



**LANGUAGE (S) OF INSTRUCTION IN TOWNSHIP SCHOOLS IN
THE KWAMAKHUTHA AREA**

By

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Language(s) of instruction in township schools in the KwaMakhutha area

Except for the quotations indicated in this thesis and such help as is acknowledged, is the result of my own original work and has not been submitted in part or in full for any other degree or to any other university.



T.P.Nzuza

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ABSTRACT

A quantitative study on the merits of using the learner's mother-tongue (instead of English) as a medium of instruction. This investigation attempts to find out how many schools and parents in KwaMakhutha implement (or know about) the Language in Education Policy in 1997 (LiEP).

WRITING CONVENTIONS

I wish to draw the attention of the reader to the following conventions that I have followed in this study:

1. I am using the abbreviated Harvard style of referencing, for an example:
Gramsci (1971:443) means Gramsci 1971 page 443.
2. Tables are shown as tables 1 – 22. They all follow the chronological order.
3. A copy of the questionnaire for learners are attached in addendum 1
4. A copy of the questionnaire for parents of the governing bodies are attached in addendum 2
5. A copy of the letter requesting permission is attached as addendum 3
6. A copy of the interview schedule for teachers are attached in addendum 4
7. The transcripts of the interviews are attached as addendum 5

CHAPTER ONE

ORIENTATION

1.1 PREVIEW

In this chapter I will outline the general content of this thesis for readers. I will introduce this study by giving some background mentioning the rationale for the study. The rest of the chapter will state the focus of each chapter.

1.2 INTRODUCTION

This study focuses on the language(s) high schools in KwaMakhutha choose as the language of instruction and those that they choose as subjects. KwaMakhutha is a small African township just outside Amanzimtoti with three high schools. The schools fall under the eThekweni Region, uMlazi district. I am an educator (for the past 12 years) at one of the schools being investigated. The school where I teach has shown very little evidence that the language practices have changed since 1997 when the National Language Policy was introduced, therefore I want to find out why. This study aims to establish whether educators in the targeted schools are aware of the National Language Policy and if they are implementing it. I also aim to raise the level of awareness among educators in the targeted schools and assist with the implementation of the policy, which addresses the marginalisation of indigenous languages. In trying to understand why the National Language Policy is not implemented, attitudes of the educators and learners towards languages will be revealed. Finally I aim to make recommendations on how the schools can be assisted in implementing the National Language Policy, thus enhancing the status of all languages including the indigenous languages.

1.3 RATIONALE

After the promulgation of the National Language in Education Policy (LiEP) in terms of the National Education Policy Act no 27 (1996) (NEPA), I was prompted (as a language educator) to investigate whether the targeted schools are keeping up with LiEP, which aims to promote additive bilingualism. In my school English is regarded as the medium of instruction but the reality is that very little English is used in classes during lessons. Educators use mostly isiZulu, which is, in many cases, the first language of the learners, yet the medium in the school is English. This has been the status quo since the Education and Training Act no 90 (1979). According to this Act, English was to be used as medium of instruction from grade 5 upwards. This was put in place in South African state schools to replace the Bantu Education Act (1953). Now that NEPA has been passed, I want to investigate whether the schools in kwaMakhutha are embracing the change by implementing LiEP and the reasons for it.

The situation has been that schools in the Republic of South Africa were separated according to the colour and the language of the speakers during the apartheid era (1948 to 1993). This separation meant the language, which the schools choose as media of instruction, were mostly official languages (English and Afrikaans), the indigenous languages were not used as media of instruction as they were not official languages. As a result the indigenous languages were marginalised and the language policies during that era segregated different language groups in schools. When the democratic government was instituted in 1994 it addressed the issue of marginalised languages by declaring another 9 indigenous languages official. The adoption of the Constitution of the Republic of South Africa integrated all language groups; no language was regarded as inferior. In addition, Act no 27 (1997) makes provision that any official language can be used as medium of instruction in South African school. All schools in the Republic of South Africa are open for all racial groups according to the South African schools Act no 84 (1996) as amended by Act no 48 (1999). The South African Schools Act and the National Education Policy Act repealed all apartheid legislation, including the compulsory use of English as a medium of instruction, in schools. Now all schools are free to choose their medium of instruction.

This study aims to establish whether the schools that form part of this study carry out the new legislation in education that makes provision for the use of any of the official languages as medium of instruction. If this is not happening, reasons for the non-implementation have to be identified and recommendations for the implementation of the legislation need to be made. Similar research on the non-implementation of the legislation includes Chick and Mc Kay (1999) who reported about the non-implementation of LiEP in the study they conducted in one former Indian school and one former coloured school in Durban. In this study, Chick and Mc Kay (1999) discovered that educators in these schools had ambivalent attitudes towards the inclusion of isiZulu in their schools even though the majority of the learners were isiZulu first language speakers. These educators argued that because their schools were English medium schools they saw no benefit in including isiZulu in the curriculum, they further believed the medium, which is English, should be maintained and no provision should be made for isiZulu at all. I can therefore conclude that these schools promote the extensive use of English thus supporting the hegemony of English. If this is the case it means the government has not done much at the micro level in order to repeal apartheid legislation by removing the compulsory use of English as a medium of instruction at schools. Instead the policies have been made and no proper follow up is in place to see that they are implemented. The schools need to be aware of the education policies and understand them so that they are implemented.

1.4 QUESTIONS

The main objective of this study is to investigate whether the targeted schools have official language policies and whether their policies have changed after 1997 and developed according to the National Language in Education Act (1997). According to this Act any of the official languages (including indigenous languages) can be used as language of learning and teaching in all schools. This move aims to enhance the status of previously marginalised indigenous languages, including isiZulu. This study also aims to see whether the schools are implementing a multilingual policy, using any official language as set out in the Constitution. In order to address these aims, answers to the following research questions will be sought.

Language policy

- Is there an official language policy in each school?
- What is the content of the stated/unstated language policy in each school?
- Is the policy of each school adapted to promote the policy of additive multilingualism as it is set out in LiEP?
- Are the African languages considered as languages of learning and teaching?

Status language planning

- How was the language policy of each school established?
- Who were the participants in formulating the language policy in each school?
- What obligation does the governing body have with respect to language in each school?
- Was the governing body consulted in the decision making of its language policy?
- Did the governing bodies at each school serve the interest of all stakeholders?

Language attitudes

- What are the attitudes of the learners, the parents and the educators towards the language(s) used for purposes of teaching and learning?
- What are the attitudes of the learners, the parents and the educators towards language(s), which are offered as subjects?

1.5 OVERVIEW OF CHAPTERS

In chapter **one** I will give a general introduction to this study. The introduction will cover the following aspects; identifying the problems that prompted this study, the aims that were formulated to resolve them, the research questions as well as the research methodology employed to do the research.

In chapter **two** I will present a literature review. The purpose of this chapter is to establish a theoretical background against which research will. This will include discussions of the present and the past language policies in South Africa and their influence on language choice and the attitudes of the educators and learners in the schools investigated.

In chapter **three**, the methods of data collection that were used and how the data was gathered. Also, in this chapter, instruments, which will be used to collect data, will be presented. This will show the reader how fieldwork was conducted and how data was captured.

Chapter **four** will present the results of the research. Tables will show the findings in the chapter and each will be analysed for clarity.

in chapter **five** the findings for the study and recommendations for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the literature that informs this research about language(s) of instruction in township schools in the KwaMakhutha area will be reviewed. The following theories guide this study: (i) Gramsci's (1971) hegemony theory, (ii) Fairclough's (1989) and Tollefson's (1991) theories on language, power and ideology, (iii) Kaplan and Baldauf (1997), and Eastman (1983) theories on language planning and language policies and (iv) Mc Groaty's (1996) and Fasold's (1984) theories on language and attitudes.

This chapter is divided into various subsections. The role of English as a language of power, which, according to Titlestad (1996:163) should be given pride of place amongst South Africa's eleven official languages because it is international, is examined. Secondly, the relationship between language, ideology and power in South African schools, with specific reference in the schools in KwaMakhutha, is explored. Fairclough (1989:17) states that language is centrally involved in power and power struggle and adds that, it is strongly influenced through ideological properties. In this study, I explain and demonstrate what influence ideology and power have on language in KwaMakhutha high schools.

In the third subsection, the issue of language planning and the formulation of relevant language policies for schools are addressed. In this subsection the history of the past Language in Education Policy of South Africa is revisited and followed by an analysis of the present language policy. Guidelines on planning a language policy for schools in the Republic of South Africa, as recommended by Mda (2000) and Webb (2000) follow.

This study will also investigate the language attitudes of the respondents. For this study, Ajzen's (1988) definition of attitude will be considered. Ajzen (1988:4) defines attitude as a disposition to respond favorably or unfavorably to an object, person, institution or event. Fasold (1984:148) says the disposition of attitudes comprise three components namely: affective (feeling), behavioral (action) and cognitive (thoughts). The choices people make, in as far as language use is concerned, are influenced directly or indirectly by their attitudes. The fact that many African schools chose English as their medium of instruction instead of Afrikaans after the 1976 riots, showed that their attitudes towards English were positive. This study will focus on all three components of attitudes, that is the feeling (affective) respondents have towards isiZulu and English as media of instruction, the behavior (action) i.e. what language(s) do they choose as mediums of instruction and subjects and lastly, what they think of all the languages offered at schools (cognitive). The attitudes are revealed by the responses the respondents give in the questionnaires and interviews.

2.2 PRINCIPAL THEORIES

2.2.1 Gramsci's Hegemony Theory (1971)

In South Africa, eleven languages are regarded as official according to the Constitution of the Republic of South Africa. However, English remains dominant as it is the primary language, being used for education, business, sports, media, courts, administration and other domains. Therefore, it cannot be denied that it has a superior status as compared to other official languages. Between 1910 and 1993 South Africa promoted a bilingual language policy, which promoted the use of two ex colonial languages (English and Afrikaans). Myers-Scotton (1993:149) calls this 'elite closure'. By this she means the exclusion of the masses by the elite from participating in the political and economic spheres, by establishing language (English) as a requirement. This resulted in the dominance of English over other languages as it was and still is regarded by the majority of the people as a 'better' language as compared to indigenous languages.

Gramsci's Hegemony Theory (1971:443) as cited by Hainsworth (2000) defines hegemony as political power that flows from intellectual and moral leadership, authority or consensus as distinguished from armed forces. A ruling class in the community forms and maintains its hegemony, which dominates the other classes in the society. According to Gramsci (1971), there is not a single dominant class but, a power struggle between the dominating and dominated classes to promote their ideologies. Furthermore, Gramsci (1971) distinguished between rule, where the exercise of power is obvious or known and hegemony, where the exercise of power is so disguised that the governed consent to the rule. Gramsci's (1971) comment on the exercise of power is relevant to the study where the governed actually consent to the rule. South Africans appear to have consented to the use of English as the only official language in almost all public domains of the state. This consent by the people governed by the state has resulted in the hegemonic power of English over other indigenous languages. This study seeks to address the hegemonic power English has over the indigenous languages. Kamwangamalu (1997:237) confirms that mother tongue speakers of indigenous languages also prefer English at the expense of their own languages. He calls this practice 'linguistic racism' or 'linguiscism'.

2.2.2 Language, Ideology and Power

Language is a tool for communication and it is through language that one learns, therefore the language which is chosen for learning plays a very important role in determining whether learning takes place or not. There is presently an ongoing debate on whether the language of instruction should be the child's mother tongue or not. There are different views on this issue. Some favour mother tongue instruction while others favor English as medium of instruction for all in South African schools. The view that favours English to be a medium for all, results from the ideologies that govern the present use of languages in schools.

A discussion on language, ideology and power is necessary in order to understand why and how the present language ideologies came into existence. According to Eagleton (1991:18) some people use the word ideology to refer to systematic beliefs in general. For him, ideology not only

refers to belief systems but to the questions of power as well. In the societies there exist different levels of society structures that are usually hierarchical in nature (the dominating and the dominated groups). Society accepts the beliefs held by the dominating power group and language ideologies develop. Eagleton (1991) affirms Gramsci's (1971) argument on the exercise of power where the governed actually consent to the rule, and their consent leads to the development of an ideology. Language ideologies therefore are viewed as systems of belief and values about the purpose of education, held by a particular group.

Historically the case has been that English and Afrikaans were the two official languages, and the language policy for South African schools was that English and Afrikaans were used as media of instruction in schools until the adoption of the new Constitution, which gave official status to eleven official languages. This discriminatory language policy promoted the hegemony of English and marginalized indigenous languages. All indigenous languages were regarded as inferior and had no role in public domains. South African society was therefore led to believe and adopt the ideology that the only languages that were important were English and Afrikaans. This was the reality, because without these two languages one could not secure a good job and was excluded in the politics and economy of the country. As the schools are governed by the state, they promoted the ideologies of the ruling class, which meant English was seen as a language of learning. As a result indigenous languages were marginalized. Language policies were deliberately constructed to perpetuate inequalities of power and to devalue the status of all indigenous languages.

Tollefson (1991:207) sees language policy as part of the state's disciplinary power by which it structures "...into the institution of society the differentiation of individuals into insiders and outsiders." Even after the introduction of the new language policy, schools like the one I am in are still implementing the language policy of the past that marginalizes the use of indigenous languages. According to Kamwangamalu (2001) English is seen by many as the language of power because of its extensive transactional use in the work place as well as in all the higher

domains of language use. Heugh (2002:11) confirms Kamwangamalu's (2001:371) view when she states that English continues to remain the dominant language of choice amongst parents.

Tollefson (1995:2) states that societies exercise power within their institutional structures and with their power, they marginalize those who have no power, and the marginalized accepts. For this study, Tollefson's (1991:9) view of power as "The ability to achieve events through intentional action", will be alluded to together with his expanded view defining 'ideological power' as the ability to project one's own practices and beliefs as universal and common sense. Fairclough (1989:33- 34) distinguishes between 'coercive power' and 'consensual power'. According to him, coercive power occurs in a situation where someone is made to do something through force and consensual power is used in an invisible manner for the maintenance of order. Consensual power has influenced South Africans to accept English as the "superior" language and that is how English has gained its hegemonic power. The National government endeavors to address this situation by the introduction of the new language policy, which will embrace all the languages including the indigenous languages.

Fairclough (1989:32) points out that the state is the key element in maintaining the dominant class and controlling the working class. This means that the state has power to make people accept its beliefs about the language(s) of power. The case in South Africa has been that the state gave status to English, making South Africans believe that English was a powerful language because it is the language, which is used for government communication. Whilst doing this, the African languages were marginalized as they were not used in public discourse. As a result it was accepted that English was the language of power. Society draws upon the common assumptions of the dominant group (the state) and accepts its beliefs as universal truth.

In order for the schools to succeed, the language policies they implement must serve the current post apartheid education system. The inequalities, especially in the area of languages in schools, have to be dismantled and marginalized learners must be liberated together with the previously marginalized languages so that learners can learn in the language of their choice, "A school must

mould itself to suit its pupils, rather than pupils fit into the existing system” (De Klerk, 1993:20). This means the schools, which have kept the old discriminatory language policies, need to adjust their policies to be in line with the current needs of the learners. The schools must be ready to accommodate all learners; it should not be the learners who must adapt to the school they are in. With the introduction of LiEP, the democratic government is expecting that schools will review their old language policies. Schools are to change and not the learners. Ngcobo (2002:65) states that the schools he investigated are still maintaining the past language policy, which promotes the use of English, thus maintaining English hegemony. He says that this is because educators in the schools are the victims of the education system, which promoted the use of English as medium because it was regarded as the language of power. Such beliefs, held by educators (Ngcobo argues) may influence their learners to accept the hegemonic power of English and the status quo would remain. If that is the case, the legacy of apartheid will live on and the indigenous languages will remain marginalized. That would mean the present language policy in South Africa has failed.

2.3 Language Policy

2.3.1 Past Language Policy (1953-1993)

Since the introduction of the Bantu Education Act (1953), which was the first official guideline for all schools in South Africa, African schools have been mired in an ongoing education crisis. According to this Act, schools had to use the learner’s first language as medium of instruction for the first four years of education and then switch the medium of instruction to either English or Afrikaans for at least half of the number of subjects of study for the remaining school years. Speakers of indigenous languages did not accept this but the government forced it until the 1976 Soweto Uprising dramatically revealed the crisis. African learners went out on demonstration protesting against the language policy, being imposed by the government. Their message was that they were not prepared to accept Afrikaans as a language of learning. The government was forced to offer the learners a choice between English and Afrikaans, many opted for English.

Although using the mother tongue as a medium was also an option, African learners did not choose it as a medium of instruction as a result of the stigmatization of this type of education. Mother tongue education was viewed with suspicion because when it was first introduced, it was meant to exclude the Africans from participating in the economy of the country. As all the indigenous languages were not official, they were not considered effective media of learning and were seen as inferior languages. The stigma continues to exist even today. According to Chick, (1992:31) mother tongue education was rejected by Africans because it was seen as the government's strategy to prevent Africans from upward mobility and access to more advanced learning. Chick (1992:275) further argues, "... for many Blacks mother tongue education was an instrument that the apartheid government used to prevent access to more advanced learning and to prepare them only for a separate and inferior education".

The Education and Training Act no 90 (1990) replaced the notorious Bantu Education Act (1953). The contents of the Education and Training Act reinforced the use of English as a medium of instruction from grade 5 onwards. This act was not a solution as inequalities, in as far as languages were concerned, were perpetuated in a way that English was still regarded by many as the preferred option and Afrikaans was seen as the language of the oppressor. English continued to enjoy hegemonic status. Myers-Scotton (1993:43) uses the term 'elite closure' to describe the situation by which the language policy in South Africa was designed in such a way that competence in the English language was a prerequisite to study at a higher institution or to find a job. Because many Africans lacked competence in English they were excluded. It was with the institution of a democratic government and its adoption of the Constitution of the Republic of South Africa that changes in the Language Policy in Education were seen.

2.3.2 Present Language Policy (1997 to date)

After the first democratic elections in 1994, the new National Government was instituted which adopted a new Constitution. As one of the responsibilities of the government is to legislate through the Constitution which language(s) will be used in education, the National Education

and Policy Act no 27 (1996) (NEPA) was passed. This act introduced the Language in Education Policy (LiEP), which is meant to address the existing inequalities, which were created by past language policies in as far as the languages in schools were concerned. The policy mandates that schools and their governing bodies must formulate their own language policies that reflect the democratic and multilingual nature of South Africa, noting that any of the official languages may be used as media of instruction.

According to Mda (2000:182), LiEP is an admirable and ambitious policy whose philosophy and principles include equity, democracy, access and subscription to the nation that learning through the mother tongue is the best. The rationale for this study includes finding out if the current policy is practiced, especially concerning the choice of using an indigenous language (isiZulu in this case) as a language of learning. Related research on this subject reveals that schools with African language speakers are still very reluctant to use African languages as a medium of learning. De Klerk (2002:1) observes that the current debate about language in education is fraught with controversy and opposing views. She says that real world experience reveals huge gaps between idealistic theory and on-the-ground practice. Mother tongue education is recommended as a possibility, but its practice may not be possible. (Mda 2000:187) argues that African language speaking educators were not trained to handle mother tongue education, instead they were taught to teach through the medium of English, which in most cases is a problem for the educators themselves.

One of the reasons LiEP was introduced was because of the arguments that mother tongue education is beneficiary. Additive bilingualism, as suggested by Alexander (2000), accommodates mother tongue education at primary level as an option for African learners who presently learn through their second language, which is in many cases English. Additive bilingualism recommends that learners must be taught in their first language from the beginning then be gradually introduced to a second language medium without dropping the first language. Therefore, additive bilingualism does not mean that learners abandon their first language but have it to complement the second language. If the South African schools for speakers of

indigenous languages can start practicing additive bilingualism, African language speakers would benefit from mother tongue education and multilingualism would be achieved. The Constitution of the Republic of South Africa states that multilingualism should be a defining characteristic of all South Africans. All South Africans are expected to speak another language in addition to their mother tongue.

Luckett (1993:47) argues that mother tongue education is beneficial for African language speakers. She discusses Basic Interpersonal Communication skills (BICS) and the Cognitive Academic Language Proficiency skills (CALP). BICS refers to linguistics skills that are used in communicating about everyday occurrences in informal language in concrete and less demanding situations. On the other hand CALP involves a sophisticated command of language in cognitively demanding situations. According to Luckett (1993:47) it is better that a child learns his mother tongue and develops BICS first, then CALP skills can follow. After the child has developed CALP in his first language, then it would be possible to develop BICS and CALP in a second language. The child can use the knowledge he gained in his first language skills to transfer it to second language learning.

