AN ASSESSMENT OF THE IMPACT OF CURRENT
LANGUAGE POLICY PERTAINING TO ADULT BASIC
EDUCATION AND TRAINING AT
PHINDANGENE ADULT EDUCATION CENTRE
(LAMONTVILLE)

BY

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DECLARATION

I Cyril Thamsanqa Nkabinde declare that this dissertation represents original work that has not been previously submitted in any form to any university. Where use has been made of the work of others, this has been duly acknowledged and referenced in the text.

Signed : _____.

Date : _____24/03/2003_____.

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ABSTRACT

Public policy can take a wide range of forms, from broad statements of goals to more specific statements of intention (De Clercq 1997 cited in Kallaway et al 1997). Policy can be expressed in speeches, official statements, court decisions, laws and regulations, all of which embody the authority to define goals and priorities. Policy also provides a framework for taking action and lends legitimacy to implementation and evaluation purposes (Ray and Poonwansie 1987 cited in Ovando, 1999). The outcomes of a policy depend critically on the resources allocated to its support and the institutional arrangements mobilized in its implementation.

Despite the introduction and implementation of the new Language in Education Policy (1997), policies and legislation enacted by the new government in South Africa to redress the imbalances of the past, especially in terms of promoting the marginalized African languages, and recognising language diversity and choice, the status and use of African languages in schools has not improved. The purpose of this study was to examine the impact of the current language policy on an adult centre, that is Phindangene Adult Centre.

This study sought to investigate learners and teachers attitudes towards the Language In Education Policy. It also aimed to demonstrate how language choices were made at Phindangene AEC, and whose interests they served.

Different research instruments were used for data collection. A written questionnaire and semi-structured interviews were used to gather data from the respondents. Observation and official records were also used to supplement this.

This study showed that there was a big difference between the language policy of the country and language practice at Phindangene AEC.In the light of the major findings the study recommends the following:

- Student's primary language should be incorporated into the instructional program.
- A holistic approach to teacher development should be adopted which provides teachers with basic skills and concepts in curriculum development through seminars and workshops.
- Much more effort should go into developing and providing learning materials and textbooks that are more appropriate to adult learners.
- School governing bodies need to familiarize themselves with the new Language in Education Policy.
- It is the responsibility of the Department of Education to make sure that each adult centre gets a copy of the language policy.

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CHAPTER ONE

RATIONALE

1.1. Introduction

South Africa is not alone among nations in its struggle to come to terms with an ethnically and linguistically diverse population. Language diversity has complicated the provision of South African education in various ways in the past. When the National Party came to power in 1948, in line with its overall policy of racial segregation, it established different language education policies for different "racial" groupings. The choice of languages to be used as medium of instruction was until recently, centrally decided.

The transformation of schools, now increasing in momentum, is a response to educational practices of the past decades that have not been effective in promoting the academic achievements of all students. The birth of the new democratic South Africa has heralded significant changes at schools, and other centres of learning. One such change is the implementation of a new Language in Education policy (Department of Education 1997).

The Language in Education Policy (LiEP) addresses the issue of languages as subjects, languages of learning and teaching (i.e. medium of instruction) and norms and standards regarding the protection of individual rights. It aims to promote multilingualism and the development of the official languages and to pursue the language policy most supportive of general conceptual growth amongst the learners.

1.2. Adult literacy background

Many adult South Africans (approximately a third of the population) do not have effective reading or writing skills and do not have a basic school education. Their quality of life is affected because of this, and many suffer the humiliation and daily struggle associated with being functionally illiterate in a society dominated by literate people (NEPI 1992).

The following table quoted from the study by University of Natal, Survey of Adult Basic Education and Training (Aitchison et al 2000) summarises figures for the basic education levels of adult South Africans aged 15 and over using the 1995 October Household Survey and the 1996 General Population Census:

	1995 October Household Survey	1996 General Population Census
Number of adults (15 and over)	26.4 million (100%)	26.3 million (100%)
Full general education (Grade 9 and More)	14.3 million (54%)	13.1 million (50%)
Les than full general education (Less than Grade 9)	12.2 million (46%)	13.2 million (50%)
No schooling	2.6 million (11%)	4.2 million (16%)

These figures suggest that there has been no decrease in the actual number or percentage of functionally illiterate adults and that in fact it may have gone up.

Variations in basic education levels exist within the categories of "race", sex, and geographical location. "Race" is still the single most powerful variable determining educational levels in South Africa. Taking "no schooling" as an indication of complete illiteracy, some 24% of African adults aged 20 and over are totally illiterate, 10% of Coloured, 7% of Indians and only 1% of Whites. The difference between men and women total illiterates, though present (men 41%, women 58%) is quite significant (particularly when the figures are adjusted for the smaller number of men in the population).

There are some considerable variations among the nine provinces in South Africa. Some provinces have high numbers of people in need of ABE though they form a relatively small percentage of the population (as in Gauteng) whilst other provinces may have small numbers but high percentages (as in

Mpumalanga). Other provinces have both high numbers and high percentages (as in the Eastern Cape and KwaZulu-Natal).

Current levels of literacy provision are extremely low in comparison with the numbers of adults with little or no schooling. Though departments of education are clearly key providers of Adult Basic Education and Training (ABET), estimates of the scale of provision in the provinces are very unreliable and probably considerably inflated. It appears that less than 1% of adult illiterates are currently undergoing literacy training of any sort (NEPI 1992). The current provision can be described as small-scale in multiple sites. Levels that are used in Adult Basic Education and Training (ABET) system correlate with the exit level of formal schooling (see the table below).

GENERAL EDUCATION AND TRAINING CERTIFICATE	
SCHOOLS	ADULT BASIC EDUCATION & TRAINING
Std 7/Grade 9 (10 years)	Abet Level 4
Std 5/Grade 7 (8 years)	Abet Level 3
Std 3/Grade 5 (6 years)	Abet Level 2
Std 1/Grade 3 (4 years)	Abet Level 1
1 year reception	

1.2.1. English as a medium of instruction

It appears that the majority of Public Adult Learning Centers are introducing English, a second language, as a medium of instruction from ABET level 1 to ABET level 3. This is done in the belief that it will improve the student's fluency in English and promote good overall academic achievement. Unfortunately this may be far from the truth; general international research suggest that using a second language as a medium of instruction may stunt the development of learners mother tongue, impede the development of their cognitive or academic abilities and limit their achievement in conceptual subjects like science and mathematics (Collier 1989, Freeman and Freeman 1992, Cummins 1991, Genese 1987, World Bank 2002).

However, it is important not to under-estimate the power and influence of English language. Learners who want to sell their goods e.g. Craftwork will need a certain amount of English for dealing with tourists, banks etc. As an example, a group of women may develop perfectly adequate skills to run a

weaving co-operative, it is the person who can speak English who will have the power in that group, and she will be the groups link with the world of buyers and financial institutions. Therefore, it is important to note that decisions about the suitability of particular languages for particular purposes are often made on emotional rather than rational grounds, and the consequences of such decisions can be problematic.

1.3 Medium of instruction

The principle of mother-tongue instruction is based on the fact that the most crucial cognitive development of any learner occurs in the mother-tongue and the proper mastering of the basic learning skills and concepts in the mother tongue is essential before a second language can be gradually introduced as a subject and not as a second medium of teaching and learning (Vermeulen 2000:265).

