LANGUAGE IN EDUCATION: SOCIOLINGUISTIC ASPECTS IN

BLACK AFRICAN HIGH SCHOOLS IN ESHOWE DISTRICT

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DEDICATION

To the late Dickson Centane Mthembu, my grandfather who would have loved to see this work

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ABSTRACT

Before the emergence of democracy in South Africa, the apartheid regime had brought linguistic imbalance. In 1994 the new government of South Africa set out to address the imbalances created by the apartheid government. Prior to 1994, English and Afrikaans were the only official languages in South Africa. In order to address this situation the new government elevated nine of the South African languages to the same status with English and Afrikaans. The government then introduced the new languages in education policy, which aims at promoting multilingualism in education. Therefore the main focus of this research is on the implementation of the new language in education policy taking into consideration the sociolinguistic situation of the country.

The empirical study was conducted in 1999 and 2000. Questionnaires were distributed to respondents. Non-scheduled interview and observation data was collected from five black African high schools in Eshowe district. In addition data was collected from one Superintendent of Education Management in Eshowe district.

The main findings indicated that Afrikaans had been phased out in most schools that were studied. Hence, English and Isizulu were the remaining languages that

were taught and learned. Moreover, the sociolinguistic situation indicated that IsiZulu was the predominant languages spoken largely in schools and in communities where schools are situated.

Having considered the main findings it was evident that there is still a tremendous challenge on the actual implementation of the new language in education policy, which emphasises promotion of multilingualism. However, the sociolinguistic situation suggested that bilingualism involving IsiZulu would be more appropriate.

The research looked at the theoretical understanding of the concepts of bilingualism and multilingualism. The concepts are defined in the research to bring more understanding on individual multilingualism and societal multilingualism or bilingualism. This research further concentrates on literature review which discusses the new language in education policy, kinds of bilingualism or multilingualism, the current debate on the language in education policy and the language policy implementation plans.

Furthermore, it was important in the literature review to look at the theories of second language acquisition. The theories that were reviewed and evaluated are; Krashen's monitor model, interlanguage theory, linguistic universals, acculturation

/ pidginisation theory and cognitive theory. After reviewing these theories language teaching theories or approaches are also discussed. The language teaching theories that were reviewed and evaluated are; the structural approach, the functional approach and the interactional approach.

In addition, the research discussed the research methodology after which the data that was collected was presented. The findings were then interpreted followed by the conclusion and recommendations.

CHAPTER 1 INTRODUCTION

1.0. Introduction

This research attempted to look at the role of language in education. After the emergence of democratic South Africa in 1994, all African languages that were previously marginalised were given official status. This meant that English and Afrikaans that were formerly regarded as the only official languages in South Africa, were placed at the same level as the nine selected indigenous languages. In line with the sociolinguistic situation of the country, the government has introduced a new language policy in education. This research tried to find out how this policy is being implemented taking into account the sociolinguistic situation found in the country and the KwaZulu-Natal province in particular. It was conducted in schools in Eshowe district in KwaZulu-Natal (KZN).

1.1. Statement of the problem

Block and Alexander (1991:1) have reported that previously African languages have been neglected and the teaching of languages including English has been very poor. Even though he included only English and Afrikaans in the study, Marlherbe (1946:17) concludes that South Africa is a highly bilingual country. Obviously this conclusion excludes many indigenous languages that are spoken by the majority of the people in the country. Since the government of the day officially designated

English and Afrikaans as the only media of school instruction in South Africa, it cannot be an exaggeration to observe that the whole linguistic situation of the country was not considered: The policy appears to have removed the majority of indigenous languages from the linguistic map.

It is important to note that the choice of language that is used by any school is of utmost importance to the performance and success of learners. To this day the medium of instruction to most Black African schools is English. However, Block and Alexander (1991:1) report that the teaching of languages has generally been poor. Accordingly, the poor performance in examinations by Black African learners has been attributed to the medium of instruction. Maphalala, (1999) argues that South Africa will always have poor matric results unless candidates are taught in their home language. For instance, *The Sunday Times* reported that in 1998 the province of KwaZulu-Natal had the lowest pass rate of students in the country. On the contrary Gabela, (1999) believes that the mother tongue instruction may not be adequate for academic relevance. He further argues that the choice of the medium of instruction does not rest with the community as it is dictated by academic pursuit. If Gabela and Maphalala's arguments have to be followed, the sociolinguistic situation of the province has to be taken into account. That is, about 80% of the population in KZN is reported (see, Martin 1997:4) to

speak IsiZulu natively, and about 16% speaks English as their first language. This means that less than 5% of the population speaks other languages. In view of this many people have questioned the use of English as the medium of instruction in schools. Martin (1997:4) has suggested a move towards bilingual education involving English and IsiZulu in KZN. This suggestion appears to be in line with the new Department of Education's language in education policy, which advocates the promotion of multilingualism in schools.

The Government Gazette (1997:6) states the following as goals to its language in education policy:

1. Facilitating national and international communication through the promotion of bilingualism or multilingualism through cost-effective mechanisms; and

2. Redressing the neglect of the historically disadvantaged languages in school education.

The questions arising from the stated policy above are:

1. Do the schools know about the policy?

2. Are the schools implementing the policy?

3. What are the problems experienced by the schools in implementing the

policy?

In addition, to these questions it became important for this study to investigate the sociolinguistic situation that exists in the schools. Furthermore, it became important to understand the theoretical underpinnings of relevant concepts of bilingualism and multilingualism.

1.2. Bilingualism and multilingualism

There are different definitions of the term bilingualism or multilingualism as there are different writers and researchers. For example, Sridhar (1996:47) defines the terms multilingualism and bilingualism as the knowledge or use of more than one language by an individual or a community. This definition indicates that the terms multilingualism and bilingualism are both individual and societal phenomena. Moreover, Sridhar (ibid) contends that when it is viewed as an individual phenomenon issues such as how one acquires two or more languages in childhood or later become central. However, when it is viewed as a societal phenomenon, one is concerned with issues such as the number of languages in existence. South Africa is regarded as the multilingual country because there are 11 languages that are officially recognised. Moreover, societal multilingualism is also concerned with how languages relate to each other. For instance, Sotho languages consists of Setswana, Sepedi and Sesotho, whilst Nguni languages consist of Ndebele, Xhosa,

Siswati, and IsiZulu. In other words, people who speak Nguni languages easily understand each other, and those who speak Sotho languages also understand each other (see Kieswetter 1995:31). In addition, multilingualism as a societal phenomenon is concerned with the status and roles of the languages in a given society, as well as attitudes toward languages. For example, English and Afrikaans have enjoyed a prestigious role in the history of South African languages and in education. On the other hand, indigenous languages have been associated with ignorance and inferiority.

Furthermore, societal multilingualism can be divided into two most common types, which occur when a country consist of several language groups. These are the territorial principle of multilingualism and the personality principle (Sridhar 1996:48). The territorial principle of multilingualism is a case when the nation as a whole is multilingual but not all individuals are necessarily multilingual. This case is very common in some provinces in South Africa for example KwaZulu Natal, where IsiZulu is predominant.

On the other hand, personality principle is where bilingualism is the official policy of a country and most individuals are multilingual. In some provinces in South Africa, for example, North West and Gauteng, many individuals are multilingual.

Actually, this is due to the existence of many languages spoken by different individuals. Furthermore, this situation is orchestrated by the fact that the individuals that speak these languages live in the same community.

Macnamara (1976), cited by Swain and Cummins (1986:07), defines bilinguals as those who posses at least one of the language skills (listening, speaking, reading and writing) even to a minimal degree in the second language. Unlike Macnamara, Oestreicher (1974) cited by Swain and Cummins (1986:07), defines bilinguals as those who demonstrate complete mastery of two different languages without interference between the two linguistic processes.

According to this definition a bilingual is someone with native- like control of two languages. It was important for our study to establish how many skills the learners in our study possess in English. In addition, the study also set out to find out whether or not African learners have native-like control of their first language as well as English.

Williams and Snipper (1990:34) make a distinction between being bilingual and being biliterate. They contend that people are considered bilingual if they can process two languages with regards to understanding the message in each of the

languages spoken, and being able to respond in each of the languages spoken. They are considered biliterate if they can read and write in two languages. William and Snipper (1990:34) assert that the more adept people are at processing the four skills in each of the languages, the greater their level of bilingualism. In the light of the sociolinguistic situation of the country, our study needed to investigate the level of bilingualism among the African learners.

Sridhar (1996:50) says, "Multilingualism involving balanced, native-like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from a command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialised registers and styles." Sridhar (1996:10) adds the following: "Multilinguals develop competence in each of the codes to the extent that they need it for the context in which each of the languages is used."

Considering that the context of schools and the sociolinguistic situation is predominantly IsiZulu in KZN, the study needed to investigate the extent to which learners need their first language and English and also in what contexts each

language is used.

Fishman (1971) cited by Pride and Holmes (1972:21), argues that different language varieties are associated with different domains or social situations. Fishman's argument implies that the social situation determines the dominant language the learners and educators use in the school environment. It was important to find out whether these factors really do influence behaviour among the learners in the selected Black African high schools.

Denison (1971),cited by Pride and Holmes (1972:69), argues that parents address their children in the particular language that will help them learn better at school. For example, parents will address their children in a register that is an approximation of the 'school' register. Since the language of most of learners' parents that were investigated is not English, it became important to investigate how the parents viewed the language of the school and whether or not they made any effort to help their children develop competence in the medium of instruction.

In the study he conducted in the Buang speech community, Sankoff (1971), cited by Pride and Holmes (1972:38), comes up with factors that influence speech behaviour. These factors include <u>participants, topic, setting</u> or <u>context, channel, message form, mood</u> or <u>tone, intentions</u> and <u>effects</u>. Let us consider each of these

in turn:

(I) Participants: With regard to the participants in a communicative event, Sankoff (1971) notes that the knowledge of the individual and the relationship between the participants play a major role in choosing the code of communication. For example in the case of the Buang community Sankoff (1971) cited by Pride and Holmes (1972:39) argues that the choice of the code depended on whether the participants were both Buang speakers or the other was not a Buang speaker. Accordingly, a native speaker of IsiZulu would generally resort to English when addressing a non-IsiZulu speaker.

