

Development of a language policy in a rural school.

Thesis

Submitted in partial fulfilment of the requirements for the Degree of Master of
Education (English Second Language)

Rhodes University

By

Zamumzi Norman Fumba

December 2002.

Contents

<i>Acknowledgements</i>	vi
<i>Abstract</i>	vii
Chapter One: Introduction	1
□ The aim of the study	1
□ The context of the research	2
□ Research background	3
□ The structure of the thesis	4
Chapter Two: Literature Review	5
2.1 Introduction	5
2.2 Language in Education Policy - a historical overview	5
2.3 Present Language in Education Policy	8
2.4 Current Language in Education Policy practices	8
□ School language policies	8
□ Classroom practices	11
□ Policy and practice	16
□ Parents' and teachers' preferences	17
□ Relationship between language and learning	19
□ Conclusion	26
Chapter Three: Methodology	28
3.1 Introduction	28
3.2 Research paradigms	28
3.2.1 The positivist research paradigm	29
3.2.2 The interpretive research paradigm	30
3.2.3 The critical paradigm	31
3.3.1 Participatory research approach	31
3.4 Objectivity	35
3.5 Validity	36

3.6 Groundwork for the research project	37
3.7 The research process	40
3.7.1 Staff Meeting	40
3.7.2 Parents' Meeting	41
3.7.3 Language Survey and Audit	41
3.7.4 Ethical Issues	42
3.7.5 Pilot questionnaire	44
3.7.6 A Survey at the research site	45
3.7.7 Classroom observation	47
3.7.8 Language committee	48
3.7.9 Data analysis	51
3.8 Presentation	52
3.8.1 Presentation of extracts	52
3.8.2 Appendices	52
Chapter Four: Analysis of the outcomes	53
4.1 Introduction	53
4.2 Outcomes of the questionnaire	53
4.2.1 Language used to interact with family and community members	53
4.2.2 Language learners use to discuss homework with friends, parents and siblings	54
4.2.3 Language learners use when they are writing a letter to the parents, friends and siblings.	55
4.2.4 Do learners read newspapers?	55
4.2.5 Do learners read magazines?	56
4.2.6 Do learners listen to radio?	56
4.2.7 Do learners watch TV?	56
4.2.8 Language learners use to classmates, friends and teachers outside the classroom	57
4.2.9 Language learners use to their friends and classmates in the classroom	57
4.2.10 Language used by teachers when they are teaching various subjects	57
4.2.11 Language used to discuss class work with classmates in various subjects	58
4.2.12 Language used by teachers when giving instructions when they are teaching	58
4.2.13 Language used by teachers when explaining and giving examples	59

4.2.14 Language the learners use when they are thinking about their work in various subjects	59
3.2.15 Language used by the teacher that makes the learners have a better understanding in various subjects	60
4.2.16 Language used in different situations in the school	60
4.2.17 Language learners think should be used in teaching, and the reasons for that	61
4.2.18 Language learners think should be used when they are discussing in groups, in presentations and various other activities within the premises of the school.	62
4.3. Lesson observations	62
4.3.1 Mathematics lesson observation	62
4.3.2 Biology lesson observation	67
4.4 Language Committee's views	71
4.4.1 Languages to be taught as subjects	71
4.4.2 Languages to be used in communication	71
4.4.3 Language to be used when teachers are communicating among themselves and when they are communicating with the office	72
4.4.4 Language to be used in parents' meeting by learners, teachers, and parents	72
4.4.5 Language to be used when the school communicates with parents	73
4.4.6 Language to be used when the school communicates with other stakeholders other than parents	73
4.5. Conclusion	74
Chapter Five: Discussion	76.
5.1 Findings of the questionnaire	76
5.2. Lesson observations	83
□ Implications	89
5.3. Focus groups and language committee discussion on language policy	91
5.4. Consolidation of the focus groups and language committee input	92
5.4.1 Consolidation of diversity of the outcomes of the research	95
5.5 Conclusion	97

Chapter Six: Conclusion	99
□ Implications of the outcomes	100
□ Problems encountered	101
□ Conclusion	103
References	104
Appendices	

Acknowledgements

I am profoundly indebted to my supervisor, Sarah Murray, for her support, her guidance and incisive feedback in each stage in the course of my drafts of this thesis.

To the School Governing Body, the parents, the staff and the learners of my school, I am very thankful for their role in the success of my study. They participated in the research in a manner that befits a special tribute.

A special thanks goes to the members of the language committee for their conscientious and insightful ideas. Mr AK Njoli, OM Mntanga, Z Mali, and CM Kotani deserve acknowledgement for their assiduous input.

I would like to thank my colleague Cossie Rasana for the motivation, support, encouragement she always gave me. I also need to thank Pam Marshall for helping me with the structure of the thesis and her invaluable feedback.

I cannot forget to pay special tribute to my wife Nolundi Fumba. She has been a pillar of strength for me. She has been very supportive in every step of the way, and has been willing to sacrifice the long periods of my absence during the time of the study.

ABSTRACT

The study was undertaken to observe and participate in the process and development of a language policy for a rural secondary school in Peddie in the Eastern Cape. This was done in collaboration with parents, learners, and teachers. The researcher acted as a researcher, facilitator and learner in the process that lead to the final product. Twenty four learners were selected from Grade 8 to Grade 10. These learners formed three focus groups. A questionnaire and lesson observation were used to establish what was taking place in the school with regard to language practices and preferences by learners, teachers and parents. Lesson observations were recorded by a tape recorder.

Outcomes are that Xhosa is the dominant language to which the learners are exposed. They only have the exposure to 'chunks' of English in class and when they read magazines, newspapers and listening to radio and TV. Teachers code switch. This is supported by both learners and their parents. Parents want their children to improve performance by being taught in the medium of a language they understand well enough.

The study shows different perceptions about the language that should be used as LOLT. Parents in the study favour English as LOLT, while parents in general favour Xhosa. This view is also held by both teachers and learners. At a conscious level when teachers and learners talk about the language to be used as LOLT, they favour English, but when they are faced with the reality of the class they are ambivalent, hence they code switch.

The study finally reports on the divergent views of the parents, on one hand, and those of the teachers and the learners on the other hand. The divergence will be resolved in a workshop, part of the broader process of school language policy research, which is

beyond the scope of the research reported in the thesis. The final product, in the form of the school language policy, will then be drafted for presentation to the School Governing Body (SGB) for ratification and writing up process.

CHAPTER 1

INTRODUCTION

This study deals with the process of the development of language policy in a rural school. The scope of the study is research on the language practices of both learners and teachers the aim of which is to develop a school language policy. The study starts by looking at the language that the learners are exposed to both in their homes and their school. This exposure is by means of the language they use to each other and the language that is used to them in these environments.

The aim of the study

The study was undertaken to observe and participate in the process and development of a language policy for a rural secondary school.

- ❖ To contribute towards the development a school language policy in collaboration with stakeholders.
- ❖ To gain an understanding of what is involved in the process of forming a school language policy.
- ❖ To act as a researcher, facilitator and learner in the process that leads to the final product.
- ❖ To act as an educator and a catalyst in the process of tapping local knowledge, indigenous technologies, survival skills and resources which would serve as a foundation for the development of an appropriate action plan.
- ❖ To play the role of an educator, researcher, and facilitator in the capacity building and empowerment of the stakeholders namely: parents, learners, and teachers.

Because of the nature my enquiry namely: to describe what is going on in my school, raise the awareness of parents, teachers, and learners; and collaborate to work for a solution, the methodology that befits the situation, will be Participatory Research (PR). By PR is meant a three-pronged process involving social investigation with the full participation of the community in the entire process, and the educational process of mobilisation for

CHAPTER 1

INTRODUCTION

This study deals with the process of the development of language policy in a rural school. The scope of the study is research on the language practices of both learners and teachers the aim of which is to develop a school language policy. The study starts by looking at the language that the learners are exposed to both in their homes and their school. This exposure is by means of the language they use to each other and the language that is used to them in these environments.

The aim of the study

The study was undertaken to observe and participate in the process and development of a language policy for a rural secondary school.

- ❖ To contribute towards the development a school language policy in collaboration with stakeholders.
- ❖ To gain an understanding of what is involved in the process of forming a school language policy.
- ❖ To act as a researcher, facilitator and learner in the process that leads to the final product.
- ❖ To act as an educator and a catalyst in the process of tapping local knowledge, indigenous technologies, survival skills and resources which would serve as a foundation for the development of an appropriate action plan.
- ❖ To play the role of an educator, researcher, and facilitator in the capacity building and empowerment of the stakeholders namely: parents, learners, and teachers.

Because of the nature my enquiry namely: to describe what is going on in my school, raise the awareness of parents, teachers, and learners; and collaborate to work for a solution, the methodology that befits the situation, will be Participatory Research (PR). By PR is meant a three-pronged process involving social investigation with the full participation of the community in the entire process, and the educational process of mobilisation for

development and a means of taking action for development (Kassam, 1980: 64). PR involves three types of changes namely: the development of critical consciousness of the people involved in development, an improvement in their life condition and a transformation of the social structure in which they operate. Inherent in PR “... is the process of human and organisational capacity building and empowerment” (Nkwinti & Van Vlaenderen, 1993:213). The study is qualitative rather than quantitative for it aimed not to compare or quantify any data, but rather to describe the process. The aim is developmental because the core of participatory methodology is empowerment of the participants and the researcher in the study. Empowerment would be assessed in terms of the end product of the study, which would be a language policy for the school. The research does not cover the latter part. However, the participants would be provided with data that would help them have an informed decision on language policy. In addition, such a product was aimed at the culmination of teamwork among the participants.

The context of the research

The research was undertaken as a result of my experience as an English second language teacher in African schools including the school I am currently at, at the time of the research. I have found that learners do not perform at the level they are expected to perform by their teachers, parents and the Department of Education. Their performance is poor in both content subjects and languages. Probyn (1999) supports this experience in her study. She quotes teachers who argue that learners cannot communicate what they know in English because they cannot express themselves in English. To compensate for this, teachers code switch (CS). Teachers have a pedagogical justification for this practice for they argue that when they teach in English, some are going to be following but others left behind (Probyn 1999). Numerous studies support code switching; Adendorff (1992), Versfeld and Dyer (1995), and Dube and Cleghorn, (1999).

It was also my experience that teachers, parents and learners alike regarded code switching as anathema, and thus it could not be practised in the presence of those who are in authority. This attitude created an atmosphere that is not conducive to effective teaching and learning because teachers lacked confidence. They were not sure whether to accommodate learners who follow English, and thus leave behind those who do not follow, or accommodate those

who do not follow by code switching. Most of the time the teacher would compromise and accommodate all learners by means of code switching. My research is within that context. It aims to bring back the confidence of the teacher by having a language policy in place, that is based on the views of teachers, learners and parents. In addition to this, a language policy also has the following function as noted by Gravelle (1996:115):

A second benefit of policies is that they serve as a point of reference, a base line, a statement of 'where we stand' on particular issues. They provide written evidence of a set of values that the school, department or group espouses. They are a fallback position in situations of conflict and indecision.

If the school has a language policy, and if it is the product of consultation, and teachers are a party to that, then uncertainties will be allayed.

Research background

The study was conducted in a rural secondary school in the former Ciskei in the Eastern Cape in a place called Peddie. The school is poorly resourced; there is no decent structure in place. There are four shack classrooms. On wintry days, rainy days and hot days, teaching is virtually impossible. The place is hazardous.

The majority of the parents are unemployed. Some draw a pension as the only source of income. Some do not have any income. Some struggle to pay school fees and for school uniforms. Parents lack motivation. They do not attend meetings. The few who attend are predominantly women. The rest of the parents, particularly men, have other things they value more than school. They are a farming community especially stock farming at subsistence level. During dipping days some boys either come late for school or do not attend at all. The illiteracy rate in the community is very high.

The numbers at the school are very modest. At the time of research, the enrolment was 104 learners. It is a junior secondary; it operates from grade 8 to 10. There are four teachers including the principal. All of them are Xhosa speaking with a reasonable level of proficiency in English.

The structure of the thesis

The following is the manner in which the thesis is structured: in chapter two the literature is reviewed. This is where the historical background of the Language in Education Policy (LiEP) is discussed. The relationship between language and learning is given a brief overview. Here the work of Cummins (1986) with special reference to basic interpersonal skills (BICS) and cognitive academic language proficiency (CALP) and the Threshold theory is discussed.

Chapter three is the methodology chapter. The chapter contains an outline of the theories which have been used in the research and which have provided the background to it. An overview of the participatory research methodology, which is central in the study, is given.

Chapter four deals with the research findings. Chapter 5 deals with the discussion of the findings.

Chapter six is the concluding chapter. It discusses the implications of the study, limitations and problems encountered in it.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The main focus of this chapter is to provide an overview of research carried out in my field of study namely, LiEP. It provides a historical overview and discussion of current issues concerning the LiEP in South Africa. There is also an overview of LiEP as documented in government communiqués. Two policies announced by the Minister of Education, the Language in Education Policy in terms of Section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996), and the Norms and Standards regarding Language Policy published in terms of Section 6(1) of the South African Schools Act, 1996 (Bengu, 1997) deserve mention in this category. The discussion of these policies of necessity leads to a consideration of the relationship between language and learning. To this end, the works of Vygotsky (1962); Piaget (1926) cited in Nightingale (1988) and Cummins (1986) have been used in discussion. The conclusion of the chapter consolidates the discussion of the works.

2.2 Language-in-Education Policy – a historical overview

Some scholars argue that language in education policies are guided by political ideologies and economic interests but not by education theory and practice (Hartshorne 1992:187). Hartshorne further argues that in the past, the decisions on language policies in South Africa were not taken by those who use African languages in their daily life. Even when decisions were taken in favour of those languages, their users were never consulted. The fact that “the decisions were taken ‘for’ and not ‘by’ those closely involved, served to divide African communities and limited social mobility and access to higher education” (ibid.:188).

Before the National Party came to power in 1948, for white learners the medium of instruction was either Afrikaans or English, while the other language was taught as a compulsory subject. After World War Two, dual instruction in school was promulgated for unity purposes for English and Afrikaans speakers. The National Party, which came to power in 1948, did not favour this policy. They rather declared that there be separate schools

for Afrikaans and English speakers. "The concern was for the creation of a powerful Afrikaner identity which would provide the emotional drive for the acquisition of political and economic power" (Hartshorne 1992:191). King and van den Berg (1992:2) argue that "the use of language as a defining characteristic for an exclusivist concept of nationhood has been an ideological cornerstone for apartheid". This was "seen by most African people as an integral part of the general oppression of Bantu Education" (ibid.:4). This policy lasted until the present government took over in 1994.

Before the advent of Bantu Education in 1953, the medium of instruction in African primary schools in all provinces was the mother tongue (MT) of the pupils in the early part of their education. The duration of the MT instruction differed from province to province. In the Transvaal it was the first two years, in the Cape and the Free State the first four years and in Natal it was the first six years. After this period one of the official languages was to be used as the medium of instruction. In the majority of schools, English was chosen as the medium of instruction. With the advent of the Bantu Education Act of 1953, the language policy of the black schools was changed. The MT was gradually extended to Standard Six; thereafter English and Afrikaans were used. Thus all eight years of primary education were in MT. Afrikaans and English became compulsory subjects from the first year of secondary school. They were also used as media of instruction from the first year in high school. This dual medium policy meant that 50% of the academic subjects were to be taught through the medium of Afrikaans and the other 50% through the medium of English. This policy was implemented regardless of the teacher resources available. Opposition grew from black parents because they were suspicious of the policy as one of the many ways used by the government to discriminate against Africans. According to Hartshorne (1992:198):

The medium of instruction issue was the centre of opposition to the system of Bantu Education. 'Black opinion never became reconciled to the extension of mother tongue medium beyond Std 2, nor to the dual medium policy in the secondary schools'.

While the government was rigid with regard to language policy, the homeland governments acted contrary to the policy. MT instruction was applicable during the first four years, thereafter one official language, which was English, was chosen as the medium of instruction. As a result of this state of affairs, there was division between the homeland LiEP and that under the Department Bantu of Education.

The findings of an investigation instituted by the Bantu Education Advisory Board in 1971 into the medium of instruction in African schools rejected the 50-50 medium of instruction policy on the basis that it was not based on sound educational principles (Taylor and Vinjevold 1999). It recommended instead MT instruction up to Std 4 and then that a choice be made between English and Afrikaans. The Secretary of the Department proposed three alternatives namely: the existing 50-50 policy, or English or Afrikaans. The homeland governments were left to make their own decisions. The Department of Bantu Education decided that the regional officials were to make the decision. Because of a variety of responses, the proposal was abandoned in favour of the dual medium policy (Hartshorne, 1992). The decision came at a very crucial time when the length of primary schooling for Africans was reduced from eight years to seven years in accordance with other racial groups. This meant that a school-leaving certificate was written in Std 5 not in Std 6. Examinations were written either in English or in Afrikaans. To African pupils it meant that they wrote an exam in a language after receiving only one year of instruction in it. There was fierce opposition, but the government was inflexible. This culminated in the 1976 uprisings so that in 1979 the minister promulgated a single medium of instruction, to be decided by the school. Even before this promulgation the majority of the African secondary schools adopted English as medium of instruction in mid 1976. According to the Education and Training Act of 1979 the medium of instruction in primary school was to be MT up to Std 4 and after that the parents would have to decide about the medium of instruction. African parents were not in favour of the LiEP in primary school, they wanted English as a medium of instruction from Sub A. In 1990 the Department amended the 1979 Act in accordance with the De Lange Commission, which released its findings in 1984. The schools could choose between these three possibilities: to start with English as medium of instruction from Grade 1; a sudden transfer from the MT to a second language medium; a graduated transfer from the MT to a second language medium (Taylor and Vinjevold 1999:210). This was not a proper arrangement for the African schools. According to Murray (1990), research carried out in the late eighties lent support to the view that both African teachers and learners did not cope with a transition to English as LOLT in the fifth year of schooling.

(Rubagumya 1994:1) lends his support to the argument as he notes with regard to many African countries "the medium of instruction acts in varying degrees as a barrier to effective learning and teaching". Probyn (1999) in her research in the Western Cape found that

students had problems in communicating what they did know in English and this contributed to high failure rates. She argues further that what emerges in her study is the daily struggle for students in ex-Department of Education and Training (DET) schools to understand and communicate, to learn through the medium of a language in which they are not fully proficient and the struggle by teachers to meet this challenge (ibid.:12).

2.3 Present Language in Education Policy

Debates on LiEP in South Africa have been influenced and guided by international studies “in bilingual and multilingual countries, by Pan Africanist views of language policy emerging from African countries, and by the limited amount of South African research undertaken in schools ” (Taylor and Vinjevold 1999:211).

Policy documents in education as quoted in the introduction to this chapter promote the concept of multilingualism, which is “the learning of more than one language rather than more than two languages” (Bengu 1997:1), the need to respect all South Africa’s languages and the use of the learner’s mother tongue in teaching and learning. School Governing Bodies (SGBs) are recognised as ‘the key partner’ in pursuit of the goal of multilingualism (ibid.). They must make a decision on two basic language issues, namely: the choice of LOLT, on one hand, and languages to offer as learning areas and at what levels, on the other. Under the Act, SGBs are required “to announce the school’s language policy, and to state how it will promote multilingualism through a variety of measures” (ibid.: 2). The choice of LOLT rests with the learners and their parents, which they make when they are applying to a particular school. The SGB will decide in line with the Norms and Standards document which stipulates the number of learners in a class, which is deemed to be practical for official languages to be requested as languages of learning (ibid.). The policy documents also promote additive bilingual models.

2.4 Current Language-in-Education–Policy practices

School language policies

The South African Schools Act of 1996 gives SGBs the responsibility to develop language policies that describe the strategies that will be implemented to promote multilingualism.

However, numerous studies have shown that, in the main, SGBs are not carrying out this responsibility.

The PRAESA study of ten Western Cape schools reported in Taylor and Vinjevold (1999:213), which was part of Presidential Education Initiative (PEI), found that none of them had embarked on formulating language policy as enshrined in LiEP. Also according to the studies conducted by Brown in ten schools in KwaZulu Natal, none had a language policy in line with LiEP (Brown 1998). In their study of seven schools in the Free State, Pile and Smythe (in Taylor and Vinjevold 1999) found that there was no language policy as required by the national policy. Four schools opted for English as LOLT from Grade 1 and the other three chose Sotho in the Foundation Phase and then English. In the eighth school the Department of Education and Training (DOE) had given the instruction that they should offer Sotho in the junior phase and English in the senior phase. In Setati's study of six schools in Gauteng (in Taylor and Vinjevold 1999) none of them practised language as per the policy. Three of them used English as LOLT as an accepted norm, not out of any decision or in consideration of the policy. In one school the school management informed the teachers about the language policy and the teachers just accepted it. In another school all teachers were involved in developing the language policy. In another school the parents as required by the Schools Act negotiated the policy, but the LiEP did not underpin these negotiations. It was just what the parents and teachers thought was right for the learners.

Murray (in Taylor and Vinjevold 1999) in her study found that many schools never changed their language policies despite the change in the language profile of their learners. She gives an example of a case where African learners are more than 50% population yet there was no African language on offer. One SGB banned the use of African languages in the classroom because of discipline problems. In other schools African languages were introduced as subjects not as media of instruction. An Indian school which changed to one with a large proportion of African learners introduced Zulu as a third language, not as the LOLT. In his study of three heterogeneous language areas of KwaZulu Natal, Brown (1998) found much the same in former Model C schools, which had a large number of African learners. Some schools tried to introduce Zulu from 1994 but the African parents objected and it was dropped.

It can be argued however, that although schools do not practise language policy according to the LiEP, they have their de facto policies. PRAESA confirms this notion (in Taylor and Vinjevold: 1999). According to PRAESA, school language policies take into consideration realities on the ground. These range from staff language proficiency to parental preferences for high status languages. Other PEI studies also support this view, as did Brown who found that “parents were reported to have expressed the view that they particularly wanted their children to speak English” (1998:15). Teachers in Brown’s study “felt that many parents were doing their children a disservice by insisting they be educated in English and that they were severely disadvantaged by not having access to MT initial literacy” (1998:18).

According to the National Centre for Curriculum Research Development (NCCRD), to parents “the lack of English proficiency meant limited access to higher education and to the labour market” (1999:48).

PRAESA (in Taylor and Vinjevold 1999) reports that in former white, Indian and Coloured schools staff proficiency determines the language policy. According to their report the inflow of African learners into former White, Indian, and Coloured schools was not accompanied by redeployment of qualified African teachers. Brown notes that “the slow pace of professional and governance response to demographic change among learners should be a matter of some concern” (1998:31).

Policies and practices of schools are influenced by perceptions of the value of English as a language of socio-economic power and mobility. Taylor and Vinjevold (1999) report that schools are offering English at lower levels in increasing numbers. PRAESA (in Taylor and Vinjevold 1999) reports similar findings in the Western Cape. Setati’s study found that all six primary schools in her study in Gauteng have adopted English as LOLT (in Taylor and Vinjevold 1999).

There are two main features of school language policy according to PEI researchers. They note that there is a decrease in MT instruction in junior classes and an increase in English as a language of instruction. They also note that there is a mismatch between the language spoken by learners and teachers in the former white schools (Taylor and Vinjevold 1999). PRAESA reports a high inflow of African learners to the former white, Indian and Coloured schools after the elections of 1994 in the Western Cape. This is also true of the Coloureds

and Indians to the former white schools. Similar reports are found in Gauteng, KwaZulu Natal and the Free State (Taylor and Vinjevold 1999). But this change in the language profile of learners was not accompanied by a similar change on the part of the staff, as Brown notes that responses to demographic change among learners have been slow especially regarding integration of the language teaching profession and the constitution of the SGB (1998:1). Murray (in Taylor and Vinjevold 1999), in her study, notes that mismatch in languages between learners and teachers is also experienced at high schools. She reports that in a dual medium school (English/Afrikaans) the African language speakers were in the English medium classes while most of the Afrikaans speakers chose to be in Afrikaans medium classes teachers. African language speakers in various subjects had been affected by language difficulties and they had fallen behind their Afrikaans counterparts (Murray in Taylor and Vinjevold 1999). The National Language Project's (NLP) Multilingual Primary Schools Transformation Programme (MPSTP) pursues a similar argument. According to their report:

Post apartheid classrooms are becoming increasingly multilingual yet most teaching is done in English or Afrikaans – a situation that puts non-English and non-Afrikaans first language speakers at a severe educational and social disadvantage. The cognitive development and the self-esteem of these children are impaired and their academic performance is poor because their primary language is not affirmed but regarded as being deficient (Mgudlwa 1997:4)

Their major findings in the study of three project schools in the Western Cape are: that the L1 Xhosa speakers are under-performing in each of the different schools as result of current language policy, and children do not have adequate comprehension or ability to use academic language (ibid.:4).

In the next section I deal with classroom practices.

Classroom practices

As a starting point in my research, I need to note that what the child brings to class is significant. It needs to be harnessed as an important resource. But this is not always true for all children who start schooling. It is only children who come from middle class homes whose prior school knowledge is acknowledged. This is true in the South African context

where learners, mostly Africans, from the lower income group find school knowledge totally different from the knowledge they encounter on a daily basis at their homes. About this argument, Burroughs and Macdonald (1991:25) make the following observation:

In industrialised societies all over the world, there are some children who are ready for the kind of schooling which they will experience. These children come from homes where parents have had formal education and read for information and enjoyment.... their home language is usually the language which they will use for education.

Bernstein quoted in Gravelle (1996), talks of two distinct codes, the 'restricted code' which is associated with the working class, and the 'elaborated code' which is associated with the middle class. The former is the type of language, which is used in the home environment of the lower income group, working class and mostly illiterate communities. This language is restricted, as it is not used in educational environments. The latter refers to the language, which is used in the environment of the middle class, and the literate communities. It goes beyond that environment because it is used in education circles. Learners from this environment are at an advantage as opposed to their counterparts from a privileged background.

Of significance is the fact that in their environment, the learners in black communities especially from the working class families are not exposed to any form of English. This is exacerbated by the fact that even in class, learners are not exposed to the best of form of English. Gough (1996:13) puts it this way:

Typically, especially in rural areas, the input to the acquisitional process is exclusively in the formal school setting from teachers who are themselves Black English speakers. For the majority of learners, there is little everyday contact with native English speakers, and exposure to varieties of English other than Black English in the classroom is minimal if non-existent. Outside the classroom, most everyday interaction is carried out through the mother tongue.

Gough (ibid.) further argues that in class, teachers use code switching, which is typically a mixture of English and the vernacular. Young (1995:108) quoted in Probyn (1999:2) expresses the same idea when he says, "the language of the classroom (in the former DET schools) (brackets mine), is very often not English but a mixture of English and mother tongue." Probyn takes the argument further by arguing that "teachers deliver chunks of English content from the textbook, and switch to mother tongue for discussion and

elaboration” Probyn (1999:2). A number of writers see code switching as an educational resource. They believe that teachers should “fine-tune language-in-schooling practices to match children’s varied needs in rural, urban, farm, high density, and low density schools, thereby maximising children’s access to mathematical and other knowledge” (ibid.).

Seepe (1998:246-7) “confirmed that the use of mother tongue and English can help the students in many ways. In particular, ‘in voicing of alternative [scientific] conceptions, in clarifying concepts, in eliminating misconceptions and in formulating ideas’”.

On the question of concepts, Peires, England and Webb (2000:3) found that student teachers in their study said there are no Xhosa words for science terms, for example *litmus* paper. They debated whether the solution is “to translate the terms (e.g. add/addition = *dibanisa*; oxygen = *umoya*) (ibid.). Peires et al. as researchers range from worrying about getting to know new Xhosa words, to moving to another linguistic context, to worrying who will make the new words.

They come up with a suggestion that:

The first language should borrow and adapt such terminology (as indeed, English did from Latin or Greek), e.g. spina (borrowed word for spin in Sotho), ibhola (borrowed word for sphere in Xhosa – as opposed to the indigenous isangqa = circle) as has Xhosa from other languages, e.g. those derived from Afrikaans such as i-venkile, i-ertjies, i-boontjies, i-kati etc.(ibid.).

They believe that if this were done scientific and mathematical terminology would lose its ‘distance’. However, they caution that care should be taken as to developing specific meaning for words that are needed in science and mathematics. They give an example of the Xhosa word *i halfana* which does not specifically refer to two equal parts (halves), but refers to any parts (including unequal) parts of a whole (Peires, et al. 2000:4). They add in the list words which have specific meanings in science like the following: force, pressure, density, heat, temperature, etc. Also other words are not understood in their ‘everyday’ general sense. They quote the work of one of their students where they were required to use a selection of words in sentences to show the difference between ‘scientific’ and ‘everyday’ meaning. This is what they found:

Multiply

Everyday: In everyday life to multiply is to *add on* to what you have already got.
Scientific: In maths to multiply is *not to add on* but *to calculate* a number by the number given.

Motion

Everyday: In life everything is in motion.
Scientific: Particles of a gas vibrate in motion.

Property

Everyday: You cannot take this car because it is my property.
Scientific: A triangle has three sides – these are its property.

Pressure

Everyday: When it is exam time I feel pressure.
Scientific: The area pressed by a force is called the pressure.

Their conclusion is that, the question of scientific concepts is a complex one because some of the words in everyday usage have a totally different meaning in science. Xhosa words have also a similar problem as demonstrated in the word *ihafana*.

Pluddemann (in Heugh 2002) in his study of feasibility of dual medium at foundation phase presents a vital argument of unresolved issues. These issues are the extent of the influence of English on maths and science when they are taught in the medium of Xhosa; the terms or phrases in Xhosa that the teachers use, and whether they are scientifically acceptable; the amount of English to be absorbed, for example, *iigermis* for (germs), or whether to use traditional words like *iintsholongwane*, or whether they can both be used, the mechanism to ensure a common usage of the terms from school to school; and the way to legitimise the terms by being accepted by government. If these can be tackled, this can do a great deal to help learners, teachers, parents and the government. Pluddemann (in Heugh 2002:60) making an observation on the same study says, “good learning outcomes are promoted through the use of two LoLTs, a constructivist pedagogy and learner-centred teaching methods, and a safe and user-friendly school environment that values learners’ home language background.”

Seepe (1998) presents arguments and counter-arguments on the use of mother tongue. He says the arguments:

concentrated in what is perceived to be deficiencies in African languages. These deficiencies have been cited to explain poor performance of African students in mathematics and science; these include portmanteau words, absence of articles, pronunciation, and vocabulary of science (248).

Portmanteau words are words that have more than one meaning. Seepe (1993) says, “the list of portmanteau words is considerable, however, fortunately, for fluent English speakers, the context usually defines the requisite meaning and the majority of these people can operate with several meanings side by side.” Seepe’s argument is that the above statement implies that words with multiple meanings are an English monopoly. He challenges that and says almost all languages have words with multiple meanings and therefore speakers of these languages have the ability to get meaning from a context. They would therefore transfer this ability when conversing with English speakers. In my study, the biology teacher alluded to this when she said in the interview, “in Xhosa they can be named into five or more terms...” (Appendix 5).

Arguing about pronunciation, Seepe quotes some critics who argue that “scientific words are pronounced in a way which has to do with roots of the words and within common agreement” (Seepe 1993:250). This is compounded by the fact that in many schools in Africa teachers are also second language English speakers. However, he makes reference to recent tendencies, which say that when a translation is required, the English word is used with a prefix or suffix to fit into the structure of the language. He gives an example of *ion* which is translated into *ayone* (pronounced as *aye-own-ne*) in Northern Sotho. In the mathematics lesson transcript in my study, the teacher makes use of this method. Her use is not limited to scientific terms only, but to English generally. The following extracts give a good illustration of this.

Extract 9 (*use of prefix / suffix to fit into the structure of a language*)

L: Ezi **intersectayo**. (*intersecting*)

T: Ezi **intersectayo**, **intersection o f l i n e**, ziyakwazi ke ngoku I (*the lines can*) **lines zimeetane at a point**, so ke ngoku **once i lines zimeetane at a point** kucacile into ngabana i **lines xa zimeetana at a point zikhona iangles ezitheni?** (*the lines can meet at a point, so once lines meet at a point it is obvious that there are angles formed*)

L: Mh..

T: Eziformishekayo pha. [*writing*] (*that are formed*) (LT1/2).

Extract 10 (*use of prefix / suffix to fit into the structure of a language*)

T: Kula (*in that*) **tape** intongaba ujule wokuyimisa phi na kula (*the fact that you throw as far as any*) **point** yakhe ebeyimarkishile, so ke ngoku kumeasureishwa **from** kula **point** nakule ndawo ebejula...? (*his/her point he/she has marked, so they measured from that point and the place that landed the throw*) (LT1/3).

Seepe submits that because of the current powerful position of English, the tendency to use English words with appropriate 'suffixes of prefixes' is pedagogically sound since texts are widely available in English. In addition to this, the time and resources to write and invent them in Northern Sotho cannot occur overnight.

These practical problems are challenges facing the science/mathematics teacher and the learners. Wolpert (1993), and Matthews (1994) (in Peires, et al. 2000), argue that the problem of scientific/mathematics terminology is experienced by first language learners as well. But in the case of the second language learners these problems are at levels or orders of magnitude greater than those experienced by first language learners.

Policy and practice

On the question of policy and practice, in a project developed by ELTIC for SGBs to assist in meeting new legislative and policy challenges in the Gauteng province, a study was made of twelve schools. The research revealed the following language policies and practices and language attitudes:

- *Black teachers, both in ex-DET schools or in other schools, use the home language of the learners to support the learning process according to the needs of the learners;*
- *In schools where all or most of the teachers lack skills in the African languages, extra classes to support black learners in the LOLT are organised;*
- *The difficulty that black learners experience with LOLT leads, in integrated schools, to stigmatisation as 'dumb' and 'academic separatism' into 'less clever classes';*
- *Parallel medium schools experience integration problems as learners do not mix sufficiently;*
- *African learners do not have the opportunity of taking their language as first language subjects;*
- *All schools acknowledge that learners who learn in a language which is not theirs and in which they are not fully competent, are experiencing problems;*
- *All schools acknowledge that there is a discrepancy between policy and practice (ELTIC'S Puo Dikolong Project 97:20-22).*

These studies highlight three points, namely: language mismatch, difficulty in learning through the medium of a language one has not yet mastered, and a discrepancy between policy and practice.

Pluddemann (in Heugh 2002:48) sees the failure of English Second Language (ESL) based education as emanating among other things “low English proficiency of the majority of teachers for whom English is an additional language which they themselves were poorly taught.” The implication here is that we should look beyond the reasons that the teachers give for code switching as being child-centred to check if they are not teacher-centred. One way of looking at that is to embark on action research, investigating teacher practices.

Parents’ and teachers’ preferences

Parents are said to oppose MT instruction as they have associated this with apartheid since the early 50s. Besides this, African languages have occupied a low status and English has been associated with economic benefits and upward social mobility (Brown 1998, Murray 1990, and PRAESA 1999). According to the PEI research report most parents see English as a resource. Setati (quoted in Taylor and Vinjevold 1999) suggests that it is not only the parents who see English as a language of power and socio-economic advancement in South Africa, but teachers as well. To them choosing English is in the interest of the learners. Six Grade Four teachers in his study expressed their views on their choice of English as follows: English is an international language, a language of assessment, a language of empowerment, a language of progression in the learners’ education, and a language for communication with people from other cultures (Setati quoted in Taylor and Vinjevold 1999). These sentiments echo what Nhlapo noted in the forties:

...it is quite true that to most African scholars English is education, and education is English, and they find it hard to believe that a person may know a lot and be very well educated, and yet know no English (Nhlapo 1944 quoted in Alexander 1989).

However, Heugh (2002) challenges the research, which argues that many parents want their children to be taught in English on the basis that it is only the elite parents who favour this. These parents are in the minority. She states:

...the refrain of many parents prefer English only is therefore overstated and misleading. In a country where the majority of people are part of what Bamgbose (2000, 7) terms the underclass and the working class it is not surprising that there is a small aspirant black middle class who could make such decisions (Heugh 2002:184).

Heugh (2002) also challenges other studies that maintain that additive bilingualism/multilingualism cannot be practised in the model of MT and English. She challenges the studies which maintain the following points:

- ❖ there is little or no indigenous South African research on language in education policy to show what is wrong or could work well;
- ❖ parents want straight for English;
- ❖ in South Africa English is the only language which has the capacity to deliver quality education to the majority; African languages do not and cannot;
- ❖ African language speaking children are multilingual and therefore do not need mother tongue education;
- ❖ bilingual education is too expensive and we have only one option: English only.

It can be concluded that from what has been stated above, MT instruction is a remote possibility given the damage done in the past by apartheid with regard to perception of African languages. More studies like the one by Ramani and Joseph (in Heugh 2002) which looks at introducing an African language as medium of instruction at the University of the North and the work done by PRAESA in the Western Cape are needed.

The foregoing discussion needs to be considered in the light of whether there is any pedagogical justification for the use of English. To this end, I shall include discussion on the relationship between language and learning. This will be based on the works of Vygotsky (1962); Piaget (1926) and Cummins (1986). The discussion of Cummins' work will concentrate largely on bilingualism and theory of learning. I now move to the next section where these issues will be discussed in detail.

Relationship between language and learning

In my study, there is a suggestion that language is a factor in the performance of learners. Both learners and teachers in the study agree that an adjustment of language to suit learners is a prerequisite for effective learning. Teachers do that by means of code switching. In the following section I will look at the relationship between language and learning.

Piaget (1926) and Vygotsky (1962) shed light on the subject of the relationship between language and thought. Piaget believed that development needs two things to happen. There is maturation or nature and there is environment or nurture. These must interact for cognitive development. For cognitive development to take effect, learning should be exploratory. The teacher should give an opportunity to the learner to be actively involved, and to try things out and to discover things for themselves. They must try to reason and reflect. It should be noted that cognitive development does not occur evenly. It occurs unevenly but through “fixed sequence of stages, to higher and higher levels of organising and of being able to manipulate information (Donald et al. 2002:69). The implications for teaching are manifold. Teachers need to create an enabling environment for learning if cognitive development is to take place. They need to involve learners in activities that are challenging so that learners can engage with those activities.

According to Donald et al. (2002:69-70) Piaget “was concerned with how cognitive development takes place from ‘inside out’, and Vygotsky was more concerned with how it happens from ‘the outside in’.” In relation to my study Vygotsky is important as far as his contribution in helping us understand how language develops as a tool of cognitive development. This language includes written, spoken and mathematical language.

Vygotsky viewed thought and language as distinct cognitive operations that develop along separate lines in young children. They, however, grow together in childhood (Vygotsky 1986). The speech structures that the child masters become the basic structures of thinking (ibid.). “Once thought and language have grown together, they develop in an intertwining pattern, each reinforcing and changing the other as development proceeds” (Schinke-Llano 1993 cited in Dison 1997:47).