Krige et al (1994:129 quoted in Vermeulen 2000) suggest that mother tongue instruction is important as a counter-balance to Western cultural and linguistic imperialism and that learners do learn better in their mother tongue than in a foreign language. For Mwamwenda (1995:70 cited in Vermeulen 2000:265) studying a mother tongue and using it as a medium of instruction is more than a simple act of language mastery. Mother tongue education facilitates cultural transmission, cognitive development and communicative abilities.

Research done in applied linguistics in recent years shown that learners grasp new and difficult concepts more easily if they can grapple with the ideas in their mother tongue, than when the new information is passed in the second language. Many linguists have analysed a great variety of ways in which cognition plays a role in second language acquisition (Ovando 1989).

Research evidence has found that many aspects of second language acquisition appear to be driven by an internal capability of the brain to facilitate this natural process.

In this research I also draw on a socio-linguistic survey conducted by the Pan South African Language Board (PANSALB' 2000), which shows that a

second language can be learnt through raising awareness to the similarities and differences between the first and the second languages. Transfer of academic skills and knowledge across languages was evidenced consistently by the research literature on bilingual development. The research studies conducted in South Africa by the National Education Policy Investigation (1992) show that South Africa is not an isolated case, and that the entrenchment of languages such as English as the sole medium of learning in the school system leads to disastrous consequences.

I also draw on research conducted in other African countries. Studies by Akinnaso 1993, Bamgbose 1991, Ellis 1985, and Lemmer 1992 have been consulted to show that South Africa is not an isolated case, and that the entrenchment of languages such as English as a medium of instruction creates more problems than solutions in learning.

1.4 Multilingualism in South Africa

South Africa, like most countries, is multilingual, which means that many languages are used in the country in various contexts and for various purposes. Most people are able to use more than one language, many people are able to use several languages. Many myths and misconceptions have, however, developed about languages and people who use them in this country (PANSALB 1998). It is important to mention that in South Africa, the Pan South African Language Board (PANSALB) is tasked to recover the real value and use of many languages in our country. Most of those who are multilingual speak languages which are indigenous to this country at home and in their immediate community.

In a study conducted by PANSALB (1998) it was found that the official indigenous languages of South Africa are similarly used as lingua francas across Southern Africa. For example: isiNdebele, is widely used in Zimbabwe and the northern parts of South Africa, and is understood by speakers of other Nguni languages (isiZulu is probably used as a lingua franca in South Africa by 70% of the population although its home language speakers constitute only 22%). Setswana predominates in Botswana as well as being spoken widely in at least two provinces of South Africa. Xitsonga is spoken in Mozambique as well as in South Africa. Afrikaans is de facto the lingua franca of Namibia and the Northern Cape, and it functions similarly in several provinces of South Africa as well. In reality, each of South Africa's official languages is spoken or understood elsewhere in the Southern African region and hence functions as a regional lingua franca.

The guiding principles for the promotion of multilingualism in South Africa are contained in the Constitution of the Republic of South Africa (Republic of South Africa 1996). Some of the guiding principles and models for multilingualism will be discussed fully in the literature review.

1.5 Description of relevant policies

The Language in Education policy (DOE 1997) is based on section 6 of the Constitution (Republic of South Africa 1996). The Constitution provides the primary legal and constitutional framework for the use of the official languages and promotion of respect and tolerance for South Africa's linguistic diversity. It is important to mention that this act relates to the constitution in the sense that all South African languages are equal and states that African languages in particular which have been previously neglected should be actively promoted. This means that all South Africans have the freedom to exercise their language rights by using the official language of their choice in a range of contexts.

The Language in Education Policy (Department of Education 1997) addresses the issue of languages as subjects, languages of learning and teaching (i.e. medium of instruction), and norms and standards regarding

the protection of individual rights. This policy also protects every student's right to be educated in the language of his or her choice, where it is reasonably practical, and also protects every person's right to use the language and participate in the cultural life of his or her choice including an educational institution.

Implementation / what the Policy is about

It is important to mention that the key principles of the Language in Education Policy (DOE 1997) are the promotion of multilingualism, development of official languages and respect for all languages in the country including sign language, in recognition of the culturally diverse nature of the country as an asset. It is also stated clearly in the policy that home language(s) should be maintained while providing access to, and effective acquisition of, additional languages and granting the right to choose the language of learning within the framework of the obligation on the education system to promote multilingualism.

The Language in Education Policy gives individual learners the right to choose which language or languages to study and to use as a medium of instruction, and it gives the governing bodies the right to choose the language to be used as medium of instruction. With regard to "The Protection of Individual Rights" the Language Policy (DOE 1997: 2) states the rights of the learner to choose the language of teaching upon application for admission to a particular school and for parents to exercise these language rights on behalf of minor learners. About the rights and duties of the school the policy states: "subject to any dealing with language in education and the constitutional rights of learners, in determining the language policy of the school, the governing body must relate how the school or the public adult learning centre will promote multilingualism through using more than one language of learning and teaching and/or by offering additional languages as fully fledged subjects".

According to Mda (2000: 162) the Language in Education Policy is an admirable, ambitious policy whose philosophy and principles include equity, democracy and access, and subscription to the notion that learning through

the home language is best. The policy and principles behind it are aimed at the development and empowerment of languages that were formerly disadvantaged by past language polices. Therefore, in implementing the policy, there are some issues that need to be considered such as the ownership of the policy agenda and the gap between the policy agenda and conditions on the ground.

Mda (2000) says that one of the leading factors militating against the success of the policy is a lack of political will in leaders and in South African society. On paper, all languages are equal and are to be treated equally. Therefore, the test of South African Language policy development and implementation ultimately lies in the country's ability to resolve its language-related problems. Examples of such problems in South Africa are: inadequate political participation (partly due to the fact that the main language of political discourse is English) and the educational underdevelopment of many South Africans which is a direct consequence of apartheid education (Webb and Kembo-Sure 2000 cited in Webb 2002).

In the process of implementation of a national language policy, schools and Public Adult Education Centres are central institutions. For this reason, teachers need to be aware of how the Language in Education Policy fits into the overall language policy of the country as they are not only affected by political decisions, but they in fact, implement those decisions into the classroom. It can also be argued that the success of the proposals depends upon local action in classrooms and training centres. While the new Language in Education Policy is widely accepted by South Africans the official statement of goal bears little resemblance to what is actually happening in schools (Chamberlain 1993 cited in Lemmer 1996).

1.6 Situation on the ground

The role of language in education is crucial because it is the main means through which knowledge is conveyed and learning is acquired. Despite the introduction and implementation of the Language in Education Policy (Department of Education 1997) by the new government in South Africa to

redress the imbalances of the past, especially in terms of promoting the marginalized African languages and recognising language diversity and choice, the status and use of African languages in schools and in adult basic education has not improved (Mda 2000).

The use of mother tongue as a medium of learning is regarded with suspicion by many learners, as they view it as part of the former apartheid ideology, intended to prepare different language groups for a separate existence (Lemmer 1992). This attitude must be seen against the backdrop of negative attitudes towards the indigenous languages as a result of the Bantu Education Act of 1953 (Lemmer 1992). This Act made mother tongue instruction compulsory for the first eight years of education with either English and Afrikaans being both compulsory as school subjects, and mediums of instruction from Standard 6 onwards.