(ii) Channel: Sankoff (ibid) reports that when Buang call each other from the distant ridges they use Buang language, but when the channel is written they use the other language. In South Africa the similar case occurs when people are invited to the interview. Some interviews are conducted in the language of the interviewee, whilst almost all job applications are written in English.

(iii) Tone: Sankoff (ibid) further reports that in special circumstances, for example when joking, a particular code is chosen. Generally people are more comfortable to make jokes in their native languages.

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(iv) Topic: In addition, Sankoff (ibid) says that an orator in Buang community would switch codes depending on the audience he is addressing. However, for purely traditional topics, one code would be used. In South Africa, politicians address the audience in the language spoken by the majority. Moreover, they usually use English to address the elite.

(v) Setting: Sankoff (ibid) argues that a situation can either be formal or informal, and when defined in terms of setting, can be a village square, church etc. This means

it could be a home, town, school etc, which of course determines the code to be used.

(vi) Message form: This refers to the use of prayer, rhetoric, ordinary conversations etc. A particular code is used for each of these. For example, The Roman Catholic Church considered Latin to be the most important language for religious ceremonies

(vii) Intentions: In this case a particular code is used to fulfil certain intentions. For example, a speaker may use a particular code to indicate his association with

a particular group.

Therefore it can be seen that, in a multilingual community like the Buang case the choice of the language depends on the above factors. In our study it was interesting to find out how some of these factors would influence the choice of the language used at learners' homes and at school.

1.3. Objectives

Having defined bilingualism as understood in literature and considering that the new language in education policy has been introduced, the study focused on the following:

1. To find out how the new language in education policy is being implemented .

2. To investigate the sociolinguistic situation that exists in Black African High Schools.

3. To find out the kind or kinds of bilingualism or multilingualism prevailing in Black African High Schools in the Eshowe district of KwaZulu-Natal.

1.4. Research questions

In order to deal with the above issues, the following research questions were

adopted:

1. Did the schools know about the new government policy on language in education?

2. Were the selected schools implementing the new language in education policy?

3. What were the problems, if any, experienced by schools in the implementation of the policy?

4. How many languages were spoken in the community where the schools were situated?

5. How many languages were spoken by the individual learners?

6. What language(s) were reported to be used at home and in schools?

7. What were the views of learners' parents about the use of English as a medium of instruction?

1.5. Population and sample of study

Empangeni region has five districts consisting of 178 high schools. The research concentrated on Eshowe district, which has forty high schools. Eshowe district was selected because of its convenience to the researcher and due to the fact that the researcher was working there and the schools in this district were more likely to co-operate with the researcher than others.

By means of a random sampling five schools were selected. In selected schools only the School Manager, the Class Manager and one class participated in the research. Only one Superintendent of Education Management (SEM) was selected for a research from the district office.

1.6. Significance of the study

From the research findings we were able to establish what is really happening in schools as far as the implementation of the policy is concerned. We also understood the schools' standpoint on the new language in education policy. The research also provided the basis for evaluating theories on bilingualism against the field information. The insights gained are instructive to those interested in the success or failure of the new language in education policy as an option for schools similar to those selected for the study.

The research reconciled the theory of bilingualism and multilingualism with what is practised in schools. Moreover, the research helped to improve the implementation strategies of the new language in education policy. The research is also of value to those interested in the second language learning and second language acquisition.

Having considered the significance of the research, it was important for us to look at what other researchers and writers have said about the new language in education policy. What follows is the literature review on bilingualism and multilingualism.

CHAPTER 2 LITERATURE REVIEW

2.0. Introduction

Many researchers and writers have given insight on the concepts of bilingualism and multilingualism. The literature review in this study looks at the concepts of bilingualism and multilingualism with the aim of shedding more light into these terms. As required, the literature review covered here presents the situation that led to the birth of the new language in education policy for South African schools.

The present literature review is grouped according to, firstly; the new language in education policy and multilingualism or bilingualism. Secondly, it has been grouped according to the theories of second language acquisition and theories of second language teaching.

The first grouping deals with the current situation in South Africa regarding the new language in education policy. It further deals with the development of the policy and the debates surrounding its implementation. Moreover, it presents understanding to the concepts; multilingualism and bilingualism, that is, definitions ascribed to the terms and different kinds of multilingualism and bilingualism. The concept ' diglosia', is also considered.

The second grouping deals with five theories of second language acquisition which are: Krashen's monitor theory, interlanguage theory, linguistic universals, pidginisation / acculturation and cognitive theory. The language teaching theories that are reviewed are: the structural approach, fucntional approach and the interactional approach.

2.1. The new language in education policy

Before the emergence of democracy in South Africa, the apartheid government had eliminated indigenous languages from the linguistic map. The only languages that were officially recognised were English and Afrikaans. For instance, Martin (1997:22) asserts that the department of Native Affairs introduced a 50:50 policy where teaching was divided into English and Afrikaans and a mother tongue for non-academic subjects. However, Afrikaans began to be imposed as the medium of instruction, which increased resentment from Blacks. This situation created linguistic imbalances as only the minority of South Africans spoke English and Afrikaans as their first languages. Consequently, various demonstrations were carried out by Black South Africans to protest against this situation which led to the students uprisings in 1976 commonly known as "the Soweto uprising" .

To address this situation, when the democratic government came into power, it

became imperative that it considers the sociolinguistic situation that exists in the country. Moreover, the government had to commit itself to improve the poor performance of Black African learners. One way was to take into account the sociolinguistic situation which was neglected by the apartheid government. The democratic government then gave 11 languages an official status: nine indigenous languages, with English and Afrikaans. Furthermore, in 1997 the National Department of Education published a government document titled 'Language in Education Policy'. This policy aims at promoting multilingualism in South African education.

Considering that eleven languages in South Africa have been designated as official languages by the Constitution, it implies that even in education these languages will need to enjoy equal status (See Government Gazette 1997:6). That is, a learner has a right of receiving education in his or her mother tongue or in the language of his or her choice. However, some people have argued that this exercise has been reported to be very costly, as it involves translation of textbooks into nine African languages. Consequently, up to now the languages in Education are still unequal and the medium of instruction in most Black African schools is still English. For example, Mboyane (2000:25) asserts that the translation of textbooks will be a costly exercise.

2.2. Multilingualism or bilingualism

In addition, the new Language in Education Policy aims at developing multilingualism in South African schools. South Africa seems to be considered a multilingual country on the basis of the eleven official languages spoken by different individuals. On the contrary, many individuals, especially in KZN do not speak English. It therefore appears that in KwaZulu/Natal, there are not many cases of **individual multilingualism,** involving English and IsiZulu. However, there is **societal multilingualism** due to the existence of other languages in the province. Moreover, it appears that in South Africa there is a phenomenon which Sridhar (1996:52) describes as the *asymmetric principle of multilingualism.* Asymmetric principle of multilingualism means that all the languages in the repertoire of a multilingual community are not equally distributed in terms of power, prestige vitality or attitude. In other words, some languages are more valued than others, which is the case with English and Afrikaans as compared to other South African languages.

Furthermore, developing multilingualism implies a particular approach in the teaching of languages in South Africa. In countries like Canada where bilingualism has long been implemented, approaches like *additive bilingualism* have been

recommended especially by Lambert (1974:217). This approach entails adding of languages to the existing ones. This ensures that the first language is not lost. In the case of South Africa, indigenous languages should not be neglected at the expense of English and Afrikaans. Additive bilingualism also helps the learner retain his self respect and cultural identity. On the contrary, South Africa has for a long time used the approach that Lambert (ibid) describes as *replasive* or *subtractive bilingualism*. In fact, English and Afrikaans have been used in Black South African schools, to replace indigenous languages. Therefore, Black South African learners might have developed feelings of inferiority toward their cultural identities and these have led to a low self esteem, which is not helpful for academic achievement. (See McGroaty 1996:3-4 on motivation).

It is important to note that the majority of Black South African learners in KwaZulu/Natal speak IsiZulu as their mother tongue and are later exposed to English usually at school. In Spolsky's (1998:48) term, the majority of Black South African learners are said to be **co-ordinate bilinguals.** This means that most of these learners grow up speaking IsiZulu from their early childhood, and later get exposed to English when they start attending school. Nevertheless, due to televisions and radios, some of these learners get exposed to English much earlier, before they start attending school. However, most of the learners in KZN do not

develop into *balanced bilinguals* as suggested by Williams and Snipper (1990:40). This is because the sociolinguistic situation in KZN is predominantly IsiZulu. Moreover, learners especially from rural Black African schools in South Africa are faced with a problem of getting exposed to English only during the English period at school. Notwithstanding the fact that English is generally regarded as the medium of instruction in schools, many educators use their vernacular within the school premises. In developing multilingualism in South African schools it is equally important to spell out the place of English in multilingual or bilingual education. Moreover, the category of bilingual pupils suggested by Hall (1995:4) which is linguistic majorities - described as a group of pupils from a large group who are learning a language either because the school offers a more prestigious minority or world language, e.g. English in South Africa, should be considered. In fact, it must be understood that developing multilingualism or bilingualism in South Africa also means promoting indigenous languages. For instance, a learner may be bilingual in IsiZulu and Sesotho. Interestingly, in the North West Province, according to Martin (1997:4) Setswana is spoken by the majority of Blacks, with Pedi, Siswati, IsiZulu, Ndebele,Tsonga and Venda as well as English and Afrikaans. For example, Blacks that speak IsiZulu also understand Pedi. Actually, some individuals in the North West Province, speak more than five different South African indigenous languages.