Vygotsky also stressed the development of conscious awareness and voluntary control of knowledge. He explained these using 'scientific' and 'everyday' concepts. He says that scientific concepts are part of a system of knowledge that is learned through formal instruction. On the other hand, everyday concepts are acquired unconsciously through experience (Vygotsky 1986). The strength of scientific concepts is in the child's capacity to use them voluntarily. Development in the child is facilitated by mediation. Central to the concept of mediation is the zone of proximal development (ZPD). This where mediation takes place. Simply defined it is the area or space just beyond a child or anyone's present understanding (Donald et al. 2002). A teacher engages the child in thinking in that space so that the child can be at a new level of understanding.

These theories relate to the issue I am concerned with; school language policy. The choice of LOLT has to be done with these theories in mind. Teachers need to raise the level of proficiency in the language that is to be chosen as LOLT. They need to use different strategies of mediation so that they do not only engage learners in activities that learners are familiar with, but with those that challenge them. This should be done step by step. It should be acknowledged that learners in the study had been exposed to English as LOLT for a long period. But because of the manner in which they have been taught, namely code switching, their proficiency level in English is low. It is why mediation should be done taking this aspect into consideration. In the revised National Curriculum Statement, it is stated that when learners are in a school where LOLT is in an additional language for the learner, teachers should make provision for assistance until such time that the learner is able to learn effectively in the LOLT. Simply stated, the choice of LOLT should be made with provisions that learners would be assisted until they are able to learn effectively in that LOLT.

Cummins (1986) also has a contribution to make with regard to this topic. His work deals with the relationship between language and thought in bilingual or multilingual children. To explain this relationship, he developed a model he called Common Underlying Proficiency (CUP). According to this model, although two languages are visibly different in outward conversation, they operate through the same process system (Cummins 1986). The language the child uses in the classroom needs to be well developed for him/her to be able to process the cognitive challenges of the classroom. Speaking, listening, reading or writing in the first or second language helps the cognitive system to develop. If children operate in the

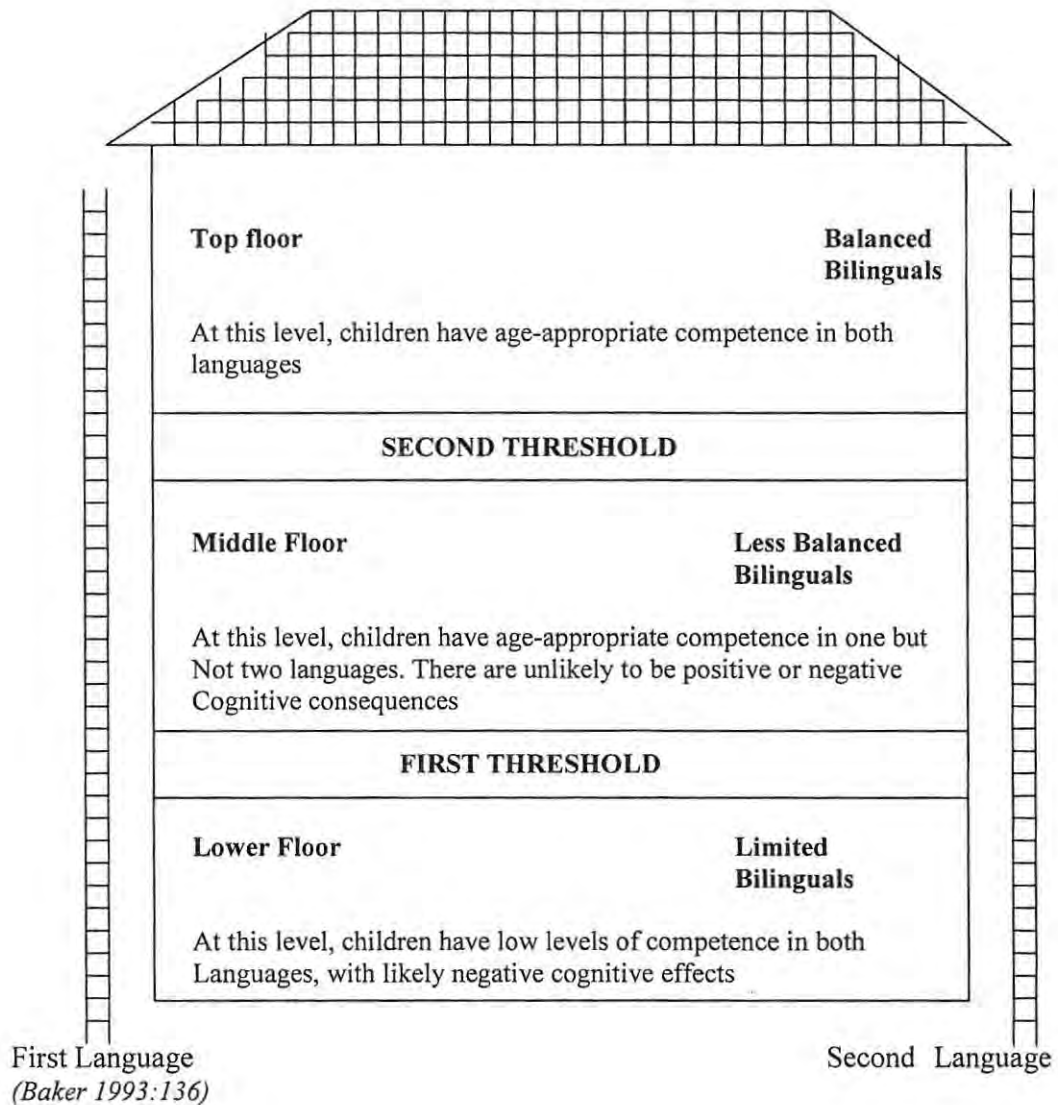
classroom in a poorly developed second language, the quality and the quantity of what they learn from complex curriculum materials, and produce, may be relatively weak and impoverished.

Baker (1993) argues that the Threshold Theory partially summarises the relationship between cognition and bilingualism. This is the idea of Cummins (1976) and Toukoma and Skutnabb-Kangas (1977) quoted in Baker (1993). According to this theory, there is a threshold level of competence in both first and second language, which a child must attain before gaining the potential cognitive benefits of bilingualism.

This theory is explained in terms of a three-floored house. On the lower floor are children whose current competence in both their languages is insufficient. In their case, there may be negative or detrimental cognitive effects. In the middle are “those with age-appropriate competence in one of their languages but not in both” (Baker 1993:136). An example here is a child who can operate in the classroom in one of his/her languages but not in the other language. There is little difference between this child and a monolingual one. Provided he/she is able to use the stronger language for learning, this is unlikely to have any significant positive or negative cognitive differences compared with a monolingual. At the top are children “who approximate ‘balanced’ bilinguals” (ibid.:137). These children:

have age-appropriate competence in two or more languages....they can cope with curriculum material in either of their languages. [At this level] the positive advantages of bilingualism may appear. [A child at this level] may have cognitive advantages over monolinguals (ibid.).

Below is a diagrammatic representation of this theory.



There is research that agrees with Threshold Theory. Bialystok (1988), Clarkson and Galbraith (1992) and Dawe (1983) support this theory. “Dawe’s (1983) study examined bilingual Panjabi, Mirpuri and Jamaican children... on deductive mathematical reasoning. [He] found evidence for both the lower and the higher threshold” (Dawe 1983 in Baker 1993:137). Bialystok (1988) in her study “found that the level of bilingualism is decisive in determining the effect it will have on development” (Bialystock 1988 in Baker 1993:137).

Baker (1993) maintains that the Threshold Theory also relates to education. He gives an illustration of children in immersion education in Canada where he says there is normally a

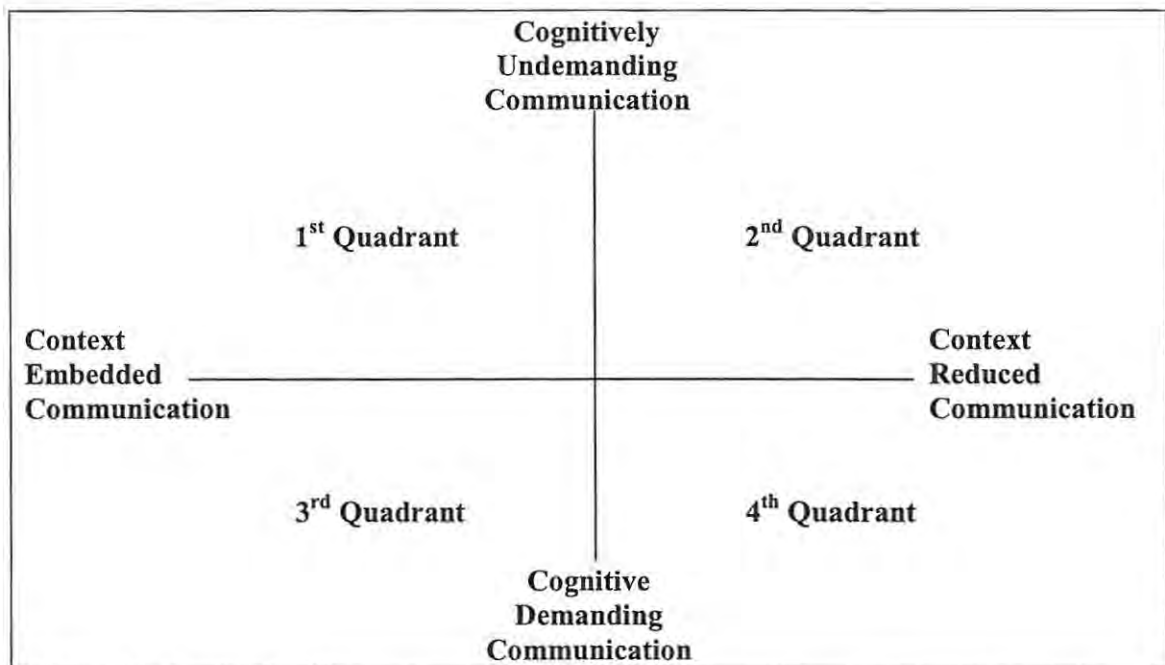
temporary lag in achievement when curriculum is taught through the second language. This is so until the second language has developed well enough to cope with curriculum material. This is a very important observation because it gives answers to the questions that ask why learners taught in a second language which is their weaker language fail to progress.

Cummins (1986) came up with another theory, which is related to the Threshold Theory, the theory of basic interpersonal skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to simple communicative skills that are necessary for functioning in everyday contexts and CALP refers to language proficiency necessary to meet the cognitive and academic demands of the classroom. Baker (1993:138) also argues that:

The distinction between BICS and CALP helps to explain the failure of bilingual children in mainstream education who appear to have sufficient language competence (BICS) to cope, but fail because their CALP is not developed enough to cope with the demands of the curriculum.

Baker (1993) further argues that what is essential is that 'common underlying proficiency' is well developed. "A child's language-cognitive abilities need to be sufficiently well developed to cope with the curriculum processes of the classroom. This underlying ability could be developed in the first or second language, or in both languages simultaneously" (ibid.).

To develop the theory of BICS and CALP further, Cummins (1986) outlined a framework of range of contextual support and level of cognitive demands of communicative activities. This theory is represented in the diagram below:



(adapted from Cummins 1986)

He proposes two dimensions, which concern communicative proficiency. He proposes that 'language proficiency' can be conceptualised along two continua. First is the horizontal continuum relating to the range of contextual support available for expressing and receiving meaning. The extremes of this continuum are expressed in terms of 'context-embedded' against 'context-reduced' communication. The difference between them is expressed as follows:

In context-embedded communication the participants can actively negotiate meaning...and language is supported by a wide range of meaningful paralinguistic and situational cues; context-reduced communication, on the other hand, relies primarily...on linguistic cues to meaning and may in some cases involve suspending knowledge of the 'real' world in order to interpret (or manipulate) the logic of the communication appropriately (Cummins 1986:152-3).

The vertical continuum is related to how cognitively demanding the task or activity is. Cognitively demanding communication usually takes place in a classroom. This is where a lot of information at a challenging level demands quick processing. On the other hand, cognitively undemanding communication may occur in informal situation like in play fields, or in the shop. Here information is simple and straightforward as compared to a classroom situation.

BICS is context embedded, and cognitively undemanding use of a language, which will fit into the first quadrant in the diagram. CALP is context reduced and cognitively demanding language that fits into the fourth quadrant. Baker (1993:140) argues that:

[this] theory suggests that second language competency in the first quadrant develops relatively independently of first language surface fluency. [In contrast], context reduced, cognitively demanding communication develops inter-dependently and can be promoted by either language or by both languages in an interactive way.

Therefore, according to this theory, bilingual education only succeeds in a situation where children have developed first or second language. This should enable them operate in a context reduced, and cognitively demanding situation of the classroom (Cummins 1986).

The two dimensional model sheds some light in understanding various research findings. It helps us understand why African children perform poorly in mainstream education where they are taught in English, which is their second language. According to this theory it is because they do not have CALP proficiency in English as well as their MT so as to be able operate in a situation that is more cognitively and academically demanding. As soon as they are proficient to operate in cognitively demanding environment, they normally catch up with their peers.

Versfeld and Dyer (1995:3) discuss the importance of the first language in developing cognitive and academic skills. They say:

If you neglect your first language and only use a second language that you are still trying to acquire you are unlikely to learn anything successfully. You could end up losing your own language or experiencing subtractive bilingualism. This is when students do not know their first nor second languages well enough to develop their cognitive skills sufficiently.

They make reference to a study in America led by Ramirez, which followed 2000 Spanish-speaking students over four years. They were divided into three groups, the first being taught in English from the outset, the second in a small amount of Spanish and then in English, and the third where most instruction was in Spanish and there was very gradual and supported introduction to English. The results were that the first two groups never caught up with their English speaking peers, and lagged further and further behind especially in subjects like

maths. The third group did much better in their content subjects so that by the end of the study, their English results were overtaking the other groups' English results, and were getting closer to the results of the English speaking students. What can be concluded in these studies is that they dismiss the false perception, that the earlier and greater the exposure to English and reduction of mother tongue exposure results in better proficiency in English (Heugh 2002).

In my study learners are from the background where their MT is not used as LOLT in their learning environment. Their performance is not what their parents and their teachers want. This is also one of the reasons parents supported the development of a language policy; they wanted their children to be taught in a language they understand.

Conclusion

Research reports by PEI (1999), PRAESA (1999), and Brown (1998), suggest that few schools have developed formal language policies according to the South African Schools Act (1996) and the LiEP. Reasons for this are not simple; the PEI report suggested the following reasons:

- *Lack of knowledge of the new language policy;*
- *Schools' lack of experience and expertise in developing their own policies;*
- *Lack of an implementation plan and resources and mechanisms for monitoring of a new language policy;*
- *Perceptions of the advantages of English;*
- *Staff language competencies;*
- *Socio-economic needs of clients (PEI quoted in Taylor and Vinjevold 1999).*

PEI researchers found that MT instruction in the early years of schooling is decreasing. Reasons range from changing demography of South Africa to aspirations of parents. The latter is evident in their choice of English as LOLT from the early years. Mention must be made of the breakdown between LiEP and classroom practice. The process of teaching through a second language is time-consuming and stressful to both teachers and learners.

As is evident in the foregoing discussion, for effective learning through the medium of a language, that chosen language has to be well developed. This is when we can begin to talk of balanced bilinguals.

Policies, teachers, parents, and learners' preferences have to be informed by this knowledge. This does not include other facets, which are relevant for learning, namely resources and teachers' skills and styles. As of now, this information is only accessible by the academic elite. People who are affected by it most remain at the periphery.

My study relates to the literature in this chapter in many ways. In this chapter I have traced the trajectory of the LiEP, historically and the current practice, and looked at the theory of learning. The school in which I have conducted the study is in the rural Eastern Cape. The background is provided in chapter 3 of this thesis. It is within the context of current legislation regarding LiEP. The teaching staff of the school is the product of the former departments of education. They are bilingual/multilingual. The parents of the learners are the product of the political and economic ills of the past. They come from the low-income group. They speak one of the indigenous languages, which were marginalised in the former LiEP but are now recognised as official. Bilingual theories and theories of learning fit in my study because teachers and learners are affected by them. As of now teachers in my study use learners' support material, which is in English. The LOLT is de jure English while de facto practice is not. This is the mismatch of policy and practice, which is at the heart of the studies that I have consulted in the literature review. Parents have their voice in my study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter I am going to outline the course of action in the research. This will start from the research paradigm to the research process. In the research paradigm section the positivist, interpretive and critical paradigms are discussed. This is followed by a discussion of the participatory research approach, in which this project is located. Next, a number of important research issues are covered: ethics, objectivity, and validity. A section that deals with groundwork to the research project follows this. This is where the background to the study is given. The research process follows immediately afterwards. The research process covers parents' meetings, language survey and audit, pilot survey, a survey at the research site, classroom observation and the language committee.

3.2 Research paradigms

Paradigms are all-embracing systems of closely related "practice and thinking" which guide and "define for the [researcher] the nature of [his] enquiry, which can be categorised "along three dimensions namely: ontology, epistemology and methodology" (Terre Blanche and Durrheim 1999:6). Further, Terre Blanche and Durrheim state that:

Ontology specifies the nature and reality that is to be studied, and what can be known about it. Epistemology specifies the nature of the relationship between the researcher and what can be known. Methodology specifies how the researcher may go about practically studying whatever he or she believes can be known (ibid.).

This definition further states that paradigms in the social sciences often co-exist, which makes it possible for a researcher to draw on more than one paradigm. Guba (1990:17) cited in Dison (1998:8) defines the term paradigm "as a basic set of beliefs that guides action, whether of the everyday ... variety or action taken in connection with a disciplined enquiry." In a similar vein, Patton (1978:203) in Lincoln and Guba (1995:15) describes a paradigm as:

...a world view, a general perspective, a way of breaking down the complexity of the real world. As such paradigms are deeply embedded in the socialisation of adherents and practitioners: paradigms tell them what is important, legitimate and reasonable. Paradigms are also normative, telling the practitioner what to do.

In my research, I have adopted an inter-actional epistemological stance toward reality whereby I used interviews, observation, and survey methodologies. Taken together these methodologies rely on a subjective relationship between the researcher and the researched.

There are ontological and epistemological differences between paradigms which will be discussed in the following section.

3.2.1 The positivist research paradigm

According to the positivists, reality is 'out there' in the world. This is true whether it is observed or not and irrespective of the person who observes it. People using their senses discover it. According to the positivists, the world is rational. It can be understood through research.

The positivist researchers expect other researchers handling similar data to come to the same conclusion that they find because they do not take themselves as variables in their research. They thus avoid personal pronouns, 'I' or 'me'. In addition, the positivists give things and events descriptive labels irrespective of the observer. Those possessing these labels can be counted and the quantity can be measured and be subjected to statistical analysis. This is the reason for their methodology to be described as 'quantitative'.

The purpose of research to the positivist is to describe and understand the phenomena of the world and to share that with others. This enables one to explain how particular events occur and how they are linked in a theoretical structure. It may provide prediction about future events (Bassegy 1995:12).

The positivists assume that reality is governed by natural laws. This makes it possible for the researcher to observe independently and objectively from the outside.

About reality, objectivity and truth, the positivists modified their position. While they still believe that there is reality that is separate from the researcher, they accede that it can only be

imperfectly apprehended. Complete objectivity is not possible. This position is sometimes called post-positivism.

A number of assumptions can be drawn from positivism. These are: the ontological assumption of a single reality 'out there' that can be broken apart into pieces capable of being studied independently; reality driven by fixed natural laws which researchers can discover and generalise from; the researcher can take a distant, objective stance towards the objective of research; an assumption that theory can be value-free and that the methodology used should ensure this (Lincoln and Guba 1995:28; Janse Van Rensburg 1995:5).

3.2.2 The interpretive research paradigm

Interpretive researchers dismiss "the idea of there being a reality 'out there' which exists irrespective of people"(Bassey 1995:13). To them "reality is seen as a construct of the human mind. People perceive and interpret the world in ways that are often similar but not necessarily the same"(ibid.). Because of that, there can be different understandings of what is real. "Concepts of reality can vary from one person to another. Instead of reality being 'out there', it is the observers who are 'out there'"(ibid.). Since people

are part of the world that they are observing and so, by observing, may change what they are trying to observe. The interpretive researchers consider that the rationality of one observer may not be the same as the rationality of the other (ibid.).

The interpretive researchers believe that "people living together interpret the meanings of each other. These meanings change through social intercourse" (ibid.). They "reject the positivists' view that the social world can be understood in terms of general statements about human actions" (ibid.).

Interpretive researchers recognise themselves as variables in enquiry because they can change the situation they are studying. Therefore when they are writing up their reports they may use personal pronouns.

Interpretive researchers usually collect data by verbal fieldwork notes, diaries, and transcripts and reports of conversations. Sometimes their data can be analysed numerically. In most cases, they are not open to statistical analysis. They are usually rich in terms of language.

This is why the methodology of the interpretive researchers is described as 'qualitative' (Basse 1995:13).

The interpretive paradigm is also called the constructivist, symbolic or hermeneutic paradigm. Guba (1990:25) states that "'Reality' exists only in the context of a mental framework (construct) for thinking about it"; and the value ladenness of facts, that is, that inquiry cannot be value free. This suggests that objectivity is not possible.

Interpretive researchers begin with individuals and set out to understand their interpretations of the world around them. To them theory becomes sets of meanings, which yield insight, and understanding of people's behaviour. These theories are bound to be as diverse as the sets of human meanings understandings that they are to explain (Cohen, Manion, and Morrison 2000:23).

3.2.3 The critical paradigm

Research based on critical theories sees all social practices including research as ideological. It rejects the idea that inquiry can be value-free (Janse van Rensburg 1994:7; Guba 1990:24). The aim of the enquiry is emancipatory; the role of the researcher is to raise the consciousness of the participants in the situation being researched and thus to act as a catalysts for the participants to transform the situation. Research tends to be conducted through a dialogical approach that seeks to eliminate "false consciousness" and rally participants around a common point of view (Guba 1990:24).

In this research, the aim is emancipatory and its goal is the empowerment of the researched and the researcher. I have acted as a researcher and a learner to change the situation in the school. At the end of the study, it was intended that all participants would be equipped with knowledge about their situation and how to effect change for a better one.

3.3.1 Participatory research approach

This is the research paradigm that I have adopted in my study. The reason is the nature of inquiry adopted in participatory research approach suits my study.

Participatory research is a three-dimensional process that involves social investigation with the full participation of the whole community in the entire process (van Vlaenderen and Nkwinti, 1993). According to Maguire (1987:29), participatory research “is a method of social investigation of problems involving participation of oppressed and ordinary people in problem posing and solving.” According to her, it is an educational process because the researcher and the researched analyse the causes of the identified problem through collective discussion and interaction. This is the first reason why I chose this methodology. It is because my research involves the whole community where I work and it is educational because the participants and the researcher are beneficiaries. The researcher and the oppressed/participants join to take collective action. It can both be short term or long term. The goal is change. This approach involves three types of change. These changes are as follows: the development of a critical awareness of the participants, the improvement of their life conditions and a transformation of the social structure in which they operate (van Vlaenderen and Nkwinti, 1993:213).

“Participatory research embodies an approach to data collection that is two-directional (both from the researcher to the subject, and from subject to researcher). The process itself is dynamic, demand-based and change-oriented” (Narayan 1996:17). It takes on board people, agencies and organisations with substantial stake in an issue, and affected by decisions made through the participatory research process (ibid.). My research fulfils this requirement as well. Teachers’, learners’, parents’ and the researcher’s critical awareness were developed because: they were all not aware of their expected roles in language policy, they were also not aware that their situation could be improved by their active involvement. Parents became aware that the conditions of teaching in the school could change for the better with their involvement in policy matters. Before the study, teachers, parents and the researcher held the view that policy matters were for the government.

The core of participatory research is capacity building and empowerment (van Vlaenderen and Nkwinti, 1993). It is further argued that a “research process that builds on local knowledge helps rebuild people’s capacity to be creative actors in their own world” (ibid.: 215). Maguire (1987:39) sums up by saying:

Participatory research helps to return to ordinary people the power to participate in knowledge creation, the power to utilise knowledge. Participatory research assumes that returning the power of knowledge production and use to the ordinary and

oppressed people will contribute to the creation of a more accurate and critical reflection of social reality, the liberation of human creative potential and the mobilisation of resources to solve social problems.

This view is also expressed by Narayan (1996) where he states that participatory research raises participants' awareness and capacity by equipping them with new skills to analyse and solve problems. For this to happen, the participants should be involved in the development of every step of the research process.

In the study the participants were capacitated and empowered in the process. The skills and knowledge of the researcher who was also learning in the process, guided teachers, parents and the learners. However, it can be argued that empowerment was not pronounced in a cut and dry manner. It was there by virtue of the participants being involved in the research process. To measure the extent of the impact was not part of the research. However, it is my belief that participants were much better informed at the end of the process than they were before it got started.

The aim of the participatory research is to narrow the traditional chasm between the researcher and the researched. In participatory research the researcher is regarded as a person with specialised knowledge who is a committed participant and also a learner (van Vlaenderen and Nkwinti, 1993). Participatory researchers assume a facilitating role instead of being the sole data collector and analyser in charge of the research project. They place their expertise at the disposal of the community they work with (ibid.). However, Maguire (1987) offers a slightly different point when she argues that participatory research assumes that both the researcher and the researched come to the research process with knowledge and experience to contribute. She further argues that if ordinary people are given tools and opportunities, they are capable of critical reflection and analysis. A similar view is expressed by Narayan (1996:20) where he says that "participatory research is a process of collaborative problem solving through the generation of local knowledge. It is a process that builds local capacity by involving users in decision making for follow-up programmes."

Participants in participatory research identify a common problem that has to be resolved and this phase includes investigation of the underlying cause of the experienced problem (van Vlaenderen and Nkwinti, 1993). My research covered this stage as well. I brought to the attention of the teaching staff, the parents and the SGB the dilemma and the hesitancy in

teaching, the fact that there is no common approach to use of the language of learning and teaching as a result of not having a language policy in place. Together we agreed that there was a need to solve this problem, and we discussed our roles as participants in the research. This was the niche for my research.

Participatory research assumes that the needy communities have a traditional and well-balanced system that they used to survive in unfavourable conditions. A viable intervention would include the analysis of the local community history. This also means that the local knowledge and resources have to be tapped and utilised. This would minimise chances of de-skilling the local community and increasing their dependence on external or foreign expertise (van Vlaenderen and Nkwinti, 1993). In my research I employed techniques from ethnography to try to find out what was happening in the school. This information was brought to the attention of all the participants. In the findings I established some of the survival skills used by the teachers in order to cope with their teaching. I also found out what the learners needed so that they could have maximum benefit in their learning. This knowledge was used in the process of developing the language policy. I did not discard what was already in place.

Participatory research uses both traditional and innovative methods but they should be compatible with the local dynamics of the moment. Research techniques commonly used are self-surveys, workshops, group discussions, fact-finding tours, and collective production of audio-visual means and popular theatre. These are not merely data gathering tools, but they also equip the community with the necessary tools (Nkwinti and van Vlaenderen, 1993). In the research that I conducted I used some of the above tools to gather and disseminate data and information. I held meetings with the teaching staff of the school, the parents and the SGB of the school. I held interviews with the teachers, the learners and the parents. A survey, "gathering data at a particular point in time with the intention of describing the nature of existing conditions" (Cohen et al. 2000:169), was conducted to establish the language that is used in the school. This was done by means of a questionnaire, "a widely used and useful instrument for collecting survey information"(ibid.:245) and interviews. Then I had lesson observation, thus using triangulation, which "is the use of two or more methods of data collection in the study of a human behaviour" (ibid.:112). The learners were addressed about the observation and they were enthusiastic about it. A tape-recorder was used in this regard.

The tape recorder was used to make certain that I was as unobtrusive as possible. Lincoln and Guba (1985:199) cited (in Cohen et al. 2000:146):

Distinguish between 'obtrusive' (e.g. interviews, observation, non-verbal language) and 'unobtrusive' methods (e.g. documents and records), on the basis of whether another human typically is present at the point of data collection.

After the observation, I transcribed the lessons. When I experienced problems such as audibility and spelling I consulted the teacher. When I finished the transcript, I gave a copy to the teacher. The mathematics teacher was surprised about the volume of her lesson when she saw her first lesson transcript. She said she expected very few pages. She was also not happy to realise that most of the time she was the one who was doing the talking in the class. This was really illuminating for her.

3.4 Objectivity

Objectivity means that the influence of the researcher's judgement is minimised (Mertens 1998). Positivist researchers place emphasis on science as a method of reducing or eliminating the bias of personal values on observations and try to be value free (ibid.). The assumption is made that data, interpretations, and outcomes are rooted in contexts and persons apart from the researcher and are not figments of the imagination. This means that data can be tracked to its sources (Guba and Lincoln 1989).

However, Smaling (1989:157) quoted in Dison (1997:18) further talks of the idea of 'letting the object speak' and the "personal experience of the researcher is not just seen as a possible threat to objectivity, but as an instrument: objectivity is an intelligent learned use of our subjectivity, not an escape from it."

In this study, the researcher has tried to harness his subjectivity to ensure that the results are open to scrutiny and not biased. He has provided a permanent record against which his interpretation and conclusions can be judged. At the level of data capturing, he has used the tape in observation to be unobtrusive. He did not take a role that could threaten the participants. This was done to eliminate the chances of threatening the participants and therefore change their behaviour. What has been prepared for the participants in the form of

questionnaires, lesson transcripts, summary of the meetings and the input of the various groups involved in the research have been collated and included as appendices. This was done for the purpose of letting the reader arrive at relevant conclusions about the data that has been collected.

3.5 Validity

There are four aspects of validity that are appropriate for research that is oriented towards social change (Lather, 1986 in Dison 1997).

The first aspect is triangulation, which is “the use of two or more methods of data collection in the study of some aspect of human behaviour,” (Cohen et al. 2000:112). In my research, I have used triangulation of sources of data. In the focus groups of learners, I have used questionnaires that they filled in as individuals. Then they answered questions on a sheet of paper where they could consult other learners. Then they were interviewed. With the teachers I observed their lessons and interviewed them. I compared their responses with what I observed. The same data from observation was compared to what the learners gave as their responses to the language used in teaching.

Second is construct validity. “Agreement here is sought on the ‘operationalised’ forms of a construct, clarifying what we mean when we use this construct” (Cohen et al. 2000:110). Your understanding of the construct as researcher should be “similar to that which is generally accepted to be the construct” (ibid.).

Another category is catalytic validity. Scheurich (1996) (cited in Cohen et al. 2000:111) says, “valid research, if it is to meet the demands of catalytic validity, must demonstrate its ability to empower the researched as well as the researchers”. Lather (1986, 1991), Kincheloe and McLaren (1994) (cited in Cohen et al. 2000:111) “suggest that the agenda for catalytic validity is to help participants to understand their worlds in order to transform them.” Although I did not measure the extent of the impact of my research on the researched, their participation in almost all its stages suggests that they may have been empowered. The students in their own admission said they gained a lot in the research. Parents and teachers too, admitted that they did not know that the LOLT was their

responsibility to determine. Before the research they did not know anything about LiEP and the position in other schools.

In my research I was concerned with reliability and validity of my findings. According to Narayan (1996:23) in participatory research, “reliability is achieved by using multiple methods and validity confirmed through consensus, discussion and dialogue.” He argues further by suggesting that credibility and trustworthiness are enhanced when users/participants themselves are involved in data collection and researchers are honest about the limitations and reliability of their findings. In my research, the participants were neither involved in data collection nor were they involved in the writing up of the findings. Therefore my methods of validation differed slightly from participatory methods of validation.

3.6 Groundwork for the research project

The study was conducted as a result of my experience as an English teacher in African schools including the school that I am currently teaching at. The school is rural. The community is Xhosa speaking. The illiteracy rate in the community is very high. Parents, teachers and learners share the same cultural values and traditions. The majority of the parents are not working. Some draw a pension as the only source of income. Others don't have any income. Parents of some of the learners are biological parents and others are guardians by virtue of being grandparents. Some of the children come from broken families. Quite a few come from single parents. Some of the guardians have the support of the biological parents in taking care of the school-going children. Some of the biological parents do not give the necessary support. As a result the grandparents have to eke out a living from a meagre pension. Some struggle to pay school fees and for school uniforms. Parents also lack motivation. They do not attend meetings. The few who attend are predominantly women. The rest of the parents, particularly men, have other things they value more than school. They are a farming community especially stock-farming at subsistence level. During dipping days some boys either come late for school or do not attend at all. Ridge (1990) quoted in Reynolds (1997:87) argues that:

Students need domestic support if they are to budget their time properly and without guilt or undue anxiety,...their parents and family will have no idea of the

philosophical pressure of study, and will probably view time spent on reading and writing somewhat equivocally, blending pride and having a student in the family with a sense that is not proper work.

The school lacks physical resources. There is no decent structure in place where learners' safety can be guaranteed. There are four shack classrooms. On wintry days, rainy days and hot days, teaching is virtually impossible. The place is hazardous. These factors impact negatively on the level of motivation of the learners.

The numbers in the school are very modest. At the time of the research, the enrolment was 104 learners. The school is a junior secondary; it operates from grade 8 to 10. There are four teachers including the principal, the latter being the researcher. With the exception of the principal, they are qualified teachers with a teacher's diploma. They are highly motivated and enthusiastic in performing their work despite the atrocious conditions they are working under. All of them are Xhosa speaking with a reasonable level of proficiency in English. Their level of proficiency in Afrikaans is very low, with the exception of the Afrikaans teacher.

The school offers the following subjects: Xhosa First language, English Second language, Afrikaans Second language, Biology, Agricultural Science, Physical Science, Mathematics, History, General Science, Accounting, Business Economics, and Economics. Grade 8 is following the Outcomes Based Education programme. They are doing the following learning areas: Language Literacy and Communication (LLC: English and Xhosa), Mathematics, Literacy, Mathematics and Mathematical Sciences (MLMMS), Life Orientation (LO), Arts and Culture (A&C), Technology (TECH), Human and Social Sciences (HSS), Natural Science (NS), Economic and Management Sciences (EMS).

At the start of the research the school did not have a language policy. There was no uniformity in the use of the language of learning and teaching. Teachers use code switching as one of the resources to help achieve their academic goals. Learners' exposure to English and Afrikaans is mainly in the classroom. Few have television sets in their homes or neighbourhood. They are not exposed to newspapers be they English or mother tongue except when they are used in class in various lessons. The standard of their spoken as well as written English is very low. The same could be said in both Afrikaans and Xhosa. Although they are Xhosa speaking, they speak 'peer language' among themselves and Xhosa to adults

and their teachers. This is especially true of the boys. The peer language is mixture of English, Xhosa and Afrikaans. Speaking this peer language is perceived as “understanding” and gives one a sense of belonging. Otherwise, one would be labelled as being old-fashioned if one speaks in the conventional way. Thus, their Xhosa is not a standardised form of the language; in colloquial terms it is “not pure”.

The experience in the school is not unique. I taught from Grade 8 to 12 before joining my school. Since teaching from the late eighties to date, I have experienced a decline in the performance of learners. This was evident in the high failure rate in the grades stated above. In primary schools the situation was not different. Studies have shown that one of the possibilities of the causes of the high failure is the language problem. According to Poth’s survey of African countries there was no success on the entire continent for what he describes as ‘submersion programmes’ (NEPI, 1992b cited in Taylor and Vinjevoold 1999). Learners were taught in a second language in which they were not proficient. English has been the LOLT although there has been no formal language policy. This aspect is covered fully in my literature review chapter. In addition, in the studies it is confirmed that language has a relation to learning. If learners are taught in a language they understand, learning is feasible but if they are taught in a language they do not understand learning cannot take place effectively. In my literature review I looked at school language policies in this country and abroad. As already pointed out in the studies, language policies favour speakers of English and Afrikaans where the LOLT is in either of these languages. Indigenous languages have been ignored. This is due to factors already outlined including that of the parents with “false consciousness” about language issues. Cohen et al. (2000:156), argue that “participants may be ‘falsely conscious’ (unaware of the ‘real’ situation), deliberately distorting or falsifying information, or highly selective.” In this case, parents believe that proficiency in English guarantees high academic performance. In a system where English is used to assess learners, they are right because learners will not have to contend with language before they can entertain questions. However, how one acquires English, on the one hand, and academic knowledge, on the other, are quite other issues.

3.7 The research process

I approached the staff about what I identified as a concern in teaching in our school. I approached them about my research interest and asked for their co-operation which they confirmed. My concern was that the school does not have a language policy. Teachers and parents assume that English is the LOLT. This is unquestionable and it is not perceived as being their responsibility to take a decision on it. Teachers therefore are not sure or confident and they feel guilty when they use any language other than English when they are teaching. They do not have a uniform approach the use of the LOLT. Some teachers use code switching, as one of the methods so that they achieve their pedagogical aims. Adendorff (1992:24) argues that code switching is “a communicative resource, which enables teachers and pupils to accomplish a considerable number and range of social and educational objectives”.

3.7.1 Staff meeting

I gave the staff a brief summation on the nature and scope of my research. I outlined the language in education policy (LiEP). We all agreed that we should together formulate a language policy as a guide for teaching in our school. We also agreed that this should be taken a step further, and brought to the attention of the school governing body (SGB) for ratification, and its co-operation sought since the power of making a language policy is devolved to them. The language policy should cover the following aspects: LOLT; languages that are to be taught as subjects; and the language to be used for communication in the school community. School community in this sense includes all stakeholders: parents, learners, teachers as well as the department. I outlined the research process to them. The process involved teachers, the learners and the parents. We needed to establish first what is going on in the school. Although the study was not long enough to be described as ethnography, my attitude and goals are similar: to understand what was going on. Wolcott (1975) cited in Spindler (1982:458) defines ethnography as “a descriptive endeavour in which the researcher attempts accurately to describe and interpret the nature of social discourse among a group of people.” Erickson (1973) quoted in Spindler (1982:458) states that “classrooms and schools are both well suited to ethnographic inquiry”. To achieve this objective I needed to observe teachers teaching so that I could establish the language/s they

use in teaching and why they use it/them. Also I needed to find out from the learners the language they use at home, at school and the language used when they are taught. With the parents I needed to find out from them which language/s they prefer to be used in teaching their children and why they prefer their choice.