The language policy in South African education prior to 1994 formed an integral part of the former apartheid ideology. Mother tongue instruction is associated with inferior education offered under the Ministry of Bantu Education and its successors (Lemmer 1992). The memories of Bantu Education, combined with the perception of English as a gateway to better education, are making the majority of Africans favour English as a medium of instruction from the beginning of schooling.

It appears that adult learners have a clear preference for English as a medium of learning because they believe that it will enable them to advance their economic and social status. The recognition of all languages is seen to bring conflict and to lead to inequities. It is also important to mention that South African languages are perceived to be underdeveloped and unable to cope with scientific and technological subjects.

1.7 Rationale

This research consists of a case study conducted in a Public Adult Learning Centre to assess the impact of the new Language in Education Policy. This study is important because it deals with issues relating to teaching adult learners who are experiencing difficulties in the language of instruction

(English) in order to provide an understanding of the function that language plays in shaping the educational achievements of these learners.

This study will also give us insight into educational reforms and implementation issues. It is my purpose in this study to suggest that any educational reform which is a top down approach and underplays the role and power of implementers and policy actors at the lower level of decision making will fail to materialise because of the lack of consultation. This study will show that for the policy to succeed, there is a need for engagement with the processes and practices existing at institutional level.

The research is appropriate and necessary because it will show us that school policies and practices need to be understood within the socio-political context of our society in general, rather than simply within individual schools or teachers' attitudes and practices. Therefore, educational reforms must be flexible, accommodate the different contexts and learning institutions as well as engage with the bottom up processes and change initiatives.

According to Fullan (1986 cited in Kallaway et al 1997) it is evolutionary policy planning which will improve the fit between the policy change and the conditions on the ground, blend top down policy initiatives and bottom up participation and monitor the process of change. This study will show that policies which do not engage properly with implementation issues are very problematic and confusing for the implementers who are left with difficult choices and decisions.

The purpose of this study is:

- To establish whether the Language Policy at Phindangene Adult Centre is in keeping with recent developments in South Africa's Language in Education Policy (Department of Education 1997).
- To investigate to what extent the Language in Education Policy is being implemented.

- To investigate how Language policy decisions are made at Phindangene Adult Education Centre, and whose interests the policy serves.
- To investigate the attitudes of the learners and teachers towards English medium as compared with mother tongue instruction.
- To investigate the learners attitudes towards mother tongue instruction.
- To investigate how learners feel about the issue of official languages, the knowledge and usage of many languages, the development of other languages and the relationship between language and culture.

1.8 Hypotheses / Assumptions of the study

This study is based on the assumption that reading and writing skills acquired initially through the first language provide a firm foundation for the development of the second language. This study also assumes that mother tongue instruction is not only in the best interest of the learner's cognitive development, but it will also contribute to multilingualism and rapid development of the disadvantaged languages. Cummins (1989 quoted in Freeman and Freeman 1992:176) has argued that concepts are most readily developed in the first language and once developed, are accessible through the second language. In other words what we learn in one language transfers into the new language.

In this study, first language literacy is considered a crucial base for second language development. It is evident from this study that the first language serves a function in early second language acquisition, but it is a supportive role rather than a negative one. In order to avoid academic problems, learners still require a high level of proficiency in mother tongue. Learners who do acquire sufficient proficiency in mother tongue enjoy an increased awareness of the nature of language, greater flexibility in understanding the arbitrary associates of words and references, and increased sensitivity to the interpersonal cues of language use (Ovando 1998).

1.9. Outline of chapters

Chapter 2 that follows will be devoted to a literature review on the topic under investigation. In this chapter, I will discuss the theories that inform this study followed by an overview of the language policy in South Africa, past and present. Chapter 3 presents the methods I have used to collect data for this study. I shall discuss these methods and provide the rationale for using them.Chapter 4 presents an analysis of the data collected and discussion of the findings. Chapter 5 consists of the conclusion and recommendations.

Chapter 2

Literature Review

2.1. Introduction

In an attempt to conceptualize this research, literature will be reviewed under the following headings:

- Language policy theories
- Brief overview of language policy in South Africa
- Medium of instruction
- Multilingualism
- Benefits of mother-tongue instruction
- Obstacles to implementing bilingual education

2.2. Language policy theories

According to De Clercq (1997 cited in Kallaway et al 1997) public policy can take a wide range of forms, from broad statements of goals to more specific statements of intention. She further argues that policy can be expressed in speeches, official statements, court decisions, language of teaching and learning, laws and regulations, all of which embody the authority to define goals and priorities. Schiffman (1996) argues that policy is primarily a social construct and it may consist of various elements of an explicit nature such as laws and regulations, administration, business, official languages and so on.

Language policy seems to be dichotomised into overt (explicit) policies and covert (informal) aspects of the policy (Schiffman 1996). According to Schiffman, overt policies state explicitly the rights of any or all linguistic groups to the use of their language in what ever domains they specify. Covert policies make no mention of any language in any legal document, administrative codes and so on.

Bugaski (1992 cited in Schiffman 1996:14) defines language policy as the

policy of a society in the area of linguistic communication: - "that is the set of positions, principles and decisions reflecting that community's relationship to its verbal repertoire and communicative potential. Language planning is understood as a set of concrete measures taken within language policy to act on linguistic communication in a community, typically by directing the development of its languages."

As an example of overt and covert policies, it is important to look at what has happened in some countries in Africa. In an article dealing with language planning in Cameroon, Tadadjeu (1995 cited in Schiffman 1996)uses the terms "formal" to characterise the legacy of language policy established by colonial powers in Africa, and "informal" to refer to missionary policy regarding religious goals:

Colonial policies were formal policies as distinct from informal language policies which were carried out by missionaries. Although the missionaries did not overtly claim to have their own language policy, they did actually have one for religious purposes. This consisted of developing vernacular language programs as a means for reaching the spiritual goals. From the practical point of view, the missionary policy, which was tolerated to some extent in countries under the French rule, has been consistently extended beyond their purely religious borders to cover educational purposes (Tadadjeu 1975: 55 in Schiffman 1996).

The current language policy in South Africa seems to be dichotomized into overt and covert policy. In South Africa the overt policy is that all the eleven languages are given equal status, and therefore one can say that the constitution of South Africa is neutral regarding language. English is however the dominant language in the life of many citizens in South Africa. It is the primary language used for education, business, sports, media, courts, administration and so on (Mda 2000).

Tollefson (1991) defines language policy as a mechanism for locating language within social structure so that language determines who has

access to political power and economic resources. Tollefson further argues that language policy is one mechanism by which dominant groups establish hegemony in language use.

She further explains that language policies in Third World countries are affected not only by the politics of the economy, but the impact of Western economies as well. Western economies very often place high value on English, and lower the status of other languages. Western aid packages to Third World countries impact upon the implementation of language policy in these countries. This means that the language policy of the country is also determined by the global economy.

2.3 Brief overview of language policy in South Africa

2.3.1. Key language features of the past

The implementation of various language policies in the past revolving around the status of mother tongue in English and Afrikaans, has served as an instrument for the social and political control of blacks (Lemmer 1992). The policy of bilingualism enshrined in the 1910 Union Constitution entrenched the language rights of the former colonial powers, namely English and Dutch in South Africa. African languages were neglected as subjects and as languages of learning. In 1953 control of black education was taken from the provincial authorities, and the missionary organizations, and centralized under the Department of Bantu Affairs.