2.3. Current debate on the new language in education policy

Given such a background, a multilingual language policy meets various reactions in present day South Africa. One of the most debatable issues has to do with costs involved in promoting multilingualism. Moreover, the Constitution stipulates that the language preference of the majority of learners and parents of the school, the number of learners who ask for instruction in another language, the cost involved etc, should be taken into account when choosing the medium of instruction.

However, a multilingual language policy is reported not to have worked successfully so far, as Mboyane (2000:25) reveals that in some schools, where there are a few learners who speak these 'neglected' indigenous languages; those learners are told they cannot have a teacher because 'it is not economically feasible'. He further argues that most textbooks used in schools around the country are still written in English, and if people were to demand that they be translated into their mother tongue they would be told ' it is a costly exercise', but if they were to be translated into Afrikaans the question of cost would be insignificant.

In fact, the debate is not only about costs per se, but also on the status and the role of English and Afrikaans. Moreover, it must be noted that English and Afrikaans

have long been associated with bilingual education in South Africa. It therefore becomes difficult to think of bilingual or multilingual education in South Africa without involving English and or Afrikaans. However, others, for example, Martin (1997:4) has advocated that English should be kept as the only official language as is the case with neighbouring Namibia. This would of course be contrary to the objectives of the new Language in Education Policy which advocates multilingualism.

In the light of this debate it is imperative that the National Department of Education articulates the role of English in multilingual education. The fact that English is associated with job opportunities in many parts of the world according to Platt et al (1984:27), must be considered. Therefore, such consideration would help put learners in a better position in the global market. Moreover, taking this into account will serve as instrumental motivation (which is the desire to learn a language in order to achieve some other goal such as occupational success) to learners.(See Gardener, 1985, cited by McGrourty 1996:7). In fact, the majority of Black African learners learn English for better employment especially in KZN.

2.4. Language policy implementation plans

In order to ensure that the objectives of the new Language in Education Policy are

realised, the National Department of Education released a document titled 'Language in Education Implementation Plan' in 1997, which aims to ensure that norms and standards of the Language in Education Policy are guided by the principles of multilingualism. In addition, the Minister of Education, Kadar Asmal appointed Professor Wilmot James of the University of Cape Town to look at the development of languages in schools. (See Mboyane 2000:25).

It is reported that very little has happened to elevate the standard of African languages to the status of English and Afrikaans. This is a serious matter as reported by Pokwana and Mboyane (2000:25), who also argue that, on paper the policy is impressive, but the actual implementation has not progressed. In fact, many schools have not received the 'Language in Education Implementation Plan' document.

However, one of the objectives stated in the Implementation Plan document is to organise in service training for teachers to teach in more than one language, and providing support where solutions have to be found, and conflicting needs have to be addressed. In reality, many schools in the country do not have adequate teachers.

Despite the shortage of teachers, there is a serious need to train and re-train

teachers in relevant terminology and appropriate approaches to bilingualism and multilingualism in South Africa. This is important because in the past bilingual education was associated with English and Afrikaans, neglecting indigenous languages. Therefore, such approaches would need to redress these previous imbalances, as this is part of the aims of the new language in education policy. For instance, concepts like bilingualism and multilingualism in South Africa as suggested by Heugh (1998:1) need to be clearly understood by teachers. In addition, teachers need to be informed about additive approach to bilingualism and subtractive approach. In other words, teachers should understand how they are supposed to implement bilingualism using additive approach. Moreover, teachers should be informed about the subtractive approach lest they find themselves reversing to the same situation which the new language in education policy is aiming to redress. Furthermore, teachers need to be trained on how to implement additive approach to bilingualism. Moreover, Heugh (1998:4-6) discusses different forms of bilingual schools which were adapted for Europe and America. These forms of bilingual schools include the following:

The first one is *The adapted European School Model,* which means that learners with different first languages (L1) would have parallel classes, and could have mixed classes when they have second language (L2) classes.

The second one is *The Dallas Multilingual School Model,* which means that students from different language background are taught in the same classroom throughout. A third language is taught as a subject at least.

The third one is *The Two-way Bilingual Immersion.* This version uses a system whereby there are speakers of both English and a marginalised language in the classroom. More time is given to first language (L1) of the marginalised students at the lower grades. As the grades advance the proportion of time alters as the marginalised language is no longer given more as in the lower grades.

Therefore the National Department of Education in South Africa should come up with the version(s) that are likely to be more appropriate to the local circumstances.

2.5 Diglossia

According to Wardburgh (1996:90) a diglossic situation exists in society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different set. Moreover, Fishman cited by Sridhar (1996:55), has generalised the concept of diglossia to bilingual communities. Sridhar (1996:55) argues that this extension of

diglossia to bilingual communities in which the high language is also a mother tongue and not necessarily one that is learned only in school. Basically, diglossia has to do with a high variety of a particular language community and a low variety of a language community. The examples given by Wardhaugh (1996:90), include the Arabic situation which has two varieties, that is, Classical Arabic (a high variety) and various regional colloquial varieties (low variety). The other example is that of Switzerland with Standard German (H) and Swiss German (L).

In South Africa, English and Afrikaans have always been regarded as prestigious languages, which would be interpreted as high languages in diglossic terms. African languages on the other hand were regarded as low languages. The new Language in Education Policy aims to promote multilingualism. Therefore, South Africa recognises eleven official languages as equal. But, many Black African schools especially in KwaZulu Natal have dropped Afrikaans from their curricular, which suggests a shift in diglossia. However, though the new Language in Education Policy regards eleven official languages in South Africa, English is still the most prestigious language. Nevertheless, this diglossic situation may change if the government, the National Department of Education and schools adhere strictly to the principles of the Language in Education Policy. In addition, one of the goals of the new Language in Education Policy is to redress the neglect of the historically

disadvantaged languages (or low varieties) in school education. Through the achievement of this goal, the new Language in Education Policy hopes to change diglossia.

2.6 Theories of Second Language Acquisition

Different theories of second language acquisition have been propounded by many writers and researchers. Among these theories is the most popular Krashen's monitor model. The other theories that have had influence in the second language acquisition research are: interlanguage theory, linguistic universal, acculturation/pidginization theory and cognitive theory. We will look at each theory and evaluate it.

2.6.1 Krashen's monitor model

Krashen's theory has been the most widely used theory among the second language teachers especially in the United State of America (see McLaughlin 1993:19). Krashen's theory is constituted in a set of five basic hypotheses. The five central hypotheses that will be discussed below are:

1. The acquisition-learning hypothesis

2. The monitor hypothesis

3. The natural order hypothesis

4.The input hypothesis

5.The affective filter hypothesis

2.6.1.1 The Acquisition-Learning hypothesis

Krashen argues that an adult second language learner has two ways of gaining competence in the target language. The first one is acquisition which is a subconscious process identical to the way children acquire their first language (McLaughlin 1993:20). The second one is learning which is a conscious process that results in 'knowing about' language (McLaughlin ibid). In other words, acquisition comes about in a natural environment orchestrated by exposure to the target language. On the other hand, learning is a result of instruction given in a formal set-up, for example in a classroom.

Krashen's main argument in this hypothesis is that learning never becomes acquisition. Such a claim is confusing, considering the fact that some fluent speakers of the second language learnt the language in a classroom situation. Moreover, it raises a lot of questions as to how one distinguishes between the acquired language rules and the learned language rules.

2.6.1.2. The Monitor Hypothesis

Krashen argues that 'learning' and 'acquisition' are used in very specific ways in second language performance (McLaughlin 1993:24). The Monitor hypothesis states that 'learning' has only one function, and that is, as a monitor or editor. Krashen further argues that the conscious knowledge of rules does not help acquisition, but only helps the learner to 'polish up' what has been acquired through communication. This therefore, means that learning is used mainly for production (communication) than for comprehension. Moreover, Krashen distinguishes three types of monitor users:

2.6.1.2.1 Monitor over-users

Monitor over-users are more conscious of rules. They are people who attempt to monitor at all times. They are so pre-occupied with correctness that they speak hesitantly. As a result of correcting in the middle of utterance they hardly speak with real fluency (see McLaughlin 1993:27). Krashen is seemingly referring to speaking. He, however, does not mention whether a monitor over – user would write more accurately in a target language.

2.6.1.2.2. Monitor under-users

Monitor under-users are less conscious of rules or they do not visit rules that often. They prefer not to use their conscious knowledge of rules. Moreover, they are not

pre-occupied with error correction and they can self correct by the 'feel' of correctness. They rely on the acquired system (see McLaughlin 1993:27). Again one needs to question where does the 'feel' of correctness come from if not from the knowledge of rules. Moreover, the profound issue that Krashen does not address, is how we draw a line between acquired rules and learned rules.

2.6.1.2.3. The Optimal Monitor user

The optimal monitor user only uses the monitor if it is not going to interfere with communication. They will not use grammar in ordinary conversation, however, in writing or planned speech they use the monitor to raise the level of accuracy. Krashen contends that children do not use the monitor as much as adults do. Children are therefore regarded as superior language learners because they do not use the monitor and are not as inhibited as the older learners (see McLaughlin 1993:29).

2.6.1.3. The Natural Order Hypothesis

According to Krashen (1985:1) cited by McLaughlin (1993:30), the Natural Order Hypothesis states that:

> we acquire the rules of the language in a predictable order, some rules come
>
> early and others late. The order does not appear to be determined solely by

formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes.

The Natural Order Hypothesis states that acquisition follows a particular sequence. Some forms are acquired prior to the other forms. However, Krashen has received an enormous amount of criticism on the Natural Order Hypothesis on the grounds that the hypothesis says little or nothing on the process of acquiring a second language. Moreover, McLaughlin (1993:35) argues that research has indicated that it is not always the case that some things are learned before others.

2.6.1.4. The Input Hypothesis

The Input Hypothesis, according to Krashen (1985:2) cited by McLaughlin (1993:36), postulates:

> that humans acquire language in only one way - by understanding messages, or by receiving 'comprehensible input'. We move from I, our current level to I+1, the next level along the natural order, by understanding the input containing I+1.

Thus, according to Krashen, language is acquired through comprehensible input.