3.7.2 Parents' meeting

In the parents' meeting I raised the concern that we did not have a language policy in the school. I raised their awareness that the government has devolved the power to the SGB to develop a language policy for their schools. This was very important information since they were not aware of this responsibility. I outlined to them my role as a researcher and a learner, and that as a researcher I would be empowering them in the process. We agreed that we needed to have a language committee to look into the development of the language policy. I undertook to help in the formation of such a committee. They gave their support. I undertook to report to them the progress of the language committee. To formalise our agreement, I wrote a letter addressed to the SGB where I outlined my intentions to conduct research at the school, and asked permission to do that (Appendix 1). According to Cohen et al. (2000:53):

The relevance of the principle of informed consent becomes apparent at the initial stage of the research project – that of access to the institution or organisation where the research is to be conducted, and the acceptance by those whose permission one needs before embarking on the task.

A carbon copy of the letter was sent to the district office.

3.7.3 Language survey and audit

For the language survey and audit I designed a questionnaire for the purposes of establishing the language used in the environment of the learners in our school (Appendix 2). According to Wilson and McLean (1994) as cited in Cohen et al. (2000:245) the questionnaire is:

A widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse.

The language audit involved the following exercise: filling in of questionnaires by learners in the focus groups, audio taping of teachers in the study in their lessons, transcribing the taped data, looking at the teachers workbooks, looking at the learners in the focus groups' workbooks, looking at the teaching/learning material used in each grade and analysis of all the data.

3.7.4 Ethical issues

Cohen et al. (2000) suggests three ethical values in the conduct of social research: respect for persons; respect for truth; and respect for democratic values. In the study, I considered these points in all the stages of the study. I had a dual role. I was the principal of the school and I was also a researcher. This was an ethical dilemma. Because of my position at school, the participants in the research namely; parents, teachers, and learners would find difficult to separate these roles. To this end I held separate meetings with each component where I clarified my position. I asked them to treat me the way they would treat a researcher from outside. They should respect me as a researcher in the manner they would if I was coming from outside. I emphasised that I was like the learners at the school, at the end of the research I was going to be assessed. I was also learning just like all the participants in the study. But because the research was to develop a language policy for the school, the school was going to gain at the end of the day by having a language policy. However, they were not under any obligation to participate in the study. Even if they decided to participate, they were free to withdraw at any time.

I emphasised the same with the filling in of the questionnaires, that the participants were not under any obligation to participate, and that they could withdraw at any time. Cohen et al. (2000:245-246) argue that questionnaires will always intrude into the life of the respondent. This is due to time taken, possible invasion of their privacy, and the level of threat or sensitivity of the questions. They further argue that respondents are subjects not objects of research. They are to be treated as such. They cannot be coerced into completing a questionnaire. Thus, they summarise their involvement in the research to be a function of:

Their informed consent; their right to withdraw at any stage not to complete certain items in the questionnaire; the potential of the research to improve their situation; the guarantees that the research will not harm them; the guarantees of confidentiality,

anonymity and non-traceability in the research; ...the reaction of the respondent, for example respondents will react if they consider an item to be offensive, intrusive, misleading, biased, misguided, irritating, inconsiderate, impertinent or abstruse.

In the study, the involvement of the respondents was an exercise they seemed to enjoy. They understood why they filled in the questionnaire. They were also guaranteed that they were not going to be harmed. On the question of anonymity, they wanted to be mentioned in the study. However because of their level of understanding, they did not fully understand the details of the study. I had an advantage here because of the following reasons: the learners trusted me because of my position as a headmaster, because of our long association since they came to the school, because I am a co-author of their English prescribed language book and this gave further confidence in me. However I made it clear to them that the study had nothing to do with my position as headmaster and co-author, and that they were at liberty to withdraw if there was need for that.

With regard to lesson observation, I had an advantage as well. The teachers in the study have a lot of respect for me for similar reasons as the learners. First, as headmaster, they trusted and respected me. It was not easy for them to separate my two roles as headmaster and researcher. A request to be allowed to observe a lesson was not seen differently as when I was doing that as an administration routine. It would not be easy for them to refuse because that was almost tantamount to refusing to take orders from the authority. I explained to them that this was a research not an administration obligation and therefore their participation should be voluntary. If they participated in order to help me, they should do so in the manner they would to help a researcher from outside. This made an impression because when I asked to come and observe, it took a long time for them to allow me to come. As a result of this, there was a lot time in between lesson observation. If this was obligatory, there would have responded promptly. This delayed me, but I was happy because I wanted them to participate willingly.

Another ethical point is the respect I command in the local teaching fraternity. They have a feeling that I am a reputable administrator, a scholar and a person to look up to. Those teachers come from that community. They hold the same views. According to them, these views were confirmed by the study I was conducting. There was that feeling of respect and pride in being associated with the study. This was the position although I explained to them

that the study had nothing to do with the feelings and perceptions they held, and that they should treat me in the same way they would a researcher they did not know.

After the lesson observations, there were issues that emerged during the observations. The biology teacher had disciplinary problems during her lessons. I raised this with her. She confirmed it and even cited learners who were causing it. Her voice is soft; as a result during the lesson I could hear other teachers from the adjacent classrooms. I raised this issue with her, and she saw it as one of her shortcomings. I consulted her when I was transcribing the lesson because there were parts, which were inaudible. She helped me a great deal.

Ethical issues emerged in the formation of a language committee. The language committee is a component of the SGB. It is one of the committees that are accountable to the SGB. This is a departmental directive. When I approached parents on the formation of this committee, they cooperated easily with this information as their background. However I had to explain to them where research fitted in the structure. I explained to them that they were under no obligation to engage in the research although there were advantages in it. I explained to them that I should be taken like any other researcher who could do research among them. This helped although to them withdrawal or non-cooperation was almost equated with disobedience to the departmental directive.

Despite these issues mentioned above, I felt that I should continue with the research because the school needed a language policy that was based on research. It would not be wise to ask for assistance from other sources to help us with the language policy because that might fail to cover the language needs of the school and that would exclude the school community that was needed to be involved in the development of a language policy. Another point was that the SGB needed to develop a language policy as a departmental directive. It would not have helped them if I had withdrawn. We both needed each other.

3.7.5 Pilot questionnaire

I approached the principal of a neighbouring school and I outlined to him the purpose of my research. I asked his permission to do a pilot survey of my questionnaire. I was given permission. Although I was given permission, I decided to write a letter to him so that our

agreement should be a written one (Appendix 3). The school is very similar to my school in all respects. Parents are almost of equal economic status, linguistic, and cultural background. Most of the learners' parents are working in urban areas. The learners are under the care of their grandparents. Other learners come out of single parenthood. That single parent is working, leaving the responsibility of caring for the child to the grandparents. All these factors have a bearing in the studies of the children. The principal referred me to a mathematics teacher to choose ten learners for the pilot questionnaire. There were five boys and five girls; there were two learners from grade 8 to 12, the learners were chosen from top achievers, middle achievers and the low achievers. I could not generalise in this sample, the purpose was to gain an understanding of what was happening in the school. I monitored the filling in of the questionnaires. The questions were in English because the LOLT is English. Although the questions were in English, the learners were allowed to answer in their mother tongue. They were also free to ask for explanation if they did not understand the questions. I took two days to finish the questionnaire because in the first day we had only fifteen minutes. I did not pay the learners but I gave them some drinks as a way of appreciating their participation. They answered all questions suggesting that they were clear.

3.7.6 A Survey at the research site

I conducted a survey at the research site. The questionnaire was given to the same group of learners selected for the focus groups. There are four teachers including the principal. One of the three teachers is acting Head of Department (HOD). I asked her to select 24 learners from Grade 8 to 10. They were going to be my focus groups. According to Morgan (1988:9) quoted in Cohen et al. (2000:288) focus groups are "contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes."

The learners were chosen as follows: there was an equal number of boys and girls from each grade. They were learners of mixed abilities; from the brightest, the middle and to the slowest. In Grade 8 there were six learners, in Grade 9 there were eight and in Grade 10 there were ten. The total was 24. They were divided into three groups, each grade having a group. The reason why I had such a number was that I wanted the number of participants to be almost equal to a number that forms a class. Cohen et al. (2000:288) argue that "deciding

the size of the group (too small and intra-group dynamics exert a disproportionate effect, too large and the group becomes unwieldy and hard to manage; it fragments).”

Morgan (1988:43) as cited in Cohen et al. (2000:288) suggests between four and twelve people per group. I decided that the participants should be chosen rather than volunteers because I wanted particular kind of students. I explained to them the purpose of my research. They were very enthusiastic and willing to co-operate. One reason for that I think was that previously about four years ago I used trial material of a book of which I am a co-author at the school. Although they were not there at the time, quite a few at the school were involved. In addition, when we were drafting the school policy¹ almost around the same period as the trial material, some of the learners were involved. The school policy did not include a language policy. It is likely that these factors could have had a bearing on their enthusiasm. I did not mention any reward to them after their participation. We agreed that we should use time after school.

I monitored the process so that when they needed clarity I could give an explanation. They were free to use mother tongue in their responses. Although they formed focus groups, they answered the questionnaires as individuals. This was done so that their responses should be compared to their responses when they were answering as groups. This would be in a form of triangulation. Cohen et al. (2000:112) define triangulation “as the use of two or more methods of data collection in the study of some aspect of human behaviour”. Campbell and Fiske (1959) as quoted in Cohen et al. believe that “triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research” (ibid.). The task took an hour.

A month later the focus groups were asked to discuss about a language policy in their school. They were given the freedom to discuss in any language they felt comfortable with. They were given questions as guides: language of learning and teaching; language or languages to be taught as a subject or subjects; and a language and languages to be used in communication when learners are communicating among themselves, in their general meetings, with their teachers, in the principal’s office, teachers among themselves, in the staff meetings, in the principal’s office and when teachers, learners and parents are in a parents meeting, when the

¹ A school policy is a document designed by school members that contains rules, regulations, and code of conduct of the members of that particular school.

school communicates with parents, and when the school communicates with other stakeholders other than parents (Appendix 4). First, they were given the opportunity to take the questions and consult their colleagues who were not in the focus groups. Then they brought the questions and the answers to the group for discussion. That meant that the answers were also a reflection of the opinion of the learners in the school. I observed the discussions and recorded the resolutions in a note book. When the process was through, I organised a braai for the group. They really seemed to enjoy the exercise. They felt that this helped them in gaining more insight in English. They became more prepared to speak English without being worried about accuracy. Some felt very proud to be part of a document that would eventually be used in their school. Not all of them felt the same. Some felt that it was a sort of competition as to who best could express herself/himself in English to the extent that they wanted to have their names in the material they were using. I commended them for the work well done, and I made it certain to them that they were not forced to do what they did. They had a choice and they exercised it.

3.7.7 Classroom observation

As part of answering the question about what is happening in the classroom, classroom observation was conducted. I asked two teachers to allow me to observe them in their classroom. Although in the study as a whole I was a participant observer, in the case of the lessons I was going to be a non-participant observer by which is meant that the researcher observes a setting without participating in it (Reynolds, 1997:63). Commenting on observation, Patton (1990:203-5) as quoted in Cohen et al. (2000:305) says that it affords “the researcher the opportunity to gather ‘live’ data from ‘live’ situations. The researcher is given the opportunity to look at what is taking place in situ rather than at second hand”.

Though there are several ethical issues around observation (ibid.: 314), my case was made easy by the condition of the school. There is no staff room in the school. What normally happens is that when a teacher has a free period, she/he remains in the class to prepare or do other schoolwork. Practically when a teacher who is teaching at the time does so in the presence of her/his colleague/s. Therefore, my observation was overt but unobtrusive.

I chose Mathematics and Biology. The agreement was that I would observe other lessons though they may not be part of the study. This was going to help me have more insight into the way teaching took place in the school. I planned to observe two lessons in each of the subjects. I chose the two subjects because they have many scientific concepts. Mathematics is also one of the subjects that are failed at matric level. They suited the purpose of my study. The purpose of the study is the development of a language policy in a rural school. I used a tape recorder to tape the lessons. Thereafter the lessons were transcribed. I gave the lesson transcripts to the teachers. They looked at them and we did some corrections together. I arranged interviews with them thereafter (Appendix 5). After the interviews, I asked the teachers to discuss the language policy where they followed a guide. They had to consider the following: language of learning and teaching; language or languages to be taught as a subject or subjects; and a language and languages to be used in communication when learners are communicating among themselves, in their general meetings, with their teachers, in the principal's office, teachers among themselves, in the staff meetings, in the principal's office and when teachers, learners and parents are in a parents' meeting, when the school communicates with parents, and when the school communicates with other stake holders other than parents (Appendix 5). I recorded their resolutions.

3.7.8 Language committee

The school did not have a language committee. After the parents' meeting I had to facilitate the formation of one. A language committee has to be a sub-committee that must report to the SGB. This is in line with the departmental regulation. I approached some individual parents who are local residents and asked them if they could agree to serve on the committee. When they showed interest, I wrote them letters to ask if they could serve on the committee (Appendix 7). Those letters were accompanied with data from the language audit that I had prepared for them. The language committee consisted of four parents and one teacher. The initial intention was to have two teachers so that the second one should take my place as a principal of the school, but because only one teacher stays in the village we could not include the other one. Therefore, the teacher in the study represented the others who could not be included. As the headmaster of the school, I had to fulfil that role while I was acting as a researcher. I think this was very crucial in the study because this was going to help to guide the language committee in policy matters governing the school. One of these parents was the

chairperson of the SGB. This was also another advantage about reporting to the SGB. The total number of the members was eight. There were five parents, one teacher, one learner and the researcher. Four of the parents are civil servants. The SGB chairperson is unemployed; he is a pensioner.

The first step of the committee was to draw up a programme to be followed until the implementation stage of the language policy. The steps were as follows:

Step One

- The language committee had to look at the current situation at the school. The researcher provided this information. The Committee members were given the language audit of the school. This was the first set of readings that they were given. The language audit consisted of: student questionnaires, students' interviews, the lesson transcripts and the teachers' interviews.

- Then the committee had to draw up a work schedule. They had to specify the number of meetings they envisaged for the task. It was agreed that the committee should meet fortnightly on Sunday afternoons. There were four weeks to do the work because the research work had to be finished by the end of September. This meant eight meetings. The reason for this time was to accommodate all the members without necessarily invading quality time they ought to be spending with their families. Unfortunately, the committee could not meet as regularly as planned. It was not easy to have all the members attending as some of them were involved in other matters that affected them directly. I shall deal with the problems at a later stage. Fortunately, these problems did not cause the study to fail although it must be admitted that they affected the time schedule of the study.

Step Two

- At this stage, the committee had to follow the time schedule, meet to discuss about the topic. This was not as easy as I had imagined. The very first meeting could not be fully attended due to factors mentioned in step one. With the few members that were present,

we went through the literature that they were supplied with as their readings. We came to the following understandings:

- In the previous government the language policy was imposed on the schools
 - The language policy should be left to the SGB to decide on
 - On deciding about the language policy, several factors had to be taken into consideration. These are: the language proficiency of the learners, the language proficiency of the teachers, the language proficiency of the parents, the teaching styles of the teachers, the available resources, and the physical environment.
 - The committee was not empowered enough to deal with the issues that emanated from the discussion, for example making an informed decision on language choice of the school.
 - There was a need for a workshop for learners, teachers, language committee, and the parents. This part was going to be difficult unless we were to use one or two of the meeting times for workshops. With parents, they had to be called to a parents' meeting, and that meeting should incorporate the workshop. A workshop on its own was not going to be a good idea. I therefore planned for these workshops. I held one workshop for each of the different groups (teachers, learners and parents). In the parents' meeting I asked to be given time for the workshop. It was very successful and the parents were very interested. The dominant view was that we should have a language policy in which the LOLT is the mother tongue. This view was motivated by a hope that if this were the case, their children would all pass. Unfortunately, the parents did not consider other factors like the teaching style, the resources available, and the language proficiency of the learners in their first language and the language of assessment.
- After the first meeting, I struggled to put the committee together. This made me panic because of time. Because of that, I decided that instead of the meetings that could not be held, I should go to the members as individuals and we would discuss matters. Then I would summarise our discussion. I would take the summary to the next member and we would discuss, taking into consideration the views of the member in summary. In the end, every member would end up having heard one another's views.

Step Three

- This stage was for collating information that came out of discussions with the focus group of the learners, teachers in the study, and the language committee. Gravelle states that “we need to ensure that we include all staff in a decision that affects the pupils. We need to consult and plan together and draw on their knowledge and observations” (Gravelle 1996:62). She further argues that:

The process of arriving at the policy can be enlightening and educational, even if at times, painful. The discussions, the airing and sharing views, the challenging and changing of opinions, can rekindle enthusiasm and be a genuine learning experience. It can involve staff and others in the school in a joint activity that has potential for consolidation and empowerment. The participation can in itself have significant ramifications (ibid. 114).

- I also used this stage to write up the research. It is not possible to involve the participants in the writing stage, as this is a requirement for the fulfilment of the academic course.

3.7.9 Data analysis

I began data analysis by reflecting on what had taken place during the research. I was not sure about a starting point.

I started with the analysis of the findings of the questionnaire at the research site, which is Appendix 2. The responses of the questionnaire were graphically presented by means of a table. The analysis then moves to the findings of the classroom observations which are submitted as Appendices 6A, B and C. The final analysis and discussion covers joint input of the learners, teachers, and the language committee, Appendix 4.

After the analysis, I needed to synthesise the data so that a language policy for the school could be produced.



3.8 Presentation

In this section I need to give a guide to the extracts and appendices that are used in the presentation of the study.

3.8.1 Presentation of extracts

When a discussion point is presented about the lesson observations, a relevant extract is chosen. Extracts are numbered from extract 1 to the last one. Xhosa expressions/sentences are written in ordinary font size; Times New Romans 12, and English are written in bold. After each Xhosa expression/sentence, an English translation is given inside brackets, in italics and underlined. For quotes during discussion page references are given as follows: in Mathematics; LT1/1 or LT2/1 etc. which means Lesson Transcript 1 page 1 or Lesson Transcript 2 page, respectively. In Biology; LT/1 etc., which means Lesson Transcript, page 1 etc.

3.8.2 Appendices

Appendices have been included because they provide data. It would be too bulky to include all the transcripts, and the choice of deciding which ones should be included and which ones to be left out was not an easy one. Lesson transcripts and the questionnaire came out as almost automatic inclusions because they carry or provide the data on what is taking place at the research site. Appendix 4, the focus group and the language committee input appendix is included so that readers can have a feel for what those diverse groups think about the language policy and show that it is not an easy task to decide on it.

I am now moving to the chapter where the findings are analysed.

CHAPTER 4

ANALYSIS OF THE OUTCOMES

4.1 Introduction

This chapter deals with the outcomes of the study of the language used in the environment of the learners both at home and at school. The structure of this chapter is going to be as follows: analysis of the response of the focus groups, (Appendix 2). The outcomes of the questionnaire will be balanced by classroom observation (Appendix 6 A, B, and C). The interview schedule of the teachers will be constantly referred to in the course of discussion of classroom observations (Appendix 5). The final analysis and discussion will cover the joint input of the learners, teachers, and the language committee (Appendix 4). The last part of the discussion will be to look at policy and practice.

4.2 Outcomes of the questionnaire

The questionnaire was used to establish language use in the environment of the learners at the research site (see appendix 2). This is the home and the school environment. In this section, the home environment is dealt with. The questionnaire responses were as follows:

<i>Number of questionnaires:</i>	24	<i>number responded:</i>	24
<i>Boys:</i>	12	<i>percentage:</i>	100
<i>Girls:</i>	12		

They answered the following questions:

4.2.1 Language used to interact with family and community members

(Question A and B in the questionnaire): 24 out 24 responded.

Parents and parent neighbours: Xhosa: 98,3%

Siblings, peer neighbours and friends: Xhosa : 34,25; tsotsi taal: 60,75%;MT&ENG: 4%

The language learners in the focus groups use with their grandparents and their parents is Xhosa. When I asked them the reason, their answer was that they are not very close to their parents. They always respect them and sometimes even fear them. In such a situation, they do not feel free when they are with them. The same could be said of their adult neighbours.

Then with their siblings, peer neighbours, and friends, the language is not really fixed. They code switch between languages. These languages are, Xhosa, English and 'peer language'.

Learners' grandparents and their parents use mainly Xhosa to speak to them. The reason for that is, it is the only language they (grandparents and parents) know. Even when they may be able to speak English, their perception is that English is not spoken with children. Their siblings speak the informal language with a mix of Xhosa as well.

4.2.2 Language learners use to discuss homework with friends, parents and siblings.

*(Question C in the questionnaire): with parents: 3 out of 24 responded; percentage: 12,5%
with siblings: 9 out of 24 responded; percentage: 37,5%
with parents: Xhosa: 91%; MT & ENG: with siblings: 9%
Xhosa: 61%; tsotsi taal: 25%; MT&ENG:25%
English: 1,5%*

In the case of learners who do not stay with their parents, their guardians fulfil the role of the parents. Most of them do not discuss their work with their parents/guardians. The few who do so, only ask for correct answers. Those who do not do so, the reason is either their parents/guardians are not educated or they simply do not see it as their duty to help with their children's homework. The language they use is mainly Xhosa. English features only when they read the questions.

When learners discuss homework with their siblings and their friends, they discuss in Xhosa and peer informal language. English features only when they are reading the questions. The answers they give are always in English. If the homework is an English exercise, they rewrite the answers as provided in examples. In content subjects like history, biology or

physical science, they rewrite portions from the textbook with little or no understanding at all. This happens to those who do their homework. Others just go to school without having attempted to do it. Then they copy it from those who had taken their time to do it.

4.2.3 Language learners use when they are writing a letter to the parents, friends and siblings.

(Question D in the questionnaire): with parents 24 out of 24 responded; percentage: 100%
with siblings and friends 24 out of 24 responded;
percentage: 100%
with parents: Xhosa: 100%
with siblings and friends: Xhosa: 39.67%;tsotsi taal:
55%; MT&ENG: 5,33%

Letter writing to learners' parents is mainly in Xhosa. Learners write letters when they are instructed by their parents and when they write for their own purpose. For instance, they may be instructed by their mothers to write to their fathers. This is mainly in Xhosa. Even when they decide to write for their own purpose, they write in Xhosa.

When they write to their friends and siblings, they write in the mixture of English and Xhosa, and peer language. Even those who are confined to rural areas, try to write in the language that is acceptable to their peers. This is because of identity, that is they try to identify with their peers by speaking a language known by the peers, the tsotsitaal.

4.2.4 Do learners read newspapers?

(Question E and F in the questionnaire): 9 out of 24 responded; percentage: 37,50%
English: 100%

Many learners do not read newspapers. The small number that reads newspapers comes from the background where parents are educated. The only newspaper available is the *Daily Dispatch*, which is an English newspaper. Generally, the majority of the learners are not exposed to newspapers.

4.2.5 Do learners read magazines?

(Question G and H in the questionnaire): 11 out of 24 responded; percentage: 45,83%

English magazines: 96%; Xhosa: 4%

Almost half of the learners read magazines. Girls read the Xhosa edition of **Bona**. There is also an English edition of the magazine, but they prefer the Xhosa one. Boys read soccer magazines, such as *Kick Off*, which is only an English publication. Not all of those who read these magazines can afford to buy them. They only share with the friends who have them. Usually these magazines are not the latest, and they do not have them at regular basis. The reason is that they get them from their elder siblings, or from their parents without permission.

4.2.6 Do learners listen to radio?

(Question I and J in the questionnaire): 24 out of 24 responded; percentage: 100%

Xhosa: 93%; MT&ENG: 7%

Learners all listen to radio. They all listen to Xhosa stations. Some listen to *Umhlobo Wenene* for most of the programmes, especially news, sport and the daily serial. They also listen to *Radio Ciskei* especially for music. This is a radio station that uses Xhosa and English in some programmes. No one indicated listening to English stations. Not all who listen to radio have them at their homes. They listen from friends, relatives and neighbours.

4.2.7 Do learners watch TV?

(Question K and L in the questionnaire): 24 out of 24 responded; percentage: 100%

Xhosa: 18%; English: 41%; MT & ENG: 41%

Learners watch TV almost at the same rate as they listen to radio. The types of programmes they watch are entertainment. They watch *Days of our Lives*, *The Bold and the Beautiful*, *Generations* and a lot of entertainment programmes. The first two soaps are in English, and

the latter is multilingual. Another popular programme is sport, and in sport they prefer soccer and cricket to other codes. So with TV, they enjoy the programmes even if they are in English.

In the next section, the school environment of the learners is dealt with.

4.2.8 Language learners use to classmates, friends and teachers outside the classroom.

(Question M in the questionnaire): 24 out of 24 responded; percentage: 100%

with friends and siblings: Xhosa: 40% tsotsi taal: 55%;

MT&ENG: 5%

With teachers: Xhosa: 53%; English: 5%; MT&ENG: 44%

Learners use Xhosa and peer language when they speak among themselves, that is, as friends and classmates. When they speak with teachers, they use mainly Xhosa and a mixture of English and Xhosa. They sometimes use a limited amount of English especially when they go into another class to look for something.

4.2.9 Language learners use to their friends and classmates in the classroom.

(Question N in the questionnaire): 24 out of 24 responded; percentage: 100%

with friends and classmates: Xhosa: 40% tsotsi taal: 55%;

MT&ENG: 5%

Learners use Xhosa and peer language. Peer language usage is common among the boys. They use this language when they are conversing during free periods and when a teacher is absent.

4.2.10 Language used by teachers when they are teaching various subjects.

(Unnumbered question in the questionnaire): 24 out of 24 responded; percentage: 100%

English and Xhosa: 40/60

Learners considered all the subjects they are doing at the school. These subjects are content subjects including three languages namely: English, Xhosa, and Afrikaans.

The learners all reported that in all the subjects teachers code switch. This includes Afrikaans and English. It is only in Xhosa that there is no code switching. This is supported by the lesson observations, see Appendix 6A, B, C.

4.2.11 Language used to discuss class work with classmates in various subjects.

(Question P and Q in the questionnaire): 24 out of 24 responded; percentage: 100%

Xhosa: 43%; English: 16%; tsotsi taal: 12%;

MT&ENG: 29%

In all the subjects, learners indicated that they use Xhosa to discuss their class work with their classmates. In some of their class work they are required to work on their own. In cases where they discuss in pairs and in groups, they use their mother tongue. They do so even if the instruction directs otherwise. This is the case even in English. When they report back to the class, they do so in English. They report in English because they simply read the answers, which are written in English. It is also because the textbooks are in English and the examinations are also in English. When they discuss, they do so in Xhosa, but the answers are written in English. So this explains why they report in English while they discuss in Xhosa.

4.2.12 Language used by teachers when giving instructions when they are teaching.

(Question T in the questionnaire): 24 out of 24 responded: 100%

English and Xhosa: 40/60.

Learners reported that teachers use both English and Xhosa to give instructions. These are instructions related to tuition. In most cases they give instructions in English, then they repeat the same instruction in the mother tongue. According to both learners and teachers, this works for them. In a situation when learners have to do an exercise from the book and where instructions are not complicated, teachers may not repeat the instruction. This usually happens in an English class.

4.2.13 Language used by teachers when explaining and giving examples.

(Question U in the questionnaire): 24 out of 24 responded; percentage: 100%.

English and Xhosa: 50/50; and 70/30 in favour of Xhosa.

Learners reported that teachers code switch when they explain and make illustrations. This is the core of code switching, because when teachers justify it, first and foremost they say it is used for explaining concepts. When learners ask for further explanation, they also use their mother tongue. However, they are expected to answer in English, (see Appendix 5).

4.2.14 Language the learners use when they are thinking about their work in various subjects.

(Question V in the questionnaire): 24 out of 24 responded; percentage:100%.

Xhosa: 100%

Learners think in their mother tongue and when they have to write or speak their ideas, they have to translate their thoughts into English. Some even go to the extent of first writing in the mother tongue and then rewriting in English. This usually takes them time to finish even a simple exercise. It also affects the standard of grammar they produce in English, which usually reflects first language influence.

4.2.15 Language used by the teacher that makes the learners have a better understanding in various subjects.

(Question W in the questionnaire): 24 out 24 responded; percentage: 100%

English and Xhosa: 50/50.

A mixture of English and Xhosa is regarded by learners as effective in making them have a better understanding in various subjects. Both learners and teachers also feel that if they could be asked in both languages, and answer in the same manner, they could improve in their performance. In an interview with the teachers they say, “teachers must be allowed to teach in whatever language they understand and the language that is understood by the learners” (Appendix 5).

4.2.16 Language used in different situations in the school.

(Question X in the questionnaire): 24 out 24 responded; percentage: 100%

Xhosa: 30,1%; English: 13%; tsotsi taal: 21,2%; MT&ENG: 35,6%.

Learners reported that they use Xhosa and English in the office. In assembly they do not usually speak except singing. If they speak, they usually speak to their peers. In that case they use the peer language. The headmaster is the one who usually speaks when he makes announcements, and he code switches. On the sports field they use Xhosa and English when they speak with teachers, and use peer language when speaking among themselves. In the students’ meeting they use both Xhosa and peer language. In the parents’ meeting learners use Xhosa. The following extract from the focus group discussion gives an indication of the real situation.

Extract 4 *(language of communication with the office)*

Learner 5: You can speak your mother tongue if you want to or speak English, there is no compulsory affair on it.

Learner 4: Mixture of English and Xhosa **kuba utitshala kwakunye nabafundi bayazazi ezi language zombini.** *(because both the teacher and the learner know both languages)*

Learner 3: They must use mixture of English and Xhosa coz I can't say they must speak English coz teachers are perfect in English and students are not... (*focus groups and language committee, 4*)

Extract 5 (*language of communication in students' and parents' meetings*)

Learner 1: Because in general meetings we have a lot of people so others don't understand English so we must use Xhosa if it is necessary./ In the meeting of combining the parents and students and teachers are important to use Xhosa language because some parents don't know English because of lacking of education many years ago.

Learner 2: Xhosa. It is important to use Xhosa because our parents have not understand English.

Learner 5: The language to be used is Xhosa because parents are not educated they did not attend schools (*focus groups and language committee, 5*).

4.2.17 Language learners think should be used in teaching, and the reasons for that.

(*Question Y in the questionnaire*): 24 out of 24 responded; percentage: 100%

English and Xhosa: 50/50.

Most of the respondents feel that both English and Xhosa should be used so that they can understand what is taught. This applies both in the content subjects and languages excluding Xhosa. On the contrary, some feel that although they should be taught in English and Xhosa, textbooks should remain in English. They think so because examinations are in English. Teachers should help in translating from English to mother tongue. The extracts from the focus groups that follow give us an indication of learners in this regard:

Extract 6 (*Language that should be used in teaching*)

Learner 6: I think English should be used even though is not our mother tongue but we are going to study in places where there will be different people...even our textbooks are written in English we have to understand them.

Learner 5: Teachers and learners should use English and Xhosa so we understand English. Because English is better than Afrikaans and if you see many people are use English (*focus groups and language committee, p.3*).

4.2.18 Language learners think should be used when they are discussing in groups, in presentations and various other activities within the premises of the school.

(Question Y (iii-xii) in the questionnaire): 24 out 24 responded; percentage: 100%

English and Xhosa: 50/50.

Learners think that they should use Xhosa because they acknowledge their level of proficiency in English is rather low. Xhosa will make everybody participate. In group presentation, they suggest that both Xhosa and English should be used. In sport, and all other extra-mural activities, they also favour both English and Xhosa. When communicating with teachers, they favour English because they think that teachers will correct them when they are wrong. It also emerged that although they feel the mother tongue should feature, English still occupies a crucial position. They want English but they maintain that it should not debar them from knowledge and from progression.

4.3 Lesson observations

Responses from the questionnaires and discussion are that teachers use both English and mother tongue when they are teaching. This needed to be verified. The form of verification is triangulation. The LiEP demands that schools should have a choice in the LOLT. In the lesson observation I wanted to establish whether language and policy were congruent. Studies have shown that language is not the only variable in determining academic success of learners. They have shown that the method and the teaching style is another important variable. The first lesson is the Mathematics lesson in Grade 9.

4.3.1 Mathematics lesson observation

According to the response of the learners to the questionnaire, mathematics is taught in a mixture of English and Xhosa. The teacher in the mathematics transcript confirmed this report. When the teacher was asked why she chooses to use Xhosa and English, she said, “so that learners may understand and be kept interested throughout the lesson” (appendix 5). However, in the lesson observation, this is not the case. She is rather using isolated English

mathematical terms in a Xhosa discourse. The following extract gives a good illustration of this:

Extract 7 (*use of isolated English science terms in a Xhosa discourse*).

Teacher: Uyabona ke ngoku ikhona (*you see now there is a*) i **difference between i line nantoni?** (*and what*) Ine(*it has*) **line segment**. I **line** yona ayina(*doesn't have*) **fixed length** nokuba ingakanani na, (*the length doesn't matter*) i **line**. **Then** i **line segment** (*writing*) i **line segment** ke ngoku kuxa ke ngoku kusithiwa ke kuwe khawusi **drawele** i **line** ubude bayo bube yi **20 ... mm**, uyaqonda? (*when they say, draw a ...with a length of ...do you understand*) **So** ke ngoku uchazelwe ukuba kufuneka ungegqithi kubani? (*they have told you not to go beyond what?*)

Learners: Ku (*at*) **20 mm**

T: Ku (*at*) **20 mm**, **then** ke ngoku ke i (*now your*) **line** yakho ithethukuthi ke ngoku ke izakuqala endaweni ... iphele phi? (*it means now it starts somewhere and ends where?*) Endaweni, siyevana? (*somewhere, do you understand*) Yi (*it is*) **line segment** ke ngoku leyo ayiyontoni? (*now it is not what?*)

L: Ayiyo (*it is not a*) **line** (LT1/2).

When I asked the teachers whether they were aware of the language in education policy, the response was that they were not aware. The school on the other hand does not have a language policy, but the teachers know that LOLT is English. They use Xhosa as a resource to help them achieve their pedagogical aim.

The teacher also uses English when she is either reading a definition from the book or reminding the learners about a definition they know already. This is clear in the following extracts:

Extract 8 (*use of English when reading a definition*)

T: Ibena la (*it has that*) **line**. (*reading*) **the position of a flat plane is determined by any three points not in a straight line...**(LT1/5).

Extract 9 (*use of English to remind learners of a definition they already know*)

T: ... **So** i **plane** kufuneka'uyaz'ukuba i (*you must know that a*) **plane** kufuneka'ibenjeya ina la (*it must be like that, it has that*) **line** i **vertical** ibenala **line** I **horizontal**. Kuthiwa (*it is said*) **is a flat surface like the top of the...**

L: **Table** (LT1/5).

Extract 10 (*use of English to remind learners of a definition they already know*)

- T:** What is a definition, what is a n...axiom? So u definition esizakuthetha ngaye ngulowa uthi (the one we are going to talk about is that one which says) the sum of the angles around a point is three hundred and...
- L:** Sixty degrees (360 degrees).
- T:** Sixty degrees. Wena int'ubuyazi, wena i (the thing you knew) axiom ubuyazi yile ithi (you knew is the one which says) angles on a straight line is equal to...?
- L:** 180 degrees (LT2/1).

The teacher uses English when she is asking questions. In some of these questions she does not expect answers from the learners as such. She is doing it for scaffolding and urging them through the lesson. Sometimes she makes a follow up in Xhosa. When I asked her why she was doing that she said she wanted to be sure that the learners understood what she was asking. The following extracts are a good example:

Extract 11 (*use of English when asking questions sometimes supplemented by Xhosa*)

- T:** Zime (they are) vertical, what kind of angles when two lines meet at a point eziformishekayo? (that are formed)
- L:** Vertical
- T:** Vertical opposite angles are formed when i lines zi intersectana, zidibana (intersecting, meeting) at a point. Then ke ngoku kubekho (now there is) a line segment. What is a line segment? (LT1/2).

Extract 12 (*use of English when asking questions sometimes supplemented by Xhosa*)

- T:** ...What is the relationship between u A no (and) B no (and) C no (and) D? Singathini ngo (what can we say about) A no (and) B no (and) C no (and) D? Zeziphi i (which are) types of angles?
- L:** Vertical opposite angles (LT1/8).

The teacher was code switching as stated at the beginning of this section to make sure that learners understood what was taught, thereby maximising learning. She used various strategies to achieve that. One of those was to make sure that learners interacted with her throughout the lesson. She did that skilfully by code switching and code mixing as demonstrated in the following extract:

Extract 13 (*code switching for interaction purposes*)

- T: ...Then, masijongeni apha ke (*let us look up here*) (*writing*). **Then how many angles do we have** apha ku le (*here in this*) **drawing?** Zingaphi I (*how many*) **angles** ozibonayo? (*do you see*)
- L: Ziyi (*they are*) **four**.
- T: Zeziphi? (*which are they*)
- L: Ngu (*it is*) **angle 01**.
- T: Ngu (*it is*) **angle 01**, nabani? (*and which one*)
- L: No (*and*) **angle 02**.
- T: No (*and*) **angle 02**, (*writing*) **angle 02** no **angle 0...**
- L: **Angle 03**.
- T: **Angle 03** and **angle ...?**
- L: **04**.
- T: **And angle 04**. So ke ngoku (*then now*) **moss** zonke eza (*all those*) **angles** zidibana kukho le (*there is this*) **line**, ingubani? (*which is*)
- L&T: Ingu (*which is*) **GE**.
- T: Nayo idibana kubani? (*and it also meets where*)
- L&T: Apha ku (*here at*) **O**.
- T: Kubekho le (*then there is this*) **line** ingu (*which is*) **GOF**, kubekho le (*then there is this*) **line** ingubani? (*which is*)
- L&T: Ingu (*which is*) **EOG**.
- T: Zonke eza (*all those*) **line** zihlangana phi? (*meet where*)
- L&T: Ku **O**. (*at*) (LT2/1).

Extract 14(*code switching for interaction purposes*)

- T: Ngu (*it is*) **O**, kufunek'uyithiyile intoni? (*you must name what?*)
- L&T: I **point**.
- T: I **point**, then ke sithi ngoku (*then we say now*) **the sum**, what do we mean by the **sum?** Yeyiphi i (*which is a*) **sign** ekufuneka siyisebenzisile xa sithetha nge (*which we should use when we talk of a*) **sum?**
- L: Ngu **plus**. (*it is*)
- T: Ngu (*it is*) **plus**, so ithethukuthi xa sizidibanisile ezi (*which means when we have added these*) **angles** around le (*this*) **point** kufuneka zisinike bani? (*we must give them what*)
- L: U **360 degrees**.
- T: U **360 degrees**. What do we mean, sitheth'ukuthini ke ngoku sino (*what do we mean now, we have*) **01**, no (*and*) **02**, no (*and*) **03** no (*and*) **04**, kufuneka sitheni ngaye? (*what must we do about it*) Ukuze sikhuphe i (*so that we have an*) **equation**, iyakuthini i (*what will be the*) **equation** yethu? (*of ours*) Andithi besisithi kaloku i (*weren't we saying*) **angles on a straight line is equal to 180 degrees?** Ngokwapha uzakuthini? (*now here what are you going to say*) (pause).
- L&T: **Angles 01 plus angle 02 plus...**
- L: **Plus angle 03 plus angle 04 is equal to 360 degrees**.
- T: Iya, (*yes*) very good! So sizakuth'apha (*we are going to say here*) **angle 01 plus angle 02 plus angle 03 plus angle 04 is equal to 360 degrees**. The reason? Xa kufuneka sizixhasile. (*when we must support ourselves*)
- L: **Angle...**(LT2/2).

