) is discouraged when learners do not pay attention; 1 (1.2%) is discouraged when learners do not try to answer in English; 5 (5.9%) are discouraged when learners do not understand the concepts and terms of the subject; 10 (11.8 %) are discouraged when learners do not understand the content of the subject; 40 (47.1%) are discouraged when learners do not understand the language used (English); 1 (1.2%) is discouraged when learners have no interest in learning; 1 (1.2) is discouraged when some learners do not have confidence to speak English;1 (1.2%) is discouraged when the educator does not have confidence to speak English; 24 (28.2 %) are discouraged when learners do not participate in discussions; 95 (52.8%) did not respond. In summary, the majority of respondents are discouraged when learners do not understand the language used (English).

Figure 5.120: Bar Chart showing whether educator respondent feel compelled to code-switch to the mother tongue
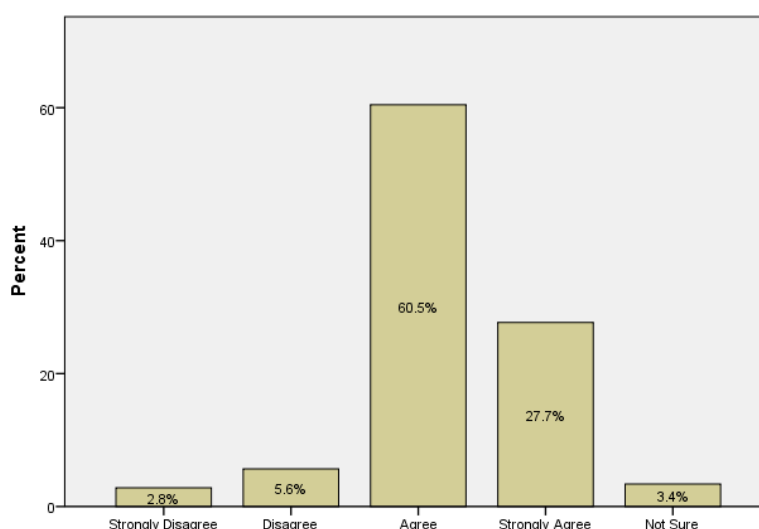
The Bar Chart above indicates the level of respondent educators' admission to code-switching to the learners' mother tongue in their teaching. Of the 180 educators who participated in the survey, 5 (2.8%) strongly disagreed with the statement that in their teaching they sometimes feel compelled to code-switch to learners' mother tongue; 10 (5.6%) disagreed with the statement; 107 (60.5%) agreed with the statement; 49 (27.7%) strongly agreed with the statement; 6 (3.4%) were not sure; 3 (1.7%) did not respond. In summary, the majority of respondents agreed with the statement that in their teaching, they sometimes feel compelled to code-switch to learners' mother tongue.

Figure 5.121: Frequency Table showing educator respondent's reasons for code-switching

	Frequency	Percent
For emphasis	1	0.6
When learners do not want to speak English	1	0.6
When learners do not participate in discussions	5	2.8
When learners do not understand the concepts and terms used in the subject	17	9.4
When learners do not understand the content of the subject	31	17.2
When learners do not understand the language used (English)	73	40.6
When learners do not understand the terms used in the subject	1	0.6

Sub-total	129	71.7
No Response	51	28.3
Total	180	100.0

The Frequency Table above shows respondent educators' reasons for code-switching to the learners' mother tongue in their teaching. Of the 180 educators who participated in the survey, 1 (0.8%) code-switches for emphasis;1 (0.8%) code-switches when learners do not want to speak English; 5 (3.9%) code-switch when learners do not participate in discussions; 17 (13.2%) code-switch when learners do not understand the concepts and terms of the subject; 31 (24.0%) code-switch when learners do not understand the content of the subject; 73 (56.6%) code-switch when learners do not understand the language used (English); 1 (0.8%) code-switches when learners do not understand the terms used in the subject; 51 (28.3%) did not respond. In summary, the majority of respondents code-switch to learners' mother tongue when learners do not understand the language used (English).

Figure 5.122: Bar chart showing whether educator respondents agree that learners always ask for clarification of questions during tests and examinations since these are conducted in English
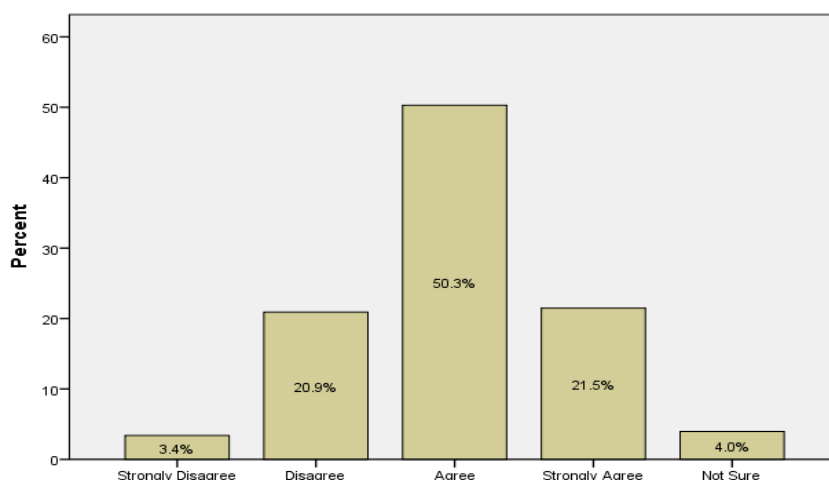
The Bar Chart above shows whether educator respondents agree that learners always ask for clarification of questions during tests and examinations conducted in English. Of the 180 educators who participated in the survey, 6 (3.4%) strongly disagreed with the statement; 37 (20.9%) disagreed with the statement; 89 (50.3%) agreed with the statement; 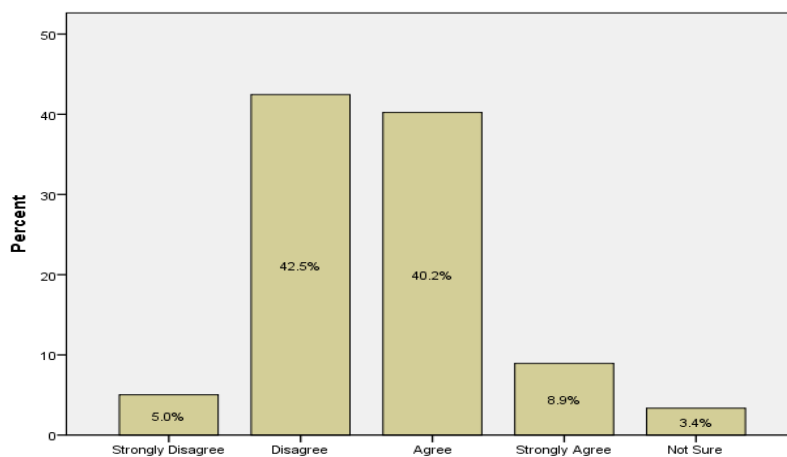38 (21.5%) strongly agreed with the statement; 7 (4.0%) were not sure; 3 (1.7%) did not respond. In summary, the majority of respondents agreed with the statement that learners always ask for clarification of questions during tests and examinations conducted in English.

Figure 5.123: Frequency Table showing whether educator respondents agree that their learners find it easy to understand the English instructions in the examination paper

		Frequency	Percent
Valid	Strongly Disagree	11	6.1
	Disagree	62	34.4
	Agree	72	40.0
	Strongly Agree	16	8.9
	Not Sure	14	7.8
	Total	175	97.2
Missing	No Response	5	2.8
	Total	180	100.0

The Frequency Table above shows whether educator respondents agree that their learners find it easy to understand English instructions in tests and examinations. Of the 180 educators who participated in the survey, 1 (6.3%) strongly disagreed with the statement; 62 (35.4%) disagreed with the statement; 72 (41.1%) agreed with the statement; 16 (9.1%) strongly agreed with the statement; 14 (8.0%) were not sure; 5 (2.8%) did not respond. In summary, the majority of respondents agreed with the statement that their learners find it easy to understand English instructions on test and examination papers.

Figure 5.124: Bar Chart showing whether educator respondents agree that their learners always have a problem writing projects in English
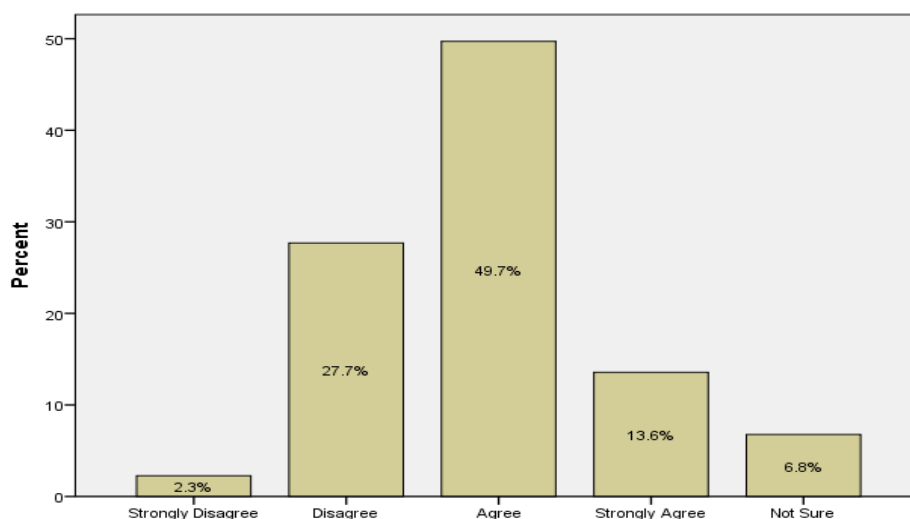
The Bar Chart above shows whether educator respondents agreed that learners always have a problem writing projects in English. Of the 180 educators who participated in the survey, 4 (2.3%) indicated that they strongly disagreed with the statement; 49 (27.7%) disagreed with the statement; 88 (49.7%) agreed with the statement; 24 (13.6%) strongly agreed with the statement; 2 (6.8%) were not sure; 3 (1.7%) did not respond. In summary,

the majority of respondents agreed with the statement that their learners always have a problem writing projects in English.

5.7.2.5 <u>Section 5</u>: Educators' Opinions on the use of isiZulu as a LOLT

Figure 5.125: Bar Chart showing to what extent educator respondents agreed with the South African language policies that all South African languages should enjoy the same rights and status in school
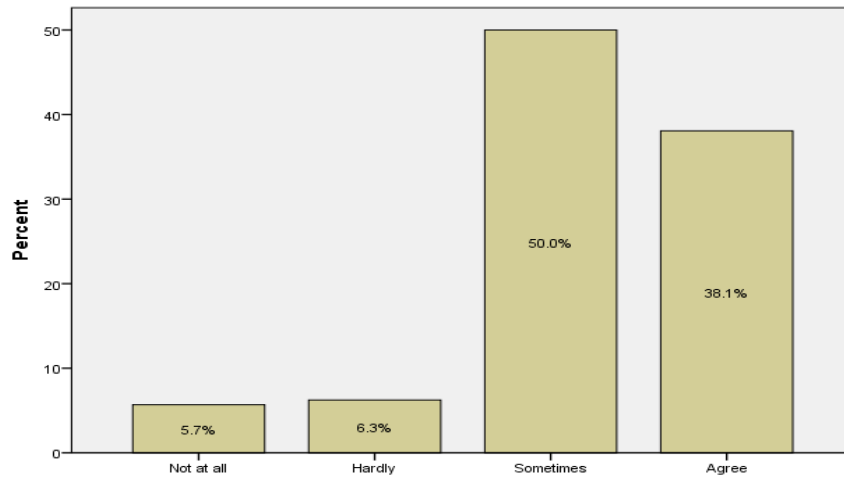
The Bar Chart above shows the extent to which educator respondents agreed with the South African language policies that all South African languages should enjoy the same rights and status in school. Of the 180 educators who participated in the survey, 10 (5.7%) did not agree with the policy at all; 11 (6.3%) hardly agreed with the policy; 88 (50.0%) sometimes agreed with the policy that all South African languages should enjoy the same rights and status in school; 67 (38.1%) agreed with the policy; 4 (2.2%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that all South African languages should enjoy the same rights and status in school.

222

Figure 5.126: Bar Chart showing to what extent educator respondents agreed with the South African language policies that indigenous languages should be respected, preserved and promoted
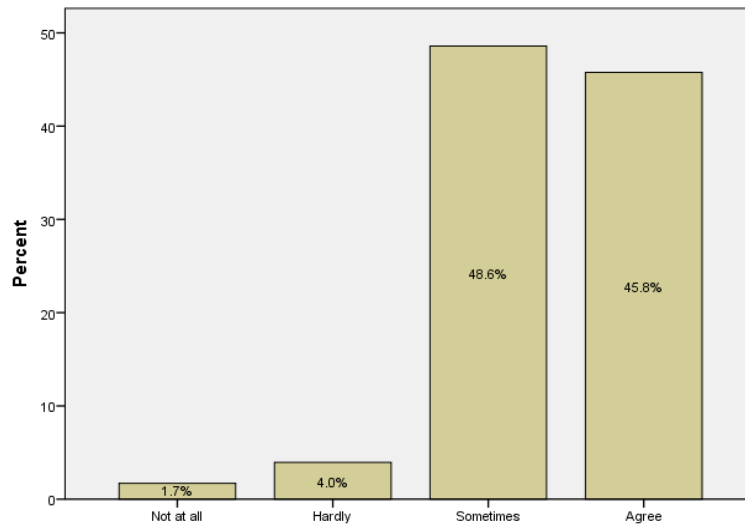
The above Bar Chart shows to what extent educator respondents agreed with the South African language policies that indigenous languages should be respected, preserved and promoted. Of the 180 educators who participated in the survey, 3 (1.7%) did not agree with the policy at all; 11 (4.0%) hardly agreed with the policy; 86 (48.6%) agreed with the policy sometimes; 81 (45.8%) agreed with the policy; 3 (1.7%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that indigenous languages should be respected, preserved and promoted

Figure 5.127: Bar Chart showing to what extent educator respondents agreed with the South African language policies that indigenous languages should be developed
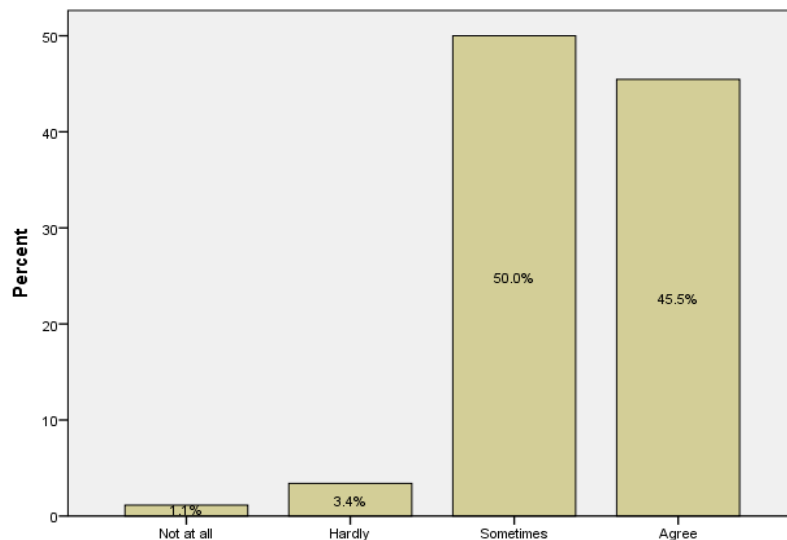
The above Bar Chart shows to what extent educator respondents agreed with the South African language policies that indigenous languages should be developed. Of the 180 educators who participated in the survey, 2 (1.1%) did not agree at all with the policy that

indigenous languages should be developed; 6 (3.4%) hardly agreed with the policy; 88 (50.0%) agreed with the policy sometimes; 80 (45.5%) agreed with the policy; 4 (2.2%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that indigenous languages should be developed.

Figure 5.128: Bar Chart showing to what extent educator respondents agreed with the South African language policies that multilingualism should be promoted
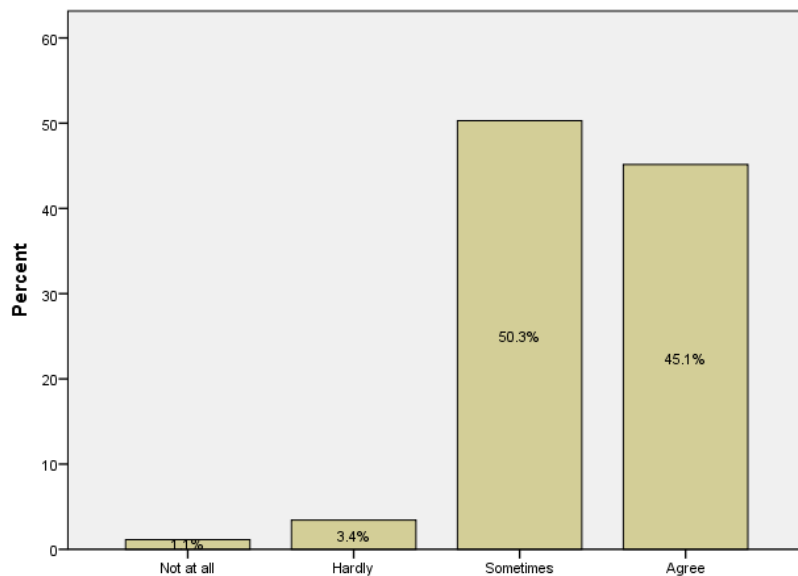
The Bar Chart above shows to what extent educator respondents agreed with the South African language policies that multilingualism should be promoted. Of the 180 educators who participated in the survey, 2 (1.1%) did not agree at all with the policy that multilingualism should be promoted; 6 (3.4%) hardly agreed with the policy; 88 (50.3%) agreed with the policy sometimes; 79 (45.1%) agreed with the policy; 5 (2.8%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that multilingualism should be promoted.

Figure 5.129: Bar Chart showing to what extent educator respondents agreed with the South African language policies that Learning in the mother tongue is a right
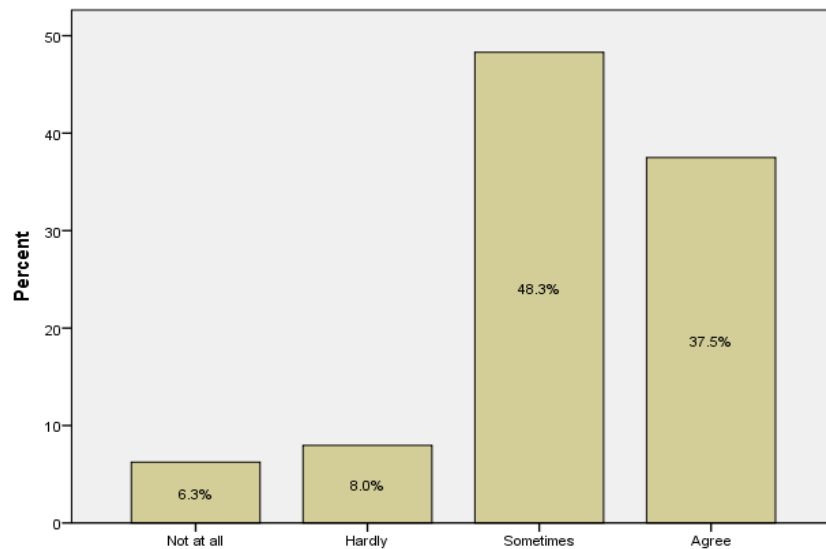
The Bar Chart above shows to what extent educator respondents agreed that learning in the mother tongue is a right. Of the 180 educators who participated in the survey, 2 (1.1%) did not agree at all with the policy that learning in the mother tongue is a right; 11 (6.3%) hardly agreed with the policy; 14 (8.0%) agreed with the policy sometimes; 85 (48.3%) agreed with the policy; 4 (2.2%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that learning in the mother tongue is a right.

Figure 5.130: Bar Chart showing to what extent educator respondents agree that Learning in the mother tongue should be implemented at some level
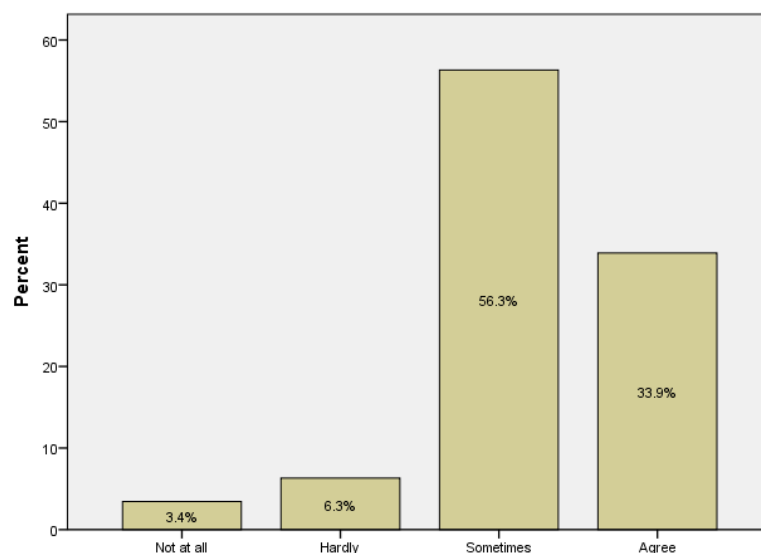
The Bar Chart above shows to what extent educator respondents agreed that learning in the mother tongue should be implemented at some level. Of the 180 educators who participated in the survey, 6 (3.4%) did not agree at all with the policy that learning in the mother tongue should be implemented at some level; 11 (6.3%) hardly agreed with the

225

policy; 98 (56.3%) agreed with the policy sometimes; 59 (33.9%) agreed with the policy; 6 (3.3%) did not respond. In summary, the majority of respondents sometimes agreed with the South African language policies that learning in the mother tongue should be implemented at some level

Figure 5.131: Bar Chart showing what educator respondents thought would be the most appropriate level of education at which learning in the mother tongue could be implemented
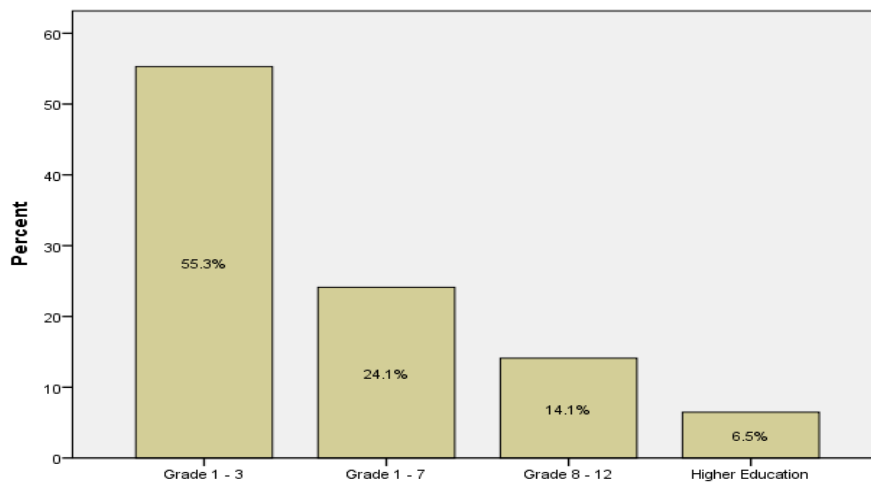
The Bar Chart above shows what educator thought would be the most appropriate level of education at which learning in the mother tongue could be implemented. Of the 180 educators who participated in the survey, 94 (55.3%) indicated that Grade 1–3 would be the most appropriate level of education at which learning in the mother tongue could be implemented; 41 (24.1%) indicated that Grade 1–7 would be the most appropriate level of education at which learning in the mother tongue could be implemented; 24 (14.1%) indicated that Grade 8–12 would be the most appropriate level of education at which learning in the mother tongue could be implemented; 11 (6.5%) indicated that Higher Education would be the most appropriate level of education at which learning in the mother tongue could be implemented; 10 (5.6%) did not respond. In summary, the majority of respondents indicated that Grade 1 - 3 would be the most appropriate level of education at which learning in the mother tongue could be implemented.