During this period mother tongue instruction in black schools was extended to standard six and English and Afrikaans were made compulsory subjects from the first year of schooling. The final school leaving examination in standard six was to be conducted through the medium of the mother tongue. The medium of instruction in high school was English (Lemmer 1992).

According to Lemmer (1992) Africans had to learn three languages, while their White counterparts were only required to learn two official languages.

In later years, language became a barrier to advancement as stringent standards of proficiency were expected of Africans in these second and third languages. Tertiary education was conducted exclusively in either English or Afrikaans. Millions of African learners had their progress through the school system delayed because of the language requirements. Language became an area of struggle because many black communities bitterly resented having to learn in their mother tongue as this was seen as deliberately handicapping them.

From 1974, the implementation of language policy in black schools, particularly in the then Transvaal, became more inflexible. The government made it known that the new standard five (now Grade 7) school leaving examination for African schools was to be written in both official languages, and the vernacular. It stipulated that, Mathematics and Social Studies would be taught and examined in Afrikaans, and Science and practical subjects through English, with the rest in the vernacular (Hartshorne 1992:203).

Faced with the prospect of being taught in a language that they had only had one year's instruction in, by teachers with little knowledge or interest in Afrikaans, learners began to protest (16 June 1976). The riots allowed the army and the police to be called in to quell these, employing what can only be termed 'excessive force'(Lemmer 1992). Hundreds of school children became casualties, and the Soweto riots became more than just a protest about language in education but the whole edifice of Bantu Education and apartheid itself.

In the wake of the riots, the government had to back down, allowing school communities to decide on the medium of instruction for their particular school. The majority of black schools chose English as a medium of instruction.

It is important to argue that apartheid language policy reflected educationally sound arguments. However, the unfortunate consequence of

the vagaries of language policy has been the tendency by blacks to reject mother tongue instruction (Lemmer 1992). Although mother tongue instruction has much to commend it from a purely pedagogical perspective, the use of mother tongue as medium of instruction is regarded with suspicion by the black community. Blacks view it as part of the former apartheid ideology, intended to prepare different language groups for a separate existence. Thus the learners attitude towards English, Afrikaans and indigenous languages has been largely shaped by education policy within the broad context of political issues (Lemmer 1992).

2.3.2. Key language features of current education policy

In February 1990, President FW de Klerk announced the release of Nelson Mandela, and the beginning of the negotiation process. Although there were many anxious moments during the discussions, there was one issue on which the parties appeared to agree fairly easily, and that was language. Afrikaners realizing that in order to have their language preserved, they would have to accept co-equal status for their language with the languages of all the other people of South Africa, or there was the likelihood that English could become the only official language in South Africa. As a result of the negotiation process, it was agreed that all eleven languages spoken in South Africa should be given equal status. The idea was accepted and enshrined in both the Interim Constitution of 1994, and in the final Constitution of 1996 (Harthorne 1992).

According to Mda (2000) the Language in Education Policy (Li EP) is an admirable, ambitious policy whose philosophy and principles include equity, democracy and access, and subscription to the notion that learning through the home language is best. This policy also protects every student's right to be taught in the language of his/her own choice where it is reasonably practical, and also protects every persons right to use the language and participate in the cultural life of his/her choice within an education institution (DoE 1997).

2.4 Medium of instruction

Benefits of mother tongue instruction

Research demonstrates that learners who become literate in their first language acquire a solid grammatical and cognitive base for learning a second language (Collier 1989, Freeman and Freeman 1992, Cummins 1991, Genesee 1987, World Bank 2002). In nations where first language instruction precedes acquisition of the national language, learners acquire literacy in the second language faster and more easily than those denied initial education in the mother tongue.

1. Linguistic benefits

Burtoff (1985 cited in Harley et al 1996) in a study of adult Haitians in New York City found that learners who participated in mother tongue literacy classes first, developed comparable spoken English proficiency and greater English literacy skills than learners who had participated in only oral English and English literacy classes. This was despite the fact that the non-mother tongue group had in total more hours of English instruction than the mother tongue group.

In Burkina Faso (World Bank 2002) the local non-governmental association launched an experimental adult literacy programme using initial literacy in the Moore language as the basis for learning French. The instructional strategy was developed with the assistance of linguists from the University of Ouagadougou. The instruction evolved from the acquisition of reading, writing and arithmetic skills in Moore to learning French. The adult literacy programme was very successful, occasioning a demand for similar programme for children and for adolescents who had not completed primary schooling. An entire program for the primary education cycle was developed.

The old notion that first language "interferes" with second language has not been supported by research evidence (Larsen - Freeman and Long 1991; McLaughlin 1984 cited in Ovando 1998). It is clear that first

language serves a function in early second language acquisition, but it is a supportive role rather than a negative one.

2. Psychological benefits

In a study conducted by the World Bank (2002) is was found that each language encapsulates, in a profound and intimate way, a different way of thinking about the world. Languages which are related may convey similar views of the world; languages which are unrelated may convey very different views of the world. People who are fluent in more than one language realize that their personalities change subtly when they switch from one language to another. In other words when human beings learn to use a new language, they also develop a new mode of thinking, feeling and action.

It was evident from the study conducted by World Bank (2002) that adults attending schools where the language of instruction was not their first language relate the fear and confusion they experienced when, as children, they spent the first few months in the school being taught in a language that they did not understand.[1] They also speak of the subtle feelings of inferiority they felt when they realized that the language they spoke at home (and culture it represented) was somehow "not good enough" and the culture it represented, to be used as the language of instruction in school.

Research overwhelmingly documents the need to address the attitudinal (psychological) objectives during the formative period of childhood, focusing less on cognitive gains and more on self-esteem, self - efficacy and recognition of the learner as an individual. Cummins (1986) has also suggested that students whose culture is validated through use of the local language in public education tend to perform better in academic subjects. He further argues that fundamental relationships between educators and students and between schools and communities must be significantly altered in order to empower students and thereby lead to education success. Krashen and Biber (1988 cited in Freeman and Freeman 1992) have shown that the most effective programs are those, which provide students with

1 This statement is based on interviews with teachers in over 100 schools in Papua New Guinea from (1995 – 2000) by the World

instruction in their first language.

Studies indicate that where learners begin schooling in the first language, they have more self-esteem, are more proactive, feel more empowered, have more positive attitudes towards learning and school, and develop better verbalization and socialisation skills (Freeman and Freeman 1992). They also tend to remain in school, develop better cognitive skills, and adapt more readily to instruction in the national language.

3. Pedagogical benefits

Research demonstrates that learners who acquired literacy in their language and transition gradually to the regional or national language perform better academically than do children who study only in the regional or national language (World Bank 2002). Use of the primary language, then, can help students develop academic concepts and can also lead them into English. When students have a good understanding of the subject area, that background can help them comprehend a discussion in English about that subject. The knowledge of the content helps to make predictions about what the English words mean (Freeman and Freeman 1992).

Effective programs using children's first language have documented dramatic improvement in overall student performance. In Mali, four World Bank supported projects supported initial instruction in learner's African home languages, transitioning in gradually to French, the official language. The result indicated improvement in test scores in all subjects, including French, by the end of the primary cycle, compared to the scores of students who had been taught only in French. Other results included lower dropout rates and higher attendance (World Bank 2002).