I asked the teacher why Xhosa was not used in concepts e.g. line, angle, intersection etc. Her answer was that, “at least learners know other words but some other words have no clear explanation in our mother tongue as it in English” (appendix 5). On the question of concepts, Peires et al. (2000) found that student teachers in their study said there are no Xhosa words for science terms, for example, litmus *paper*.

I noticed that learners seemed to be coping when they are asked questions as a class. These questions are asked in English. I asked the teacher what the position is when they are asked as individuals. The teacher said that some do cope and some rely on the rest of the class to give the correct answers. The teacher suspected that they are shy and some fear to be laughed at when their answers are not correct. So it cannot be said with a resounding voice that when they give answers as a class, it means they all understood.

The teacher has a very down to earth way of dealing with abstract symbols. She code switches, moving from Xhosa to English and from English to Xhosa. The learners do like wise. She interacts with the learners so that those abstract terms could be concretised. In this way, mathematical terminology would lose its distance, would look familiar to learners. The learners enjoy this as they go according to the pace of the learners. The following extract is a good illustration:

Extract 15 (*code switching to demystify abstract symbols*)

- T:** Kufuneka uzazile eza (*you must know those*) **symbols**, kuba akuzokusebenzisa ntoni? (*because you are not going to use what?*) Amagama (*words*) Akuzokusixelela thina ukuba (*you are not going to tell us that*) **is perpendicular**. Uyakugqiba nini undichazela loo nto? (*when are you going to finish explaining that to me?*) Xa ubonisa u (*when you show*) **perpendicular** kufunek'ubeke ntoni? (*what must you write?*)
- L:** Umgca. (*line*)
- T:** Umgc'onjani? (*what type of line?*)
- L:** U T ojonge ezantsi. (*up side down T*)
- T:** U T ojonge...? (*T turned...?*)
- L:** Ezantsi. (*upside down*)
- T:** Ezantsi. (*upside down*) Xa ndifuna u (*when I need*) **congruent** kufuneka ndisebenzise eyiphi (*which one must I use?*) i **sign**?
- L:** **Three lines.**
- T:** **Three lines.** Ndisebenzise i (*I must use the*) **three lines** (*writing*). Ndifun'ukuthi (*I want to say*) **because?**
- L:** Amachaphaza amathathu ajonge ezantsi. (*three up side down dots*) (LT1/6).

In the lesson the teacher code switched for pedagogical purposes. She employed various strategies to make certain that her learners interacted with her effectively. In addition to the purpose of code switching mentioned above, she code switched to make an illustration. This is where she gave an example of a discus thrower. It can be concluded that the teacher has code switched so that almost all learners were on board. This was evident throughout the lesson. Learners were responding to her orally, they were also writing in English, copying from the board. The mood in the class was warm and jovial as demonstrated in this extract:

Extract 16 (*jovial mood created by code switching*)

L&T: Corresponding angles (*pause*).

T: U angle N uya correspond a nabani? (*with what*)

L: No (*and*) angle M.

T: No (*and*) angle M. Ungathini ngo (*what can you say about*) M no (*and*) angle P? (*pause*)

L: (*inaudible*)

T: U angle M no (*and*) angle P?

L: (*Inaudible*)

T: Bazintoni omnye komnye? (*what is the relationship between each other*)

L: Bazi (*they are*) friends.

L&T: (*Laughing*)

T: Hayi asihleki bethuni, uthi bazi (*no we are not laughing, he says they are*) friends...Ngubani ozasibonakalisa ukuba zi (*who is going to show us that they are*) types zeziphi i (*which are the*) angles la M and P?

L: Zi vertically opposite angles (LT1/9).

In this way it can be said that the daunting scientific terminology loses its 'distance'. This is an enabling environment for learning. The next section is going to look at the biology lesson.

4.3.2 Biology lesson observation

Learners stated in the questionnaire that biology was taught both in English and in Xhosa. This was confirmed in the lesson observation. The teacher was code switching in English and Xhosa. But unlike in the mathematics lesson where the teacher was using isolated English science terms in the Xhosa discourse, the biology teacher was using isolated Xhosa in the English discourse. The teaching styles of these teachers were very different. The biology teacher used more of the traditional teacher-tell method. She stood in front all the time and only went to the board to write whatever she felt needed to be written. She constantly read from the book and explained in English and Xhosa. Learners did not show

much enthusiasm and there was discipline lapse. As a result some of her code switching was to reprimand and calling for discipline. Her voice was very soft. This was not the case with the mathematics teacher. She was very confident, active and had a very strong voice. She moved and demonstrated what she talked about. She made it certain that learners went according to her pace. This explains the difference in their teaching styles. The biology teacher used more English than she did Xhosa as demonstrated in the following extract:

Extract 17 (*use of isolated Xhosa in the English discourse*)

- T:** In the thoracic cavity **okanye kwi** (*or in the*) rib-cage [*writing*] ...thoracic cavity. **Amathamb'esifuba** (thoracic cavity). **Amathamb'esifuba ke a** (*thoracic cavity are*) form(ishwe) **yintoni?** (*formed by what*) **Zi** (*the*) ribs. So within **phanaphakathi kwe** (*there within the*) thoracic cavity or the rib-cage, **ngoba i** (*because the*) ribs they are structured in such a way that they form **i** (*the*) cage...from the spinal cord...that carries...[writing]. **Zi form(ishwe) ke ngoku i** (*they now form the*) cage. That's why the lungs are separated and also...the heart. Which means the co-ordinating organ is the heart and the lungs. The only thing we are going to do today is to study the structure of the heart. How the blood circulates in the blood vessels from the body into the heart and then from the heart into the lungs and then from the lungs back into the heart. What is the function of the heart? So that **igazi linakho ukuhamba liyokufikelela kwi** (*the blood can flow to reach the*) vessels **ezi** (*which are*) form(ishwe) in your body. Because **naphaya kuwe ezinzwaneni ukuba ukhe wathi...kuphuma ntoni?** (*even at the toes if you...what comes out*)
- L:** **Igazi.** (blood) (LT/1).

In the interview, I asked the teacher the reasons for code switching and she said, "certain explanations are more understandable in Xhosa than in English. When I use Xhosa, learners are able to respond because they follow the trend of the lesson" (Appendix 5).

The teacher used Xhosa to translate either biological concepts or the meaning of a question which she had asked in English. This is evident in the following extracts:

Extract 18 (*code switching for translation purposes*)

- T:** ...These are major organs that are found, **zifumuneka** (*are found*) in which region of the skeleton [*pause*]. In which part of the skeleton do we find the two?... (LT/1).

Extract 19 (*code switching for translation purposes*)

- T:** In the thoracic cavity **okanye kwi** (*or in the*) rib-cage (writing)...thoracic...cavity. **Amathamb'esifuba.** (*thoracic cavity*) **Amathamb'esifuba ke a** (*thoracic cavity*)

are) form(ishwe) yintoni? (*are formed by what*) Zi (*are*) ribs. So within, pha ngaphakathi pha kwi (*there within the*) thorax cavity or the rib- cage...(LT/1).

Extract 20 (*code switching for translation purposes*)

T: ...Right, i (*the*) heart inamagumbi ayi (*four chambers*) four ke bantu, (*people*) four chambers, four chambers, kulapho kuhlala khona ntoni? (*that's where we find what*) I (*the*) blood, that's where the blood is found (LT/1).

I noticed that the teacher used Xhosa to translate a biological concept only in these extracts throughout her lesson. The general trend is that she used English in explanation and in concepts, and Xhosa explanation/question but sticks to English concepts. The following are good examples:

Extract 21 (*use of English and Xhosa explanation/question and English concepts*)

T: Atria plus ventricles zenza i (*form a*) side, zezi (*these are the very*) chambers sithetha ngazo ke (*we are talking about*). And then they are separated by a septum, kukho le ndawo ilapha phakathi kwazo (*there is this part which is between them*) (writing) They are separated by a septum. So la (*that*) septum separates the two chambers so that i (*the*) atrium xa na ngaba zi (*when they*) contract(a) kukho (*there is*) that sound. I (*the*) sound oyivayo ithini? (*what sound do you hear*)? (LT/2).

I asked the teacher why she did not use Xhosa in some of the concepts. She said, "some concepts like ventricles are more understandable in English than in Xhosa. In Xhosa they can be named into five or more terms which will confuse learners" (Appendix 5). When I asked her whether it was not possible to use Xhosa then. To that she said, "sometimes yes and no. Yes if it's formal Xhosa. No if it's not a formal word. Xhosa words differ according to a reas/regions" (ibid.). I found this very interesting because the teacher uses English science not because she is short of Xhosa vocabulary.

The teacher used Xhosa to relieve the tension in the class so that the environment should be conducive to learning. This is also to say to the learners that she is with them, she identifies with them. In the following extract this is vivid:

Extract 22 (*code switching to break tension and for identification purposes*)

- T:** ...that's where the blood is found. **Apho kuhlala ntoni entliziyweni? Kuhlala umoya oyingcwele nothando.** (*what is found in the heart? It is the holy spirit and love*)
- L:** [Laughing]
- T:** **Andithi kudla ngokutshiwo athi umntu umthanda ngentliziyo yonke?** (*isn't it, it is usually said, you love a person with all your heart*).
- L:** Yees Miss! [very loud] (LT/1).

Learners responded enthusiastically, and they laughed to suggest that they enjoyed what the teacher was saying. It can be seen here that the teacher is trying strategies and resources at her disposal to try to 'drag' or 'hook' the learners throughout the lesson (Probyn 1999).

In the lesson transcript, code switching was used for illustration. When she wanted to illustrate a point, the teacher used Xhosa as in the following extracts:

Extract 23 (*code switching for illustration purpose*)

- T:** That means the sound is made by **i** (*the*) contraction of the atrium, (**igazi liphokoziwe** (*after the blood has been poured*) and then **izakuthi 'da-da-da-da.'** (*it's going to say 'da da-da-da'*) **Ukubana ngaba xa iphinda i** (*when it again*) expand(**a**) **ngapha ku** (*this side*) contract(**a**) **ntoni** (*what*)? **i** (*the*) ventricles, **kubekho** (*there is*) that sound of the pumping of the blood. **Ngela xesha ke ezinye zi** (*by the time others*) expand(**a**), **siyevana ke maqela** (*are we together friends*)? It's like **i** (*the*) watch, **ukuba ibiyi** (*if it was a*) watch **nyani ngesisithi iyi** (*really we would saying it is a*) watch **ngela xesha isithi 'nci-nci-nci...'** (*when it says 'nci-nci-nci'*)(LT/2).

Extract 24 (*code switching for illustration purpose*)

- T:** ...And then we have here **i** (*the*) coronary vein, **yi le ndawo** (*it is this part*) (*pointing*), the coronary veins (*writing*). **Xa kwenziwe imithambo ye** (*when veins of*) plastic **yi** (*it's a*) pace maker. **Ikhona into ekuthiwa yi** (*is there something called a*) pace maker? **Into ezakubangel'ulukuba incedise imithambo yakho ibethe ngokufanayo** (*something that is going to help veins have an even beat*) as if **i** (*it's*) natural. It's like **xa wenzakele ufakelwe umlenze we** (*when you are injured and you have an artificial leg*) plastic, **uyavakala uthi 'kroqo, kroqo'** (*you can hear it says ...*). **Awuvakali** (*can't you hear it*)?
- L:** **Uyavakala uthi 'ngqo, ngqo'** (*you can hear it says...*) (LT/4).

Code switching was also used for disciplinary purpose to reprimand. Here is an example:

Extract 25 (*code switching for disciplinary purpose*)

- T:** **Ye Woji no Luxolo, ndakunikhuphela pha phandle njengokuba nincume ngathi ningo** (*you...I'll show you out of class with your smiles like*) smiley (LT/2).

This ends the questionnaires and the lesson observation. In the next section, the language committee's views are presented.

4.4 Language committee's views

4.4.1 Languages to be taught as subjects

The choice fell on the three dominant languages in the province namely, Xhosa, English and Afrikaans. They would be taught as first, second and third languages respectively. The advantage of choosing these languages is that they are already in the curriculum. Addition of any languages would have economic implications and would affect the staff establishment.

Teaching these languages will help create an environment in which respect for languages other than one's own would be encouraged since both societal and individual multilingualism are the global norm today. This approach could abolish particularistic ethnic chauvinism or separatism because we are living in the world of democracy in a country which is striving to be free of prejudice and discrimination.

4.4.2 Languages to be used in communication

In this instance there should be a consideration of learners communicating among themselves and with teachers. This has to be in conversations and in their general meetings. The language policy of the Department of Education in one of its aims states that the language policy aims "to promote and develop all the official languages" (Language in Education Policy in terms of Section 3 (4) (m) of the National Education Policy Act, 1996 (Act 27 of 1996), (C) (5)).

The general feeling was that learners should use any language they all understand. In class they could code switch in Xhosa and English, but there is no need to bind learners outside class within the school. Freedom and democracy should apply. They can even develop their 'own' language, which brings more meaning to their lives. But there were those who felt strongly that English should be used especially when learners are communicating with teachers on the basis they would correct them. Another motivation was that practising

English would improve their level of proficiency in it. It will also enhance their confidence in communication. In order to accommodate all the views in the committee, it was decided that although learners could use any of the languages they are comfortable with, the use of English should be encouraged. The purpose of communication should also be taken into account. If the purpose is academic, the use of English is encouraged.

4.4.3 Language to be used when teachers are communicating among themselves and when they are communicating with the office.²

Language spoken by teachers should be taken into consideration. This is language they use when they converse among themselves and when they hold staff meetings. It should be considered whether there is a need for a standing policy on this issue and the possibilities of diversity in future.

Two views emerged. There was the view that supported the use of English because they argued that this would cater for diversity in the future. They also felt that in staff meetings minutes should be written in English. The reason for that was for other stakeholders who may not necessarily be Xhosa speaking should be able to access them. The other group felt that there should be flexibility; both English and Xhosa be used freely. The final decision was that flexibility should be allowed.

4.4.4 Language to be used in parents' meeting by learners, teachers, and parents

The participants here have to take account of the level of education of the parents and therefore their proficiency in other languages other than Xhosa. They also have to take into consideration the level of proficiency of the learners in languages other than Xhosa. Thus the language chosen should be able to meet the needs of all involved or at least most of the people. It was agreed that both Xhosa and English should be used for the benefit of the illiterate parents. It was agreed that where there is a need, English should be translated via an interpreter.

² Office refers to school management team (SMT) consisting of the headmaster and the heads of departments.

4.4.5 Language to be used when the school communicates with parents

The type of communication here is by means of correspondence: learners' progress reports, reports about the progress of the school including a financial report, letters to parents, notices of meetings, policies binding to the parents and any other kind of information that may arise. The school should have a certain level of surety that the recipients understand the communication very well. Languages that are chosen should be such that the parents should feel that they are part of the setting. They should not marginalise them. The language policy of the Department of Education in one of the aims seeks "to redress the neglect of the historically disadvantaged languages in school education" (Norms and Standards Regarding Language Policy Published in terms of Section 6 (1) of the South African Schools Act, 1996 (A) (3)).

All correspondence to the parents should be in a language they understand most; in this case it is Xhosa. What needs to be communicated should also be taken into consideration; meetings and information may be in a parent's language, and learners' progress reports and financial reports may be written in an 'official' language for a wider audience like financial institutions. Where there is a need, both English and Xhosa should be used.

4.4.6 Language to be used when the school communicates with stakeholders other than parents

Stakeholders in this instance are: other schools, district office, regional office and the whole departmental hierarchy both provincially and nationally, other departments, sponsors and communication beyond the borders of the country.

English should be used, as it is the lingua franca in South Africa, the language of business and commerce, it is also an international language. The audience that has to receive information has to be considered as well. This also depends on the impression one wants to create to the people outside. Where necessary English and Xhosa should be used.

4.5 Conclusion

To sum up the foregoing discussion the following findings were established. Learners at the research site are exposed to one language in their home environment, namely Xhosa. This is the language they are more proficient in. Their peer language is only supplementary, and is only used with peers. Their only English exposure is in class where they hear the chunks of the language spoken to them by their teachers. Their teachers code switch in English and Xhosa. They vary in their code switching practice. Some teach mostly in Xhosa with inclusion of English terms. Others use more English. Textbooks are in English. Learners are assessed in English. So, although learning and teaching is both English and Xhosa, they are expected to write in English. Learners would like to be taught in the medium of a language they understand sufficiently. Teachers agree with this notion. The parent component of the language committee promotes English because of its powerful position which manifests itself in the curriculum, and in social and economic mobility. They do not address the immediate needs of the teachers and the learners, nor do they comply with LiEP, which wants to promote the erstwhile-marginalised languages, and additive bilingualism and multilingualism. This position taken by these parents in the language committee differs from that of the parents in the parents' meeting. The latter would like their children to be taught in a language or languages they understand. For a working and a legitimate language policy, these diverse positions have to be accommodated. This is done in the next section of my study.

It can be concluded from the findings that learners at the research site have little exposure to English in their homes except when they watch TV. This is presented in the form of a table in Appendix 2A (also see below).

LANGUAGES SPOKEN BY / TO 24 LEARNERS AT THE RESEARCH SITE TO DIFFERENT GROUPS PEOPLE

	Mother Tongue only	English Only	Tsotsi Taal only	Mix M.T/ English
Grand parents	99% 100%	0 0	0 0	1% ³ 0
Parents in Conversation	96% 97%	0 0	0 0	4% 3%
Parents in Home work	89% 93%	0 0	0 0	11% 7%
Sister in conversation	93% 93%	0 0	0 0	7% 7%
Sister in home work	87% 87%	1% 1%	0 0	12% 12%
Brother in conversation	16% 16%	0 0	80% 80%	4% 4%
Brother in homework	35% 35%	2% 2%	25% 25%	38% 38%
Neighbours Older age	99% 100%	0 0	0 0	1% 0
Neighbour Same age	18% 18%	0 0	78% 78%	4% 4%
Peers/ Friends	10% 10%	0 0	85% 85%	5% 5%
Classmates in Conversation	40% 40%	0 0	55% 55%	5% 5%
Classmates in Class work	43% 43%	16% 16%	12% 12%	29% 29%
Teachers informal	53% 53%	5% 5%	0 0	42% 42%
Teachers in Class work	49% 47%	11% 13%	0 0	40% 40%
Headmaster in office	56% 37%	6% 16%	0 0	38% 47%
Headmaster in assembly	- 11%	- 36%	- -	- 53%
Magazine / Newspaper	- 4%	- 96%	- -	- -
Radio	- 93%	- 7%	- -	- -
Television	- 18%	- 41%	- -	- 41%

³ Top figures is the language spoken by learners and the bottom ones is language spoken to them.

CHAPTER 5

DISCUSSION

This chapter deals with the discussion of the findings of my research. The discussion covers the following areas: discussion of the findings of the questionnaires given to the focus groups; discussion of the lesson observations; discussion of the input of the language committee; discussion of the proposals for the formation and development of a language policy; and finally a conclusion of the chapter. The conclusion consolidates the different ideas that emerged during discussion of the different groups involved in the formation of the language policy.

5.1 Findings of the questionnaire

The questionnaire was used to establish language use in the environment of the learners at the research site, the home and the school environment, (see the chapter on findings). In the home environment learners were asked about the language used to interact with family and community members. Findings were that with parents and parent neighbours, Xhosa was used, and with siblings, peer neighbours and friends, a non-standardised form of Xhosa was used, the *tsotsi taal*. With regard to their language exposure and use there is a lot of code switching that takes place within their home environment. With their parents they try to speak the mother tongue to the best of their ability. The justification for this practice is that they respect and even fear their parents. With peers, they speak *tsotsi taal*. This is for identity purposes. According to Ntshangase (1993:291), '*iscamtho*', a variety of *tsotsi taal*,

Forms a very important marker of urban identity..., which reflects a number of social phenomena. Languages are not only abstract human phenomenon but also important social and historical phenomena which bind, and sometimes mirror cleavages within communities. Thus iscamtho reflects urban identity and, at the same time, the social barriers between its speakers and non-speakers.

This is also true of the learners in the study. Although they live in the rural areas, during holidays they go to their parents or perhaps fathers who work in urban areas. When they are there, they learn to speak this language. Those who do not have the opportunity to go there, learn it from their peers. As noted in the methodology chapter, they have to learn it in order

to be accepted in the group. Thus these learners have limited exposure to English, which is the LOLT. Their only encounter with English is in class, where opportunities are limited by the fact that teachers use Xhosa a lot of the time.

What does the data say to the teacher at the research site? What does this say to the development of a language policy? The teacher needs to help the learner realise his/her learning goals. In the Vygotskian framework, mediation is needed to operate at the ZPD. The reading material is all in English. The teacher writes black board summaries in English, learners are expected to answer in English in all forms of assessments – class work, assignments, projects and the final examinations. Teachers code switch (CS), orally but not in writing – black board summaries, feedback comments, and assessment are all in English. Learners CS orally but not when they are reading, writing, and reporting to the class. These are contradictions that need to be analysed. We need to balance the contradiction of teacher CS with the language of the textbook, CS with the black board summary, CS with teacher feedback, and CS with all forms of assessment.

Teachers at the research site are doing some kind of intervention by code switching. But there needs to be a pattern/system that is followed on the practice in the school. This is the basis of the language policy. For CS to have return on investment, it needs to be controlled. The school needs to take a position on the LOLT that is going to benefit learners. The present LiEP suggests, additive bilingualism. Xhosa should be used alongside English in a systematic manner. There should be a mechanism that is going to maintain a systematic practice so that learners enjoy their constitutional right to be taught in their MT while at the same time accessing English, which enjoys power and provides opportunities for upward mobility. The language policy should be able to provide guide to this effect.

Another important factor is that even if the learners were willing to speak English, (in fact they are) there would not an opportunity to the satisfaction of the learners. The extract below gives a picture of the situation. Learners were asked about the language they think should be used in learning and teaching. This is one of their responses:

Extract 1 (*language of learning and teaching*)

Learner 1: English because it is very important and if we pass grade 12 we are going to tertiary so in tertiary we use English language whether we like or not. So it is

important to know English now. So teachers try to teach learners English now even if she or he like it or not. Xhosa is my language but I want to forget that language because it make us difficult (*focus groups and language committee, p.3*).

This poses a challenge to the teacher, a challenge that she/ he is aware of. This is a challenge that learners want to be taught through the medium of English. But the challenge goes beyond that: the teacher needs to reconcile code switching with what is common to both the teacher and the learner, namely the desire for English as LOLT. This is crucial in the development of a language policy.

The implications here are that learners are willing to be taught in English, they acknowledge that teaching in English may not necessarily depend on whether they like or accept that (though LiEP gives them the right to decide), they look at a 'bigger picture'. This attitude can be compared to the general perception by teachers that learners are not co-operative, they are lazy, they do not want to speak English, their cognitive skills are low (personal communication with teachers at research site). Teachers need to go beyond allegations which are without proof or evidence and should go beyond generalisations which may be detrimental to learners. The kind of language policy that needs to be developed is the one that will be able to take on board these false perceptions so that they are addressed. In the final analysis it should encourage teachers to 'drag' and 'scaffold' learners (Probyn 1999) so that at a certain point they can communicate effectively in both English and Xhosa. There may be lack of resources at the research site, but the little material can be adapted to suite the level of the learners.

I also discovered at the research site that the learners's level performance in Xhosa is low. When I asked the teacher concerned, she said they are not interested in Xhosa especially grammar which deals with structures. They seem to be interested in literature and the part of language that deals with general knowledge which is more communicative. From this, it could be suggested that Xhosa especially being the first language of the learners, needs to do a lot of work in developing and inculcating interest in the language. This is imperative because the first language is a prerequisite for the development of additional language/s. According to Heugh (2002:174) bilingual education is an answer to a multilingual society where English is prized very highly and this is only realised when "adequate linguistic development is foregrounded in the mother tongue whilst the second language is

systematically added.” It is also important to develop the first language so that it is not limited to the BICS level but developed to the CALP level. In this way, learners can be able to engage in more demanding academic work in the first language. This is also significant for the learners at the research site because their English/Afrikaans counterparts are taught through the medium of their MTs. This should be considered when a language policy is developed.

It was also established in the findings chapter that in all other areas of interaction within their home environment, Xhosa is the dominant language. This is so whether it is the non-standardised form, the *tsotsi taal*, when they communicate among themselves, or the standardised form, when they communicate with elders. This was noted in homework, magazines they read, in radio programmes they listen to, in TV programmes and in letter writing. This is presented in graphic form in the findings chapter and in Appendix 2A. This does not auger well for effective teaching and learning because they use English as the LOLT. Macdonald and Burroughs (1991) draw a bleak picture of this kind of situation where the educational system does not complement the learner’s background. They argue that the wide gap between the learners’ background and the educational system affects the learners’ development negatively. They argue, “because of this gap, children do not do well at school” (Burroughs and Macdonald 1991:26). Such a situation leads to a high rate of failure and dropout. They give detailed figures of their findings on the causes of high failure rate in situations where the background of learners does not resonate with the schooling system. So what can be concluded about the environment of the learners is that they are mostly exposed to their indigenous language, which is not the language that is used for LOLT in their school currently. I want to argue that this is an important observation, and that it needs to be taken into consideration when the language policy is developed. This resonates with one of the aims of the Language Policy of the Department of Education which is “to counter disadvantages resulting from different kinds of mismatch between home languages and languages of learning and teaching...” (Language in Education Policy in terms of Section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996,C (5)).

So, in learners’ entire home environment Xhosa is dominant, but they read English newspapers and magazines (sport, love, music and movies), they listen to multilingual programmes on the radio, and they watch multilingual programmes on TV. If learners can engage in all these activities without the mediation of a teacher, what does this say to the

teachers at the research site? First response to the question could be to find what appeals to these learners that the media provide which the school does not. It goes back to resources. But perhaps we can begin by saying where there are no resources it is the responsibility of the teacher to develop material. This is legislated in the Norms and Standards for Educators (National Education Policy Act 27 of 1996) where teachers need to be researchers, scholars and material developers. What emerges from this data is that learners are bilinguals, an important discovery that needs to be taken further in class. It also means that they understand English. What emerges from the data is that what appears to be contradictions is in fact a strong and a powerful resource that the learners bring to the class, language. They are able to move in and out of their first language with relative ease. Teachers need to take note of that or it should be brought to their attention. This is the data that needs to inform the development of the language policy.

From the home environment, the research deals with the school environment. The language that the learners are exposed to was investigated. The research looked at the language used outside and inside the classroom in interacting with peers and teachers. Xhosa and Xhosa / English dominated, whereas English alone was rarely used. Learners use Xhosa and peer language when they speak among themselves, that is, as friends and classmates. When they speak with teachers, they use mainly Xhosa and a mixture of English and Xhosa. They sometimes use a limited amount of English especially when they go into another class to look for something. They usually do that through the insistence of a teacher. And sometimes when the learner is desperate, and for him/her to be rescued out of the situation he/she needs to speak English. This is the case when the learner asks for permission to go out of class. Teachers usually seize this opportunity to force the learners to speak English. Blackledge (1994) as quoted in (Gravelle 1996: 80) sees this movement from one language to another by bilinguals as demonstrating "their understanding of the different and appropriate use of their languages". In the following extract from the questionnaire this is illustrated.

Extract 2 (*language used when communicating with teachers*)

Learner 1: English because practice makes perfect. We get a chance of teachers help us if we have an mistake. So it is important to try English.

Learner 2: English. It is important to use English when learners communicate with teachers, because I have a lot of chance of the teacher advice me in my mistake so I want to try to use English if I combine with my teacher.

Learner 3: If it is a Xhosa she/he must speak our language but if it is a English teacher he/she must speak English, but a teacher must organize (*ukulungiselela*) (*adjust*) for a child.

Learner 4: mixture of English and Xhosa **kuba nazo ititshala ziyayazi iEnglish kunye nesiXhosa.** (*because even teachers know both English and Xhosa*) (*Focus groups and language committee, p.4*).

Extract 3 (*language used when communicating with classmates and friends*)

Learner 4: **Yiyo nayiphina kuba bayazincokolela ne Afrikaans bangayisebenzisa kodwa xabese klasini basebenzise i** mixture of English and Xhosa. (*any language because they are just conversing among themselves they may even use Afrikaans but in class they should use the...*)

Learner 2: English and Xhosa because practice makes perfect so if you talk English with other learners I be more perfect. I'm try to use English in my future because if I have English I go through future to know all the things in the world (*focus groups and language committee, p.3-4*).

Learners CS in different situations in the school environment. In informal situations; with peers/classmates in conversations, with classmates in discussions, and with teachers in conversation. In formal situations they CS as well; they CS with a lot of English when they discuss in group work, and when they answer questions orally. However, they write notes in English, they read in English, they sometimes answer in English orally, but they think in their MT. Implications: learners' exposure to English is meagre orally, but not in written material. It is a situation that can be changed because basic elements of change are in place. Teachers can mediate because written material is in English. Learners admit that they are willing to speak English with teachers "because practice makes perfect" and "we get a chance of teachers help us if we have an mistake." So, learners expect teachers to speak English with them. They also aware of their level of proficiency and they expect teachers to guide them. This suggests that learners can have better exposure to English if the level of co-operation between them and the learners can be improved. The language policy should define the role of the teacher and the learners clearly so that better outcomes can be achieved by the development of the policy.

When learners discuss in groups, they do so in the MT, but they write in English and report in English. Two patterns emerge here; learners are aware that they need to speak /report in English and they do that. But that is the end product of a discussion that was conducted in

another language. They do not see the discussion as an end itself but rather as a means to an end. They are aware of the intended outcomes namely that they should speak English because it is the LOLT. They are aware that teachers expect that and the examinations require that. So the learners are versatile. It remains with the teacher what the outcomes of a particular task are, whether the means were more important than the product or vice versa. As commented earlier, this could be regarded as contradiction, but in essence it is a necessary one because it reflects a repertoire of resources that the learner has. The teacher should apply her/his expert knowledge to guide it properly.

Learners in the study say that teachers code switch in all subjects with the exception of Xhosa. They code switch when they teach, make illustration, give instructions and reprimand. This is supported by the lesson observations, see findings and Appendix 6A, B and C. According to the teachers in the study, they code switch for educational reasons. There are quite a number of studies dealing with code switching. This is covered fully in literature review chapter of this thesis. A very important point to make here is that teachers harness the resource that is brought by learners to the class so that their educational goals are achieved. This is very important because in this instance, the teacher has taken into consideration conditions on the ground. This is crucial for the development of a language policy. Versfeld and Dyer (1995) argue that code switching was regarded as bad practice in the past, but now it is valued.

Learners reported that teachers CS orally in all subjects with the exception of Xhosa. But they write black board summaries, assessment and student feedback in English. What was established in the study is that CS was done to benefit learners. Learners confirmed that they prefer CS for better understanding. The question is to what extent do learners have an access to English? CS needs to be controlled by means of a policy that will ensure that there is a mechanism in place to control it. CS should be incorporated within the framework of bilingualism. Where this is the case, there needs to be a system of standardising terminology, science terminology in particular that is going to be used in the school. At the research site the biology teacher teaches biology in grade 10, and natural science in grade 8. The Mathematics teacher teaches physical science in grade 10, and natural science in grade 9. It can be inconsistent if the grade 8 teacher uses different terms from the ones used by the grade 9 for the same term. If they decide to use science terminology in English as they are, or add a Xhosa suffix or coin a Xhosa term, they should be consistent in that usage (Peires et al.

2000, and Heugh 2002). The question of accessing English is not fully answered by this kind of practice. It should be addressed in the language policy fully. The language policy should allow the formation of subject committees, which will in turn have language policies. In these subject committees details of how to apply science terminology, and how to adapt, and how to develop material will be supplied. At the research site these committees are already in place. But it should be insisted that for access to English, English as a subject should be well taught.

5.2 Lesson observations

After the questionnaires, the findings move to lesson observations. This was done for the purposes of triangulation. The questionnaires revealed that teachers code switch in all subjects. Lesson observations revealed similar findings, namely that teachers code switches.

The first lesson observation was the *mathematics* lesson. The teacher was code switching. When I asked her why, she said, “Xhosa is used so that learners may understand and be kept interested throughout the lesson” (Appendix 5). This is in line with the LiEP, which recommends that:

learners should study by way of either their home language or English and their home language. In this way it should be possible for all learners to learn by way of their most familiar language. This is a right enjoyed in practice today by English and Afrikaans speakers alone (Values, Education and Democracy, 2000:21).

The teacher was code switching orally, but she wrote in English on the black board. I picked up three instances in which she was speaking in English. This was when she was reading a definition from the book, when she was reminding learners about a definition they already know, and when she was asking a question (Extracts 8,9,10,11, &12). When I analysed her CSI came up with three purposes. She code switched to keep learners interested in the lesson as she says so above, to demystify abstract terms, and to ease tension in class (Extracts 13, 14,15, & 16).

The teacher code switched because she wanted to keep learners interested throughout the lesson. In my observation, her purpose was achieved because learners throughout the lesson were concentrating on what she was teaching. The reason for her CS was pedagogically

sound. The teacher needs to keep learners' interest high by introducing new information which is within their reach but just beyond what they already know. This is the essence of teacher mediation. The teacher was doing just that. They seemed to be coping because when she was asking them questions, they answered enthusiastically.

The teacher code switched to demystify scientific concepts, this is part of 'scaffolding' in her mediation as a teacher. She uses simple illustrations. For an example for *perpendicular*, she says, **uT ojonge ezantsi** (up side down T) for *because*, she says, **amachaphaza amathathu ajonge ezantsi** (three up side down dots), for a *triangle* she says **indlw'enja** (a kennel). It must be noted that it is not the teacher who comes up with these innovations, it is the learners. What the teacher does is to ask from them how to represent those terms symbolically. Learners know the answers. What was an abstract, remote term/symbol has now become part of his/her (learner's) familiar knowledge. The science terminology has lost that 'distance' (Peires et al. 2000). The teacher has achieved her pedagogical aim because she has mediated effectively. The learner has adapted his/her present meanings – “**U T ojonge ezantsi**” (up side down T), “**amachaphaza amathathu ajonge ezantsi**” (three upside down dots), and “**indlw'enja**” (a kennel) to new meanings that fit what is more widely understood and accepted scientific terms – *perpendicular* and *congruent* and a *triangle*. The learner has actively interacted with knowledge “in the ZPD to construct his own new adapted meaning” (Donald et al. 2002:72).

The teacher has used her bilingual skills of CS with zeal and enthusiasm. Learners are on board. She asks prompting questions orally and the learners answer with ease. The mood is jovial, there is no tension. Learners are able to manipulate the terminology as in Extract 16 where the teacher asks the relationship between vertically opposite angles. The learner says they are friends and everybody laughs. Then she gives the correct answer that they are vertically opposite angles. In this instance the teacher does not translate or does not use Xhosa equivalents to drive her point. Learners seem to understand the concept. What can be noted here is that the teacher chooses a suitable opportunity to CS. When the learners follow, she engages with them in the form of oral questioning.

What I have noticed in the teacher's CS was that she was using Xhosa in between the terminology. She did not use Xhosa in the actual terms. She has done that with terms like 'line, angle, intersection, sum, degree, equation, etc. When I asked the reason for that she

said learners know some of the terms and others are not clear in the MT. The manner in which she was code switching, the terminology was not affected. This is a very important observation. The implication is that what the teacher has noted is that her learners do not necessarily have difficulties with terminology. Their problem lies squarely in English proficiency. This also suggests that even if the teacher was to teach in dual medium, she would still maintain/use the terminology albeit in different discourses. If that could be the case, confusion about terminology could be avoided. This could suggest that argument about terminological confusion could be void. Peires et al. (2000) found that students did not have a Xhosa word for *litmus paper*. This could suggest that there is no need for a Xhosa term for *litmus paper*. Another point, which emerges here, is questioning the need to have science terminology for indigenous languages. However, there could be danger in over-generalisation over a small-scale research. These points need to inform the development of a language policy.

In other instances of her CS, the teacher either added a prefix or a prefix and a suffix on a scientific/English term as part of her strategy to explain or illustrate a point. She had done that in the following terms/words:

prefix:

iline for *the line*

iangles for *the angles*

inefixed for *has a fixed*

iplane for *the plane*

uprepared for *you are prepared*

ziadjacent for *they are adjacent*

prefix and suffix:

zimeetane/a for *they meet*

ziintersectana for *they intersect*

ekuguideayo for *which guides (you)*

khawusidrawele for *draw (us)*

kumeasureishwa for *measuring*

imeanisha for *means* etc

The teacher did not want to create confusion by coining Xhosa terminology/words for the existing scientific and English terminology/words. It must be noted that in the above example only *intersect* and *angles* are real scientific terms, and to a certain extent, *measure*. Otherwise the rest of the words are mere English words, which may not affect the learner in terms of mastering or understanding. This is the trend through her lessons. In this way, if the learners can be taught by another teacher who may use English only, their repertoire of terminology cannot be affected. The learners seemed to enjoy the lesson as the teacher used different strategies of CS to identify with the learners. The teacher justified her use of the

home language in helping, 'dragging' and 'scaffolding' the learners in her lesson. At the end of the lesson she would give them class work, which could be finished as homework. This is the time when she takes off the 'scaffolds' and lets them work on their own.

The teacher used CS into English on three occasions, when she was reading a definition from the book (Extract 8), when she was reminding learners about the definition they already know (Extracts 9 & 10), and when she was asking questions (Extracts 11 & 12). After this she reverted to CS for explanation, illustration, confirmation, conclusion, recapping and transition to the following point. The progress of her lesson was clear and consistent: she recapped by asking questions (CS), she read a definition in English, she explained/illustrated, confirmed by reminding and asking questions, and concluded (CS), and linked with the following point (CS). In her CS she either used scientific/English terms as they were or modified/adapted them by incorporating prefix or prefix and suffix in the term. So her CS was systematic and intentional.

My argument here is not simply to support the use of CS in teaching of mathematics, but I am trying to bring to the fore various strategies that the teacher has used to fit the situation. Learners seemed to cope in the situation.

The *biology* teacher CS, and wrote in English on the blackboard. I observed that she CS for five purposes namely; translation (Extracts 18,19, & 20), explanation/questioning (Extract 21), breaking tension/humour (Extract 22), illustration (Extracts 23 & 24), and disciplinary purpose (Extract 25).