Luckett (1993:22) suggests that for African learners, African languages should both be taught as subjects and used as media of instruction throughout the primary phase. Furthermore, some subjects could be taught using African languages as media through secondary schooling as well. She feels mother tongue education will not only offer greater learning opportunities, but it will also go a long way towards ensuring their status in society. The use of African languages will enhance and revive their status in society. This is possible if their speakers portray positive attitudes towards them first. The first language of the child can yield fruitful results in school, which is the reason why linguists like Luckett, Alexander and others recommend the use of the mother tongue as medium of learning. The Constitution of the Republic of South Africa gives guiding principles for the promotion of multilingualism in South Africa. Some of the guiding principles and models for multilingualism according to the Constitution of the Republic of South Africa are:

- Additive bilingualism: this term refers to the context in which speakers of any language are introduced to another language(s) in addition to the continued educational use of the primary language as the language of learning. The second language is not intended to replace the primary language in education rather it is seen as complimentary to the primary language.
- Bilingual or dual medium programs: this is a transitional bilingual education program method, which provides extensive instruction in the primary or home language as well as in English. However, once a learner attains a certain level of proficiency, he moves into monolingual English.

Both these programs are relevant in the South African context. For South African schools many linguists, including Alexander, Heugh, Lockett and many more, have suggested additive bilingualism. For a multilingual country like South Africa, there is a need for bilingualism so that there is cohesiveness and understanding of everyone's language and culture. Additive bilingualism gives speakers of other languages an opportunity to use their own languages in education. The dual medium program could also prove fruitful as it allows the use of mother tongue together with English and when a certain level of proficiency is reached a learner moves to monolingual English. Many of the African schools have been using this model where African learners received instruction in both the mother tongue and English at primary level. The change took place in high school where the medium became strictly English. The dual medium of teaching has worked for some schools. But in some schools it has not worked out well because of the problem with educators who received their there training under the former Bantu Education Department. These educators have difficulty in implementing the dual medium method as they were not properly trained to practice it and they sometimes lack competence in English.

2.4 LANGUAGE PLANNING

According to Tollefson (1991:16) language planning is one mechanism for locating language within a social structure so that language determines who has access to political power and

economic resources. In ex-colonial countries like South Africa, after the chains of colonialism had been broken, the African speaking people were left with the dilemma of their languages, which remained marginalized. This was because political power remained in the hands of non-Africans. The non-Africans were more concerned about protecting their own languages at the expense of indigenous languages and indigenous languages remained marginalized. When political power came into the hands of the African National Congress (ANC) in 1994, a change was experienced. The government of National unity aimed at removing all policies, which promoted apartheid and introducing policies to unite all South Africans.

There was a need for proper language planning to serve the needs of the people in South Africa. It is through language planning that South African indigenous languages have been given official status as well. Language planning occurs for several reasons, one of which is to solve language problems, which may exist in society. The government is involved in language planning because it has the power to legislate on language.

Language planning is a very complex term, which has been defined in different ways by different people. Kaplan and Baldauf (1997: xi) say that the term language planning is sometimes used interchangeable or in tandem with the term language policy. Actually these two terms refers to two distinct things. Language planning is the broader term, which includes a variety of activities. From the process of language planning, a policy which directs the use of language comes and that is the language policy. According to Eastman (1983:1) "The study of language planning focuses on decision-making that goes into what language use is appropriate in a particular speech community". When a decision on language use is taken, a choice is being made that a particular language is going to be used for a particular purpose, which then becomes the language policy. Language planning is therefore a conscious attempt undertaken for a specific reason (for example - to solve a problem). Referring to the South African case, the problem, which faced the South Africans after decolonization, was the low status of indigenous South African languages. The government undertook to solve that problem by engaging in a language planning process and it came out with the Language in Education Policy, which attempts to solve language

problems by deliberating that the indigenous languages are also official. Eastman (1983:7) mentions two major components of a language plan which are the policy, which is to be followed and the choice of language(s). According to her (1983:7), language policy is a process of deliberating, and decision-making. After the policy has been formulated it must be put into place accordingly, which she calls 'preparation of language, codification and elaboration'. She says a policy is formulated, codified, elaborated and implemented.

Kaplan and Baldauf (1997:29) also see language planning as a process. They choose to define this process by referring to Haugen's (1983) model. According to this model (1983:275) language planning is a process that can be viewed from a societal focus or a language focus. The societal focus will deal with issues of status planning and the language focus will form part of corpus planning. Status planning (Kaplan and Baldauf 1997:30) refers only to those aspects, which reflect social issues and concerns. Two of the issues, which make up a language plan are the selection of languages for particular functions and the implementation of those languages. Corpus planning (Kaplan and Baldauf 1997:38), on the other hand, can be defined as those aspects which are primarily linguistic and hence internal to language like orthographic innovation, changes in language structure, style, pronunciation vocabulary expansion and preparation of language material. For the purpose of this study my focus will be on status planning only, as I will look at the formulation of the language policies in the schools investigated.

To do proper language planning in various fields like government, education, etc., it is essential to develop a language policy, which will serve the needs of the people. Luke et al. and Watson-Gegeo (as cited in Kaplan and Baldauf, 1997:55) argued for the "...inclusion of a broader participation base during the language planning process i.e. those people for whom language is being planned should have a say in its actual planning." When making a language plan, education stakeholders are to be represented so that they get involved in determining the policies on how they plan to use language(s) at school and what role will each language play in the curriculum. In this process, language planning for South Africans was undertaken to ensure that

no language remained marginalized as before, nine South African indigenous languages were declared official languages. The status these languages gained meant that they could be used as mediums of instruction as well. It is very disturbing to see schools not embracing change by revising their old language policies (which had English as the medium of instruction). Most learners in the schools investigated speak English as a second language, yet these schools still cling to English as the medium of instruction. This gives a challenge to the schools under investigation to review their language policies and to make decisions on language use, which will benefit the learners. When a language policy is formulated choices are made on what languages the school will offer and what will be the role of each language.

The choice of language for learners must be made carefully; taking into consideration that language is an important tool through which the child discovers his world around him. Vygotsky (as cited in Gallimore and Tharp, 1988:188) regards "Language as a means of activating the child's zone of proximal development". The zone of proximal development Vygotsky refers to, is the distance between the real level of development and the potential level of development. Language planning is a set of concrete measures taken within a language policy to act on linguistic communities taking into consideration that all languages are developed. Many factors contribute when language policies are drawn. Tollefson (1991:16-17) defines language policy as a mechanism for locating language within social structures so that language determines who has access to political power and economic resources. He argues further, that a language policy is one mechanism by which dominant groups establish hegemony in language use. This means language in third world countries are affected by both the politics of the local economy and the impact of Western economies. As all the Western countries value English more than other languages, this means the third world countries will be bound to value English at the expense of their own languages and, in this way, perpetuate inequality in languages. This inequality marginalises the indigenous languages and they remain stigmatized as before.

2.4.1 Language in Education

The past education system in South Africa has been different for the various language groups as there were nineteen departments of education catering for the whites, Indians, coloureds and African language speakers (further divided according to languages spoken as home language). To make matters even more complicated, the policies for each of these departments were also different although they were drawn and prescribed by the apartheid government. This was a deliberate act which was to marginalize those whose mother tongue was not English or Afrikaans, as the whites, coloureds and Indians all received their education in their mother tongue which was either English or Afrikaans. For the African language speakers, it was different as they received their education in three different languages (English, Afrikaans and isiZulu – in the case of KwaZulu-Natal). All the education policies were designed by the apartheid government without the consultation of the various language groups. This was one of the reasons why African language speakers were not prepared to accept what was being imposed on them and demonstrated in public in Soweto which became known as the Soweto uprising in 1976. The apartheid government was then forced to review its education policy for African language speakers and later the Bantu Education Act was replaced by the Education and Training Act (1990). Black schools were still faced with the problem of a high failure rate in Matric and school drop outs. Finally the government of National unity introduced the LiEP which allows language groups for choosing the language(s) they will include in education and for what purpose. According to Kaplan and Baldauf (1997:125) education has to understand what languages people desire and for what purpose.

Kamwangamalu (as cited by Kaplan and Baldauf 2004: 232) notes that the new South Africa has repealed apartheid legislations which forced the African learners to be educated in languages they did not want. The situation is that now the nine indigenous languages are official and learners can choose to go to any school where the medium of instruction is the language of their choice. The disturbing factor is however that although the indigenous languages are given official status, their speakers are still very reluctant to use them as media of instruction and thus

English still remains the popular choice for many African schools as a media of learning. The problems which are caused by education in the second language medium still hinder progress among speakers of indigenous languages as they continue to have education in their second language (English).

2.4.2 Mother Tongue Education

Mother tongue education has not been an option for African learners before the introduction of LiEP in 1996 because the Education and Training Act (1979) reinforced the use of English as a medium of instruction from grade 5 upwards. LiEP has changed that and now gives African learners an opportunity to have an option on mother tongue education. However, most schools are not giving African learners the advantage of mother tongue education. Schools in KwaMakhutha still choose English as their medium of instruction, which is a second language to most African learners. The choice of English is influenced by factors like class and status. Luke et al. (1999) as cited by Kaplan and Baldauf (1997:37) stated that “Language choice is often made on other grounds (race, class, socio economic status)”. The ruling class often makes language policies, which serve their interests. Mother tongue education in English and Afrikaans was deliberately planned for white South Africans to serve the white learner as the government was dominated by white people. There was no provision for mother tongue education planned for African learners and hence was thrown into second language learning which did not yield the desired results. Luckett (1993) alluded to the Threshold project results (1990), which she says indicated that there was a large number of dropouts in the transition stage, where African learners had to switch from an isiZulu medium to English medium at grade four. Research in the area of mother tongue instruction has been undertaken and, in many cases, it has revealed the negative attitudes people have towards mother tongue education. De Klerk (2000) conducted a study in which she investigated the language of preference among isiXhosa speaking people between isiXhosa and English. The results of this study revealed that many isiXhosa speaking people preferred English to isiXhosa. Among some of the reasons they gave for not choosing isiXhosa was that they felt English is the international language, which enables everyone to take

part in the corporate world. They argued that competence in isiXhosa had no value as isiXhosa is not used at universities and work places.

Lanham and Alexander (as cited by Kamwangamalu 2001:272) reported that “The use of colonial languages (mostly English) as a medium for African learners, results in a high failure rate and a high percentage of dropouts.” African learners learn through their mother tongue for the first four years of education and then completely switch to English from grade four upwards. This was in accordance with the Education and Training Act (1979). Because of the alarming failure rate in this system there has been an ongoing debate on mother tongue education for African learners, to help them cope. Kamwangamalu (2001) cites Unesco (1953), Skutnabb-Kangas (1988), Akinaso (1993), and the OAU (1986) who report that those who favor mother tongue education maintain that effective literacy acquisition and second language proficiency depend on well-developed first language proficiency. Kamwangamalu (2001) thinks that for mother tongue education to succeed, people need to know what mother tongue education would do for them in terms of upward social mobility.

2.4.3 Bilingual education

In a country like South Africa where there are different languages and cultural groups, bilingualism is very common in education. The reason for this is that not all different languages can be used in education; instead only two or three languages can be used. The case in South Africa is that many schools use mainly English or Afrikaans as languages of instruction and other language(s) are learnt as subjects (in most cases it is the indigenous languages in African schools). The common practice has been that English has been given preference as it was and still is regarded as the language of power which opens doors for the future. Garcia (1997: 410) distinguishes between three forms of bilingual education, which are: monolingual education, weak bilingual education and strong bilingual education. The difference among these three is that in monolingual education the minority language is completely replaced by the majority language. The South African example is when the apartheid government forced African learners to be educated in English or Afrikaans. Weak bilingual education (also known as subtractive bilingual

education) occurs when the learners learn mainly in the majority language, in other words the second language is learnt at the expense of the first language and in many cases replaces the first language. In South Africa today many African language speakers opt for mainly English, some of the reasons being the prestige and status that English offers and the assumption that only English opens doors to working opportunities, sadly in many cases to the detriment of their first language. In strong bilingual education learners are gradually introduced into the second language learning without rejecting their first language until competence is attained. In this type of bilingual education both languages are given equal importance and recognition because they are seen as mutually important. This is the form of bilingual education where learning would take place the best. Luckett (1993: 22) refers to this as additive bilingualism, the process where the mother tongue is retained (right through the schooling years if possible, otherwise for at least a number of years) while the additional language is acquired. To understand the typology of bilingual education in South Africa, it is important to be aware of the history of language-in-education policy in South Africa as it gives an overview of the different stages of bilingual education in white and black education with the discrepancies that exist between the two.

The history of language-in-education policy in South Africa is divided into two eras (Du Plessis, 2003: 103-112 gives a thorough description of the history), those being the Colonial era (which covers the period between 1652 – 1910) and the Statehood era (which covers the period (1901 – to date). During the Colonial era the indigenous languages were generally marginalized and had little or no role in the Cape. Language struggle started when the English speaking came to power and wanted English to replace Dutch (which was later replaced by Afrikaans) which was the language of the colony. The British colonizers promoted English while at the same time allowed mother tongue education for the African children. The result was that speakers of African languages developed positive attitudes towards English and so English as a medium was easily accepted and mother tongue medium slowly ignored.

Things started to change after the formation of the Union of South Africa in 1910 when the language struggle between Dutch and English took a new dimension. Dutch was later replaced

by Afrikaans, and so the two languages were official which meant South Africa was a bilingual country. Afrikaans was also introduced to Bantu education and in 1938 it became a compulsory subject in African schools through out the country (Hartshorne 1987: 87). In 1948 when the Afrikaners came to power they forced all whites to receive education in their mother tongue (either English or Afrikaans) and for the Africans it was mother tongue for the first four years and then English or Afrikaans thereafter. The use of the mother tongue was emphasized in order to segregate between language groups as the National party believed in the policy of segregation (divide and rule).

Du Plessis (2003:111-112) gives a good summary of the features of language-in-education policy development during the Statehood era as set out below:

- *The principle of extended mother-tongue for English and Afrikaans during their entire school career, as well as mother-tongue for speakers of African languages during the initial school years became established, especially under Afrikaner rule.*
- *Single medium school became the dominant delivery mode to cater for mother tongue, until the democratization period when the tradition of parallel medium school resurfaced as a mechanism to guarantee mother tongue education for Afrikaans within a changing political environment.*
- *Consequently, the policy of Standard British English in form of Dual-language education established during the early years of Unification period, also known as the “bilingual experiment” (Luckett, 1992:9), actually failed as a mechanism of integration or nation building.*
- *Language-in-education policy completed a full circle during this era: it moved from compulsory mother-tongue education for Afrikaans and English speakers, to compulsory mother-tongue-education for all during the apartheid period, to mother-tongue-education for Afrikaans and English speakers during the Reformist and Transitional periods, to recommend mother-tongue-education during the Democratization period.*

- *Mother-tongue-education contributed to the launch of weak bilingual education, which produces limited bilingualism, in South African schools, as a feature of the language-in-education dispensation.*
- *Furthermore, during this era the tradition to two different types of weak bilingual education organized along racial lines became established, i.e. the mainstream withdrawal Second language type of weak bilingual education in white (as well as colored and Indian) schools, where English and Afrikaans is added as a second language in mother tongue-based-education, as opposed to the Transitional type of weak bilingual education in Black schools, where the mother tongue(an African language) is replaced by English at an early stage of primary education*
- *The declared policy of “additive bilingualism” of the democratization period is consequently interpreted along weak bilingual education lines instead of along Standard British English lines, leading to the continuation of the above mother-tongue-based policy types within both single medium, mostly English-speaking schools, and parallel medium schools, mostly traditionally Afrikaans-speaking schools accommodating a black English stream. Dual-language schools (English and Afrikaans) are exception and are basically schools which can be traced back to the Union era.*

It was up until the democratic government came to power that means were made to try and address the imbalances created by previous legislations on language. The Constitution of the new democratic government grant 11 languages of the Republic of South Africa equal status, but up to now the African languages have not yet gained the equal status and use as English and Afrikaans in education. The new Language in Education Policy (LiEP) has not been a success policy yet, and for it to be successful it has to be promoted and monitored. All stake holders in education need to be made aware of this progressive policy which aims at giving mothertongue groups (including African languages) an opportunity in education.

The National Education Act 27 (1996) and the Language in Education Policy (1997) introduced the changes in language policy in the Republic of South Africa. The Constitution of the Republic

of South Africa has influenced legislation on language(s) after 1994. One way in which this was done was to give the Department of Education the task to promote multilingualism by transforming the education system as a whole in the Republic of South Africa., to develop all official languages including previously marginalized languages and to give respect to all South African languages. This move has relieved the historic political pressure of over valuing English at the expense of indigenous languages which were devalued. At the moment not much has changed in the use of languages at schools but the Department of Education is on its way.

2.5 ATTITUDES

Language attitudes influence people's choices in language planning. As parents, learners and educators are architects of language policies in their respective schools, it is important to ascertain their attitudes. In most cases, the attitudes of the learners, parents and educators were shaped by the education policies of the past, which promoted the use of colonial languages as media of instruction in most schools. Now that LiEP has been introduced, indigenous languages are regarded as official and attitudes might be different from the past.

Fasold (1984) points out that to study attitudes one has to be aware of the two contrasting views on attitude study, the mentalist and behaviorist. The mentalist view defines attitudes as an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response. This definition views attitudes to have sub parts like cognitive, affective and behavioral components. The cognitive component includes knowledge about an object. Affective component is the feeling towards an object e.g. feeling of love or hate for the language and the behavioral component involves the predisposition and intentions to act for action. On the other hand, the behaviorist view defines attitudes as a single unit. Because attitudes are not the focus of the study I am only going to refer to the components of attitudes briefly, this means my attention will be on the attitude of the educators, parents and learners involved in the study show towards languages in their schools.

2.6 CONCLUSION

The debate on the option of mother tongue education for African learners has been going on for many years and yet it is still not clear whether it is succeeding, even after LiEP has been introduced in South Africa. As the LiEP specifically states that schools should draw their own language policies, South African languages are given an equal chance with English and Afrikaans to be used as media of instruction and the onus lies in the hands of the schools whether they use them or not. The question of whether LiEP is implemented was investigated by means of questionnaires and interviews (which are going to follow in the next chapter). The methods of data collection and analysis will be outlined in detail and then findings and recommendations will be made.

CHAPTER THREE

RESEARCH DESIGN AND DATA ANALYSIS

3.1 INTRODUCTION

In this chapter, the research methods used in gathering data for this study will be explained. Both the quantitative method (questionnaires) and the qualitative method (interviews) were used to collect data. The methods are discussed below.

3.2 METHODOLOGY

Three different methods were used to collect data for this study namely questionnaires, interviews and the consultation of primary sources.

3.2.1 Questionnaire

A questionnaire is defined as "...a printed list that respondents are asked to answer", Goddard and Melville, (2001:47). To format the questionnaire properly, the guidelines of Sommer and Sommer (1997:129) were used, which mentions the two major categories of a questionnaire - closed questions and open-ended questions. Closed questions are questions, which are answered as *yes/no*. Sometimes they can provide the respondent with a range of responses to choose from. However there is some criticism linked to the closed question. Oppenheim (1992:115; as cited by Cohen and Manion 1994) state that "There is a risk that the categories might not be exhaustive and that there might be bias in them". However, closed questions were included because they are quick to complete and save time. Respondents also find it easy to complete closed questions, as they simply have to tick their option.

The questions in the questionnaire were a mixture of closed questions and open-ended questions. Open-ended questions (Sommer and Sommer, 1997) are seen as the questions, which give the respondent freedom of expression of ideas without being limited by the provided options (like in the closed questions). These require opinion answers and therefore take longer to answer as compared to closed questions. They were included to understand clearly what the respondents think about issues of language choice.

There were two different questionnaires; one for the learners (as they are on the receiving end of the policy and have to adhere to it) and one for the members of the governing body (as they are partly responsible for making decisions regarding the policy). The questionnaire for learners is attached as addendum 1 and the questionnaire for members of the governing body are attached as addendum 2. Both the questionnaires were available in isiZulu and English and participants were given freedom to complete them in the language of their choice. They were to be filled as anonymous. The fact that questionnaires were presented in both isiZulu and English was done deliberately to enable the respondents to choose the language they feel more comfortable with. The use of a questionnaire to collect data was chosen because it is one of the methods which can easily be administered to a large number of participants in a short period of time; it can be done in the absence of the researcher and gives a wide range of responses. In that way the use of a questionnaire saves in terms of time and money. Schumacher and Macmillan (1993) recommends the use of questionnaires, as it is relatively economical, can ensure anonymity and questions can be written for specific purposes. Furthermore, respondents prefer questionnaires, which are anonymous where they can freely and honestly give their responses.

3.2.1.1 The Learner Questionnaire

The learner questionnaire was designed to be filled-in by grade 11 learners on an anonymous basis. Before each questionnaire was handed out to the respondents they were informed that it was an anonymous survey. Participation was on a voluntary basis so no one was forced to participate and if one chose not to participate they would not be discriminated against in any

way. Respondents were also informed that all the information gathered from the questionnaires would remain confidential. All the participants were asked to sign the questionnaire to confirm that they voluntarily agree to participate in the study.

The questionnaire was divided into three sections, section one required the respondents to supply their personal details including their age and sex. (It was important that the age of respondents is known as the target group was chosen deliberately). It was important that the age group was mature enough to be able to give genuine responses on their language choices at school. In section two the respondents were required to respond to a variety of questions on language policy and language planning. This section asks the respondents questions on language planning and language policy in order to find out how much the respondent knows on the subject of language planning and language policy issues. Section three asks the respondents to respond to a variety of questions regarding language attitudes. This last section has questions on language attitudes and is meant to find out what attitudes the respondents have towards languages, because people's attitudes influence their choices.