5.7.2.6 Section 6: Educators' Opinions on Intervention Programmes

Figure 5.132: Bar Chart showing if educator respondents thought the introduction of programmes to support the learning of English (the LOLT) could improve the learners' overall educational performance
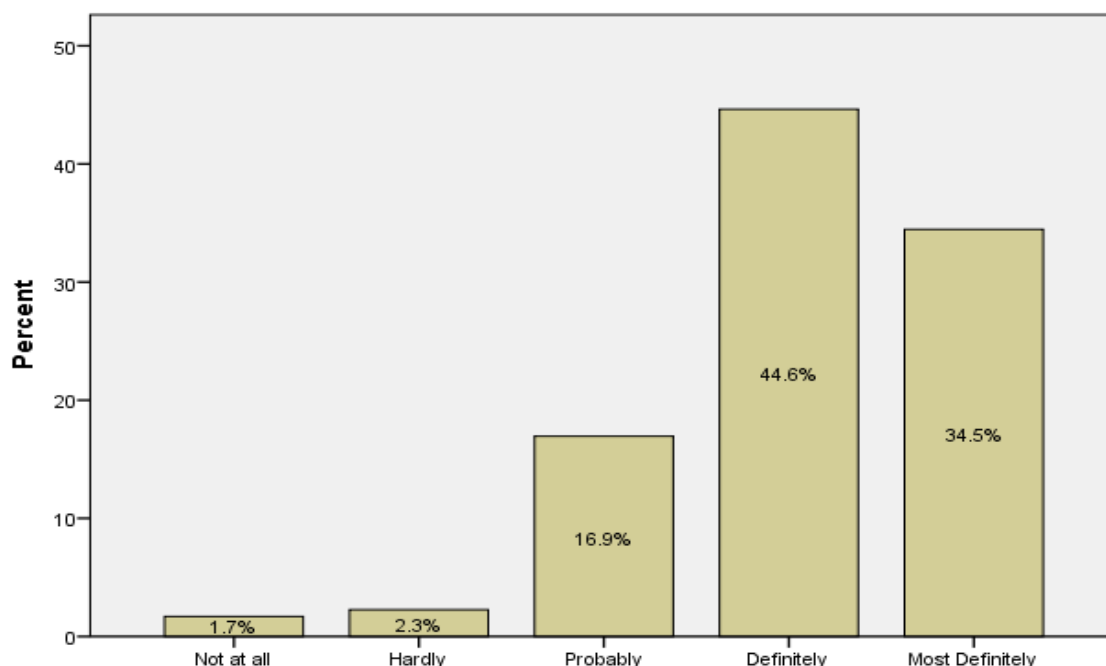
The Bar Chart above shows if educator respondents thought the introduction of programmes to support the learning of English (the LOLT) could improve the learners' overall educational performance. Of the 180 educators who participated in the survey, 3 (1.7%) did not think the introduction of programmes to support the learning of English (the LOLT) could improve the learners' overall educational performance at all; 4 (2.3%) thought it could hardly improve the learners' overall educational performance; 30 (16.9%) thought it could probably improve the learners' overall educational performance; 79 (44.6%) thought it could definitely improve the learners' overall educational performance; 61 (34.5%) thought it could most definitely improve the learners' overall educational performance; 3 (1.7%) did not respond. In summary, the majority of respondents indicated that the introduction of programmes to support the learning of English (the LOLT) could definitely improve the learners' overall educational performance.

Figure 5.133: Bar Chart showing to what extent educator respondents thought the introduction of intervention programmes could improve learners' overall performance
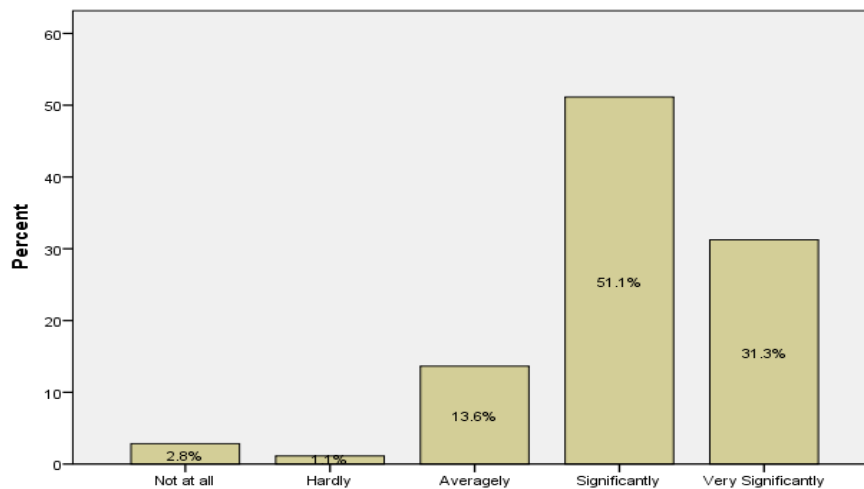
The Bar Chart above shows the extent to which educator respondents thought the introduction of intervention programmes could improve learners' overall performance. Of the 180 educators who participated in the survey, 5 (2.8%) do not think the introduction of programmes could improve the learners' overall educational performance at all; 2 (1.1%) thought the introduction of intervention programmes could hardly improve learners' overall performance; 24 (13.6%) thought it would averagely improve learners' overall performance; 90 (51.1%) thought it could significantly improve learners' overall performance; 55 (31.3%) thought it could very significantly improve learners' overall performance; 4 (2.2%) did not respond. In summary, the majority of respondents indicated that the introduction of programmes to support the learning of English (the LOLT) could significantly improve the learners' overall educational performance.

Figure 5.134: Bar Chart showing whether educator respondents thought parallel use of English and isiZulu as LOLT would improve learners' overall educational performance

Do you think the parallel use of English and IsiZulu as LOLT would improve learners' overall academic performance?
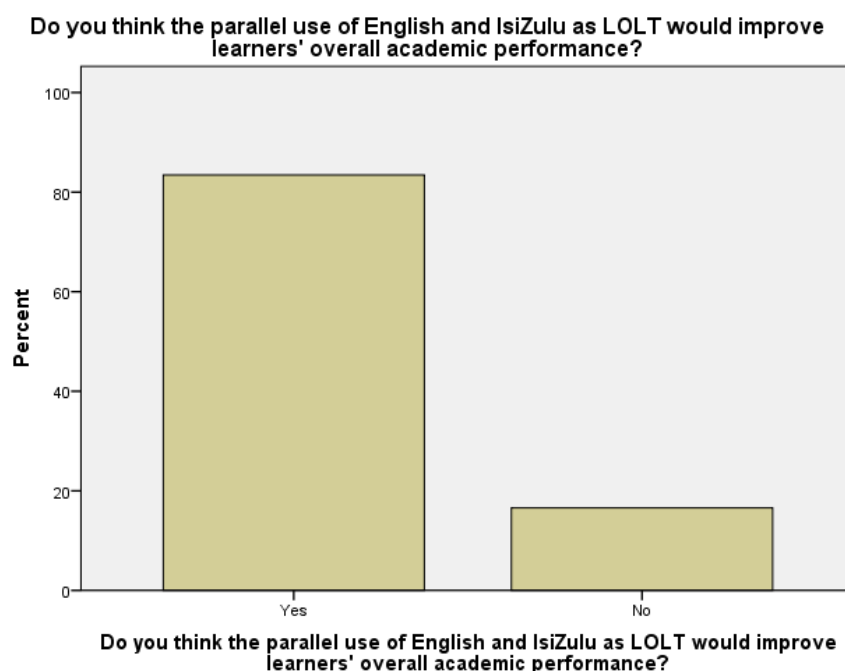
The Bar Chart above shows whether educator respondents thought parallel use of English and isiZulu as LOLT would improve learners' overall educational performance. Of the 180 educators who participated in the survey, 141 (83.4%) thought the parallel use of English and isiZulu as LOLT would improve learners' overall educational performance; 28 (16.6%) thought the parallel use of English and isiZulu as LOLT would not improve learners' overall educational performance; 11 (6.1%) did not respond. In summary, the majority of respondents indicated that parallel use of English and isiZulu as LOLT would improve learners' overall educational performance.

Figure 5.135: Bar Chart showing whether educator respondents thought the use of innovative and unconventional ways of teaching English (such as use of magazines, newspapers, music, videos etc.) would improve learners' overall educational performance
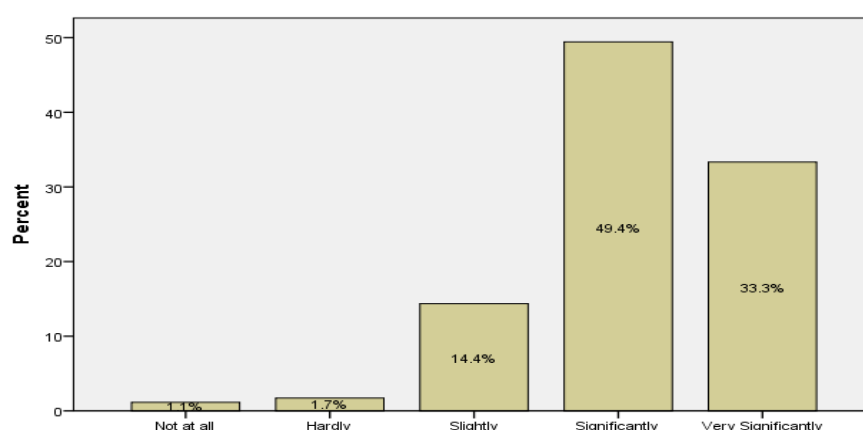
The Bar Chart above shows whether educator respondents thought the use of innovative and unconventional ways of teaching English (such as use of magazines, newspapers, music, videos etc.) would improve learners' overall educational performance. Of the 180 educators who participated in the survey, 2 (1.1%) thought it would not improve learners'

229

overall educational performance at all; 3 (1.7%) thought it would hardly improve learners' overall educational performance; 25 (14.4%) thought it would slightly improve learners' overall educational performance; 86 (49.4%) thought it would significantly; improve learners' overall educational performance; 58 (33.3%) thought it would very significantly improve learners' overall educational performance; 6 (3.3%) did not respond. In summary, the majority of respondents indicated that the use of innovative and unconventional ways of teaching English (such as use of magazines, newspapers, music, videos etc.) would significantly improve learners' overall educational performance.

Figure 5.136: Bar Chart showing to what extent educator respondents thought involving learners in academic-related extramural activities such as debates, drama, public speaking reading and symposia would help improve learners' competence in the LOLT
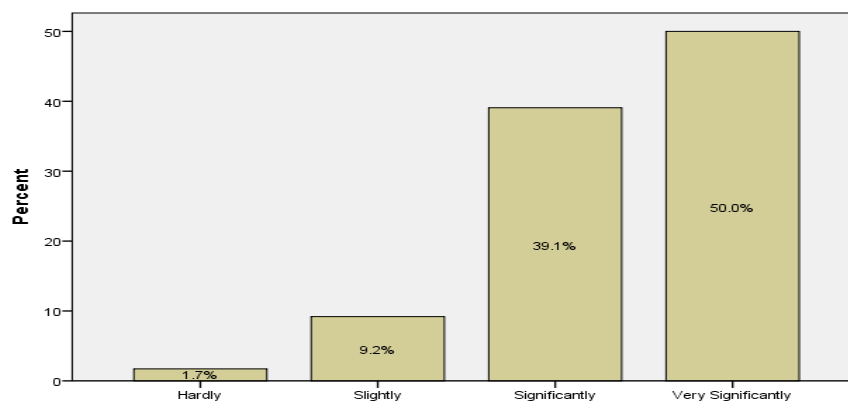
The Bar Chart above shows to what extent educator respondents thought involving learners in academic-related extramural activities such as debates, drama, public speaking reading and symposia would help improve learners' competence in the LOLT. Of the 180 educators who participated in the survey, 3 (1.7%) thought it would hardly help improve learners' competence in the LOLT; 16 (9.2%) thought it would slightly help improve learners' competence in the LOLT; 68 (39.1%) thought it would significantly help improve learners' competence in the LOLT; 87 (50.0%) thought it would very significantly help improve learners' competence in the LOLT; 5 (3.3%) did not respond. In summary, the majority of respondents indicated that involving learners in academic-related extramural activities such as debates, drama, public speaking reading and symposia would help improve learners' competence in the LOLT very significantly.

Figure 5.137 Bar Chart showing to what extent educator respondents thought collaborating with better resourced schools would help improve learners' educational performance
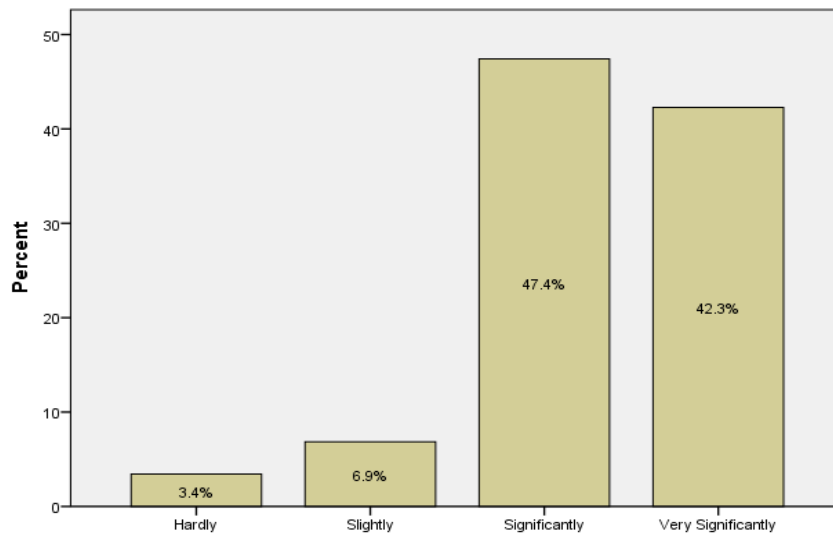
The Bar Chart shows to what extent educator respondents thought collaborating with better resourced schools would help improve learners' educational performance. Of the 180 educators who participated in the survey, 6 (3.4%) thought it would hardly help improve learners' educational performance; 12 (6.9%) thought it would slightly help improve learners' educational performance; 83 (47.4%) thought it would significantly help improve learners' educational performance; 74 (42.3%) thought it would very significantly help improve learners' educational performance; 5 (2.8%) did not respond. In summary, the majority of respondents indicated that collaborating with better resourced schools would help improve learners' educational performance significantly.

5.7.2.7 Section 7: Educators' Opinions on the Impact of Learners' Social Conditions on Learning

Figure 5.138: Bar Chart showing educator respondents' perceptions of how much poverty affected learners in their learning
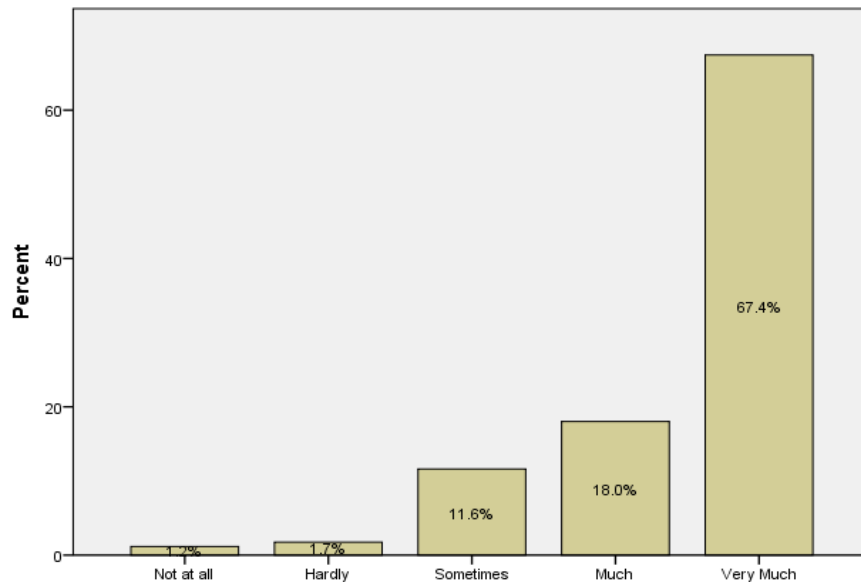
The above Bar Chart shows educator respondents' perceptions of how much poverty affects learners in their learning. Of the 180 educators who participated in the survey, 2 (1.2%) thought poverty did not affect learners in their learning at all; 3 (1.7%) thought poverty hardly affected learners in their learning; 20 (11.6%) poverty affected learners in their learning sometimes; 31 (18.0%) poverty affected learners in their learning much; 116 (67.4%) thought poverty affected learners in their learning very much; 8 (4.4%) did not respond. In summary, the majority of respondents indicated that poverty affected learners very much in their learning.

Figure 5.139: Bar Chart showing educator respondents' perceptions of how much violence affected learners in their learning
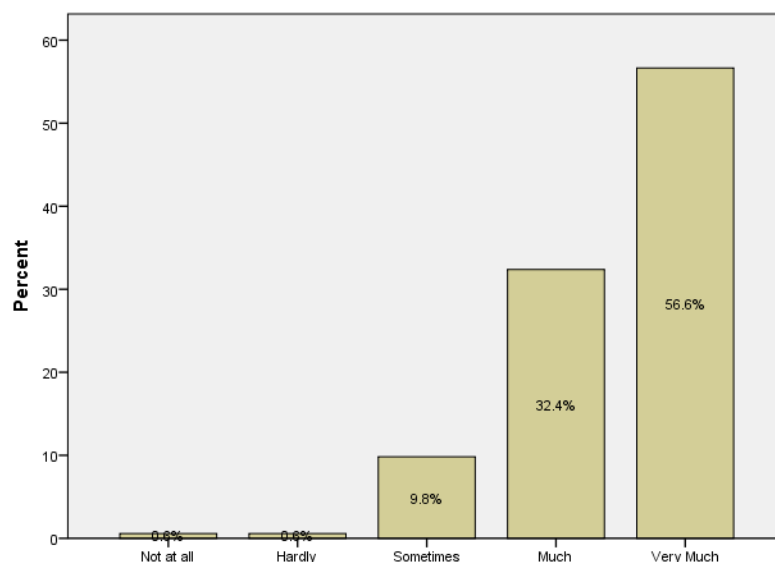
The above Bar Chart shows educator respondents' perceptions of how much violence affected learners in their learning. Of the 180 educators who participated in the survey, 1 (0.6%) thought violence did not affect learners in their learning at all; 1 (0.6%) thought violence hardly affected learners in their learning; 17 (9.8%) thought violence affected

232

learners in their learning sometimes; 56 (32.4%) thought violence affected learners in their learning much; 98 (56.6%) thought violence affected learners in their learning very much; 7 (3.9%) did not respond. In summary, the majority of respondents indicated that violence affected learners very much in their learning.

Figure 5.140: Bar Chart showing educator respondents' perceptions of how much HIV and AIDS affects learners in their learning
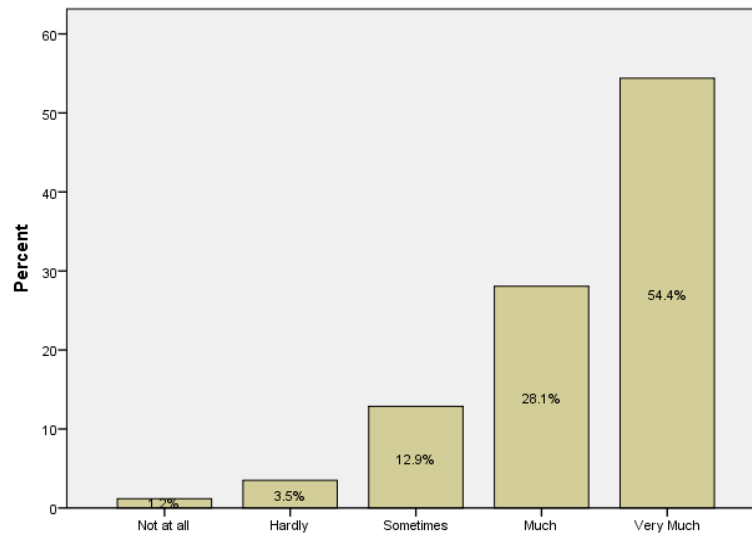
The above Bar Chart shows educator respondents' perceptions of how much HIV and AIDS affected learners in their learning. Of the 180 educators who participated in the survey, 2 (1.2%) thought HIV and AIDS did not affect learners in their learning at all; 6 (3.5%) thought HIV and AIDS hardly affected learners in their learning; 22 (12.9%) thought HIV and AIDS affected learners in their learning sometimes; 48 (28.1%) thought HIV and AIDS affected learners in their learning much; 93 (54.4%) thought HIV and AIDS affected learners in their learning very much; 9 (5.0%) did not respond. In summary, the majority of respondents indicated that HIV and AIDS affected learners very much in their learning.

Figure 5.141: Bar Chart showing educator respondents' perceptions of how much dysfunctional homes affect learners in their learning
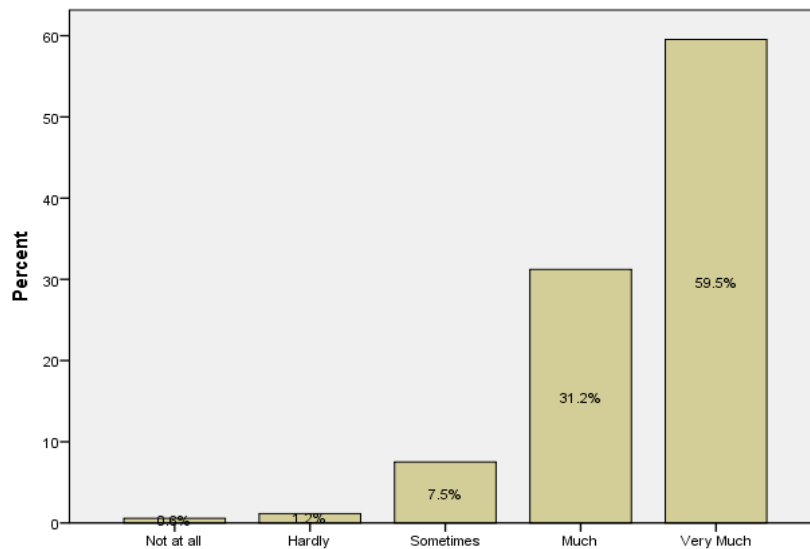
The above Bar Chart shows educator respondents' perceptions of how much dysfunctional homes affected learners in their learning. Of the 180 educators who participated in the survey, 1 (0.6%) thought dysfunctional homes did not affect learners in their learning at all; 2 (1.2%) thought dysfunctional homes hardly affected learners in their learning; 13 (7.5%) thought dysfunctional homes affected learners in their learning sometimes; 54 (31.2%) thought dysfunctional homes affected learners in their learning much; 103 (59.5%) thought dysfunctional homes affected learners in their learning very much; 7 (3.9%) did not respond. In summary, the majority of respondents indicated that dysfunctional homes affected learners very much in their learning.

Figure 5.142: Bar Chart showing educator respondents' perceptions of how much negative influences affect learners in their learning
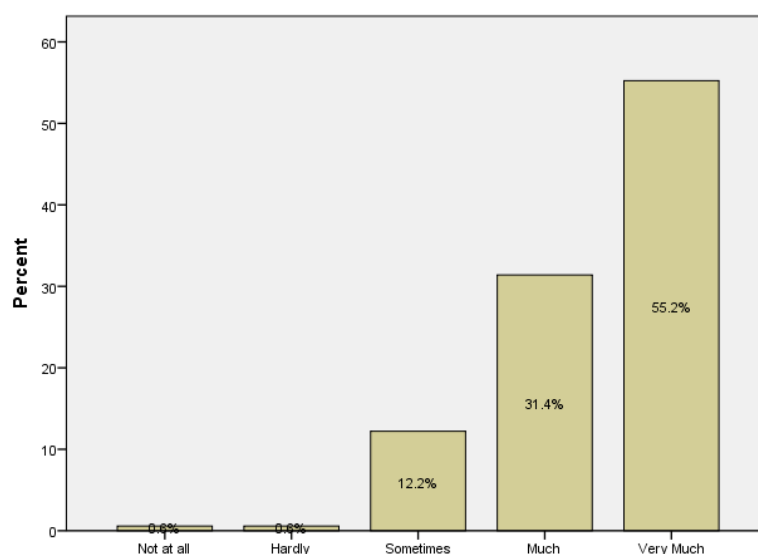
The above Bar Chart shows educator respondents' perceptions of how much negative influences affected learners in their learning. Of the 180 educators who participated in the

234

survey, 1 (0.6%) thought negative influences did not affect learners in their learning at all; 1 (0.6%) thought negative influences hardly affected learners in their learning; 21 (12.2%) thought negative influences affected learners in their learning sometimes; 54 (31.4%) thought negative influences affected learners in their learning much; 95 (55.2%) thought negative influences affected learners in their learning very much; 8 (4.4%) did not respond. In summary, the majority of respondents indicated that negative influences affected learners very much in their learning.