He argues that if the input is understood the grammar is automatically provided. This raises a question as to what exactly is comprehensible input. We also need to know how to arrive at the knowledge of the current level 'I', so that the input 'I+1, I+2, I+3, etc could be provided as per level requirement.

Krashen further discusses some lines of evidence for the input hypothesis among which are the following:

2.6.1.4.1. The silent period

Krashen here argues the case of some children who come to a new country where they are exposed to a new language, and are silent for a long time. He suggests that during this period children are building up competence through listening. Speech will emerge later once the competence has been built up (see McLaughlin 1993:37). The problem that arises here is how can a person understand the input of a language he has never heard? If acquisition relies on comprehensible input, how can a person acquire the structures of a language he has never heard?

2.6.1.4.2 Age Differences

An argument that Krashen puts forward here is that older acquirers progress more quickly in the early stages because they obtain more comprehensible input than do

younger learners. However, McLaughlin (1993:38) argues that younger children should have a great advantage over older children and adults, because speech addressed to them is less complex grammatically, contains more repetitions and frequent vocabulary items, etc.

2.6.1.4.3 The Effect of Exposure

Krashen regarded exposure to comprehensible input necessary for second language learners. He argued that the lack of this exposure made learners rely more on their first language. Moreover, he argues that studies show that the longer people live in a country, the more proficient their language. Indeed there is no doubt about the importance of exposure, however, the problem is with Krashen's emphasis on the exposure to 'comprehensible' input. The question is how do we know the input is comprehensible and when it is not comprehensible?

2.6.1.4.4 Lack of access to Comprehensible Input

Krashen (1985), cited by McLaughlin (1993:40) argues that language learners who do not have access to comprehensible input are held up in their development. His argument here is based on the example of hearing children of deaf parents with little exposure to comprehensible input. He further argues that on the contrary hearing children of deaf parents with considerable exposure to comprehensible

input through interaction with adults or other children showed little language delay. However, as mentioned above, the problem is what precisely is comprehensible input. Moreover, McLaughlin (1993:41) contends that some children have been found to utter expressions vaguely understood by the child and contain grammatical constructions far in advance of the child's current level of development.

2.6.1.4.5 The success of bilingual programmes

Krashen argues here that bilingual education programmes, when they are successful provide children with comprehensible input that leads to second language learning. Moreover, he maintains that first language subject matter instruction assists in this process because it supplies the background information that makes input in English comprehensible. McLaughlin (1993:42) agrees that research on second language learning in bilingual classroom shows that children need to interact actively with the language if they are to become proficient in it.

2.6.1.5 The Affective Filter Hypothesis

Krashen contends that affective factors play an important role in acquiring a second language. According to Affective Filter Hypothesis, comprehensible input may not be utilised by second language acquirers if there is a 'mental block' that prevents them from fully profiting from it. Furthermore, the affective filter acts as a barrier

to acquisition, i.e if the filter is 'down', the input reaches the LAD (Language Acquisition Devise) and becomes acquired competence; if the filter is 'up', the input is blocked or does not reach the LAD. Language Acquisition Device refers to that part of the brain responsible for language acquisition (Chomsky 1965).

Therefore, if the learner is, for example, unmotivated, lacking in confidence, or concerned with failure, he may understand what is seen and read but the input will not reach the LAD. Moreover, Krashen argues that the filter is down when the acquirer is not anxious and is intent on becoming the member of the group speaking the target language (see McLaughlin 1993:53).

Furthermore, Krashen postulates that the filter has four functions:

1. It determines which language models the learner will select.

2. It determines which part of the language will be attended to first.

3. It determines when the language acquisition efforts should cease.

4. It determines how fast a learner can acquire a language.

However, Krashen does not explain how these functions occur. For example, how does a learner select the learning model, and which part of the language will be

attended to first? This also presupposes that the filter has some kind of knowledge to different parts of the language. How then does the filter discriminate these parts of the language? Such selection of the part of the language to be attended to first suggests that the filter know all the parts, in which case such knowledge may not be regarded as 'affective'. Moreover, do language acquisition efforts cease?

2.6.1.6 Evaluation

Undoubtedly, Krashen's Monitor Model had a tremendous impact on second language learning. For example, according to McLaughlin (1993:57) many researchers have seen a need to move from grammar-based to communicatively oriented language instruction. Moreover, researchers have agreed on the basic assumptions of the importance of acquisitional sequence in second language development and the role of affective factors in second language learning. McLaughlin (1993:43) has further argued that Krashen's polemics against grammar-based methods has done the field of language teaching a service, because he has made teachers and learners aware that there is more to a language than knowledge of its grammar. Moreover, Krashen's writings have made teachers realise the importance of creating an environment in the classroom that promotes realistic communicative use of language.

However, there are central problems with Krashen's theory. Firstly, a central claim of the theory that 'learning' cannot become 'acquisition', cannot be tested empirically (see McLaughlin 1993:56).

Secondly, the Natural Order Hypothesis postulates that some things are learned before others, but not always. This hypothesis does not tell us much as to why this is the case.

Thirdly, the Input Hypothesis does not give us a definition to the key concept 'comprehensible input'. As a result, it becomes difficult to know if the input is comprehensible or not.

Lastly, the Affective Filter Hypothesis does not give clarity to individual differences in language learning.

2.6.2 Interlanguage theory

According to McLaughlin (1993:60), the term 'interlanguage' was coined by Selinker (1969, 1970) to refer to the interim grammars constructed by second language learners on their way to the target language. Furthermore, McLaughlin (ibid) asserts that the interlanguage is thought to be distinct from both the learners

of the first language and the target language, in that it evolves over time as learners employ various internal strategies to make sense of the input and to control their own output.

In addition, McLaughlin (1993:65) states that the proponents of interlanguage differed into two formulations. The first formulation was by Selinker and Adjemian who stressed the influence of the first language on the emerging interlanguage. However, Selinker hypothesised that interlanguages are the product of different psychological mechanisms than native language and hence are not natural languages.

The second formulation was by Adjemian (1976) and Tarone (1979) who viewed interlanguages as operating on the same principles as natural languages, but Tarone differed from Adjemian in that she stressed the notion of variability in use and the pragmatic constraints that determine how language is used in context (see also Towel & Hawkins 1994:35-36).

Moreover, the three major issues facing interlanguage theory are:

1.   How systematic and how variable is the interlanguage?

2. How are interlanguages acquired?

3. What is the role of the first language?

2.6.2.1 Evaluation

Unlike Krashen's theory, interlanguage theory has had a relatively minor impact on pedagogy. McLaughlin (1993:80) argues that researchers have been primarily interested in describing learners' systems and little attention has been given to pedagogical concerns.

2.6.3 Linguistic Universals

The proponents of linguistic universals argue that human languages are considerably alike in their grammatical properties, and where they vary they do so in quite restricted ways (see Towel & Hawkins 1994:58). There are a number of different approaches taken to the study of linguistic universals in second language research. But the two approaches we will focus on are: the approach taken by Joseph H. Greenberg and the approach that derives from the writings of Noam Chomsky.

2.6.3.1. The Greenberg Approach

The approach taken by Greenberg and his followers begins by analysing data from a representative sample of the world's languages in order to extract universal patternings. Moreover, McLaughlin (1993:83) contends that there is a general agreement among linguists that language universals exist; the question is to what extent different languages are structured according to universal principles? Furthermore, the Greenbergian approach deals with typological universals that focus on what is common to all languages and the study of typology focuses on the variation that exists between languages.

Greenberg (1974) has further classified universals into – non-implicational universals and implicational universals. The former refers to those properties of language that can be said to be present or absent in natural languages without reference to any other properties of the given language. On the contrary, the later refers to those properties of language that relate the presence of one property to the presence of some other property. An example of a non-implicational universal is the statement that languages have vowels. No reference is made to any other properties that must or must not be present. (See Mclaughlin 1993:84)

2.6.3.2 The Chomskyan Approach

The Chomskyan generative grammar approach assumes that the first-language learner comes to the acquisition task with innate, specifically linguistic knowledge, or Universal Grammar. Chomsky (1980:69) cited by McLaughin (1993:91) states that Universal Grammar is taken to be the set of properties, conditions, or whatever, that constitute the 'initial' state of the language learner, hence the basis on which knowledge of language develops.

Moreover, McLaughlin (1993:91) states that Universal Grammar theory does not concern itself with second language acquisition. However, the term 'development' is used to refer to the real-time learning of language by children, whereby the language principles that one presents manifest themselves in accordance with the child's capacity to process information and other maturational factors.

2.6.3.3. Evaluation

The Typological approach stresses the comparison between languages in its search for linguistic universals. However, because there are an estimated 4000 extant languages, it is difficult to know when any one sample is 'representative' of the population of actual languages of the world (see McLaughlin 1993:101).

Moreover, McLaughlin (1993:108) argues that Chomsky in his writings is not concerned with the second language learning. However, researchers have used the Universal Grammar theory as a source of hypothesis about second language learning.

2.6.4. Acculturation/Pidginization Theory

Acculturation / Pidginization theory is another version of the sociolinguistic approach. According to Hawkins & Towel (1994:37), the primary focus in this approach appears to be incompleteness in ultimate attainment of knowledge of the second language, and individual differences between learners in their levels of ultimate attainment.

Schumann (1978) in his work on acculturation has come up with Social and Psychological distance Hypothesis (McLaughlin 1993:110). In his view, Social distance pertains to the individual as a member of a social group that is in contact with another social group whose members speak a different language. Moreover, Psychological distance is the result of various affective factors that concern the learner as an individual, such as resolution of language shock and culture stress, integrative versus instrumental motivation and ego permeability. McLaughlin (1993:110) further asserts that it is assumed that the more social and psychological

distance there is between the second language learner and the target language group, the lower the learner's degree of acculturation will be toward that group. Hence, it is then predicted that the degree to which second language learners succeed in socially and psychologically adapting or acculturating to the target language group will determine their level of success in learning the target language (see also Hawkins & Towel 1994:38).