I observed that the teacher did not translate all the time. I asked her the reason for that and her answer was that some terms are more understandable in English than in Xhosa. "In Xhosa they can be named into five or more terms, which will confuse learners" (Appendix 5). There is truth in what the teacher was. This was for the same reason the mathematics teacher CS selectively with regard to terminology. So the biology teacher had clear intentions for CS. It was consistent.

I noticed that the teacher did not change science terminology when she was CS. Just like the mathematics teacher she was CS in between terms. She had sentences like the following:

In the *thoracic cavity* **okanye kwi rib cage**...(LT/1).

So that **igazi linako ukuhamba liyokufikelela kwivessels eziformishwe** in your body (LT/1).

Iventricles, kubekho that sound of the pumping of the *blood* (LT/2).

So **ezi chambers njengokuba ziseperated** by this *septum*...(LT/2).

Then **liye kupurifywa** into the *lungs*. **Ukupurifywa ke kokuphi?** (LT/2)

In this way, the terminology remained undisturbed and learners remained clear about the terminology the teacher was using. The teacher used this strategy so that learners understood what she was putting across. Learners may not have a chance to 'switch off' because what the teacher introduced to them was through a language that was familiar to them, their MT.

Another way the teacher introduced scientific terminology was by adding prefix or prefix and suffix on the term in the same way the mathematics teacher was doing. The following is a good illustration.

Prefix

Kwi rib cage for *in the rib cage*

Ziribs for *it's the ribs*

Kwivessels for *in the vessels*

Iheart for *the heart*

Lideoxygenated for *it is deoxygenated*

Yihaemoglobin for *it is haemoglobin*

prefix and suffix

zicontracta for *they contract*

iexpanda for *it expands*

ziexpanda for *they expand*

liyokupurifywa for *to be purified*

What can be noted here is the skill the teacher uses in CS. She wanted to make certain that learners were not disadvantaged by tampering with science terminology. Whenever she CS, she made sure that the original word was there. When she felt/sensed that learners did not understand, she translated only the words as in the following sentences:

Kulapho kuhlala ntoni ke? Iblood, that's where the blood is found (LT/1).

Igazi ke entliziyweni alidibani, there is no mixing of the blood (LT/2).

Njengokuba uphefumla nje, when you are breathing in, that is inhaling (LT/2).

Besithe ioxygen carrier molecule yintoni? What is the carrier molecule called? (LT/3)

This helped learners to keep concentrating because they got some words translated for them. Where that was not the case, they were able or it may not be very difficult for them to interpret those words according to context. The teacher made the work of the learner manageable because she follows a consistent pattern in her CS. She defined terms in English, then for explanation and illustration she reverted to CS. Her CS strategy may not disadvantage in that she used a lot of English where she tried to keep the terminology intact. Throughout her lesson she translated only three terms, *thoracic cavity*, *chambers*, and *inhaling* to **amathamb'esifuba**, **amagumbi** and **ukuphefumla** respectively. The rest of her translation was ordinary English words to Xhosa. She used the MT of the learners to assist in explanation and to make certain that her message was conveyed with success. Almost everything was English; textbooks, her black board summary, and her oral presentation. So learners were exposed to a lot of English. It can be concluded that the teacher was using her own bilingual skill and the learners' with effect.

The teacher CS for breaking tension in class. This was one of the ways she demonstrated her CS skills. After she had used a lot English and where learners had been concentrating so that they should not lose the thread of the lesson, she broke that tension by diverting a little bit from the lesson by CS. She asked the learners what is found in the heart. She gave the correct answer herself, but alongside the correct answer she said: "**kuhlala umoya oyingcwele**" (*that is where the holy spirit resides*). Learners laughed because they understood the intentions of the teacher, to relieve tension, to identify with them. Holy spirit is not part of a biology lesson and everybody knew that, that is why they laughed. Then the teacher proceeded with the serious business of teaching without losing the attention of the learners. So the teacher had a rapport with the learners.

The teacher employed her CS strategy to maintain discipline in class. Studies show that where there was a mismatch of languages between the teacher and learners', disciplinary problems were experienced (Taylor and Vinjevoid 1999). This is also true when learners share the same language with the teacher, which suggests that there are other variables other than language which are involved. In my study, the teacher maintained good relations with learners by among other things, accommodating them by CS. Other learners took a chance by misbehaving. The teacher used CS to bring them to order as in the following instances where learners are disturbing in class: "**Hayi bo. Hayi bantu ndincedeni ningakhe nilinge nindenze loo nto!**" (*No, please people, don't treat me like that!*). See also extract 25. So

while the teacher was aware that she needed to identify with the learners to create a conducive atmosphere for learning, she was also aware of her position and role as a teacher. She was able to exercise her authority when the situation demanded. To this end she used the language that appealed to their emotions. She was capable of controlling her CS to work for her to achieve her goals.

Implications

The reality of the classroom in the research site, where learners come from a homogenous, low-income Xhosa community, is that teaching and learning through English does not take place. CS is practised. Both learners and teachers practise it. It is a resource that the learners bring to the learning site. This leaves the responsibility to the teacher to use this resource effectively so that the learner benefits. It should not be regarded as a problem

I want to argue further on the subject of the language that the learners bring to the classroom, the importance of recognition. A useful quote comes from Gravelle (1996:59) where she points out clearly that “at the absolute minimum, we need to show all children that what they bring to school has a place and a value.” At this point, Bernstein’s argument is apposite, where he states that for the majority of learners, “arrival in school presents them with new linguistic demands and experiences” (ibid.: 69). Bernstein talks of two distinct codes of English language use which he refers to as ‘restricted code’ and ‘elaborated code’. The former refers to the typical language used by the working class families, and the latter refers to the language, which is largely spoken by middle class families and schooling demands it.

Most of the learners in the study come from unemployed working class families, and are likely to find the abstract language of mathematics/science difficult to cope with. Even the few coming from the middle class families, do not stay with their parents as they are working in the urban areas. They stay with their grand parents who are working class. As of present, the educational system demands “the elaborated code; therefore, if any social group had, by virtue of its patterns of socialisation, only partial or conditional control over this code, that group would be at a disadvantage” (Halliday 1978:87) as quoted in (Gravelle 1996:69).

Teachers who can handle these learners are needed so that they are able to benefit from the educational system. This is an important note for the development of a language policy.

It should be noted that the teachers in the study were in full control of the bilingual resource at their disposal. What is needed is a language policy that will either strengthen and confirm what they are already doing or give guidance for the betterment and improvement of their practice. There are more positive points to be noted from their CS. Their CS was similar in many ways. They both had a similar way of dealing with scientific terminology. They did not tamper with it by trying to introduce Xhosa terminology. They agreed that this could confuse learners. They adapted the terminology so that it fitted within CS without taking away the basic words. Debate about terminology is at the heart of the investigation of the scholars who research about bilingualism/multilingualism (Heugh 2002, Ramani and Joseph 2002 (in Heugh 2002), and Peires et al. 2000). With CS, terminology is the main thrust. If there could be an agreement about terminology, almost half of the work would have been done. Teachers at the research site had a common understanding about using scientific terminology. This is a very important development towards language policy.

Learners' access to English at the research site is not to a high level because of the following contradictions: almost every printed resource at the learners' disposal is in English; in the school environment textbooks, teachers' notes, their oral presentation, their class work and all forms of assessment. At home some are exposed to English media in the form of magazines, newspapers, radio and TV. Then there is the willingness of the learners to learn English. So the situation favours more English than learners' MT. Yet learners' access to spoken English is not at a high level. It is the old adage of *the rhyme of the ancient mariner* of "water, water everywhere but not a drop to drink." There is potentiality in the making for the development of English language proficiency. If these contradictions can be reconciled in the form of a language policy, there is a potential for learners' access to the language of power.

Another contradiction that emerged from the study is CS is only limited to oral presentation, it does not extend to assessment in any form. Teachers CS even when they ask questions orally but not in any written form as in the following illustrations:

Maths:

Then how many angles do we have *kule* drawing? *Zingaphi iangles ozibonayo?* (LT2/1)

What do we mean, *sithethukuthuni ke ngoku?* (LT2/2)

Biology

These are major organs that are found, *zifumaneka* in which part of the skeleton? In which part of the skeleton do we find the two? (LT/1)

Then *obu* de-oxygenated *nobu bu* oxygenated blood *buvelaphi bantu?* (LT/2)

In all these cases learners answered either in English or in Xhosa, and it ends there. The same applies to the teachers' questions. This practice does not feature in any form of assessment. The language policy needs to address this contradiction. Even if learners are assured of accessing English, and assured of bilingual LOLT, it is not complete without assessment. For a pedagogically sound policy, LOLT should have an assessment that resonates.

In conclusion, it can be said that the study revealed: oral CS by learners in school, their willingness to have more access to English in terms of speaking, oral CS of teachers, and their strategic use of CS. The pattern that emerged is the uniformity in teacher CS. The contradictions that emerged are the oral CS versus written English and assessment in English, which puts both learners and teachers in a dilemma. The study unveils these issues so that they inform the development of the language policy, which will take them on board. The next section is the language committee input.

5.3 Focus groups and language committee discussion on language policy.

Three stakeholder groups that were consulted with regard to the formation of the language policy of the school were: the learners who participated in the focus groups; teachers who were included in the study and those who were consulted by the teachers in the study; and the parents who were approached to form a language policy, and the parents in the school governing body. Among the literature that they were given were the following: findings on the language audit and the LOLT of the school, Language in Education Policy document, lesson transcripts in mathematics and biology, and literature related to the findings on Language in Education Policy. Discussion was guided under subsections broadly as follows: language to be used in different situations; formal: office, staff meetings, parents' meetings, and students' meetings; informal: conversations and in playfields; LOLT and languages to be

taught as subjects. They did not agree on some of the issues. It ended up being two groups, the parent component which favours English as LOLT and language of communication, and teachers with learners who favour a more flexible approach of code switching. The following extracts are good examples:

Learner 3 (*language of learning and teaching*)

Mixture of English and Xhosa coz we are black peoples and English is not our tongue but we must hear English coz English is the language that meet all nations (*focus groups and language committee, 3*).

Biology teacher (*language of learning and teaching*)

English and Xhosa. English will help them understand some terms which can't be translated in Xhosa. Then Xhosa will help them in understanding the content/theme of the day (i) memorable (ii) deep in details and logically/systematically. I think they will understand the style the teacher is following when teaching and vice-versa (*focus groups and language committee, 3*).

Parent 2 (*language of learning and teaching*)

Have now being a country that is accepted by international community it follows that English as an international language should be more utilised especially as far as social, economic and technology are concerned. Most if not all of the technical and even academic textbooks are written in English. This therefore means it will take an effort economically and otherwise have them translated. Lastly, we are hoping to have our children mingle with other children from other countries especially of the first world countries (*focus groups and language committee, 3*).

Their ideas were sound and good. They reflected some aspirations, which may not necessarily be practical. They need to be consolidated so that they can be bedrock for the development of a language policy. The next section deals with consolidation of their ideas.

5.4 Consolidation of the focus groups and language committee input

The language committee and the focus groups had different ideas about languages that should be used in various situations as LOLT and to be taught as subjects enunciated above.

Learner and teacher components held similar ideas. Both these components based their responses on their experiences in learning in the case of learners and learning and teaching in the case of the latter. They were also given the findings of the research. It confirmed what

they experience at the research site. For different situations in the school, language use will depend on the situation. For formal situations, Xhosa and English should be used using formal register. Emphasis should be on formal presentation not on language. This is very important because it gives equal status to all the languages of the learner. It is also in line with the constitution of the country and LiEP, which recognise equality of languages, and give the prerogative of LOLT to the first language of the learner. Here the teachers and the learners are exercising their democratic right to use language of their choice. This is a practice in the courts of the land, and in the parliaments both provincial and national. In informal situations both Xhosa and English are to be used.

For LOLT both English and Xhosa can be used. Learners experience difficulties in being taught in a language they have not mastered. It is quite daunting to expect them to master the language and at the same time the content of a particular subject. Studies that have been referred to above show that this leads to poor performance and eventually to a high dropout rate. The current LiEP emphasises the need to use other official languages alongside English as LOLT. This implies that school textbooks and other material should be available in these languages. According to Heugh (2002) this does not pose a threat to the position of English. Both teachers and the government should facilitate the process. Norms and Standards for Educators (National Education Policy Act 27 of 1996) stipulate that teachers should be researchers, scholars, and material developers. According to Seepe (1998:252), the "term 'teacher' should be extended to include the curriculum designer, the textbook author, and all those who contribute to the instructional process."

At the research site teachers CS in a very systematic way. Their CS did not tamper with scientific terminology, they adapted it to fit within CS without denying learners the access to the original term. This has been discussed fully above. This is a start in the right direction. Teachers, too, have their own problems in class; hence they resort to code switching as one of the resources. Ideally they would appreciate to teach in the language of the textbook, but conditions on the ground dictate a more practical and meaningful approach to teaching. It is why they have a similar understanding with the learners. It can be noted that they both recognise the powerful position of English, for they agree that teaching should not be in MT, but in both languages. Both languages should also be taught as subjects. Teachers should assist learners to have more access in English. Assessment remains in English because: all learning material is in English, assessment consists of school based assessment and external

assessment. It can be noted that although learners and teachers opted for a bilingual education, which is highly recommended by studies that have consulted in this study, and by LiEP, it is still limited without incorporating bilingual assessment. This is one of the limitations of this study, addressing assessment.

The parent component on the other hand still holds steadfastly on the notion that English is an international language, to be taught in English helps in proficiency in it, knowing English being equated with education and that it is a language of wider communication and a language that is economically powerful. This is where they base their argument. This is a sound argument and it is widely accepted as some studies consulted in this research attest to that. Both teachers and learners acknowledge the powerful position of English. At the research site, English is in a favourable position. All learning material is in English, and all writing is written in English. CS, is only oral, and all forms of assessment are in English. Learners' reading preferences are in English and their electronic media exposure are in English. Their teachers are bilingual. This has already been noted above.

The advantages of having English as LOLT are both economic and pedagogical. At the research site learning material is readily available. One of the arguments against MT instruction and bilingual education is the high costs involved to develop learning material in indigenous languages. If English is LOLT, there are fewer financial implications. All that is needed is to use the material. Money that could be used to develop learning material could be channelled to other avenues.

Learners will have access to a language of power and socio-economic advancement. The parents have this as one of the major motivations for their choice. This is one of the reasons for the parents to send their children to the model C schools. According to studies, parents wanted their children to have an early exposure to English. Another advantage of this choice is that learners' proficiency in English can improve. This can put them in a better position to compete in the labour market, which places a high premium on English. The power of English is such that proficiency in it is almost equated to education and it will take time to change the status quo.

One of the advantages of English as LOLT is that the present teaching staff has been trained to teach through the medium of English not as bilingual teachers. One of the criticisms

against the LiEP is the lack of an implementation plan (Taylor and Vinjevold 1999). One of those is an implementation plan with regard to the training of teaching staff for bilingual education. The current crop of teachers is conversant with teaching through the medium of English, but very few of them do. This suggests that the parents are justified in wanting to use the resources at their disposal. These teachers need motivation, and support from both the parents and the department.

It should be noted that the position taken by the parents in the language committee was different from the one taken by the parents in the SGB and general meeting. They favoured MT tongue instruction alongside English. Their major concern was the poor performance of the learners, which they attributed, among other factors, to language. Changing the LOLT and language of assessment would better the performance of the learners. This view has the support of the studies consulted in this research. This is also supported by the learner and teacher component in the language committee.

The positions of the learner and teacher component on the one hand, and parent component on the other hand have their strengths and weaknesses. The weakness of the bilingual LOLT is that currently the learning material is all in English, and assessment is also in English. Its strength is that it is in line with LiEP, and the fact that the reality of the classroom at the research site is that teaching in two languages is already taking place. The weakness of English as LOLT is that at the research site teachers CS, and that the level of English proficiency is low. Its strength is that the material is already in English and the assessment is also in English. It can be concluded that the success of each position taken depends on the kind of support that it is given by the stakeholders.

5.4.1 Consolidation of diversity of the outcomes of the research

In the study the following emerged: the parents of the learners favoured MT as LOLT; teachers and learners in the focus groups favoured bilingualism; parents in the language committee favoured English. The parents of the learners are illiterate and they associate poor performance of their children with LOLT in English. The parents in the language committee are educated and they argue for English based on the power of the language. It also came out that teachers CS orally but reading, writing and learners support material are in English and

all forms of assessment are also in English. The next focus now is on the implications of these diverse and contradicting positions in the development of a language policy. In order to formulate a policy that is acceptable to all, these divergences need to be reconciled. Because of the nature of my study, the participatory methodology, all the stake holders need to participate to reach a consensus position. The next stage is to feed this information to all the participants. This will be done in the form of a workshop which will look at all the contradictions and diverse positions. The workshop will go through the following issues as follows:

- Address the different position concerning the LOLT; the position of the parents who see a need for English as LOLT and the parents who see MT as LOLT. This needs to be balanced against the availability of both physical and human resources for each case, the feasibility of each case against the economic implications.
 - If the option is to be MT as LOLT it should be discussed whether the school could afford funds to produce learners' support material, and should also address the availability of such personnel to do that. It should also address capacitating the current personnel in materials development. Assessment that should resonate with LOLT should be considered. Finally, the school operates within a broader context which uses English as LOLT. Schools in the neighbourhood use English as LOLT. This also has to be taken into consideration so that learners should fit within that system. Also what needs to be considered is the possibility of using MT along side English. Parents need to state whether they need that or whether they need MT exclusively.
 - If the option is to be English as LOLT, which will be endorsing the current position, discussion should address how best could this be achieved since teachers CS. Learners' ambivalence should be addressed because while they want to be taught in English, they concede that the language they understand most is the MT.
- Address the contradiction in the manner in which teachers teach; learners need to get maximum benefit so that they are ready for internal and external assessment, and they also fit within the broader educational system.

Once these aspects are addressed head on, the process of language would be set in motion.

5.5 Conclusion

To sum up the foregoing discussion the following outcomes were established. Learners at the research site are exposed to one language in their home environment, namely Xhosa. This is the language they are more proficient in. Their peer language is only supplementary, and is only used with peers. Their only English exposure is in class where they hear chunks of the language spoken to them by their teachers as part of bilingual. Their teachers code switch in English and Xhosa. Textbooks are in English. Learners are assessed in English. So, although learning and teaching is in both English and Xhosa, they are expected to read and write in English. Learners would like to be taught in the medium of a language they understand sufficiently. Teachers agree with this notion. The parent component of the language committee promotes English because of its powerful position. They do not address the immediate needs of the teachers and the learners, nor do they comply with LiEP, which wants to promote the erstwhile-marginalised languages, and additive bilingualism and multilingualism. For a working and a legitimate language policy, these diverse positions have to be accommodated.

What I have done in the foregoing discussion is to discuss issues on language practice of the learners and teachers at the research site and consolidated diverse ideas that emerged. King and Van den Berg (1992:17) believe that “an essential precondition for language planning from a progressive point of view is that of consultation with the ‘users’ of a language policy...” In my study it means consultation with teachers, who have to implement it, and learners and their parents who have to accept it. However, they admit that consultation is a difficult undertaking in societies, which lack experience of democracy. In simple terms, it is difficult for a community to decide what it wants if it does not know what is possible. In my study this was experienced at different stages of the research. It was experienced during the stage of identifying the problem and the stage of language committee formation. Before I conclude I want to note that the view that is anti-bilingualism is strongly challenged by some studies. Heugh (2002) of the Project for the Study of Alternative Education in South Africa (PRAESA) challenges the notion that parents want a straight for English approach (Taylor and Vinjevold 1999, De Klerk Bosch 1993), as a bourgeois minority position, not representative of parents. In my study, only the parents in the language committee wanted English. They are parents who are educated, (they all have senior degrees, with the

exception of the SGB chairperson who has Standard six). The rest of the parents who come from the low-income group, and who are illiterate, support bilingual education. She also challenges the notion that rejects bilingual education based on costs as being absurd and blown out of proportion. She refers to studies that had been carried to substantiate her claim (ibid.). There is work done to promote the use of African languages for teaching and learning. This is evident in the University of the North research reported by Ramani and Joseph (2002) (in Heugh 2002), and the PRAESA project in the Western Cape reported by Mahlasela-Thusi and Heugh (2002) (in Heugh 2002). In my study I have tried to involve various stakeholders in the development of the language policy. The outcomes have been presented to the SGB. The next stage is to hold a workshop to reconcile and consolidate the diverse views of the parents and the contradictions in the manner in which the teachers teach. This will lead to the writing up of the language policy. This is not part of the objective of my MED study. The next section deals with the conclusion.

CHAPTER 6

CONCLUSION

In my research, the aim was emancipatory and the goal was the development of a school language policy and empowerment of the researched and the researcher. The research has not ended; it is just the stage of the research that is reported in the thesis. I have acted as a researcher and a learner to the situation in the school. I chose participatory research because it suited my purpose, namely to fulfil the above aim. Teachers, learners, parents and the researcher's critical awareness were developed, but there are still contradictions which need to be discussed and resolved in order to develop a language policy. This will be done in a workshop. This is so because they were all not aware of their expected roles in developing a language policy. They were also not aware that their situation could be improved by their active involvement. Parents were not aware of the conditions of teaching in the school. Their perception has now changed in that they could talk and perceive things in a totally different light from the old perspective. They have become aware that conditions in the school could change for the better with their involvement in policy matters. Their initial perception was that policy matters were the exclusive right of the educated elite and the government. Teachers and learners alike also shared this perception.

Outcomes of my research are that in the school where the research was conducted, teachers are not guided by a school language policy. Only the principal knew about LiEP. Teachers assumed that English is LOLT since textbooks are in English. They also based their teaching on their personal experience. Although this is the case, they code switch in English and Xhosa. The language that is used in the environment of both the learners' home and school is Xhosa. This is why learners support their teachers when they code switch. They are frustrated by poor performance because of being taught in a language in which they are not proficient. Parents too, support this idea, because they want their children to have improved performance. However, parents in the language committee argue that English should be the dominant language in the day to day running of the school, including the LOLT. They look at the bigger picture, that English occupies an unassailable position. Their school should produce learners who will fit in the global village. These contradictions will be discussed

and resolved in a workshop so that the language policy could be developed.

What the study has done is to bring language practice in the school to the attention of learners, teachers, and parents. This was necessitated by the need to develop a language policy for the school. In conclusion, the study needs to look at the implications of the outcomes, the problems encountered, and the limitations of the study. This is going to be covered in the last section below.

Implications of the outcomes

The outcomes of the study have far-reaching implications for the learners, teachers, and parents in the school. To learners, it is important for them to learn that their primary language is an invaluable resource. It is a resource that needs to be nurtured, developed and used to maximise learning. Learners also became aware that their primary language is protected by legislation. Before the study, they were aware of the constitutional position of their primary language as one of the eleven official languages of the country. However, they were not aware of the departmental language in education policy which gives them choice of LOLT where that is feasible. With their new knowledge, they feel accommodated because they have the freedom to express themselves in a language that appeals to their emotions. This is evident in their wish to be taught in both English and Xhosa in the study.

Teachers' language practice was held up to scrutiny. They have to keep asking whether their language practice is helping them achieve their pedagogical aims. Like learners, they became aware of the significance of the learners' primary language, and that the language in education policy gives the learners the right to choose LOLT. But having that situation in place, a pertinent fact is how to develop learners' CALP in the first language if it has to be part of the LOLT. Teachers also have to balance their language practice against the learners' support material (LSM) at their disposal; against the present examinations structure which is in English only; against aspirations of the parents who wish their learners to be taught through a medium that will improve their academic performance; and against the almost unassailable position and hegemony of English. This has to be done without denying the learner access to the language of power, in this instance, English. This is in essence the heart

of a viable language policy.

Problems encountered

Problems encountered in the study relate to ethical issues and logistics. It was not easy to separate the role of a researcher on the one hand, and that of a headmaster on the other hand. When I decided on the topic of the research, I needed to ask for permission to carry out the study from the SGB. The SGB had the right to refuse, but because of my position and our good relations, that was difficult for them to do. So my position as a headmaster made access to the research site more easy. It was not easy for participants in the research to distinguish between the voice of the researcher asking for permission to do research, and that of the headmaster asking for the SGB to be involved in a study that would culminate in the formation of a language policy for the school as an administrative directive. Informing them about the progress of the study was also not clearly understood as being separate from a headmaster's expected role as an accounting officer.

With the formation of the language committee, the SGB had the right to agree to the formation but not approve of being part of the research. The language committee had to be able to make informed decisions on language policy based on the outcomes of the research at the school and the background of the reference literature. There was a need to choose parents with educational background. The SGB left that prerogative to the researcher. This had its problem, however. Their preference was for English as LOLT, which was not what the parents at large, aspired for. If this could be left unattended, this could imply that the language policy did not take into consideration the views of all the stakeholders. That would also defeat the aims of the study. To cover this area, a workshop will need to be conducted in which stakeholders will discuss these contradictions.

The parents supported the formation of the language committee as part of their accountability as directed by the departmental policy. However, they could not separate the directive as a matter of policy and the request from me to be part of research carried out as part of an academic requirement. I was aware of this and I tried at all times to ensure I did not abuse their trust in any way.

The situation with the teachers and learners was similar to that of the SGB. When teachers were asked to be observed as part of the study, it was difficult for them to refuse. Refusal could affect future relations with the headmaster. The same situation emerged with the learners. Thus my position as a headmaster could have overwhelmed them. Despite this, I decided that I would give all the respect they deserve. I tried to maintain the position of an outsider throughout my interaction with them.

On ethical issues, the study could not reconcile the different roles and the different voices of the researcher as a researcher on the one hand, and the researcher as a headmaster on the other hand. However, the fact that these had been brought to the fore meant they could be held up to scrutiny. There was also the place of my MEd research which had to be submitted at the end of the study, and the participants were aware of this. They supported this because they saw it as having helped them have a language policy.

Further problems relate to the degree which the research was participatory. To a large degree the research was participatory. This assessment is based on the facts that fully discussed in Chapter 3 under participatory research approach. However, there are some limitations.

Firstly there were learners' focus groups. The researcher asked a senior teacher to select them according to a criterion that he gave to the teacher. The criterion was to make certain that a cross section of the learner is represented. The participatory methods requires that all participants be involved even at this level. In the study, the researcher used his expert knowledge to guide in this area.

Secondly there was the language committee. The SGB and the parents gave the prerogative to the researcher to select the language committee. The reason for this was that parents felt that they were competent to do the selection let alone being part of the committee since it required an educational background. The core of participatory research is capacity building and empowerment. It is a "research process that builds on local knowledge, helps rebuild people's capacity to be creative actors in their own world" (Nkwinti and van Vlaenderen, 1993:215). In the study, the researcher had time constraints; the study was partial fulfilment of an MEd degree. He selected parents who had an educational background.

It can be argued that although the research was to a large extent participatory as discussed in Chapter 3 of the thesis, the participants were not involved in the development of every step of the research process.

Conclusion

The study has looked at the language practice at the research site in order to develop a language policy. Findings are that teachers use more than one language when they teach. Learners too, use more than one language in their discussion both at home and at school. Perceptions of the parents, teachers, and learners are for LOLT to be bilingual, in English and Xhosa. The formation of a language policy should take into account these perceptions without losing sight of wider implications such as the language of access to economic power and social mobility. At the end of the study, my objectives were achieved; to be involved in the development of the school language policy by a collaborative method. Diversity of views will be discussed in a workshop so that an acceptable model should be followed.

REFERENCES

- Adendorff, R. (1992). Code Switching Amongst Zulu Speaking Teachers And Their Pupils Its Functions And Implications For Teacher Education. In J. Boughey (Ed.), *Applied Language Studies: Visions And Realities*. Proceedings of 1992 SAALA Conference. University of Cape Town.
- Alexander, N. (1989). *Language Policy And National Unity In South Africa/Azania*. Cape Town: Buchu Books.
- Baker, C. (1993). *Foundations Of Bilingual Education And Bilingualism*. Clevedon: Multilingual Matters.
- Bamgbose, A. (1999) African Language Development And Language Planning. *Social Dynamics*, 25 (1) 13 –30.
- Bassey, M. (1995). *Creating Education Through Research*. Newark: Kirklington Moor Press. On the process of research in education, 53-62.
- Bassey, M. (1995). *Creating Education Through Research*. Newark: Kirklington Moor Press. On the nature of social research, 1-17.
- Brown, D. (1998). *Educational Policy And The Choice Of Language In Linguistically Complex South African Schools*. Durban: EPU (Natal).
- Barkhuizen, G. and Gough, D. (1996). Language Curriculum Development In South Africa: What Place For English? *TESOL Quarterly*, 30 (3) pp. 453-471.
- Burroughs, E., Macdonald, C. (1991). *Eager To Talk And Learn And Think: Bilingual Primary Education In South Africa*. Cape Town: Maskew Miller Longman (Pty) Ltd.
- Cohen, L., Manion, L., Morrison, K. (2000). *Research Methods In Education* (5th ed.). London: Routledge.
- Cummins, J., Swain, M. (1986). *Bilingualism In Education: Aspects Of Theory, Research And Practice*. London and New York: Longman.
- De Klerk, V. & Bosch, B. (1993). English In South Africa: The Eastern Cape Perspective. *English Worldwide*, 14 (2), 209-229.
- Dison, A. (1997). *Crossing Boundaries: Facilitating Conceptual Development In Relation To Culture In An English For Academic Purposes Course*: Thesis submitted in partial fulfilment of the requirements for the Degree of Master of Arts (English Second Language). Rhodes University.

- Donald, D., Lazarus, S., Lolwana, P. (2002). *Educational Psychology In Social Context*(2nd edition). New York. OxfordUniversityPress.
- Dube, R. & Cleghorn, A. (1999). Code Switching In Mathematics Lesson In Zimbabwe. *Zimbabwe Journal Of Educational Research*, 11(1), 3-12.
- ELTIC'S Puo Dikolong Pilot Project (pp.19-23). (1997). Summary Report. *ELTIC Reporter* 21(1): 1997.
- Gough, D. (1996). Language As A Subject. In: M. Brown (ed). *The Constitution And The Bill Of Rights: Their Implications For Language Education*.
- Gough, D. (1996). Thinking In Xhosa And Speaking In English: The Theory And Practice Of Contrastive Analysis. *South African Journal Of Applied Language Studies*, 1996. Vol. 4 (1), 2-17.
- Granville, S., Janks, H., Mphahlele, M., Reed, Y. and Watson, P. (1998). English With Or Without G(u)ilt: A Position Paper On Language In Education Policy For South Africa. *Language And Education*, 12 (4) 254-274.
- Gravelle, M. (1996). *Supporting Bilingual Learners In Schools*. Great Britain: Trentham Books Limited.
- Guba, E.G. (1990). The Alternative Paradigm Dialog. In E.G. Guba (Ed.), *The Paradigm Dialog* (pp.17-27). CA: Sage.
- Guba, E.G. and Lincoln, Y.S. (1989). *Fourth Generation Evaluation*. Newbury Park, CA: Sage.
- Hartshorne, K. (1992). *Crisis And Challenge: Black Education 1910-1990*. Cape Town: Oxford University Press.
- Heugh K. (ed.) (2002). *Perspectives In Education. Vol 20 No 1.March 2002*. Pretoria. V&R Printers.
- Janse van Rensburg, E. (1995). Trends In Educational Research. *Discourse*, 6(1), 30-32.
- Kassam, Y. (1980). The Issue Of Methodology In Participatory Research. In Dubell. F et al. *Research For The People, Research By The People*. Linkoping University. Department of Education.
- King, M & van den Berg, O. (1992). Success Or Failure? Examinations And Assessment. *Focus Series Two*. Pietermaritzburg: Centaur Publications in association with the Independent Examinations Board.
- Lincoln, Y. and Guba, E.G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

- Makoni, S., Ngwata, W., and Mgudwa, N. (1999). Investigation Into Teaching Styles And Cognitive Process In Language Teaching. *National Language Project. PEI Research Report*. Available from NLP or JET.
- Maguire, P. (1987). *Doing Participatory Research*. USA. The Centre for International Education School of Education.
- Mertens, D.M. (1998). *Research Methods In Education And Psychology* London: SAGE publications.
- Mgudlwa, N. (1997). Language Audit. *ELTIC Reporter*, 21(1&2), 4-8.
- Murray, S. (1990). Accommodating Change In Primary Education. *Language Projects Review*, 5, 3: 19-21.
- Narayan, D. (1996). *Towards Participatory Research*. Washington: The World Bank.
- National Language Project, (1990). Language Policy And Education. *NLP Working Paper for the IEB colloquium 15 –16 October 1990*.
- N.C.C.R.D. National Centre For Curriculum Research And Development. (1999). *Language In The Classroom: Towards A Framework For Intervention*. Pretoria.
- NEPI (1992). *Language*. Cape Town: Oxford University Press.
- Nightingale, P. (1988). Language And Learning: A Bibliographical Essay. In Taylor, G., Ballard, B., Beasley, V., Bock, H.K., Clanchy, J. and Nightingale, P. *Literacy By Degrees*. Milton Keynes: SRHE and Open University Press.
- NLP (National Language Project) (1999). Investigation Into Teaching Styles And Cognitive Processes In Language Learning. *PEI Report*, available from JET.
- Ntshangase, D.K. (1993). *The Social History Of Iscamtho*. MA thesis, University of Witwatersrand.
- Peires, M., England, V., Webb, P. (2000). *Language In Science And Mathematics Education: A Discussion Paper*. Presentation at SAALA Conference in Stellenbosch 2000.
- PRAESA. (1999) *Problems And Possibilities In Multilingual Classroom In The Western Cape*. University of Cape Town.
- Probyn, M. (1999,) Teachers' Voices. Paper Presented in ELET Conference in August 1999, pp.1-13.
- Reynolds, J.M. (1997). *A Description Of The Language Experience Of English Second-Language Students Entering The Academic Discourse At Rhodes University*: Thesis submitted in fulfilment of the requirements of the Degree of Master of Arts of Rhodes University in the Department of Linguistics & English Language.

Rubagumya, C.M. (1994). *Teaching And Researching Language In African Classrooms*. England: Cleden.

Seepe, S. (2001). Teaching Mathematics And The Natural Sciences In African Languages. In K.K. Prah (Ed.), *Between Distinction & Extinction* (pp. 245-253).

South Africa (Republic). (1996). *National Education Policy Act 27 of 1996: Norms And Standards For Educators*. Pretoria: Government Printer.

South Africa (Republic). (1996). *South African Schools Act 84 of 1996: Norms And Standards For Language Policy In Public Schools*. Pretoria: Government Printer.

Spindler, G. (Ed) (1982). *Doing The Ethnography Of Schooling*. New York: Holt, Rinehart & Winston.

Taylor, V. (1999). Language Issues In South African Classrooms. In N. Taylor and P. Vinjevold. *Getting Learning Right* (pp. 205-226). Johannesburg: Joint Education Trust.

Terre Blanche, M., Durreheim, K. (1999). Histories Of The Present: Social Science Research In Context. In M. Terre Blanche and K. Durrheim (Eds.). *Research In Practice: Applied Methods For Social Sciences*. Cape Town: University of Cape Town Press, 1-6.

Van Vlaenderen, H. and Nkwinti. (1993). Participatory Research As A Tool For Community Development. In. *Development Southern Africa. Vol. 10. No 2. May 1993*.

Versfeld, R., Dyer, D. (1994). Words For All: Subject Teaching In Multi-lingual Classrooms. Cape Town: *The Teaching And Learning Resource Centre School Of Education*. University of Cape Town.

Vygotsky, L.S. *Thought And Language*. Cambridge: Mass M.I.T. Press 1962.

Vygotsky, L.S. *Thought And Language*. Cambridge: Mass M.I.T. Press 1986.

Young, D. (1993). *The NEPI Language Report: Product Or Process?* A personal response presented to the 12th Annual SAALA Conference, University of Port Elizabeth, 29 July 1993.

APPENDICES

APPENDIX 1

A letter to the SGB outlining the intentions to conduct a research at the school and asking for permission to do that. A carbon copy of the letter was sent to the district office.

APPENDIX 2

A questionnaire establishing language used in the environment of the learners at the research site.

APPENDIX 2 A

Diagrammatic presentation of the findings of the questionnaire establishing language used in the environment of the learners at the research site.

APPENDIX 3

A letter to the principal of the pilot school outlining the purpose of the research and asking for permission to do pilot survey.

APPENDIX 4

Focus groups and language committee input on language policy.

APPENDIX 4A

Learners' focus group

APPENDIX 4B

Biology and Mathematics teacher's input

APPENDIX 5

Interview schedule with teachers in the transcript.

APPENDIX 6A,B, C

Lesson transcripts: Maths, and Biology

APPENDIX 7

Language in education statement

APPENDIX 8

Letter requesting a parent to form a language committee

APPENDIX 9

Readings for the language committee

APPENDIX 1

The Chairperson
Zanolwazi SGB
PO Box 36
PEDDIE

14 March 2001

Dear Sir

INTENTION TO CONDUCT A RESEARCH AT THE SCHOOL:

I wish to conduct a research at the school. This letter is a follow up to the meeting we held recently concerning a language policy for our school. I want to research about the development of a language policy in our school. This is a partial fulfillment of Masters at Degree from Rhodes University. The research is going to involve the following people: twenty four students who will form focus groups, two teachers who will be observed and language committee, and four parents who will be in the language committee.

Most of the research is going to be conducted after school hours. When it is conducted during school hours, it will not disturb teaching. The researcher will be mainly observing teachers in the study. Other than that, the rest of the study will be after school hours.

The research will benefit the school in the following manner:

- The school will have a language policy
- The students, teachers and parents will be empowered because they would have been involved in the development of the language policy
- The school community will use the languages stipulated in the policy with confidence.

I am looking forward to your co-operation.

Thank you

Zamunzi Norman Fumba

cc. district office

QUESTIONNAIRE

LANGUAGE USED IN THE ENVIRONMENT OF THE LEARNERS AT ZANOLWAZI
SECONDARY SCHOOL

GRADE.....GENDER:F/M

AGE.....