Figure 5.143: Bar Chart showing educator respondents' perceptions of how much the condition of the school (including class size) affects learners in their learning
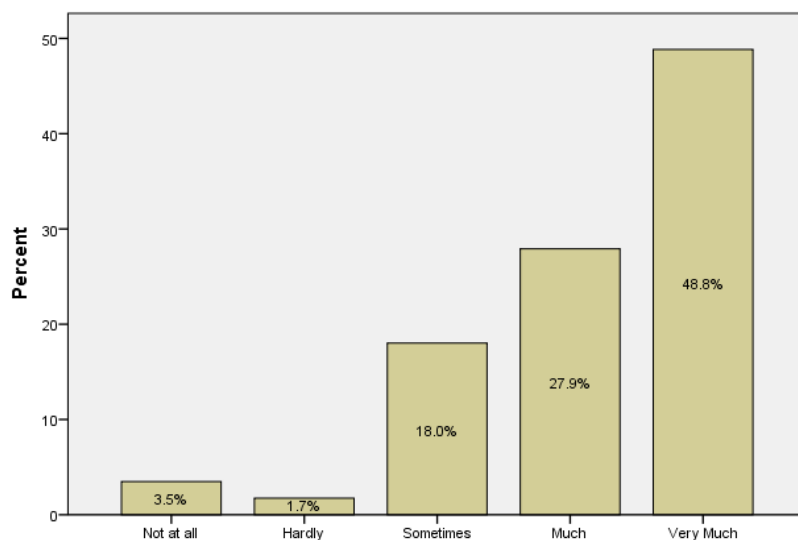
The above Bar Chart shows educator respondents' perceptions of how much the condition of the school (including class size) affects learners in their learning. Of the 180 educators who participated in the survey, 6 (3.5%) thought the condition of the school (including class size) did not affect learners in their learning at all; 3 (1.7%) thought the condition of the school (including class size) hardly affected learners in their learning; 31 (18.0%) thought the condition of the school (including class size) affected learners in their learning sometimes; 48 (27.9%) thought the condition of the school (including class size) affected learners in their learning much; 84 (48.8%) thought the condition of the school (including class size) affected learners in their learning very much; 8 (4.4%) did not respond. In summary, the majority of respondents indicated that the condition of the school affected learners very much in their learning.

Figure 5.144: Bar Chart showing educator respondents' perceptions of how much learners' self-confidence affects them in their learning
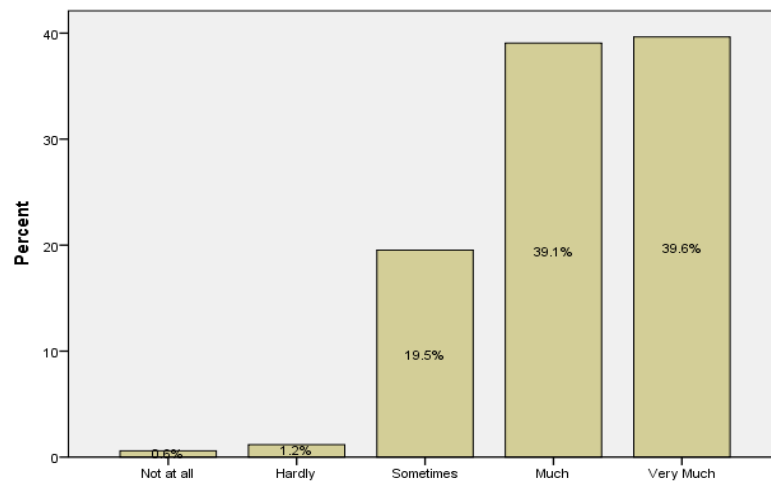
The above Bar Chart shows educator respondents' perceptions of how much learners' self-confidence affected them in their learning. Of the 180 educators who participated in the survey,1(0.6%) thought learners' self-confidence did not affect them in their learning at all; 2 (1.2%) thought learners' self-confidence hardly affected them in their learning; 33 (19.5%) thought learners' self-confidence affected them in their learning sometimes; 66 (39.1%) thought learners' self-confidence affected them much in their learning; 67 (39.6%) thought learners' self-confidence affected them in their learning very much; 11 (6.1%) did not respond. In summary, the majority of respondents indicated that learners' self-confidence affected them very much in their learning.

Figure 5.145 Bar Chart showing educator respondents' perceptions of how much learners' motivation or demotivation affected them in their learning
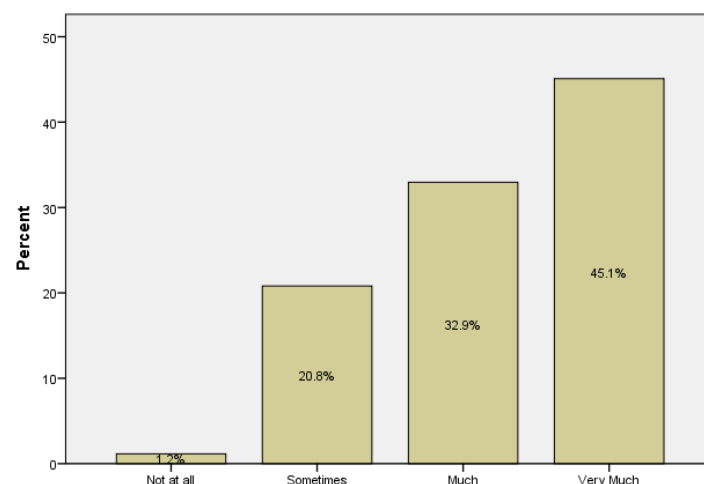
The above and Bar Chart shows educator respondents' perceptions of how much learners' motivation or demotivation affected them in their learning. Of the 180 educators who participated in the survey, 2 (1.2%) thought learners' motivation or demotivation did not affect them in their learning at all; 36 (20.8%) thought learners' motivation or demotivation affected them in their learning sometimes; 57 (32.9%) thought learners'

motivation or demotivation affected them much in their learning; 78 (45.1%); thought learners' motivation or demotivation affected them in their learning very much; 7 (3, 9%) did not respond. In summary, the majority of respondents indicated that learners' motivation or demotivation affected them very much in their learning.

Figure 5.146: Bar Chart showing educator respondents' perceptions of how much learners' lack of discipline at home affected them in their learning
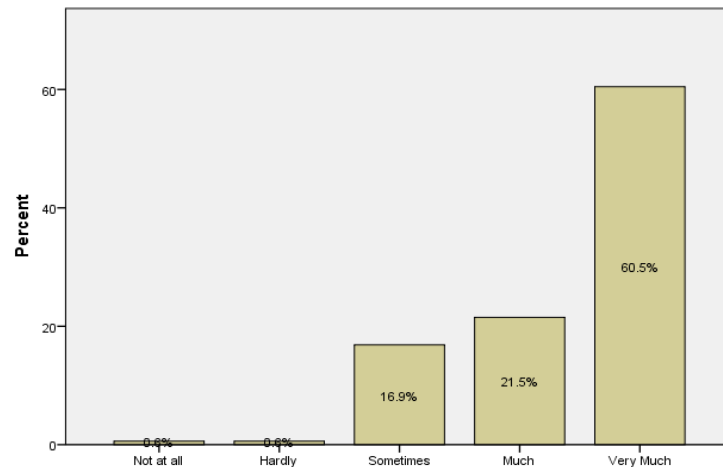
The above Bar Chart shows educator respondents' perceptions of how much learners' lack of discipline at home affects them in their learning. Of the 180 educators who participated in the survey, 1 (0.6%) thought learners' lack of discipline at home did not affect them in their learning at all; 1 (0.6%) thought learners' lack of discipline at home hardly affected them in their learning; 29 (16.9%) thought learners' lack of discipline at home affected them in their learning sometimes; 37 (21.5%) thought learners' lack of discipline at home affected them much in their learning; 104 (60.5%) thought learners' lack of discipline at home affected them very much in their learning; 8 (4.4%) did not respond. In summary, the majority of respondents indicated that learners' lack of discipline at home affected them very much in their learning.

Figure 5.147: Bar Chart showing educator respondents' perceptions of how much learners' lack of discipline at school affects them in their learning
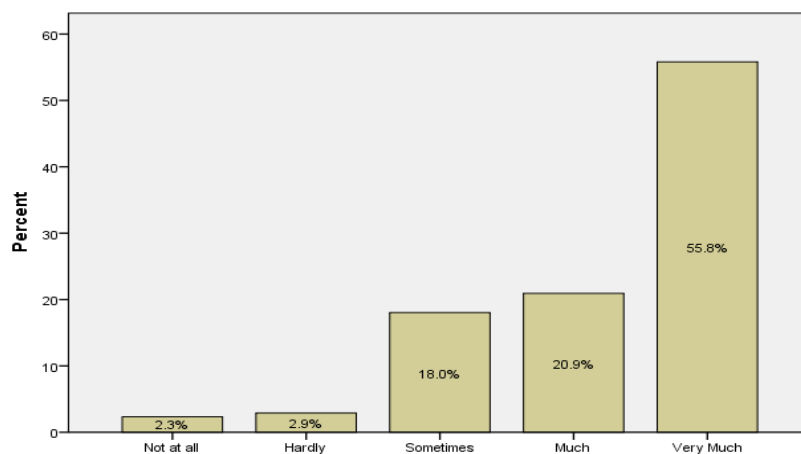
The above Bar Chart shows educator respondents' perceptions of how much learners' lack of discipline at school affected them in their learning. Of the 180 educators who participated in the survey, 4 (2.3%) thought learners' lack of discipline at school did not affect them in their learning at all; 5 (2.9%) thought learners' lack of discipline at school hardly affected them in their learning; 31 (18.0%) thought learners' lack of discipline at school affected them in their learning sometimes; 36 (20.9%) thought learners' lack of discipline at school affected them much in their learning; 96 (55.8%) thought learners' lack of discipline at school affected them very much in their learning; 8 (4.4%) did not respond. In summary, the majority of respondents indicated that lack of discipline at school affected learners very much in their learning.

5.7.3 PARENTS' RESPONSES TO THE QUESTIONNAIRE

5.7.3.1 Section 1: Parents' Personal Information

Figure 5.148 Bar Chart showing educational level of respondents
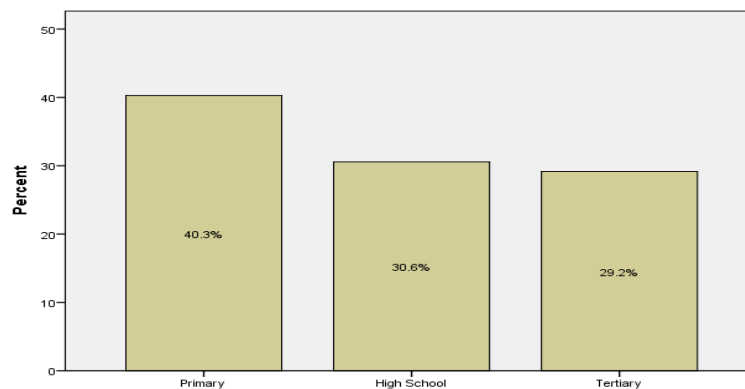
The above Bar Chart shows parent respondents' educational level. Out of the 73 (100%) parents' who responded, 29 (40.3%) indicated that they had a primary school educational level, 22 (30.1%)' indicated that they had a high school educational level, 21 (29.2%) indicated that they had a tertiary educational level. In summary, the majority of the respondents' indicated that they had a primary school educational level.

Figure 5.149: Bar Chart showing type of work sector of respondents
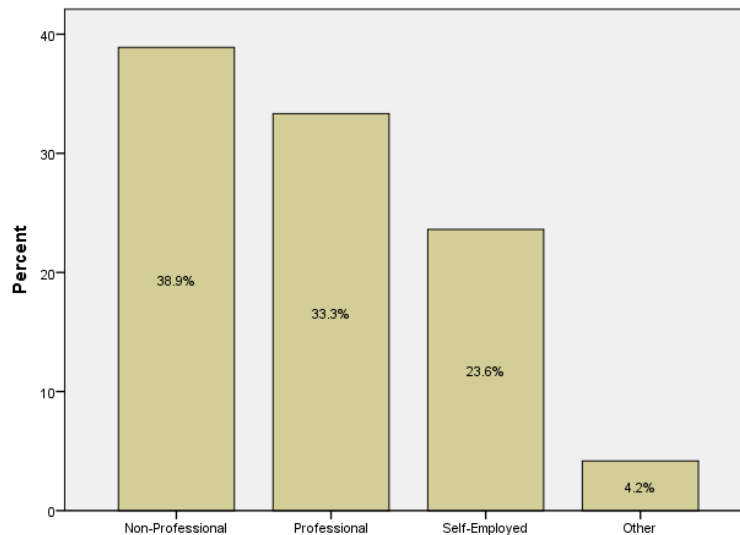
The above Bar Chart shows parent respondents' type of work sector. Of the 73 (100%) parents who responded, 28 (38.4%) indicated that they worked in the non-professional sector; 24 (33.3%) indicated that they worked in the professional work sector, 17 (23.6%) indicated that they were self-employed. In summary, the majority of the respondents' indicated that they worked in the non-professional work sector.

5.7.3.2 Section 2: Parents' Choice of Children's School

Figure 5.150: Frequency Table showing whether or not parents take part in their children school work.

Do you take part in your child's school work?	Frequency	Percent
Yes	71	97.3
No Response	2	2.7
Total	73	100.0

The above Frequency Table shows whether or not parent respondents take part in their children's school work. Of the 73 (100%) parents who responded, 71 (100%) indicated that they took part in their children's school work. 2 (2.7%) did not respond. In summary, almost all the respondents' indicated that they took part in their children's school work.

Figure 5.151: Bar Chart showing which type of school parents prefer for their children.
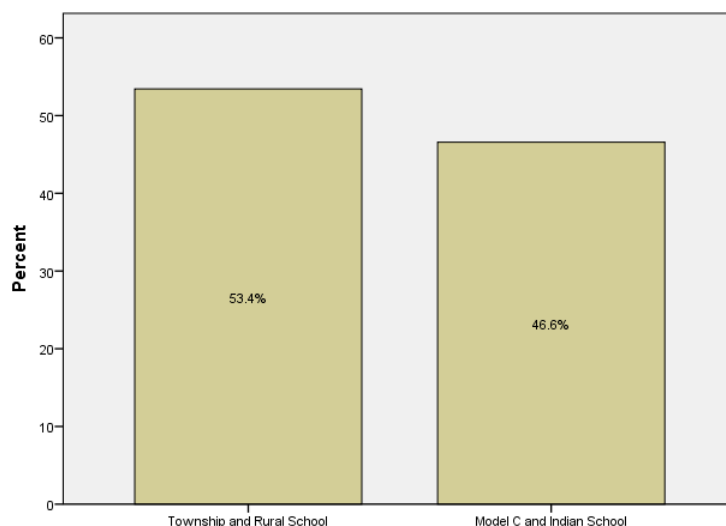
The above Bar Chart shows which type of school parents prefer for their children. Of the 73 (100%) parents who responded, 39 (53.4%) indicated that they preferred township and rural schools for their children; and 34 (46.6%) indicated that they preferred model C and Indian schools for their children. In summary, the majority of the respondents' indicated that they preferred township and rural schools for their children.

Figure 5.152: Bar Chart showing reasons why parents chose a particular type of school for their children.
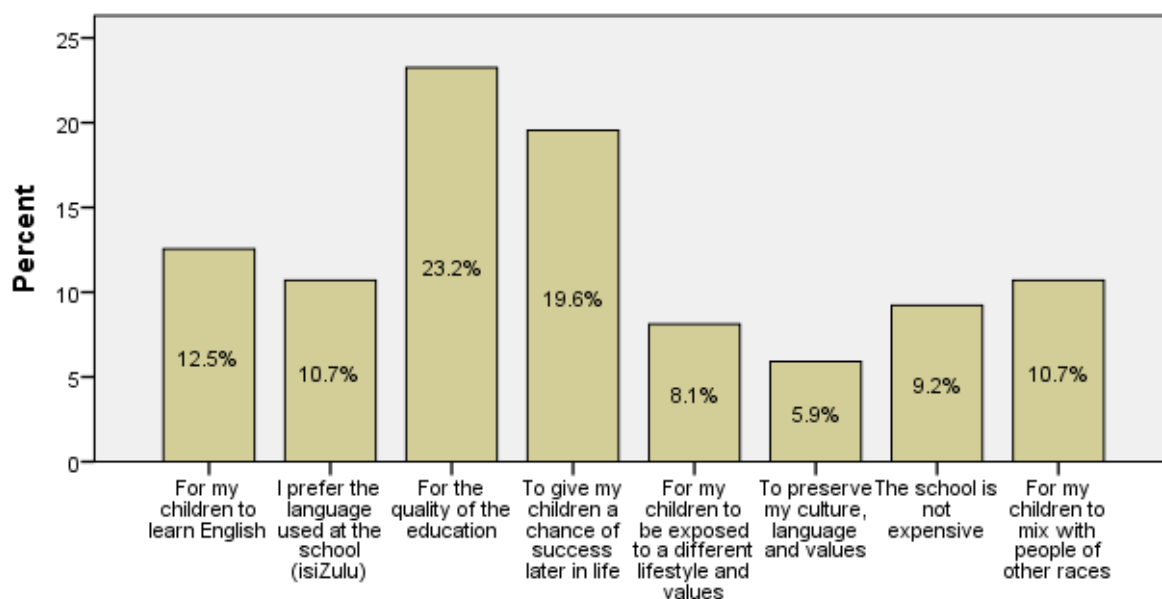
The above Bar Chart shows why parents chose a particular type of school for their children. Of the 73 (100%) parents who responded, 34 (12.5%) indicated that it was for their children to learn English; 29 (10.7%) indicated that they preferred the language used at the school (isiZulu); 63 (23.2%) chose the school for the quality of the education offered there; 53 (19.6%) chose the school to give their children a chance of success later in life; 22 (8.1%) chose the school for their children to be exposed to a different lifestyle and values; 16 (5.9%) chose the school to preserve their culture, language and values; 25 (9.2%) chose the school because it was not expensive; 29 (10.7%) chose the school for

240

their children to mix with people of other races. In summary, the majority of the respondents chose the school for the quality of its education.

Figure 5.153 Frequency Table and Bar Chart showing how satisfied parents were with the standard of teaching in their chosen school
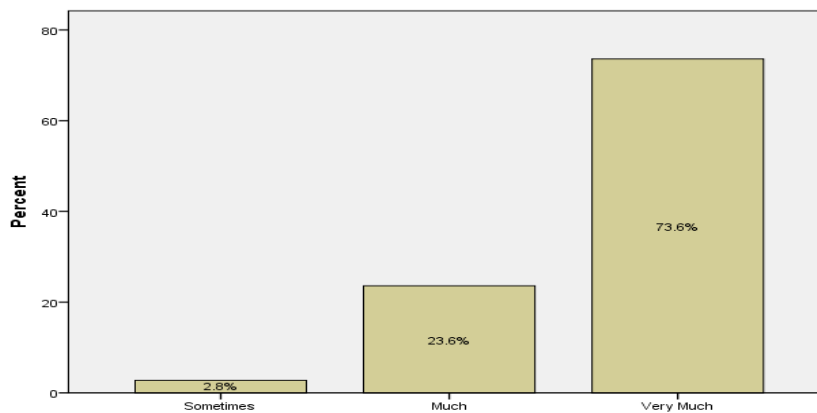
The above Bar Chart shows how satisfied parents were with the standard of teaching in their chosen school. Of the 73 (100%) parents' who responded, 2 (2.8%) indicated that they were sometimes satisfied with the standard of teaching in their chosen schools; 17 (26.4%) indicated that they were much satisfied with the standard of teaching in their chosen schools and 53 (73.6%) indicated that they were very much satisfied with the standard of teaching in their chosen schools. In summary, the majority of respondents indicated that they were very much satisfied with the standard of teaching in their chosen schools.

Figure 5.154 Bar Chart showing how satisfied parents were with promotion of African culture and values in their chosen school
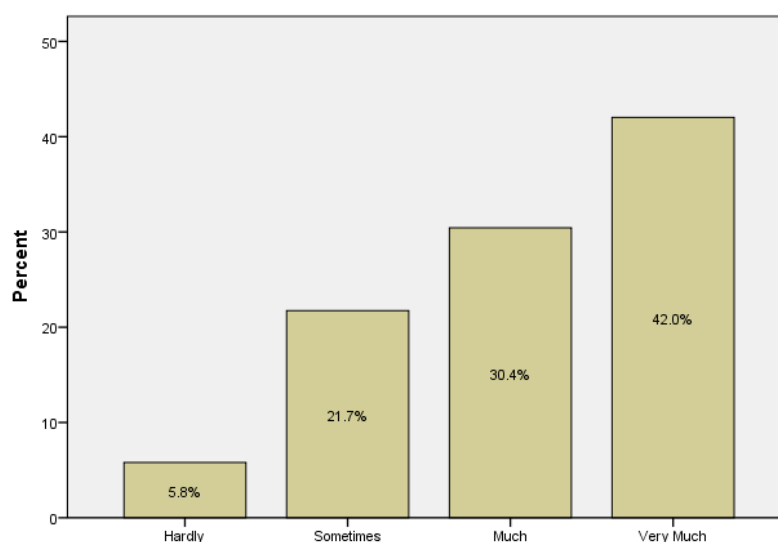
The above Bar Chart shows how satisfied parents were with the promotion of African culture and values in their chosen school. Of the 73 (100%) parents' who responded, 4

241

(5.8%) respondents indicated that they were hardly satisfied with the promotion of African culture and values in their chosen school, 15 (21.7%)' indicated that they were sometimes satisfied with the promotion of African culture and values in their chosen school, 21 (30.4%) indicated that they were much satisfied with the promotion of African culture and values in their chosen school. 31 (42%) indicated that that they were very much satisfied with the promotion of African culture and values in their chosen school. In summary, the majority of respondents indicated that that they were very much satisfied with the promotion of African culture and values in their chosen school.

Figure 5.155: Bar Chart showing how satisfied parents were with the teaching of isiZulu in their chosen school
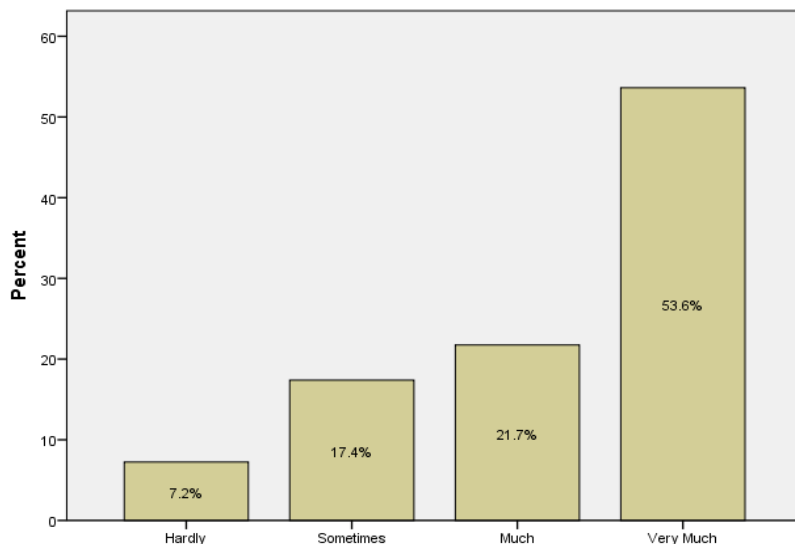
The above Bar Chart shows how satisfied parents were with the teaching of isiZulu in their chosen school. Of the 73 (100%) parents who responded, 5 (7.2%) indicated that they were hardly satisfied with the teaching of isiZulu in their chosen schools, 12 (17.4%) indicated that sometimes they were satisfied with the teaching of isiZulu in their chosen schools.; 15 (21.7%) indicated that they were much satisfied with the teaching of isiZulu in their chosen schools; 37 (53.6%) indicated that they were satisfied very much with the teaching of isiZulu in their chosen schools In summary, the majority of respondents indicated that they were satisfied very much with the teaching of isiZulu in their chosen schools.