2.6.4.1. Evaluation

McLaughlin (1993:124) suggests that Acculturation / Pidginization theory is concerned with the question of why second language learners, unlike first language learners, often fail to achieve mastery of the target language. He further argues that the explanation given is in terms of 'distance': the second language learner may cut off from access to native speakers because of social distance and or because of psychological distance.

However, Hawkins &Towel (1994:42) argue that Acculturation / Pidginization approach suffers from the absence of a theory of the nature of grammatical structure. They argue that this theory suggests that when the distance is great learners will tend to use simplified or pidginised language lacking grammatical function words. This is because they (learners) omit items, which are

'communicatively redundant'. However, if learners omit grammatical items which are communicatively redundant, they must in some sense already 'know' what those items are, which seems bizarre.

2.6.5. Cognitive theory

In cognitive theory, second language learning is viewed as the acquisition of a complex cognitive skill. McLaughlin (1993:133) asserts that learning is a cognitive process, because it is thought to involve internal representations that regulate and guard performance. Furthermore, he argues that in the case of language acquisition, these representations are based on the language system and include procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic convention governing language use.

2.6.5.1 Evaluation _

McLaughlin (1993:148) asserts that the acquisition of a complex cognitive skill, such as learning a second language is thought to involve gradual accumulation of automatised subskill and a constant restructuring of internalised representation as the learner achieves increasing degrees of mastery. Moreover, cognitive theory treats the acquisition of linguistic system as it does the acquisition of any complex cognitive skill. Furthermore, McLaughlin (1993:148) argues that one of the

assumptions of many workers in the field of first and second language acquisition is that the development of language to a greater extent or lesser extent follows its own course. However, according to this view, acquiring a language of a learner builds up a series of internal representation of language systems. Moreover, there is general agreement in the second language field that there are predictable sequences in acquisition such that certain structures have to be acquired before others can be integrated. Unfortunately, only a few acquisitional sequences have been described in detail.

2.7. Language Teaching Theories

Having considered different theories and approaches to second language acquisition, we shall now look at three major, broadly different approaches of language teaching. According to Baker (1996:281), three major approaches of language teaching can be divided into: First, the structural approach - an umbrella title under which comes the Grammar-Translation method, the traditional North American Audiolingual approach and the direct method.

Second, the functional approach, sometimes called the notional functional approach. The third method is termed the Interactional approach and is sometimes labelled, the social communicative approach.

2.7.1. The Structural Approach

The structural approach emphasises the mastering of a language system. According to Baker (1996:282), the historically dominant method of second language acquisition in school has been the grammar-translation approach. Students were expected to memorise vocabulary lessons, learn verb declension, learn rules of grammar and their exception, take dictation and translate written passages. However, Baker (1996:282) argues that while tests and examinations were passed and paper qualification issued, students mostly did not become functionally bilingual. Moreover, second language learning started and stayed in school.

A new approach to language teaching called audiolingualisim developed. In the Audiolingual approach the teacher provides learners with specific structures, sounds and words to attempt to achieve native speaker-like pronunciation. Moreover, in the audiolingual method the focus is constantly on correct language. Hence, to achieve this, there is repetition of vocabulary phrases and sentences, imitative mimicry and memorisation of short dialogue (see Baker 1996:282).

Furthermore, part of the theory of audiolingualism is that learner's first language interferes with the acquisition of the second language. Therefore, teachers are

encouraged to focus on areas of difficulty posed by negative transfer from the first to the second language which led to the development of the procedure called Constructive Analysis. However, Baker (1996:283) argues that such an analysis resulted in a list of features of the second language, different from the first language, which posed potential problems for the teacher.

Moreover, grammatical errors were found that could not be explained by negative transfer from first to second language. Linguists like Chomsky (1965) argued that a child is endowed with a language acquisition device that comprises innate knowledge of grammatical principles. This casted doubt on audiolingualism which treated languages as a series of surface patterns and habits.

In addition, the structural approach demanded purity. As learners are not allowed to make mistakes, or use their first language in conveying meaning, the teacher provides the model for correct language. This method is still found in many teacher centred classroom repertoire.

2.7.2. The Functional Approach

The Functional approach developed as a major alternate approach to language teaching in the 1970's. Proponents of this approach assert that effective language

does not mean grammatical accuracy nor articulate fluency, but the competency to communicate meaning effectively.

Van Ek (1986, 1987), cited by Baker (1996:284) outlines six different forms of language competence to be acquired for communication processes:

1. *Linguistic competence* - This was fostered by the structural approach as the only one that needs to be acquired by students.

2. *Sociolinguistic competence* - This concerns the ability to communicate accurately in different contexts, with different people, and when there are different intentions in the communication.

3. *Discourse competence* - It is the ability to use appropriate strategies in constructing and interpreting different texts, the ability to contribute to the construction of a spoken discourse in communication.

4. *Strategic competence* - It is the ability to use verbal and non-verbal communication strategies to compensate for gaps in the language user's knowledge.

5. *Sociocultural competence* - This is the awareness of the sociocultural context in which the language concerned is used by native speakers and the ways in which this context affects the choice and the communicative effect

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of particular language forms.

6. *Social competence* - It is the ability to use particular social strategies to achieve communicative goals.

Baker (1996:186) argues that a functional view of language is language for real life activity. Moreover, the emphasis is less on correct grammar and perfect sentence structuring, more on the ability to communicate meaningful information. Contrary to the structural approach, a language may be learnt in an unconscious informal way rather than explicitly and directly.

2.7.3. The Interactional approach

The interactional approach moves away from a teacher based, teacher controlled, responsive, informative communicative style. According to Baker (1996:287), the interactional view emphasises maximal active social communication in the classroom, between students in pairs and in groups. Moreover, the teacher becomes a facilitator rather than a drill sergeant.

Furthermore, in the interactional approach to second language teaching, the type of exercises that may be given are, students working in pairs and students engaging in a role play. In these two examples Baker (1996:287) emphasises that the

essential nature of the tasks is social communication between people. While the teacher may provide some feedback and correction, the essential element is to encourage students to make attempts at social communication, however grammatically flawed and limited in vocabulary.

However, Baker (1996:287) argues that the expectation is teaching by formal, traditional methods of second language teaching. Moreover, the student centred approach can seem very foreign to foreign language teaching. Interestingly, the National Department of Education has come up with the Outcome Based Education (OBE) which aims at shifting from a teacher centred approach to a learner centred approach.

2.7.4. Evaluation

The main focus of the structural approach is purity in the target language. However, the approach uses subtractive bilingualism as learners are not allowed to use their first language to convey meaning. One of the reasons that failed this approach is that such language purity could be attained at least when a teacher is a native speaker of the target language. Moreover, the exercises that are used are not taken from real life, hence though learners may master them they would still be unable to communicate in the language in real life.

The functional approach on the other hand had a great impact in second language teaching. The focus shifted from mere grammatical accuracy and perfect sentence structuring to the ability to communicate meaningful information. However, the method used in the functional approach may still be the same as those used in the structural approach. For this reason the interactional approach was developed to shift from a teacher centred approach to learner centred approach.

The interactional approach seeks maximum engagement of learners in their learning. Nevertheless, however good this approach may be, it poses a threat to some teachers and students. Baker (1996:287) argues that such an approach rests on intrinsic motivation among students and a willingness to forego authoritative control by teachers. However, the implementation of OBE in South African schools aims to alleviate such a problem.

The literature review covered here provides the basis for the implementation of findings in chapter 5. In order to further answer the research questions, an empirical study was conducted. It involved visiting schools and collecting data. What follows below is a discussion of the methodology that was employed in the study.

CHAPTER 3 RESEARCH METHODOLOGY

3.0. Introduction

In this study three methods were used in collecting data; questionnaires, observation and non-scheduled interview. The aim of these data collection techniques was to address the research questions. These methods are discussed below. Moreover, research questions are discussed in the light of the questionnaires that were formulated to address them. The research questions are presented in such a way that they collaborate with questionnaires that were formulated to give answers to research questions.

3.1. Observation

The main aim of observation was to establish the language(s) used by the educators and learners within the school environment. The subjects were not made aware that they were being observed. Bless and Achola (1990:86) advise that people who feel they are being observed might change their behaviour, or become uneasy.

3.2. Non-scheduled interview

The principal aim of non-scheduled interview was to establish the School Managers' views on the use of English as the medium of instruction. This interview was conducted at a principals' workshop at Empangeni Country Club.

3.3. Questionnaires

Questionnaires were designed for the Superintendent of Education Management (SEM), School Manager, Classroom Manager or Educator and Learners. The choice of the questionnaires is discussed in the following subsection. Bless and Achola (1990:89) contend that the most structured form of getting information directly from respondents is by scheduled structured interview, which is based on an established questionnaire, i.e. a set of questions with fixed wording and sequence of presentation as well as with more or less precise indications on how to answer the questions.

In this research, questionnaires were used as a major technique in collecting data. Another advantage of using questionnaires is that it is possible to cover a large population with little costs of time and money (Bless and Achola 1990:93). In this research, data was collected in five different schools, which involved about 200 respondents. It would have been difficult, time consuming, and costly if each participant was interviewed separately. Questionnaires also ensure the anonymity of the respondents and to some extent the threat of the presence of the interviewer, which according to Bless and Achola (1990:93) can be perceived as a handicap to the data.

Moreover, in cases where questionnaires are administered by a delegate rather than a researcher, it may be found that the delegate simply fills in the questionnaires without giving them to the desired respondents. In this study, it was feared that the principal might for instance, fill in the questionnaires which were designed for the learners which would compromise the reliability of the responses.

3.3.1. Design of Questionnaires

The structured questionnaires for the SEM which required a YES or NO answer were designed. These questionnaires were designed in order to find out whether there was communication between the province and the district, between the district and the schools and vice versa. Structured questionnaires that required a YES or NO answer were also given to the school managers, the educators and the learners. According to Bless and Achola(1990:101), questions that require a YES or NO answer allow respondents to express their attitudes without much discomfort since it is implied that they share them with other people.