DATE:...../...../...../

• HOME

A. Language YOU use to the following people:

Grandfather	Xhosa / English / peer language
Grandmother	Xhosa / English / peer language
Father	Xhosa / English / peer language
Mother	Xhosa / English / peer language
Your sister	Xhosa / English / peer language
Your brother	Xhosa / English / peer language
Neighbour	Xhosa / English / peer language
Your friend	Xhosa / English / peer language

B. Language used to YOU by the following people:

Grandfather	Xhosa / English
Grandmother	Xhosa / English
Father	Xhosa / English
Mother	Xhosa / English
Your sister	Xhosa / English / peer language
Your brother	Xhosa / English / peer language
Neighbour	Xhosa / English / peer language
Your friend	Xhosa / English / peer language

C. Language YOU use to discuss homework with:

Your friend	Xhosa /English / mixture of Xhosa & English / peer language
Your mother	Xhosa /English / mixture of Xhosa & English
Your father	Xhosa /English / mixture of Xhosa & English
Your sister	Xhosa /English / mixture of Xhosa & English / peer language
Your brother	Xhosa /English / mixture of Xhosa & English / peer language

D. Language YOU use when you are writing a letter to the following people:

Friend	Xhosa / English / mixture of English & Xhosa / peer language
Your father	Xhosa / English / mixture of English & Xhosa / peer language
Your mother	Xhosa / English / mixture of English & Xhosa / peer language
Your brother	Xhosa / English / mixture of English & Xhosa / peer language
Your sister	Xhosa / English / mixture of English & Xhosa / peer language

W. Language which makes YOU have a better understanding when used by the teacher in the following subjects:

SUBJECT	LANGUAGE
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language
•	Xhosa /English / mixture of English&Xhosa/ peer language

X. Language used in the following places:

Place	By you	Other students	By teachers
Assembly			
Office			
Students meeting			
Parents meeting			
Sport			
Other(specify)			

Y. What language do you think should be used in the following subjects and why? Give reasons for your choice.

(i) teaching content subjects e.g. Maths/ Biology/History

.....

.....

.....

.....

.....

.....

(ii) teaching languages e.g. English / Afrikaans / Xhosa

.....

.....

.....

.....

(iii) group discussion in content subjects

.....

.....

.....

.....

.....
.....
(iv) group presentation in content subjects
.....
.....
.....
.....
.....
.....

.....
.....
(v) group discussion in languages
.....
.....
.....
.....
.....
.....

.....
.....
(vi) group presentation in languages
.....
.....
.....
.....
.....
.....

.....
.....
(vii) in students' meetings
.....
.....
.....
.....
.....
.....

.....
.....
(viii) in the assembly
.....
.....
.....
.....
.....
.....

.....
.....
(ix) in the sports field and other extramural activities
.....
.....
.....
.....
.....
.....

.....
.....
(x) in communicating with teachers within school premises
.....
.....
.....
.....
.....
.....

.....
.....
(xi) in writing letters to parents and other communication
.....
.....
.....
.....
.....
.....

Thank you for your participation

APPENDIX 2A

LANGUAGES SPOKEN BY / TO 24 ZANOLWAZI LEARNERS TO DIFFERENT GROUPS PEOPLE

	Mother Tongue only	English Only	Tsotsi Taal only	Mix M.T/ English
Grand parents	99% 100%	0 0	0 0	1% 0
Parents in Conversation	96% 97%	0 0	0 0	4% 3%
Parents in Home work	89% 93%	0 0	0 0	11% 7%
Sister in conversation	93% 93%	0 0	0 0	7% 7%
Sister in home work	87% 87%	1% 1%	0 0	12% 12%
Brother in conversation	16% 16%	0 0	80% 80%	4% 4%
Brother in homework	35% 35%	2% 2%	25% 25%	38% 38%
Neighbours Older age	99% 100%	0 0	0 0	1% 0
Neighbour Same age	18% 18%	0 0	78% 78%	4% 4%
Peers/ Friends	10% 10%	0 0	85% 85%	5% 5%
Classmates in Conversation	40% 40%	0 0	55% 55%	5% 5%
Classmates in Class work	43% 43%	16% 16%	12% 12%	29% 29%
Teachers informal	53% 53%	5% 5%	0 0	42% 42%
Teachers in Class work	49% 47%	11% 13%	0 0	40% 40%
Headmaster in office	56% 37%	6% 16%	0 0	38% 47%
Headmaster in assembly	- 11%	- 36%	- -	- 53%
Magazine / Newspaper	- 4%	- 96%	- -	- -
Radio	- 93%	- 7%	- -	- -
Television	- 18%	- 41%	- -	- 41%

Adapted from: Murray and Johason, 1990. *Language spoken by 16 UNIBO students to different groups of people.*

- In each square the top number represents language spoken by learner.

APPENDIX 3

Dear Sir

REQUEST TO CONDUCT A PILOT SURVEY.

This is a follow up to our conversation about conducting a pilot survey in your school. This is part of my research as a partial fulfilment of a Masters Degree with Rhodes University in Grahamstown.

The study will only need 10 (ten) learners from Grade 8 to 12. They will work after school for only one session if we finish on time. I will also ask for one teacher to help me choose the learners.

The research is on the development of a language policy in a rural school. This specific exercise is on the language used in the environment of the learners in my school. The pilot survey is going to help shape the questionnaire to suit the learners in my school.

I shall appreciate your co-operation.

Thank you

Zamunzi Norman Fumba

APPENDIX 4

LANGUAGE COMMITTEE INPUT ON LANGUAGE POLICY

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

- ❖ Mother tongue: learners will have an understanding of the subject being taught without having to struggle with the language; Xhosa will make them understand the content/theme of the day logically and systematically and will understand the style the teacher is using; since teachers are Xhosa speaking and most of the time they speak Xhosa; learners also feel very comfortable in speaking Xhosa because they love and understand it.
- ❖ English: because after grade 12 learning at tertiary level teaching and learning will only be in English; because learners are going to study in places where there are different types of people so English will be the only means to communicate; textbooks are already in English; South Africa is a united democratic and internationally competitive country, therefore it needs people who are fluent in English; English is not only an official language, it is also an international language; English should enable the country to produce citizens who will be able to compete internationally in the full range of professional functions that require literary skills; English links us with the cultural, philosophic, and religious world of which human dreams and struggles in deferent places and times that otherwise would never know existed; it provides the comparative basis from which to see worthiness in the aims of all people; it also helps us see beauty in the world around us; in all vacancies, English is always given preference; being a country that is a country that is being accepted by international community it follows that English as an international language should be more utilised especially as far as social, economic and technological and even academic textbooks are written in English. This, therefore means it will take an effort economically and otherwise to have them translated. Lastly we are hoping to have our children mingle with other children from other countries especially first world countries; it is an appropriate medium because it enjoys high international status. Most information is in English i.e. books on various disciplines are written in English, other languages can be used to a limited extent.
- ❖ Code switching; so that learners can gain English vocabulary in order to be able to communicate with the world around them; in code switching

teaching is much easier; English will help learners understand some terms which can't be translated in Xhosa; to gain deeper understanding of issues; to provide more insight into a subject (language should be used as a vehicle to communicate ideas amongst other things/ it is a means to an end not an end and not the idea itself or concept itself).

□ **A language or languages to be taught as a subject**

In line with the Department of Education's language in education policy (LiEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

- ❖ Any of the 11 official languages but should learners' interest and agreement with the parents; and they should be able to support as to why they choose such a language; at a wider level any language that is interesting is worth studying but this will be decided by the "usefulness" of that language or languages, and questions of where, how, why etc will come into play.
- ❖ Xhosa should be used so that learners can do their best
- ❖ English, Xhosa, and Afrikaans should be taught, this will create an environment in which respect for languages other than one's own would be encouraged since both societal and individual multilingualism are the global norm today; this approach will abolish particularistic ethnic chauvinism or separatism because we are living in the world of democracy in a country which is free of prejudice and discrimination, to promote multilingualism.
- ❖ Sotho and Zulu for they are part of the eleven languages in our country, learning them is opening up opportunities to embrace different cultures.

□ **A language or languages to be used in communication**

- When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.
 - ❖ Any language they all understand, but English should be one to be practised as to perfect as it is an international language; speaking English among themselves make them confident to use any foreign language; they may use any language they are comfortable with, but in class they should code switch; there is no need to bind learners within the school, freedom and democracy should be applied.
 - ❖ There is a need to stipulate language to be used by learners among themselves, they must communicate in English as this will not only make them fluent in English but it will broaden their perspective as well.

- > When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?
 - ❖ Learners should be encouraged to use English in their general meetings because at school all subjects are taught in English with the exclusion of Afrikaans; since the syllabus is written in English they can easily grasp it without encountering problems; preferable English, because it is commonly used as a medium language of learning and teaching, thus will enhance learners to communicate with confidence, because it is a common language among the learners. It is not necessary to have a policy on this issue, they should use any language they are comfortable with, but informal language (tsotsitaal) should not be allowed; they should use Xhosa because other learners don't understand English; English and Xhosa should be used; English should be used if there are white learners in the school, as a means of communication language is the only one to that effect, as such learners cannot be prescribed as to the language to be used in communicating among themselves, they can even develop their "own" language which brings more meaning to their lives
- > When learners are communicating with teachers.
 - ❖ Learners should try to use English since in the end evaluation is in English; since it is used in teaching and learning, because it transcends cultural differences. Learners can communicate in the language that is used by the teachers then; if learners can be forced to use English they can be more active than they are now; if they speak English with the teachers, teachers can correct their mistakes; they can use both English and Xhosa since teachers know both languages, choice of language will be determined by the purpose of the communication eg. Personal versus academic reasons
- > When learners are communicating with the office. You have to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.
 - ❖ When learners are communicating with the office they should be forced to communicate in English the motive behind being to stress the importance of English; this will make learners to communicate more formal with the office; learners can communicate without inconveniencing the staff; to avoid misunderstanding; for the sake of perfection they should be encouraged to use English since it is a language of communication everywhere; any language they know; they can use both English and Xhosa since both languages are known, to be prescriptive about the use of language might in other situations might stifle communication/a wrong impression may be created by the use of a "foreign" language
- > When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to

have policy regulating the language they should be using among themselves.

- ❖ Even if teachers are communicating among themselves, English remains of utmost importance because the syllabus is written in English; as teachers they should set an example by speaking English; English is very important especially when teachers don't speak the same language; they should use any language which suits them, they can even code switch, as long as they understand each other.
- ❖ Communication cannot be conducted through a "forced" use of a particular language, there cannot be a free flow of ideas, restrictive policy will not work effectively
- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?
 - ❖ Staff meetings should be conducted in English for the sake of brevity, because it is a common language; could be both in English and Xhosa but minutes should be in English for professionalism, records/minutes may be kept in a particular language to make it easy for interested "officials" to have access to the deliberations; must be written in a language that will not inconvenience the
 - ❖ Discussion may be in any language one feels comfortable in using
- When teachers are communicating with the office. Is policy important here?
 - ❖ Even if teachers are communicating with the office they should use English in this manner the language policy would be supportive of the general conceptual growth among the teachers; since English is a language that is commonly used in communication; they should use any language they are happy with; if the office is black dominant, Xhosa could be used and if it is white dominant, English could be used, the office and the teachers should formulate a policy that would suit both sides, if one side prescribes then the other will swallow the pill.
- When teachers, learners and the parents are communicating in parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?
 - ❖ In parents meetings both English and Xhosa should be used for the benefit of the illiterate; English can be used and because of the level of education in other areas other languages can also be used through an interpreter; Xhosa is most preferable since most parents are illiterate and Xhosa is the language they understand most, is a particular language is a barrier to the sharing of ideas (meeting) then by all means people /learners could be allowed to freely use any language, meetings would have to be conducted in a language that is familiar to all components
- When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and

otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

- ❖ All forms of correspondence should be in the form of English; English may be used but other languages that are mostly used in different geographic areas must be considered; all correspondence with the parents should be in the language they understand, in this case it is Xhosa; both English and Xhosa should be used so that parents should understand, depends on what needs to be communicated, meetings and information may in the parents language, reports may be written in an "official" language for a wider audience like financial institutions etc; the context in which the school operates will determine the medium of instruction
- When the school communicates with other stakeholders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.
 - ❖ English should be used as it is the standard language; since English is an international language, it can be used in this regard.
 - ❖ The language of choice will depend on the audience that has to receive or get the information, depends on the impression one wants to create to the people outside.

Thank you for your participation.

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

English

Because it is very important and if we pass grade 12 we are going to tertiary so in tertiary we use English language where like it or not, so it is important to know English now. So teachers try to teach the learners English now, even if she or he like it or not.

Xhosa is my language but I want to forget that language because after it make us difficult.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

English & Xhosa

English is very important whereas Xhosa is right in this level of secondary after make us very confused, I don't say we forget about our culture and traditions.

□ A language or languages to be used in communication

□ A language or languages

> When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

It is important to start the things in the stage of teenagers because that things grow with us. If I start

With older I get difficult to know that thing, So if you start now to learn English, I hope that thing is advice in our future and our life.

- When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

It is necessary: Eng Xhosa

Because in general meetings we have a lot of people so others ones don't understand English so we must use Xhosa if it is necessary.

- When learners are communicating with teachers.

English → because practice makes perfect. We get a chance of teachers help us if we have an mistake, so it is important to try English.

- When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

It is important to have a policy. Because if the learners are communicate with the office or when the office is have an problem with learners or learners have a problem with office. So it is important to use policy because we need a rules of school office or school learners.

- When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

We don't know even if it is meeting or not, we don't see the need of policy because the teachers talk their things whereas the things of school or out. So it is not important to use policy.

- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?

We need to use English and we have an opportunity of use policy because we in staff meetings, and that minute we read in English.

- When teachers are communicating with the office. Is policy important here?

Yes: Because it is important to do things formality. If it is not policy in that office we have not get even an improvement, so it is important to use policy.

- When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?

In the meeting of Combining, the parents, students and teachers are important to use Xhosa language. Because some parents don't know English because of lacking of education many years ago.

- When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

Try to use Xhosa more and more in rural areas. We know if something is very difficult to summarise in Xhosa but try with all means for our parents.

- When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.

Use English because in this stage we sure we have an translator to inform another people by other language. So it is not important to use Xhosa language in this level.

Thank you for your participation.

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

English Because it is important to learner English

English is very right because after doing Grade 12

I'm going to tertiary, so in tertiary there no need of Xhosa
cause we have a lot of white lectures.

Xhosa is my language but after I make
me difficult because this mother tongue
is end in secondary.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

English

It is important to learn English in
young stage. Because it is right to
learn so early

□ A language or languages to be used in communication

□ A language or languages

> When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

English & Xhosa

Because practice makes perfect so

Learner 2.

2

If you talk English with other learners I will more perfect. I'm try to use English in my future because if I have English I get through future because they know all the things in the world.

- > When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

Xhosa. It is necessary to use policy in general meeting & use Xhosa language. Because another we not understand other language so we try to use Xhosa in meetings

- > When learners are communicating with teachers.

English. It is important to use English when learners communicate with teachers, because I have

a lot of chance of the teacher advise me in my mistake so I want to try to use English if I combine with my teacher

- > When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

English. It is right to use English and policy because if I go to office where I have an problem so in office I get the rules and disciplinarity

- > When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

I don't know the language of teachers use because the teachers are talk all things we need whereas it is school things or out.

- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?

English. It is important to use English in meeting staff because we have a roles, a gende. etc of meeting.

- When teachers are communicating with the office. Is policy important here?

Yes. It is important to use policy because of all thing we will agenda more in offices. Is were the place of all things are solved.

- When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?

Xhosa

It is important to use Xhosa because our parent have not understand English of we not educated in our future becouse of lacking of education

- When the school communicates with the parents. Here think of communication by means of corriespondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

We use Xhosa and English because our parents are not aducated but you try to summarise the things in Xhosa althoug some things we very difficult to translate with isiXhosa eg. learner report

- When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.

English it is important to use English because you try to have an translated to advise other people you not understand English

Thank you for your participation.

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

Mixture OF ENGLISH ^{most} coz we are black peoples
and English is not our tongue but we must know
and hear English coz English is the language
that meet all nations. We must keep on
speaking English coz tomorrow we want
to work in Parliaments so you can't work
in Parliament with it you don't speak English
and hear it coz there are many nation (in Xhosa)
in Parliament.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

English because all subject are teaching
with English. with out Xhosa and Afrikaans
coz are languages

□ A language or languages to be used in communication

□ A language or language

➤ When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

The must speak English coz there is a time
that they must meet with white learners

Learner 3

2

apho kufuneka kutshelwa (English) kuba
naba bayandi babelungu kufuneka beyisi
ze lento izakube thetwe ngumfundi Omnyama

- > When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

Ukuba kwesosikolo kukho abayandi abamhla
phe, kufuneka kutshelwa (English) coz bona
abazukuyisiwa isimo. wwe if ngabamhla
Ma bangayithetha imixture of English & Xhosa.

- > When learners are communicating with teachers.

if it is a Xhosa she/he must speak our language
but if it is a English teacher he/she must speak
English. but a teacher must organize for a child
(ukumlungiseka)

- > When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

They must use mixture of English coz
I can't say they must speak English coz teachers
are perfect in English and students are not
and students are need to practise English.
the tomorrow they must to be perfect.

- > When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

English when it there is an white teacher
but when it there is no white teacher they
must use any language they want to use
with out Afrikaans coz other they not
under stand

- > When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?

When I find the school have many white teachers teachers they must use english coz even the black teachers are understand english, and the white are not understand Xhosa. Is it why I say they must use english.

- > When teachers are communicating with the office. Is policy important here?

Yes! I think so coz I find that policy is very important to use it. So is it why I say yes

- > When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?

They must speak english coz othe parents are not have Education. Is it why I say they must speak Xhosa

- > When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

I think the language must be used is Xhosa the reason is the same like above answer.

- > When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.

English coz maybe they mixed with other people who have no understanding about a Xhosa language.

Thank you for your participation.

APPENDIX 4A4 Learner 4

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

Sisixhosa kuba siso esibambeka lula
kuthi.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

Yi Mixture of English and xhosa kuba xa
kusenziwa njalo Sizakuyibamba lula b
Subject.

□ A language or languages to be used in communication

□ A language or languages

➤ When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

Yiya nayiphina kuba bayarinca =

learner 4

2

Kolela ne afekho bengayisebenzisa
kodwa xa besekhuleni basebenzise
mixture of English and Xhosa.

- When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

Mixture of Xhosa and English kuba
Abantwana bathetha njalo koloko

- When learners are communicating with teachers.

Xhosa.

Mixture of English and Xhosa kuba

Nazo ifishala ziyayazi English kanye nesixhosa

- When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

Mixture of English and Xhosa

Kuba Ufshala kwakunye nabafu-

noli baya zazi ezi language zombini

- When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

Yiya nayiphina abathandab ukuyise
benzisa.

- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?

Mixture of Xhosa AND English

- When teachers are communicating with the office. Is policy important here?

Mixture of English and Xhosa
 ayikho endibawela ukuba iphinde
 ifakelwe kuba kuzakubazizima ukuyiphela.

- When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?

Sisi Xhosa kuba abanye abazali
 abafundanga kwenzele into yokw=
 ba beve into ethethwayo.

- When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

Sisi Xhosa kuba abanye abazali a=
 bafundanga. Abanye abazali singe=
 si bazi iXhosa.

- When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.

IsiXhosa kuba abanye abazali
 abasira isingesi.

Thank you for your participation.

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

Teachers and Learners must use English.
Xhosa. English and Xhosa.

English and Xhosa so we can understand English.

Because the English is better than Afrikaans and if you see many people are using English.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

The language you must use is English. because English is a more important in communicating.

□ A language or languages to be used in communication

□ A LANGUAGE OF INSTRUCTION

> When learners are communicating among themselves, Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

It is important to be free

learner 5

2

When you speak to other learners

but because of practise we must use

English so that we can correct each other by doing that we become fluently in speaking

- When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

It is necessary to use English so

that next time when you communicate

with English speaking learners you must be able to speak

- When learners are communicating with teachers.

I think teachers can correct the learners when they speak wrong English.

- When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

Policy on this one is not necessary you can speak your mother tongue. If you want to or speak English, there is no compulsory affair on it.

- When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

This is a compulsory affair because learners imitate teachers. There should be a policy on this.

APPENDIX 4B1 Mathematics teacher

□ Language of learning and teaching

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

Mother tongue since we are Xhosa speaking teachers most of the time we use Xhosa. Also the learners understand their mother tongue very well and they are feeling comfortable when speaking. Codeswitching can be used in order for learners to gain English vocabulary and in order for them to be able to communicate with the world around them so in codeswitching teaching become easier.

□ A language or languages to be taught as a subject

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

Xhosa must be used for Xhosa speaking learners so that they can do their best as other learners have that opportunity. The failure rate in our schools can be reduced (decreased).

□ A language or languages to be used in communication

□ A LANGUAGE OF LANGUAGE

> When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

There is no need to bind the learners with the language they must use within the school. Freedom & democracy must be applied within the school. The learners can communicate with the language they feel is comfortable for them.

Sometimes learners may use English for the sake of equipping themselves for the future.

- > When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

Learners can communicate using the language they know most e.g. those together with the mix of English. Otherwise I see no need for the policy of conducting those meetings.

- > When learners are communicating with teachers.

Learners must try to use English since at the end, evaluation will be in English, otherwise learners may communicate with the language used by the teacher by that time.

- > When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

It depends upon the principal how he would like his learners to express themselves. For the sake of perfection I encourage learners to use English since it's the language of communication (standard) everywhere.

- > When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

Teachers are free to use any language which suits them when communicating. Most of the time we use our mother tongue mixing a little bit of English.

- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?

During staff meeting teachers may express themselves in any language, but when it comes to minutes they must be written in English for the sake of professionalism.

- When teachers are communicating with the office. Is policy important here?

They can use any language as policy for that everybody is free to express himself the way he/she likes. So I see no point of specific language to be used.

- When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?

Xhosa is most preferable since the parents of our community is uneducated, so Xhosa is the language they understand very well. By this way they become part of the school.

- When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.

Each and every correspondence, comments on school reports, financial matters must be done with the language the parents understand most that is in our case Xhosa.

- When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. - Also communication beyond the borders of the country.

English is most suitable one because is the standard language for every nation around the world. At least those people are educated.

Thank you for your participation.

□ **Language of learning and teaching**

Which language do you think should be used as a language of learning and teaching? Here consider a language in which learners as well as teachers are more proficient. Consider a language which makes you and other learners understand when you are taught. Consider these options: mother tongue (Xhosa), English and codeswitching (mixture of English and Xhosa). Give your reasons. You may write in Xhosa if you feel comfortable.

ENGLISH ✓ XHOSA

English will help them understand some terms which can't be translated in Xhosa. The Xhosa will help them in understanding the context / theme of the day - it's memorable in deep in details and logically/systematically. I think they will be able to understand the way/style the teacher is following when teaching vice-versa.

□ **A language or languages to be taught as a subject**

In line with the Department of Education's language in education policy (LIEP) schools must have a policy or programme that will encourage multilingualism. This means a language or languages other than the one or those that are used for learning and teaching should be offered in schools. Which is that language or are those languages? Support. You are free to use Xhosa.

ANY LANGUAGES FROM THE 11 OFFICIAL LANGUAGES but this should be learners' interests - in agreement with parents. We should be able to support as to why they choose such language.

□ **A language or languages to be used in communication**

□ **A language or languages**

> When learners are communicating among themselves. Do you think there is a need to stipulate a language to be used by learners among themselves? If you agree which language? Here you may see a need to have a language or you may see no need. Support whatever point of view you may have.

Any language they understand, but English should be used to be understood as it is better of us as international language. I think speaking to each other in no different language.

As learners I think it's wise to learn more languages while their minds are still fresh & they would more than fit to whatever situation they find themselves in.

- When learners are communicating in their general meetings. Even here do you think it is important to have a policy on this issue or do you think it is not necessary? If it is necessary, which language this should be?

It is not necessary, but I think should be

a ban of not using any informal language (speakings) in meetings.

- When learners are communicating with teachers.

Any official language, as long as they both both understand one another.

- When learners are communicating with the office. You have got to think about the purpose of the exercise. Why it may be or not be important to have a policy on this one.

ENGLISH / ENGLISH & MATHEMATICS / 11/10/10 / 11/10/10

For English: This will make them learn the formal way of expressing themselves when talking to their officials.

For English & Maths, will make them free to express themselves as some do not understand English words, the way others do.

- When teachers are communicating among themselves. Consider the language spoken by the teachers. Consider whether there is a need to have policy regulating the language they should be using among themselves.

No need for any policy. Any language is allowed.

- When teachers are communicating in the staff meetings. The same questions should be asked here as above. Consider the minutes of such meetings, which language or languages should be used?
 Any language, but minutes in English - for professionals.
- When teachers are communicating with the office. Is policy important here?
 No policy. Whatever language the office understands is the office's dominant language. English can be used while dominant. English, Afrikaans & Xhosa can be used so that the issue concerned is solved.
- When teachers, learners and the parents are communicating in a parents meetings. Consider the level of education of the parents as well as learners. Which will be a language that will meet the needs of all involved?
 No policy. But the language - common to everybody is Tshivenda should be used at least to understand their standards of education of any one of the Tripartite alliance.
- When the school communicates with the parents. Here think of communication by means of correspondence; school report, financial and otherwise, learners reports, letters to parents and meetings and policies binding parents. Consider the level of language proficiency of the parents in the language you suggest should be used.
 No policy. Where Xhosa is dominant everything can be written in Xhosa. The same as other languages.
- When the school communicates with other stake holders other than parents. Think of local communication at district level, regional, provincial and national level. Also communication beyond the borders of the country.
 English - should be the only language.

Thank you for your participation.

APPENDIX 5

INTERVIEW SCHEDULE FOR TEACHERS IN LESSON TRANSCRIPTS

The following points should be taken into consideration:

- ❖ Whether she takes language into consideration when she is doing her preparation?
 - Yes
- ❖ Why does she choose to use Xhosa and English?
 - Certain explanation are more understandable in Xhosa than in English
 - So that learners may understand and be kept interested throughout the lesson
- ❖ An explanation as to why Xhosa is not used in concepts e.g. line, angle, intersection, ventricles, arteries, palmonary veins etc.
 - Some concepts like ventricles are more understandable in English than in Xhosa. In Xhosa they can be named in into 5 or more terms which will confuse learners
 - Other concepts have no clear meaning in Xhosa
- ❖ Whether it is possible to use Xhosa in concepts as mentioned in the bullets above?
 - Sometimes yes and no. Yes if it's formal Xhosa. No if it's not a formal word. Xhosa words differ according to areas/region
 - Yes, it is possible but what the teacher wants to stress here is the meaning and development of vocabulary of learners
- ❖ Learners seem to be coping throughout the lesson when they are asked as a class. What is the position in individual questioning and writing?
 - Learners tend to be shy in answering what she/he is not sure enough about it always takes himself/herself as an empty vessel, but when writing alone tries to convince the teacher that she/he knows something about the lesson.
- ❖ What is the reason for the answer in the above question?
 - He/she is not determined, dedicated, always relies on the teacher and others, attends school only to entertain himself/herself, not motivated by parents who are illiterate
- ❖ Are the learners allowed to answer in Xhosa?
 - Yes but they should try to translate the answer in English thereafter
- ❖ Reason for the answer.
 - She/he might have a good answer in which she/he can't explain in English. Translating in English will make him/her understand it much easier
- ❖ If there was a chance to write a language policy, what would be some recommendations?
 - Teachers must be allowed to teach in whatever language they understand
 - Question papers be written in the mother tongue
 - Each language should have its fixed terminology in all subjects
 - Xhosa should be taken as a national language

- Learners should be given a chance to have a say in the language they prefer in teaching and learning

APPENDIX 6A

LESSON TRANSCRIPT 1

SUBJECT: *Mathematics*
GRADE: *9*
DATE: *09 May 2001*

Teacher: I **points** ezenza i **line**, then ngobani i **points** zethu phaya?
Learners: Ngu **A**
T: Ngu **A** nabani?
L: No **B**
T: Then sine **points** ezimbini ezingu **A** no **B**.
L: Then ke ngoku ke i **line** sinendlela yokuyithiya ke ngoku ke i **line**, sinendlela ezimbini umntu angayithiya ngayo i **line**. Omnye usenokuthi sino **line AB**, sino **line AB**, or sino **line AB then** ibe yila...
L: **Sign**
T: Yila **sign** pha ngasezantsi kukabani?
L: Kuka **AB**
T: Kuka **AB**, la **sign** ine **arrows** bayinika ukuba ngu **line** ...?
L: **AB**
T: **AB**, siyevana?
L: Ewe ...
T: Njengokuba benditshilo ndathi xasi...xasesibhala asizokusebenzisa amagama iyaband'intokuba sibe sisithi **line AB instead** sakuse sivele sibhale u **AB** ekugqibeleni wenze ntoni?
L: I **line**
T: La **line** n gaphezulu so n diyayazi u kuba la line k ufuneka i be ne **arrows** macala uyaqonda?
L: **Yes**
T: Kuba nalapha ngoku besizoba kufuneka xa usenza i **line** ibe ne **arrows** ...?
L: Macala
T: Macala, **so** yi **line** ke leyo, and le **line** intethethukuba le **line** le **line has length**, inabo intoni?
L: Ubude
T: Ubude, **but** ayinabu ... ngakanani bokuba umhlawumbi le **line** ityebe kangaka, siyevana?
L: **Yes**
T: ayanga yatyeba umhlawumbi uyenze nge **lead** ibe **bold** i **line** yakho ibenje (*writing*) kusekwakuwe ke, siyevana?
L: **Yes**
T: I **line** yakho akunyanzelekanga ukuba mayibe yi **line** engakanani na, **as long as** iyintoni?
L: Iyi **line**

- T: Iyi **line then** ine **points** apha kuyo, **then** uyithiye ke ngoku ubeke la **arrow**, la **line** ine **arrow** apha ngaphezulu **then** xa uthathe la **line** uthatha le nantsika ke ngoku uthatha le **line** xa ubeke (*reading from book*)... nge **line** ezitheni?
- L: Ezi **intersect**ayo
- T: Ezi **intersect**ayo, **intersection of line**, ziyakwazi ke ngoku i **lines** zimeetane **at a point** (*writing*), ziyakwazi i **lines** zimeetane **at a point**, so ke ngoku **once** i **lines** zimeetane **at a point** kucaciseke into ngobana i **lines** xa zimeetana **at a point** zikhona i **angles** ezi theni?
- L: Mh..
- T: Eziformishekayo pha (*writing*). Zeziphi ezo **angles**?
- L: (*pause*)
- T: Zikhona i **angles** eziba kule ndawo (*pointing at a diagram on the board*) **once ezi lines** zidibane zikhona i **angles** eziba lapha, zikhona i **angles** eziba lapha, zikhona i **angles** eziba lapha (*pointing again*), yintoni amagama eza **angles**?
- L: (*pause*)
- T: Zime **vertical**, **what kind of angles** when two lines meet at a point eziformishekayo?
- L: **Vertical**
- T: **Vertical opposite angles** are formed when i **lines** zintersectana, zidibana **at a point**. **Then** ke ngoku kubekho a **line segment**. **What is a line segment**?
- L: (*inaudible*)
- T: Uyabona ke ngoku ikhona i **difference between** i **line** nantoni? Ine **line segment**. I **line** yona ayina **fixed length** nokuba ingakanani na, i **line**. **Then** i **line segment** (*writing*) i **line segment** ke ngoku kuxa ke ngoku kusithiwa ke kuwe khawusidrawele i **line** ubude bayo bube yi **20... mm**, uyaqonda. **So** ke ngoku uchazelwe ukuba i **line** kufuneka ibengakanani? Ine **fixed length**, uyichazelwe ukuba kufuneka ungegqithi kubani?
- L: Ku **20 mm**
- T: Ku **20 mm**, **then** ke ngoku ke i **line** iyakho ithethukuthi ke ngoku ke izakuqala endaweni... iphele phi?
- L: Endaweni
- T: Endaweni, siyevana? Yi **line segment** ke ngoku leyo ayiyontoni?
- L: Ayiyo **line**
- T: I **line**, pha i se yi **line** nje a yinantoni? A yina **fixed length** kuba le **line** izakuba nobude, usenokuyitsala uyokuyimis'eMission. Kodwa xa sithe ke ngoku **50**, le **line** yakho yithi xa uyenza ibengu **50mm** okanye **5 cm**, itheth'ukuthi ke ngoku unantoni? Unantoni? Unento ekuguideayo ukuba le line yakho mayibe kanga, siyevana?
- L: **Yeeees!**
- T: Ukh'ubone naxa sisenza emabaleni ubone abanye bejul'i **discus**, nentoni-ntoni kubakho la **tape measure** itsalwayo, uyaqonda, ukwenzel'ukuba ukuwina kwaba bantu kuxhomekeke kulantoni?
- L: (*Inaudible*)

- T: Kula **tape** intongaba ngoku ujule wokuyimisa phi na kula **point** yakhe ebeyi**mark**ishile, so ke ngoku kume**asure**ishwa **from** kula **point** nakule ndawo ebejula...?
- L: Ekuyo
- T: Ekuyo, uyaqonda **so** itheth'ukuthi ikhona i **fixed length** eyenzekileyo phaya (*writing*). Yi **line segment** ke ngoku. **So** izinto zimbini nalapha xa uyithiya i **line segment**. Usenokuthi sino **line segment** (*writing*), **line segment AB**. Ibende ke ngoku wena lanto xa usowubhala. Indlel'emfutshane kufunek'uthini? Ubenoline segment(*writing*)...?
- L: **AB**
- T: **AB**, ubenantoni?
- L: (*Inaudible*)
- T: La **line** i **straight**, kuba nalapha la **line** i **straight** ayinazo intoni?
- L: I **arrows**
- T: Eza **arrows**, **once** ibeneza **arrows** phaya **above** eza **letters** imeanisha ntoni ngoku?
- L: I **line**
- T: I **line**, so xa ingenayo lantoni so kufuneka uyazi ukuba kuthethwa ngantoni?
- L: Nge **line segment**
- T: Nge **line segment**, kuthethwa ngento eyaziwayo ubude bayo, siyevana?
- L: **Yees**
- T: Phaya sithetha ngento esingayaziyo ...?
- L: Ubude bayo
- T: Ubude bayo. Sithetha **just** nge **line** phaya (*writing*). **Then ... let us continue** siye kwi **ray** ke ngoku. Sifuna nje i **definations** zezinto sizakudibana nazo apha phakathi. Siye kwi **ray** ke ngoku. Yintoni I **ray**? **What is a ray?**
- L: (*they read from their note books*)
- T: Nifunda kakubi into endiyaziyo
- L: (*continue reading*) **a ray is a straight line which ...**
- T: **So** ke ngoku i **ray** yona (*writing*) i **ray** yona uyeva ukuba kuthiwa ine **one end**, iba ne **point** eqala kuyo uyaqonda, i**stretche** ine **direction** eya...(writing)
- L: Kuyo
- T: Siyevana? Iyaqal'e **point**ini ogqiba ithini? Itsale but izakuba nesiphelo, inendawo etheni? Eya kuyo siyevana?
- L: **Yees**
- T: **Then** ke ngoku nayo i **ray** yenziwa zeza **points**, uyaqonda? (*writing*). Masithi le **ray** yethu yenziwe ngubani? ngu **A** no **B**. But yona ayifani ne **line segment** ayina ...ayizokuphela kubani?
- L: Ku **B**
- T: Iy**astrecha** ngaphaya kuka **B**, ithethukuthi iyagqitha phaya (*pointing at the drawing on the board*). So ke ngoku xa uyibhala uzakuthi yi **ray**(writing) sino **ray** bani?
- L: **AB**

- T: **AB or** xa ufun'indlel'emfutshane sizakuba no **ray, moss** iqala endaweni ithini?
- L: Iphel'endaweni.
- T: Iphel'endaweni, uyaqonda? So kufuneka uyijonge ke ngoku **idifference** xa uzoba ntoni?
- L: I **line**
- T: I **line**, naxa uzoba ntoni?
- L: I **line segment**
- T: I **line segment** naxa uzoba ntoni?
- L: I **ray**
- T: I **ray**, i **ray** ine **starting point** istretche phaya (*pointing on the drawing*), but inezapoints. Xa zizontathu ezi zinto kukhwi **ray**, kukhwi **line**, kukhwi **line segment** zine **points**. Zinziwe zintoni?
- L: Zi **points**
- T: Zi **points**, siyevana?
- L: **Yes**
- T: **But** sizomahluko ke ngoku xa uzibhala ke ngokuba i **line**, I **line segment** kufuneka ibe yila **line** phaya yodwa, I **ray** kufuneka ibe yi **line** ene **arrow** phambili, **then** i **line segment** ibenantoni? **I mean** i **line** ibenantoni? I bene **arrows** macala (*writing*). Siyevana?
- L: **Yes miss**
- T: **So** nantsi ebethelelwayo ke ngoku. Sibe ne **plane**. Ungandixeleli nge **plane**, waz'eyiphi **iplane** wena?
- L: (*inaudible*)
- T: (*laughing*) sibe ne **plane** (*writing*) nina nazi ntoni?
- L: I **aeroplane**
- T: Imile njani I **aeroplane**?
- L: (*inaudible*)
- T: Ingathi... (*inaudible*) xa ndinokuyizoba ndingathi ndizoba into enjani? I **lines** zam umhlawumbi zingema njani? Ndibe ne **line** ethe? (*drawing a line on the board*)
- L: Ewe
- T: Enye I **line** yam ibheke ngaphi? Ngaphi?
- L: Ngapha (*pointing*)
- T: Ngaphi? So nithi **iplane** ime ngola hlobo andithi **aeroplane** yenu?
- L: **Yes**
- T: Sonke si **sure**, phofu uyayazi i **aeroplane**
- L: (*laughing*) **yes miss**
- T: So ke ngoku ke eneneni ke uyayiqonda ukuba ngoku kwakusakhiw'i **aeroplane**, itheth'ukuthi kwasetyenziswa ntoni? I **geometry** ukuze bafumane la shape yantoni?
- L: Ye **aeroplane**
- T: Yee **aeroplane** ne **jet** eziya, kwasetyenziswa ntoni?