Figure 5.156: Bar Chart showing how satisfied parents were with the use of isiZulu to teach and learn at school and at university
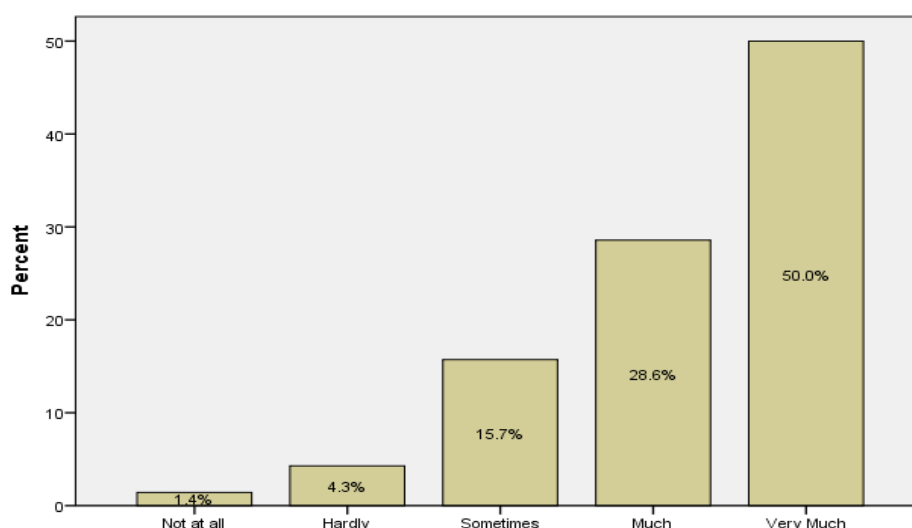
The above Bar Chart shows how satisfied parents were with the use of isiZulu to teach and learn at school and at university. Of the 73 (100%) parents who responded, 1 (1.4%) indicated that they were not satisfied at all with the use of isiZulu to teach and learn at school and at university, 3 (4.3%) respondents indicated that they were hardly satisfied with the use of isiZulu to teach and learn at school and at university, 11 (15.7%) indicated that they were sometimes satisfied with the use of isiZulu to teach and learn at school and at university, 20 (28.6%) indicated that they were much satisfied with the use of isiZulu to teach and learn at school and at university and 35 (50%) indicated that they were very much satisfied with the use of isiZulu to teach and learn at school and at university. In summary, the majority of respondents indicated that they were very much satisfied with the use of isiZulu to teach and learn at school and university.

Figure 5.157: Bar Chart showing how satisfied parents were with the use of the English language to learn and teach at their chosen school

243
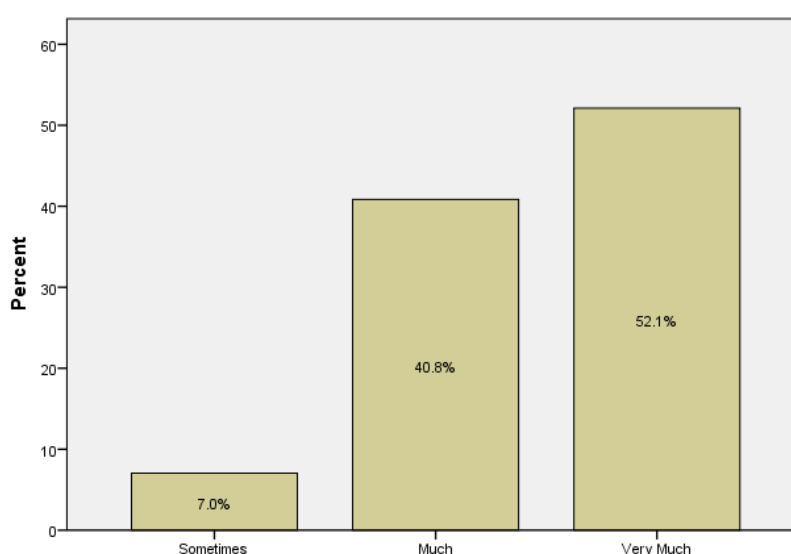
The above Bar Chart shows how satisfied parents were with the use of the English language to learn and teach at their chosen school. Of the 73 (100%) parents who responded, 5 (7.0%) indicated that they were sometimes satisfied with the use of English language to learn and teach at their chosen school., 29 (40.8%) indicated that they were much satisfied with the use of English language to learn and teach at their chosen school and 37 (52.1%) indicated that they were very much satisfied with the use of English language to learn and teach at their chosen school. In summary, the majority of respondents indicated that they were satisfied very much with the use of English to learn and teach at their chosen school.

Figure 5.158: Bar Chart showing how satisfied parents were with the quality of education in township and rural schools
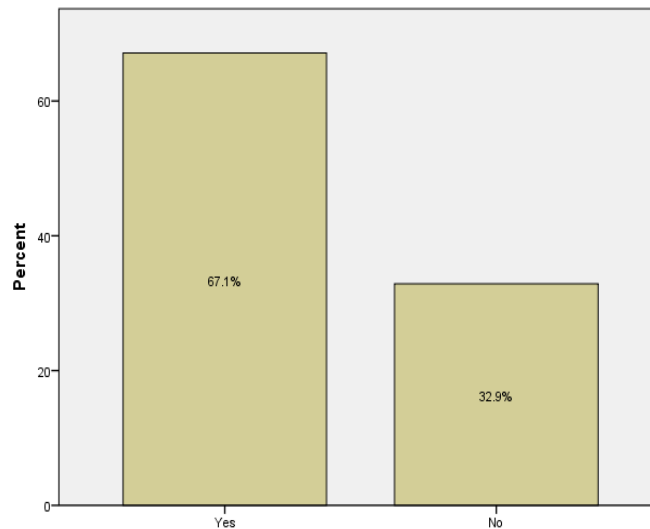
The above Bar Chart shows how satisfied parents were with the quality of education in township and rural schools. Of the 73 (100%) parents' who responded, 49 (67.1%) indicated that they were satisfied with the quality of education in township and rural schools and 24 (32.9%) respondents indicated that they were not satisfied with the quality of education in township and rural schools. In summary, the majority of respondents indicated that they were satisfied with the quality of education in township and rural schools.

Figure 5.159: Bar Chart showing whether parents were satisfied with the quality of education in Model C and Indian schools
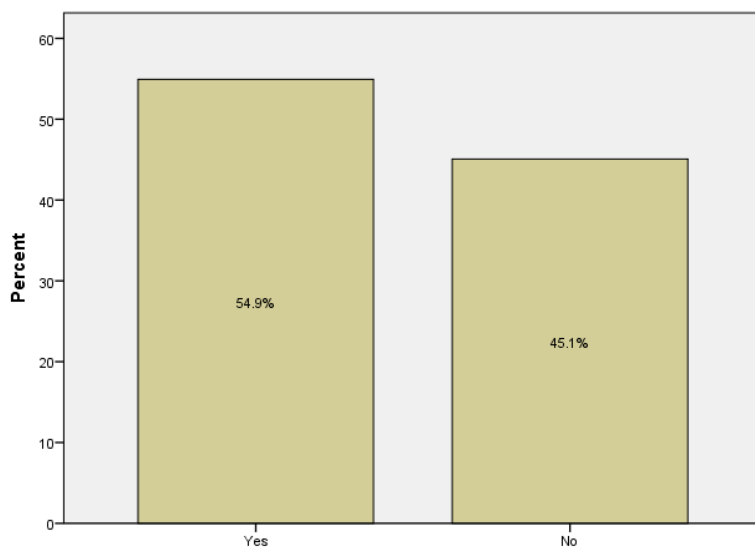
The above Bar Chart shows whether parents were satisfied are with the quality of education in Model C and Indian schools. Of the 73 (100%) parents who responded, 39 (54.9%) indicated that they were satisfied with the quality of education in model C and Indian schools and 32 (45.1%) indicated that they were not satisfied with the quality of education in model C and Indian schools. In summary, the majority of respondents indicated that they were satisfied with the quality of education in model C and Indian schools.

Figure 5.160: Bar Chart showing whether parents thought the quality of education in township and rural schools can help develop their child's career and life
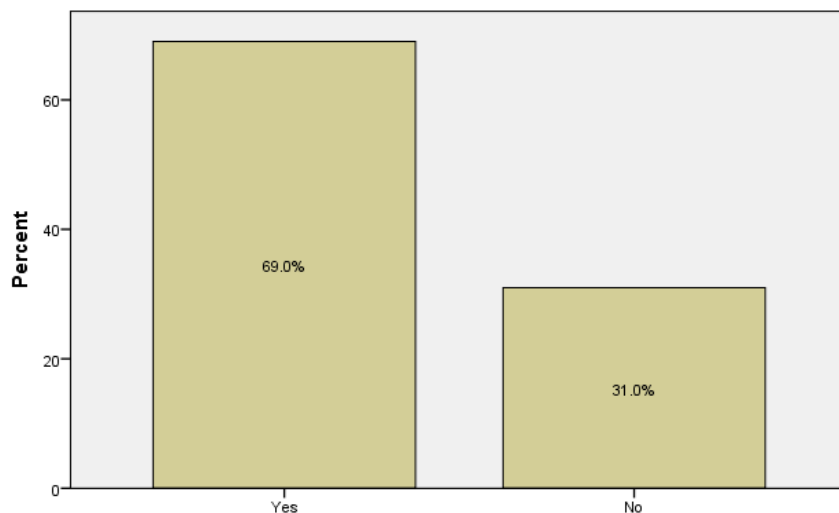
The above Bar Chart shows whether parents thought the quality of education in township and rural schools can help develop their child's career and life. Of the 73 (100%) parents' who responded, 49 (69.0%) indicated that they thought the quality of education in

245

township and rural schools can help develop their children's career and life and 22 (31.0%) respondents indicated that they thought the quality of education in township and rural schools cannot help develop their children's career and life. In summary, the majority of respondents indicated that they thought the quality of education in township and rural schools can help develop their children's career and life.

Figure 5.161: Bar Chart showing whether parents thought the quality of education in township and rural schools can help South Africa improve economic growth, employment and participation in the global economic development
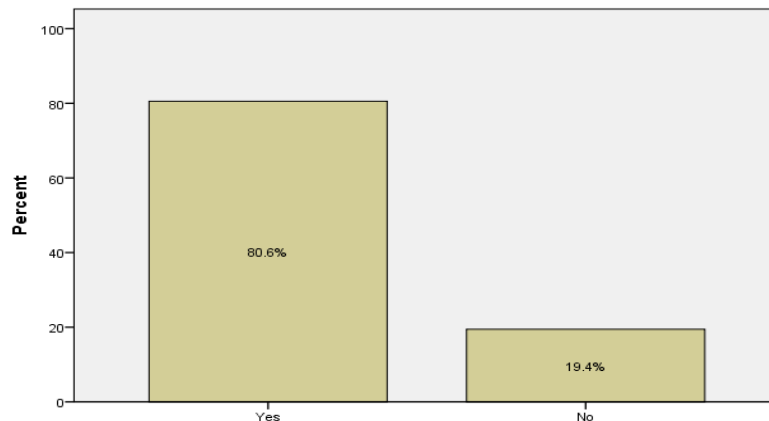
The above Bar Chart indicates whether parents thought the quality of education in township and rural schools can help South Africa improve economic growth, employment and participation in the global economic development. Of the 73 (100%) parents who responded, 58 (80.6%) indicated that they thought the quality of education in township and rural schools can help South Africa improve economic growth, employment and participation in the global economic development and 14 (19.4%) respondents indicated that they did not think the quality of education in township and rural schools can help South Africa improve economic growth, employment and participation in the global economic development. In summary, the majority of respondents indicated that they thought the quality of education in township and rural schools can help South Africa improve economic growth, employment and participation in the global economic development.

5.7.3.3 Section 3: Parents' Preference on Language used for Learning and Teaching

Figure 5.162: Bar Chart showing which language was used for teaching and learning in children's school
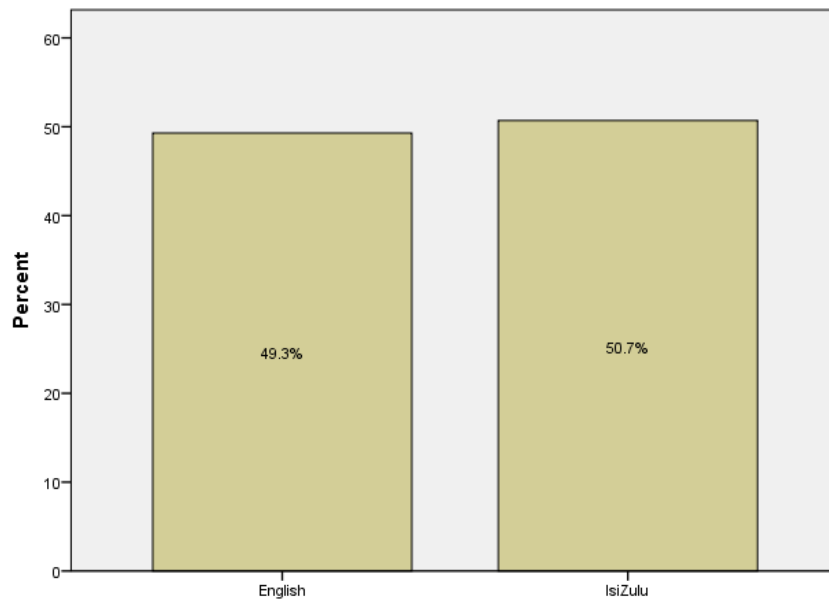
The above Bar Chart shows which language is used for teaching and learning in children's school. Of the 73 (100%) parents' who responded, 35 (49.3%) indicated that English is the language used for teaching and learning in their child's school and 36 (50.7%) indicated that isiZulu is the language used for teaching and learning in their children's schools. In summary, the majority of respondents indicated that isiZulu is the language used for teaching and learning in their children's school.

Figure 5.163 Bar Chart showing how satisfied parents were with the use of English for learning and teaching all the subjects in their children's school
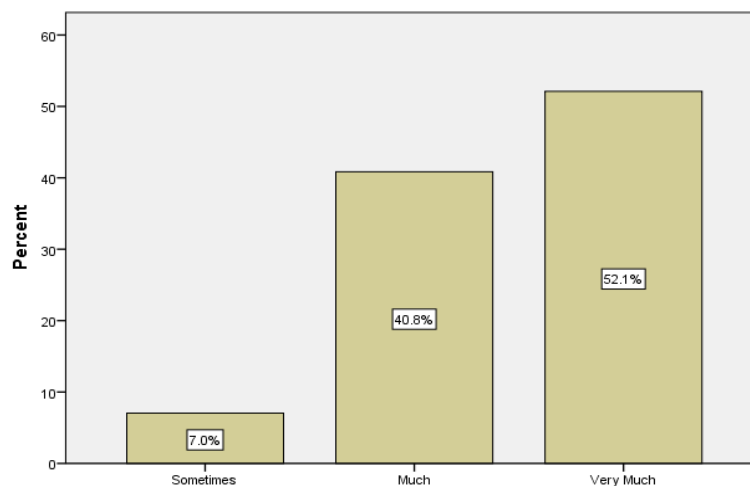
The above Bar Chart shows how satisfied parents were with the use of English for learning and teaching all the subjects in their children's school. Of the 73 (100%) parents who responded, 5 (7.0%) indicated that sometimes they were satisfied with the use of English for teaching and learning all the subjects in their children's school, 29 (40.8%) indicated that they were much satisfied with the use of English for teaching and learning all the subjects in their children's school and 37 (52.1%) indicated that they were satisfied very much with the use of English for teaching and learning all the subjects in their children's

247

school. In summary, the majority of respondents indicated that they were satisfied very much with the use of English for teaching and learning in their children's schools.

Figure 5.164: Bar Chart showing how satisfied parents were with the use of isiZulu for learning and teaching all the subjects in their children's school
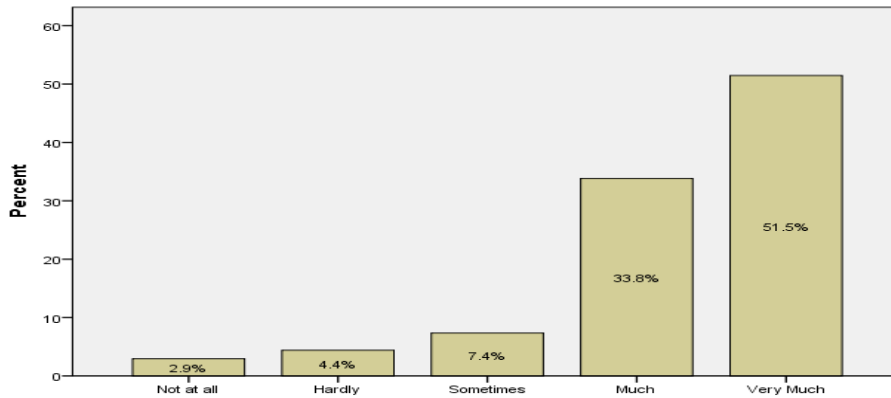
The above Bar Chart shows how satisfied parents were with the use of isiZulu for learning and teaching all the subjects in their children's school. Of the 73 (100%) parents who responded, 2 (2.9%) indicated that they were not satisfied at all with the use of isiZulu for learning and teaching all the subjects in their children's schools; 3 (4.4%) indicated that they were hardly satisfied with the use of isiZulu for learning and teaching all the subjects in their children's schools; 5 (7.4%) indicated that they were sometimes satisfied with the use of isiZulu for learning and teaching all the subjects in their children's schools, 23 (33.8%) indicated that they were much satisfied with the use of isiZulu for learning and teaching all the subjects in their children's schools and 35 (51.5%) indicated that they were satisfied very much with the use of isiZulu for learning and teaching all the subjects in their children's schools. In summary, the majority of respondents indicated that they were satisfied very much with the use of isiZulu for teaching and learning in their children's schools.

Figure 5.165: Bar Chart showing which language parents thought should be used to teach their children

248
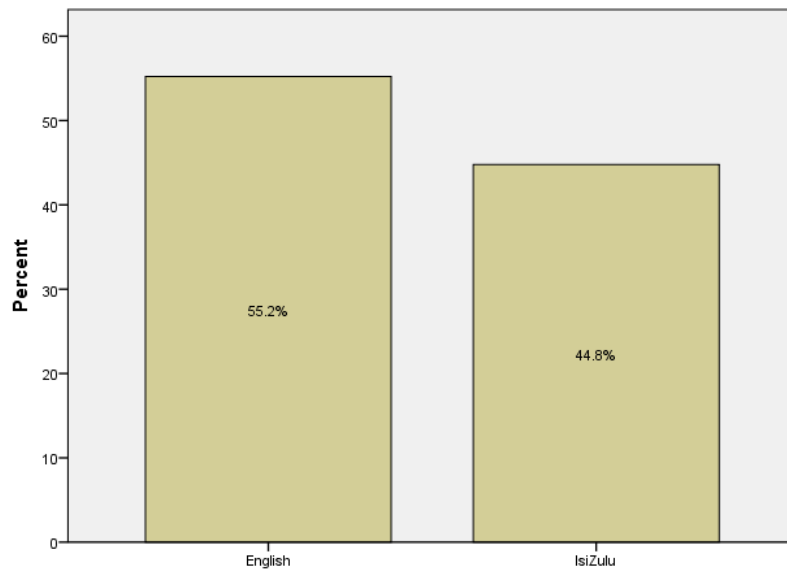
The above Bar Chart shows which language parents thought should be used to teach their children. Of the 73 (100%) parents who responded, 37 (55.2%) indicated that they thought English should be used to teach their children and 30 (44.8%) indicated that isiZulu should be used as the language to teach their children. In summary, the majority of respondents indicated that English should be used as the language to teach their children.

Figure 5.166: Bar Chart showing parents' reasons for preferring a particular language for teaching their children
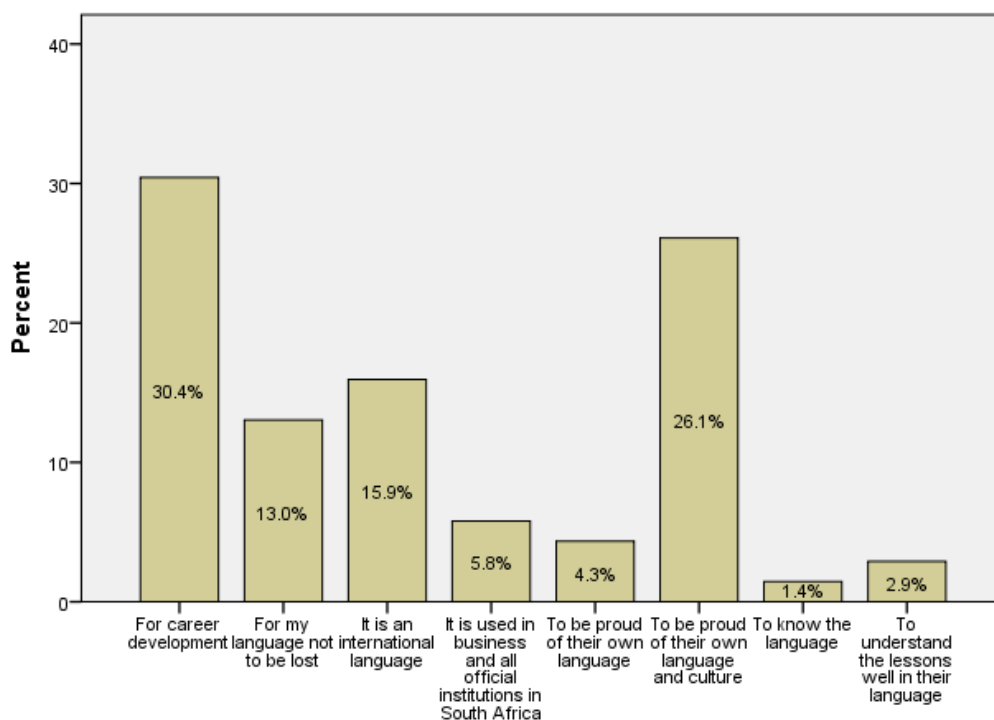
The Bar Chart above shows the reasons parent respondents chose a particular language as LOLT for their children. Of the 73 (100%) parents who participated in the survey, 21 (30.4.5%) indicated that they chose English for career development; 9 (13%) indicated that they chose isiZulu for their language not to be lost; 11 (15.9%) stated that they chose English because English is an international language; 4 (5.8%) stated that they chose English because it is used in business and all official institutions in South Africa; 3 (4.3%) stated that they chose isiZulu because they wanted their children to be proud of their own language; 18 (26.1%) for their children to be proud of their own language (isiZulu) and culture; 1 (1.4%) chose English because he/she wanted his/her children to know it; 2 (2.9%) chose isiZulu for their children to understand the lessons well in their language. In summary, the majority of respondents indicated that they made their choice for their children's career development.

5.8 FOCUS GROUP DISCUSSIONS

5.8.1 Introduction

The aim of the current study was to investigate the struggle of learning in KwaZulu-Natal township High schools in order to understand the factors behind the non-standard performance of Grade 12 learners in the townships. Although the study examined social and academic factors that contribute to the low level of educational performance in Durban Township schools, its main focus was perceptions of the use of English as the medium of learning and teaching in township high schools where all the learners are second language speakers of the language.

While questionnaires were the main research instrument used to seek answers to this problem, focus group discussions were also used to get a deeper understanding of the challenges and to help authenticate answers obtained from the questionnaires and to provide explanations and reasons for particular opinions or choices.

5.8.2 Purpose

The purpose of the focus group discussions was to seek insight into what learners and educators in township high schools in the Umlazi and Pinetown education districts thought about the challenges posed by the use of English, the LOLT, in teaching and learning in township schools of KwaZulu-Natal. The questions mainly focussed on challenges in teaching, learning and examinations.

5.8.3 Procedure

The researcher successfully organised focus group discussions with several groups of learners and educators. The learner and educator groups were organised and treated separately and were asked a different set of questions.

A list of prepared questions was used to start each discussion. The output of discussions was captured in field notes and voice recording where this was possible. The output of each group was written down. On studying the written texts, common themes emerged and these were highlighted in each text. The common themes were then written out and analysed.