The open questions in the questionnaire were deliberately scattered in the middle of the questionnaire and towards the end as when the respondents answer them, they will have started with *yes/ no* questions, which will have given the feel of the questionnaire. Goddard and Melville (2001) feel these questions allow learners to answer in their own words. However there are disadvantages associated with the open ended questions as well such as, they are very difficult to record as they may be lengthy and diverse from one respondent to the other.

3.2.1.2 The Governing Body Questionnaire

The questionnaire for governing body was designed to be filled-in by parents, on an anonymous basis, who serve on the governing body. The parents of the governing body were chosen as they represented all the parents. Before each questionnaire was handed out to the respondent they were informed that it was an anonymous survey. Participation was on a voluntary basis and if

one chose not to participate one would not be discriminated in any way. Respondents were also informed that all the information gathered from the questionnaires would remain confidential. All the participants were asked to sign the questionnaire to confirm that they voluntarily agreed to participate in the study. I chose to use the questionnaire method with the parents instead of interviews. The reason was that I anticipated that parents might not be comfortable with face to face interviews, especially because some parents do not know me at all.

The parents' questionnaire was also divided into three sections as the learner questionnaire. Section one required the respondents to supply their personal details like their age and gender. The age and sex of respondents was important in trying to understand attitudes. The next section asked the respondents a variety of questions on language policy and language planning and was meant to find out what knowledge they have about LiEP, whether it was implemented and if not, why. Finally section three covered a variety of questions on language use to determine the respondents' attitudes.

3.2.1.3 Pre-testing

According to Schumacher and Macmillan (1993) research should be pre tested before it is actually carried out it, especially when using questionnaires. According to them, the advantage of pre-testing is that it enables the researcher to budget the time efficiently and to find out soon enough if the questions asked in the questionnaire are clear and serve the purpose, which is to answer the research questions. Therefore, I selected a group of twenty grade eleven learners from my school and handed out the questionnaires to them. I explained to them the purpose of the research and the procedure. The learners were then asked to complete the questionnaire. Proper timing was kept. After all the learners completed the questionnaire in the allocated time it was taken in and the responses were carefully checked. From this I noted that all the questions were filled in. As there were no questions asked by the learners when they filled in the questionnaire, I came to the conclusion that the questions were clear. From the kind of answers to the questions I could see that no revision was necessary and my research questions would be answered. I

therefore made no adjustments and decided to conduct my research by administering the questionnaire.

3.2.1.4 Administering the questionnaire

The learner questionnaire was distributed to three different schools in KwaMakhutha Township. The schools, Masakhaneni High School, KwaMakhutha High School and Umkhumbi High School are the only three high schools in the township therefore I decided to involve all of them. All the schools which are involved in the study are African schools. Before the introduction of LIEP all these schools have been using English (the additional language) as medium of learning and isiZulu (in most cases the mother tongue) is learnt as a subject. These are in other words good examples of weak bilingual education. Of the 93 copies of the questionnaire distributed to the learners, all were returned. The questionnaire was given to grades 11 learners (30 per school for Masakhaneni and KwaMakhutha High Schools and 33 at Umkhumbi High School). I limited the number of copies of the questionnaire to only 30 per school because my research is of a limited scope (25%). Grade 11 was chosen mainly because they are considered mature compared to lower grade learners (grade 12 learners were not involved as most schools do not like to disturb teaching and learning in the external class). The grade eleven learners who received the questionnaire were selected at random. According to Schumacher and Macmillan (1993) this allows the researcher to generalise the results beyond the immediate group studied.

Before my visit to each school I asked permission from the circuit manager to conduct research at these schools. A copy of a letter requesting permission is attached as addendum 3. After permission was granted to conduct research in schools, I personally visited each school and informed them of my study and of the permission to conduct the research. I then requested the headmaster of each school to give me time to conduct my research.

In two of the schools (Masakhaneni High School and KwaMakhutha High School) the head masters did not allow me to conduct the research myself. Instead they asked that I give the copies

of the questionnaire to the educators who were familiar with the children to administer them on my behalf. They both felt that it would be better and quicker if educators who are used to the learners administer the questionnaire rather than me (a stranger to learners). That meant that I had to do pre-training of the educators who were going to administer the copies of the questionnaire on my behalf in both schools. The copies of the questionnaire were in isiZulu and English and respondents were free to choose any language to fill the questionnaire. When I collected the questionnaire from Masakhaneni and KwaMakhutha High Schools I found out that they were all answered in English. When I questioned the educators who assisted me by administering the questionnaire they both told me that they felt it was more appropriate for senior students to respond in English. I later discovered that in one of the schools learners are actually forced to speak English at all the times and isiZulu is not allowed when addressing the educators. I then concluded that LiEP was something which is not practised in the school. It is also evident that the language policy in these schools has not changed as it does not accommodate the use of the learner's first language. The school still regards English as the only language they can offer the children to be ready for the outside world. The attitudes of the educators are positive towards English and negative towards isiZulu.

At Umkhumbi High School I administered the copies of the questionnaire. I requested permission from the headmaster who then gave me freedom to administer them whenever I wanted to. When I met the learners, I explained to them the purpose of the research. I also made sure that they understood the freedom to participate or not and then made sure those who chose to participate signed the consent that they agree that their views could be used for research purposes. This is the only group where some respondents chose to fill in the questionnaire in isiZulu. I gave them the option to fill in the questionnaire in either isiZulu or English. A few chose to fill them in isiZulu but the majority filled them in English. Since I am an English teacher in the school I think it influenced the learners to think that it would be appropriate to fill in the questionnaire in English instead of isiZulu. Another possibility is that the attitudes of these learners are pro-English. I also found that the respondents who chose to fill the questionnaire in isiZulu are learners who perform below average and therefore they either did not understand the

English questions very well or did not feel comfortable expressing themselves in English. These learners are attending one of my English classes in grade 11. Another possibility, which I can not rule out, is that of a positive attitude towards isiZulu because it is their mother tongue, therefore the use of isiZulu identifies them as true Zulus who have pride in their language.

The questionnaire for members of the governing body was handed out. There were fifteen copies of them. Five were handed out in my school, five in Masakhaneni High School and five in KwaMakhutha High School. The main reason for only handing out 15 copies was that the three schools have governing bodies, which are not very functional. Many members have disappeared and do not want to serve on the governing body. They say they do not have time for meetings, which usually take time at night and weekends. Out of the total of fifteen copies twelve were returned. Before handing out the questionnaire to the parents of the governing body at my school I requested the headmaster to invite me to the monthly meeting where I was given a chance to explain to them about the research and then requested them to help me by filling in the questionnaire. These members returned the questionnaire by sending them with their children to the school except two who returned them themselves. In order to hand out the copies of the questionnaire to the members of the governing body of the two remaining schools, I phoned the parents to explain to them the mission of my study and delivered a copy to their home. The parents were asked to send the questionnaire back with the learners within two days. In my school all the questionnaires were returned. In one school four out of five were returned and in the other, three were returned.

3.2.2 Interviews

Sommer and Sommer (1996:106) state, "Interviews can provide a rich and fascinating source of research data". I therefore decided to conduct informal interviews with a few of the grade 11 respondents as a follow up exercise to consolidate the data in the questionnaires. Gall (1996:307) recommends the use of survey interviews to "... supplement data that have been collected by other methods." Sommer and Sommer (1997:148) explain, "Questionnaires are not suitable for examining deeper levels of motivation or opinions." Mostly the closed questions do not give the

true reflection of the respondent. Interviews were conducted to consolidate the data given by respondents on the questionnaires. According to Sommer and Sommer (1997:108) there are three types of interviews namely, (i) the structured, (ii) semi-unstructured and (iii) unstructured interview. The structured interview is the one where the interviewer has a number of set questions, which are asked. The unstructured interview allows the interviewer to explore many alternatives in order to draw information sought. Then the semi-structured interview is when the interviewer has a set of questions but may ask them in any order and sometimes adjust them to allow the interviewer to get the required answers. For this study I found semi-structured interviews to be the most relevant as I had a set of interview questions, which I did not ask in any particular order to different interviewees.

3.2.2.1 Administering interviews

A part of the data was collected through interviews with three educators (who do not form part of the governing body) from each school (interview questions addendum 4). It was also decided to interview a couple of learners in one school after having studied the questionnaire they had filled in. These were very informal and were unstructured as I intended that the learners do not realise that they were being interviewed. I did that to avoid superficial answers, as sometimes people tend not to give genuine responses during interviews. Furthermore, I felt learners might not like to be interviewed after completing questionnaires. As these interviews were informal, they were also unstructured. I only asked a couple of questions where I suspected gaps in the questionnaires. The responses were recorded in my mind, as there were a few interviewees and a few questions from different people as I chose to interview some learners and some educators.

The interviews of the educators were done in the form of semi-structured interviews. The reason for this was to keep the interview situation informal, so that the interviewees have the confidence to speak freely. Creswell (1996:150) says face-to-face interviews are valuable because it provides the researcher with useful information, which cannot be observed directly. He also

mentions that the limitation of the method of interviewing is that it provides information, which is filtered through the view of the interviewee. However, I decided to conduct interviews as I considered that they would help me answer questions, which were not answered by questionnaires, and because my previous experience with educators indicates that they do not like filling in questionnaires. It is also worth mentioning that the choice of the three educators who were interviewed was made in such a way that they represent the different subject fields i.e. the mathematics field, the commercial field and the field of languages and humanities. The rationale for this was to include comments from educators in all the learning fields who are not necessarily language educators, as well as to find out the choices they make regarding their teaching strategies.

I interviewed and tape-recorded a total of nine educators (the nine transcripts of interviews are available attached as addendum 5- a). I decided to tape-record the interviews to enable me to record the data accurately and correctly. I telephoned each educator to request to interview them. I briefly outlined the subject and the purpose of the interview to assure them that it was only for research purposes and nothing else. We then arranged for a suitable time and place to hold the interviews. All the educators asked me to come to their schools therefore I had to request the headmasters for permission to have the interviews during the educators spare time. Both the headmasters and educators were very accommodating in assisting me. Before the interview I explained to the educators that their responses were of importance to my study and that it was their ideas I was interested in, I also assured the educators that there was no wrong and right answer but all responses were important. I asked all the educators to choose if they wanted to be interviewed in isiZulu or English. Out of the nine educators I interviewed, only two asked to be interviewed in English. (It is surprising to find out that educators asked the learners to complete the questionnaire in English and they choose to be interviewed in isiZulu.) This might be the confirmation that these educators see the value of isiZulu as a useful resource but are not acknowledging it. The remaining seven were interviewed in isiZulu switching to English from time to time. It was interesting to note that the two educators who wanted to be interviewed in English were both Mathematics educators who indicated during the interviews that they strongly

believe only English should be used as a medium of instruction. One of the reasons these educators gave for the emphasis on English was that the examination is written in English therefore if learners get used to using isiZulu during lessons, they will have language difficulty during test and exams and will fail the examinations.

3.2.3 Documents

According to Duffy (1997) documents are subdivided into primary sources and secondary sources. The final step to gather data for this study was the analysis of documents. For this study I requested each school to supply me with the primary documents that would give me some indication of the language policy that is followed by the school. I asked for these documents from the educators I interviewed on the day of interviews.

The following documents were requested for analysis:

- The code of conduct for the learners.
- The school's language policy document.
- The school's prospectus.

3.3 CONCLUSION

This chapter has covered the methodology used to collect data for the study and to answer research questions. In the next chapter, the findings of the data obtained from administering the questionnaires, conducting the interviews and analysing the documents, will be presented.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In this chapter, research findings will be presented. The data from the questionnaires and the interviews will be discussed in detail focussing on the language(s) the educators, learners and governing body parents think should be used as media of instruction. Then there will be a discussion of the attitudes that the participants show towards the language(s) their schools offer, both as media of instruction and those they offer as subjects.

The three schools among which data was collected are going to be referred to as school A, school B and School C to ensure that results are not linked with each particular school and anonymity of respondents maintained.

4.2 LEARNER QUESTIONNAIRE

4.2.1 Demographics

In the table below, the age of the respondents is shown.

15 yrs and younger	16 – 18 Years	19 – 21 Years	22 yrs and over	No response
1 (2%)	56 (60%)	28 (30%)	3 (3%)	5 (5%)

Table 1: Age of respondents

Their age ranges from 15 years up to over 22 years. The respondents are all in grade 11 and 60% of them range between the ages of 16 – 18 years and 30% of the respondents range between the

ages of 19 – 21 years. This particular age group (15 years to 22 years) was chosen deliberately as they are the senior learners at school, therefore they may be considered as mature enough to make responsible language choices and to show more mature insights into language.

The table below shows that there is a good gender balance in the respondents, with females constituting 48% and males 49%. In the three schools investigated there was good gender balance among males and females therefore I have chosen not to distinguish counts per school.

Female	Male	No Response
45 (48%)	46 (49%)	2 (3%)

Table 2: Gender of Respondents

4.2.2 Language Policy and Planning

The table below shows whether the respondents know what a language policy is.

	YES	NO	NO RESPONSE	SPOILT
School A	5 (16%)	24 (80%)	1 (4%)	0
School B	3 (10%)	27 (90%)	0	0
School C	6 (18%)	22 (66%)	4 (12%)	1

Table 3: Learner knowledge of language policy

In the three schools, 80% of the respondents in school A, 90% in school B and 66% in school C indicated that they do not know what a language policy is. In school A and C a few learners chose not to answer that question, which might be interpreted as that they do not know what the language policy is but did not say that. It is noticeable that a small percentage ranging between 10% - 18% in all three schools answered 'yes' to the question. In one of the schools I asked a

few of the learners in the unstructured interviews after filling in the questionnaire whether they knew what the language policy is. Surprisingly they answered yes, but when I asked them to tell me what it is, they could not. On further questioning why they had given the wrong response the learners said they did not want to be seen as people who do not know things. It then becomes questionable if those who have answered 'yes' really do know what the language policy is. From this table it can be concluded that there is general lack of knowledge on language policy among learners in the schools involved in the study.

Table 4 below indicates whether the schools under investigation have language policies or not. When the results in this table are studied, it is clear that there are no language policies in the three schools.

	YES	NO	NO RESPONSE	SPOILT
School A	0	26 (86%)	4 (13%)	0
School B	1 (3%)	29 (96%)	0	0
School C	3 (9%)	27 (81%)	3 (9%)	0

Table 4: Presence of school's language policies

In school A 86% of the respondents stated that there was no language policy in their school, 96% in school B said there was no language policy and 81% in school C claimed that there was no language policy. It is interesting to note that the respondents who indicated in the previous table that they do not know what a language policy is, can indicate whether their schools have a language policy or not. In school B, only 1 (3%) of the respondents and in school C only 3 (9%) of the respondents said their school had a language policy. These responses make it problematic to judge if the schools have language policies or not. For this reason it was important to check the validity of the data from the schools documents (primary data). The primary data (that I received as well as the non-existence of these documents at some of the schools) revealed that the schools do not have language policies, therefore the respondents are right.

The following question was set up to gain more information regarding the stakeholders' involvement in the planning of language policy. Many responded by saying they do not know. From this answer it is clear that not all stakeholders were involved in drawing up a language policy in these schools, notably at least that the learners were not represented. It is obvious that if the learners were not represented in the language policy making, the governing body was not represented, as learners are part of the governing body.

When the respondents were asked whether they were satisfied with the language policies in their schools they gave the following responses:

	YES	NO	NO RESPONSE	SPOILT
School A	18 (60%)	10 (33%)	2 (7%)	0
School B	13 (43%)	14 (46%)	3 (1%)	0
School C	12 (36%)	14 (46%)	7 (23%)	0
Table5: Table showing if respondents are satisfied with language policy				

The results in Table 5 above show that some respondents are satisfied with the language practice at their respective schools. It appeared later on, during the interviews with the educators, that there are no official language documents in the schools, but they all followed some sort of common language practice (English is the medium of instruction, isiZulu and Afrikaans are subjects). The fact that some respondents said they were not satisfied with the language policy may be linked to the questions later on in the questionnaire (Table 9) which asked the respondents to indicate their language preferences.

The table below presents the figures of respondents who would like to see a change in the language practices in their schools.

	YES	NO	NO RESPONSE	SPOILT
School A	8 (26%)	21 (70%)	1 (3%)	0
School B	10 (33%)	18 (60%)	2 (7%)	0
School C	7 (23%)	2 (69%)	3 (9%)	0

Table 6: Table showing if respondents would like to change language policy

Seventy percent of respondents in school A would not like to see a change in the language practice in their schools while 26% want to see the change. In school B 60% do not want to see the change as opposed to 33% who want to see the change. The pattern is common in these schools, as there appear to be more respondents who do not want any change as compared to those who want the change. In school C 69% would not like to see a change and 23% would like to see the change. It is obvious that some respondents are opposed to the change while others favour it. According to Kaplan and Baldauf (1997:120), “Language change will not necessarily be readily accepted by a population, because language issues are, most commonly, emotion laden.”

One of the questions in the questionnaire asked who was involved in planning language policies for each school. The overwhelming majority said they did not know. As learners reported that they did not know who was involved in the process of language planning that indicates they were not involved in the process of language policy making in their schools.

The Language in Education Policy entrust the governing bodies of schools with a task of formulating the language policies for their respective schools. The table below deals with the question whether the governing body is responsible for drawing-up a language policy.

	YES	NO	NO RESPONSE	SPOILT
School A	6 (20%)	22 (73%)	2 (6%)	0

School B	2 (6%)	24 (80%)	4 (13%)	0
School C	3 (10%)	30(90%)	0	0
Table 7: Governing bodies knowledge of formulating language policies for their schools				

The three schools show that an overwhelming majority of the respondents did not know that the governing bodies have to formulate language policies for the schools. There is a total of 73% in school A, 80% in school B and 90% in school C who do not know that governing bodies have to formulate language policies. Although there are respondents who claim that they know that the governing body has to formulate the language policy, it is clear that LiEP, which mandates the governing bodies with the task of formulating language policies, has not been implemented by the schools targeted in this study. A couple of the respondents did not answer that question. In my informal interviews with the learners after they filled in the questionnaire, it came out that when they did not fill in an answer; it was because they did not know the answer. I can therefore assume that the ‘no’ responses can generally be treated as not knowing an answer. This confirms that some members of the governing body were not consulted in decision-making concerning language choice in the schools. The present language practice does not serve the interest of all stakeholders.

The Constitution of the Republic of South Africa grants eleven languages in South Africa, official status and NEPA legislates that they can be used as a media of instruction. Respondents were asked whether they knew this and their responses are illustrated in Table 8 below.

	YES	NO	NO RESPONSE	SPOILT
School A	6 (20%)	22 (73%)	2 (6%)	0
School B	5 (16%)	24 (80%)	1 (3%)	0
School C	2 (18%)	30 (90%)	1 (%)	0
Table 8: Respondents knowledge that any official language can be used as medium of instruction				

In the three schools many respondents reported that they do not know that any official language could be used as medium of instruction. A total of 73% in school A, 80% in school B and 90% in school C do not know that any of the official languages can be used as medium of instruction. From the table we can see that there is a very small percentage of respondents who had this valuable information, 20% in school A, 16% in school B and 18% in school C. It is clear that the respondents do not know about LiEP and it is evident that there has been no change in the language practise in the schools investigated since 1997.

In another question in section B the respondents had to indicate their language preferences in different scenarios. In Table 9 below I present what the respondents indicated.