- L: I **geometry**
- T: I **geometry** le ne...ne...zonke ezi zinto zihamba into ezifana ne **jet** ne **aeroplanes** k wasetyenziswa i **geometry just because** b asukela k ule nto yantoni?
- L: Ye **plane**
- T: Ye **plane**, casek'intoba pha ngaphambili bafakela bani? U **aero**? (*writing*)...**plane**, kwacac'intoba noko le nt'iyabhabha bethunana yangu **aero**? (*writing*)...**plane**. Kodwa lo uplane lo bamthathe phi?
- L: **Plane**
- T: Apha ku plane bajonge ukuba xabesakha le nto bayithathe pha ku **plane so** mabayithiye ukuba yintoni?
- L: Yi **aeroplane**
- T: Yi **aeroplane**. So ke ngoku sinento enjeya (*pointing at drawing*) ekuthiwa xa yibizwa yintoni? (*inaudible*)
- L: (*inaudible*)
- T: Sizakuthetha ngayo uzakuyiva wena apha xa sisesisenza i...xa sesiqalisa i **trigonometry** kwalapha kwa **seven**. Uzakungena nzulu kengoku kulantoni? Kula **plane**. La **plane** inama...inendawo ezicofwa ukuba uyaqonda. Kukho le na le na le, so ke ngoku uzakuziva ke ngoku apha ngaphambili into banangaba yintoni ukubizwa kwa lendawo yintoni ukubizwa kwalendawo yintoni ukubizwa kwa le ndawo? Okwangoku sisakunika nje sikuchazele intongabana i **plane** yinto enjani na? Ukwazi ukuthini? Ukuyizoba. Ukuba ngaba izotywa njani na. So i **plane** kufunek'uyaz'ukuba i **plane** kufunek'ibenjeya ina la **line** i **vertical** ibenala **line** i **horizontal**. Kuthiwa **is a flat surface like the top of the...?**
- L: **Table**
- T: **Table**. Uyazi umphezulw'e tafile?
- L: **Yes miss**
- T: Kuthiwa ke i...i...into eyi **plane** yinto enjeya, kuba ke nyani umphezulw'etafile **moss** ukuba itafile ibangathi sis**quare** apha ngaphezulu andithi?
- L: **Yes miss**
- T: So pha kwi tafile unakh'ukuyizoba intoni?
- L: I **plane**
- T: I **plane**, siyevana?
- L: **Yes miss**
- T: So i**plane** yinto ethe thebelele **but extending to infinite in all directions**. Ukub'uyayiqonda ukuba i **plane** inezintw'e zithe **moss** andithi? (*writing*) Ithethukuthi inale line iphinde...?(*pointing at the drawing on the board*)
- L: Ibenala **line**
- T: Ibenala line. (*Reading*) **The position of a flat plane is determined by any three points not in a straight line**. So sizokuhamba sihambe sithethe nge **plane** sikuchazele zonke ezazinto zenziwa yi **plane**, inints'intw'ephum'a pha kwi **plane**. Qha ngoku kufune'uyaz'izintoba i**plane** yintw'enjani? Izotywa njani na? **Then** isezi **definations** ke ezo,

kufun'ukuzazile ke zonke ezazinto sikuchazisele...nge **axiom**, saza nge **theorem**, saza nge **converse**, saza nge **colary**, saza nge **rider**, saza ngo **required to prove**, saza nge **symbols**. Kufuneka uzazile eza **symbols**, kuba akuzokusebenzisa ntoni? Amagama. Akuzosixelela thina ukuba **is perpendicular** uyakugqiba nini undichazela loo nto? Xa ubonisa u **perpendicular** kufunek'ubeke ntoni?

- L: Umgca
T: Umgc'onjani?
L: U T ojonge ezantsi
T: U T ojonge...?
L: Ezantsi
T: Ezantsi. Xa ndifuna u congruent kufuneka ndisebenzise eyiphi i **sign**?
L: **Three lines**
T: **Three lines**. Ndisebenzise i **three lines** (*writing*). Ndifun'ukuthi **because**?
L: Amachaphaza amathathu ajonge ezantsi
T: Ndibonise n toni? Ichaphaza, n elinye (*writing*). **S o n gu b ecause** w ethu lowa asithethi gama thina. U **therefore**?
L: Ichaphaza phezulu
T: Ichaphaza phezulu
L: Eliny'ezantsi
T: Eliny'ezantsi (*writing*). Ngu **because** wam lowa. Ndifun'ukuthi **triangle**?
L: **square**
T: (*writing*) nasi **isquare** ke bethunana.
L: Yo! Hayi, no, unxantathu, indlw'enja, unxantathu (*shouting others nxantathu other ndlwenja*).
T: I **circle**? Ndifun'ukuthi yi **circle** le.
L: Isangqa nechaphaza.
T: Ndithini?
L: Isangqa nechaphaza
T: (*writing*) so kufuneka eza zinto uzazile kuba ngoku xasisele si **provea** phaya akuzobe ubhala igama uman'usithi bani – bani **is a circle** (*writing*) hayi, u thi u **ABC is a circle**. Kufuneka xa uthethayo uthi **triangle ABC** (*writing it as a symbol not in words*), uyayiqonda?
L: **Yes**
T: Ugqibile, undlela-mfutshane. Uba uthi **is equal to** akuba usithi **is equal to** (*writing this in words*) uzakuthini Maselwa? (*asking a learner*)
L: (*showing by writing in the air*) (*laughter from others*)
T: Animbonanga indlela andibonisa ngayo. (*pointing another one*).
L: (*another laughter as this one also writes in the air*).
T: **So** sizakuba ne **lines**...?
L: Eziyi **four**
T: Eza **symbols** kufuneka sizazile (*writing*) zenziwa njani na, i **angle** yenziwa njani na, oo **parallel** ubazi, zonke ezontwezo. **Then** ke ngoku masingene koo ndoqo ke ngoku. **Before** singene koo ndoqo sizakubetha

nje irevision encinci yakwa Six. Kufune'ukunge uyazi ukuba u **prepared** nyani uyayazi yonke into eseyiqhubekile oselugqithile kuyo. (*writing an angle on the board*) Yeyi phi itype ye **angle** leya?

L: Yi **right angle**

T: Yi **right**...?

L: **Angle**

T: Yi **right angle**. Yintoni ebangelukuba **this is a right angle triangle**? Ikho le nto ikunika i **confidence** ukuthi hey, yi **right angle triangle** le? (*pause*) Cingisani (*pointing a learner*).

L: Ndingathi la **angle** ibheke ngapha andazinoba ngu **90 degrees**

T: Uthi into ebangela ukuba athi yi **right angle** ubona bani?

L: Le bhokisi

T: Le bhokisi, le bhokisi ine **meaning** phaya, imele ubani?(*writing*)

L: U **90 degrees**

T: U **90 degrees**. Qha kutheni?

L: Akabekwanga apha.

T: Ungakhe ulinge usenzele loo nto thina usibekele bani? u **90** pha phakathi kula bhokisi. Kufunek'uzazi ukuba xa ubona la bhokisi yintoni?

L: Ngu **90 degrees**

T: **Then** ke ngoku nithi ngu **90 degrees**, andithi? Le yi **right angle**, **then** ke ngoku sithi (*writing*). Ibe yintoni ke ngoku ezi **angles**? Sifumane ezinye i **angles**, andithi siyicalule kubini ke ngoku?

L: **Acute angles**

T: Ewe zi **acute angles**, yintoni igama lazo? Zinegama kaloku ezibizwa ngalo?

L: **Adjacent angles**

T: Ha – a ayizo **adjacent angles** ungandiqhathi. Ewe zi **adjacent** kodwa likhona e lagama lipha ngaphambili. Ewe zi **adjacent** ntoni? (*writing*). Ninyanisile ukuthi zi **adjacent**, zi **adjacent** ntoni? Uthini Sibusiso?

L: **Supplementary**

T: Hayi ezi **supplementary** kaloku zisinika bani?

L: U **180**

T & L: Zi **adjacent complementary angles**. (*writing*).

T: Zi **adjacent complementary**...?

L: **Angles**

T: **Angles**, kuba sizakuthi xasizidibanisile zisinike bani?

L: U **90 degrees**

T: U **90 degrees** (*writing*). **Then** (*writing*), yeyiphi i **type** ye **angle** leya?

L: Si **straight angle**

T: Si **straight angle** (*writing*). Ndibuz'i **angle** zeniphendule ezemiqala yenu (*laughing*)

T: Yintoni?

T & L: Si **straight angle**

T: Singubani?

L: Ngu **180 degrees**

T: Singu **180? ...degrees**.

- L: **Degrees**
- T: **Then** sifike senjenje (*writing*). Izaba yintoni ngoku?
- L: Izakuba yi **adjacent**
- T & L: Izakuba zi **adjacent supplementary angles**
- T: Kuba ngoku sizahlule...?
- L: Kubini
- T: Kubini, so izakuba yi **adjacent supplementary angles**. So i **supplementary angles** zona zikhupha bani?
- T & L: U **180 degrees**
- T: I **complementary angles** zikhupha bani?
- L: U **90 degrees**
- T: Usayikhumbula le nto kwa **Six**?
- L: **Yes miss**
- T: **Right**, kufuneka unyuke nayo uzenayo apha kwa **Seven** ukuba usayikhumbula. Siphinde (*writing*) sithi pha kwa **Six** (*writing*). **What is the relationship between u A no B no C no D?** Singathini ngo **A no B no C no D?** Zeziphi i **types of angles** eziya?
- L: **Vertical opposite angles**
- T & L: Iya zi **vertical opposite angles** (*writing*).
- T: Yintoni i **vertical opposite angles**? (*pause*) Ye Xhanti?
- L: Kuba zinjongene
- T: Ewe siyavuma zijongene, U **AB** ujongene nabani? U **A** ujongane nobani?
- L: No **B**
- T: **Vertical** (*writing*). Then u **C** aphinde abe **vertical** kubani?
- L&T: Ku **D**.
- T: Kodwa ikhona le nto ibalulekileyo nge **vertical opposite angles**. Zitheni? (*pause*) Xhanti?
- L: (*inaudible*)
- T: Yayithethiwe le nto niyithethayo kodwa ikhona eyonanto ibalulekileyo.
- L: (*inaudible*)
- T: Zitheni?
- L: Ziyalingana
- T: Ziyalingana, sithi **vertical opposite angles are**
- L&T: **Equal**
- T: **Equal**, itheth'ukuthi ukuba u**A** ngu **45 degrees** yeyiphi enye i **angle** eyakuba ngu **45**?
- L: Ngu **B**.
- T: Ngu lo **B**. Iyakuba ngubani?
- L&T: Ngu **45 degrees**.
- T: Ukuba u **C** ngu **20 degrees** yeyiphi,
- L&T: Lo **D**.
- T: Lo iyakuba ngubani?
- L&T: Iyakuba ngu **20 degrees**.
- T: **So vertical opposite angles are...**
- L: **Equal**

- T: Sasiyithethile loo nto phaya kwa **Six** (*writing*). Then sisa **revisea** bethuna sizakungen'emxholweni. Ungangxami. (*pause*) (*writing on the board*). Zeziphi i **types of angles** eziya?
- L: **Corresponding**
- T: Zi **corresponding...**
- L: **Angles**
- T: **Angles** (*writing*). Nezi ikwazintoni?
- L&T: **Corresponding angles** (*pause*).
- T: U **angle N** uyacorresponda nabani?
- L: No **angle M**.
- T: No **angle M**. Ungathini ngo **M** no **angle P**? (*puase*).
- L: (*inaudible*)
- T: U **angle M** no **angle P**?
- L: (*inaudible*)
- T: Bazintoni omnye komnye?
- L: Bazi **friends**
- L&T: (*laughing*)
- T: Hayi asihleki bethuni uthi bazi **friends**. Asimhleki bethuni na uthi bazi **friends** yinto ayicingayo. Nanku u **M** bethuna uthi uMfengu bazi **friends**. Ngubani ozasibonakalisa ukuba zi **types** zeziphi i **angles** la **M** and **P**?
- L: Zi **vertically opposite angle**.
- T: Zi **vertically opposite angles** (*wirting*). **Then what about angle P and angle N?** (*pause*). **Angle P and angle N**.
- L&T: Zi **alternate angles**.
- T: **Then what about angle P and angle O?** (*writing*)
- L: Zi **co-interior**
- T: Zi **co-interior**, itheth'ukuthi sizakuzidibanisa zisikhuphele bani?
- L&T: **180**
- T: Ngoba le kona ngubani?
- L&T: Ngu **90 degrees**
- T: Nale ngubani?
- L: Ngu **90 degrees**.
- T: Ngu **90** so sithi **co-interior angles** are ...
- L&T: **Supplementary**
- T: Kanti i **correspondig angles** are equal, **vertical opposite angles** are equal, **alternate angles** are...
- T&L: **Equal**
- T: **Equal**, kodwa apho kukho i **c o-interior angles** kufuneka u yazi u kuba i **co-interior** ziya...
- T&L: **Supplementary**
- T: So yonke laa nto u yenze phi?...Kwa **Six**. N goku apha s izakuyithi t she nje. **Then** (*pause*) (*writing*). **There is a triangle** ene **angles** ezingu **A, B, C**. Ikhona i **axiom** oyaziyo ngala **triangle**. Ithini? (*pause*). Ikhona i **axiom** owawuyifundile kwa **Six** ethetha ngala **triangle** eneza **angles** u **A** no **C**. Ithini? (*pause*). Uthi uNokulunga... akathethi **angle A** (*writing*) **plus angle B plus angle C is equal to 180 degrees**. **Reason?** Kufuneka

kaloku uzathuze apha akuzokuthi intwe ithile ithe uphelele apho. Khawuzixhase (*pause*). Kutheni le nto usithi **angle A** xa edibene no **B** i **area** yakhe ngu **180**? (*pause*). Nixakwe sisizathu ke ngoku, uNokulunga senibonisile.

L: (*inaudible*)

T: **Good** Malutsi zintoni? Zi **angles of a triangle, the sum of angles of a triangle is equal to...**

T&L: **180 degrees**

T: Senilibele naloo nto ngoku kukwa **Seven**. Nicinguba ilahliwe la nto. Zi **angles of a triangle**. Xa uzidibanisile zikhupha bani?

L: U **180 degrees**.

T: U **180 degrees**. (*writing*) Ithini ke ngoku yintoni oyaziyo ngala **triangle** injeya? Ine **angles** ezimbini phakathi **then** kubekho leya ingaphandle. (*pause*) Sibiza ngantoni la **R**? Yi **angle**, yintoni igama la la **angle**? Yintoni Zathu?

L: **Exterior**

T: Yi **exterior...?**

L: **Angle**

T: Ingaphandle i**exterior** ndanditshilo kwakwa **Six** ndathi- ezi zi **interior** ziphi?

L: Zingaphakathi

T: Zingaphakathi, **these are inside and these are outside**. **Then** ithini i **axiom** okufuneka uyithethile ke ngala nto? Ye **exterior angles of a triangle**? (*pause*) I**exterior** kuthiwani nge **exterior**?

L: **R is equal to...**

T: Uthi uMfengu kuthiwa **R is equal to...?** (*writing*) Uyaninika nje i **clue** ukuba kuthiwa **R is equal to ...?**

L: **M plus N**

T: **M plus N** (*writing*). Isizathu, **reason**?

L: (*inaudible*)

T: Hayi **shame** uyazama umntu wabantu. **And** unyanisile ukuba u **R is equal to M plus N, what is the reason?** (*pause*) Kukho la **exterior angle** kuthiwani xa kuthethwa? Khawuze Mgozolwelwa ingathi ungazama.

L: (*iaudible*)

T: UMgozolwelwa sele eyilibele kodwa le nto ithi kwa **Six, exterior angle of a triangle is equal to the sum of the interior opposite angles**. Ndandithe ezancwadi zakwa Six sanukuphisa ngazo ezindaweni, sanukuphisa ngazo ezi ndaweni ezingasokuze zibuye kuzo. Into kufuneka niza ukuba nizigubhulule nizokumana nizikhumbuza ngoba izinto ezininzi zi baswe phaya na. **Right**, masingeneni ke ngoku kule **geometry** yakwa **Seven**. (*writing*) **The sum of the angles around the point...** phofu ninganinika imizuzwana nje embalwa ukuba nikhuphele. Bendithe umntu makabe ne **lead** yakhe, abe ne **ruler** yakhe.

APPENDIX 6B

LESSON TRANSCRIPT 2

Lesson: Mathematics

Grade: 9

Date: 10 May 2001

T: What is a definition, what is an... axiom? So u definition esizakuthetha ngaye ngulowa uthi the sum of the angles around a point is three hundred and...

L: Sixty degrees (360 degrees)

T: Sixty degrees. Wena intubuyazi, wena i axiom ubuyazi yile ithi angles on a straight line is equal to..?

L&T: 180 degrees

T: Yeyakwa Six leyo, but now ke ngoku we move on kwi definition yalapha kwa Seven eyokuqal' ethi the sum of the angles around a point is three hundred and sixty...?

L&T: Degrees

T: Degrees. Then, masijongeni apha ke (*writing*). Then how many angles do we have apha kule drawing? Zingaphi i angles ozibonayo?

L: Ziyi Four.

T: Zeziphi?

L: Ngu angle 01

T: Ngu angle 01, nabani?

L: No angle 02.

T: No angle 02, (*writing*) angle 02 no angle 0..

L: Angle 03

T: And angle 03 and angle...?

L: 04

T: And angle 04. So ke ngoku moss zonke eza angles zidibana kukho le line ingubani?

L&T: Ingu GE

T: Nayo idibana kubani?

L&T: Apha ku O

T: Kubekho le line ingu GOF, kubekho le line ingubani?

L&T: Ingu EOG

T: Zonke eza line zihlangana phi?

L&T: Ku O

T: Ku O. So u O ke ngoku uyi point andithi i point sithe siyibonakalisa ngantoni?

L: Ngechaphaza

T: Nge dot okanye intoni?

- L&T: I cross.
- T: Nge cross, so ke ngoku ke ipoint yethu apha ngubani?
- T&L: Ngu O
- T: Ngu O, kufunek'uyithiyile intoni?
- L&T: I point
- T: I point, then ke sithi ke ngoku the sum, what do we mean by the sum? Yeyiphi i sign ekufuneka siyisebenzisile xa sithetha nge sum?
- L: Ngu plus
- T: Ngu plus, so ithethukuthi xa sizidibanisile ezi angles around le point kufuneka zisinike bani?
- L: U 360 degrees
- T: U 360 degrees. What do we mean sithethukuthini ke ngoku sino O1, no O2, no O3 noO4, kufuneka sitheni ngaye? Ukuze sikhuphe i equation, iyakuthini i equation yethu? Andithi besithi kaloku iangles on a straight line is equal to 180 degrees? Ngokwapha uzakuthini? (pause)
- L&T: Angle O1 plus angle O2 plus
- L: Plus angle O3 plus angle O4 is equal to 360 degrees
- T: Iya, very good! So sizakuth'apha angle O1 plus angle O2 plus angle O3 plus angle O4 is equal to 360 degrees. The reason? Xa kufuneka sizixhasile
- L: Angle
- T: Show that pha kwi brackets mntanam kufunek'uyazi ukuba kushunqulelwe laa nto kufuneka ke ngoku xa wenu ubala ke ngoku usebenzise la reason ikwintoni?
- L: Ikwi brackets
- T: Ikwi brackets, into ba zi angles (writing) ...
- T&L: Around a point
- T: A point. Njengoba phaya kwa Six ubusithi xa ushunqulela ubusithi zi angles on a straight line siyevana?
- L: Mhhh.
- T: So apha uzakuthi zi angles around a point. So ke ngoku ma ndazi ukuba i angles around a point ngu three hundred and sixty...?
- L: Degrees (pause)
- T: (pause) (writing) Then what type of figure le sinayo phaya, is it a triangle or a circle?
- L: Circle
- T: Circle. Then le circle yethu sinayo ine point, ngubani le point yale circle yethu?
- L: Ngu...(inaudible)
- T: How many angles eziformishekileyo phaya kula point yethu?
- L: Two angles
- T: Ngubani?

- L: Ngu angle 01
 T: Ngu angle 01 nabani?
 L: No angle 02
 T: (*writing*) u angle 01 no angle 02 ba around le point ingubani?
 L: Ingu O
 T: Ingu O, so sizakuthini ngapha? (*pause*). Siformisha i equasion yazo
 L: Angle 01
 T: Plus (*writing*)
 L: Equals
 T: Reason?
 L: Angles around a point
 T: Zi angles around ...(*writing*)
 L: A point
 T: A point, siyavana na bethuni?
 L: Yes
 T: So funeka uyazi ukuba immediately ubona i point kufuneka uyazibu eza angles xa zidityanisiwe kufuneka zinike bani...u three hundred and ..
 L: Sixty degrees
 T: Sixty degrees. (*writing*). Here is another figure. Then, it's MNSR, then we have a point phayana. I point yethu ingubani?
 L: Ngu P
 T: Then la P wathi ekubeni ephaya how many angles eziformishekileyo?
 L: Four angles
 T: Four angles. What are they?
 L: Angle P1, angle P2, angle P3, angle P4.
 T: (*writing*) Kwenzaka ntoni ngeza angles ziyi four?
 L: (*inaudible*)
 T: sifakelobani? (*writing*)
 L: O plus
 T: (*writing*) Then equals to...?
 L: 360 degrees
 T: I reason yakho?
 L: Angles around a point
 T: Angles around a point. Kufunek'i reason uyibeke ngaphaya qho emveni kwala nto. Then the last examples. (*writing*), iya, let's look at this figure. Then it's figure, it's a triangle WUV, then inside that triangle there is a point engubani?
 L: Engu O
 T: Engu O. How many angles around la point ingu O?
 L: Six angles
 T: (*writing*) then ithethukuthi xa ubhala i equasion yakho apha uzakuthini?

- L: **Angle 01 plus angle 02 plus angle 03 plus angle 04 plus angle 05 plus angle 06 is equal to 360 degrees.**
- T: *(writing)* reason?
- L: **Angles around a point**
- T: *(writing)* siyevana?
- L: **Yes**
- T: **So kufuneka ulindele yonke into enjeya kufuneka uyazukuba once kubekho two lines or more than two lines zi meete e pointini kufunek'uyazuba zikhona i angles eziformishekayo around la point. Then funekuyazi uba when you add those angles you get a sum of three hundred and ...**
- L&T: **Sixty degrees**
- T: *(writing)* Then here is a rider ke ngoku, benditshilo sathi uyayinikw' i definition, unikwe i axiom, then kufuneka uyi applyile ngoku kwintoni...? Kwi rider apho ke kuzakufuneka utheni? Ubalile.*(writing)*. **There is a point phaya, yiplane yethu andithi leya?**
- L: **Yes miss**
- T: **La plane yethu ine point edibana kuyo kwaformisheka eza angles zingaphi?**
- T&L: **Ziyi four**
- T: **Ziyi four ezingo x abaya. Then sifun'i value kabani?**
- T&L: **Ka x**
- T: **Ka x intoba ngaba phaya kula ndawo ihleli u x ngobani how many degrees phaya? And la value ka x xasizidibanisa eza degrees phaya kufuneka zikhuphe bani?**
- L: **360 degrees**
- T: **Then sizakuthini zesifumane u x?**
- L&T: **Sizakuthi x plus x plus x plus x is equal to 360 degrees**
- T: **Reason?**
- L: **Angles around a point**
- T: **Angles around a point. Kuphelele pha?**
- L: **No**
- T: **Next step uzenzile i equasion ke ngoku**
- L: **4x is ...**
- T: **4x is equal to...?**
- L: **360 degrees**
- T: **We want x**
- L: **4x over 4 is equal to 360 over 4**
- T: **Uzumanu usithi 360 uzakuyiqhela loo nto umana ungambeki ubani?**
- L: **U degrees**
- T: *(writing)* u degrees, over 4, then x is equal to...?
- L: **90 degrees**
- T: **90 degrees. So ithethukuthi apha ngu 90**
- T&L: **Plus 90 plus 90 plus 90**

T: Uyayibona?

L: **Yes**

T: Uba inyanisile la nto. Ngoku kufuneka wena uzakubekelwa i**letter** athi umhlawumbi unikwe ibenye i **angle then** wena kufuneka ufune ezinye.

L: Ezinye

T: Uyayiqonda?

L: **Yes**

T: Akanye unikwe ezintathu kufunwe ... ibe yi **one**. So kufuneka uyazile wena ukuba ngaba endaweni(*writing*). Yi **rider** ke ngoku le kufuneka u**applye** la nto ibithethiwe phaya ukuba ngaba ithini na ngoku le nto uyakwazi na ukuyisebenzisa, u **x** ngu **90 degrees** (*writing*) nawe xa ujongile phaya kwidrawing ngo **90** abaya. Masikhupheleni ke sibone ukuba unako na ukubangabana unga **applya** la **definition** inala **axiom** ithi **the sum of the angles around a point is equal to 360 degrees**. Then i **reason** nantsi ikwi **brackets**. Xa ubala i **rider** zakho kufuneka usebenzise la **reason** ikwi **brackets** ithi **angles around a point**. (*writing*) **Calculate x in each case using that definition and that axiom, the sum of the angles around a point is equal to 360 degrees**. I kite yi lantukile yi **figure** yalapha kwa **geometry**, uzakuvanga ngayo. Kodwa niyayenza nimanukuthi i **geometry** aniyazi ngoku niyazi. Amaxhayi niyazenzilinge, uyazuba usebenzisa laa nto. (*writing*)

APPENDIX C

LESSON TRANSCRIPT

DATE: 18 SEPTEMBER 2001

SUBJECT: BIOLOGY

GRADE: 10

BIOLOGY LESSON TRANSCRIPT ON THE CIRCULATORY SYSTEM / TRANSPORTATION OF BLOOD

TEACHER: Transportation of blood involves blood and vessels, and also it involves...chambers (*writing*). I involve(a) two major organs, the heart and the lungs. These are major organs that are found, **zifumaneka** in which region of the skeleton (*pause*) In which part of the skeleton do we find the two? **Ikhona pha kwi** assignment **yakho**. (*pause*) In which part do we find the lungs and the heart?

PUPIL/S: (*Inaudible*)

T: **Andiva ke?** Inside the ribs?

P: (*inaudible*)

T: In the thoracic cavity **okanye kwi** rib-cage (*writing*)...thoracic ...cavity. **Amathamb'esifuba. Amathamb'esifuba ke a form(ishwe) yintoni? Zi** ribs. So within, **pha ngaphakathi pha kwi** thorax cavity or the rib cage, **ngoba i** ribs they are structured in such a way that they form **i** cage ...from the spinal cord...that carries...(*writing*). **Zi form(ishwe) ke ngoku i** cage. That's why the lungs are separated and also... the heart. Which means the co-ordinating organ is the heart and lungs. The only thing we are going to do today is to study the structure of the heart. How the blood circulates in the blood vessels from the body into the heart and then from the heart into the lungs and then from the lungs back into the heart. What is the function of the heart? So that **igazi linako ukuhamba liyokufikelela kwi** vessels **ezi form(ishwe) in** your body. Because **naphaya kuwe ezinzwaneni ukuba ukhe wathi...kuphuma ntoni?**

P: **Igazi**

T: **Igazi. Elo gazi...**out of the arteries. So which means, **ukubana ngaba intliziyo iyema, kuzakwenzeka ntoni?**

P: **Igazi liyema.**

T: **Igazi liyema nalo. Ukuma kwegazi kuthetha ntoni?**

P: **Intliziyo iyama**

T: **Iyama kume yonke into.** Now let us look then at the structure of the heart. The way the heart is structured for the normal pumping of the blood to the body. (*writing*) **R ight, i heart i namagumbi ayi four ke bantu,** four chambers, four chambers, **kulapho kuhlala khona ntoni ke? i** blood, that's where the blood is found. **Apho kuhlala ntoni entliziyweni? Kuhlala umoya oyingwele nothando.**

P: (*laughing*)

T: **Andithi kudla ngokutshiwo athi umntu umthanda ngentliziyo yonke?**

P: **Yees Miss**

- T:** **magumbi onke, kungabikhw'eli empty okanye kuthiwe elinye ligcwele enye into.** So structurally the heart is a four chambered organ(*writing, drawing the structure of the heart, pause*). So **ifana nala nto ipha (e)board(ini).** Right, **zeziphi ezi chambers?**
- T&L:** The right atrium, **ne** right ventricle, left ventricle and then **ibe yi** left atrium(*teacher writing*)
- T:** Atria plus ventricles **zenza iside, zezi chambers sithetha ngazo ke.** And then they are separated by a septum, **kukho le ndawo ilapha phakathi kwazo(writing).** They are separated by a septum. So **la septum separates the two chambers so that i atrium xa na ngaba zi...contract(a) kukho** that sound. **isound oyivayo entliyweni ithini?**
- P:** Ndo-ndo-ndo-ndo
- T:** **Xa uva kungongoza uvalo ibetha kakhulu intliziyo ithini?**
- P:** (*Inaudible*)
- T:** **Ithini? Ithini Mfinco?**
- P:** (*demonstrating by gestures*)
- T:** **Hayi thetha ngomlomo, ithini i sound made by the heart?**
- P:** **Ithi 'nto-nto-nto-nto-nto'**
- T:** That means, the sound is made by i contraction of the atrium, **i atrium apha ngasentla** they contract **emveni kokuba igazi liphokoziwe** and then **izakuthi 'da-da-da-da-da.'** **Ukubana ngaba xa iphinda i expand(a) ngapha, ku contract(a) ntoni? i ventricles, kubekho** that sound of the pumping of the blood. **Ngela xesha ke ezinye zi expand(a), siyevana ke maqela?** It's like i watch, **ukuba ibiyi watch nyani ngesisithi iyi watch ngela xesha isithi 'nci-nci-nci'.** ...through the pumping of the blood (*writing*). Like **igazi ke entlizyweni alidibani,** there is no mixing of the blood, because the body contains what? It contains oxygenated and de-oxygenated blood (*writing*). **Sizakuthetha ngamagama amakhulu ke ngoku, uz'ulumke.** De-oxygenated blood (*writing*) and oxygenated blood. That means 'de' without oxygen and 'oxygenated' is a lot of oxygen. So **ezi chambers njengokuba zi** separated by this septum, the other side is carrying de-oxygenated blood and the other side is carrying oxygenated blood. Right, **i right atrium le,** is carrying de-oxygenated blood, then **i left ventricle and the left atrium** they both carry oxygenated blood (*writing*). So the right part of the heart is carrying de-oxygenated blood and the left part is carrying oxygenated blood. Then **obu de-oxygenated nobu bu oxygenated blood buvelaphi bantu? Buvela kula nto bendisithi** double closed system, which means it's the heart and the lungs (*writing*). So **i oxygenated blood le ku xa selivela emiphungeni.** Then **lingene** back into the heart, **libheke ke ngoku** into the body (*writing*). **Xa nangaba li de-oxygenated lisuka** from the body, **lize** to the heart, then **liyoku purify(wa)** into the lungs. **Uku purify(wa) ke kokuphi? Njengokuba uphefumla nje,** when you are breathing in, that is inhaling (*writing*), breathe in, inhaling. **Sizakuthetha ngamagama anjalo ke bethunani (writing).** Breathe in, inhaling. Breathing in is inhaling. Then breathing out is exhaling. Now when you are breathing in oxygen, you use your sense organ which is the nose. Then **emveni kokuba uthe breathe in kwenzeka ntoni?** You suddenly breathe out **andithi?**

- P: Yes Miss
- T: **Ye Woji, no Luxolo, ndakunikhuphela pha phandle njengokuba nincume ngathi ningo smiley.**
- P: *(the whole class laughing)*
- T: **Emveni kokuba uthe** breathe in oxygen, that oxygen is taken by the blood *(writing)*. **Besithe** the blood contains oxygen carrier molecule, **ebizwa ngokuba yintoni?** The oxygen carrier molecule which is found in the blood *(writing)*. **Yintoni bethuna Nomakabongwe?**
- P: *(silent)*
- T: **Ngokuya besi** study(isha) **igazi besithe i** oxygen carrier molecule **yintoni?** What is the oxygen carrier molecule called?
- P: *(inaudible)*
- T: **Tyhini? Ibizwa ngokuba yintoni Sikelela?** i oxygen carrier molecule which is found in the blood?
- P: *(silent)*
- T: I oxygen carrier molecule which is found in the blood? **Lindele?**
- P: *(silent)*
- T: **Sithe yi** haemoglobin *(writing)*. Haemoglobin. Then **xa idibene nala** oxygen **ibe yi** oxy-haemoglobin *(writing)*. That means **ela gazi liba** rich in oxygen due to **intoni?** i oxy-haemoglobin. Then **liye ke ngoku emzimbeni. Lishiya la** oxygen, then **la oxy...**carbondioxide which is in your blood **iyededa isukele ntoni? Isukele i** oxygen, then **yona iphinde ibuyele** back **eziphungeni.** And breathe out. So **yonke le yenzekayo yenzeka ngokukhawuleza...**then comes into the veins oxygenated from the lungs then into the body. Right size **ke ngoku apha kukho** this*(writing)*, le part. **Hayi bo. Hayi bantu ndincedeni ingakhe nilinge nindenze loo nto.** That is the semilunar valve, that is byspasic valve *(writing)*. **i valve yeyokwenzantoni ke bantu?** Generally what is the use of the valve? **Xa kuthiwa kusetyenziswa i valve..he? Yeyokwenzantoni i valve?**
- P: *(Inaudible)*
- T: **Zimkhitha yeyokwenzantoni i valve?**
- P: *(silent)*
- T: I valve **yeyokwenzantoni?**
- P: **Yekuvingca** Miss.
- T: **Yeyantoni?**
- P: **yeyokuvingca** Miss *(laughing)*
- T: **He? ivalve iyacima?**
- P: Yees
- T: **Hayi ndiyaqala ukuyiva mna loo nto**
- P: Ewe
- T: **Yeyokuvala ntoni?**
- P: Umoya
- T: **Yeyokuvala umoya okanye yeyokuvala amanzi...yinto yokuvala kodwa.**
- P: Ewe Miss
- T: So i bicuspid valves **ezilapha, i byspasic valve ezilapha bantu ziyavala.** They close i back flow *(writing)* i back flow of the blood. **Igazi lingena kwi ... ?superior vena cava lize kwi atrium. Xa lifika apha kwi atrium ivale ke ngoku intoni?**

- P&T:** I valve
- T:** **Xa lisehla lisiya kwintoni? Kwi ventricles iyavala. Ivala** only for i short period, it's like say...(pointing at diagram)...this way. **Ival'ivule, ival'ivule, ival'ivule ngokukhawuleza** because intliziyo ayimi bantu, ayinaxesha lakuma ilinde kuthiwe hayi kusekho elisanqumlayo okanye hayi kusekho elisaphumayo, ibetha right through. **Into yokubetha kwayo yenziwa zeza valves ziphinde zithini, ziphinde zivule** and then **zenze la** sound. Right we have here i superior venacava (*writing*). **Nalapha** we have inferior (*writing*) inferior venacava. **Zi major veins ke eziya. Yimithambo mikhulu,** which carry blood from the upper part of the body and from the lower of the body. But what type of the blood is it the oxygenated blood or the de-oxygenated blood? **Kukho** the upper part of your and the lower part of the body. The de-oxygenated blood from the upper part of your body is carried by the exterior venacava . And then the lower part of your body, that is blood from the lower part of your body, the de-oxygenated blood is carried by the inferior venacava into the heart. And then from there **ela gazi lizakubheka phi? Emiphungeni** (*writing*). And then we also have here tricuspid valve. (*writing*) Tricuspid valve. So which means between the ventricles and the arteries there are..
- T&P:** Valves
- T:** What is the function of these valves? **Sithe** they prevent the... **back...flow** (*writing*). **That i s ukubuyela umva kwintoni? K we gazi.** And then another part which is...(writing) **pericardium.** i pericardium that is the outer part of the heart. **Yi la ndawo uthi xa uyityayo ufike yomelele kakhulu,** hence to protect the heart. So i cardium is obvious meant for...
- T&P:** Protection
- T:** **Zinako,** what is the function of the paricardium?
- P:** (*inaudible*)
- T:** **Andiva ke tu**
- P:** To protect..(*inaudible*)
- T:** To protect what?
- P:** To protect the heart
- T:** To protect the heart against ...injuries. **Kuyenzaka ukuba umntu angqubeke mhlawumbi xa ufumen'I** car accident **angqubeke intliziyo le aph'ezimbanjeni.** So **kwenzal'uba xa uthe wangqubeke ungakhawulezi ube** injured. **La cover ingaphandle** is very protective. And then we have here i coronary vein, **yi le ndawo**(pointing), the coronary veins(*writing*). **Xa kwenziwe imithambo ye plastic yi pace maker, ikhona into ekuthiwa yi pace maker? Into ezakubangel'ukuba incedise imithambo yakho ibethe ngokufanayo** as if i natural...it's like **xa wenzakele ufakelwe umlenze we plastic, uyavakala uthi 'kroqo,kroqo'.** Awuvakali?
- P:** **Uyavakala uthi 'ngqo, ngqo'**
- T:** **Ewe uthi 'ngqo, ngqo'.** So **xa wenziwe intliziyo e artificial i pace maker le uyifakiweyo apha kuwe ngaphakathi iyavakala i sound yayo...**but ivakala xa umntu esondele apha kuwe ayivakali umntu engapha kude. **Qha uyayicingela ukuba ithi 'nci-nci-nci'.** Kuba

iyi pace maker kuthiwa yi watch, kuba kaloku yi watch into ehamba ngokwe pace yayo like intliziyo ihamba ngokwe pace. i pace maker ke injalo. Akukho mtu unokufakelwa watch, akafakelwa watch umntu... ine sound e... i sound yayo is artificial ayikho natural khon'ukuze kuthiwe yintoni?

P: Yi watch

T: Kuthiwe yi watch. Then we have the coronary vein ke bantu, le ilapha (*pointing*). i heart nayo is made of muscles...muscles okanye i cardiac muscles (*writing*). So nayo is made of de-oxygenated blood. So i coronary vein leya umsebenzi wayo is to carry de-oxygenated blood from the heart and then iphinde ifakwe phi? Entliziweni, isiwe ke ngoku phi?

P&T: Emiphungeni

T: Emiphungeni, apho lipurify(wa) khona then liphinde libuye emiphungeni libuyele back phi?

P: (*silent*)

T: Libuyele back phi bantu? Nomakabongwe?

P: Liye emzimbeni

T: Liye emzimbeni. Then back from emzimbeni seli de-oxygenated libeke phi? To the lungs(*writing*). Right, into esizakuyenza ke ngoku tyhila pha ku page 254. Then esa structure siphaya ku page 254 sibonisa also the muscles of the heart. So somewhere somehow into ezakwenzeka uzakuphela ungakwazi ukusijonga kakuhle ...kukhona the palmonary veins(*writing*) kaloku ifanel'uba nijonge ezincwadini zenu. Then phaya k u page 254 kukho the palmonary veins on your right and also the palmonary veins on your left. Siyayibona loo nto leyo?

P: Yess Miss

T: Then kubekho the palmonary artery, kubekho also another palmonary artery(*writing*). And naku ke ukwenzeka. i veins zona they carry de-oxygenated blood, and i arteries they carry the oxygenated blood. But uba ujonge phaya kukho both sides(*writing*). Kukho ntoni? Kukho iveins ezisuka from the heart then from the lungs on your left. Jonga phaya encwadini bantu. On your left kukho i palmonary veins ezi kwi left kanti besithe the left part of your heart carries oxygenated blood. Kanti ngoku xa sithethayo sithi i veins they carry i de-oxygenated blood. Umbuzo ngowokuba why? We have veins we have arteries(*writing*) Umahluko kwi iveins ne arteries is that i veins they carry de-oxygenated blood, neh? Then i arteries zona they carry oxygenated blood. But kuba there is a palmonary vein which carries oxygenated blood. Which means it is not true that all veins carry de-oxygenated blood. They carry de-oxygenated blood except the palmonary (*writing*) vein. Siyevana bantu?