The reason these types of questionnaires were given to school managers was to establish whether bilingualism and multilingualism were being promoted in schools. These questionnaires were given to the educators to find out their views of learners' attitude to English as a medium of instruction. Most of the

questionnaires with YES or NO answers were given to the learners to elicit whether they could speak, write and read English. The other reason was to find out where and when learners use English.

Questionnaires also contained questions that had been graded on a five-point scale: strongly agree; agree; disagree; strongly disagree; I don't know. Bless and Achola (1990:104) point out that structured questionnaires have a great advantage in being simple and easy to record and score. These types of questionnaires allow for an easy comparison and quantification of the results. Moreover, easy structured questions would also reassure participants who recognise that they are able to answer precise, straightforward questions without difficulty (Bless and Achola, 1990:104).

The questions in the SEM questionnaires were designed to ascertain whether there was any follow-up regarding the implementation of the language in education policy for South African schools. Most of these questionnaires were given to educators to elicit information about parents' attitude to English as the medium of instruction. The other reason, these questions were given to educators, was to find out what educators thought about learners' ability in the following areas; reading, writing and speaking English.

The type of questionnaire was made up of fill-in questions. This questionnaire was given to learners to find out the languages that were spoken at school and in the community. The responses to fill-in questions are given in the appendix (i.e.codes for different languages).

Having discussed the instruments that were used to collect data, it was very important for our study to arrange or group the questions that were used in the study according to the research questions.

3.4. Research questions and questionnaires

This section presents the research questions and the questionnaires that were formulated to answer the research questions.

To answer the Research question: **Do the selected schools know about the new government policy on language in education**, the questions that were included in the questionnaires are discussed below.

The questions that were constructed required information on whether there had been any communication between the National Department of Education, the

District Office and schools, with regard to the new language in education policy for South African schools. The respondents were supposed to respond with either YES or NO. The other question that was constructed offered three options to indicate how they got the information on the new language in education policy. These options that were offered by the question were; through reading, through workshops, and through circulars.

In order to answer the research question: **Are the selected schools implementing the new Language-in-Education Policy**, questions that required respondents to respond with either YES or NO were constructed. These questions required information on whether schools were implementing multilingualism. Moreover, a question that was graded on a five point scale (*strongly agree, agree, disagree, strongly disagree, I don't know*) required information on whether there were any problems with regard to the new language in education policy for South African schools. Furthermore, fill-in questions were constructed to get information with regard to the languages used in schools. In addition, these fill-in questions were constructed to gather information regarding the schools' medium of instruction and the language most preferred.

The other questions that were included in the questionnaires in order to answer the

research question: **What problems, if any, are experienced by the schools in the implementation of the policy,** were constructed as follows:

One question was graded on a five point scale - *strongly agree, agree, disagree, strongly disagree, I don't know.* The information that needed to be provided by an answer to this question, was whether schools had provided any feedback to the District Office regarding the implementation of the language in education policy. Moreover, questions that required respondents to respond with either YES or NO were included in the questionnaires. The purpose for these questions was to get information on whether any problems had been experienced by schools with regard to the implementation of the new language in education policy. Furthermore, to know whether these problems had been communicated to the District Office.

In order to answer the research **question: How many languages are spoken in the community where the schools are situated,** fill-in questions were included in the questionnaires. These fill-in questions would give us information on the languages spoken in schools and at the learners' homes. Moreover, these questions would give us information with regard to the languages spoken by the learners' family members. Furthermore, questions that required respondents to answer with either YES or NO were constructed. The information that was needed by these

questions was whether learners ever spoke English outside the school premises. Moreover, to know to whom they spoke English outside the school premises, if they did. Nevertheless, learners were given options to indicate to whom they spoke English outside the school premises. These options were: strangers, well dressed, friends, Whites, Indians or any other group.

In addition, to answer the research question: **Do learners' parents favour the use of English as a medium of instruction**, questions that were included in the questionnaires required respondents to respond with either YES or NO. The information that was to be provided by answers to these questions was whether parents ever spoke to learners in English. Moreover, to know whether teachers allow learners to use any language in class, other than English. Furthermore, these questions needed to provide information on learners' attitude towards English as a medium of instruction. In addition, a question that was graded on a five point scale was constructed. This question would provide information on parents' attitude towards English as a medium of instruction.

In order to answer the research question: **What language(s) is or are used at home and in schools**, fill-in questions were constructed. These fill-in questions required respondents to fill in the languages spoken at learners' homes and at

schools.

Finally to answer the research question: **How many languages are spoken by the individual learners**, fill-in questions were also constructed. These questions required the respondents to fill in the languages that learners could; speak, read, and write.

CHAPTER 4. DATA PRESENTATION

4.0. Introduction

This section outlines the data that was collected in an empirical study, which was conducted. Data was collected from Eshowe district office and in five different Black High Schools of Eshowe district. The data here presented is in terms of the responses that were gained from questionnaires. Included also are responses from a non-scheduled interview and data from observation. The responses basically come from the SEM (Superintendent of Education Management), the School Manager, Classroom Manager and Learners.

4.1. Questionnaires

Questionnaires were given to one SEM from Eshowe district office. On the question of whether the SEM is aware of the new language in education policy for South African schools, the SEM indicated that he became aware of the Policy through circulars from the province and through reading. He indicated that he sent circulars with regard to the new language in education policy to schools. The SEM indicated that many schools had experienced problems with regard to the new language in education policy. In addition, he stated that English was the language to be taught and learnt in the district. Moreover, he indicated that English and IsiZulu are languages that were mostly used in the district of Eshowe. Nevertheless,

he preferred the use of one language in education, which is English. The SEM agreed that many schools had provided feedback with regard to implementation of the new language in education policy for South African schools.

These responses imply that the National Department of Education had sent information with regard to the new language in education policy for South African schools. Moreover, they also imply that there is available information regarding the new language in education policy, as the SEM indicated that he became aware of the policy through reading. Furthermore, the SEM's response that schools had experienced problems regarding the implementation gives an impression that schools are implementing the policy. In addition, the SEM pointed out that IsiZulu and English are languages mostly used in the district. However, the SEM indicated that English was the language to be learnt and taught in the district, and that he preferred the use of only one language in education. This implies that multilingualism has not been fully implemented as required by the policy. Rather, bilingualism seems to have been attempted as the SEM's response indicates that IsiZulu and English are languages mostly used in the district. Furthermore, the SEM's preference of only one language in education is indicative of the lack of commitment to multilingualism.

4.1.1. Responses of School Managers

Questionnaires were given to five School Managers from five different High schools of Eshowe district. Four School Managers indicated that they were aware of the new language in education policy for South African schools and only one was not aware. Four School Managers agreed that they had received documentation e.g circulars from the district office with regard to the new language in education policy. One reported that he had not received any documentation. Four School Managers had their own school language policy and one did not.

Concerning the languages to be learnt and to be taught in the selected schools, five School Managers stated IsiZulu, four stated English and one stated Afrikaans. Moreover, two School Managers stated IsiZulu as the most used language in their schools and five stated English. In addition, three School Managers preferred the use of more than one language in education. All School Managers indicated that English was their medium of instruction.

Only one School Manager indicated that he had provided feedback with regard to the new Language in Education Policy to the district office. On the other hand, two School Managers indicated that they had experienced problems with regard to the policy.

4.1.2. Responses of Classroom Managers (Educators)

Questionnaires were given to five different Educators from five selected schools of Eshowe district. Five educators indicated that they taught in English, one educator indicated that he taught in IsiZulu and one educator indicated that he taught in Afrikaans. Three educators strongly agreed that parents favour English as a medium of instruction, two disagreed. All five educators agreed that learners like being taught in English.

One educator agreed that learners understood English very well, three disagreed and one did not know. Furthermore, three educators agreed that learners were poor in written English, two of them disagreed. Moreover, three educators agreed that learners read English well and two of them disagreed.

Classroom Managers' responses imply that learners are generally positive towards English as the medium of instruction. Moreover, there is an implication that educators do monitor learners' progress and proficiency in English.

4.1.3. Responses of learners

Questionnaires were given to one class per school from the selected schools of Eshowe district. A total number of 187 learners participated in the study. Eighty

seven learners indicated that they could speak English, 163 indicated IsiZulu, one indicated Xhosa and one indicated Afrikaans. However, 130 learners indicated that they could write IsiZulu, 146 indicated English, 29 indicated Afrikaans and one indicated Xhosa.

One hundred and eighty three learners indicated that they could speak IsiZulu at home, 25 could speak English at home, one could speak Xhosa and one could speak Afrikaans. Moreover, 169 learners had their brothers and sisters who spoke to them in IsiZulu, 50 in English, one in Xhosa and one in Afrikaans. In addition, 182 learners had their parents who spoke to them in IsiZulu, 12 learners had their parents speaking to them in English. Furthermore, 156 learners had friends who spoke to them in IsiZulu, 61 in English and two in another language.

On the question of what language was spoken at school, 129 learners indicated that they spoke IsiZulu at school, 130 spoke English and seven spoke Afrikaans. A total number of 142 learners spoke to their schoolmates in IsiZulu, 177 spoke to them in English and 14 spoke in Afrikaans. In addition, 103 learners indicated that they learned their subjects in IsiZulu, 184 indicated English, 43 indicated Afrikaans and one indicated Setswana. Furthermore, 133 learners indicated that most learners at school spoke IsiZulu, 59 indicated'English and four indicated Afrikaans.

On the other hand, 95 learners agreed that they had problems understanding English and 87 had no problem. Moreover, 91 learners indicated that they could speak English very well with their classmates and 91 indicated that they couldn't. On the other hand, 102 learners indicated that they could write English very well and 81indicated that they could not. Furthermore, 18 learners indicated to have problems in reading English, and 164 had no problem.

In addition, 102 learners admitted that their teachers did speak to them in English outside the classroom and 82 did not agree. Moreover, 102 admitted that their teachers allowed them to speak in another language except English in class and 80 did not agree. On the other hand, 59 learners agreed that their parents did speak to them in English and 124 disagreed. Furthermore, 109 learners indicated that they did speak English outside the school premises and 72 disagreed.