		English	IsiZulu	Afrikaans	Both isiZulu & English	Other
Lectures and lessons	School A	18 (60%)	4 (13%)	0	7 (23%)	1 (3%)
	School B	10 (33%)	12 (40%)	0	7 (23%)	1 (3%)
	School C	13 (39%)	13(39%)	0	6 (18%)	1 (3%)
Tests and examinations	School A	14 (47%)	13 (43%)	0	2 (7%)	1 (3%)
	School B	19 (63%)	8 (26%)	0	2 (7%)	0
	School C	9 (27%)	17 (51%)	0	7 (21%)	0
Group discussions among learners	School A	10 (33%)	19 (63%)	0	1 (3%)	0
	School B	8 (26%)	13 (43%)	0	7 (23%)	2 (7%)
	School C	13 (39%)	14 (42%)	0	6 (18%)	0
Class discussions with educators	School A	12 (40%)	17 (56%)	0	1 (3%)	0
	School B	12 (40%)	14 (47%)	0	2 (7%)	2
	School C	8 (24%)	13 (39%)	0	10 (30%)	0
Written assignments	School A	18 (60%)	12 (40%)	0	0	0
	School B	17 (51%)	7 (23%)	0	6 (18%)	0
	School C	17 (51%)	8 (24%)	0	8 (26%)	0

Counselling sessions	School A	7 (23%)	20 (66%)	0	2 (7%)	1 (3%)
	School B	10 (33%)	19 (63%)	0	1 (3%)	0
	School C	8 (26%)	10 (33%)	0	11 (33%)	3 (9%)
Meetings with educators	School A	2 (6%)	18 (60%)	0	10 (33%)	0
	School B	16 (53%)	9 (30%)	0	5 (16%)	0
	School C	14 (42%)	15 (45%)	0	4 (12%)	0
Meetings for learners only	School A	20 (66%)	9 (30%)	0	1 (3%)	0
	School B	18 (60%)	8 (25%)	0	3 (10%)	1 (3%)
	School C	15 (45%)	9 (27%)	0	5 (16%)	2 (6%)
Administration	School A	12 (40%)	15 (50%)	0	2 (7%)	1 (3%)
	School B	13 (43%)	12 (40%)	0	5 (16%)	0
	School C	8 (24%)	12 (36%)	0	11 (33%)	1 (3%)

Table 9: Language preferences in different scenarios

The table above shows that in the three schools investigated there are different views concerning the language preferences in the different scenarios given. In school A 60% of the respondents indicated that they would like to have their lessons in English, whilst only 13% prefer to have lessons in isiZulu. Another 23% indicated that they prefer to have both languages used as medium of instruction. This is an indication that bilingual education as an option in South African schools can be introduced instead of sticking to monolingual education where English in most cases is the medium of instruction. Although school B has more respondents (40%) who would like to have lessons in isiZulu, 33% favour English and the remaining 23% prefer to have both isiZulu and English. In school C an equal number of respondents prefer either isiZulu or English and a further 18% indicated that they would like both English and isiZulu to be used during lessons. Although the choices differ, English appears to be the option for more respondents as compared to isiZulu. This may perhaps be linked to the fact that 'English is still seen by many as a language of power because of its extensive transactional use in the workplace, as well as in all the higher domains of language use' (Kamwangamalu 2001:371) for many of the respondents. The fact that some respondents chose isiZulu may be because isiZulu is the

respondents' mother tongue and could also mean that some of the respondents view isiZulu as useful therefore have positive attitudes towards isiZulu. One factor highlighted by these findings is that a bilingual model of learning would be worth attempting in the schools investigated as some of the respondents showed that they would prefer to have both isiZulu and English used at the schools. One of the research questions was asked to find out whether African languages are considered for learning. According to the figures in the table some respondents wish to have lessons in isiZulu, therefore this is an indication that some learners desire to have an African language (isiZulu) as a medium of learning.

Regarding tests and exams in schools A and B, many respondents prefer that these are conducted in English as compared to those who chose isiZulu and other languages. School C differs, 51% prefer to have tests and exams in isiZulu, 27% prefer English and just over 20% prefer both English and isiZulu. From the data it can be deduced that language causes problems for learners during test and exams. These learners tend to think if they are examined in their first language (isiZulu) they may perform better.

I think it is worth noting that in the two scenarios no respondent chose Afrikaans as an option. The reason for this maybe that Afrikaans is a third language to the learners in these schools therefore, it is not easy to choose a third language as a medium of instruction.

In school A just over 60% of the respondents prefer isiZulu for group discussions, 43% in school B and 42% in school C. It is also noticeable that some learners would like to use both isiZulu and English during group discussions (code switching). Code switching during lessons is seen as a resource since it helps the learner understand better in their home language. This may mean that some learners find isiZulu a useful resource during lessons to break the language barrier created by English at times. IsiZulu can then be used to help with vocabulary for the learners during class discussions. IsiZulu (an African language) is desired by the learners to be the language of learning.

For class discussions with educators, in school A 40% chose English and 56% chose isiZulu. This indicates that more respondents prefer isiZulu to be used during class discussions with educators. There is a similar pattern in the other two schools as there is 40% in school B who chose English and 47% chose isiZulu and, in school C 24% chose English and 39% chose isiZulu. This is interesting, as more learners indicated that they wanted lectures in English, but prefer additional discussions with the educator in isiZulu. In school C a noticeable 30% of respondents chose both isiZulu and English, which means for some learners, the use of both English and isiZulu is important.

With regard to written assignments, 60% of the learners in school A chose English and 40% isiZulu, in school B 51% chose English and 23% chose isiZulu. The pattern for school B and C is almost the same as there is also 51% in school C choosing English and 24% choosing isiZulu. School A differs from school B and C as no one chose both isiZulu and English, whereas in school B 18% chose both isiZulu and English and 26% in school C. The importance of a working knowledge in English is clear as more or less half of the respondents indicated a preference of written assignments in English. It would however be interesting to compare the year end results of students who work in English to those who prefer isiZulu.

The table shows that only 6% of the respondents in school A prefer meetings with educators to be in English. In School B 53% would prefer meetings with educators to be in English and in school C, 42%. Both school B and school C have many respondents who chose English as compared to those in school A. Then 60% in school A chose isiZulu to use for meeting with educators, 30% in school B and 45% in school C. In school A one third of the learners indicated both isiZulu and English for meeting with educators. It can be deduced that school A favours a bilingual setting more than school B and school C.

Regarding meetings for learners, the three schools have many respondents who prefer to have English used in the meeting for learners only. In school A 66%, school B 60% and school C 45% respectively. This means many learners have positive attitudes towards English as they use it of

their own free will. To other people the use of English is associated with status as it is regarded as a prestigious language compared to indigenous languages. Therefore the choice of English by these learners might mean they see themselves as part of an elite group who speaks a prestigious language. There is 3% spoilt response in school B and 6% in school C, which show that some respondents were undecided, as they ended up changing answers by scratching and ended up with no single answer.

Administration is a scenario where there is almost balance in the preference between isiZulu and English. The table shows that in school A, 40% chose English to be used in administration and 50% isiZulu, in school B 43% chose English and 40% chose isiZulu and in school C 24% chose English and 36% chose isiZulu. School C has over 30% who chose both isiZulu and English, while in school A only 7% and 16% in school C are choosing both English and isiZulu. It is interesting to note that there are slight differences in the percentage for these scenarios which may mean that because administration is regarded as non-academic, respondents do not really bother whether isiZulu or English is used. However, some chose English, which can be attributed to the fact that they would like to have their parents exposed to the language, which is regarded as prestigious. Some may also want the information to be presented in isiZulu because their parents do not know English. Some of the responses were spoilt in this category, which might mean that respondents were not decided or their answers were just careless mistakes.

The last section on the questionnaire for learners provided the respondents with a list of domains and asked them to choose the language they think will be important in the future for those domains.

		English	IsiZulu	Afrikaans	Both isiZulu & English	Other
Communication with family	School A	1 (3%)	19 (63%)	0	10 (33%)	0
	School B	6 (20%)	16 (53%)	0	8 (27%)	0
	School C	4 (9%)	22 (67%)	0	7 (21%)	0

Communicating with relatives	School A	1 (1%)	24 (80%)	0	4 (13%)	1 (3%)
	School B	3 (10%)	20 (67%)	0	6 (20%)	1 (3%)
	School C	4 (6%)	27 (82%)	0	2 (6%)	0
Communicating with friends	School A	8 (27%)	20 (67%)	0	1 (3%)	1 (3%)
	School B	7 (23%)	19 (63%)	0	4 (13%)	2 (7%)
	School C	8 (24%)	19 (57%)	0	4 (12%)	2 (6%)
Future career	School A	24 (80%)	6 (20%)	0	0	0
	School B	19 (63%)	11 (37%)	0	0	0
	School C	22 (66%)	6 (18%)	0	4 (12%)	1 (3%)
Religious meetings	School A	7 (23%)	21 (70%)	0	2 (10%)	1 (3%)
	School B	7 (23%)	19 (63%)	0	3 (10%)	1 (3%)
	School C	7 (21%)	22 (66 %)	1 (3%)	3 (9%)	0
Community meetings	School A	3 (10%)	27 (90%)	0	0	0
	School B	4 (13%)	22 (73%)	0	3 (10%)	1 (3%)
	School C	3 (9%)	27 (81%)	0	3 (9%)	0
Political meetings	School A	10 (33%)	18 (60%)	0	2 (10%)	0
	School B	9 (30%)	12 (40%)	0	7 (23%)	3 (10%)
	School C	8 (24%)	20 (60%)	0	3 (9%)	1 (3%)
Entertainment purposes	School A	7 (23%)	21 (67%)	0	2 (10%)	1 (3%)
	School B	10 (33%)	17 (56%)	0	3 (10%)	
	School C	12 (40%)	17 (51%)	0	2 (6%)	1 (3%)
Cultural meetings	School A	4(13%)	26 (86%)	0	0	0
	School B	4(13%)	24 (80%)	0	2 (10%)	0
	School C	0	29 (87%)	0	3 (9%)	2 (6%)

Table 10: Languages learners regard as important for their future

The table above shows clearly that in almost all the domains listed in the table the overwhelming majority of the respondents think isiZulu is the language which is important for the future of the learners except in a future career. For a future career 80% of the respondents in school A think

English will be useful, 63% in school B and 68% in school C. This highlights the fact that English is still regarded as the language, which is required in the world of job opportunities. The respondents indicated that they did not think isiZulu will be of benefit in the work situation in the future. It is also noticeable, in this table, that most domains referred to are regarded as ‘low domains’ and respondents had no problem using isiZulu (low prestige language). In the career domain (high domain), respondents chose the language, which they think will serve them better (English). This reveals that there is however, a diaglossic situation where we find the low prestige language being used in low domains, for example the use of isiZulu with family, relatives and friends, but for future career the respondents think English (high prestige language) will be used. We can therefore conclude that a diaglossic situation exists in these schools.

4.3 GOVERNING BODY QUESTIONNAIRE

4.3.1 Demographics

In the table below, the age of the respondents to the governing body questionnaire is shown.

30 yrs and younger	35 – 40 Years	41 - 49 Years	50 yrs and over	No response
0 (100%)	0 (100%)	9 (75%)	3 (25%)	0 (100%)
Table 11: Age of respondents to governing body questionnaire				

These respondents are parents in the governing body of the three schools investigated in this study. The parents who serve on the governing body represent all the other parents who are stakeholders in education. The table above shows that the parents on the governing bodies of the target schools range between 41 years and 50 years. The vast majority (75%) are between ages 41 - 49 years and only 25% is just over 50 years. The table clearly illustrates that there is no governing body member who is younger than 40 years. Perhaps the reason is that these are high

schools. The parents belong to the middle age group as they have children at high school; therefore the age of the parents is appropriate to the age of the learners.

The table below shows the gender of the respondents to the governing body questionnaire.

Female	Male	No response
3 (25%)	9 (75%)	0 (100%)
Table 12: Gender of respondents to governing body questionnaire		

The table shows that there is no gender balance in the respondents, the male respondents dominate the table; they constitute an overwhelming 75%, whilst the females constitute just 25%. The fact that the number of males who serve on the governing bodies outnumbers that of females, may result from stereotypes that a woman’s place is in the kitchen. For public matters, men must be in the leading position. As a result not many females serve on the governing bodies in the schools above.

4.3.2 Language Policy and Planning

Table 13 below shows whether the members of the governing body who responded to the questionnaire know what a language policy is.

	YES	NO	NO RESPONSE	SPOILT
School A	1 (20%)	4 (80%)	0	0
School B	0	3 (100%)	0	0
School C	1 (25%)	3 (75%)	0	0
Table 13: Knowledge of language policy				

According to this table only 20% of the respondents in school A know what a language policy is. Nobody in school B knows and in school C only 25% have knowledge of language policy. This indicates that the overwhelming majority does not know what a language policy is. A total of 80% in school A does not know what a language policy is, in school B 100% of the respondents do not know what is a language policy and 75% in school C. The results from this table show clearly that very few of the respondents know what a language policy is. The fact highlighted by these results is an indication that these governing body members did not take part in drawing up language policies in their schools.

	YES	NO	NO RESPONSE	SPOILT
School A	5 (100%)	0	0	0
School B	3 (100%)	0	0	0
School C	3 (75%)	1 (25%)	0	0
Table 14: Presence of language policy in schools				

Table 12 above indicates that 100% of the parents in school A and school B and 75% in school C stated that their schools have language policies. The responses given by the respondents here are conflicting because in the previous question, the respondents stated that they do not know what a language policy is and here they say their schools have language policies. From the data gathered from educators interviews, the conclusion were reached that there was no official (written down) language policies in the schools investigated. The issue of language policies in these schools was further confirmed by the non-availability of language policy documents when they were requested. Educators spelt it out to me that such documents do not exist in their schools.

The next two questions asked the respondent whether they were satisfied with the language policies in their schools and whether there was anything they would like to change in the language policies of their schools. Tables 15 and 16 illustrate the results.

	YES	NO	NO RESPONSE	SPOILT
School A	5 (100%)	0	0	0
School B	3 (100%)	0	0	0
School C	4 (100%)	0	0	0
Table15: Table showing if respondents are satisfied with language policy				

To this question 100% of the parents in all three schools reported that they were satisfied with the language policies of the schools.

	YES	NO	NO RESPONSE	SPOILT
School A	0	5 (100%)	0	0
School B	0	3 (100%)	0	0
School C	0	4 (100%)	0	0
Table16: Table showing if respondents would like to change language policy				

According to Tables15 and 16 above, all respondents are satisfied with the language policies and would not like to change them. The conclusion is that if the governing body did not take part in the drawing-up of language policies but are satisfied with them, this could mean they trust educators to have made the right choices for the learners. Therefore they wouldn't want to change anything the educators have decided upon. The other reason may be that they want their children to be educated in English and that is why they are happy with the status quo. However, that decision violates the LiEP, which requires that the governing body has to be involved in decision-making concerning language choice in schools.

LiEP expects the governing bodies of schools to draw-up their own language policies. These policies must endeavour to promote multilingualism as the Constitution of the Republic of South Africa calls for multilingualism among all citizens in the country. By means of the table below, it

was determined if the members of the governing bodies of the schools, which formed part of the survey, knew know about this vital task, which rests upon their shoulders.

	YES	NO	NO RESPONSE	SPOILT
School A	1 (20%)	4 (80%)	0	0
School B	0	3 (100%)	0	0
School C	1 (25%)	3 (75%)	0	0

Table17: Knowledge of governing bodies power to formulate language policies

In school A only 20% of the respondents know that the governing body has to formulate a language policy for the school, then the remaining 80% does not know that. In school B no one knows and in school C, 75% does not know that the governing bodies have to formulate language policies for the schools. From the table it is clear that parents, who are members of the governing body, do not know that they have to play a role in formulating the school's schools language polices. This means they were not involved in the language planning process and are not informed about LiEP. If that is the case, then it is possible that these schools have not reformed their language policies after 1994 and so the status quo has remained. From the responses, it can also be concluded that the governing bodies were not consulted in language policy making and decision making on language choice and therefore the governing bodies played no role in language planning in the schools targeted by this study.

One attempt to address the issue of hegemonic power of English over indigenous languages was to enhance the status of indigenous languages by giving them official status, which means they can also be used as medium of instruction. The table below indicates whether the parents in the governing body were aware that any official language can be used as medium of instruction.

	YES	NO	NO RESPONSE	SPOILT
School A	5(100%)	0	0	0
School B	3 (100%)	0	0	0
School C	4 (100%)	0	0	0

Table 18: Respondents knowledge that any official language can be used as medium of instruction

In the three schools, 100% of the respondents unanimously agreed that they do not know that any official language can be used as a medium of instruction in schools. The assumption is that because the schools and their governing bodies are not aware of LiEP, the medium of instruction has not changed in the schools since 1994. If that is the case, these schools are still implementing the Education and Training Act no 90 (1979) which states that all secondary schools were to use English as a medium of instruction. This was a rigid language policy imposed upon schools. In a democratic country it is not acceptable, and is a challenge to the Department of Education, as it needs to find out why some schools (like these) do not implement LiEP.

Kamwangamalu (2000:55) states that many black parents view mother tongue education with suspicion. The study shows that the majority of the respondents indicated that they would like to have their learners taught in English. Research in the field of mother tongue education has indicated that many African parents prefer their learners to be taught in English. Table 19 below shows what language(s) respondents would prefer in the different scenarios as indicated.

		English	IsiZulu	Afrikaans	Both isiZulu & English	Other
Lectures and lessons	School A	5 (100%)	0	0	0	0
	School B	2 (67%)	0	0	1 (23%)	0
	School C	3 (75%)	0	0	1 (25%)	

Tests and examinations	School A	4 (80%)	0	0	1 (20%)	0
	School B	2 (67%)	0	0	1 (23%)	0
	School C	4 (100%)	0	0	0	0
Group discussions among learners	School A	4 (80%)	0	0	1 (20%)	0
	School B	2 (67%)	0	0	1 (23%)	0
	School C	4 (100%)	0	0	0	0
Class discussions with educators	School A	4(80%)	1 (20%)	0	0	0
	School B	2 (67%)	0	0	1 (23%)	0
	School C	3 (75%)	1 (25%)	0	0	0
Written assignments	School A	5 (100%)	0	0	0	0
	School B	3 (100%)	0	0	0	0
	School C	4 (100%)	0	0		0
Counselling sessions	School A	3 (60%)	1(20%)	0	1 (20%)	0
	School B	2 (67%)	1 (23%)	0	0	0
	School C	1 (25%)	3 (75%)	0	0	0
Meetings with educators	School A	5 (100%)	0	0	0	0
	School B	3 (100%)	0	0	0	0
	School C	4 (100%)	0	0	0	0
Meetings for learners only	School A	1 (20%)	0	0	4(80%)	0
	School B	2 (67%)	1 (23%)	0	0	0
	School C	3(75%)	1 (25%)	0	0	0
Administration	School A	1 (20%)	4 (80%)	0	0	0
	School B	1 (23%)	2 (67%)	0	0	0
	School C	1(25%)	2 (75%)	0	0	0

Table 19: Language preferences in different scenarios

According to the table, the parents in the governing body in the three schools display general positive attitudes towards English in most scenarios. The majority of the parents in the three schools favour English as compared to isiZulu and Afrikaans. However, there are scenarios where parents differ. For example, for class discussion a small percentage that constitutes only 20% in school A prefer isiZulu and 25% in school C also chose isiZulu. Most surprisingly, school B has 67% of parents who chose English and 23% who chose both isiZulu and English.

When comparing this table to the learner's choices as per Table 9 there is a big difference in the choices made. For instance, for lectures and lessons in school C an equal number of learners chose either English or isiZulu whereas 75% of the parents chose English and no one chose isiZulu. One factor, which may contribute to the huge differences, may be the age difference between parents and learners. Parents seem to be more English inclined because of their own harsh experiences resulting from lack of competency in English and they would therefore want their children to be better with competency in English. I conclude that these parents display positive attitudes towards English.

Table 19 indicates that there are some parents who think the learners can also use isiZulu during class discussion; however, this constitutes a very small percentage as compared to those who chose English. It is only 20% in school A and 25% in school C. Nobody in school B thinks isiZulu can be used for class discussions. There is another small percentage that chose isiZulu for meetings with the learners in Table 20. According to the table, 23% in school B chose isiZulu, 25% in school C, and no one in school A chose isiZulu. This means that although many parents prefer their children to use English, there is a small percentage that thinks isiZulu is also important for the learners as well. Such findings could mean that these parents identify themselves with isiZulu (as it is their own language) and regard it as important as English.

With regards to counselling, 60% of the respondents in school A chose English 20% isiZulu and another 20% chose both isiZulu and English. In school B, 67% chose English and only 23% isiZulu and in school C, 25% chose isiZulu and 25% chose English. The factors highlighted by

these results mean some parents still believe English is the only language, which must be used at school, while a small percentage realises that the child's mother tongue has a role in education. Additive bilingualism, which promotes the use of the child's mother tongue together with English, might neutralise the strong pro-English attitude displayed by most parents.

There is a noticeable difference in the administration scenario where in school A, 80% of the parents chose isiZulu and only 20% chose English. In school B, 67% chose isiZulu and 23% chose English and school C, 75% chose isiZulu and only 25% chose English. The interpretation is that many parents regarded administration as a scenario where there is very little learner involvement therefore they felt it was all right to use isiZulu for administration.

English has always been used as a medium of learning in all African schools since the passing of the Education and Training Act (1979). The parents' choices, as shown in this table, are strongly influenced by the fact that they are all products of Bantu Education and perhaps the Education and Training Education Act as well, which recognised English as the only language which could be used as an official language if not Afrikaans. Political reasons led to many African schools choosing English instead of Afrikaans. It can be concluded that these parent's choices are influenced by the type of education they got themselves (those who have some sort of educational background)

The table below shows what language(s) the governing body parents think will be important for the future of the learners.