P: Yes Miss

T: Except the palmonary vein. And also sithi i arteries they carry oxygenated blood. But there is also the palmonary artery on your right which carries de-oxygenated blood to the lungs. So i palmonary artery is an exceptional artery. Is the only one which carries de-oxygenated blood (*writing*). So if you say the veins carry de-oxygenated blood except, uzakuthi, kutheni uzakuthi except the palmonary vein.

Before **singene kwi circulation ikhona into eningayiqondiyo? Buza umbuzo.**

**STATEMENT BY PROF SME BENGU, MINISTER OF EDUCATION ON A
APPENDIX 7
NEW LANGUAGE POLICY IN GENERAL AND FURTHER EDUCATION**

14 July 1997

1. INTRODUCTION

It is indeed an honour for me to announce a new language policy in education, which is in keeping with the values and principles of our Constitution. This policy has been the subject of discussions and debate with a wide range of education stakeholders and role-players and was further enriched by public comment following its publication, in the form of two documents, on 9 May 1997 (Government Notice No. 383, Vol.17, 1 997)

Two policies are announced herewith, namely, the LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3(4)(m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996), and the NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT, 1996. While these two policies have different objectives, they complement each other and should at all times be read together rather than separately.

2 HISTORICAL CONTEXT.

The inherited language-in-education policy in South Africa has been fraught with tensions, contradictions and sensitivities, and underpinned by racial and linguistic discrimination. A number of these discriminatory policies have affected either the access of learners to the education system or their success within it. Our Constitution however recognises cultural diversity as a valuable national asset, and tasks the government, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country.

3. MULTILINGUALISM : LAYING THE FOUNDATIONS FOR A NEW NATION AND SOCIETY

The new language in education policy is therefore conceived of as an integral and necessary aspect of the new government's strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language and region, while at the same time creating an environment in which respect for languages other than one's own would be encouraged. This approach is in line with the fact that both societal and individual multilingualism are the global norm today, especially on the African continent. As such, it assumes that the learning of two or more languages should be general practice and principle in our society. This would certainly counter any particularistic ethnic chauvinism or separatism through mutual understanding. Being multilingual should be a defining characteristic of being South African. You will notice that we have modified our view on multilingualism in the policy itself, where we describe multilingualism as the learning of more than one language rather than more than two languages. This position that multilingualism in South Africa should mean a learner offering more than two languages was strongly argued by significant constituencies, who argued further, that learners who offer English and or Afrikaans should be obliged to offer a historically disadvantaged language. We take the view that there should be no obligation in this regard, but that learners should be encouraged in this direction..

The underlying policy principle in our overarching language policy is to maintain home language(s) while providing access to and the effective acquisition of additional language(s). Hence, the Department's position that an additive approach to bi- and multilingualism should be the normal orientation of our language-in-education policy.

Our policy rests upon the right of the learner to choose the language of learning and teaching. However, this right must be exercised within the overall framework of the obligation on the education system to promote multilingualism. This paradigm also presupposes a more fluid relationship between languages and culture than is generally understood in the Eurocentric model which we have inherited in South Africa. It accepts *a priori* that there is no contradiction in a multicultural society between a core of common cultural traits, beliefs, practices, etc., and particular sectional or communal cultures. Indeed, the relationship between the two can and should be mutually reinforcing and if properly managed, should give rise to and sustain genuine respect for the variability of the communities that constitute our emerging nation.

4. LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3 (4) (m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996)

Given these overall aims and language principles, let me only draw your attention to the fact that the requirements for offering languages as subjects and as language of learning and instruction, together with their promotion requirements relate to the current National Curriculum. These will be amended as the new National Curriculum is phased in over the next several years.

Let me now turn to the Norms and Standards Regarding Language Policy in terms of the South African Schools Act.

5: NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT (1996)

The aim of these norms and standards is the promotion, fulfilment and development of the state's overarching language goals in standards education in compliance with the Constitution. Clearly it is these norms and standards which I am announcing today which will offer solutions to the controversy which has raged during the past two school years over access, equity, redress, language, culture and religious rights. I want to thank all those who have participated in the discussions aimed at finding solutions to these matters. Those contributions have helped us construct what I believe is a reasonable way forward given the complexity of the issues that we have to confront, and given our responsibility to move our nation from its fractious past into a united future. Let me also note that since the interpretation and implementation of these provisions are likely to provoke controversy, I have taken the unusual decision to formally review this policy during 1999 in order for us to map progress made in this regard.

Let me highlight some aspects of the policy:

1. Learners must choose their language of learning and teaching upon application for admission to a particular school.
2. Where a school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner. There can therefore be no basis for refusing a learner access to a school should this provision be met by the learner.
3. However where no school offers the desired language, or where less than forty requests in grades 1 to 6 or less than thirty-five requests in grades 7 to 12 for instruction in a language in a given grade which is not already offered by a school, the head of the provincial department of education will determine how the needs of those learners will be met, taking into account the provisions of the Constitution, and in particular the need to achieve equity, to redress past discriminatory practices, and practicability.

You would have observed that we have thus defined reasonably practicable as the current national norms for school education as they apply to the provision of teachers. This does not absolve the provincial departments of education ^{from} providing education for learners where these norms are not yet. In my view, just as strongly should weigh the pursuit of equity, multilingualism and the redress of past language discrimination. In this regard, the provincial department of education must explore ways and means of sharing scarce human and other resources. They must also explore other ways and means of providing alternative language maintenance programmes in schools or school districts which cannot be provided with or offer additional languages of learning and teaching in the home language(s) of learners.

In so far as the practical pursuit of multilingualism is concerned, the policy recognises school governing bodies as the key partner in the pursuit of this goal. In this respect, the policy requires each school governing body to announce the school's language policy, and to state how it will promote multilingualism through a variety of measures such as offering more than one language of learning and teaching, offering additional languages as fully-fledged subjects, the use of special immersion or language maintenance programmes, or any other means approved by the head of a provincial department of education.

The policy document also draws the attention of learners and governing bodies to an appeal, a review and an arbitration process, apart from stating the obvious, that is, the right to challenge any actions in regard to this policy in the Constitutional Court.

Lastly, I have requested the Department of Education to launch a national information campaign to back up the announcement of this new language policy, and to develop strategy and action plans with our partners in the Department of Arts, Culture, Science and Technology and the Pan South African Language Board to develop all languages in the pursuit of this new language policy especially those previously disadvantaged under apartheid.

**FOR ANY FURTHER INFORMATION PLEASE CONTACT LINCOLN MALI AT
012-3260126 OR 083-251-4044**

APPENDIX 8

30 July 2001

Dear Charles

I am making a follow up on our conversation where I asked you to avail yourself as a member of a Language Committee at our school. My intention is to develop a language policy for the school as my research interest. I also approached Mr A K Njoli , Mr ZA Mali, and OM Mntanga. They also agreed to serve in the committee therefore assist in the formation of the language policy. Included in the committee will be the SGB chairperson, a learner and a teacher. I am thinking of planning a meeting where we can meet to have a feel of the process. In the interim I will be to meet you in a person-to-person discussion. Please find the initial readings on language policy. I recommend that the readings be read in the order I have suggested. I am looking forward to meeting you.

Thank you

Norman

LANGUAGE IN EDUCATION POLICY

14 JULY 1997

The language in education policy documents which follow have been the subject of discussions and debate with a wide range of education stakeholders and role-players. They have also been the subject of formal public comment following their publication on 9 May 1997 (Government Notice No. 383, Vol. 17997).

Two policies are announced herewith, namely, the LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3(4)(m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996), and the NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT, 1996. While these two policies have different objectives, they complement each other and should at all times be read together rather than separately.

Section 4.4 of the Language in Education Policy relates to the current situation. The new curriculum, which will be implemented from 1998, onwards, will necessitate new measures which will be announced in due course.

LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3(4)(m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996)

'REAMBLE

This Language-in-Education Policy Document should be seen as part of a continuous process by which policy for language in education is being developed as part of a national language plan encompassing all sectors of society, including the deaf community. As such, it operates within the following paradigm:

1. In terms of the new Constitution of the Republic of South Africa, the government, and thus the Department of Education, recognises that our cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution.
2. The inherited language-in-education policy in South Africa has been fraught with tensions, contradictions and sensitivities, and underpinned by racial and linguistic discrimination. A number of these discriminatory policies have affected either the access of the learners to the education system or their success within it.
3. The new language in education policy is conceived of as an integral and necessary aspect of the new government's strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language and region, while at the same time creating an environment in which respect for languages other than one's own would be

encouraged.

4. This approach is in line with the fact that both societal and individual multilingualism are the global norm today, especially on the African continent. As such, it assumes that the learning of more than one language should be general practice and principle in our society. That is to say, being multilingual should be a defining characteristic of being South African. It is constructed also to counter any particularistic ethnic chauvinism or separatism through mutual understanding.
5. A wide spectrum of opinions exists as to the locally viable approaches towards multilingual education, ranging from arguments in favour of the cognitive benefits and cost-effectiveness of teaching through one medium (home language) and learning additional language(s) as subjects, to those drawing on comparative international experience demonstrating that, under appropriate conditions, most learners benefit cognitively and emotionally from the type of structured bilingual education found in dual-medium (also known as two-way immersion) programmes. Whichever route is followed, the underlying principle is to maintain home language(s) while providing access to and the effective acquisition of additional language(s). Hence, the Department's position that an additive approach to bilingualism is to be seen as the normal orientation of our language-in-education policy. With regard to the delivery system, policy will progressively be guided by the results of comparative research, both locally and internationally.
6. The right to choose the language of learning and teaching is vested in the individual. This right has, however, to be exercised within the overall framework of the obligation on the education system to promote multilingualism.

This paradigm also presupposes a more fluid relationship between languages and culture than is generally understood in the Eurocentric model which we have inherited in South Africa. It accepts *a priori* that there is no contradiction in a multicultural society between a core of common cultural traits, beliefs, practices, etc., and particular sectional or communal cultures. Indeed, the relationship between the two can and should be mutually reinforcing and, if properly managed, should give rise to and sustain genuine respect for the variability of the communities that constitute our emerging nation.

AIMS

The main aims of the Ministry of Education's policy for language in education are:

1. to promote full participation in society and the economy through equitable and meaningful access to education;
2. to pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education;
3. to promote and develop all the official languages;
4. to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication;
5. to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching;
6. to develop programmes for the redress of previously disadvantaged languages.

POLICY: LANGUAGES AS SUBJECTS

All learners shall offer at least one approved language as a subject in Grade 1 and Grade 2.

THE PROTECTION OF INDIVIDUAL RIGHTS

The parent exercises the minor learner's language rights on behalf of the minor learner. Learners who come of age, are hereafter referred to as the learner, which concept will include also the parent in the case of minor learners.

The learner must choose the language of teaching upon application for admission to a particular school.

Where a school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner.

Where no school in a school district offers the desired language as a medium of learning and teaching, the learner may request the provincial education department to make provision for instruction in the chosen language, and section 5.3.2 must apply. The provincial education department must make copies of the request available to all schools in the relevant school district.

THE RIGHTS AND DUTIES OF THE SCHOOL

Subject to any law dealing with language in education and the Constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-fledged subjects, and/or applying special immersion or language maintenance programmes, or through other means approved by the head of the provincial education department. (This does not apply to learners who are seriously challenged with regard to language development, intellectual development, as determined by the provincial department of education.)

Where there are less than 40 requests in Grades 1 to 6, or less than 35 requests in Grades 7 to 12 for instruction in a language in a given grade not already offered by a school in a particular school district, the head of the provincial department of education will determine how the needs of those learners will be met, taking into account:

1. the duty of the state and the right of the learners in terms of the Constitution, including
2. the need to achieve equity,
3. the need to redress the results of past racially discriminatory laws and practices,
- ✓ 4. practicability, and
- ✓ 5. the advice of the governing bodies and principals of the public schools concerned.

THE RIGHTS AND DUTIES OF THE PROVINCIAL EDUCATION DEPARTMENTS

The provincial education department must keep a register of requests by learners for teaching in a language medium which cannot be accommodated by schools.

In the case of a new school, the governing body of the school in consultation with the relevant provincial authority determines the language policy of the new school in accordance with the regulations promulgated in terms of section 6(1) of the South African Schools Act, 1996.

It is reasonably practicable to provide education in a particular language of learning and teaching if at least 40 in Grades 1 to 6 or 35 in Grades 7 to 12 learners in a particular grade request it in a particular

school.

The provincial department must explore ways and means of sharing scarce human resources. It must also explore ways and means of providing alternative language maintenance programmes in schools and or school districts which cannot be provided with and or offer additional languages of teaching in the home language(s) of learners.

FURTHER STEPS

Any interested learner, or governing body that is dissatisfied with any decision by the head of the provincial department of education, may appeal to the MEC within a period of 60 days.

Any interested learner, or governing body that is dissatisfied with any decision by the MEC, may approach the Pan South African Language Board to give advice on the constitutionality and/or legality of the decision taken, or may dispute the MEC's decision by referring the matter to the Arbitration Foundation of South Africa.

A dispute referred to the Arbitration Foundation of South Africa must be finally resolved in accordance with the Rules of the Arbitration Foundation of Southern Africa by an arbitrator or arbitrators appointed by the Foundation.

STATEMENT BY PROF SME BENGU, MINISTER OF EDUCATION ON A
NEW LANGUAGE POLICY IN GENERAL AND FURTHER EDUCATION

14 July 1997

1. INTRODUCTION

It is indeed an honour for me to announce a new language policy in education, which is in keeping with the values and principles of our Constitution. This policy has been the subject of discussions and debate with a wide range of education stakeholders and role-players and was further enriched by public comment following its publication, in the form of two documents, on 9 May 1997 (Government Notice No. 383, Vol.17, 1 997)

Two policies are announced herewith, namely, the LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3(4)(m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996), and the NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT, 1996. While these two policies have different objectives, they complement each other and should at all times be read together rather than separately.

2 HISTORICAL CONTEXT.

The inherited language-in-education policy in South Africa has been fraught with tensions, contradictions and sensitivities, and underpinned by racial and linguistic discrimination. A number of these discriminatory policies have affected either the access of learners to the education system or their success within it. Our Constitution however recognises cultural diversity as a valuable national asset, and tasks the government, amongst other things, to promote multilingualism, the development of the official languages, and respect for all languages used in the country.

3. MULTILINGUALISM : LAYING THE FOUNDATIONS FOR A NEW NATION AND SOCIETY

The new language in education policy is therefore conceived of as an integral and necessary aspect of the new government's strategy of building a non-racial nation in South Africa. It is meant to facilitate communication across the barriers of colour, language and region, while at the same time creating an environment in which respect for languages other than one's own would be encouraged. This approach is in line with the fact that both societal and individual multilingualism are the global norm today, especially on the African continent. As such, it assumes that the learning of two or more languages should be general practice and principle in our society. This would certainly counter any particularistic ethnic chauvinism or separatism through mutual understanding. Being multilingual should be a defining characteristic of being South African. You will notice that we have modified our view on multilingualism in the policy itself, where we describe multilingualism as the learning of more than one language rather than more than two languages. This position that multilingualism in South Africa should mean a learner offering more than two languages was strongly argued by significant constituencies, who argued further, that learners who offer English and or Afrikaans should be obliged to offer a historically disadvantaged language. We take the view that there should be no obligation in this regard, but that learners should be encouraged in this direction..

The underlying policy principle in our overarching language policy is to maintain home language(s) while providing access to and the effective acquisition of additional language(s). Hence, the Department's position that an additive approach to bi- and multilingualism should be the normal orientation of our language-in-education policy.

Our policy rests upon the right of the learner to choose the language of learning and teaching. However, this right must be exercised within the overall framework of the obligation on the education system to promote multilingualism. This paradigm also presupposes a more fluid relationship between languages and culture than is generally understood in the Eurocentric model which we have inherited in South Africa. It accepts *a priori* that there is no contradiction in a multicultural society between a core of common cultural traits, beliefs, practices, etc., and particular sectional or communal cultures. Indeed, the relationship between the two can and should be mutually reinforcing and if properly managed, should give rise to and sustain genuine respect for the variability of the communities that constitute our emerging nation.

4. LANGUAGE IN EDUCATION POLICY IN TERMS OF SECTION 3 (4) (m) OF THE NATIONAL EDUCATION POLICY ACT, 1996 (ACT 27 OF 1996)

Given these overall aims and language principles, let me only draw your attention to the fact that the requirements for offering languages as subjects and as language of learning and instruction, together with their promotion requirements relate to the current National Curriculum. These will be amended as the new National Curriculum is phased in over the next several years.

Let me now turn to the Norms and Standards Regarding Language Policy in terms of the South African Schools Act.

5: NORMS AND STANDARDS REGARDING LANGUAGE POLICY PUBLISHED IN TERMS OF SECTION 6(1) OF THE SOUTH AFRICAN SCHOOLS ACT (1996)

The aim of these norms and standards is the promotion, fulfilment and development of the state's overarching language goals in standards education in compliance with the Constitution. Clearly it is these norms and standards which I am announcing today which will offer solutions to the controversy which has raged during the past two school years over access, equity, redress, language, culture and religious rights. I want to thank all those who have participated in the discussions aimed at finding solutions to these matters. Those contributions have helped us construct what I believe is a reasonable way forward given the complexity of the issues that we have to confront, and given our responsibility to move our nation from its fractious past into a united future. Let me also note that since the interpretation and implementation of these provisions are likely to provoke controversy, I have taken the unusual decision to formally review this policy during 1999 in order for us to map progress made in this regard.

Let me highlight some aspects of the policy:

1. Learners must choose their language of learning and teaching upon application for admission to a particular school.
2. Where a school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner. There can therefore be no basis for refusing a learner access to a school should this provision be met by the learner.

3. However where no school offers the desired language, or where less than forty requests grades 1 to 6 or less than thirty-five requests in grades 7 to 12 for instruction in a language given grade which is not already offered by a school, the head of the provincial department of education will determine how the needs of those learners will be met, taking into account provisions of the Constitution, and in particular the need to achieve equity, to redress past discriminatory practices, and practicability.

You would have observed that we have thus defined reasonably practicable as the current national norms for school education as they apply to the provision of teachers. This does not absolve the provincial departments of education from providing education for learners where these norms are not yet met. In my view, just as strongly should weigh the pursuit of equity, multilingualism and the redress of past language discrimination. In this regard, the provincial department of education must explore and means of sharing scarce human and other resources. They must also explore other ways and means of providing alternative language maintenance programmes in schools or school districts which cannot be provided with or offer additional languages of learning and teaching in the home language(s) of learners.

In so far as the practical pursuit of multilingualism is concerned, the policy recognises school governing bodies as the key partner in the pursuit of this goal. In this respect, the policy requires school governing body to announce the school's language policy, and to state how it will promote multilingualism through a variety of measures such as offering more than one language of learning and teaching, offering additional languages as fully-fledged subjects, the use of special immersion or language maintenance programmes, or any other means approved by the head of a provincial department of education.

The policy document also draws the attention of learners and governing bodies to an appeal, a review and an arbitration process, apart from stating the obvious, that is, the right to challenge any action in regard to this policy in the Constitutional Court.

Lastly, I have requested the Department of Education to launch a national information campaign to back up the announcement of this new language policy, and to develop strategy and action plans with our partners in the Department of Arts, Culture, Science and Technology and the Pan South African Language Board to develop all languages in the pursuit of this new language policy especially those previously disadvantaged under apartheid.

**FOR ANY FURTHER INFORMATION PLEASE CONTACT LINCOLN MALI AT
012-3260126 OR 083-251-4044**



ACKNOWLEDGEMENTS

The EPU would like to thank school principals, teachers, provincial education department officials, representatives of teacher organisations and the Umbumbulu College of Education for their participation in this study.

We also gratefully acknowledge the financial support of our funders, the Swedish International Development Co-operation Agency (SIDA).

EXECUTIVE SUMMARY

The South African Schools Act of 1996 vested school governing bodies with significant powers regarding the governance of their schools. One of the most important of these is the drawing up of a formal school language policy, a process involving different levels of governance in the construction and maintenance of linguistic identity in education. *Note well*

Although governing body decisions on languages must be approved both nationally and provincially, the initiation of policy at local level allows for sensitivity to social and demographic environments. Facilitated by the identification of eleven 'official languages' in the Constitution, as well as the publication of guiding documents by the Department of Education (DoE), governing bodies must decide on two basic language issues. These are, the choice of languages of learning and which languages to offer as subjects and at what levels. *2-11 Note well*

The study set out to assess the perceptions of language teachers, principals and governing body members on issues such as language policy and representation on governing bodies. The empirical research was conducted over one month during the current period leading up to the formulation of language policy by school governing bodies in accordance with the *Norms and standards regarding language policy in education* of 1997. Although all the schools that participated in the study had made recent *ad hoc* decisions on language policy, none of these decisions constituted a formal school level language policy as stipulated in the new legislation. *Note well*

Twelve institutions were selected from three heterogeneous language areas of KwaZulu-Natal, most of them in complex linguistic environments where the sociolinguistic profile of learners was rapidly changing. In addition a pilot focus group was conducted with a group of teachers from a variety of schools, mainly in the Durban city area, who were on an outcomes-based training programme.

Some of the findings that have implications for the formulation of language policy were:

- Responses to demographic change among learners have been slow, particularly regarding integration of the language teaching profession and the constitution of the governing body.

INTRODUCTION

✓ The decision on language policy at schools is likely to be one of the most socially important that governing bodies will make in the coming years. Recent legislation gives them the new and significant role of remedying past mistakes. However, many newly-elected governing bodies face extremely difficult choices as they abandon inherited practices, as well as recent *ad hoc* responses to rapidly changing circumstances, in favour of a formal language policy for each school. The making of language policy will involve parents, teachers and, in further education, learners, in the construction and maintenance of linguistic identity. Most importantly in South Africa, this includes the accommodation of other peoples' cultural identities, rather than a simple assertion of one's own, as was fostered by past policy. ✓

By identifying certain languages as 'official languages', the South African Constitution and, in turn, the Department of Education, are playing a facilitating role in the arbitration and formation of social and linguistic identity. Ultimately, it is governing bodies who will decide on language policy at school level. Depending on their decisions, politically sensitive forms of social, ethnic and linguistic identity will be maintained, adjusted, or changed across the country. In addition, individuals will choose the institutions and identities they wish to maintain, change, accommodate or assimilate to.

Written language forms and their distribution are arguably a key factor in the systemic construction, maintenance and change of social and linguistic identity. If we understand linguistic identity as involving the intergenerational renewal of a cultural form, the transmission of written symbolic systems is obviously an important consolidation and projection of identity, which occurs largely through organised educational endeavour (Fishman, 1991). Thus, the ways in which *written* forms of the official languages will in future be conveyed from one generation to another in South African society – such as occurrence and distribution – will be determined by the cumulative decisions of school governing bodies within each institution (Anderson, 1983).

These decisions are also central to defining social exclusion or association in local communities throughout the country. As the rules and processes for the cultural and linguistic socialisation of youth are defined, so too will parents, where choices exist, select schools to which to send their children. Language policy at school level will be a significant factor influencing parental choice of schooling.

In order to understand the difficult educational decisions that will be faced by the governing bodies, it is necessary to reflect on some of the basic concepts in the legal provisions that define the limitations and possibilities for decision-making on language in terms of the Constitution. ✓

BACKGROUND TO THE FRAMEWORK FOR DECISION-MAKING BY GOVERNING BODIES

The Guiding Documents

Governing body decisions on language policy for a specific school must be approved by the provincial authority and, ultimately, the national Minister of Education. There is essentially a three-tier policy-making process here but, very importantly, the school governing bodies initiate it. This allows for language policy to be sensitive to local social and demographic change.

Governing bodies' new powers for making decisions about the language policy for their schools derive from four documents. Firstly, the *Constitution of the Republic of South Africa*; secondly, the *South African Schools Act (1996)*; thirdly, the nine provincial schools' acts and regulations and finally, the policy document, *Norms and standards regarding language policy in education*. This was issued on 14 July 1997 by the Minister of Education in terms of Section 6(1) of the *South African Schools Act* and gazetted in December 1997.

In accordance with these documents, governing bodies must decide two basic language issues. The first is the official language or languages of learning (that is, mediums of instruction) that will be used. The second is the languages that their schools will offer as learning areas, and at what levels (first, second or third languages). On this issue of language as learning area, choices include the official South African languages as well as, in some cases, 'foreign', community or religious languages (those approved for educational use by the department such as Arabic, Portuguese, Greek, Hebrew and Hindi) governing bodies wish to have taught in their schools.

While the official naming of, and terms for, official languages appear to be a natural process, it is important to be aware of the *constructed* nature of social and linguistic identity. The number of languages that exist, their names, status, and even the spelling of their names, were all the subject of considerable debate in the formulation of the Constitution. For example, siSwati did not exist as a separate written language before the 1960s, and sePedi was named seSotho sa Lebowa in the Interim Constitution. The spelling rules of the language names had to be carefully chosen, as there is a history of different spelling conventions in each of them. This process of naming and defining languages must be seen as a significant acceptance and shaper of 'indigenous' cultural and ethnic forms. The guarantee of official status given to languages in the new Constitution is, therefore, both inclusive and exclusive: it reflects the defining and hegemonic ethnic formation that the new democratically-elected state accepts as historically correct and currently definitive, and that it will sponsor in the future.

One constitutional lawyer classifies South Africa's language rights for the eleven languages of equal status - sePedi, seSotho, seTswana, siSwati, tshiVenda, xiTsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu - as *qualified* rights (Chaskalson,

1997).¹ What are qualified rights? Language rights in the Constitution are linked to the following founding provision in the preamble to the Bill of Rights: ✓

National and provincial government may use any particular official language for the purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of needs and preferences of the population as a whole or in the province concerned; but the government and each provincial government must use at least two official languages (Chaskalson, 1997).

These provisions indicate the importance of choice in specific social contexts. Such choices have limitations – in other words, qualifications – including ‘practicality’ and ‘expense’, which can change over time. ✓

The interesting feature here is that the state has to accept as a ‘reasonable’ alternative, the provision of schools where a single language of learning is offered: in other words, it cannot insist upon more than one language of learning being provided by a school. Largely Afrikaans interests argued for this. At this stage in South African language development, Afrikaans is the only language other than English that is a language of learning throughout the educational system, from pre-school to tertiary levels.

All other language choices usually coexist with English as the language of learning. At present, ‘indigenous’ languages (the term used in the Constitution to denote African languages) are only available as languages of learning for the first few grades, after which they are taught as learning areas. However, the founding provisions of the Constitution (Section 6(2)) commit the state to ‘elevate the status and advance the use of the indigenous languages’. Thus, their full development as languages of learning is a right *if* the political will and individual patterns of choice exist amongst the populace to develop them as such. Note well

The *South African Schools Act* of 1996 (particularly Sections 1-6) and *Norms and standards regarding language policy in education* (1997), had to be devised with an eye to the constitutional provisions on choice and language rights. In addition, each province has a clause in its respective Schools Act (or regulations) on language policy decision-making. For educational purposes, provinces have the same powers as national government; this is referred to as a ‘dual power’. Although the provincial Schools Acts differ from one another slightly, all must – and in their latest versions do – comply with the *Norms and standards* document. Therefore, this is the key document for governing bodies in their deliberations. It sets out the following norms and standards: Note well

- Stipulates the minimum number of learners in a class which is deemed to be practical (i.e. cost effective) for official languages to be requested as languages of learning (40 for grades 1-6, 35 for grades 7-12). These figures echo the norms and standards aspiration for educator:learner ratios. ✓
- Stipulates the minimum number of languages to be learnt as two, and at which level (e.g. first, second or third language level). ✓

¹ The Constitution provides for a somewhat lesser degree of recognition - that the state should ‘promote and ensure respect’ – for community and religious languages.

- Defines educational promotion criteria attached to language: one official language as a first language to grade 9; two languages for grades 10-12, one of which is an official language. Learners can choose one language from an approved list of languages as their second language option throughout their education; the language could be a 'foreign' or community language, provided it is on the nationally approved list. (This latter point applies all the way through the education system; there is no coercion to choose any of the indigenous languages as a learning area).
- Makes allowance for learning and language disability (e.g. dyslexia) and, following the *Schools Act* of 1996, defines sign language as an official language.
- Defines language policy rights and duties of individual learners, parents, governing bodies and provincial education departments.
- Stipulates how to resolve disputes over language policy.

Balancing Individual and Group Language Rights According to Norms and Standards

- ✓ The dilemma that many public schools now face is that they have experienced rapid demographic and social changes over the past eight or so years, which have brought about many more multilingual environments than existed through most of the apartheid period. (Multilingualism is defined in the new policy as the learning of more than one language and therefore includes bilingualism. It is seen as a normative feature of being South African.) Schools have had to improvise interim arrangements to the best of their ability. School governing bodies will, in future, have to declare their formal approach to the implementation of a multilingual or, at the very least, bilingual policy which encourages 'additive' bilingualism.

The *Norms and standards* policy document introduces the concepts of 'additive multilingualism' and 'additive bilingualism', the purpose of which is a well-developed overall educational competence in languages, as opposed to 'subtractive bilingualism', which takes language learning to a partial level only. The eventual aim is to improve the quality of language education by freeing it from past coercive and ethnolinguistic containment and allowing more choice in relation to linguistic identity, ability, as well as language teaching and learning methodology. Given that the amount of educational time and money spent on learning languages in South African schools is considerable, these are decisions of some importance.

Norms and standards does not stipulate which languages beyond one official language ought to be offered. Instead, its drafters have detailed how the right to the languages of one's choice in education is essentially a *qualified* right. 'Practicality' has to be considered. However, the document clearly recognises school governing bodies as key partners in the pursuit of multilingualism. It indicates that policies they devise may entail offering more than one language of learning and teaching, as well as additional languages as learning areas, thus confirming the possibilities for dual or parallel-medium schools. In addition, governing bodies may cooperate at district level in deciding policy, and could share human and other resources in order to provide adequate language teaching. They are also expected to enter the complex field of

language teaching method by choosing immersion programmes, language maintenance programmes or other approved methods. Thus, their responsibility extends well beyond choice of language.

An example of the difficulties that now have to be confronted is the large sectional desire to escape from township schools to schools, whether private or public, in which English is a language of learning from grade 1. Many such schools, even those that have not as yet been able to offer African languages as learning areas, have proved popular. A long-standing South African debate has thus been revived over the educational consequences of the choice of language of learning, particularly in the initial years. Parental choice is, however, running ahead of the debate and is turning out to be contrary to idealised perceptions of language and identity and education.

Another anomaly is to be found in historically dual/parallel-medium schools, which report a loss of learners from their Afrikaans-medium sections to Afrikaans schools with a single language of learning. Although difficult to quantify, present learner movements suggest an increased tendency consciously to consolidate, amalgamate and segregate along racial and linguistic lines into schools where Afrikaans is the sole language of learning, rather than to foster integration. This is, however, speculative and will be discussed in detail when the research is presented below.

As stated above, the language right of the learner, as exercised by the parent or guardian, is to an education in the language of learning of her/his choice, provided it is an official language. At the same time, however, parents have to accept the language policy of the school as decided by the governing body. Parents, therefore, have to find a school with the appropriate language policy for the learner and where this is not available, they can request an official language not offered by the school. For example, the parent may request that the child be taught in seSotho at a school where the only language of learning is English. Only when the number of such requests reaches forty in any of the grades one to six, or 35 in any of the grades seven to twelve, will the governing body have to reconsider the school's language provision in order to accommodate such requests.

Schools are required to submit a list of all such requests to the province. If there are less than the critical number of learners in a grade, or the governing body is unable to meet the request, the provincial education department will then have to provide learners with the language requested, or refer them to another institution. Provinces must consider equity, practicality and past discrimination in their deliberations.

Any conflict between the governing body and the provincial Member of the Executive Council (MEC) on the chosen policy may be referred to the Arbitration Foundation and the Pan South African Language Board's advice may be sought on whether there is an actionable case. Ultimately, disputes between individuals, governing bodies and provincial governments may be referred to the Constitutional Court in cases where language rights are thought to have been infringed.

The cumulative political, economic and social importance of governing body decisions should not be underestimated, and the weight of interests represented on governing bodies in sustaining the *status quo* or directing change will be felt acutely.

First, decisions involve questions of employment and social identity: will language be used as a means of social closure in employment markets, as it has been in the past? And, if not officially, will this be a *de facto* reality? Second, future decisions of the National Qualifications Framework in relation to language will inevitably influence governing body and parental choice. Third, the provision of language teachers may prove an overwhelming financial challenge. Fourth, certain industries such as publishing will be very importantly shaped by these decisions. While it is true that for the first time a market involving choice will emerge in language publishing, it must also be remembered that publishing in African languages is vitally dependent on the choices made by governing bodies; the future of Afrikaans educational publishing will be similarly affected. More particularly, if governing bodies favour specific language learning methods, they will shape the nature of published materials.

The ultimate desires of the language policy makers may well be compromised in the face of financial stringency in education for years to come. How much will be achieved by the time the ministry reviews its language policy in 1999 depends, to a large extent, on the availability of the necessary material resources (Appendix 2, p.2). A matter of considerable controversy at this point in South Africa's educational history is the ratio embedded in the *Norms and standards* document on language policy. This, like the contentious educator:learner overall ratio, is no doubt only possible if affordable.

Language Demography in South Africa: the Need for Accurate Representation

It is important to appreciate the complexity of language distribution in South Africa in order to gain perspective on the limitations and possibilities of decisions on language policy in the education system. While the demographic distribution of language in South Africa is in itself complex, language distribution in the education system presents an added complexity, as will be explained in detail below.

The principle of devolving decision-making powers is simple and based on notions of democratisation and human rights. However, the practical linguistic context into which such powers are devolved is of equal importance. Historically-held misconceptions about the links between language, identity, educational institution and territory are pervasive in South Africa and need to be thoroughly questioned. It is necessary also to be able to anticipate the trends and volatility of demographic movement in the country, so that the patterns and changing context for decisions become readily evident. Policy formulation requires minimal levels of empirical social contextualisation, such as *where* South African languages are spoken. This has to be understood in more detail; South African language data are only now emerging from a period of idealisation and consistently distorted geographic and demographic presentation.

The most influential source of data to date in South Africa has been the last two batches of census data. Two of the most significant documents in the 1990s dealing with South African language distribution are the *Language Atlas of South Africa* (Grobler, Prinsloo and Van der Merwe, 1990) based on the 1980 census data and, more recently, the *Education Atlas of South Africa* (Krige et al, 1994) based on the

- ✓ 1991 census data for magisterial districts. The former represents one of the final distortions of apartheid ideology and highlights all the weaknesses of previous state-sponsored research (Brown, 1997b).

The *Education Atlas*, on the other hand, is a significant attempt to move towards a reasonable empirical description of language distribution. However, according to initial data from the 1996 census, the 1991 census was flawed. The interim report of the former, in June 1997, shows that there are substantially smaller figures, seven million less in fact, for the total South African population than were previously calculated. The 1996 census was conducted in order to form a baseline for the reconstruction and development of South African society. The final report of this census is due in April 1998 (CSS, 1997) and from it will emerge the clearest picture yet of language distribution, based on a fine-grained analysis of domicile according to enumerator area.

- ✓ Further complexity is added in the distribution of language in schools, coupled to a constantly shifting demography of youth in a semi-industrialised society. The economic, social and demographic movements of families and caregivers produces a rich sociolinguistic and ethnic diversity in South Africa and determines the period of time that scholars are likely to spend in any one institution. For a substantial proportion of such young people, it is difficult to sustain a consistency of attendance in a single institution in a specific area for their educational lives. As a result, a significant proportion of South Africa's learners will face a situation where their home language is not on offer in the schools they attend. They will find themselves constantly in situations where new languages are on offer in the institutions in which they are currently enrolled, thus making flexibility and tolerance essential in the way institutions frame their policies. Many learners emerge from multilingual families who, through intermarriage, have command of a number of languages and no specific desire to consolidate an identity in any one linguistic group (Pirie, 1984).

The choice of school by parents will be influenced by the languages on offer and interrelates with the choices made by governing bodies. Cumulatively and collectively, such decisions will readjust the ethnography of South African schools.

THE STUDY IN KWAZULU-NATAL

Rationale

The rationale for this study was to assess perceptions of a selected group of language teachers, principals and governing body members from complex sociolinguistic contexts. Because of its key vested interest in the maintenance or change of language policy, the formative advocacy and opinions of the language teaching profession were sought on issues such as language policy and representation on governing bodies.

The initial hypothesis was that the vested interests and historical practices of the language teaching profession would have considerable influence on decisions and

advantages to this approach. English could be taught as a learning area, as in Afrikaans single medium schools. He admitted that there would be staff disagreement on such an initiative; however, he felt that the present system of using English disadvantaged many learners. He claimed that he saw no reason for the teaching of any South African languages other than English and isiZulu in their context. The teachers in this focus group supported the dropping of Afrikaans as an inevitable change.²⁷

Umbumbulu College of Education

In order to get an overview of possible trends in language policy changes in township primary schools, a focus group was conducted with lecturers in the language department of the Umbumbulu College of Education. This department is well placed to detect changes in language policy as a result of its teacher placement programme and regular contact with primary schools that teach isiZulu as an initial language of learning. Staff perceptions were that there was a considerable exodus to crèches and schools where English was the language of learning. They confirmed a general tendency to discontinue the teaching of Afrikaans. This had, in a few cases, prompted some primary schools which previously offered isiZulu as a language of initial learning to consider switching to English as a language of learning in order to retain their learners because many parents thought this would be educationally advantageous. This was not a general trend, they said, but there were a few schools considering this option.

The lecturers had a strong sense that the educational system was stratifying on the basis of class, and that English language assimilation and education was the key cultural manifestation of this phenomenon. The exodus to schools outside of the township by what the staff described as largely middle class parents, was changing the nature of, and commitment to, schooling in the townships. They had observed, for example, that many teachers sought schools for their children in which English was the language of learning, a tendency which had become noticeable to people generally in these communities. They themselves sent their children to integrated public or private schools where the language of learning was English.²⁸

Manor Gardens Primary School

This school is typical of formerly white suburban schools in Durban: rapidly integrating, with an even distribution of English- and isiZulu-speaking children. In an interview, once again the principal said that the governing body had yet to formulate a specific policy in accordance with the current legislation. Current practice is to offer English as the language of learning, isiZulu as a first or second language, and Afrikaans as a second language to all learners: although one of the second languages is technically optional, all learners study all three. The language teachers are specialists, unlike at the other schools surveyed, and are employed directly by the governing body. This inevitably adds to the school's fees.

²⁷ Focus group with language teachers, Mqhawe High School, 22 November 1997.

²⁸ Focus group with language area of learning lecturers, Umbumbulu College of Education, 30 November 1997.