5.8.4 Sessions and Participants

All discussions except one took place at the different participants' schools. Since access to learners was relatively easy, the researcher was able to hold focus group discussions with groups of nine to twelve male and female learners in nine schools. Only learners in the FET Band (Grades 10, 11 and 12) were chosen by a senior teacher to take part in the discussion. Permission for learners to take part in the research had been granted through a consent form signed by their parents.

As a result of the difficulty in getting educators to sit together, focus group discussions could only be held with three groups of teachers in the FET Band. Two groups were chosen by a senior teacher in two different schools and were made up of six (6) to eight (8) male and female educators who teach in the Further Education and Training Band. One group, selected by the researcher on the basis of their experience in teaching, was made up of teachers from four different schools.

5.8.5 Learners' Questions

Learners were asked the following specific questions:
- What challenges do you experience in your learning?
- How do these challenges affect your learning?
- How can these challenges be resolved?
- What challenges do you experience in your examinations?
- What language do you prefer to be taught and assessed in?
- Why do you prefer to be taught and assessed in this particular language?

5.8.6 Results of Learners' Group Discussions
5.8.6.1 Themes of Learners' Focus Group Discussions

Responses received from nine groups of learners were very similar. The following themes emerged from the discussions.
- "Lack of Words"

- Teaching,
- Lack of Exposure to English
- The choice of the medium of learning and teaching.
- The domination of English, and
- The condition of the classrooms.

5.8.6.2 Report on Themes from Learners' Focus Group Discussions

Themes which emerged from the focus group discussions are discussed according to the posed research questions, as follows:

5.8.6.3 Learners' Responses to Research Questions

a) Research Question 1: What is the degree of performance of Grade 12 learners in township schools of KwaZulu-Natal?

Discussion of the degree of performance of Grade 12 learners in township schools of KwaZulu-Natal was not part of the learners' focus group discussion, but it is examined in Chapters 1 and 2.

b) Research Question 2: What are societal perceptions of English as a medium of learning and teaching in township schools of KwaZulu-Natal?

a) <u>The Challenges caused by "lack of Words"</u>

On being asked what the greatest challenges were, regarding the use of English as a medium of learning and teaching; and how these affected them, in almost all the group discussions, the learners revealed that the preeminent challenge was lack of knowledge and understanding of words to use to express themselves. Almost all the groups complained of 'bombastic' words used in the examinations and their inability to understand the questions. This inadequacy was expressed in the following terms:

- ''Big words are used in the exams, so we don't understand exam questions'';
- "In the exams we can't understand the questions because we don't have knowledge of words used";
- "We generalise instead of giving specific answers since we are not good in the language";
- "Bombastic words are used in tests and exams";

- "We don't have enough vocabulary to write essays";
- "We don't know the proverbs";
- "We can't spell words correctly";
- "We need a Zulu-English dictionary;
- "Because we don't understand the question, we write wrong things";
- "Teachers use simple language, but the exam use bombastic words";
- "Some can read and not speak, some can speak but not read";
- "Answering questions in English is a problem";
- "Bombastic words are used in the question paper";
- "Sentences in the exam are confusing, they are complicated";
- "Spelling";
- "Can't understand questions"
- "Reading";
- "Pronunciation";
- "Stammering";
- "Not enough knowledge of English";
- "In essay writing, you forget words";
- "Orally we forget the words, we don't know the words";
- "Difficult questions, bombastic words";
- "We don't understand English, so we fail to answer questions";
- "We can't make paraphrases because of lack of words";
- "We can't communicate with people of other languages";
- "We don't understand questions";
- "Teachers use simple words in class, in exam difficult words are used, we don't know the words;"
- "We don't understand questions";
- "It affects you in interviews";
- "We don't understand questions in the exam, we need English to pass other subjects";

b) Lack of Exposure to English

The next challenge for learners appeared to be lack of exposure to English. The first is lack of reading opportunities as a result of a lack of textbooks and libraries; the second is lack of exposure to spoken English. They expressed these challenges as follows:

253

On reading

- "We don't have enough textbooks and library books";
- "We don't have textbooks";
- "There is no library";
- "There are no libraries and laboratories";
- "We are not exposed to reading because there is no library";
- "The library is always closed";
- "The library is not opened";
- "The library does not have relevant books and novels, there are books for pre-schools";
- "There is no lab equipment".

On spoken English

- "We don't have opportunities to speak to first speakers of the language";
- "We don't hear English spoken";
- "We need English to communicate with people of other languages and for interviews";
- "We are afraid to use English in public and in class because we are ridiculed";
- "We are ridiculed by others when using English and answering";
- "Fear of speaking in public, because no confidence in English";
- "Anxiety and fear".

c) Research Question 3: What other factors contribute to the level of educational performance of Grade 12 learners in township schools of KwaZulu –Natal?

a) <u>Teaching</u>

The second biggest challenge for learners seemed to be the quality of teaching they received. Most groups felt that the teaching they received in English was not adequate for them to do well in examinations. They expressed the following views:

- "We start learning English too late, in Grade 11";
- "There is no attention to English in earlier classes. You only start in Grade 11 when you realise it's important for interviews";
- "We only start being taught in English in Grade 10";

254

- "There are too many learners in one class, there is no time for reading sessions";
- "There is too much emphasis on Maths and Science, yet these are taught in English";
- "English is not taught well or supported enough";
- "The problem starts at primary school. The teaching is poor";
- "Teachers teach in Zulu, but the exam paper is in English";
- "Teachers not using English";
- "Teachers teach in Zulu, but interviews are in English";
- "Teaching is in Zulu, but we are expected to answer in English in the exam";
- "Teachers use simple words in class, in exam difficult words are used we don't know the words';
- "No notes are given";
- "The focus is on Maths and Science, not on English because English is passed better";
- "Levels of understanding are not the same, we come from different backgrounds";
- "The Environment, library and laboratories are lacking";
- "Class numbers are too high".

  Only one group expressed positive comments about their English learning experience. This was stated as follows: "We have an excellent teacher of English. She encourages you to read and speak in public (in class) and discourages ridiculing of one another".

b) The condition of the schools and classrooms,

Some concerns were also expressed regarding lack of maintenance and the poor condition of their schools and classrooms. They stated that there were broken doors and windows. As a result, they could not concentrate on their lessons especially when it was cold.

d) Research Question 4: What measures could be taken to ease the struggle of learning, thus improving learners' educational performance?

a) The choice of the medium of learning and teaching

Although most of the learners in the focus groups expressed their lack of competence in English, the majority of them still preferred to be taught in English, while a few expressed

strong views on the need to preserve their own language – isiZulu. These differing opinions were expressed as follows:

The Desire to learn in English

- "We want to learn in English"
- "English is important as a common language for everyone"
- "We should learn in English to understand people of other languages"
- "We want to be taught in English because it is international"
- "We don't want Zulu, it's limiting"

The Desire to learn in isiZulu

- "We want Zulu to be preserved"
- "The exam is in Afrikaans and English. This is not fair, we also want the exam in English and Zulu"
- "Zulu is important"
- "Why are we taught in English? It is not fair that Afrikaner learners can write the exam in Afrikaans"

The domination of English

- "We don't like the domination of English"
- "We hate the domination of English, Zulu needs to be used"
- "There is too much English. It's valued more than other languages, it's prioritised".
- "We must recognise the other languages"
- "We need to know Zulu, otherwise we lose our culture, tradition, heritage and history. We alienate ourselves from ourselves, we lose who we are. We trade ourselves".

b) <u>Learners' Suggestions on how to resolve the challenge of learning in English</u>

On the question of how the challenge of learning in English could be resolved, there was no agreement among learners. Their views were expressed as follows:

- "We hate the domination of English. Zulu needs to be used"
- "We need to use English more and hear it – by reading, writing and listening to English radio and TV."

- "Teachers must teach in English and summarise in Zulu"
- "We must use the dictionary to understand words"
- "The problem is not with English, but with the mind-set. If you think English is not important, you won't learn it, but if you understand its importance, you will learn it"
- " It's the environment, library and laboratories are lacking"
- "Class numbers are too high"
- "Learn on your own. Read newspapers, comics and magazines"
- "We need to use the Dictionary"
- "We need to read more"
- "We need to speak more"
- "We need more practice in answering questions, we need to use previous questions"
- "We need spelling competitions"
- "We can't blame teachers for teaching in Zulu. They need to make learners understand the lessons"
- "We need book reviews and orals"
- "The library must be opened"
- "We must use the community library"
- "Improve teaching"
- "Use English and Zulu, code switching is good"
- "We need definition of terms"
- "The solution is code-switching"
- "Use the dictionary"
- "Develop terms in Zulu"
- "Levels of understanding are not the same"
- "Knowing English is up to us"
- "Read more"
- "Listen to English radio and TV"
- "Take responsibility to learn it"
- "Extra classes in English are needed"
- "Use English to teach and use Zulu to clarify lessons"
- "Dress up in African attire and be proud of who we are"
- "The Department must inspect infrastructure"

5.8.7 Educators' Questions

Educators were asked the following specific questions:

- What challenges do you as an educator experience generally?

- What challenges do you as an educator experience in your teaching?

- How can these challenges be resolved?

- Do you think the use of English, a second language, as the language of learning affects learner performance?

- If it does, how can the problem be resolved?

- How can the challenge of poor competence in the medium of instruction be resolved?

- How can the problem of general poor learner performance be resolved?

5.8.8 Results of Educators' Focus Group Discussions

5.8.8.1 Themes of Educators' Focus Group Discussions

Responses received from three groups of educators were very similar. Several themes emerged from the discussions, these were:

- Governance or Departmental Challenges

- School Challenges

- Learner Challenges

- Challenges in Teaching and learning

- Social Challenges

5.8.8.2 Report on Themes from Learners' Focus Group Discussions

Themes which emerged from the focus group discussions are arranged according to the posed research questions, as follows:

5.8.8.3 Educators' Responses to Research Questions

Research Question 1: What is the degree of performance of Grade 12 learners in township schools of KwaZulu-Natal?

Discussion of the degree of performance of Grade 12 learners in township schools of KwaZulu-Natal was not part of the educators' focus group discussion but is examined in Chapters 1 and 2. However, all the teachers in the three focus groups agreed that the

educational performance of Grade 12 learners was not as good as it should be. They indicated that the challenges were multi-faceted, ranging from departmental policies and practices to societal challenges.

Research Question 2: What are societal perceptions of English as a medium of learning and teaching in township schools of KwaZulu-Natal?

Educators in the focus group discussions agreed that the use of English, a second language, as a medium of learning and teaching posed a challenge to teaching. These challenges were expresses as follows:

a) Challenges in Teaching and Learning
- Classes are too large. As a result of large classes, teachers cannot provide individual attention to learners;
- Both teachers and learners do not want to use English;
- The problem is not confined to English, learners do not know their own language well;
- There is no culture of reading – there are no libraries or books;
- There is no interest in education;
- Language and grammar are still taught, but the use of cellphone language and spelling is a problem;
- The SMS language interferes with learning proper English and spelling;
- There is shortage of learning materials. The department does buy books, but they are never enough since learners are irresponsible, they do not return them.

b) Learner Challenges
- Learners do not understand terms used in the examinations;
- The majority of learners do not read, listen to or watch English radio or Television;
- Only the good learners attend book club sessions where they exist;
- Learners do not set aside time to study;
- Learners' attitude to school work is not positive;
- Learners lack motivation and have a feeling of entitlement;
- Learners do not use the dictionary;

- Learners have limited vocabulary;
- Learners rely on notes;
- Learners do not speak English.

c) Challenges Caused by Teachers Themselves
- Teachers are not properly trained;
- Subject advisors are just as bad as the teachers;
- Some teachers do not have the required qualifications;
- Some teachers are not committed to their work;
- Teachers themselves do not speak English;
- Teachers teach in isiZulu because they themselves do not know English;
- There is often a mismatch between teachers and subjects as a result of the teacher-learner ratio system;
- Since the schools do not have their own funds, they cannot hire teachers with relevant qualifications, thus teachers teach subjects they have not studied;
- In some cases teachers know neither the content nor the medium of learning and teaching.

Research Question 3: What other factors contribute to the level of educational performance of Grade 12 learners in township schools of KwaZulu –Natal?

a) Governance or Departmental Challenges

On the question of challenges that educators experience generally, all three groups expressed frustration with aspects of the education system itself. The greatest frustrations were caused by the following:
- Loopholes in the Continuous Assessment system;
- The policy of condoning learners after two failures in Grade 11;
- Lack of follow up after the analysis of the Annual National Assessments (ANA);
- Lack of centrally prescribed books. This leads to some teachers taking the easy option by avoiding teaching poetry and Shakespeare;
- The constant changes in the curriculum and teaching methodology. This causes confusion;
- Change or introduction of subjects when there are no teachers qualified in that subject e.g. Maritime Economics. This leads to teachers teaching subjects they themselves do not know;

- Lack of long-term planning, preparation and coordination lead to confusion;
- Employment of outside experts without teacher training to teach new subjects. These experts often teach above learners' heads;
- The Department of Education has allowed the Teacher Union, SADTU to gain too much power, this has destroyed education.

b) School Challenges

- Most schools lack an milieu that is favorable to learning and teaching;
- There are no proper facilities like libraries and laboratories;
- There is lack of books. Learners expect to be given books. Teachers do feel for parents who cannot afford to buy books;
- There is no security in the schools, as a result members of the community vandalise the schools and steal materials. Schools have to keep buying the same things over and over again;
- A positive school ethos and sense of belonging and ownership of the school is lacking among teachers, learners and the community. As a result schools are vandalized and school property is stolen.

c) Social Challenges

- Learners' crammed living conditions are not conducive to learning;
- Parents do not emphasise the need for education. Education is not valued in the homes;
- Homes in the township do not have a culture of promoting education, like the homes of Model C learners;
- Dysfunctional families;
- Learners have young uneducated single mothers who cannot afford to buy learning materials;
- Parents' attitude – Most parents do not participate in their children's education. They have given this responsibility to teachers;
- Parents do not discipline their children;
- Learners use drugs and alcohol;
- Most members of School Governing Bodies (SGB) lack knowledge and expertise on education matters.

Research Question 4: What measures could be taken to ease the struggle of learning, thus improving learners' educational performance?

Educator's Suggested Solutions to the Problem of Language

- Indigenous languages must be used as medium of instruction from Grade 1 to Grade 7, otherwise learners lose their identity;
- There must be a balance between isiZulu and English. isiZulu must be used at home and English must be used at school;
- Code-switching in the classroom is not a bad idea, but it should be used only to clarify difficult concepts and meanings;
- Both isiZulu and English should be used in the examination.
- Different and more practical methods of teaching must be used for both learners and student teachers;
- Teachers need to be committed to their work.

Educators' Suggested Solutions to social challenges

Teachers in the focus group discussions suggested that parents must take part in the education of their children. They insisted that the change must start in the home. Parents need to encourage and motivate learners to see value in education, they need to inform their children of the sacrifices they make for their children to be educated.

Educators' suggested solutions to the problem of Governance

- The Department of Education needs to take back its power from teacher Unions;
- Principals must be hands-on. They must co-ordinate activities in the school. They must have a vision for the school, communicate and sell this vision to teachers, parents, learners, the School Governing Body (SGB) and the community;
- The School Governing Body needs to be made up of professional people with expertise in key areas in education;
- School Governing Bodies need to govern the schools in conjunction with the teachers and parents. Regular meetings with parents and the community need to be held so that co-operation and transparency between the school, parents and the community is established;
- Communities need to feel that they own the schools and thus protect them from vandalisation and theft.

5.9 Interpretation of the Results of Focus Group Discussions

In examining the input of participants in the focus group discussions, the present researcher surmises that indeed many factors are responsible for township learners' poor educational performance, but the greatest is insufficient competence in the medium of learning and teaching.

<u>Insufficient Competence in the Medium of learning and teaching</u>

The discussions revealed that insufficient competence in the medium of learning and teaching is not confined to learners. Both learners and educators in the focus groups discussions admitted that they were not proficient enough in English. As a result of educators' insufficient competence in English, they conducted their lessons mostly in Zulu even though learners were required to write tests and examinations in English. On the other hand, the learners found examinations difficult because they did not understand the examination questions and even when they did, they did not have 'the words' to answer the questions.

<u>Poor Teaching</u>

The second factor that discussion groups revealed leads to learners' poor performance is poor teaching. They suggested that poor teaching results from insufficient teacher training, lack of commitment, insufficient content knowledge as well as poor competence in the medium of learning and teaching. The learners stated that English is not taught well or supported enough and that teachers only start teaching in English at either Grade 10 or Grade 11. The teachers themselves admitted that most teachers do not speak English and some are not committed to their work.

<u>Lack of Exposure to English</u>

The third factor is lack of exposure to English as a result of s lack of reading opportunities. Lack of reading is mainly a consequence of the absence of libraries in most schools as well as an insufficient number of textbooks in each class. Lack of exposure to spoken English results from the fact that no one around learners, including teachers, speaks English on a regular basis. The learners themselves admitted that they are afraid to speak English because they are ridiculed by others when they speak English in public.

<u>Social Challenges</u>

Discussions with educators confirmed that social challenges are indeed a factor in

263

learners' poor performance. Discussion with educators revealed that most learners live in poor single-parent households with young mothers who do not emphasise the need for education. In the educators' opinions, the main problem is the culture of many learners' homes. According to educators, most township homes do not value or prioritise education. For parents in these homes, education is the responsibility of the school and the teachers. Therefore they do not take part in their children's education and do not discipline or inculcate a sense of discipline and responsibility in their children. As a result, many children do not focus on their studies, are ill-disciplined and some take drugs and alcohol.

In addition, many learners have low self-esteem and lack confidence. As a result, their desire to change their lives makes them succumb to pressure to join reckless groups such as those using alcohol, drugs and /or are involved in crime. Unfortunately, this route only leads to a negative lifestyle and poor educational performance.

Governance Challenges

Although issues of governance were not the main focus of the study, discussions with educators revealed that some of the impediments to their work were issues of governance. In particular, they claimed that some of the policies and practices of the Department of Basic Education cause confusion or give unions too much power. Shortcomings in the way schools are run by the School Governing Bodies and Principals also give rise to challenges.

5.10 Summary

The main aim of Chapter V was to investigate societal perceptions of the use of English, a second language as a medium of learning and teaching in KwaZulu-Natal township high schools in order to understand the factors behind the non-standard performance of Grade 12 learners in the townships. The main research instrument used was questionnaires conducted among learners, educators and parents. Focus group discussions were used to get a deeper understanding of the challenges faced by learners and educators, to help authenticate answers obtained from the questionnaires and to provide explanations and reasons for respondents' particular opinions or choices. The questions asked mainly focussed on challenges in teaching, learning and examinations

The results of the focus group discussions have confirmed the findings obtained from the questionnaires that the medium of learning and teaching as well as social and learning conditions in township High Schools in the Umlazi and Pinetown education districts of KwaZulu-Natal contribute to the poor educational performance of Grade 12 learners in these two education districts.

CHAPTER 6
INTERPRETATION AND DISCUSSION OF RESULTS

6.1 Introduction

This study set out to investigate the struggle of learning in KwaZulu-Natal township high schools. The aim was to understand the factors behind the low level performance of Grade 12 learners in the townships, especially when it is compared with that of learners in former Model C schools. The study focused on the use of English, a second language, as a medium of learning and teaching and non-academic factors as contributory factors to the poor educational performance of learners in township schools. It argued that the relatively low educational performance of learners in township schools of KwaZulu-Natal is a result of the struggle to learn in poor educational and social contexts in which learners live and learn.

Chapter 6 aims to interpret and discuss the results of primary research data sourced from different sectors using two research methods. The results are discussed in line with the four research questions and objectives proposed in Chapter 1 and discussed in Chapter 4. The four research questions were:

1. What is the degree of educational performance of Grade 12 learners in township schools of Kwa Zulu-Natal?
2. What are societal perceptions of English as a medium of learning and teaching in the township high schools of KwaZulu-Natal?
3. What other factors contribute to the level of educational performance of Grade 12 learners and first-year university students from township schools of Kwa Zulu-Natal?
4. What measures could be taken to ease the struggle of learning, thus improving learners' educational performance?
   i What choices need to be made regarding the medium of learning and teaching at high school level?
   ii What measures need to be put in place to teach, motivate and support learners?

a) To answer the first research question, the first chapter focused on Matric results of township high schools of the Department of Basic Education. The reason for examining these results was to ascertain the level of matric learners' educational performance. This

secondary data dealt with the level of educational performance of Grade 12 learners in township schools of KwaZulu-Natal. The data were obtained from documents of the Department of Basic Education in KwaZulu-Natal

b) To answer the second research question, the study investigated perceptions of educators, learners and parents regarding English - its use as a medium of instruction and learners' competence and experience in various aspects of it. For this purpose, primary data were obtained through three different questionnaires administered to learners in the FET band in twelve township high schools around Durban, their educators and parents. Focus group discussions were also held with learners and educators.

c) To answer the third research question, primary data obtained from the same three different surveys were used. Respondents' views on non-academic factors that they thought contributed to poor educational performance were sought.

d) To answer the fourth research question, primary data obtained from the same three different surveys were used. Respondents' views on what could be done to improve the educational performance of learners in township schools of KwaZulu-Natal were investigated.

6.2 The First Research Question: What is the level of educational performance of Grade 12 learners in township schools of KwaZulu-Natal?

The first research question was considered in conjunction with Objective 1 which was to investigate the level of educational performance of Grade 12 learners in Township schools in the education districts of Umlazi and Pinetown around Durban. To do this the study examined the academic results of the Department of Basic Education.

6.2.1 Academic Results of the Department of Basic Education

In investigating the first research question, secondary data on the level of learners' educational performance was used. The data of learners' educational performance was in the form of results of Matric examinations conducted by the Department of Basic Education in KZN. The main data on Matric examination results is presented in Tables 1.3, 1.4 and 1.5 in Section 1.2 of Chapter 1 above. These tables and figures show a summary of the results of Grade 12 pass rate of forty six (46) individual schools in the Pinetown and Umlazi education districts in the period 2008-2017. Twenty four (24) of these are township schools (former Model B) and twenty two (22) are former Model C. The tables clearly reveal that the performance of learners in the township schools and those in former Model C schools is totally different.

The findings of the research on the educational performance of learners in the township schools around Durban as depicted in Tables 1.3, 1.4 and 1.5 of Section 1.2 in Chapter 1, suggests that the results of the township schools in the Umlazi and Pinetown education districts are not poor. An examination of the average results of all the Grade 12 results of the twenty four (24) township schools in the Umlazi and Pinetown Districts between 2008 and 2013 reveal that most schools performed at an average of above 60%. Out of twenty four (24) schools investigated, only six performed at an average of below 60%. An examination of the results of the twelve (12) schools that formed the sample the research revealed that only three (3) performed under 60%.

However, a closer examination of the results reveals that when the results of former Model B/township schools (Table 1.3) are compared with the results of former Model C schools (Table 1.4), the township schools perform at a much lower rate. In the period 2008 to 2013, the lowest average pass rate in former Model C schools was 90.15%. Out of 22 schools, only 3 schools had an average pass rate below 95% (and above 90.15%) in the six years under review. Table1.5 reveals that the pass rate of the twelve (12) township schools which formed the sample of this study shows that from 2008 to 2017, not much improvement had been achieved. Once again, only two schools had an average pass rate of over 90%.The lowest average pass rate over the ten-year period was 45.11%.

Therefore, the findings prove that the postulation of the study is true; that the assumed improvement in the results of Grade 12 examinations in the Umlazi and Pinetown districts is a consequence of the inclusion of the results of the former Model C schools in the overall pass rate. The high general average pass rate is a result of the exceptionally high pass rate in the former Model C schools.

This finding also confirms the contention of this study that the majority of learners from township schools who write the unified final matric examination do not perform as well as their colleagues in the previously white schools. This study suggests that their lower performance is a product of their deprived learning and living conditions and overall experience.

6.3 The second Research Question: What are societal perceptions of English as a medium of learning and teaching in the township high schools of KwaZulu-Natal?

6.3.1 Introduction

The second research question was considered in conjunction with Objective 2 which was to investigate societal perceptions of English as the medium of learning and teaching in township high schools of KwaZulu-Natal.