		English	IsiZulu	Afrikaans	Both isiZulu & English	Other
Communication with family	School A	0	5 (100%)	0	0	0
	School B	0	3 (100%)	0	0	0
	School C	0	4 (100%)	0	0	0

Communicating with relatives	School A	0	4 (80%)	0	0	0
	School B	0	3 (100%)	0	0	0
	School C	0	4 (100%)	0	0	0
Communicating with friends	School A	1 (20%)	3 (60%)	0	1 (20%)	0
	School B	1 (23%)	2 (67%)	0	0	0
	School C	0	4 (100%)	0	0	0
Future career	School A	5 (100%)	0	0	0	0
	School B	3 (100%)	0	0	0	0
	School C	4 (100%)	0	0	0	0
Religious meetings	School A	1 (20%)	4 (80%)	0	0	0
	School B	0	3 (100%)	0	0	0
	School C	0	3 (75%)	0	1 (25%)	0
Community meetings	School A	1 (20%)	4 (80%)	0	0	0
	School B	0	3 (100)	0	0	0
	School C	0	2 (50%)	0	2 (50%)	0
Political meetings	School A	1 (20%)	4 (80%)	0	0	0
	School B	1 (33%)	2 (67%)	0	0	0
	School C	1 (25%)	3 (75%)	0	0	0
Entertainment purposes	School A	0	5 (100%)	0	0	0
	School B	0	3 (100%)	0	0	0
	School C	1 (25%)	3 (75%)	0	0	0
Cultural meetings	School A	0	5 (100%)	0	0	0
	School B	0	3 (100)	0	0	0
	School C	0	4 (100%)	0	0	

Table 20: Language which is important for the future

This table shows the respondents' views on language(s), which they think would be important for the future of the children. The results in the table indicate that the overwhelming majority of the parents chose isiZulu as important for most domains (for example, 100% of the respondents

in all three schools chose isiZulu to be the language for communication with family). There is also 100% choice in the three schools for isiZulu to be the language of communication for cultural meetings. It was concluded that the respondents regard isiZulu as an important language for communication outside school and English important for the school situation. This conclusion results from comparing Table 19 (which focused on scenarios within school situation) with Table 20 (which focused on domains outside school situation). When comparing the choices made by the learners (as indicated in Table 10) there is a noticeable difference in the choices made. Learners' choices indicate that they consider both isiZulu and English as important for the future whereas the governing body parents indicated that they consider isiZulu as the language for the future in the domains as presented in the Table 20. One factor which could be linked to the results, is that parents are more concerned with preserving the language and culture of isiZulu whereas learners may not be of the same opinion (to the learners the sense of being a Zulu may not be as important as it is to their parents). The age difference between the parents and the learners make them view the future of language in different ways.

There is however, a noticeable change in the language for future careers where an overwhelming 100% in all three schools chose English as opposed to isiZulu. It is worth noting that all the respondents think English would be important for a future career. This pattern is almost similar to that which appeared in the learner questionnaire's responses, which clearly revealed their language preference to be English. From these findings the attitude of the respondents towards languages can be predicted. Many respondents think isiZulu is for use in all the domains, as they are shown by the table, except English, which they think is important for a future career. As a result, many respondents prefer English for 'high order domains' and isiZulu for 'low order domains'.

The last section, which deals with the introduction of isiZulu in schools in KZN, seems to be welcomed by many parents. I think the reason is that they know that not much change is going to happen in their schools (African schools) as they all offer isiZulu as a subject. It was revealed

that the idea of offering isiZulu in ex-model C schools does not bother the respondents of this study, because their children attend schools where isiZulu is offered as a subject already.

4.4 INTERVIEWS

4.4.1 The learners interviews

The interviews, which were conducted, included a total of 6 learners from one school. Learners could not be interviewed from the other two schools as the researcher was denied the opportunity of meeting with the learners. These learners will be referred to as learner 1 up to learner 6 to ensure their anonymity and maintain confidentiality.

According to Sommer and Sommer (1996:106), “Interviews can provide a rich and fascinating source of research data”. It was decided to interview a total of six learners to consolidate the data gathered from the questionnaires. The interviewees were chosen at random in the researcher’s school as it was the only school where there was contact with learners. The age of the interviewees ranges between 17 and 22 years. Of the six learners interviewed, five of them said they do not know what the language policy was and they also do not know if their school had a language policy. Only one learner indicated that he had an idea of what a language policy is and when I questioned him further it was clear that he had a very vague idea, which did not necessarily prove that he knew what the language policy really was. LiEP stipulates that all schools should have language policies, which are drawn by all stakeholders in education including the learner. In this case, it was questionable if the learners were involved in drawing up language policies, if these policies existed in the schools.

The other question put to the learners, was which language they would like to have as a language of learning and teaching. Some of the respondents indicated that they would like both isiZulu and English. However, some showed that they were not sure if they really would like to be taught in isiZulu as well. As some of the comments made indicated,

Learner 1

...I would like English as medium, but I also like isiZulu, as I sometimes do not understand English....

Learner 2

... learning in isiZulu is nice, but what the problem is when I finish school and look for a job I will not be good in English and will not get a good Job because even in the kitchens madams speak English.

Learner 3

...I think we must learn in English, everyone must speak English.

Learner 4

...We must learn in English, but educators must explain in isiZulu for us

Half of the respondents (50%) mentioned that it was better to learn in English, as it was the language, which gave one opportunity in the future world of jobs. The willingness of some of the learners to be taught in both isiZulu and English indicates that a bilingual mode is worth introducing in these schools because some learners realise that isiZulu might be a useful resource for them. Learners need to be informed on a bilingual model and its benefits so that they understand it and may accept mother tongue education. I think there is also an element of confusion among learners who do not know in which language they actually want to learn. This confusion may be a result of what they see happening at present regarding the status of English compared to the status of isiZulu. The ANC is still promoting English, as most of the time politicians address political meetings in English. Learners want to be exposed to learning in English to keep up with everyone and yet they realise that isiZulu can benefit them.

4.4.2 Educators Interviews

A total of nine educators were interviewed. Age and gender was not used as a criterion for choosing educators to interview. Only educators in different subjects' fields were targeted. Two

male educators and seven female were the sample. Educators are referred to as educator 1 up to educator 9 to maintain anonymity and confidentiality.

The table below shows the domination of the interviews by female respondents.

Female	Male	No response
7 (77%)	2 (22%)	0 (100%)
Table 21: Gender of educators interviewed		

Here there is a noticeable domination of the interviewees by females. The table constitutes 77% females as contrasted to 22% males. This difference resulted from the fact that some male educators were very reluctant to be interviewed and some actually refused. No reasons were given by the educators who refused to be interviewed except one who said he had no time for interviews, as he was busy with his teaching. The choice of the educators was made according to the subjects they teach. Specific educators from different fields of subjects (including Science and Mathematics), Commercial subjects and Human and Social Sciences, were targeted. The following subjects were represented

- Accounting
- Biology
- Economics
- History
- Life Orientation
- Mathematics
- Physical science

The reason for choosing educators in different subject areas was done deliberately so as to understand what they think of the language of teaching in each particular subject.

QUESTION: Do you know what a language policy is or do you have an idea of what it is?

This question tested the respondents' knowledge of a language policy. Five educators said that they had no idea at all. It was interesting to hear one educator who said she does not know what a language policy is and justified her response by saying that she is a commerce educator therefore she knows nothing about language policy. This indicates that, for this educator, language policy is something that concerns language educators only. Three other educators indicated that they had an idea of what a language policy is. The general feedback can be seen in the following responses,

...I can't explain clearly what it is.

...Language policy is about what languages are used for.

...I do have some knowledge; I think it is the way languages are used at school.

...I think I do have an idea; it is about languages the school offer as subject or medium of instruction.

From the educators responses it is clear that very few educators really understand clearly what language policy is.

QUESTION: Does your school have a language policy?

A total of 66% of the educators said their schools do not have any language policies and the other 33% gave different responses like,

...No I do not know of any policy written down officially, but however there is a common practice which educators follow.

...No but languages have different roles at school.

...No it does not, actually there is nothing written down but there is a procedure, which we all follow as educators.

Responses like these can be linked to the educators who indicated in the first question they had an idea of what a language policy is. The fact that their schools do not have language policies does not mean educators do not know what a language policy is. Only two educators went to the extent of explaining that there was no written down official documents, meaning the language policies in their schools existed but were not written (unstated policies). From the above responses, educators mentioned that there was nothing written but there is a common procedure, which was being followed, in as far as language use is concerned. It came out from the educators' responses that some schools still followed a language policy, which promoted the use of English as a medium of instruction as it has always been the case, since the introduction of Education and Training Act (1979). This can be seen as an indication that there has been no change in their school's language policies since 1997.

QUESTION: Have you heard anything about LiEP?

A total of 77% of the educators reported that they do not know what LiEP is and knew nothing about it. It is important to note that among the educators who do not know LiEP, is a deputy principal. A deputy is regarded as the right hand of the principal; therefore this person is expected to know all the present policies in the school as he takes over the running of the school when the principal is not available. From the deputy's answer it was concluded that no one in his school knew about LiEP (as he also confirmed that he does not think anyone knew about LiEP). One educator from one of the schools reported that she read about LiEP in the documents that arrived at school, this means some of the policy documents which arrive at schools never reach educators and thus they miss crucial information (like LiEP). The other conclusion may be that the documents, including policy documents, sent to schools by the Department of Education are not read and information is not cascaded accordingly. It is worth noting that this educator is a Head of Department (H.O.D.). The other educator who knew LiEP said she read about LiEP in a newspaper.

When the respondents were asked who they think should make sure that government educational policies reach the educators at schools, there were a variety of answers like the department, circuit offices, government and departmental officials.

QUESTION: Do you know what bilingualism is and does your school practise bilingualism?

The majority of the educators know what bilingualism is, most probably because they are all bilingual. Bilingualism has been common for most South African speakers of indigenous languages as they received education in English (their second language). Educators in the investigated school were taught in English (this has been the case in South African schools since 1979), which is their second language. These educators speak isiZulu as their first language and that makes them bilingual (the age group of educators tell that they went to school during that period). Some educators admitted that during their teaching they tend to use both languages isiZulu and English, as can be seen in the following response,

...since I am bilingual myself I think I know what bilingualism is, I am Sesotho first language and I can speak isiZulu as well.

From this response I noted that the educator confused bilingualism with multilingualism, the educator is actually multilingual as she speaks English on top of isiZulu and Sesotho.

QUESTION: Can you tell me if isiZulu has any role in your school and what role?

All the educators stated that isiZulu is learnt as a subject in the schools. Some of them indicated that they used isiZulu during teaching to explain things to the learners as they felt learners learn better in their home language.

QUESTION: Which languages do educators use for teaching?

In this next question it came out from the educators that many of them use isiZulu together with English during teaching. The reason for using isiZulu was:

...Learners learn better in their mother tongue, white kids also learn in their mother tongue.

...It's nice to explain things for the learners in their language, it helps them understand

One educator alluded to the fact that earlier when she came to the school there was an outcry that educators were using too much isiZulu during their teaching. The use of isiZulu was not supposed to be happening and so educators were very careful when they used isiZulu. She went on to state that, now things are relaxed they can use isiZulu to explain as much as they like and nobody say anything. Here is the educator's response,

...I remember earlier there was an outcry that educators were using isiZulu when teaching, and now educators tend to be using more isiZulu and nobody is saying anything about it.

From this it was concluded that a once rigid policy (the English medium) is now neutral in this particular school. The language policy accommodates mother tongue education, which is approved by LiEP. Educators are actually practising dual medium (using isiZulu and English), yet they are not aware of it. They are practising it most probably because they realise that it benefits their learners.

QUESTION: Do you allow learners to use isiZulu during your lessons?

Educator's responses differed on this question as some agreed that they allow learners to use isiZulu because they are aware that it helps learners understand subjects better. Surprisingly, two mathematics educators also agreed that learners learn better in isiZulu but emphasised that during their lessons it's strictly English. Questioning them further if they do not think they are

disadvantaging the learner if they do not allow isiZulu during lessons, they defended themselves with the following responses,

...they have to practise English since exams are in English.

...they have to practise English as I have mentioned earlier that English is the medium.

...the books are in English.

QUESTION: In which language do learners learn best?

An overwhelming 100% of the educators agreed that learners learn best in isiZulu, which is their mother tongue. Through hands on experience they realise that learners learn best through isiZulu, whereas the parents of the governing body think that learners must be taught in English as it appeared in their questionnaires. If the educators, parents and governing body come together to draw-up a language policy, that can help all stakeholders understand the benefits of mother tongue in education. The conclusion is that the educators realise the importance of isiZulu at school, which parents are not aware of. However, the disturbing fact is that as all the educators agree that learners learn best in isiZulu, some educators do not allow the learners to use isiZulu during their lessons. Among those who do not allow isiZulu during lessons was a Mathematics educator who presented the following reason,

...Unfortunately exams are in English therefore English must be emphasised.

Two Biology educators said, although they realise that learners learn best in isiZulu, they also use English in their lessons as they have problems with Biological terms like *hydra*, *photosynthesis* and *amoeba*.

Also an accounting educator said she has problems with terms in Accounting, she gave an example on the 'depreciation' term which she said does not have an isiZulu word to explain it. These findings reveal the ambivalent attitudes of some educators in the use of isiZulu as a

medium. These educators see the benefits of using isiZulu but are worried by factors like examination in English and one may conclude that they are more concerned about examination results than the learning of the subjects

QUESTION: Who should choose the language(s) of learning for the learners?

The educators responses were not very convincing as most of them started by saying educators must choose the language of instruction for the learners. When questioned further about the involvement of the parents and learners, 80% of the educators agreed on their involvement as the following responses indicate,

- ... learners must be involved a little bit.
- ...parents, yes but no learners.
- ...yes, both parents as well.
- ...I think it must be bottom up educators must decide.
- ...I think they should collaborate with all stakeholders.

Only one educator insisted that learners must not be involved in choosing language of learning because he said learners might make wrong choices. This is his response,

...learners no, they may make wrong choices They may choose to learn in isiZulu, which I think is not right to prepare them for competition in the outside world of jobs. Interviews are done in English; good work requires that one is good in English.

What I observed was that this educator was the only one whose age is above 50 years. The age may be the reason why he thinks learners may not be given freedom of choice or at least participate in the process of choosing. Old people still believe adults should always make choices for children. In a democratic country like South Africa everyone has rights regardless of age, gender or colour of skin, therefore learners must be given a choice as to the language(s) they

want to have as medium of instruction and those they want as subjects. According to LiEP, all parents, learners and educators must come together when choosing a language of learning and those languages which must be learnt as subjects.

QUESTION: Do you find using English textbooks and materials easy?

A total of 22% of the educators said they find it difficult to use English textbooks and English materials for the learners. It is clear that if an educator has difficulty in using English materials during his teaching, obviously the learners will also find it difficult to use these materials. The problem, which is surfacing here, is that very little learning takes place in a situation where an educator has problems in using materials. This means if materials (like textbooks) are available in isiZulu more learning may occur. Educators gave different answers to this question like,

...if our Department had initially provided isiZulu textbooks it would have been better...

...For me as a teacher it is easy, but learners must be given isiZulu textbooks.

...For me as a teacher it is easy but not for the child.

...I think English textbooks are fine because when learners go to the outside world seeking for employment English will be used, so they must be taught in English textbooks.

QUESTION: Do you think these materials and textbooks can easily be translated to isiZulu?

Educators' views on the possibility of translating textbooks differed, only 33% of educators think textbooks can be translated to isiZulu, although one educator acknowledged that it would take a lot of time. Sixty seven percent (67%) of educators expressed that translation of textbooks is difficult. Among the reasons they gave were,

...as I have mentioned that in accounting isiZulu words are a problem for terms.

...Because biological terms have no replacement in isiZulu.

...it would mean a lot of money will be involved and time as well, sometimes there won't be people to do the work.

...what about terminology?

...I think they can be translated but as for mathematics, I think there is not enough terminology.

It is clear from these responses that educators think terminology is the problem in mother tongue education. Their attitudes towards mother tongue education are not clear as they say terminology hinders them from using isiZulu during lessons. It is clear that educators are also not aware of what is happening in the field of terminology, as there are various projects which involve multilingual textbooks in Mathematics and Science. The responses are confusing as the educators now are contrasting what they said earlier that they use both isiZulu and English for learning. I conclude that code switching is taking place in the schools, but educators are not accepting it as legitimate practice because their schools have no language policies, which are keeping up with LiEP to accommodate mother tongue during lessons.

QUESTION: What do you think of the implication of the introduction of isiZulu in all public schools in KZN?

An overwhelming 100% of the educators said they all are looking forward to the introduction of isiZulu in all the schools in KZN. They reported that they saw no problems with the introduction of isiZulu. However, one educator mentioned that at the beginning there might be problems, which will be overcome later on. Here are some of the responses,

... no, perhaps the elderly might have problems, parents perhaps and educators who do not know the language.

...our learners learn in English, which is not their language, so why should not everyone else learn in our language (isiZulu)?

...understanding isiZulu proverbs and sayings would be a problem as they would end up taking literal meaning of everything not knowing that some things are said in figurative language as well, but they will get used to it.

...I am very positive.

This shows that there are positive attitudes towards isiZulu among these educators, although some do not think it is useful to use isiZulu during teaching. It is also evident that it is the lack of knowledge of LiEP, which stops the use of isiZulu in these schools. If the schools were aware of LiEP there may have been the means of introducing isiZulu, to be used along with English (bilingual medium), as most educators indicated that isiZulu helps learners understand better. The fact that isiZulu is used by some educators during lessons shows that they see advantages in a bilingual method of education.

4.5 DOCUMENTS

In the three schools, none had an official language policy document. They all reported that their language policies were not written down: they only had common practices, which had always been practised in the past. All the schools have English as the medium of instruction and isiZulu is learnt as a subject at first language level. Afrikaans is learnt as a subject at second language level. School A had a school prospectus written in English. This prospectus only lays down the rules and regulations of the school and nothing concerning language use is written down. School B and C had no prospectus. School C said they only prepare their prospectus after the November exams when they are preparing for admission for the following year and so no prospectus was available for study in this school. Two schools had a code of conduct document which also was written in English laying down punishable offences at school. The code of conduct documents said nothing about language use, either as medium of instruction or as subjects. One school did not have a code of conduct document. In the absence of official language policy documents in the three schools, the conclusion is that the three schools have not followed what LiEP stipulates, that governing bodies should draw-up language policies for their schools. They are still maintaining old language policies, which were there before LiEP came into existence. This is

regrettably contrary to the dictates of “Batho Pele” principle which among other things involves transformation.

4.6 CONCLUSION

In this chapter the analysis of the data gathered for this study, was presented. What came up from the analysis was that there was a lack of knowledge about the Language in Education Policy in the schools in KwaMakhutha. The schools investigated were still using English as a medium of instruction and isiZulu is learnt as a subject at first language level. Another language which all these schools offer as a subject is Afrikaans at second language level. This practice, which the schools follow, has always been the case since the schools were first opened for learners. Only in one school has there been a temporal change in the policy in 1998. In this school Afrikaans was dropped as soon as it was heard that it was no longer compulsory for the schools to offer three languages, but this change was only temporary as Afrikaans was brought back to the curriculum after two years. When I questioned why this was done I discovered that there was no proper understanding of the language policy therefore the school dropped Afrikaans. It was then brought back again for no definite reason, except that the educator mentioned that the school felt it is better to learn a language as a seventh subject rather than a content subject as languages do not take a lot of time to study like content subjects. The belief for the school was that learners taking seven subjects had better chances of passing matric, rather than doing only six subjects.

I concluded that code switching was taking place in the schools but educators were not accepting it as legitimate practice, because their schools had no language policies. The other conclusion may be that the documents, including policy documents, sent to schools by the Department of Education are not read and therefore information is not cascaded.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter I present my conclusion of the study on language choice in KwaMakhutha High Schools. Issues raised in this investigation will be summarised and implications stated. Recommendations will be made, which may assist in the implementation of the Language in Education Policy.

5.2 CONCLUSIONS

The study of language choice, which was undertaken among three high schools in KwaMakhutha, showed that,

- There was no official language policy in the three schools investigated. Some educators mentioned that there was a common procedure which they followed in as far as language use is concerned. The language, which the three schools regarded as the medium of instruction, is English, but the reality is that many educators also use isiZulu during teaching. The pedagogical role isiZulu plays in the schools is not recognized and there is no policy that makes it legitimate as the stakeholders are not aware that they can make it official. This is evident in the respondents to the question which asked them if their schools had language policies.
- The language policies (unstated), which existed in the schools, did not promote additive bilingualism at all. These unstated policies indicated that they were still policies, which resulted from the Education and Training Act (1979) as they all recognised the use of

English as the medium of instruction. All educators insisted that English is more important in education.

- Although many educators were using isiZulu to supplement their teaching, it was not legitimate. IsiZulu was mainly used at the discretion of the educators to help learners to further understand lessons. Many of the educators were worried that isiZulu did not have enough vocabulary for teaching their subjects. (The Biology, Accounting and Maths educators all agreed that there was no vocabulary to teach their subjects in isiZulu, indicating that they are not aware of new textbook development in these fields.) Another concern about the use of isiZulu was that exams were in English therefore educators felt isiZulu should be minimised to prepare learners for the outside world.
- Parents' responses also indicated that they do not think indigenous languages, including isiZulu, will ever be recognised as a medium of learning. Table 19 clearly shows that parents think only English should be used as medium of instruction.
- The learners and parents did not know about the Language in Education Policy or about its contents (table 3 and 13 indicates the level of knowledge about language policy for learners and parents). The lack of knowledge in this field results in the fact that the high schools in KwaMakhutha uses English as a medium of instruction and have not attempted to change even after LiEP was introduced. IsiZulu, which is the learner's first language, is learnt as a subject in the three high schools, although some educators use it together with English during teaching time.
- The choices of the parents in this study showed that they prefer English to be used as a medium of instruction for the learners in the schools because they are concerned about the future of their children. Parents know from their own experiences, that to secure a good job requires competence in English. They would like to see their children taught in English so they are ready for the future. The attitudes of the governing body parents

appeared to be positive towards English as a medium of instruction. Parents showed negative attitudes towards isiZulu as a medium of instruction. Instead they regarded isiZulu as a language for 'low order domains' (table 19 indicates this).