In Brazil, the use of the local language as the primary mode of instruction of schools in indigenous areas leads to better acquisition of literacy skills. Several independent studies with various indigenous populations have demonstrated that the use of learner's home language has been successful in raising levels of literacy in both the local language and the national

language (Portuguese), as well as raising levels of achievement in various academic subjects (World Bank 2002).

2.5. Cognitive benefits

Research done in applied linguistics in recent years shows that learners grasp new and difficult concepts more easily if they can grapple with the ideas in their mother tongue, than when the new information is conveyed in the second language. Cummins and Swain (1986) suggest that the adults existing knowledge and cognitive or linguistic strategies serve as the basis for the development of literacy skills. Therefore it is desirable for literacy acquisition to occur in the mother tongue. The acquisition of mother tongue literacy correlates positively with the acquisition of literacy in the second language.

Cummins (1989) further argues that when a demonstration is given in English to non-native speakers, they may not understand what they see and hear. If they do not understand the demonstration, they probably will not choose to engage in the activity. If they do not understand what the teacher is saying, they may become convinced that they cannot learn. At all three stages, instruction in English simply may not be comprehensible enough for learning to take place.

Many studies have shown that cognitive development in the first language has a strong positive effect on second language development for academic purposes (Collier 1989; Cummins 1991; Freeman and Freeman 1992; Genesee 1987). When concepts and academic skills are taught in the first language, second language learners are able to grasp these ideas more easily. Cummins (1981) suggests that to a bilingual person two languages represent a "common underlying proficiency" (CUP) or the "interdependence" of languages. This view is supported by research in linguistic universals, which has found many properties common across all languages at deep, underlying structural levels (Ellis 1985).

Chiwome and Thondlana (1990 cited in an article by Basel 1998: 9) state that, the Inter African Bureau of Language, which is accountable to the Organisation of African Unity, recognises the following advantages of using mother tongue as a medium of instruction : it develops critical powers; it fosters effective communication; it enhances deeper cultural understanding; and it increases national consciousness.

They further argue that when concepts were expressed in English rather than in Shona, for example, it prevented the development of linguistic and analytical abilities in the mother tongue. Insufficient mastery of English resulted in rote learning, which made it impossible to apply in real-life situations.

One can argue that no society can move forward in development if the majority of the population are forced to speak and work in the language of a small minority. The reliance on a second or foreign language as medium of instruction is a unique heritage of colonialism. In countries that were not colonised, e.g. Japan, students use their mother tongue throughout their schooling and learning career (Ovando 1989). Studies indicate that the use of a second language as a medium of instruction is an objective disadvantage affecting not only the ease and comfort with which knowledge is acquired by students but also its extent and depth.

2.6. Multilingualism

Language use across the entire continent of Africa has similarities with that in South Africa. People are motivated to learn other languages when they need to communicate for reasons, which relate to trade and economic activities. Languages used more widely or by larger speech communities tend to be used as link languages or lingua francas. There are many widely used lingua francas in Africa such as Kiswahili, Hausa, Kanuri and so on, which cut across national boundaries and are used for purposes of regional trade and co-operation (PANSALB 1998). However is important to mention that colonial languages such as English, Arabic, French and

Portuguese are used as lingua francas in Africa.

South Africa, like most countries, is multilingual, which means that many languages are used in the country in various contexts and for various purposes. According to PANSALB (1998) the Constitution offers us an opportunity to reclaim the value of linguistic pluralism in South Africa, and in so doing to rediscover a hidden store of knowledge. This process according to PANSALB has numerous advantages for South African society as a whole because the assets of those people who have access to indigenous knowledge and language systems, including South African sign language, and who are multilingual, will be revalued.

The guiding principles for the promotion of multilingualism in South Africa are contained in the Constitution of the Republic of South Africa (South Africa 1996). Some of the guiding principles and models for multilingualism are discussed below.

2.6.1. Models of multilingualism

2.6.2. Additive bilingualism

For Heugh (1995: 7 cited in Vermeulen 2000) additive bilingualism refers to bilingualism associated with a well-developed proficiency in two languages and with positive cognitive outcomes. The term is applied to a context in which speakers of any language are introduced to a second language (or even languages) 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 throughout.

2.6.3 Bilingual or dual medium programs

Transitional bilingual education programs provide extensive instruction in the primary or home language as well as in English. However, once a learner attains a certain level of English proficiency he or she is exited into a monolingual English program.

Thomas and Collier (1999: 46 cited in Vermeulen 2000) describe a bilingual model as "two-way developmental bilingual education model" or a "dual language bilingual immersion model" which uses both English and the student's primary language. It is different from additive bilingualism in the sense that it promotes the equal use of two languages. Bilingual policies are promoted in societies and contexts where there is both a dominant language and a minority language which has a significant number of speakers.

Comment

It is important to mention that any of the above models would be relevant for multilingual South Africa. These programs vary extensively as to how much, if any, non-English-language instruction teachers use. They also vary as to how many years of instruction students receive in the first language, and as to whether there is an effort to maintain the first language after the student has become fluent in English (Ovando1998).

Basic research on second language acquisition indicates that if we choose the English only path, we will be short changing language minority students, preventing them from developing their full potential. Assimilation and language acquisition do not take place through coercion (Fishman 1991). Nor do they take place when learners are deprived of cognitive and academic development in the first language before they have mastered academic language.

Critique

o the Bay Page 17

2.7 Arguments against mother tongue instruction

Despite many successful experiences in using local languages in early basic education, several developing countries have been reluctant to adopt a policy of delivering basic education in a local language, and a number of donors have also been reluctant to support such policies. This section lists some obstacles often cited as reasons for not adopting or supporting such policies.

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2. Numerically while they may be "major" languages, they are "minority languages" in language political terms.

ARGUMENT 1

NEGATION OF AFRICAN LANGUAGES AND PREFERENCE FOR ENGLISH

According to Mda (2000) many African language speakers and other South Africans perceive English as offering greater socio-economic and educational opportunities and as potentially unifying a linguistically diverse nation. English is therefore preferred as a lingua franca and language of learning. The recognition of all languages in South Africa is seen to bring conflict, to be divisive, and to lead to inequities. Mda (2000) further argues that African languages are perceived to be underdeveloped and unable to cope with scientific, technical and technological subjects. This view may have some validity because African languages were only taught as subjects and were not used as languages of learning across the curriculum.

Another sign of the self-deprecation and denigration of African languages is the reference to African languages as "black" languages (Mda 2000). This construction of the apartheid government has been internalized by some African language speakers. It is also important to mention the Black Consciousness Movement which was an organization that tried to promote the values of Ubuntu and pride in using African languages among African people. Although mother tongue instruction has much to commend it from a purely pedagogical perspective, the use of mother tongue as a medium of instruction is regarded with suspicion by the Black community. Since the two former official languages are still very powerful and continue to enjoy privileges as favoured languages, there are no incentives for non-African language speakers to learn African languages, nor for African learners to exercise their rights pertaining to their languages (Mda 2000).

In view of this tendency (Mda 2000), the principle of choice as contained in the constitution, the Schools Acts, and the Language in Education Policy, may contradict and defeat affirmative action measures for African languages, as there is no guarantee that African language speakers will choose their languages as the language of learning.