To achieve the goal of the study, questionnaires investigated the following: i) Learners' and educators' awareness of the significance of competence in the medium of instruction in educational performance; ii) The level of learners' use of and familiarity with English; iii) Learners' and educators' perceptions of learners' proficiency in English, the LOLT; iv) Respondents' preference regarding the medium of instruction.

English is the medium of learning and teaching in South African township high schools. However, English is a second or a third language to most township learners. In addition, English is not spoken in learners' communities and schools. Therefore, they do not get the opportunity to practise speaking it. Neither do they practise reading it since most come from families where there are no books, magazines, or newspapers. The schools themselves do not have well-equipped libraries or reading materials. To exacerbate matters, as stated by Spaull (2012), teachers have weak content knowledge.

In investigating the second research question, primary data on learners' educators' and parents' perceptions on English, the medium of learning and teaching was used. The first set of questions was about learner respondents' perceptions of the importance of English in their Education and career development.

6.3.2 Results of Research into Respondents' Perception of English, the Medium of Instruction

6.3.2.1 Learner Respondents' Perceptions of the Importance of English in Education and Career Development

The results of the research on learners indicated that the majority of learner respondents thought that a good understanding of English was very important in various aspects of their education and career development. This included performing well in all their educational activities such as in learning all their subjects, in writing essays and compositions, in understanding and answering examination questions well, and in performing well in their studies. They also indicated that a good understanding of English is very important in doing well in interviews, in their chosen career, in improving their social

269

position and lifestyle, in gaining self-confidence and in communicating with people of other languages in the world.

Research into learners' perceptions of their English language skills revealed that the majority of learner respondents thought they were able to listen, speak, read and write well in English. They also believed that they could use English Literature, language and grammar well and form ideas, write compositions and essays and express themselves well in English. However, the research also revealed that the majority of learners do not read much. They acceded that they read textbooks from school subjects, and sometimes English magazines and newspapers. Sometimes they also listen to English videos. However, they stated that they use the dictionary, the internet and literature very often. They listen to radio and television in English and use SMS, Facebook and Twitter, and read or write their own material in English very often. They believed that their English was good.

The research revealed that even though learners did not seem to use English much, they believed in its importance in their education. They believed that learning their subjects in English was a good thing. They were also aware that the level of their English affected their performance in other subjects; that improving their English was important in order for them to do well in their studies. They also believed that learning in English helped them to do well in their subjects.

6.3.2.2 Educators' Perceptions of Learners' Competence in English

Since all the surveyed high schools had adopted English as the medium of learning and teaching, it was important to find out educators' views on the use of English, a second language, as the medium of learning and teaching. To get an objective perspective of the learners' competence in English, educators were asked similar questions to those given to the learners.

The majority of educator respondents agreed with the learners that learners' competence in the medium of learning and teaching is very important in learning any subject in class, in understanding examination questions and answering them well, in expressing themselves in writing and orally; in gaining self-confidence; in doing well in interviews; in doing well in their chosen career; in improving their social position and lifestyle, in

advancing national development and growth, in involvement in world affairs and in communicating with people of other languages in the world.

However, educators' perceptions of learners' English language skills were different from learners' assessment of their own competence. While the majority of learners thought they were able to listen, speak, read and write well in English, the majority of educators rated learners' competence in these language communication skills, in their use of English literature and in their ability to express themselves in English, as average. While the majority of learners rated well their ability to use language and grammar, creativity and ability to discuss world affairs, their educators thought their competence in these areas was just fair. These results suggest that learners rate their competence in English higher than it is actually perceived by their educators.

6.3.2.3 Educators' Perception of Learners' use of English Materials

To understand the extent of learners' exposure to English, educators were requested to rate learners' use of materials in English. The results of the research revealed that the extent of learners' exposure to English varied depending on the material used. According to educators' responses, learners seem to prefer using electronic material rather that hardcopy material.

The majority of educators indicated that textbooks, English radio, television, SMS, Facebook and Twitter were the only materials that learners used quite often. The majority of educators rated learners' use of the English dictionary, the Internet, and books from other subjects as very little; while they thought that learners read English magazines and newspapers, listen to or watch English videos, read English literature and use their own material in English only sometimes.

6.3.2.4 Educators Opinions on Use of English as a Medium of Learning and Teaching

An overwhelming majority of surveyed educators thought there is a relation between the learners' competence in the current medium of instruction (English) and their overall educational performance. A smaller majority strongly agreed with the statement that they preferred to use English rather than isiZulu as the medium of learning and teaching. This is in spite of the fact that, as discussed in Section 6.3.2.2, their responses clearly indicated

that in their opinions, learners' competence in the medium of learning and teaching was only either 'Fair' or 'average'. Thus, educators' responses to questions on the actual experience of learning and teaching in class did not correspond with their preference to teach in English rather than in isiZulu.

The majority of educators agreed that they found it easy to teach learners in English, that there was always learner participation in English in their classes, but they did not agree that learners always asked follow-up questions in English in the learning process. They agreed that they sometimes felt discouraged when teaching in English. The majority of educators gave their reasons for discouragement as learners' failure to understand the language used in teaching (English). A high percentage of them also agreed that they sometimes code-switched to the learners' mother tongue when learners do not understand the language used (English). They stated that code-switching is always a resort when learners do not understand lessons in English.

What seemed strange is that in spite of the challenges educators experience with learners not understanding lessons taught in English, the majority of them thought the use of a second language as a medium of instruction affects learner performance positively.

On learners' actual experience in class and examinations, the majority of educators agreed that learners always asked for clarification of questions during tests and examinations since these are conducted in English, and the majority agreed that their learners always have a problem writing projects in English. In spite of this, however, the majority agreed that their learners find it easy to understand the English instructions in examination papers.

The responses received from educators seem to suggest ambivalence about the use of English as the medium of learning and teaching. A great majority of them agreed that there is a relation between learners' competence in the medium of learning and teaching (English) and overall educational performance. A smaller majority admitted that there were challenges posed by learners' poor understanding of the lessons and examinations conducted in English, yet the majority <u>strongly agreed</u> that they still prefer to use English as the LOLT, while others agreed to some degree.

Focus group discussions with teachers revealed that the reason for this contradiction was that English is the global language which facilitates communication between people of different nationalities and languages. With globalisation, the internet, world travel and connectedness of the world now, learners need to be able to communicate with the rest of the world and access both educational and economic opportunities that have opened up trough globalisation.

6.3.2.5 Parents' Choice of the Medium of Learning and Teaching

An examination of parents' views on the language used as the medium of learning and teaching reveals that in the same way as learners and educators, the majority of parents preferred that their children be taught in English. However, in their case, the margin between those who wanted to have English as the medium of learning and teaching, and those who wanted isiZulu to be the medium of learning and teaching was very narrow. The majority of parents gave their main reason for this choice as career development for their children.

6.3.2.6 Parents' Choice of School

While the majority of parents preferred their children to be taught in English, when asked about the type of school they preferred, the majority of preferred township and rural schools rather than former Model C and Indian schools. The reason the majority gave for this preference was for the quality of education.

The majority also indicated they were very much satisfied with the standard of teaching and with the quality of education in township and rural schools. They thought the quality of education in township and rural schools could help develop their children's career and could also help South Africa to improve its economic growth, employment and participation in global economic development.

However, in spite of the majority of parents preferring township and rural schools, in another context, they indicated that they were satisfied with the quality of education in former Model C and Indian schools. Once again, as was the case with the choice between English and isiZulu as the medium of learning and teaching, parents were ambivalent about the choice between township and rural schools on the one hand, and former Model C and Indian schools on the other. While they seem to prefer their children to be educated in the township (probably for preservation of their culture and language), they also long

273

for what they think their children will get in former Model C schools, that is, quality education and a knowledge of English.

In summary, the research has shown that in spite of the challenges experienced by learners, educators and parents with regard to the use of English as the medium of learning and teaching, the majority of them prefer English, a second language, as the medium of learning and teaching. The present researcher suggests that the study's respondents are probably not aware that research has proven that the use of a first language as a LOLT has academic benefits. Therefore, the study posits that until the Department of Education focuses on this principle of education and educates parents, learners and educators, the desire for a second language as LOLT will continue.

6.4 The third Research Question: What other factors contribute to the lower educational performance of grade 12 learners in township schools of KwaZulu-Natal?

6.4.1 Introduction

The third research question was: What other factors contribute to the lower educational achievement of grade 12 learners in township schools of KwaZulu-Natal? This involved Objective 3 which was to investigate other factors that contribute to lower educational performance in township High schools of KwaZulu-Natal.

Although the present study mainly focused on the medium of learning and as a contributory factor in the lower performance of learners in township schools, many non-academic factors also account for the low performance of township learners. These are discussed in the following section of this chapter.

6.4.2 Learners' Home Environment

Learners' and parents' biographical information provided data on learners' home environment. The majority of learners indicated that they lived with single parents or a grandmother. The majority of learners also indicated that their parents had a high school education and that they were unemployed. Contrary to what the majority of learners stated, the majority of parents indicated that their educational level was primary school and they worked in the non-professional sector. The majority claimed that they took part in their children's school work.

The above findings have implications for learners' education. Firstly they suggest that the majority of learners do not have stable homes. Normally, in a single-parent household, the parent has to work. In such a situation, the parent would not have enough time to properly raise children. When the parent has a primary school education, he would not be able to support his high school children academically. If such a parent is a grandmother she would naturally, be too tired to properly raise children. In addition to these challenges, since the majority of parents in the study were unemployed, there was bound to be poverty in the home.

The findings of this research confirmed that the majority of parents of learners in township schools were not well educated. Therefore one can surmise that they cannot give much academic support to their children. In addition, because many of them work in the unprofessional sector, they spend long hours at work. As a result of the remoteness of townships to cities, many parents leave home early in the morning and come back late at night and are consequently not aware of their children's school work. What most of them are mainly interested in is that their children should go to school and learn English so that they do not end up in the same position as them. This implies that they do care for their children's education, but do not have the necessary knowledge, time or energy to support them academically. They believe educators should take care of the education of their children.

The situation described above, implies that most learners from township schools do not have the benefit described by Vygotsky (1978) when he posits that learning is passed down from <u>generation to generation</u>; that education is a result of guided social interactions in which children work with their peers and a mentor to solve problems.

6.4.3 Learners' Social Environment

The results of the present research confirmed that many of the learners from township schools were affected by a variety of negative social conditions. Poverty seemed to be very prevalent in the townships. Out of all the learners surveyed, only a third indicated that they were not affected by poverty and violence and only a quarter were not affected by home conditions and negative influences in society while a third were affected by HIV and AIDS.

The homes from which most of learners in the townships come do not make their learning easy. Many of them come from uneducated and poor families where, as the research has confirmed, often the head of the family is a grandmother or a single mother. One can conclude that the causes of such situations range from the migrant labour system, absent or irresponsible fathers, broken families, the HIV and AIDS epidemic and the negative lifestyle in many of the township and informal areas where most of the learners live. As a result of the AIDS epidemic, many children witness the sickness and the death of their siblings, friends, relatives and parent(s). In many cases the eldest children end up looking after their siblings and heading the family after the death of their parent(s).

The environment outside the home is no different. Taverns are opened everywhere, even close to schools. As a result, school children are drawn to these places where alcohol and drugs are sold and entertainment and sex are freely available. With this goes the influence of gangs and drug dealers. The result of exposure to such a life often results in social, psychological and learning problems.

In summary, the picture of the home and societal environment of most township learners surveyed is not conducive to learning and cognitive development. The fact that in most cases the parents are not available to mentor and guide learners to reach what Vygotsky (1978), called 'the Zone of Proximal Development which is the difference between the child's developmental level and the developmental level a child could reach with the right amount of guidance, has implications for their learning. They may not perform as well as they could.

6.4.4 Learners' School Environment

Webster's Dictionary defines a school as a place for 'instruction, learning and education 'that is meant to 'train, educate, teach or discipline'. It is a place for 'formal training' where one 'gains knowledge, training or discipline'.

The present research confirmed that the majority of learners who took part in this study were from a township. The environment in which these township learners learn is not much different from that which they experience at home. Generally, the township schools attended by most township learners do not create a milieu which is favourable to the learning, teaching, education and discipline outlined in the above definition. The buildings

are often neglected or dilapidated. The campuses are bare and uninspiring; the classrooms are plain and devoid of any educational or interesting materials, such as charts, which should inspire learners. The classrooms are overcrowded and the learners are difficult to control. Facilities such as libraries and laboratories are often non-existent or poorly equipped.

Such conditions often lead to poor discipline where learners arrive late at school and miss classes. As a result of large classes, dedicated educators cannot give individual attention to learners and a culture of hard work or follow up-on work given is difficult to establish. These conditions are often a result of policies of the past.

The majority of learners revealed that only three aspects of their schools were positive – the level of teaching, the condition of learning materials, the quality of teaching and the discipline in school were good. Otherwise all the school facilities were rated by the majority of learners as poor – the condition of the library, the condition of laboratories the condition of the classrooms the condition of the campuses were all rated by the majority of respondents as poor. In addition, the majority of participants stated that the average class size was 41-50. Significant majority of surveyed learners indicated that they were affected by the condition of their schools.

The findings discussed above confirm that the conditions in which township learners learn are not good enough to produce the best academic results. In particular, the learning facilities do not seem to be in a condition that facilitates learning. As a consequence, the majority of learners stated that they were negatively affected by them. However in spite of the dire school conditions, the majority of learners have a desire to succeed and to make something of their lives.

6.4.5 Educators' Views on Effect of Social Conditions on Learners

The picture of learners' living conditions portrayed by educators is similar to that conveyed by the learners. The educators were asked to indicate the extent that various social conditions affect learners in their learning. The majority of educator respondents thought poverty, violence; HIV and AIDS, dysfunctional homes, negative influences, learners' self-confidence, motivation / demotivation, and lack of discipline at home and at school affect learners very much in their learning.

Educators' perceptions of how social conditions affect learners' learning clearly indicate that an overwhelming majority believe that all the different aspects of learners' social life affect their learning. The present researcher recognises that educators and schools cannot change learners' social contexts, but she believes that educators and schools can do much to motivate and teach learners in such a way that they are inspired to apply themselves so conscientiously to their work that they perform well academically and set themselves on a journey to successful careers that will improve their lives and social standing.

6.4.7 Conditions under which Educators Work

The conditions under which educators work also contribute to learners' poor performance. In most township schools, educators have to teach very big classes. As a result they cannot deal individually with their learners. Most of them teach several subjects, some of which they have not specialised in. The poor learning and social environment that affects learners, affects them as well.

Focus group discussions with educators revealed that some educators have been poorly trained and find it difficult to cope with the work they are required to do, while others lack the commitment their profession requires. Furthermore, as a consequence of their own poor schooling and training, many educators are not proficient in the medium of learning and teaching. Often they teach learners in the mother tongue but expect them to write their examination in English. In addition, many educators do not use or are not aware of effective methodologies in teaching language and other subjects.

Focus group discussions with educators also revealed that since most educators are unionised, they often abandon their wards to join strikes for better pay. The most disturbing trend is when they conduct these strikes close to examination time in order to force the Department of Education to accede to their demands for higher pay.

The frequent changes in policy and teaching methodologies also affect teaching and learning adversely and take attention and focus away from the core business of schools as places for 'instruction, learning and education' that are meant to 'train, educate, teach or discipline' where learners are given 'formal training' and 'gain knowledge, training or discipline'.

278

6.4.7 Learners' Motivation and Self-confidence

The majority of learners indicated that the desire to succeed affects their performance very much. They also believed that a belief in themselves and confidence in their capabilities was very important in their educational performance. Their present life situation as well as dreams of a better future was very important in affecting their performance. The majority of respondents indicated that their parents' or guardians' involvement in their education was very important in their educational performance. The majority of learners stated that the desire to develop their careers was very important in their performance.

The above findings imply that the majority of respondents wanted to succeed in their academic careers. They also realised that in order to succeed they needed to have confidence in their capabilities. Their present condition and dreams of a better life also seemed to motivate them to succeed in their education and careers since these would change their lives for the better. For them, the involvement of their parents or guardians in their education was very important in helping them achieve their dreams.

The result of the research into learners' perceptions of their current and future conditions suggests that in spite of the dire conditions from which many learners come, the majority desired to transcend their current situation. They did believe in themselves and their capability to succeed in their educational career. They were also motivated to change their lives for the better through education.They realised that the way out of the life they led was education. Irrespective of the fact that their parents and their communities may not be able to support them, they strive to be better and to live better lives. However, the survey also revealed that the majority of respondents were sometimes affected by negative influences.

6.5 The Fourth Research Question: What measures could be taken to improve learners' educational performance?

6.5.1 Introduction

The fourth research question was: What measures could be taken to improve learners' educational performance – a) What choices need to be made regarding the medium of learning and teaching at high school level? b) Would the use of English as well as language-focused activities such as reading, writing, debates drama and discussions help to teach, motivate and support learners?

This involved Objective 4 which was to recommend the use of a teaching and learning model that could improve educational performance in the township schools of KwaZulu-Natal.

This study posits that one of the main things that could be done to improve learners' educational performance is to seriously consider the question of language and the role that the educator as well as the school can play in effectively teaching and motivating learners so that they perform better in the Grade 12 examination and at University. Since the main focus of the study is the medium of learning and teaching, it is important that some aspects of the the Language-in-Education Policy are examined.

6.5.2 The Language-in- Education Policy

The preamble to the Language-in-Education Policy (14 July 1997) for Basic Education states that this policy is part of a continuous process in which the policy is a portion of a National Language Plan that encompasses all sectors of society. It recognises cultural diversity as a valuable national asset and therefore, promotes multilingualism and the development of all official languages of South Africa. The Policy forms part of an effort to build a non-racial society through promoting non-racialism, communication, respect for other languages and multilingualism.

As the policy itself indicates, there are divergent opinions on what is a viable approach to multilingualism in South Africa. These range from arguments about cognitive advantage and cost efficiency of using the home language on the one hand, and arguments about cognitive and emotional benefits of adopting structured bilingualism, sometimes called 'the two-way immersion programme' on the other hand.

The principle adopted by the Department of Basic Education is to maintain the home language while providing access to and the effective acquisition of additional languages. Thus the route adopted by the Department of Basic Education is additive bilingualism. Some of the aims of the Policy are:
1) 'To support the teaching and learning of all other languages required by learners or used by communities in South Africa…' (Section 4.3.4)
2) To counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching'.(Section 4.3.5)

However, the policy does not provide a plan on a delivery system; neither does the Department of Education seem to implement these aims. Therefore, this study will propose ways in which the Department of Education could implement some of its own aims.

6.5.3 Perceptions of Aspects of the Language-in-Education Policy

The aim of this section was to find out what all the groups of respondents thought should be done about the different challenges that make learning difficult for township learners.

Half of educator respondents agreed with the South African language policy that all South African languages should enjoy the same rights and status in school; that indigenous languages should be developed; that multilingualism should be promoted; that learning in the mother tongue is a right; that learning in the mother tongue should be implemented at some level. They believed that the most appropriate level of education at which learning in the mother tongue could be implemented would be Grade 1-3.

6.5.4 The Choice of the Medium of Learning and Teaching

A large majority of learners thought using isiZulu as the medium of learning and teaching was not a good thing and that learning in isiZulu would not help them to perform better in their subjects and examinations. Therefore, they should not be taught in isiZulu. This shows clearly that the majority of learners did not want isiZulu, their home language, to be used as the medium of learning and teaching.

The majority of educators agreed that there is a relationship between the learners' competence in the current LOLT (English) and their overall educational performance and that use of a first language, isiZulu as LOLT would significantly improve learners' participation in class, their understanding of examination and test questions, their answering examination and test questions and overall educational performance.

In spite of their admission that using isiZulu as the medium of learning and teaching would improve learners' performance in the classroom and in examinations, educators, in the same way as the learners, preferred English as the medium of learning and teaching and thought the use of a second language (English) as a LOLT affects learner performance positively and significantly.

Unlike educators and learners whose majority overwhelmingly preferred English as the medium of learning and teaching, the parents were split equally on this question.

6.5.5 Support Programmes for the Language of Learning and Teaching

The majority of learners and educators thought extra programmes to support the learning of English should be introduced since this would definitely improve the learners' overall educational performance. They also agreed that other strategies such as parallel use of English and isiZulu as the medium of instruction; the use of innovative and unconventional ways of teaching English (like use of magazines, newspapers, music, videos); academic-related extramural activities such as debates, drama, public speaking reading and symposia; collaborating with better resourced schools would help improve learners' competence in the medium of instruction very significantly.

In summary, the majority of educators surveyed agreed that various intervention programmes could improve learners' overall performance significantly, but the greatest percentage supported parallel use of English and isiZulu as media of instruction in order to improve learners' overall educational performance.

6.6 Summary

The study investigated perceptions of the use of English, a second language, as the medium of learning and teaching, as well as the environments in which learners live and learn as contributory factors to learners' poor educational performance. It highlighted the following factors as contributors to lower educational performance by township learners: negligible access to English, the conditions in the schools they attend, the negative social and cultural circumstances in which they live, economic deprivation, a lower social station, racial separation and lack of academic support.

Chapter 6 interpreted and discussed the results of primary research data sourced from different sectors using two research methods. The results were discussed in line with the four research questions and objectives proposed in Chapter 1 and discussed in Chapter 4. Chapter 7 will draw conclusions on the foregoing research and make recommendations for implementation and for further research.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The objective of this final Chapter is to draw conclusions on the foregoing research and make recommendations for implementation and for further research. The Chapter will suggest a model for a language and motivational programme to help enrich and support second language learners of KwaZulu-Natal townships in order for them to improve their educational performance.

The findings of the research reveal that the South African education system has many key weaknesses, but that it also has a few strengths. The weaknesses in the education and learning experience of township learners of KwaZulu-Natal emerged from primary data obtained from questionnaires and focus group discussions conducted among learners, educators and parents, as well as from secondary data obtained from official documents of the Department of Education and of a higher education institution.

The researcher suggests that the identified weaknesses can undermine the vision of the Department Basic Education in the Province of KwaZulu-Natal (KZN) to produce a 'well educated, skilled and highly developed citizenry' and its mission to 'provide equitable access to quality education for the people of KwaZulu-Natal' (KwaZulu-Natal Basic Education Strategic Plan 2010/11 to 2014/15 and 2015/16 to 2019/20). These weaknesses can also destabilise the purpose of the Department of Higher Education to:

> 'Meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes…Address the development needs of society and provide the labour market…Contribute to the socialisation of enlightened, responsible and constructively critical citizens…Contribute to the creation, sharing and evaluation of knowledge… (Item 1.3); and … provide education and training to develop the skills and innovations necessary for national development and successful participation in the global economy (Item 1.11) (The Education White Paper 3: *A Programme for the Transformation of Higher Education* (July 1997).

7. 2 Conclusions

From the findings reported in Chapter 6 above, the current research leads to the following conclusions:

7.2.1 Access to Education

In view of the findings of the current research, the study concludes that although on paper

all South African children have access to education, for most African children in the townships and rural areas, attaining an education is an on-going struggle. Insufficient competence in English, the medium of learning and teaching, financial constraints, poor social conditions and the educational background of most parents and an inability to access better quality schools all form a barrier to learning and education. For any of the children to succeed in education, they have to overcome some or all of these hurdles.

7.2.2 The Education System

Based on research on the performance of Matric learners, the study concludes that although South Africa has one education system, in reality it can be seen as two systems since former Model B schools which, as Spaul (2012) suggests, form about 75% of the system, are dysfunctional, and former Model C schools which make up about 25%, of the system are functional. Despite the government's high spending on education and many interventions in the past twenty five years, these two systems are far apart in their respective performance. The majority of learners from township schools who write the unified final matric examination do not have the same learning and living conditions as well as experience as their counterparts in former Model C schools. Therefore, they do not perform as well as their colleagues in the previously white schools.

7.2.3 Matric results

Reports of the Department of Basic Education on the performance of Grade 12 learners suggest that on the whole, there is a steady improvement in the overall pass rate of Matric learners in the country including KwaZulu–Natal (KZN). However, research and analysis of results of the period 2008 to 2017 reveal a marked discrepancy between the pass rate of Grade 12 learners from former Model B (township) schools, on the one hand, and those from former Model C schools, on the other, in KwaZulu-Natal. A close examination of the results suggests that the hailed 'improvement' is, in fact, a consequence of an extremely high pass rate in the traditionally well-resourced former Model C schools which, when averaged with the poor results in the poorly resourced township schools, gives the impression that the overall pass rate is steadily improving. Therefore the study concludes that contrary to the impression given by official reports, not much improvement has been achieved in township schools of KwaZulu-Natal, in the period under review.