- The attitudes of the learners are positive for the use of both isiZulu and English as media of instruction.
- It was not clear how the unstated language policies of each school were established. But it was clear that it was not as according to LiEP.

It is evident from the study that there is absolutely no knowledge of LiEP among the educators, learners and governing body parents in KwaMakhutha high schools.

5.3. RECOMMENDATIONS

The Department of Education has a demanding task of raising the level of awareness among the stakeholder of education concerning the Language in Education Policy and all other education policies which are laid out.

- The Department of Education has to make plans on how the Language in Education Policy will be made known to the stakeholders first and how schools must implement it. This could be done by organising workshops for educators where they are informed about policies and how to go about implementing them. After the workshops it could help if the Department of Education makes some sort of follow-up by asking schools to report on the developments each school has made regarding implementing the policy.
- Important official policy documents, which the Department sends to schools, must be channelled through properly and it must be ascertained by the department that its target

audience receives it and information is cascaded to educators and all stakeholders concerned.

- It should be the task of the Department of Education to provide support for the stakeholders in implementing the policy, so that it is sustained.
- LiEP will succeed if indigenous languages are developed. The government has a vital role in helping in the development of indigenous languages. People need to see the advantages of being competent in indigenous languages before they develop positive attitudes towards it.
- A task team which will assist in the development of indigenous languages and implementation of the Language in Education Policy must be introduced, to help schools like these to overcome problems in the medium of instruction.
- The Department of Education must also find means to promote the use of indigenous languages as medium of instruction in schools. Schools like the ones investigated have indicated that isiZulu has a vital role in helping learners understand their subject. Therefore, educators have to be conscientized on how mother tongue can be used during teaching together with English (like code switching). It must educate schools and parents on mother tongue education, additive bilingualism and its advantages.
- An additive bilingual model of learning would be worth attempting in the schools investigated, as some of the schools showed that they would prefer to have both isiZulu and English used at school.
- The Department of Education also needs to equip educators with adequate training in mother tongue education so that educators are able to assist learners who have difficulty using English textbooks and materials.

- Parents, educators and learners must all come together in drawing-up language plans for their schools, so that the needs of every stake holder are taken into consideration to ensure democracy.

From this study it is obvious that LiEP is not known either by learners, educators or governing body parents. The Department of Education has the task of making LiEP known by stakeholders. It appeared in this study that in the three schools investigated English is used mostly as the medium of instruction. IsiZulu is also used although it is not recognised as official during teaching time. As the Constitution promotes multilingualism and LiEP gives schools the freedom to draw up their own languages policies, isiZulu can therefore be made an official medium of instruction.

5.4 CONCLUSION

This study has clearly indicated that schools in KwaMakhutha do not know about LiEP and therefore have not implemented it. It was discovered that there was a lack of communication among management teams at schools to cascade important information regarding developments in education including knowledge of LiEP. The findings also indicate that the three schools have not changed their language practices since 1997. Through the interviews and questionnaires, which were administered, it was discovered that the three schools did not have official language policies. These schools all followed the same procedure, which recognises English as the medium of instruction. IsiZulu is learnt as a subject at first language level and Afrikaans is learnt as subject at second language level.

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FOR OFFICE USE ONLY: Respondent number.....

Language(s) of instruction in township schools in the KwaMakhutha area**QUESTIONS FOR GRADE 11 LEARNERS IN
KWAMAKHUTHA HIGH SCHOOLS**

Department of Linguistics University of KZN (Howard college campus).

Researcher	Advisor
Ms Thembile Nzuzo	Mrs. Annelie Geysler
Umkhumbi high school	University of KZN, Westville campus
Contact no (031) 9051375	Contact no (031) 2607541

We need your help to understand what language(s) the schools in KwaMakhutha choose as media of instruction and why. My experience as a language teacher in one of the schools in KwaMakhutha has been that isiZulu is a very useful tool which helps learners to understand the subject matter. In this study I want to find out if other teachers agree or not and find out their opinions in as far as the New Language in Education Act of 1997 is concerned.

- ❖ This is a **voluntary, anonymous and confidential** questionnaire.
- ❖ You do not have to take part if you do not want to, just hand in a blank questionnaire at the end. A decision not to take part will not result in any form of discrimination.
- ❖ Anyone who takes part in this questionnaire is free to withdraw from the study at any stage and for any reason.
- ❖ If you do take part your response will not be linked to you or your school.
- ❖ Non-participation in this questionnaire will not result in any discrimination of any kind.
- ❖ All data collected from these questionnaires will be disposed of after they have been analyzed.
- ❖ Please read each question carefully and take a moment to think about your answer.
- ❖ Please use a ball point pen to fill in the questionnaire by placing **x** or a **tick** in the spaces provided, or supply the required information in the spaces provided.
- ❖ Please do not change your responses by either tip ex or scratching it out.
- ❖ The questionnaire will take about 7 minutes to complete.

Permission to use my responses for research purpose

I -----(full name of participant) hereby confirm that I understand the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign: _____ Date: _____

SECTION A: PERSONAL DETAILS

1.

Age	15 yrs or younger	16 –18 yrs	19 –21 yrs	22 – and over
-----	-------------------	------------	------------	---------------

2.

Male	Female
------	--------

3. My home language is _____

4. Other languages that I can speak are _____

SECTION B: LANGUAGE POLICY AND LANGUAGE PLANNING

5. Do you know what a language policy is? Yes No

6. Does your school have an official language policy? Yes No

7. Are you satisfied with the current language policy? Yes No

8. Is there anything you would like to change with the present language policy?
 Yes No

9. What language(s) do teachers in your school use for teaching?

10. Do your teachers use one or more languages during their teaching time?

11. Who was involved in drawing the language policy for your school?

12. Are you aware that the governing body has to formulate a language policy?
 Yes No

13. Are you aware that any of the official languages can be used as language of learning?
 Yes No

14. Do you think the current language policy facilitates effective learning in your school?
 Yes No

15. In which language(s) do you learn better?

16. Does isiZulu have any role in the curriculum of your school? If yes what is its role?

17. What other language(s) are learnt as subjects in your school?

18. What language(s) would you like to learn as subject(s)?

19. Which language(s) choice would you prefer to be used in the following scenarios at school? Please put only **one** tick at each scenario:

Lectures and lessons	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Tests and examinations	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Group discussions among learners	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Class discussions with teachers	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Written assignments	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Counseling sessions	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Meetings with teachers	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Meetings for learners only	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Administration	English	IsiZulu	Afrikaans	Both isiZulu and English	Other

SECTION C: LANGUAGE ATTITUDES

20. Which language(s) do you regard as important for your future? Please put only **one** tick at each scenario:

Communication with family	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Communication with relatives	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Communication with friends	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Future career	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Religious meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Community meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Political Meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Entertainment purposes	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Cultural gatherings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other

21. Do you think learners should have a right to choose their language of learning?

Yes No

22. Would you consider going to a school which uses isiZulu as a language of learning? Why?

23. How do you feel about the minister's move to introduce isiZulu in all public schools in KZN?

24. Do you think the introduction of isiZulu as a medium of instruction could help improve matric results in your school? Why? _____

25. Do you think this is the right move? Why?

26. If this is beneficiary, who do you think it will benefit and how?

27. Do you think the implementation of isiZulu in public schools in KZN will affect other languages e.g. English and Afrikaans? How? _____

28. What are your views on bilingual education (use of more than one language) in teaching?

29. Who do you think should choose the language learners should learn as subjects and as media of instruction?

30. Who do you think should assist schools in implementing their language policies?

THANK YOU FOR YOUR TIME!

**ULI / IZI LIMU OKUFUNDISWA NGALO / NGAZO EMA HIGH
SCHOOLS KWAMAKHUTHA**

**IMIBUZO EQONDISWE KUBAFUNDI BEBANGA 11 EZIKOLENI
ZAKWAMAKHUTHA**

Umnnyango wezezilumi enyuvesithi yase KZN (Howard college campus).

Umcwaningi
Ms Thembile Nzuza
Umkhumbi high school
Contact no (031) 9051375

Umeluleki mncwaningi
Mrs. Annelie Geyser
University of KZN, Westville campus
Contact no (031) 2607541

Sidinga usizo lwakho ukwazi ukuthi izikole za KwaMakhutha zisebenzisa luphi ulimi/izilimi njengolimi/izilimi lokufundisa. Ngolwazi enginalo njengothisha wezilimi kwesinye sezikole KwaMakhutha ulimi lwesiZulu luneqhaza elibalulekile ekusizeni abantwana baqonde izifundo zabo kangcono. Kulolucwaningo ngifisa ukuthola ukuthi ingabe abanye othisha bayavumelana nami noma cha, ngifisa nokwazi ukuthi imibono yabo ithini mayelana nomthetho omusha ka1997 omayelana nokufundwa kwezilimi.

- ❖ Ucwangingo lolu olungaphoqelelwe, olungenakudalulwa futhi oluyimfihlo.
- ❖ Ungangabi ingxenye uma ufisa, vele nje ubuyisele iphepha njengoba linjalo kumcwaningi. Uma unquma ukungabambi qhaza angeke kube namthelela wokucwasa.
- ❖ Noma ubani obamba iqhaza kulolucwaningo ukhululekile ukungaqhubeki noma inini noma ngabe unasiphi isizathu.
- ❖ Uma ubambe iqhaza izimpendulo zakho angeke zahlanganiswa nawe noma isikole sakho.
- ❖ Ukungabambi qhaza kulolucwaningo akuyukuba namthelela wokucwasa kwanoma iluphi uhlobo
- ❖ Yonke imininingwane eyotholakala kulolucwaningo mbuzo iyoshatshalaliswa uma sekuqediwe ngayo.
- ❖ Uyacelwa ukuthi siza ufundisise umbuzo ngamunye bese uthatha isikhashana sokucabanga impendulo yakho.
- ❖ Siza usebenzise ipeni lika inki.
- ❖ Gcwalisa ngokusebenzisa uphawu luka x noma uqhwishe ezikhaleni ezinikiwe noma ubhale ulwazi oludingekayo esikhaleni. Kuzokuthatha imizuzu ethi ayibe yisikhombisa ukuphendula lemibuzo.
- ❖ Siza ungashintshi impendulo ngoku xikiza noma ngokusebenzisa i tip-ex

Imvume yokuba kungasetshenziswa izimpendulo zami kulolucwaningo

Mina _____ (igama lakho eliphelele) ngiyaqinisekisa ukuthi ngiyayiqonda yonke into equkethwe yileliphepha nohlobo locwaningo, futhi ngiyavuma ukubamba iqhaza kulolucwaningo.

Ngiyakuqonda ukuthi ngikhululekile ukuhoxa kulolucwaningo noma inini uma ngifisa

Sayina _____

Usuku: _____

ISAHLUKO A: IMINININGWANE NGAMI

1.

Iminyaka	15 nangaphansi	16—18 weminyaka	19 – 21 weminyaka	22 nangaphezulu
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2.

Owesilisa	Owesifazane
-----------	-------------

3. Ulimi lwami lwebele _____

4. Ezinye izilimi engikwazi ukuzikhuluma _____

ISAHLUKO B: UMNHLAHLANDLELA WOLIMI NOKUMISWA KWAWO.

5. Ingabe uyazi ukuthi yini umhlahlandlela wolimi Δ Yebo Δ Cha

6. Ingabe isikole sakho sinawo umhlanhlandlela wolimi osemthethweni?
 Δ Yebo Δ Cha

7. Wanelisekile yini ngomhlahlandlela wolimi wesikole sakho? Δ Yebo Δ Cha

8. Ingabe kukhona ongathanda kuguqulwe kumhlahlandlela wolimi wesikole sakho?
 Δ Yebo Δ Cha

9. Iluphi ulimi / izilimi olusentshensiswa othisha uma befundisa esikoleni sakho?

10. Ingabe othisha basebenzisa ulimi olulodwa noma eziningi ngesikhathi sokufundisa?

11. Ngobani ababamba iqhaza ekwakhiweni kwalomhlahlandlela wesikole sakho?

12. Ingabe uyazi yini ukuthi isigungu esengamele isikole yiso okumele sakhe umhlahlandlela wolimi wesikole? Δ Yebo Δ Cha

13. Ingabe uyazi ukuthi noma iluphi ulimi olusemthethweni lungasetshenziswa njengolokufunda? Δ Yebo Δ Cha

14. Ingabe ucabanga ukuthi umhlahlandlela wolimi esikoleni sakho uyazifeza izidingo zabafundi? Δ Yebo Δ Cha

15. Iluphi ulimi/ izilimi ofunda kangcono ngalo?

16. Ingabe ulimi lwesiZulu lunalo iqhaza esikoleni sakho? Iliphi lelo qhaza?

17. Iziphi ezinye izilimi ezifundwayo esikoleni sakho?

18. Iziphi ezinye izilimi ongathanda ukuzifunda njengezifundo?

19 Uyacelwa ukuba uqhwishe eduze nolimi/izilimi ocabanga ukuthi kumele lu setshenziswe uma kwenziwa lokhu okulandelayo esikoleni

Uma kufundwa nomakufundiswa	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Izivivinyo. zaphakathi nokuphela konyaka	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ingxoxo yabafundi ngokwamaqoqo	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ingxoxo kathisha nabafundi	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Imisebenzi abafundi abazenzela bona	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Isikhathi sokwalulekwa	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Imihlangano yothisha nabafundi	IsiNgisi	IsiZulu	IsiBhunu	Isingisi nesiBhunu	Olunye
Imihlangano yabafundi bodwana	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ukuphathwa kwesikole	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye

ISAHLUKO C: IMIZWA NGEZILIMI

20. Uyacelwa ukuba uqhwishe eduze nolimi/ izilimi maqondana nesimo ngasinye .
I-luphi ulimi olubona njengolubalulekile kubafundi ekusaseni labo?

Ekuxhumaneni nomndeni	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ekuxhumaneni nezihlobo	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ekuxhumaneni nabangani	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emsebenzini wokusasa	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emhlangwaneni wenkolo	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emhlanganweni womphakathi	IsiNgisi	IsiZulu	IsBhunu	IsiNgisi nesiBhunu	Olunye
Emhlanganweni wezombusazwe	IsiNgisi	IsiZulu	IsBhunu	IsiNgisi nesiBhunu	Olunye
Ekungcebelekeni	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emhlanganweni	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi	Olunye

wezamasiko				nesiBhunu	
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21. Ingabe ucabanga ukuthi abafundi kumele babe neqhaza ekukhetheni ulimi lokufunda?

ΔYebo ΔCha

22. Ungakucabanga ukuyofunda esikoleni esifundisa ngesiZulu?Isizathu sakho?

23. Uthini umbono wakho mayelana nesinqumo sikangqongqoshe sokuvulela ukufunda kwesiZulu ezikoleni zikahulumeni eKZN?

24. Ingabe ucabanga ukuthi ukubekwa kwesizulu njengolimi lokufundisa nokufunda kungasiza ekwenzeni ngcono imiphumela kamatikuletsheni? Ngobani?

25. Ingabe ucabanga ukuthi lolu guquko ngezilimi ezikoleni zikahulumeni oluyilo yini? Ngobani?

26. Ingabe ucabanga ukuthi loluguquko luzoba wusizo? Kubani? Kanjani?

27. Ingabe ucabanga ukuthi lokhu kuvulelwa kwesiZulu ezikoleni zikahulumeni kuzoba nomthelela esingisini nesiBhunu esikoleni sakho? Kanjani?

28. Ingabe uthini owakho umbono mayelana nokufundiswa ngobulimumbili?

29. Ingabe ucabanga ukuthi ubani okumele akhethetele abafundi izilimu abazozifunda njengezilimi zokufunda nokufundisa ezikoleni?

30. Ingabe ucabanga ukuthi ngubani okumele asize izikole ukuqiniseka ukuthi inqubo mgomo yezilimu iyagcinwa?

NGIYABONGA KAKHULU NGOSIZO LWAKHO!

FOR OFFICE USE ONLY: Respondent number.....

Language(s) of instruction in township schools in the KwaMakhutha area**QUESTIONS FOR MEMBERS OF THE GOVERNING BODY IN
KWAMAKHUTHA HIGH SCHOOLS**

Department of Linguistics University of KZN (Howard college campus).

Researcher	Advisor
Ms Thembile Nzuza	Mrs. Annelie Geyser
Umkhumbi high school	University of KZN, Westville campus
Contact no (031) 9051375	Contact no (031) 2607541

We need your help to understand what language(s) the schools in KwaMakhutha choose as media of instruction and why. My experience as a language teacher in one of the schools in KwaMakhutha has been that isiZulu is a very useful tool which helps learners to understand the subject matter. In this study I want to find out if other teachers agree or not and find out their opinions in as far as the New Language in Education Act of 1997 is concerned.

- ❖ This is a **voluntary, anonymous and confidential** questionnaire.
- ❖ You do not have to take part if you do not want to, just hand in a blank questionnaire at the end. A decision not to take part will not result in any form of discrimination.
- ❖ Anyone who takes part in this questionnaire is free to withdraw from the study at any stage and for any reason.
- ❖ If you do take part your response will not be linked to you or your school.
- ❖ Non-participation in this questionnaire will not result in any discrimination of any kind.
- ❖ All data collected from the questionnaires will be disposed of after they have been analyzed.
- ❖ Please read each question carefully and take a moment to think about your answer.
- ❖ Please use a ball point pen to fill in the questionnaire by placing **x** or a **tick** in the spaces provided, or supply the required information in the spaces provided.
- ❖ Please do not change your responses by either tip ex or scratching it out.
- ❖ The questionnaire will take about 7 minutes to complete.

Permission to use my responses for research purpose

I -----(full name of participant) hereby confirm that I understand the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign: _____ Date: _____

SECTION A: PERSONAL DETAILS

1.

Age	30 years and younger	35 -- 40	41 -- 49	50 years and over
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2.

Male	Female
------	--------

3. My home language is _____

4. Other languages that I can speak are _____

SECTION B: LANGUAGE POLICY AND LANGUAGE PLANNING

5. Do you know what a language policy is? Yes No

6. Does the school have an official language policy? Yes No

7. What is the official language policy in your school?

8. Are you satisfied with the current language policy in the school? Yes No

9. Were there any changes in the language policy of the school after 1994? Yes No

10. What would you like to change in the present language policy?

11. Who was involved in the making of the language policy for the school?

12. Are you aware that the governing body has to formulate a language policy?

Yes No

13. Are you aware that any of the official languages can be used as language of learning?

Yes No

14. Do you think the current language policy facilitates effective learning in the school?

Yes No

15. Which languages do the teachers use during teaching?

16. Do you agree that the teachers should use isiZulu to explain things to learners at school? Yes No

17. Does isiZulu have any role in the curriculum of your school? If yes, what is its role?

18. What language(s) are learnt as subjects in your school? _____

19. What are your views towards a bilingual medium of instruction?

20. Which language(s) choice would you prefer to be used in the following scenarios at school? Please tick only **one** block at each scenario:

Lectures and lessons	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Tests and examinations	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Group discussions among learners	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Class discussions with teachers	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Written assignments	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Counseling sessions	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Meetings with teachers	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Meetings for learners only	English	IsiZulu	Afrikaans	Both English and isiZulu	Other
Administration	English	IsiZulu	Afrikaans	Both English and isiZulu	Other

SECTION C: LANGUAGE ATTITUDES

21. What other language(s) would you like the learners to learn as subject(s) in the school? _____

22. Which language(s) do you regard as important to the learners future? Please tick only **one** block at each scenario:

Communication with family	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Communication with relatives	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Communication with friends	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Future career	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Religious meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other

Community meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Political Meetings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Entertainment purposes	English	IsiZulu	Afrikaans	Both isiZulu and English	Other
Cultural gatherings	English	IsiZulu	Afrikaans	Both isiZulu and English	Other

23. Do you think learners should have a right to choose their language of learning?

Yes No

24. Would you consider sending your child to a school which offers isiZulu as a language of learning? _____

25. Do you think the implementation of isiZulu in public schools in KZN will affect other languages in your school, e.g. English and Afrikaans? How? _____

26. Do you think learners will get better results if they study through their mother tongue? _____

27. Who do you think will be affected most by the introduction of isiZulu in all public schools in KZN? How? _____

28. What do you think will be the implications of introducing isiZulu in all public schools in KZN? _____

29. Would you say this was the right move or not? Why? _____

30. Are you in favor of one or more languages to be used as medium of instruction? Why? _____

THANK YOU FOR YOUR PARTICIPATION!