ARGUMENT 2
TEACHER TRAINING

In several developing countries, there are still shortages of teachers, even when only one language is used The argument is that if several languages are to be used, how can the Ministry of Education ever expect to train adequate numbers of new teachers not only in pedagogy but also in the various languages to be used? Or if the teachers are not to be trained in various languages, how can the Ministry ensure that the supply of teacher recruits from any given language area will match the demand for teachers in that area? And will teachers have to be paid extra, when the budget is already very tight, for having learned an additional language?

This obstacle is perceived as more than a possible shortage of recruits (World Bank 2002). According to Mda (2000) there are limitations in teacher training institutions as regards multilingual education. The colleges of education which trained most South African teachers were mainly ethnically-based. Even in institutions where teachers of all races and ethnic groups were trained together, the methodologies for teaching different languages were separate, so that there was, for example Afrikaans method, an isiXhosa method etc.

In South Africa, most programmes on multilingual and multicultural teaching are developed and facilitated by non-governmental organisations (NGOs) and not by the Department of Education (Mda 2000). The teachers who attend these courses or programmes may be doing so as individuals for personal, academic and professional development. However, since there is no incentive of credit or remuneration from the department, there is no motivation for the majority of teachers to take these courses.

ARGUMENT 3
A DEVELOPING COUNTRY CANNOT AFFORD TO PRODUCE LEARNING
MATERIALS IN MANY LANGUAGES

In many developing countries, teaching materials even in one language are scarce, both in quality and quantity. Often learners have no books, even in

the national language, or share printed materials with other learners. It is more expensive to publish any given textbook in several languages rather than in just one, because it is impossible to benefit from economies of scale (World Bank 2002).

In the study conducted by World Bank (2002) it was found that there is a trade-off between (1) the extent (number of years) to which indigenous languages can be used in education and (2) the number of languages in the country and the available resources. In other words where few printed texts are available either in the national or local language, simple workbooks are all that is needed to carry learners to functional literacy in the indigenous language. Linguists from wealthier countries (who may or may not have much exposure to the financing of education in developing countries) argue that learners need at least five years of study in the first language to master it, with 12 years the ideal (i.e., the child continues to study his or her first language of the subject through to the end of secondary school). A poor country with limited resources may simply be unable to offer even five years of instruction in a multiplicity of languages because of the financial and logistical obstacles. However it is important to point out that, the existence of many languages in a country is not a reason for using them in education.

2.8. Implications for ABET in South Africa

Comprehensive education calls for shared responsibility by and collaboration among all educational professionals working with adult learners. It also calls for professionals to expand their knowledge to encompass issues of relevance to the education of adult learners (Bamgose 1976). This expanded knowledge base includes an understanding of similarities and differences in first and second language acquisition, the role of mother tongue (primary/home) in second language and content learning, cognition and academic achievement, alternative approaches to assessment, and the importance of community linkages in education. These are all part of the professional development that adult educators need to

acquire in order to develop high standards in all the learners.

The issue of conscientizing people about language choices should be an integral part of policy change. A critical language awareness, which helps our school communities to understand the relationships between language, power and social structure, should be promoted (Tollefson 1991).

I believe strongly that learners, parents and teaches need to be educated to make informed decisions concerning language policy. There is also an urgent need to develop and provide learning materials and text books that are suitable to indigenous languages so that the students would find them appealing. Presently, most of the materials in indigenous languages are outdated. Therefore, there is a need for a review of the materials and curriculum so that they are in keeping with the time.

2.8.1. Governing bodies

The Language in Education Policy (Department of Education 1997) states clearly that it is the right and duty of the government body of a school or Public Adult Learning Centre to determine the language policy of the school in accordance with regulations in the South African Schools Act, 1996, and it is also the duty of the governing body to stipulate how the school/Public Adult Learning Center will promote multilingualism through using more than one language of learning and teaching and through offering additional languages as fully fledged subjects.

According to Vinjevold (1999:213) it is safe to assume that in the absence of a concerted implementation strategy on the part of the provincial education authorities together with the NGO's to empower governing bodies, the latter will go the way of least resistance and delay taking difficult decisions on the language of teaching and learning. Therefore, schools need to realize that decision-making about language policy is very complex. It is important to note that the National Department of Education is responsible for making sure that each Public Adult Learning Centre gets

a copy of the language policy, so that the governing bodies, in consultation with all the relevant stakeholders, can decide on the language policy of a particular Public Adult Learning Center (PALC). It is also incumbent upon the Department of Education to conduct workshops to assist the governing bodies in devising the language policies of their adult centers. At these workshops, the information in the policy documents needs to be analyzed and the governing bodies need to familiarize themselves with criteria when formulating policy. For example, they need to take into consideration the language profile of the school population when they decide on language policy.

2.9. Conclusion

According to Vermeulen (2000) the highly successful medium of instruction in mother tongue that has been part of the education for English and Afrikaans speaking learners for the better part of this century, could be expanded to the other nine official languages. He further argues that perceptions about mother tongue education will change when it is possible for a learner to write Grade 12 and tertiary examination in his/her mother tongue.

Mother tongue instruction is not only in the best interest of the learner's cognitive development, but it will also contribute to multilingualism and the rapid development of the disadvantaged languages. (Vermeulen, 2000).

CHAPTER 3

METHODOLOGY

3.1. Introduction

The purpose of this chapter is to describe the methods used in this study.
To meet the research requirements and answer the research questions,
methods such as questionnaires, interview schedules, observations and
perusal of school educational records were used.

3.2. Qualitative and Quantitative methods

Two approaches to data collection, that is qualitative and quantitative
approaches were used. As Foller and Petch (1995: 43) note: "There is no
absolute dichotomy of qualitative versus quantitative research but rather a
continuum between the two approaches. Nevertheless, it is important to
understand the underlying differences in paradigms held by qualitative
and quantitative researches."

Though the two paradigms interlock, the quantitative approach is based
on an approach to the creation of knowledge which emphasises the model
of natural science. The scientist adopts the position of the objective
researcher who collects facts about the social and builds up an
explanation of social life by arranging the facts in a chain of causality in
the hope that this will undercover general laws about how the society
works (Finch 1986:7).

The quantitative approach is concerned with the issues surrounding the
most accurate way to use numbers and statistics in describing the social
world. The aim of such a research project is to produce generalisable
claims about human behaviour.
The qualitative approach (Interpretive Paradigm) holds the view that
reality is constructed by individuals in interaction with their social world,
(Terre Blanche and Kelly 1999:123; Merriam and Simpson 1995:97).

In the interpretive paradigm (qualitative) the researcher should use listening and interpreting skills actively and intelligently in order to understand and analyse data effectively.

The qualitative approach looks at the social world as essentially different from the physical world. There is no one social reality, but varying interpretations held by individuals and groups

Qualitative research has also been termed as naturalistic inquiry, interpretive research, field study, phenomenological research, participant observation and inductive research. Interpretive methods are used to describe and interpret peoples feelings and experiences in human terms, (Terre Blanche and Kelly, 1999:123). Different researchers draw different meanings and interpretations from different social contexts.

In this particular research project, an understanding of student and teacher perceptions and attitudes towards language policy was generated. The relevancy of the data depended on whether or not it could be verified. Triangulation was the technique the researcher used to verify the data. A discussion of triangulation follows.