7.2.4 Use of English as the Language of Learning and Teaching

The study concludes that different education stakeholders' perceptions of the use of

English as the language of learning and teaching were contradictory: While learners in the township high schools were aware that they were not competent in or exposed enough to English and that it made their learning and examinations difficult, they insisted that they wanted it as their medium of learning. While educators admitted that they found teaching in English challenging and discouraging, and that learners struggled to understand lessons in English, they insisted that using it as a language of learning and teaching affected learners positively. While parents were not educated enough to be able to support their children who were taught in English, they, like the other education stakeholders, still preferred that English should be used as the language of learning and teaching.

From these reactions one can conclude that in South Africa, as in the rest of the world, English has indeed, been given, as Figone (2012:8) suggests, more 'cultural capital or 'linguistic capital' than other languages. It has become a high status world language with economic, cultural and political power. It provides opportunities for those who are fluent in it, such as access to higher education and higher paying employment. Mastery of it gives one power and material wealth. These are all the benefits that parents and educators want for learners, and learners want for themselves.

7.2.5 School Conditions

The study concludes that township learners' school conditions do affect learner performance. The current research has found that big classes, lack of learning materials such as books, libraries and laboratories; uninspiring classrooms and the bleak conditions under which township learners learn, are not conducive to acceptable cognitive development and learning. Therefore, achieving excellent academic results in these conditions cannot be easy.

7.2.6 Living Conditions

Since the majority of learner respondents live with a single parent or with a grandmother who, in the majority of cases, has a primary school education, is not employed, or works in the non-professional sector, the study concludes that the majority of learners did not have stable home lives. Neither did they have the benefit described by Vygotsky when he posits that learning is passed down from generation to generation. The fact that in most cases the parents are not able to mentor and guide learners to reach what Vygotsky called the Zone of Proximal Development, which is the difference between the child's

285

developmental level and the developmental level a child could reach with the right amount of guidance (1978), has implications for learners' learning. They may not perform as well as they could.

7.2.7 Learners' Social Environment

Based on the conducted research, the study concludes that the social environment of most township learners surveyed is not conducive to learning and cognitive development. The majority of learners indicated that they were affected by social ills such as poverty, violence, HIV and AIDS, dysfunctional homes and negative influences.

7.2.8 Learners' School Environment

The study concludes that township schools attended by most township learners do not have an environment that is conducive to learning, teaching and education. Such conditions are not good enough to produce the best academic results. As a consequence, as the majority of learners stated, learners are negatively affected by them. What is encouraging, however, is that in spite of the dire school conditions, the majority of learners have a desire to succeed and to make something of their lives.

7.2.9 Learners' Motivation and Self-confidence

The study concludes that in spite of the poor learning conditions, the majority of learners desired to succeed and fulfil the dreams of their careers and of a better life. They realised that a belief in themselves and in their capabilities was very important in their educational performance and in achieving their dreams. However, some learners have low self-esteem and lack confidence. This makes them succumb to pressure to join reckless groups such as those using alcohol, drugs and /or are involved in crime. Therefore, there is a need to for the Department of Basic Education to provide psychological counselling and support in such cases.

7.2.10 Educators' Views on the Effect of Social Conditions on Learners

The study concurs with the majority of educators who agreed with the learners that poverty, violence, HIV and AIDS, dysfunctional homes, negative influences, the condition of the school, learners' motivation or demotivation, and lack of discipline at home and at school affect learners in their learning. Educators' perceptions of how social conditions affect learners' learning clearly indicate that an overwhelming majority believe that all the different aspects of learners' social life affect their learning.

7.2.11 Conditions under which Educators Work

The study concludes that the conditions under which educators in the townships work also contribute to learners' poor performance. In most township schools educators have to teach very big classes. As a result, they cannot deal individually with their learners. Most of them teach several subjects, some of which they have not specialised in. The poor learning and social environment that affects learners, affects them as well. In order for educators to do their work well, their teaching conditions need to be improved.

7.2.12 Support Programmes for the Medium of Instruction

The study concludes that, as the majority of educators surveyed agreed, the proposed intervention programmes could significantly improve learners' overall performance. The greatest percentage of respondent educators supported the idea of parallel use of English and isiZulu as media of instruction in order to improve learners' overall educational performance. Therefore, the study concludes that here is merit in pursuing bilingualism as a teaching strategy to support learners' academic performance.

The current study has found that in addition to inadequate competence in the medium of learning and teaching, the conditions under which township learners live and learn are not conducive to acceptable cognitive development and learning; that these conditions pose a serious challenge to learning and educational performance.

In spite of the adverse conditions, it is encouraging to discover that, on the whole, learner respondents feel that irrespective of the problems encountered in the schooling system, most educators are committed to their work. However, the adverse conditions outlined above suggest that unless drastic changes are introduced to improve the conditions in township schools, the national dream of economic growth, ending unemployment, a better life for all and participation in global economic development will be almost impossible to achieve.

7.3 Commendations

In spite of the weaknesses discussed above, the Department of Basic Education can be commended for a few initiatives. These include:

7.3.1 The Current Government's Financial Investment in Education

In order to achieve the goals of both Basic and Higher Education, the South African

government's spending on education has increased to R143 billion which is more than 19% of the national budget.

This study concludes that although the South African government's financial investment in education is a good thing, it does not guarantee the social rate of return in education – the collective knowledge and skills of individuals that can benefit the country's economy. Results of several academic assessments reveal that notwithstanding the amount of money invested in South African education, learner performance has not improved much. Probably, more research should be conducted to investigate in which area of education the bulk of the funds should be directed in order to improve educational performance.

7.3.2 The Annual National Assessments (ANA)

The study concludes that in spite of the a few problems encountered with the introduction of ANA, the intervention is good since it reveals the learning gap that exists in South Africa between children from privileged and disadvantaged circumstances, as well as between learners in various sections of the schooling system. Therefore, the programme should be seen as the beginning of an essential and valid instrument to measure learners' progress in order for education planners and educators to better diagnose the problems in education, find solutions, set targets and work towards implementing measures and strategies that will best support learners in achieving their potential while the department meets its national education objectives

7.3.3 The Quality of Teaching

In spite of the challenging conditions found in most township schools, the perception of the majority of learners is that the level of teaching in their schools is good.

7.3.4 Level of Discipline in the Schools

In spite of the challenging conditions found in most township schools, the perception of the majority of learners is that the level of discipline in the schools is good.

7.4 Recommendations

7.4.1 The Medium of learning and teaching

The world of the twenty first century is characterised by interconnectedness. This phenomenon is driven by technological communication such as the internet, the knowledge revolution, knowledge flow, and world travel. The language medium most used in this communication is English. Therefore, recognition of the importance of English in

the modern world is imperative. However, while it would be important for English to be taught well as a subject, the struggle that township learners experience as a result of its use as a medium of instruction, suggests that it should not be used to teach learners to whom it is a second language.

At this stage in its development, South Africa needs to strive towards multilingualism where all indigenous languages, are strengthened and developed as academic and scientific languages, as is the case with English and Afrikaans. This would ensure that indigenous languages are used as languages of learning and teaching. Such a strategy would alleviate the struggle of learning suffered by township learners as a result of not understanding the language of learning and teaching.

The foregoing suggestion on the development, promotion and use of all South African languages, especially indigenous languages, has implications for teaching practice, for teacher training and for extra curricula activities. This study recommends the following to ensure that learners are competent in as many languages as possible, especially those spoken in their particular region:

a) Teaching Practice
   i.   All language curricula need to equip learners with knowledge that will develop their language skills;
   ii. Methods used in language teaching must ensure that learners learn and use the languages on a daily basis.
   iii. Educators of other subjects need to recognise that instilling a knowledge of indigenous languages in the learners is the responsibility of all teachers, not just of language educators.
   iv. The Department of Basic Education needs to set language proficiency standards and provide teaching guidelines for all language teachers;
   v.   It would be important for big classes to be divided into smaller groups so that constructivist teaching methods which encourage collaborative learning could take place in a more orderly fashion.

b) Teacher Training
   i.   Student teachers need to understand the importance of competence in the language of learning and teaching for themselves and for their learners.

ii. Teacher training institutions need to emphasise the importance of competence in in the language of learning and teaching for both teachers and learners.

iii. The teacher training curriculum needs to include a course on how to teach the medium of instruction as a subject.

iv. The teacher training curriculum needs to include a course on how to teach a second language

v. The teacher training curriculum also needs to include theories on language acquisition, different methods for teaching language, and innovative teaching methods.

c) Teacher In-service Training

For qualified language teachers in the field to keep abreast of the latest developments in their area of specialisation, it is important that they receive on-going in-service courses in their field. Subject advisors and Teachers' Centres would be an invaluable asset in ensuring that teachers in practice do not lag behind in their subject knowledge and latest theories, practices and trends in language teaching.

d) Structured Language-Focussed Activities

Focus group discussions with educators revealed that the problem of insufficient language proficiency among learners is not limited to English, but is evident in isiZulu as well. Therefore learners need to be given enough opportunities to speak, listen, read and write in different languages. Therefore, the study recommends the introduction of structured language-focussed extra-mural activities in which learners read, write, speak and listen to various languages at set times during the day. Such activities would increase learners' competence, comprehension and confidence in using various languages. Such a programme could include debates, current news, reading clubs, discussion groups and symposia to which specialists in various fields can be invited. These structured programmes would give learners the opportunity to immerse themselves in the chosen language and know it so well that they could be taught and examined in it without any problems.

e) Libraries

The current research revealed that the majority of schools either have poorly equipped libraries or do not have them at all. Reading is one of the best ways to promote and improve language competence. This study recommends that the Department of Basic

Education should ensure that all schools have libraries and that these are properly equipped with books that will encourage learners to read and to enjoy reading. Such libraries could partner with institutions such as 'Read' to instil a love of reading that will ultimately improve learners language ability and intellectual development.

e) Collaboration with better resourced schools

To provide immediate accessibility to books and to expose learners to better learning facilities, individual schools could also form partnerships and enter into contract with better resourced schools which are willing to share their resources, particularly libraries and human resources.

f) Smaller Classes

For teachers to use constructivist teaching methods, to be effective in class, and to be able to pay attention to struggling learners, class sizes need to be reduced to be more or less the same size as that of former Model C schools. In spite of the huge costs of achieving this aim, the Department of Basic Education needs to consider building more classrooms or building more schools and employing more teachers, even if this is part of a long-term goal.

g) Extra Classes

As is the case in most of the township schools that achieve good results, schools can arrange extra classes after official school hours, on Saturdays, and during school holidays. However, such an arrangement can only succeed if educators are committed to it since such a programme would operate outside their official teaching periods and would, therefore entail voluntary participation.

7.4.2 Learner Motivation

In view of the difficult conditions from which the majority of learners in the township come, this study recommends that the Department of Basic Education introduces an educational psychology service for schools in order to benefit learners through counselling, career guidance, motivation, assertiveness and self-confidence training.

To mitigate the cost of employing an education psychologist for each school, one educational psychologist could be responsible for a cluster of about five neighbouring schools and rotate his or her services to each school in turn once a week. Such a programme could result in motivated, enthusiastic learners who could begin to learn not

just in order to pass, but to excel and attain excellent academic results and successful careers.

7.4.3 The Curriculum: Indigenous Languages

There is much merit in the idea to recognise, preserve and develop indigenous languages as well as to strengthen the link with cultural values and heritage. Some of the injunctions of the Language-in-Education Policy,1997, are ' to recognise that our cultural diversity is a valuable national asset', that the Department of Education is tasked 'to promote multilingualism, the development of the official languages and respect for all languages', to '[build] a non-racial nation', 'to develop programmes for the redress of previously disadvantaged languages'.

This study recommends that instead of achieving the above aims through the use of indigenous languages as media of instruction, schools could elevate the value of indigenous languages by using them in parallel language teaching; by teaching African history, values, heritage and pride; by teaching indigenous languages as subjects; and by teaching subjects such as African Literature, African culture and African religion. This strategy would solve the problem of poor competence in the language of learning and teaching and elevate the value of indigenous languages

This study recommends that indigenous languages should not be used just as languages of learning and teaching in order to preserve them (as suggested by the Language Policy for Higher Education (2002 and 2018) and the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2005 and 2018). They need to be used and valued as part of the African heritage and as a source of pride and a means to free African people from linguistic suppression by European languages, especially English.

7.4.4 Multilingual Education

As espoused by the Language-in-Education Policy 1997, promoting multilingualism as a means to recognising South African cultural diversity as a valuable national asset, is a good idea. As stated in Section 3.3.3.1 above, the present study proposes that for all official languages to enjoy the same status in society and in all institutions, indigenous languages need to be developed and promoted as academic and scientific languages which are used and maintained throughout a child's learning career in both Basic and

Higher Education. Being taught in their own indigenous languages would make learning and comprehension easier for learners and students.

The finding of the study reveals that the majority of teachers agree with the principle of 'additive bilingualism' espoused in the Language-in-Education Policy, 1997 as well as with the idea that from Grade 4 learners have to be taught in English. However, the present researcher, recommends that even after Grade 3, indigenous languages should be used as media of learning and teaching in order to aid understanding of lessons and examinations and as part of the promotion of multilingualism in South Africa.

7.4.5 Physical Infrastructure

The study recommends that to create an atmosphere that is conducive to learning and teaching, schools need to keep their physical infrastructure such as the classrooms, school grounds, sports-fields and learning facilities in a clean, orderly neat, peaceful and inspiring condition.

7.4.6 Possible Strategies for Implementing the Language-in-Education policies

Learning from the Past

The aversion to using indigenous African languages as media of instruction is a result of false beliefs such as that instruction in an African indigenous language would mean there would be no instruction in English as a subject. Therefore, this study proposes that the Department of Education could do more than just producing policies on the use of indigenous African languages as media of instruction, but conduct advocacy campaigns to educate the public on the benefits of multilingualism as well as the advantages of using a first language as a medium of instruction. The current researcher recommends that the Departments of Education:

a) Makes the language policies appealing to the public by pointing out the difference between the use of indigenous African languages as media of instruction during apartheid and its use now, as part of the liberation and democratic process and as a means of ensuring that all learners receive equal education;

b) Advocates the Language-in-Education policies by raising awareness of their objectives as well as the advantages that would be gained by their adoption.

c) The Department could also raise and strengthen the indigenous African languages as the Afrikaners did for Afrikaans. This would entail researching the efforts and methods

used by Afrikaners in the past to develop their language. According to Prah, (2007: 8), the Afrikaners developed their language by:

i) [Laying] emphasis on the richness and historical significance of Afrikaans … and widely [supporting] the publication of books and magazines in indigenous Afrikaans;

ii) Forming high-level groups of linguists to work on the development of conceptual equivalences in Afrikaans;

iii) Introducing school and university subjects that instil pride in being Afrikaner such as Afrikaans history, culture, achievements, innovations, civilisations and literature;

iv) Enhancing the Afrikaner public's understanding of the academic advantages of using the mother tongue as part of the medium of instruction;

v) Developing their new language, for instance, elevating their poets, their literature, their culture and adopting a concerted and single-minded effort to develop their own academics and promoting or grooming politicians to implement the accepted vision and policies.

7.5 Proposed Model of an Academic Intervention Programme
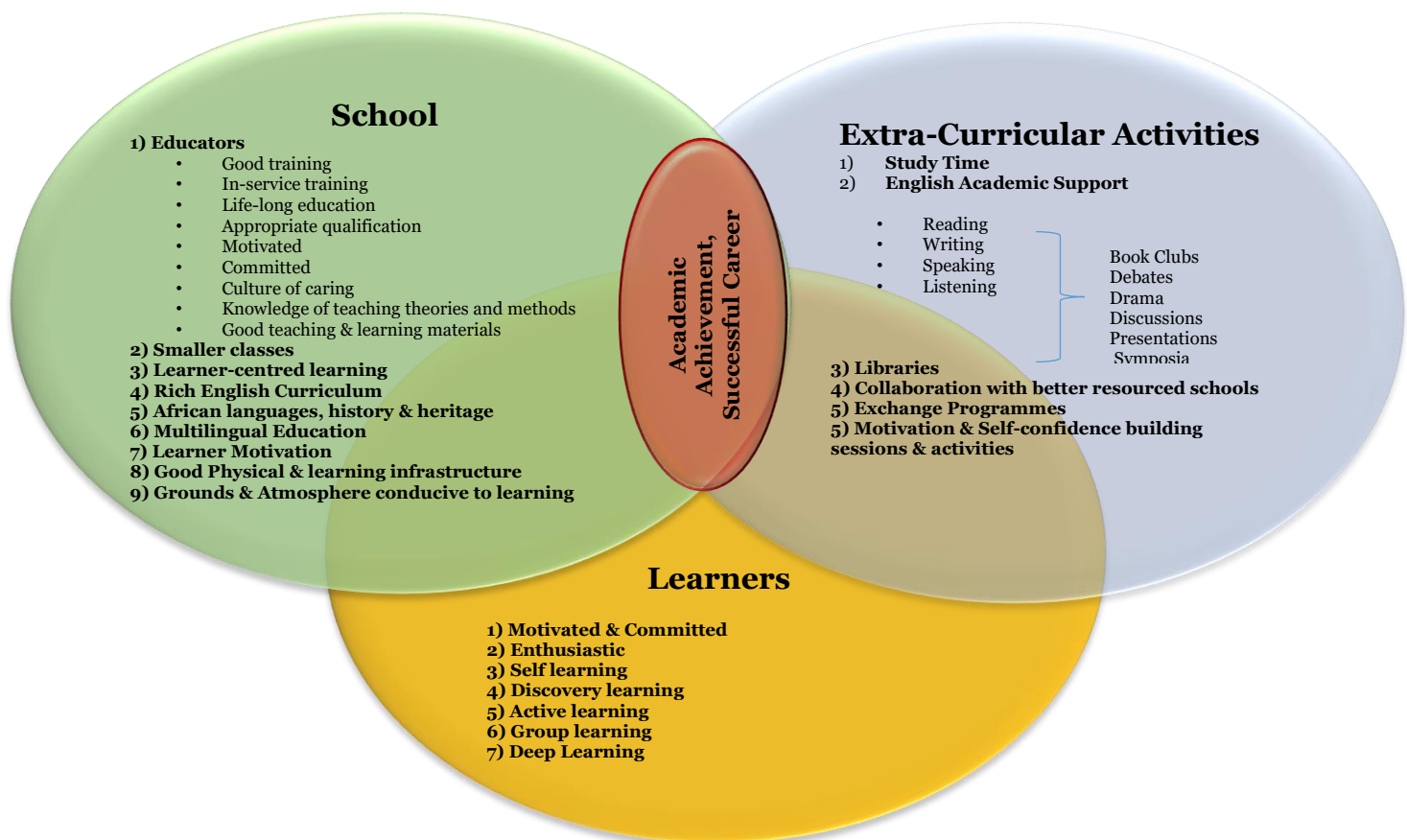
7.6 Possible Barriers to Implementation of Recommendations

7.6.1 Resistance to change can be the greatest barrier to implementation of the foregoing recommendations.

7.6.2 Insufficient financial resources could also be a barrier to implementation of recommendations.

7.7 Suggestions for Future Research

7.7.1. Tracking Academic Improvement

Analysis of Grade 12 results of the Department of Basic Education in KwaZulu-Natal in the period 2008 to 2017 reveals that on the whole, the performance of Grade 12 learners has been improving. However, the present study has shown that from a more detailed perspective, academic performance of Grade 12 learners in township schools in the Umlazi and Pinetown districts paints a concerning picture.

The empirical evidence reveals that learner performance in township schools in the two specified districts is much lower than that of their counterparts in former Model C schools. The present researcher suggests that it is important to determine whether this observation is pervasive across all districts in the KZN province, and whether other provinces which show overall improvement in performance, also reveal the same phenomenon. Such information would enable the formulation of appropriate and quantifiable reporting measures to inform policy-level interventions that would ensure targeted and suitable solutions to address the observed imbalance.

Furthermore, it is important to determine whether the perceived improvement of academic performance among township learners, translates to success at tertiary level. This study recommends that further longitudinal research to track and monitor the performance of a cohort of township high school graduates at university, needs to be undertaken.

7.7.2 Focus on Pre-primary and Primary School

Research by Van der Berg (2015), as cited by this study in Sections 1.3 and 6.5.6.2 above, indicates that the problem of poor educational performance starts at primary school level. Van der Berg (2015) advises that for South Africa to achieve all-round excellent results in Matric, attention should be paid to quality education and quality language education from Pre-primary and Primary school. He states that the literacy and reading problems that are observed at high school and tertiary level, in fact start at primary school. Therefore, this study recommends that more research needs to be

conducted at the primary school level to discover the causes of poor literacy, reading and educational performance. Such research would identify the challenges and suggest appropriate interventions that would solve the problem.

7.7.3 The Funding of Education

Research has revealed that the South African government spends about 20% of its GDP on education. By any standards that is a huge amount to be spent on a single department. In spite of such a huge financial investment in education, township learners' educational performance has not improved much. Therefore, this study submits that there is a need to investigate how the funds that are paid into education can be used to mitigate poor educational performance. Perhaps the Departments of Education needs to seriously consider where the bulk of the money is going; whether it is to educators' salaries, to mitigating poor proficiency in the medium of instruction, to teacher training, to motivating learners, to essential resources and infrastructure, to improving teacher attitudes to their work or to changing learners' attitudes towards their schooling.

The study proposes that to resolve the problems in education, the funding needs to be targeted at specific problems which have been identified as obstructions to good educational performance. Throwing money into the general problem of education does not guarantee a return on the investment.

In view of the low state of academic results in the country, particularly in rural and township schools, as well as the dismal performance of South African learners in international literacy and numeracy examinations (PIRLS and TIMSS), attention needs to be paid to the real causes of poor educational performance among township learners.

7.8   Risk Factors

In the course of this study, a number of risk factors were encountered, but in most cases these were overcome. They included the following:

7.8.1 The researcher could not conduct a standardised English language proficiency test as initially planned. The cost of getting such a test was prohibitive, especially since the research was self-funded. Consequently the researcher had to depend only on secondary data from the KwaZulu-Natal Department of Basic Education for data on learners' educational performance.

7.8.2 The main impediment to conducting this study was lack of funding. The researcher did not have access to funding from the university. Therefore, she had to do all the field work on her own without research assistants. This activity was very time-consuming. As a result of lack of funding, getting professional assistance from experts in the field of research analysis and editing was also difficult.

7.8.3 Unsatisfactory co-operation from some respondents was also a limitation to data collection. Generally, people's attitude to research is very discouraging. The significance of research is not generally understood.

7.8.4 In some cases, collecting primary data from educators was difficult. Since most schools focus on teaching and preparing learners for examinations, they, generally, do not view research as a priority.

7.8.5 The researcher can never be sure of participant truthfulness/honesty in answering the questionnaire. Some respondents may not have been completely honest in their responses for instance, parents who claimed that they helped their children with homework and learners who claimed that they were not affected by the HIV and AIDS epidemic (probably as a result of fear of stigmatisation and fear of an assumption that they have HIV or AIDS).

7.8.6 Finding parents to participate in the study was a real challenge since giving questionnaires to learners to give to their parents proved unreliable.

7.8.7 Although in most cases parents were given the isiZulu version of the questionnaire, in some cases the parents could not answer the questionnaire; as a result the researcher had to sit with them, read the questions and write their answers for them. This was very time-consuming.

7.8.8 Access to secondary data held by the KZN Department of Education was very difficult. Getting the data took more than three years and only after the intervention of a former senior government official and even then the data were incomplete.

7.9 Summary

The objective of this final Chapter was to draw conclusions on the foregoing research and make recommendations for implementation and for further research.

The findings of the research revealed that the South African education system has many key weaknesses that make learning a struggle for township learners. However, the research also revealed that the system also has a few strengths.

The final chapter of the study presented a summary of both aspects of the South African education system and highlighted the need to alleviate the struggle of learning and relatively poor academic performance perpetuated by the use of a second language, English, as the medium of learning and teaching. It recommended the development of indigenous South African languages as academic and scientific languages and as languages of learning and teaching.