**ULIMI OKUFUNDISWA NGALO EZIKOLENI EZINGAMAHIGH
KWAMAKHUTHA**

**IMIBUZO EQONDISWE ESIGUNGWINI ESENGAMELE ISIKOLE
EZIKOLENI EZINGAMA HIGH SCHOOLS KWAMAKHUTHA**

Umnyango wezezilumi enyuvesithi yase KZN (Howard college campus).

Umcwaningi
Ms Thembile Nzuzo
Umkhumbi high school
Contact no (031) 9051375

Umeluleki mncwaningi
Mrs. Annelie Geysler
University of KZN, Westville campus
Contact no (031) 2607541

Sidinga usizo lwakho ukuqonda ukuthi izikole za KwaMakhutha zisebenzisa luphi ulimi/izilimi njengolimi/izilimi lokufundisa. Ngolwazi enginalo njengothisha wezilimi kwesinye sezikole KwaMakhutha ulimi lwesiZulu luneqhaza elibalulekile ekusizeni abantwana baqonde izifundo zabo kangcono. Kulolucwaningo ngifisa ukuthola ukuthi ingabe abanye othisha bayavumelana nami noma chabo, ngifisa nokwazi ukuthi imibono yabo ithini mayelana nomthetho omusha ka1997 omayelana nokufundwa kwezilimi.

- ❖ Lolu cwano uchwano olungaphoqelelwe, olungenakudalulwa futhi oluyimfihlo.
- ❖ Ungangabambi iqhaza uma ufisa, vele nje ubuyisele iphepha njengoba linjalo kumchwano. Uma unquma ukungazibandakanyi angeke kube namthelela wokucwasa.
- ❖ Noma ubani obamba iqhaza kulolucwano ukhululekile ukungaqhubeki noma inini noma ngabe unasiphi isizathu.
- ❖ Uma uzibandakanya izimpendulo zakho angeke zahlanganiswa nawe noma isikole sakho.
- ❖ Ukungabambi qhaza kulolucwano akuyukuba namthelela wokucwasa kwanoma iluphi uhlobo
- ❖ Yonke imininingwane eyotholakala kulolucwano mbuzo iyoshabalaliswa uma sekuqediwe ngayo.
- ❖ Uyacelwa ukuthi siza ufundise umbuzo ngokocophelela bese ucabanga ngempendulo kuqala.
- ❖ Siza usebenzise ipeni lika inki.
- ❖ Gcwalisa ngokusebenzisa uphawu luka x noma uqhwise ezikhaleni ezinikiwe noma ubhale ulwazi oludingekayo esikhaleni. Kuzokuthatha imizuzu ethi ayibe isikhombisa ukuphendula lemibuzo.
- ❖ Siza ungashintshi mpendulo ngoku xikiza noma ngokusebenzisa i tip-ex

Imvume yokuba kungasetshenziswa izimpendulo zami kulolucwano

Mina _____ (igama lakho eliphelele) ngiyaqinisa ukuthi ngiyayiqonda yonke into equkethwe yileliphepha nohlobo locwano, futhi ngiyavuma ukubamba iqhaza kulolucwano.

Ngiyakuqonda ukuthi ngikhululekile ukuhoxa kulolucwano noma inini uma ngifisa

Sayina: _____

Usuku: _____

ISIQEPHU A: IMININGWANE NGAMI

1.

Iminyaka	30	35 – 40	41 – 49	50
	nangaphansi	weminyaka	weminyaka	nangaphezulu

2.

Owesilisa	Owesifazane	
-----------	-------------	--

3. Ulimi lwami lwebele _____

4. Ezinye izilimi engikwazi ukuzikhuluma _____

ISAHLUKO B: UMNHLAHLANDLELA WOLIMI NOKUMISWA KWAWO.

5. Ingabe uyazi ukuthi yini umhlahlandlela wolimi? Δ Yebo Δ Cha

6. Ingabe isikole sakho sinawo umhlahlandlela wolimi osemthethweni?
 Δ Yebo Δ Cha

7. Uthini umhlahlandlela wolimi wesikole sakho?

8. Wanelisekile yini ngomhlahlandlela wolimi wesikole sakho?
 Δ Yebo Δ Cha

9. Ingabe zabakhona izinguquko kulomhlahlandlela ezenzeka ngemumva kuka1994?
 Δ Yebo Δ Cha

10. Yini ongathanda iguqulwe kulomhlahlandlela wolimi wesikole sakho?

11. Ngobani ababamba iqhaza ekwakhiweni kwalomhlahlandlela wesikole sakho?

12. Ingabe uyazi yini ukuthi isigungu esengamele isikole yiso okumele sakhe umhlahlandlela wolimi wesikole?
 Δ Yebo Δ Cha

13. Ingabe uyazi ukuthi noma iluphi ulimi olusemthethweni lungasetshenziswa njengolimi lokufunda?
 Δ Yebo Δ Cha

14. Ingabe ucabanga ukuthi umhlahlandlela wolimi esikoleni sakho uyakubhekela yini ukufunda okushaya emhloneni?
 Δ Yebo Δ Cha

15. Iluphi ulimi/ izilimi olu/ezi setshenziswa ngo thisha uma befundisa?

16. Uyavuma yini ukuthi othisha bangasebenzisa isiZulu ukuchaza izinto uma befundisa?

ΔYebo ΔCha

17. Ingabe ulimi lwesiZulu lunalo iqhaza ohlelweni lwesikole sakho? Uma impendulo kungu yebo iliphi leloqhaza? _____

18. Iziphi ezinye izilimi ezifundwa nje ngezifundo esikoleni sakho? _____

19. Uthini umbono wakho mayelana nokusetshenziswa kobulimimbili uma kufundiswa? _____

20. Uyacelwa ukuba uqhwishe ulimi olulodwa kusimo ngasinye

Uma kufundwa nomakufundiswa	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesibhunu	Olunye
Izivivinyo zaphakathi nokuphela konyaka	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesibhunu	Olunye
Ingxoxo yabafundi ngamaqoqo	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ingxoxo nabafundi kathisha	IsiNgisi	IsiZulu	Isibhunu	IsiNgisi nesiBhunu	Olunye
Imisebenzi abafundi abazibhalele bona	IsiNgisi	IsiZulu	Isibhunu	IsiNgisi nesiBhunu	Olunye
Izikhathi zokwaluleka	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBbhunu	Olunye
Imihlangano nothisha	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesibhunu	Olunye
Imihlangano yabafundi bodwana	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ukuphathwa kwesikole	IsiNgisi	IsiZulu	IsiBBhunu	IsiNgisi nesiBhunu	Olunye

ISAPHLUKO C: IMIZWA NGEZILIMI

21. Iziphi ezinye izilimi ongathanda abafundi bazifunde esikoleni?

22. Uyacelwa ukuba uqhwishe olulodwa kulezilimi maqondana nesimo ngasinye. Iluphi ulimi olubona njengolubalulukile kubafundi ekusaseni labo?

Ekuxhumaneni nomndeni	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesibhunu	Olunye
Ekuxhumaneni nezihlobo	Isingisi	IsiZulu	Isibhunu	IsiNgisi nesiBhunu	Olunye
Ekuxhumaneni nabangani	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emsebenzini wokusasa	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesibhunu	Olunye

Emhlangwaneni wenkolo	IsiNgisi	IsiZulu	IsiBhunu	Isingisi nesiBhunu	Olunye
Emhlanganweni womphakathi	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emhlanganweni wezombusazwe	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Ekungcebelekeni	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye
Emhlanganweni wezamasiko	IsiNgisi	IsiZulu	IsiBhunu	IsiNgisi nesiBhunu	Olunye

23. Ingabe ucabanga ukuthi abafundi banelungelo lokukhetha ulimi lokufunda?

ΔYebo ΔCha

24. Ungakucabanga ukusa umntwana wakho esikoleni esifundisa ngesiZulu?

25. Ucabanga ukuthi ukuvulelwa kokufundisa isiZulu ezikoleni zonke zikahulumeni kuzoba nomthelela olimini lwesingisi nesibhunu esikoleni sakho? Kanjani? _____

26. Ingabe ucabanga ukuthi abafundi bangathola imiphumela engcono uma befunda ngolimi lwabo lwebele? _____

27. Ubani ocabanga ukuthi uzothinteka kakhulu ngoku vulelwa kokufundwa kwesiZulu ezikoleni zika hulumeni? Kanjani? _____

28. Ingabe ucabanga ukuthi kuzoba namthelela muni ukuvulelwa kokufundwa kwesiZulu ezikoleni zika hulumeni e KZN? _____

29. Ingabe ucabanga ukuthi lenguquko ngezilimi ezikoleni zikahulumeni eyiyo yini? _____

30. Uyavumelana yini nokusetshenziswa kolimi olulodwa noma ezimbili njengezilimi zokufunda nokufundisa? Ngobani? _____

NGIYABONGA KAKHULU NGOSIZO LWAKHO!

School of Language, Literature and Linguistics
L – Block
Faculty of Humanities
University of Kwa Zulu Natal
10 October 2005

The Circuit Manager
Mr W. m. Sibiyi
Umbumbulu Circuit
Umbumbulu
4105

Dear Mr Sibiyi

PERMISSION TO CONDUCT RESEARCH

Please allow Ms Thembile Nzuzi to visit some of the schools under your jurisdiction so that she can research with a few of your educators, governing body members and learners (focusing only on grade 11)

Thembile is working on a Ma research project, which seeks to investigate whether there has been any changes and adjustments in language policies of high schools in KwaMakhutha after the promulgation of the National Language in Education Policy in 1997 (LiEP) In terms of the National Education Policy Act, no 27(1996) (NEPA).

The main objective of this study is to investigate whether the targeted schools have official language policies and whether their policies have changed after 1997 and developed according to the National Language in Education Act, 84 (1997). According to this act any of the official languages (including indigenous languages) can be used as a language of learning and teaching. This move aims to enhance the status of previously marginalised indigenous languages including isiZulu. This study also aims to see whether the schools are implementing a multilingual policy, using any official language as set out in the Constitution. Finally this study will examine the attitudes of the learners, educators and governing body parents towards isiZulu or English as a language of learning. An attitude study will show why the languages in the language policy of each school were chosen and given their role in each school.

Thembile hopes to make valuable contribution to the development of multilingualism and also isiZulu, especially today where more emphasis is being placed on the importance of developing and promoting the use of indigenous languages, as also seen in KZN.

The research would either be in form of a questionnaire (that should take approximately 7 minutes) or an interview. Thembile followed the research protocol of the UKZN to gain clearance for the research that she intends doing. The research will be done on a voluntary basis

and the confidentiality of all the respondents will be respected. Furthermore she will make sure that the normal teaching and learning programme will not be disrupted.

Thanking you in advance. We promise to give you a copy of her findings and recommendations as soon as she has completed her study.

Yours sincerely

Ms A. Geysler

You may fax the response to:
Ms A. Geysler
For Attention: Ms T. P. Nzuzwa
FAX (031) 260 7490
TEL: (031) 4628779
CELL: 0835487413

1. Gender: Δ Female Δ Male
2. Age: _____
3. What is your understanding of a language policy?
4. Does your school have an official language policy? Briefly tell me what it is?
5. Do you know who was involved in drawing the present language policy, tell me who?
6. Do you approve of the present language policy?
7. Do you have any information on the National Language in Education Policy?
8. Does your school implement the policy referred to above?
9. Who do you think should monitor the implementation of official Education policies in public schools?
10. How do you think the government should ensure that all schools implement the official Education policies?
11. What is additive bilingualism?
12. Does your school practice additive bilingualism? How?
13. Can you tell me if isiZulu has any role in your school? What is the role?
14. Which language(s) do teachers use for teaching in your school?
15. Do teachers code-switch (i.e. use more than one language simultaneously) in the school during lessons?
16. What are your views on code- switching?
17. Is it useful to code-switch or not useful at all?
18. Do you code- switch when you teach? Why?
19. Do you allow learners to use their mother tongue during lessons?
20. In your experience as a teacher, in which language do learners express themselves better?
21. Do you find it easy to teach using English materials (e.g. textbooks and other learning aids) only?
22. Do you think these materials can easily be translated into isiZulu to make them easily accessible to learners?
23. Do you think learners benefit from using both English and isiZulu in the learning process?
24. Do you think learners should have a choice in choosing their language of learning?
25. How much isiZulu and how much English do you think should be allowed during lessons in high schools? Should English and isiZulu be allocated equal time?
26. How do you think isiZulu should be introduced into KZN schools?
27. In your experience as a teacher, what do you think would be the implication of the introduction of isiZulu in all public KZN schools?
28. Do you foresee any problems with the introduction of isiZulu? What are these?
29. What are your attitudes towards the implementation of isiZulu in all public schools in KZN?
30. Who do you think should choose the language(s) that learners can study as subjects and media of learning at school?

THANK YOU FOR YOUR PARTICIPATION!

INTERVIEWS

EDUCATOR 1

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: I have no idea what that is.

Q: Eh— Okay does your school have a language policy?

A: No it does not.

Q: Have you heard perhaps of anything about Language in Education Policy?

A: No I have never heard anything of that sort.

Q: Well Mr x the Government actually laid down the National Language in Education Policy in 1996 and it expects that all public schools implement this policy, since you've indicated that your school does not have a language, it means it is not implementing the Language in Education Policy which I am talking about. Would you agree with me on that?

A: Yes, we know nothing of that policy in this school.

Q: who do you think should monitor that all policies concerning schools are implemented?

A: It's the government itself.

Q: Can you perhaps tell me how?

A: By sending officials to schools to see to it that policies are being implemented, that's one way they can do it.

Q: O key, can you tell me if you know what additive bilingualism is?

A: Bilingualism has something to do with two languages.

Q: Can you please clarify that a little bit?

A: Eh---m I can't really say much but I think may be speaking two languages or something of that sort.

Q: Yes bilingualism refers to the use of two languages either in teaching or in any other situation, please tell me does your school practise bilingualism?

A: I think it does.

Q: Please tell me how?

A: By using two languages in teaching.

Q: Does isiZulu has any role in your school?

A: I think it does

Q: What is the role? Is it a medium or a subject?

A: U, m---h not a medium it's a subject, yes is taught as a subject.

Q: Which language(s) do teachers use in your school when teaching?

A: They use English and little isiZulu.

Q: In other words they code switch, have you ever heard of the term code switch?

A: I've never heard of the term itself, but I think I can now guess what it is. Teachers do practise in the school.

Q: What are your views on code switching?

A: I think it's good for understanding, it helps the learner to understand subjects.

Q: Mr x you said teachers do practise code switching, may I ask you if you practise code switching

A: Unfortunately no.

Q: Can you tell me why?

A: I try my best to explain the concepts in English because English is the medium.

Q: Do you allow learners to use isiZulu during your lessons?

A: I encourage them to use English all the time.

Q: May I ask you why?

A: They have to practise English as I have mentioned earlier that it is the medium.

Q: Is there perhaps a document which state what languages are to be used in your school? For what purposes?

A: No, nothing written down, but using English as a medium has always been the norm, isiZulu and Afrikaans are learnt as subjects isiZulu it first language level and Afrikaans as a second language.

Q: In your experience as a teacher in which language would you say learners learn best?

A: I think in their own vernacular, isiZulu.

Q: Do you not think then that you're crippling them if you do not let them use their language during your lessons?

A: Well eh--- it is for their own benefit, exams are in English

Q: Do you find it easy to use English materials? Text books and other teaching aids?

A: Ya I have no problem.

Q: Do you think these materials can easily be translated to isiZulu to make them more accessible for learners?

A: Ya – I think they can be translated, but as for mathematics I think there is not enough terminology

Q: Do you think learners benefit from using both languages during learning process?

A: Ya like I said earlier on they do for understanding.

Q: But you said to me, you do not encourage isiZulu during your lessons don't you want them to benefit in your lessons by allowing them to use isiZulu?

A: I did but ehh---- (no response)

Q: Can you perhaps give me a reason why you are so English inclined?

A: Do you remember that moments ago I said isiZulu does not have terminology for science and mathematics

Q: So your problem is terminology and not the language itself?

A: Yes definitely, terminology not the language

Q: Do you think learners should have a choice to choose a language they want as a medium of instruction?

A: I think they should collaborate with all stake holders, ya not learners only

Q: so you're saying parents as well should be involved

A: Ya, parents too because learners might make wrong choices

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think English must be given more time because presently most subjects are presented in English medium

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: I think there would be no problem in as far as learners are concerned.

Q: So you don't foresee any problem?

A: No perhaps the elderly might have problems, parents perhaps and educators who do not know the language.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: Certainly not the department, but stakeholders, parents, learners and educators

Q: Thank you very much Mr x for allowing me to interview you

A: Thank you for thanking me.

INTERVIEWS

EDUCATOR 2

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me what you think a language policy is?

A: I cannot explain what it is.

Q: But it sounds as if you have an idea.

A: Ya but I can't explain clearly what it is.

Q: Does your school have a language policy?

A: Definitely not.

Q: Do you know anything about the Language in Education Policy?

A: No.

Q: Well Mrs x the Government actually laid down the National Language in Education in 1996 and it expects that all public schools implement this policy. since you've indicated that you do not know anything about Language in Education Policy, do you think anyone knows about this policy in your school if you as a deputy does not know it?

A: I am not sure but I doubt it very much.

Q: who do you think should monitor that all policies concerning schools are implemented and are known by everyone they concern?

A: The government must follow up policies after they have been laid, conduct workshops and things like that.

Q: O key, can you tell me if you know what additive bilingualism is?

A: In the school situation or not, because I think it's the use of two languages at the same time.

Q: Thanks I think you know what I am talking about here.

Q: Does your school practise bilingualism?

A: Ya although it's not official.

Q: Please tell me what do you mean by not official.

A: We just do it, it is not stated anywhere.

Q: Does isiZulu have any role in your school?

A: Ya.

Q: What is the role?

A: eh---I said earlier eh its for explaining things for the learners.

Q: Which language(s) do teachers use in your school when teaching?

A: I think they use both English and little isiZulu, I use both.

Q: In other words they code switch, have you ever heard of the term code switch?

A: Ya.

Q: What are your views on code switching, do you think it is useful?

A: Ya. I think it is useful especially because the medium is not their mother tongue.

Q: Do you allow learners to use isiZulu during your lessons?

A: Ya, I do but mainly I encourage them to use English all the time, but isiZulu does come in and I do not have a problem with that.

Q: May I ask you why?

A: I think learners become confident when using their own language, they can express themselves freely unlike when they use English one might end up saying what he did not intend to say.

Q: In your experience as a teacher in which language do you think learners learn best?

A: Obviously isiZulu.

Q: Do you find it easy to use English materials? Text books?

A: (no response)

Q: Or perhaps do you think isiZulu text book will be better to make learning accessible for learners?

A: I think English books are fine because when learners go to outside world seeking for employment English will be used, so they must be taught in English textbooks.

Q: Do you think these books can be translated to isiZulu easily to suit learners?

A: No I don't think it would be easy as this would mean a lot of money will be involved and time as well, sometimes there won't be people who can translate them, and terminology too might be problematic.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: I do not agree, they may not be sure and might end up making wrong choices and most probably no one will choose Afrikaans

Q: Why?

A: A few years back learners were given option whether to learn Afrikaans or not. The results were unexpected no one wanted Afrikaans and so we were forced to remove it from the curriculum, but it was only for one year we later decided to bring it back as a compulsory subject.

Q: May I ask why did you decide to bring it back as learners had indicated that they did not want it?

A: I think when we gave learners a choice we had not understood what it meant to offer learner freedom of choice and we had not anticipated the results. We decided it is better for learner to have it as seventh subjects to allow the more chances to pass matric, studying a language is better than a content subject.

Q: would you consider giving learner a choice again?

A: No

Q: Why?

A: Learners may make wrong choices.

Q: What do you mean by wrong choices?

A: They may choose to learn in isiZulu, which I think is not right to prepare them for competition in the outside world of jobs. Interviews are done in English, good work requires that one is good in English.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think English must given more time than isiZulu in fact, it would be better to stick to English and only use isiZulu to unlock where they are stuck. as I said isiZulu won't help them, we can't be preparing our learners for outside world when we allow too much isiZulu.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: As a medium or as a subject?

Q: The government wants isiZulu offered in all KZN schools regardless of its role as medium or subject.

A: I think there would be no problem in as far as learners are concerned.

Q: So you don't foresee any problem?

A: No I do not foresee any, not unless if all learners are forced to do it at first language level.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: I think it must be bottom up approach, teachers must decide.

Q: Why? What do you think of parents' involvement?

A: Ya , but the problem is that parents are not empowered, most are not educated in my school situation, when you talk about such thing to them they are quick to say teachers must decide

Q: Are you saying learners must not be consulted at all?

A: They might be consulted, but their involvement must be very minimal.

Q: The Policy says all three must be involved teachers, learners and parents, tell me has the status quo changed or not in your school with regards to languages offered at your school at your school after 1997?