3.2.1. Triangulation

Triangulation is a technique used to verify data. The verification of the data is dependent upon whether a quantitative or qualitative approach method was adopted by the researcher. When a quantitative method of research is chosen the emphasis in on the representativeness of the findings. This implies the higher the number of responses, the greater the reliability. Therefore a large number of respondents are usually involved in the study. The reliability is proved through the replication of the study. That means if the same study were repeated using exactly the same conditions, then the results should be the same.

With the qualitative method, Tricker (cited in Vulliamy & Webb 1992) argues that triangulation allows for evidence from different sources to be examined, compared and cross-checked. Tricker claims that the greater the number of viewpoints on the same issue, the greater the chance of its validation. Differences in interpretation and disagreements about what happened are inevitable when many participants have a different role to play in the same action.

The divergent viewpoints involving the same issue serve as a cross-referencing device in the data analysis process. The differences in interpretation and the disagreements only serve to broaden and highlight our understanding of the interrelationship between the methods and the data collected. All contrasting accounts finally produce as full and as balanced picture as possible (Tricker cited in Vulliamy & Webb 1992).

3.3. Case study

A case study approach has been described as an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance (Adelman et al 1977 cited in Bell 1993). Robson (1993:40) defines a case study as the, "development of detailed, intensive knowledge about a single 'case' or a small number of related 'cases'". The case study approach, like other strategies, has strengths and limitations.

The strengths of the case study are that it offers large amounts of rich, detailed information about phenomena. It is useful for further investigation because it reveals important variables or hypotheses. It affords researchers the flexibility to understand and answer questions about educational processes and problems (Merriam and Simpson 1995:111).

Some of the limitations of the case study approach are that it can be expensive and time consuming and training in interview techniques is

necessary. Since case study narratives are long, policy makers do not read them. Writing up the narrative can be difficult in order to meet the needs of potential unknown readers. Moreover findings from the case study cannot be generalised in the same way as findings from random samples (Merriam and Simpson 1995:111).

A case study method was used in this study because of the need to use multiple research strategies to focus on micro issues within everyday social situations in such an educational institution. I chose to use the case study method because of the need to gain an in-depth understanding of the situation, and the behaviour of those involved.

The above aptly sums up the case methodology of this study, and the next subsection will provide an understanding on the choice of the research site.

3.4. The research site

I chose to work at Phindangene Adult Centre in Lamontville, as it is geographically close to my home, so I could commute to the centre with ease. Phindangene Adult Centre was established in 1966 and it is the only Public Adult Learning Centre with a full time principal. Another reason for choosing Phindangene Adult Centre as a research site is that it caters for adult learners from literacy to secondary education, and it is one of the pilot[1] centres for the National Department of Education. With the adoption of the Outcomes Based Education curriculum in South Africa by the Department of Education, there was a need for the new curriculum to be piloted in South Africa. The learning area outcomes were piloted in selected Public Adult Learning Centres in the provinces. It was therefore relevant for me to do research at Phindangene AEC in-order to evaluate the efficacy of a new program.

The centre also represented a valid case study as it is the only centre within the Durban Metro Region that is fully functional, and well

supported by the Department of Education. More pertinently, several members on the staff are known to me, and from informal discussions with them I was assured of their cooperation.

The centre does not only cater for Lamontville residents, but also for those nearby hostel dwellers as well as workers from nearby factories, and domestic workers from the surrounding suburbs.

3.5. Data collection and analysis

The study focused on homogeneous sampling in which all the sample members were similar. This enabled me to study the group in great depth. The organization of data collection was more manageable as fewer people were involved.

Purposive sampling (Luborsky and Rubinstein 1995:104) was employed. I decided upon doing the research on Adult Basic Education and Training (ABET) ABET levels 1 to 4. The final sample consisted of 42 students, 9 teachers and the principal.

3.6. Research instruments

Different research instruments were employed for data collection. As Merriam (1988:10) stresses: "A case study does not claim any particular methods for data collection or data analysis. Any and all methods of gathering data from testing to interviewing can be used, although certain techniques are used more often than others".

I employed Bell's (1993) argument to counteract the possibility of bias and over generalization of findings that the case study method is fraught with. "An important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for the teacher working in a similar situation to relate his decision-making
to that described in the case study. The reliability of a case study is more important than its generalizability. Well-prepared, small-scale studies

may inform, illuminate and provide a basis for policy decisions within the institution" (Bell 1993;126).

A number of research instruments were used, but the major one was the questionnaire, one for the students and another for the teachers. Interviews, observation and official records were also used to supplement this.

3.7. Questionnaires

The major tool used in this case study was the questionnaire. This was an appropriate tool because of the sensitive nature of the study researched. The questionnaires guaranteed total anonymity so that respondents could be honest in their responses. Henderson et al (1987:28) outlines the usefulness of questionnaires:

- they can be given to many people simultaneously
- they provide greater uniformity across measurement situations, that is each person responds to exactly the same question.

Both the teacher and the student questionnaires comprised closed and open-ended questions in an attempt to obtain in-depth information. Respondents were encouraged to express themselves freely. Categories of questions were chosen to achieve the aims of the research. The questionnaires given to both the teachers and the students were accompanied by a covering letter explaining the purpose of the research. Confidentiality and anonymity were promised. Salant and Dillman (1994) argue that, to achieve as high a response rate as possible, this should be done on the first page of the questionnaire in addition to the covering letter.

The teacher questionnaires were handed out to all staff, and collected a week later. Many teachers did not return the questionnaire. The fact that they were collected a week later possibly accounted for this poor response. Some teachers wanted assurance that their identities would not

be made known. The researcher was able to assure those teachers that the responses would be treated in the strictest of confidence.

The questionnaires for the students were distributed in class during the course of an English lesson. Answering the questionnaire was entirely voluntary. The issue of language or medium of the questions and responses was also very important. I finally decided, as my would-be respondents were Zulu speaking, that I would structure their questionnaire in Zulu. The teacher questionnaire was in English. The rate of response among the students was 98%.

3.8. Interviews

In this study, participation in the interviews was entirely voluntary. Interviews were conducted in the staff room with the teachers. They were interviewed individually.

This was a deliberate choice of venue as it was the one place in the school where the teachers could feel at ease. The student interviews were conducted in classrooms during breaks. This was done to ensure that the students felt relaxed, unexposed and confident to participate in the interview. It is important to mention that students were interviewed individually.

An unstructured interview technique was used. Each interview started by me telling the interviewee what the interview was about. In order to get co-operation from the respondent, a relationship between me and the interviewee was established. I tried to set them at ease by inquiring a little bit about them. Immediately after these informal 'talks' I would note down the responses of the interviewee as close to his or her words as possible.

Henderson et al (1987:101) point out that: "Most people find that note taking is not really disruptive." In this study I made it a point to take

down only the key phrases and features of the respondent's answers, while conducting the interview. Immediately after the respondent had left, I decided to write out the full answers as close to the person's words as possible.

As both the teachers and the students were suspicious of the research process, assurance about confidentiality was always given. In addition, I undertook to use the information they gave solely for the purpose of this research project.

The advantages of interviews as mentioned by Johnson (1992:115) are that the response rates are quite high with the respondents answering all the questions, because of the close involvement with the interviewer. The interviewer can obtain more meaningful information because the questions that are unclear to the respondent can be rephrased. There are however some disadvantages with the interview method as well. According to Cohen and Manion (1994:277) the following can be disadvantageous where interviews are concerned:

- The sample size is small, which means that the findings may not be truly representative.
- Interviews are prone to subjectivity and bias on the part of the interviewer.
- The interviewer can influence the data by 'leading on' or influencing the respondents answers.