Out of 109 learners who spoke English outside the school premises, 68 of them spoke English to the strangers and 50 of them did not. Furthermore, 51 of them spoke to the well dressed and 59 did not. In addition, 82 spoke to friends and 36 did not. Moreover, 110 spoke to Whites, Indians and others, and 23 of them did not. This signifies that most learners who spoke English outside the school

premises, mainly speak to the Whites.

Out of 72 learners who indicated that they did not speak English outside the school premises, 59 of them indicated that they spoke IsiZulu outside the school premises and 12 of them spoke English. On the question of whether they spoke English in town, 99 said they did and 38 said they did not.

Eleven learners indicated that they first learnt English at home and 169 indicated at school. Thirteen learners indicated that they first spoke English at home and 148 at school. Furthermore, 16 learners strongly agreed that English as a medium of instruction made learning other subjects difficult, 37 agreed, 97 disagreed, 26 strongly disagreed and 12 didn't know.

IsiZulu is implied to be the most widely spoken language. Moreover, IsiZulu is the language mostly spoken in learners' homes and in schools. Although English is the medium of instruction, it is implied that in most cases English is used interchangeably with IsiZulu.

4.2. Observation

The following was observed from the schools where data was collected:

1. The language used by the learners among themselves was IsiZulu.

2. The language used by educators among themselves was IsiZulu. English was reserved for formal meetings.

3. The language used by educators to learners was predominantly IsiZulu. Although some educators used English, their conversations were characterised by routine English greetings, for example, Good morning... How are you?

4. The language used by most educators in the classroom was English, though   there was an occasional switch to IsiZulu.

5. The language used by most learners to educators was predominantly IsiZulu.

Moreover, most learners responded in IsiZulu when they were asked in English. Most learners spoke in English when they were compelled by their educators. Furthermore, among the schools that were observed, there was no evidence of an existing school language policy. Learners spoke in any language of their choice inside and outside the classroom, though they mostly spoke in IsiZulu.

In addition, four of the five schools that were visited had electricity. One school

had electricity in the administration block and not in classrooms. In all five schools the number of college educators with college diplomas was more that those with university degrees. However, most educators with university degrees taught senior classes with the exception of some educators with college diplomas who taught senior classes. Moreover, it was also observed that all the five schools that were visited had science laboratories, though they were poorly equipped and therefore not functional. Two schools out of five had a security guard at the gate with whom one is to sign when one enters the school premises and when one goes out of the school premises. None of the five visited schools had a functional library. Most of these schools stored their books in a storeroom.

4.3. Non-scheduled Interview

The interview was conducted at the Principals' workshop conducted at Empangeni Country Club. It was about the School Managers views on the use of English as the medium of instruction. Their views were as follows:

(1st Principal). English must remain the medium of instruction because it is used world-wide as the language for science, business and commerce. If South Africa is to compete with the world, English must be promoted in schools as the medium of instruction.

(2nd Principal). The high failure rate is a result of English used as the medium of instruction. Learners do not understand English and therefore fail other subjects. Mother tongue instruction must be used as is the case with Germany, France and England.

Although School Managers were divided in their views in the use of English as the medium of instruction, many of them agreed that English should be kept as the medium of instruction.

Having presented the findings, we then interpreted them according to the research questions. We also considered the literature that was reviewed in our interpretation, which follows below.

CHAPTER 5. INTERPRETATION OF FINDINGS

5.0. Introduction

This section is about the interpretation of data in relation to the literature that was reviewed. Moreover, the findings are interpreted according to the research questions that were formulated. We also looked at the implication of the second language acquisition theories and language teaching theories as presented in the findings.

5.1. New Language in Education Policy

On the question of whether the selected schools knew about the government policy on language in education, our findings indicated that schools were aware of the new language in education policy. This indicates that there is communication between the National Department of Education and schools. It is in fact very crucial for the schools to be acquainted with the contents of the new language in education policy, as this is the way to ensure progress regarding its implementation.

Since the new language in education policy entails the promotion of multilingualism, it is assumed that schools understand it very well. Among the schools that were selected, English and IsiZulu were the dominant languages with

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a few that offered Afrikaans. It therefore appears that bilingualism would be a more favoured phenomenon. Moreover, this ensures that previous imbalances would be addressed. The challenge that remains has to do with actual implementation.

5.2. Implementation plans

On the question of implementation, it was evident that the majority of schools that were involved in the study were implementing the policy. Moreover, data indicated that bilingualism was favoured by 60% of the School Managers. However, the remaining 40% favoured monolingual education. This is in line with the new language in education policy, which states that multilingualism must be promoted. However, all five School Managers preferred English as the medium of instruction. In addition, data indicated that most schools were bilingual with IsiZulu and English, with a few other schools that offered Afrikaans.

It becomes apparent that the diglossic situation that favoured Afrikaans as the high variety or language is diminishing in Black African schools, whilst English still maintains its popularity, in strength and prestige.

However, the findings contradict the report by Pokwana and Mboyane (200:25).

These argue that the policy is impressive, but the actual implementation has not progressed. Interestingly, in KwaZulu-Natal IsiZulu has always been taught as a first language, whilst English and Afrikaans were official languages. Moreover, in Black schools English has for a long time been the medium of instruction. Presently, many Black schools in KwaZulu-Natal have dropped Afrikaans to remain with English and IsiZulu. In addition, this situation has been supported by Martin (1997:4), who suggested a move towards bilingual education involving English and IsiZulu in KwaZulu-Natal. This suggestion seems appropriate especially when the sociolinguistic situation in KwaZulu-Natal is considered.

Moreover, there was not enough evidence to prove that there was monitoring of the implementation of the policy. The SEM indicated to have received feedback from the School Managers on the implementation of the policy. On the other hand the majority of School Managers indicated that they had not given feedback on the implementation of the policy. These contradicting responses create doubts on whether schools are actively involved in implementing the policy. Again, it raises questions on whether there is any strategy in place to monitor the progress of the implementation process. The possibility may be that most schools that provided feedback were not among the schools that were selected for the study. Interestingly, 60% of the selected schools indicated that they had not encountered

any problems on the implementation of the policy. This made us assume that most schools were implementing multilingual education and every effort was made to ensure that teachers taught in more than one language.

5.3. Languages spoken in the community where schools are situated

The findings indicated clearly that IsiZulu is the predominant language spoken in the community where the schools are situated. In addition, 47% of learners indicated that they could speak English, 78% indicated that they could write English. Hence, learners could be said to be bilingual. Furthermore, some learners use English and IsiZulu at school and at home. Actually, only six percent of the learners indicated that they spoke English with their parents.

These findings indicate that few learners made attempts to communicate in the target language. In fact, it seems little or no emphasis is placed on speaking. This may imply that the structural approach to language teaching is used. There is not much emphasis on speaking in the target language for fear of making errors. This may also indicate that most learners are monitor over-users according to Krashen's monitor theory. Moreover, it shows us that the majority of parents do not help their children develop the medium of instruction, as Denison (1971) cited by Pride and Holmes (1972:69) had argued.

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Furthermore, the phenomenon that we find in the community is societal bilingualism. However, most individuals in the community are not bilingual. According to Sridhar (1996:48) such a situation is termed *territorial principle of multilingualism.*

In addition, the findings indicated that most individuals spoke English to Whites, Indians and other races outside the school premises. This shows that factors like *participants*, suggested by Sankoff (1971) do affect speech behaviour. This means that learners spoke English mostly when the participants were non-IsiZulu speakers. Therefore, this might explain why learners did not speak much in English among themselves and among educators at school.

5.4. Language spoken by individual learners

On the question of languages spoken by individual learners, the findings indicated that most learners speak IsiZulu as their first language. Moreover, they also speak English since it is the medium of instruction at school. However, IsiZulu is used to support English during teaching and learning. The use of IsiZulu to aid English during teaching and learning suggests that learners and maybe educators also do not have satisfactory mastery of the second language (English). The second language learners have not been acculturated to the target language. They may be speaking

some form of pidginised language at this stage. In addition, learners indicated that they used English mostly when communicating with their teachers. However, our observation shows that learners hardly speak English even with their educators, except under compulsion. The reason may be that learners lack enough motivation or confidence to speak English. However, their ability to respond to IsiZulu even when asked in English shows that they understand English. Most learners can therefore be regarded as bilingual. Nevertheless, a small number of learners indicated that they were also speaking Afrikaans, which makes them and their schools to be multilingual.

In addition, most learners were exposed to English for the first time at school. The effect of exposure to the target language affect learners greatly in their attainment of the target language. However, the language- teaching theories like interactional approach are aimed at addressing such problems. The class is to bring real life situation to the learners so that they have confidence and competence in communicating in the target language. Our findings seemingly indicate that about half the learners claim to be proficient in English and the other half is not. In this regard there is a need to revisit language- teaching theories.

Learners can thus be described as co-ordinate bilinguals, meaning that they learnt

English after having acquired IsiZulu. Moreover, most of them indicated that when they speak English outside the school premises they speak mostly to other races.

5.5. English as the medium of instruction

Findings indicated that learners' parents favour English as the medium of instruction. Although parents favour English as the medium of instruction, 66% of learners indicated that their parents did not speak to them in English. Furthermore, learners favour English as the medium of instruction. About 60% of the learners claim to have no problem with other subjects that are taught in English. Moreover, 50% of learners claim to be proficient in English especially in writing and in speaking skills. In fact, only 30% indicated to have problems with English as the medium of instruction.

Other problems that relate to English as a medium of instruction may be because of social distance with the native speakers of English (McLaughlin 1993:110). Hence Maphalala (1999) argued that IsiZulu should be the medium of instruction as it is the dominant language of the school (learners) and the community. Unfortunately, English is a dominant language with regards to importance in diglossic terms.