A: It has changed, I remember earlier there was an outcry that teachers were using isiZulu when teaching, and now teachers tend to be using more isiZulu and nobody is saying anything about it. That means there has been a shift in language of teaching but not formalised.

Q: When you say there was a complain on the use of isiZulu, is there any official document stating what language(s) is to be used for teaching?

A: No it is taken for granted that English is a medium.

Q: What other language(s) does your school offer. and what role do they have?

A: Afrikaans is offered as a subject at second language level and isiZulu is a subject but first language.

Q: Thank you very much Mrs x for allowing me to interview you

A: Thank you Ms.

INTERVIEWS

EDUCATOR 3

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me what you think a language policy is?

A: Language policy! It is about what languages are used for.

Q: Can you clarify that a little bit?

A: I am not sure if I can say more on that.

Q: Does your school have a language policy?

A: No I do not know of any policy which is written down officially, but however there is a common practise which teachers follow.

Q: Are you happy about the practise which you referred to above?

A: I have mixed feelings, As a teacher I think too much English is used and learners end up not answering properly to questions. I sometimes wish they were taught in isiZulu.

Q: Do you know anything about the Language in Education Policy of 1996?

A: No.

Q: Well Ms x the Government actually laid down the National Language in Education in 1996 and it expects that all public schools implement it, since you've indicated that you do not know about Language in Education Policy who do you think should monitor that all policies concerning schools are known by teachers and implemented?

A: The government.

Q: O key, can you tell me if you know what additive bilingualism is?

Q: I have no definite definition but sometimes I use two languages English and isiZulu which I think is bilingualism.

Q: Can you tell me if isiZulu has any role in your school?

A: It is learnt as a subject.

Q: Which language(s) do teachers use in your school when teaching?

A: Most of the time is English, most teachers use English and very few use isiZulu.

Q: Why? That is what we call code switching, what are your views on code switching or do you think it is useful?

A: I like explaining in isiZulu, because it is the learners' mother tongue, white kids also learn in English which is their mother tongue so why not let our learners learn in their mother tongue too?.

Q: Do you allow learners to use isiZulu during your lessons?

A: I give them a chance if it's the first attempt but final answers must be in English as exams are in English.

Q: Do you think learners understand better in isiZulu than in English?

A: Yes as an Afrikaans teacher I like to explain everything in isiZulu first for them to understand.....

Q: I am sorry to interrupt you please refer to your History lessons.

A: When referring to History, I use English most of the time and little bit of isiZulu, mainly because they have to write essays in English.

Q: In your experience as a teacher in which language do you think learners learn best?

A: isiZulu.

Q: Do you find it easy to use English materials? Text books?

A: If our department had initially provided isiZulu textbooks it would have been better, but now I am compelled to use English.

Q: Do you perhaps think isiZulu text book will be better to make learning accessible for learners?

A: Awu (exclamation of approval) they would benefit a lot.

Q: Do you think these History English books can be translated to isiZulu easily?

A: Yes but it would take a lot of time.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: If it is allowed yes, each person knows very well in which language he is comfortable more.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think each must be given 50% 50%

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: You mean whites schools as well?

A: Yes, the government wants isiZulu offered in all KZN schools regardless of its role as medium or subject.

A: At first it would be difficult for whites but later they would be fine.

Q: So you do foresee any problem?

A: understanding isiZulu proverbs and saying would be a problem as they would end up taking literal meaning of everything not knowing that some things are said in figurative language as well, they will get used to it.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: I think teachers and learners must come together.

Q: What do you think of parents' involvement?

A: Yes both parents and governing body as well.

Q: Thank you very much Ms x for allowing me to interview you.

A: Thank you too.

INTERVIEWS

EDUCATOR 4

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: No, I do not know that.

Q: Do you know if your school has a language policy?

A: No I do not know of it.

Q: Do you know anything about the Language in Education Policy?

A: No.

Q: Well Mrs x the Government actually laid down the National Language in Education in 1996 and it expects that all public schools implement it. since you've indicated that you know nothing about Language in Education Policy who do you think should monitor that all policies concerning schools are known by teachers?

A: The circuit office and inspectors.

Q: O key, can you tell me if you know what additive bilingualism is? Or just bilingualism?

Q: It has something to do with two languages.

Q: Does your school practise bilingualism?

A: Yes.

Q: Can you tell me how?

A: Teachers use both isiZulu and English when teaching.

Q: Can you tell me what the role of isiZulu in your school is?

A: We use it to clarify and explain.

Q: Which language(s) do teachers use in your school when teaching?

A: isiZulu and English.

Q: That is what we call code switching, what are your views on code switching do you think it is useful?

A: It is fine to explain in isiZulu.

Q: Do you allow learners to use isiZulu during your lessons?

A: No.

Q: Do you think learners understand better in isiZulu than in English?

A: Yes but unfortunately we must teach them in English.

Q: Can you explain why you say must teach in English?

A: The books are in English.

Q: In your experience as a teacher in which language do you think learners learn best?

A: isiZulu.

Q: Do you find it easy to use English materials? Text books?

A: No.

Q: Why?

A: Most terms in Accounting have no replacement in isiZulu.

Q: Please give me an example.

A: The term depreciation, you have to explain it in English there is no isiZulu word I know of meaning depreciation

Q: Do you think these books can be translated to isiZulu?

A: It will be very difficult, as I have mentioned that in accounting isiZulu words will be a problem.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: Yes.

Q: How would you then teach accounting in isiZulu when they choose to learn in isiZulu?

A: I do not know, maybe terms can be invented or borrow from English words for an example some isiZulu words do not exist in isiZulu vocabulary, these words instead borrow from English like the word "window" in isiZulu we say "iwindi".

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think more time must be given to English.

Q Do you think learners may benefit from using both isiZulu and English as language of instruction?

A: Yes.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: It would benefit the learners.

Q: The government wants isiZulu offered in all KZN schools regardless of its role as medium or subject, what do you think of this move?

A: (No answer)

Q: So do you foresee any problem?

A: It is a good move it would benefit everyone, all must learn isiZulu in KZN, it is must be learnt by everyone as it is a language spoken by many people in the province of KZN.

Q: Tell me do you foresee any problem with the introduction of isiZulu?

A: No, not any.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: I think teachers and parents.

Q: What do you think of learners involvement?

A: Yes they must all be part and parcel.

Q: Thank you very much Mrs x for allowing me to interview you

A: Thank you.

INTERVIEWS

EDUCATOR 5

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: No, I have no knowledge.

Q: Does your school have a language policy?

A: I do not know.

Q: Do you know anything about the Language in Education Policy?

A: No.

Q: Well Ms x the Government actually laid down the National Language in Education in 1996 and it expects that all public schools implement it. since you've indicated that you do not know anything about Language in Education Policy who do you think should monitor that all policies concerning schools are known and implemented?

A: I think from up, those who lay down policies holding power must see to it that policies are implemented.

Q: Do you mean departmental of Education?

A: Yes.

Q: Could you perhaps say how?

A: To have straight forward policies stating what must be done by whom and how.

Q: O key. can you tell me if you know what additive bilingualism is? Or just bilingualism?

Q: I am no sure but I think it the ability to use two languages.

Q: Yes you are right, does your school practise bilingualism?

A: Teachers do when teaching.

Q: Can you tell me how?

A: Teachers use both isiZulu and English when teaching.

Q: Can you tell me what the role of isiZulu in your school is?

A: I think it is the learners first language so teachers use it to explain to learners.

Q: Which language(s) do teachers use in your school when teaching?

A: Both isiZulu and English.

Q: That is what we call code switching, what are your views on code switching do you think it is useful?

A: It is good learners must understand English.

Q: Do you allow learners to use isiZulu during your lessons?

A: Yes.

Q: Do you think learners understand better in isiZulu than in English?

A: Yes.

Q: Do you find it easy to use English materials? Text books?

A: No.

Q: Why?

A: Because some Biology words have **no replacement in isiZulu**.

Q: Can you give me an example?

A: Hydra I do not know isiZulu word for Hydra and **Amoeba and** a lot more.

Q: Do you think these books can be translated to isiZulu?

A: It will be very difficult.

Q: Do you think learners should have a choice to **choose a language** they want to learn in?

A: No, they have to learn to speak English as the outside world of jobs requires English proficiency.

Q: Okay, how much isiZulu and how much **English** do you think should be allowed in high school?

A: I think more time must be given to English.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: It is a good idea everybody must come **together and** unite and speak each others language for unity and good democracy.

Q: The government wants isiZulu offered in all **KZN schools** regardless of its role as medium or subject, what do you think of this move? Do **foresee any problem**?

A: No problem.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: I do not understand.

Q: I mean should **teachers** or parents or learners **decide** what language should schools use as a language of learning and which one must be **learnt as a subjects**.

A: Parents, and learners may be involved, and teachers too.

Q: Thank you very much Ms x for allowing me to interview you.

A: Thank you also.

INTERVIEWS

EDUCATOR 6

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: No, I do not have any knowledge.

Q: Does your school have a language policy?

A: I do not know.

Q: The department of Education laid the National Language in Education Policy in 1996 for all schools to follow; do you know anything about it?

A: No

Q: Well Ms x the Government actually expects that all public schools implement the National Language in Education Policy of 1996, since you've indicated that you know nothing about the National Language in Education Policy who do you think should monitor that all policies concerning schools are implemented and known?

A: I think the Department of education, because it is in charge of schools.

Q: Could you perhaps say how?

A: There must be clusters for schools in different regions, and also teachers in the clusters must inform teachers in the schools about the policies.

Q: O key, can you tell me if you know what additive bilingualism is? Or just bilingualism?

A: I have no knowledge.

Q: Well Ms x bilingualism means the ability to use two languages at the same time.

Does your school practise bilingualism?

A: Yes I think it is a must, teachers must use learners' language to explain concepts in isiZulu which learners do not understand.

Q: Can you tell me what the role of isiZulu in your school is?

A: I think it is learnt as a subject and also used to explain.

Q: Which language(s) do teachers use in your school when teaching?

A: Both isiZulu and English.

Q: That is what we call code switching, do you code switch when you teach biology?

A: I use mostly English and a bit of isiZulu to explain.

Q: Why?

A: It not easy to teach Biology in isiZulu.

Q: Do you think code switching is a right thing to do?

A: Yes it is very useful.

Q: Can you say why?

A: During learning time learners do not understand everything you say in English, but they do understand in isiZulu.

Q: Do you allow learners to use isiZulu during your lessons?

A: Yes

Q: Do you think learners understand better in isiZulu than in English?

A: Yes.

Q: Do you find it easy to use English materials? Text books?

A: For me as a teacher it is easy, but learners, find it difficult.

Q: Do you think if these could be easily translated to isiZulu?

A: No

Q: Why?

A: Because Biological terms have no replacement in isiZulu.

Q: Can you give me an example?

A: Photosynthesis, there is no such word in isiZulu, I cannot explain it in isiZulu..

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: No, they will all choose isiZulu, because they understand it better than English.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think more time must be given to English and isiZulu must be limited to minimum.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: It would show the importance of isiZulu and their speakers will have pride of their language

Q: The government wants isiZulu offered in all KZN schools regardless of its role as medium or subject, what do you think of this move? So you do foresee any problem?

A: There will be problems as you find that isiZulu speaking children who go to English only schools like speaking English a lot. You find them even when they are alone (isiZulu speakers) they tend to speak English all the time.

Q: What are your general attitudes towards implementation of isiZulu in all KZN schools?

A: I am very positive

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: Department must decide

Q: You mean only Department, no consultation of learners, teachers or their parents?

A: Learners must be involved a little bit and the parents are part of school, they must be involved too.

Q: Thank you very much Ms x for allowing me to interview you

A: Thank you.

INTERVIEWS EDUCATOR 7

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: No, I am a commerce teacher.

Q: Does your school have a language policy?

A: I do not know.

Q: The department of Education laid the National Language in Education Policy in 1996 for all schools to follow; do you know anything about it?

A: Ai cha no.

Q: Well Ms x the Government actually expects that all public schools implement it, since you've indicated that you and your school know nothing about the National Language in Education Policy who do you think should monitor that all policies concerning schools are implemented?

A: I think the language teachers, H.O.D.s must inform all teachers of language policy.

Q: O key, can you tell me if you know what additive bilingualism is? Or just bilingualism?

A: No.

Q: Well Ms x bilingualism means the ability to use two languages at the same time.

Does your school practise bilingualism?

A: Yes.

Q: Can you tell me what the role of isiZulu in your school is?

A: Teachers use it while teaching.

Q: What language(s) do teachers use in your school use when teaching?

A: We use both, when chatting and also in class (isiZulu and English).

Q: That is what we call code switching, do you code switch when you teach?

A: Yes

A: Why?

Q: It is good for learners to understand.

Q: Do you allow learners to use isiZulu during your lessons?

A: Sometimes

Q: Do you think learners understand better in isiZulu than in English?

A: Yes.

Q: Do you find it easy to use English materials? Text books?

A: For me as a teacher it is easy, but learners must be given isiZulu textbooks.

Q: Do you think these Text books could be easily translated to isiZulu?

A: Yes, learning would be much easy for learners.

Q: Do you think learners benefit when you teach them in English only?

A: They do not understand and their results will be very bad.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: Yes they must choose as they are the ones who are learning.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think more time must be given to English.

Q: The government wants isiZulu offered in all KZN schools regardless of its role as medium or subject, what do you think of this move?

A: Our learners learn in English which is not their language, so why should not everyone else learn in our language (isiZulu)?

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: It means all languages are important.

Q: Do you foresee any problems?

A: No.

Q: How do you think isiZulu could be introduced in all the schools?

A: They must start by doing easy tasks then move on to more complicated after some time.

Q: What would you say your general attitudes are towards introduction of isiZulu?

A: Very positive.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: Teachers and exclude the learners.

Q: Why, what about parents?

A: Parents yes but learners no.

Q: Why do you insist that learners are excluded?

A: Learners would all choose isiZulu which would not be good for them.

Q: What about parents?

A: Parents know very little of what happens at school they trust teachers.

Q: Thank you very much Ms x for allowing me to interview you

A: Thank you.

INTERVIEWS

EDUCATOR 8

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: I do have some knowledge, I think is the way languages are used in schools

Q: Does your school have a language policy?

A: No, but languages have different roles in our school.

Q: Do you have some knowledge concerning National Language in Education Policy of 1996?

A: Yes, I think that is the policy which says that all languages are official and they could all be learnt at schools, like isiZulu is now regarded as important as English and all other languages

Q: Well Mrs x the Government actually expects that all public schools implement the National Language in Policy, who do you think should monitor that all policies concerning schools are implemented.

A: I think the department must make sure that all schools know of the existence of its National in Education Policy. The department must use subject advisors to inform teachers in their areas as there are different advisors for different languages.

Q: Can you tell me if you know what additive bilingualism is? Or just bilingualism?

A: Yes, that means using two languages at the same time.

Q: Does your school practise bilingualism?

A: Yes.

Q: Can you tell me what the role of isiZulu in your school is?

A: Learners and teachers use it a little since it is their mother tongue, so during lessons teachers must explain for the learners in isiZulu so that they understand well.

Q: What language(s) do teachers use in your school when teaching?

A: When teaching content subjects they use English and isiZulu, but when teaching languages they teach languages they use that language.

Q: Do you code switch when you teach?

A: Yes.

A: Why?

Q: I think its right for learners but sometimes it is affects learning in a way that learners fail to respond in English.

Q: Do you allow learners to use isiZulu during your lessons?

A: I accommodate them when they have problems to respond in English.

Q: In which language do you think learners learn better?

A: IsiZulu is better.

Q: Do you find it easy to use English materials? Text books?

A: I do find it easy, but it is difficult for learners as some of the English words when are translated to isiZulu it becomes taboo.

Q: Do you think the Text books and other English materials could be easily translated to isiZulu?

A: Yes books can be translated.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: Yes they must choose as their levels are different some may want English while others may want isiZulu.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: I think English more time.

Q: The government wants isiZulu offered in all KZN schools regardless of its role as medium or subject, what do you think of this move?

A: I think it is important that ex model c schools learn isiZulu as well as our children who go there learn English which is not their language.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: It is a good thing.

Q: Do you foresee any problems?

A: Yes as this would mean more teachers to teach isiZulu must be employed and many white schools do not yet like the idea of bringing African teachers in their schools. In some schools the white teachers end up enrolling for isiZulu courses and they teach broken isiZulu which totally confuse and distort our isiZulu speaking learners in their schools.

Q: What would you say your general attitudes are towards introduction of isiZulu?

A: Positive.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: I think parents, but in schools where parents are not represented in the governing body it might be a problem as the minority may not be catered for, in those cases learners must be involved in making choices as well as teachers as they are the ones who are more knowledgeable in issues of languages and their needs for the learner. Although I also have a fear that teachers may not cater for learners needs but only consider what makes them more comfortable and they may be misled by the past system which emphasised English.

Q: Thank you very much Mrs x for allowing me to interview you

A: Thank you too.

INTERVIEWS

EDUCATOR 9

KEY

Q = INTERVIEWER

A = INTERVIEWEE

Q: Can you please tell me if you know what a language policy is?

A: Yes I think I do have an idea; it is about the language the school offer as subjects or medium of instruction.

Q: Eh—does your school have a language policy?

A: No it does not, actually there is nothing written down but there is a procedure which we all follow as educators.

Q; Can you briefly outline to me what this procedure is, and who laid it out.

A; What I can say is that English is used by my school as a medium of learning and teaching and then isiZulu and Afrikaans are learnt as subjects. This is the practice which is common at schools. I think and nobody really told me about it just that I have been exposed to being taught in English medium and so when I started teaching I assumed English is to be used for teaching and I found out that everybody else was teaching in English except of course isiZulu and Afrikaans teachers.

Q: Have you heard perhaps of anything about Language in Education Policy?

A: Yes. Actually I read on the paper that Language in Education Policy states that all languages are now official and schools are free to choose languages they want to offer and learners as well are free to be educated in the language of their choice if possible.

Q: I am impressed about your knowledge on language development, is your school implementing the new Language policy?

A: No I do not think so.

Q: Is there a reason why not?

A: I suspect it is the lack of knowledge, as the documents arrive, not all are read and understood by the teachers.

Q; How do you think the department can remedy the situation?

A: It can call teachers to workshops to introduce new policies and unpack them for teachers as some documents are bombarded with difficult terminology, which when teachers read confuse them.

Q: O key, can you tell me if you know what additive bilingualism is?

A; Yes since I am bilingual myself I speak isiZulu and Sesotho well.

Q: Does you school practice bilingualism?

A: I think it does.

Q: Please tell me how?

A: We use both isiZulu and English during our teaching time and free time

Q: Does isiZulu have any role in your school?

A: Yes it does.

Q: What is the role? Is it a medium or a subject?

A: It's the learners first language and most of the teachers, I think all except me I am seSotho first language speaker and I do speak isiZulu although not good one, they always make a joke of thing I say wrong in isiZulu here at school.

Q: Which language(s) do teachers use in your school when teaching?

A: They use both English and isiZulu.

Q: In other words they code switch, have you ever heard of the term code switch?

A: I've never heard of the term itself. But I think I understand what it is.

Q: What are your views on code switching?

A: It is good as it helps learners understand their work.

Q: May I ask you if you practise code switching?

A: Unfortunately to a very limited amount.

Q: Can you tell me why?

A: I since I am a maths educator the concepts in English are very difficult to say in isiZulu so I use mostly English and also that exams are in English I do not think isiZulu will help my learners.

Q: Do you allow learners to use isiZulu during your lessons?

A: Absolutely no it must be English all the time.

Q: May I ask you why?

A: They have to practise English as the exams will be in English only.

Q: Is there perhaps a document which state what languages are to be used in your school?

A: No, nothing written down, but using English, it has always been used.

Q: In your experience as a teacher in which language would you say learners learn best?

A: I think in their own mother tongue, but they do learn in English as well.

Q: Do you not think then that you're crippling them if you do not let them use their language during your lessons?

A: Well its preparing for the exams which they all want to pass, exams are in English.

Q: Do you find it easy to use English materials and Text books?

A: Yes, I have no problem.

Q: Do you think these materials can easily be translated to isiZulu to make them more accessible for learners?

A: No I do not think so what about terminology?

Q: Do you think learners benefit from using both languages during learning?

A: They do unfortunately not in mathematics.

Q: Can you perhaps give me a reason why you are so English inclined?

A: I said isiZulu does not have terminology for science and mathematics.

Q: So your problem is terminology and not the language itself?

A: Yes, I have no problems with isiZulu as such, but terminology is my problem.

Q: Do you think learners should have a choice to choose a language they want to learn in?

A: I think they should come together with all stake holders.

Q: Okay, how much isiZulu and how much English do you think should be allowed in high school?

A: English must be given more time because it is the medium.

Q: What do you think would be the implication of introduction of isiZulu in schools which have never offered it before?

A: I do not think there'll be problems.

Q: So you don't foresee any problem?

A: No not any.

Q: Who do you think should choose the language(s) learners should learn as medium and subjects?

A: parents, learners and educators

Q: Thank you very much Mrs x for allowing me to interview you

A: Thank you and good bye.