The Chapter also suggested a model for a language and motivational programme to help enrich and support learners and educators of KwaZulu-Natal townships in order for them to improve educational performance and enrich language learning, teaching and development.

Finally, the chapter recommended further research to a) track whether the reported improvement in learners' academic performance continues at tertiary level, b) to find ways to ensure that quality education and quality language education is established from Pre-primary and Primary school, and c) to investigate how the funds that are paid into education can be better utilised to mitigate poor educational performance.

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APPENDICES

APPENDIX A

Letter of Permission from Head of the KZN Department of Education to conduct the Research

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane	Tel: 033 392 1004	Ref.:2/4/8/429

Ms EES Sangweni
PO Box 23188
ISIPINGO
4110

Dear Ms Sangweni

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"CHALLENGES POSED BY LACK OF COMPETENCE IN THE LANGUAGE OF LEARNING AND TEACHING IN KWAZULU-NATAL SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 August 2015 to 31 August 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(See list attached)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 11 August 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION
POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa   ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004**beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

Map indicating the location of the Districts of Umlazi and Pinetown in KZN and the level of poverty of the different Districts.

A district level picture of education in KwaZulu-Natal 2009

EDUCATORS' QUESTIONNAIRE

SECTION 1: PERSONAL INFORMATION

Please tick the box that best describes your personal particulars:

1.1. Age in years

20 and below	21 - 30	31 - 40	41 -50	51 - 60

1.2. Gender

Male	Female

1.3.   Rank

Temporary Educator	Post Level 1	Head of Department	Deputy Principal	Principal

1.4. Qualification

Matric and Below	M +1	M+2	M+3	M+4	M+5 and above

1.5. Number of years working as an Educator

1 – 10	11 -20	21 - 30	31 - 40

1.6. Area of Specialisation

Languages	Content

1.7. Teaching Area

Languages	Content

SECTION 2

LEARNERS' COMPETENCE IN ENGLISH, THE LANGUAGE OF LEARNING AND TEACHING (LOLT)

Please tick the box that best describes your personal views:

2.1 How important is the learners' competence in the language of learning and teaching?

Not at all	Hardly	Fairly	Important	Very important

How important is learner competence in English in the following situations?

	Not at all	Hardly Important	Fairly Important	Important	Very important
In learning any subject in class					
Understanding examination questions and answering them well					
In expressing themselves in writing and orally					
Gaining self-confidence					
Doing well in interviews (finding employment)					
Doing well in chosen career					
Improving social position and lifestyle					
Advancing national development and growth					
Involvement in world affairs					
Communicating with people of other languages in the world					

2.2 Generally, how competent are your learners in the following aspects of English?

	Not at all	Hardly	Fairly	Average	Excellent
Listening					
Speaking					

318

Reading					
Writing					
Literature					
Language and Grammar					
Creativity					
Involvement in world affairs					
Self-expression					

2.3   To what extent do your learners use the following materials which are in English?

	Not at all	Very little	Sometimes	Quite often	Very Often
Textbook					
Dictionary					
Internet					
Magazines and Newspapers					
Radio and Television					
Videos					
Literature (Novels, Plays short stories, poetry)					
Books from other subjects					
SMS, Facebook and Twitter					
Your own written work					

SECTION 3: CHOICE OF THE LANGUAGE OF LEARNING AND TEACHING (LOLT)

3.1 Do you think the use of a second language as a LOLT affects learner performance positively or negatively?

Positively	Negatively

3.2   To what extent does the use of a second language as a LOLT affect learner performance?

Not at all	Not much	Much	Significantly	Very significantly

3.3 Do you think there is a relation between the learners' competence in the current LOLT (English) and their overall academic performance?

Yes	No

3.4 Do you think the use of a first language (isiZulu) as LOLT would improve learners' overall academic performance?

Yes	No

3.5 To what extent do you think the use of a first language (isiZulu) as a LOLT would improve learners' overall performance in the following learning areas?

	Not at all	Hardly	Fairly	Significantly	Very significantly
Understanding lessons					
Participating in class					
Understanding examination and test questions					
Answering examination and test questions					
Doing well in examinations and tests					

SECTION 4: USE OF ENGLISH AS A LOLT

Please tick the box that best describes your personal attitudes:

4.1 I prefer teaching in English rather than in isiZulu

Strongly disagree	Disagree	Agree	Strongly agree

4.2 I always find it easy to teach learners in English

Strongly disagree	Disagree	Agree	Strongly agree

4.3 There is always learner participation in English in my classes

Strongly	Disagree	Agree	Strongly

4.4 In the learning process, learners always ask follow-up questions in English

Strongly disagree	Disagree	Agree	Strongly agree

4.5 I sometimes feel discouraged to teach learners in English

Strongly disagree	Disagree	Agree	Strongly agree

The reason I am discouraged
is:…………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………

4.6 In my teaching I sometimes feel compelled to code-switch to learners' mother
tongue

Strongly disagree	Disagree	Agree	Strongly agree	Not sure

The reason I code-switch is:

…………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………

4.7 Learners always ask for clarification of questions during tests and examinations since these are conducted in English.

Strongly disagree	Disagree	Agree	Strongly agree

4.8 Code-switching is always a resort when learners do not understand lessons in English.

Strongly disagree	Disagree	Agree	Strongly agree

4.9 My learners find it easy to understand the English instructions in the examination paper.

Strongly disagree	Disagree	Agree	Strongly agree

4.10 My learners always have a problem writing projects in English.

Strongly disagree	Disagree	Agree	Strongly agree

SECTION 5: USE OF ISIZULU AS LOLT

5.1 To want extent do you agree with the South African language policies regarding the use of languages in school and at university?

	Not at all	Hardly	Sometimes	Agree	Strongly agree
All South African Languages should enjoy the same rights and status in school					
Indigenous languages should be respected preserved and promoted					

Indigenous languages should be developed					
Multilingualism should be promoted					
Learning in the mother tongue is a right					
Learning in the mother tongue must be implemented at some levels					

5.2   If learning in the mother tongue is implemented, at which level of education do you think this is most appropriate?

Grade 1- 3	Grade 1-7	Grade 8-12	Higher Education

SECTION 6: INTERVENTION PROGRAMMES

6.1 Do you think introduction of programmes to support the learning of English (the LOLT) could improve learners' overall academic performance?

Not at all	Hardly	Probably	Definitely	Most definitely

6.2 To what extent do you think the introduction of such programmes could improve learners' overall academic performance?

Not at all	Hardly	Averagely	Significantly	Very significantly

6.3 Do you think the parallel use of English and IsiZulu as LOLT would improve learners' overall academic performance?

Yes	No

6.4 Do you think the use of innovative and unconventional ways of teaching English (such as use of magazines, newspapers, music, videos etc.) would improve learners' overall academic performance?

Not at all	Hardly	Slightly	Significantly	Very significantly

6.5 To what extent do you think involving learners in academic related extra mural activities such as debates, drama pubic speaking, reading and symposia would help improve learners' competence in the LOLT?

Not at all	Hardly	Slightly	Significantly	Very significantly

6.6 To what extent do you think collaborating with better resourced schools would help improve learners' academic performance?

Not at all	Hardly	Slightly	Significantly	Very significantly

SECTION 7: IMPACT OF LEARNERS' SOCIAL CONDITIONS ON LEARNING

7.1 How much do the following aspects of learners' social environment impact on their learning?

	Not at all	Hardly	Sometimes	Much	Very much
Poverty					
Violence					
HIV and AIDS					
Dysfunctional home					
Negative influences					
Condition of the school (including class size)					
Learners' self confidence					
Learners' motivation/demotivation					
Lack of Discipline at home					
Lack of Discipline at school					

LEARNERS' QUESTIONNAIRE

SECTION 1: PERSONAL INFORMATION

Please tick the box that best describes your personal particulars:

1.1. Age in years

15	16	17	18	Above 18

1.2. Gender

Male	Female

1.3. Grade

Grade 10	Grade11	Grade 12	Post-Matric

SECTION 2: LEARNERS' SOCIAL AND LEARNING CONDITIONS

2.1 The Learner's Home

2.1.1 Who do you live with?

Both parents	Single parent	Grand mother	Other relatives	With siblings	On my own

2.1.2. Parents'/Guardians' educational background

Primary Education	High School Education	Tertiary Education

2.1.3 Parents'/Guardians' Work type

Professional	Non-professional	Self-employed	unemployed

2.2 The Learner's School

2.2.1 Where is your school located?

In a township	In a rural area		In an informal settlement

2.2.2 How would you describe the condition of each of the following aspects of your
school?

	Poor	Fair	Average	Good	Very good
Teaching and learning materials					
Library					
Laboratories					
Condition of the Classroom					
Condition of the school premises					
Discipline					
Quality of the teaching					

2.2.3 How many learners are in your class?

21 – 30	31 - 40	41 - 50	51 - 60	61 and above

2.3 Learners' Social Environment

How much do the following conditions affect your learning?

	Not at all	Very little	Sometimes	Much	Very much
Poverty					
Violence					
HIV and AIDS					
Conditions at home					
Negative influences					
Condition of the school					
Condition of your classroom					
Level of discipline at school					
Your desire to succeed					

2.4 Learner's Self-identity and Academic Performance
How do the following factors affect your performance in your subjects?

326

	Not at all	Very little	Sometimes	Important	Very important
Belief in yourself					
Confidence about your capabilities					
Satisfaction with your present life situation					
Dreams of a better life					
Parents'/ Guardians' involvement in your education					
Desire to develop your career					

SECTION 3: LANGUAGE AWARENESS

3.1 How important is a good understanding of English in the following situations?

	Not at all	Very little	Little	Important	Very important
Learning all your subjects					
In writing essays and compositions					
Understanding examination questions and answering them well					
Performing well in your studies					
Doing well in interviews (finding employment)					
Doing well in your chosen career					
Improving social position and lifestyle					
Gaining self-confidence					
Communicating with people of other languages in the world					

3.2 How well are you able to use the following language skills in English?

	Not at all	Very little	Little	Well	Very well
Listening					
Speaking					
Reading					
Writing					
Literature					

Language and Grammar				
Forming ideas				
Composition and Essay writing				
Self-expression				

3.3 How often do you use the following materials which are in English?

	Not at all	Very little	Sometimes	Quite often	Very Often
Textbook					
Dictionary					
Internet					
Magazines and Newspapers					
Radio and Television					
Videos					
Literature (Novels, Plays short stories, poetry)					
Books from other subjects					
SMS, Facebook and Twitter					
Your own written work					

3.4 Do you think learning your subjects in English is a good thing?

Yes	No

3.5 How good is your English?

Poor	Fair	Good	Very good	Excellent

3.6 Do you think the **level of your English** affects your performance in other subjects?

Yes	No

3.7 Do you think **improving your English** is important in order for you to do well in your studies?

Yes	No

3.8 Do you think **learning in English** helps you do well in your subjects?

Yes	No

3.9 Do you think extra programmes to support the learning of English should be introduced?

Yes	No

3.10 Do you think using isiZulu as a teaching and learning language is a good thing?

Yes	No

3.11 Do you think learning in isiZulu would help you to perform better in your subjects and examinations?

Yes	No

3.12 Do you think all subjects should be learnt in isiZulu?

Yes	No

PARENTS' QUESTIONNAIRE

1. Personal Details

1.1 Educational Level

Primary	High School	Tertiary

1.2 Type of Work Sector

Non-professional	Professional	Self-employed	Other

2. Choice of Children's School

2.1 Participation in child's/ ward's school work

Do you take part in your child's/ ward's school work or activities?

Yes	No

2.2 Which type of school do you prefer for your children?

Township and rural school	Model C and Indian School

2.3 Why have you chosen the type of school? Indicate your answer with an **X.** You can provide more than one answer.

For my children to learn English	
I prefer the language used at the school (isiZulu)	
For the quality of the education	
To give my children a chance of success later in life	
For my children to be exposed to a different lifestyle and values	
To preserve my culture, language and values	
The school is not expensive	
For my children to mix with people of other races	

2.4 How satisfied are you with the following aspects of learning in your chosen
   school?

	Not at all	Hardly	Sometimes	Much	Very much
Standard of teaching					
Promotion of African culture and values					
Teaching of isiZulu					
Use of isiZulu to teach and learn at school and University					
Use of English language					

2.5 Are you satisfied with the quality of education in township and rural schools?

Yes	No

2.6 Are you satisfied with the quality of education in Model C and Indian schools?

Yes	No

2.7 Do you think the quality of education in township and rural schools can help
   develop your child's career and life?

Yes	No

2.8 Do you think the quality of education in township and rural schools can help
   South Africa improve economic growth, employment and participation in the
   global economic development?

Yes	No

3. Language used for Learning and Teaching

3.1 Which language is used for teaching and learning at your child's school?

English	IsiZulu

3.2 How satisfied are you with the language used for learning and teaching all the subjects in your child's school?

	Not at all	Hardly	Sometimes	Much	Very much
Use of English for teaching and learning					
Use of isiZulu for teaching and learning					

3.3 Which language do you think should be used to teach your child?

English	IsiZulu

My reasons for this answer are:

………

………

………

………………………………

APPENDIX E (isiZulu)
IMIBUZO YABAZALI

1. Imibuzo ngobuwena

1.1 Izinga lemfundo yakho

Amabanga aphansi	Amabanga aphezulu	Ekolishi noma enyuvesi

1.2 Uhlobo lomsebenzi owenzayo

Umsebenzi ongafundelwa	Umsebenzi ofundelwayo	Ngiyazisebenza	Noma imuphi omunye

2. **Ukukhetha uhlobo lwesikole**

2.1 Ukubamba iqhaza ukufundeni kwengane yakho

Uyalibamba yini iqhaza emsebenzini wesikole wengane yakho nakokunye okwenzeka esikoleni?

Yebo	Cha

2.2 Iluphi uhlobo lwesikole ofisa ukuthi abantabakho bafunde kulona?

Esaselokishini noma esasemakhaya	esabeLungu noma esamaNdiya

2.3 Iziphi izizathu ezenze wakhetha isikole sengane yakho? Khombisa impendulo ngo **X**. Ungakhetha izizathu eziningi ezehlukene.

Ngifuna ingane yami ifunde isiNgisi	
Ngithanda ulimi lwesiZulu olusetshenziswa kulesi sikole	
Iqophelo lemfundo liphezulu kulesisikole	
Ukuze ingane yami ikwazi ukuphumelela empilweni yakusasa	

Ukuze ingane yami ibone impilo ,imigomo nezinqubompilo ezihlukile	
Ngifuna ukugcina inqubompilo, ulimi nezinkolelo sesiZulu nesintu sase Afrika	
Lesisikole asimbi eqolo (asibizi kakhulu)	
Ngifuna ingane yami ihlangane nabantu bezinye izizwe	

2.4. Waneliseke kangakanani ngemigomo yokufunda elandelayo esetshenziswa kulesisikole?

	Neze neze	Kancane	Kwesinye isikhathi	Kakhulu	Kakhulu Kabi
Izinga lokufundisa					
Ukuqakambisa inqubompilo nemigomo yesiZulu nase Afrika					
Ukufundiswa kwesiZulu					
Ukufundisa ngolimi lwesiZulu					
Ukufundiswa kwesiNgisi					
Ukusetshenziswa kolimi nenqubompilo nemigomo yesiNgisi					

2.5 Wanelisekile ngeqophelo lemfundo ezikoleni zasemalokishini nasemakhaya?

Yebo	Cha

2.6 Wanelisekile ngeqophelo lemfundo ezikoleni zasesiLungwini nezasemaNdiyeni?

Yebo	Cha

2.7 Ucabanga ukuthi iqophelo lemfundo yase malokishini nasemakhaya liyasiza ekuthuthukiseni impilo nezinga lokusebenza lengane yakho?

Yebo	Cha

2.8 Ucabanga ukuthi iqophelo lemfundo yase malokishini nasemakhaya liyasiza ekuthuthukiseni   umnotho, imisebenzi nokubamba iqhaza kwe South Africa ekukhulisweni komnotho emazweni omhlaba?

Yebo	Cha

3. **Ulimi olusetshenziswayo ekufundiseni ingane yakho**

3.1 Ingane yakho ifunde ngaluphi ulimi?

IsiNgisi	IsiZulu

3.2   Waneliseke kangakanani ngolimi olusetshenziswa ekufundiseni ingane yakho kuzozonke izifundo?

	Anginelisekile neze	Nginelisekile kancane	Kwesinye isikhathi ngenelisekile	Ngineliseke kakhulu	Ngineliseke kakhulu impela
Ukusetshenziswa kwesiNgisi					
Ukusetshenziswa kwesiZulu					

3.3 Ucabanga ukuthi iluphi ulimi ekufanele lusetshenziswe ekufundiseni ingane yakho?

IsiNgisi	IsiZulu

Izizathu zokukheta lolulimi ukuthi:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………

P.O. Box 23188
Isipingo,
4110
24 January 2015

The Director
Umlazi/ Pinetown Districts
Durban
4000

Dear Sir/ Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS

Please receive my application for permission to conduct research in some High Schools in the Durban District. The research is towards a doctoral degree in Education for which I have registered at the University of Zululand.

My Topic is: *Challenges Posed by Lack of Competence in the Language of Learning and Teaching in KwaZulu-Natal.* The study will mainly investigate the impact of poor proficiency in the language of learning and teaching (LOLT) on learners' academic performance.

I believe that this research is important in that in addition to investigating the outlined problems, it will suggest an academic intervention programme to help solve some of the linguistic problems in former black schools and black universities of Kwa Zulu Natal, such as the high failure rate, and propose ways in which learners could be better prepared for the single examination and close the gap that presently exists between former black and white schools and universities.

Should my application be accepted, I commit myself to honouring and adhering to the conditions that may be put in place for me to conduct this research.

Thank you

Yours faithfully

E.E.S. Sangweni (Mrs)

P.O. Box 23188
Isipingo, 4110

07 June 2015

Dear Parent

REQUEST FOR PERMISSION FOR YOUR CHILD TO TAKE PART IN RESEARCH

I would like to request for your permission to include your child/ward in a group of learners to take part in research on the *Challenges Posed by Lack of Competence in the Language of Learning and Teaching in KwaZulu-Natal.* The research is towards a doctoral degree in Education for which I have registered at the University of Zululand.

The research will be in the form of group discussions and questionnaires among learners in Grades 10, 11 and 12 or any other Grade that the Principal agrees to.

The Head of the Department of Education in Kwa Zulu-Natal, Dr N.S.P. Sishi has granted me permission to conduct this research.

All information gathered will be strictly confidential. No personal details of any parent or child will be included in the findings. Neither will the results be related to any particular home, family or school.

Your assistance in this exercise will be highly appreciated.

Please indicate with an **x** below whether you permit your child/ward to take part in the research.

YES

NO

Thank you

Yours faithfully

E.E.S. Sangweni (Mrs)

P.O. Box 23188
Isipingo, 4110

07 June 2015

Mzali,

ISICELO SOKUVUMELA UMNTANAKHO UKUTHI ABAMBE IQHAZA KUCWANINGO LWEZEMFUNDO

Bengicela imvume yokufaka umntanakho eqenjini labafundi abazobamba iqhaza kucwaningo olwenziwa ngezinkinga zokufunda ezibangwa ukungalwazi kahle ulimi okufundiswa ngalo ezikoleni eziphakeme zakwa Zulu-Natali. Lolucwaningo lwenzelwa iziqu zobudokotela kwezemfundo eNyuvesi yakwa Zulu

Lolucwaningo luzokwenziwa ngokuxoxa ndawonye nangokuphendula imibuzo ebhalwe phansi. Abafundi abazobamba iqhaza ilabo abasemazingeni ebanga leshumi nanye neleshumi nambili kanye noma ibaphi-ke abanye uthisha omkhulu angavuma ukuba bangene eqenjini.

Umphathi omkhulu wemfundo esifundeni sakwa Zulu-Natali u Dr N.S.P. Sishi, unginikile ilungelo lokwenza lolucwaningo ezikoleni.

Lonke ulwazi nemininingwane ezotholakala ngalolucwaningo luzoba semthethweni. Imininingwane yabazali, amakhaya abafundi nezikole angeke ifakwe ocwaningweni.

Ngiyobonga nginconcoze uma ukwazi ukungisiza kulomshikashika ngokuvumela umntanakho ukuba abambe iqhaza kulomsebenzi obalulekile wokuxazulula izinkinga zokufunda.

Ngicela ukhombise intando yakho ngokubhala u **X** ngezansi lapho ukhombisa ukuvuma noma ukunqaba kwakho ukuba umntanakho alungenele lolucwaningo.

YEBO

CHA

Ngiyabonga

Yimi ozithobile

u E.E.S. Sangweni (Nkoskz)

P.O. Box 23188
Isipingo, 4110

07 June 2015

Dear Parent

REQUEST FOR PARENT TO TAKE PART IN RESEARCH

The Head of the Department of Education in Kwa Zulu-Natal, Dr N.S.P. Sishi, has granted me permission to conduct research on the *Challenges Posed by Lack of Competence in the Language of Learning and Teaching in KwaZulu-Natal.* The research is towards a doctoral degree in Education for which I have registered at the University of Zululand.

As a parent in one of the schools in KwaZulu-Natal, I request you to take part in this research which will help find out some of the problems in teaching our learners. The research will be in the form of a questionnaire which I request you to answer as honestly as possible.

All information gathered will be strictly confidential. No personal details of any parent or child will be included in the findings. Neither will the results be related to any particular home, family or school.

Your assistance in this exercise will be highly appreciated.

Please indicate with an **x** below whether you agree to take part in the research.

YES

NO

Thank you

Yours faithfully

E.E.S. Sangweni (Mrs)

P.O. Box 23188
Isipingo, 4110

07 June 2015

Mzali,

ISICELO SOKUBA UMZALI ABAMBE IQHAZA KUCWANINGO LWEZEMFUNDO

Umphathi omkhulu wemfundo esifundeni sakwa Zulu-Natali u Dr N.S.P. Sishi unginike ilungelo lokwenza ucwaningo ezikoleni ngezinkinga zokufunda ezibangwa ukungalwazi kahle ulimi okufundiswa ngalo ezikoleni eziphakeme zakwa Zulu-Natali. Lolucwaningo lwenzelwa iziqu zobudokotela kwezemfundo enyuvesi yakwaZulu.

.
Njengomunye wabazali bezingane ezifunda ezikoleni zaKwaZulu-Natal, bengicela ukuba ubambe iqhaza kulolucwaningo oluzosiza ukuthola imbangela nezinkinga ekufundeni nasekufundiseni izingane ezikoleni. Lolucwaningo luzokwenziwa ngokuphendula imibuzo ebhalwe phansi.
.

Lonke ulwazi nemininingwane ezotholakala ngalolucwaningo luzoba semthethweni. Imininingwane yabazali, amakhaya abafundi nezikole angeke ifakwe ocwaningweni.

Ngiyobonga nginconcoze uma ukwazi ukungisiza kulomshikashika ngokugcwalisa ifomu lemibuzo ebhaliwe ngokuphendula ubeke imibono yakho ngeqiniso ukuze sithole isixazululo sezinkinga zokufunda.

Ngicela ukhombise intando yakho ngokubhala u **X** ngezansi lapho ukhombisa ukuvuma noma ukunqaba kwakho ukuba ungenele lolucwaningo.

YEBO

CHA

Ngiyabonga
Yimi ozithobile

u E.E.S. Sangweni (Nkoskz)

P.O. Box 23188
Isipingo, 4110

02 June 2015

The Principal
… High School
KZN Department of Education
Umlazi District

Dear Sir/ Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH AT THE SCHOOL

Please receive my application for permission to conduct research at ….High School. I would like to conduct interviews and distribute questionnaires among some Grade10, 11 or 12 learners as well as among educators and parents.

The research is towards a doctoral degree in Education for which I have registered at the University of Zululand. My Topic is: *Challenges Posed by Lack of Competence in the Language of Learning and Teaching in KwaZulu-Natal.* The study will mainly investigate the impact of poor proficiency in the language of learning and teaching (LOLT) on learners' academic performance.

The Head of the Department of Education in Kwa Zulu-Natal has granted me permission to conduct research at this school. The letter approving my application to conduct the research is attached. I commit myself to honouring and adhering to the conditions that have been put in place for me to conduct this research.

Thank you

Yours faithfully

E.E.S. Sangweni (Mrs)