On the other hand, most educators indicated that most learners had problems in understanding English. In addition, English as a medium of instruction was favoured by School Managers. However, there was a growing concern by other School Managers that IsiZulu should be promoted to the level of being the medium of instruction. This concern does not contravene the aim of the language in education policy, which regards all 11 official languages as being equal.

The SEM had indicated his preference to English as the medium of instruction. Moreover, others go to the extent of suggesting English to be the only official language. (See for example Martin 1997:4). In addition, Maphalala (1999) has criticised the use of English as the medium of instruction. His argument is based on the poor performance of matriculants among Black High Schools, which he blames on English as the medium of instruction. However, if these arguments were to be followed, the goals of the new language in education policy would be realised.

5.6. Languages used in schools

The findings indicated that IsiZulu is the predominant language spoken within the school premises by both learners and educators. However, English is spoken by educators in formal situations. This agrees with what Sankoff (1971) cited by Pride

and Holmes (1972:35) says, that factors like setting or context influence the choice of a language used. For example, learners spoke English mostly inside the classroom than outside. In addition, findings indicate that factors like tone influence the speech behaviour, because most educators spoke English in formal situations. Moreover, English is predominant within the classroom, probably because it is the medium of instruction. However, the occasional shift to IsiZulu suggests bilingualism. Furthermore, other schools use Afrikaans as well to make them multilingual.

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS

It is evident from the interpretation of findings that the National Department of Education managed to cascade the information about the new language in education policy to the school level. However, there is little or no commitment to the promotion of multilingualism. Seemingly, there is no in depth understanding of what the concept multilingualism entails. Nevertheless, the sociolinguistic situation of many Black African High Schools is favoured by a bilingual programme. Apparently, many Black African High Schools have phased out Afrikaans to remain with English and IsiZulu.

Moreover, the sociolinguistic situation of Black African High schools similar to the ones selected for the study indicates that English and IsiZulu are the languages to be taught and learnt in Black African High Schools of KZN.

With regard to the implementation of the policy, many Black African High Schools prefer bilingualism. In KZN, Afrikaans has become less and less popular among Black African High Schools. This indicates the shift of diglossia.

Therefore, to be able to effect multilingual education there is a need for the development of the teachers who are already in the teaching field. There is also a

need to train new teachers towards multilingualism. To accomplish this, there is a need for funding especially in the former disadvantaged Black African High Schools. Further research still needs to be conducted on bilingual education especially in Black African High Schools in KZN.

APPENDIX

QUESTIONNAIRES FOR SUPERINTENDENT OF EDUCATION MANAGEMENT (SEM)

1. Are you aware of the new Language-in -Education Policy for South African schools?

    YES   NO

2. How did you become aware of the new Laguage-in-Education Policy for South African schools?

    Through reading

    Through workshops

    Through circulars

3. Has any documentation (eg circulars) with regard to the new Language-in-Education Policy for South African schools been sent to schools?

    YES   NO

4. Are you aware of the Language-in Education Policy?

    YES   NO

5. Many schools have experienced problems with regard to the new Language-in-Education Policy for South African schools.

    ` Strongly agree

Agree

Disagree

Strongly disagree

I don't know

6. Are there any plans to promote the teaching and learning of more than one

    language in schools?

                                    YES   NO

7. State the languages that are to be taught and learnt in schools in your district-

    ----

7.1 Which of the selected language(s) is/are most used in :

7.1.1 schools

7.1.2 the district

7.2 Do you prefer :

7.2.1 the use of more than one language in education

                                    YES   NO

7.2.2 the use of one language in education

                                    YES   NO

7.3 State the language you prefer to be used----------------

8. Many schools have provided feedback with regard to implementation of the

    new Language-in-Education Policy for South African schools?

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

QUESTIONNAIRES FOR SCHOOL MANAGERS

1. Have you received any documentation (eg.Circulars) with regard to the Language-in-Education Policy from the district office?

    YES   NO

2. Does the school have its own language policy?

    YES   NO

3. If the answer is YES in question number five state the languages that are to be taught and learnt in your school--------------(Write only the number, see appendix)

4. Which of the selected language(s) is/are most used in your school?-----------

4.1 Do you prefer :

4.2 the use of more than one language in education   YES   NO

4.2.1 the use of one language in education   YES   NO

4.3 State the language you prefer to be used ----------------

5. Have you experienced any problems with regard to new language-in-Education Policy for South African schools?

    YES   NO

6. Have you provided any form of feedback with regard to the new Language-in-Education Policy for South African schools to the district office?

YES   NO

7.   What is the school's medium of instruction?----------------

QUESTIONNAIRES FOR LEARNERS

1. Indicate the language(s) which you can speak-------------(Write only the number, see language codes in the appendix at the back.)

2. Indicate language(s) which you can write---------------

3. What language(s) do you speak at home?----------------

4. In what language(s) do your brothers and your sisters speak to you?-----------

5. In what language(s) do your mother and your father speak to you?-------------

6. In what language(s) do your friends speak to you?------------------

7. What language(s) do you speak at school?----------------

8. In what language(s) do you speak to your school mates?------------------

9. In what language(s) do you speak to your teachers?------------------

10. In what language(s) do you learn your subjects?----------------

11. What language is mostly spoken by the learners at school?-------------------

12. Do you have any problems in understanding English?

    YES   NO

13. Can you speak English very well with your classmates?

    ˙ YES   NO

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14. Can you write English very well?

                                                  YES   NO

15. Do you have problems in reading English?

                                                  YES   NO

16. Do your teachers ever speak to you in English outside the classroom?

                                                  YES   NO

17. Do your teachers allow you to speak in another language except English in class?

                                                  YES   NO

18. Do your parents ever speak to you in English?

                                                  YES   NO

19. Do you speak English outside the school premises?

                                                  YES   NO

19.1 If the answer is YES for question number 19 indicate whether you speak English to the following :

19.1.1 strangers----------------   YES   NO

19.1.2 well dressed------------   YES   NO

19.1.3 friends------------------   YES   NO

19.1.4 Whites, Indians, other---------- YES   NO

19.2 If the answer is NO for question number 19 select the number that

corresponds to the language you speak-------------

20. Do you ever speak English to anyone in town?

<div align="center">YES   NO</div>

21. Where did you first learn English--------- At home   At school

22. Where did you first speak English------- At home   At school

23. Where did you first write English--------- At home   At school

24. English as a medium of instruction makes learning other subjects very difficult.

                        Strongly agree

                        Agree

                        Disagree

                        Strongly disagree

                        I don't know

QUESTIONNAIRES FOR EDUCATORS

1.　Parents favour English as a medium of instruction.

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

2.　Learners like being taught in English.

YES　　NO

3.　Your learners understand English very well.

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

4.　Your learners speak English very well.

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

5.   Your learners are poor in written in English.

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

6.   Your learners read English well.

Strongly agree

Agree

Disagree

Strongly disagree

I don't know

7.   In what language do you teach?-------------(Write only the number, see

language codes in the appendix)

CODE	LANGUAGE
01	Afrikaans
02	Chivenda
03	English
04	Ndebele
05	Sepedi
06	Sesotho
07	Setswana
08	Siswati
09	Xhosa
10	Xitsonga
11	IsiZulu
12	Other

DESCRIPTION OF SCHOOLS

The five schools that were visited are: Mgitshwa High School, Phangifa Senior Secondary School, Nomyaca High School, Gawozi High School and Ubambiswano High School.

1. Mgitshwa High School

Mgitshwa High School is situated at Dlangubo Reserve, which is 21km from Empangeni town on the old Eshowe Road. The school was built by the community and has a population of 873 learners, 25 educators and three non-educators staff members. The school does not have electricity in the classrooms and there is not a single computer, but there is a telephone. Moreover, the school has a duplicating machine. The school starts from Grade 8 to Grade 12. The are three streams that are offered, namely: Science, Commerce and Humanities. Moreover, IsiZulu is the predominant language.

The average number of learners per class is 60 although some classes especially Grade 8 have up to 80 learners per class. This is mainly because of the shortage of classrooms. The classrooms have dilapidated floors with many broken windows. Moreover, the school does not have a library. Although there is a science laboratory, its furniture, equipment and utensils have been vandalised, as a result

it is now used only as a classroom.

2. Phangifa Senior Secondary School

Phangifa Senior Secondary School is situated at Ofasimba Reserve, which is about 26km from Empangeni. It is a new school, which was intended to be a technical school but lack of funds made it difficult for it to be one. The school has a population of 600 learners, and 16 educators. The predominant language is IsiZulu. The school starts from Grade 8 to Grade 12. The average number of learners per class is 30. The school has electricity but does not have a telephone, nor a computer. However, the school has a duplicating machine. The school uses water tanks to store water and has pit latrines for sanitation.

3. Nomyaca High School

Nomyaca High School is situated at Nomyaca Reserve, which is 35 km from Empangeni. The school was built by the community not long ago. The school has a population of 700 learners and 18 educators. The predominant language is IsiZulu. The school starts from Grade 8 to Grade 12. The school has an average of 40 learners per class. The school has electricity and a telephone but has no computer. However, the school does not have a library. The school uses water tanks to store water and pit latrines for sanitation.

4. Gawozi High School

Gawozi High School is situated at Mlalazi Reserve, which is about 10 km from Eshowe. It was built by the community. The school has a population of about 1200 learners, 35 educators and two non-educators staff members. The school starts from Grade 8 to Grade 12. Moreover, the school has an average of 50 learners per class. The predominant language is IsiZulu. The school has electricity, a telephone and a duplicating machine.

5. Ubambiswano High School

The school is situated at Gezinsila Township, which is about 5 km from Eshowe. The school was built by the government. The school has a population of about 1000 learners, 30 educators and two non-educators staff members. The predominant language is IsiZulu. The school starts from Grade 8 to Grade 12. Moreover, the school has an average of 45 learners per class. The school has electricity, a telephone and a duplicating machine. However, the school does not have a computer. Though the school has a room, which is supposed to be a library, there are no resources for the library. The school has water flushing toilet system.

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