For this research the interviewer was aware of these shortcomings, and values and beliefs were kept in check.

3.9. Observation

Observation of lessons was undertaken to gain a general understanding of how the lessons were being conducted. In order to gain a realistic picture of what was happening in the classrooms, I just paid random, unannounced visits. I tried to be as unobtrusive as possible. At the end of

the session the teachers and the students were thanked for allowing me to visit their classrooms, but feedback concerning the lessons was never given.

Observations were recorded in a notebook. The data captured will be discussed in the chapters to follow. It is important to mention that I did not observe the lessons using an observation checklist during the lesson. I decided to concentrate on observation and recording all the processes of communication in the lessons. In this way I was able to take into account and record all the contextual features of the learning process in order to evaluate the activities.

The main advantage of using observations for collecting data is that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviours (Seliger and Shohamy 1990:62). It is important to mention that observations can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave.

Woods (1986:36) explains that in non-participant observation, the researcher plays only the role of a researcher, and observes situations in that capacity. The researcher is not part of the proceedings and observes things as they happen, undisturbed by his or her presence as possible.

3.10 Documentary sources
Hitchcock and Hughes (1995:212) define documents as written texts, which relate to some aspect of the social world. They state that once a written text has been created, for whatever reason, it becomes a potential source of data. Documents range from official documents to private and personal records such as diaries, letters and photographs.

From an early stage an attempt was made to collect and sift through the written records relating to the school as an institution, and records pertaining to the students. I decided to examine both internal and external documents. The internal documents included the mission statement of the school, newsletters, minutes of meetings and so on. The mission statement was of particular interest to me because it shows how the school operates and what languages are used in communicating with the students and other stakeholders.

The minutes of the staff meetings would show how decisions concerning languages are arrived at, and the attitudes of both the teachers and the students towards different languages. Department circulars and other external documents relating to language policy were collected. The official documents distributed to the National or Provincial Education Departments provided an insight into how the external factors impact on the school setting, as well as the ideologies underpinning the government's language policy.

3.11. Conclusion

In this chapter I have outlined the main aspects of methodologies I have used in this investigation. I have also provided a rationale for choosing them. I have explained the merits as well as the demerits and limitations of the methods used. Investigating an issue as sensitive as language policy in a school setting poses certain difficulties as I have discussed in this chapter.

The results emanating from this study will be analysed in the following chapter.

CHAPTER 4.

FINDINGS

4.1. Introduction

The findings presented here were drawn primarily from interviews and questionnaires conducted with students, teachers and the principal at Phindangene AEC. Classroom observation and documentary sources will also be presented. The final sample consisted of 42 students, 9 teachers and the principal. The principal, a teacher and three students were interviewed. Random sampling was conducted and there was no special criteria used. 42 Students and 9 teachers completed questionnaires.

4.2. Background to the centre

Phindangene Adult Education Centre was established in 1966 in Lamontville township in Durban. It caters for adult learners from Literacy to Secondary Education. The centre does not only cater for Lamontville residents, but also for the nearby hostel dwellers, i.e. Glebelands, Umlazi Hostel , S.J. Smith Hostel as well as workers from nearby factories and domestic workers from the surrounding suburbs.

The full-time personnel at the centre are structured as follows: The principal, 2 Administrative Clerks, 2 General Assistants and 2 Security personnel. There are 14 part-time teachers. These teachers are teaching from ABET level 1 to Grade 12. The center opens from 08h00 to 20h00, and classes begin at 17h00 and conclude at 20h00, Monday to Friday. The enrolment for learners is as follows:

ABET Level 1 & 2	=	170
ABET level 3	=	70
ABET level 4	=	140
Grade 12	=	700
Total	=	1080

During the day there is an Administrative Clerk who works until the other Clerk arrives in the evening.

4.3. Interviews

Rationale for conducting interviews

The use of interviews in this study was to gather valid and reliable data that were relevant to my research questions and objectives. Moser and Kalton (1971:271 cited in Bell 1993:91) describe the survey interview as 'a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent'.

4.3.1. Students profile

The students were interviewed using the interview schedule (see appendix D). The ages of the three respondents were 35, 43 and 58. Two respondents were female and one was male and they were all married. One respondent that had not attended school was doing ABET Level One. The other two respondents were doing ABET Level 2 and 3, and their subjects were Zulu, English, Maths and Human and Social Sciences. I did not use any criteria to select students, and they were selected randomly. The analysis below is based on responses to questions in the interview schedule.

(i)   Educational history

Respondents differed in their responses to this question. The respondent that was doing ABET level 1 said that she had not attended school at all. Another said that she had left school while she was doing Standard one. The third respondent said he used to attend a night school organised by his church and he left school in 1969.

(ii)   Perceptions of current courses

All the respondents answered that they were enjoying what they were doing at the adult centre, because they were learning many things. One respondent stated that she was learning for the first time in her life.

(iii)   Reasons for attending classes

All the respondents said that they had been encouraged by their Human Resources Development Officer to attend the classes, as it

was important for them to be able to manage their own affairs without relying on other people for help. Two of the respondents were employed by Tiger Wheels Tyres and the remaining one was employed by a clothing company in Jacobs. All the respondents stated that life was difficult without education. They also said that they wanted to learn English, so that they would be able to sign and fill in forms especially when they go to the bank.

(iv)   Newspaper reading

The respondent that was doing ABET level 1 said that she reads Ilanga newspaper at least twice per month. The respondent that was doing ABET level 2 said that he reads Laduma, a weekly magazine written in English, and Ilanga newspaper. The respondent doing ABET level 3 said that she reads Drum magazine, Ilanga and You Magazine at least once per week.

(v)   General feeling about education

All the respondents felt that the government must make sure that adult education is given more attention. One respondent stated that education is important because for the past 22 years he had been doing one and the same thing. He said that he needed a change, but he could not do that because did not have enough education.

4.3.2 Teacher Profile

One teacher was interviewed (see appendix E). She was 36 years old. Her home language was Zulu and she was teaching English at ABET level 2. She had a Primary Teachers Diploma and she had attended a number of capacity building courses organized by the Provincial Department of Education together with some non-governmental organisations (NGO's) courses. She had 5 years teaching experience in ABET.

(i)   In-service training(INSET)

The teacher said that the NGOs provided well planned programmes and policy documents which help them a lot during planning. The teacher said that the Department Of Education was also helping

them with some teaching and learning materials as well as organising and conducting workshops.

(ii) **Teacher support**

The teacher responded by saying that the Regional office offered great support in their teaching because they were given a library trunk, where their students could look for information to practice reading especially English. She also mentioned that NASA (an ABET NGO specialising in training facilitators and providing technical support) had been of great help in all areas of learning.

(iii) **Problems her students are experiencing in class.**

The teacher said that the students usually found it difficult to express themselves, especially when they wanted to ask questions. They usually end up not asking them, except those who can express themselves in English.

(iv) **Student motivation**

The teacher said that the learners were very motivated to attend because they wanted to learn English so that they could get better jobs.

(v) **Major sources of difficulty her students face**

The teacher said that the students had limited vocabulary and difficulty with English language processing skills and this was more pronounced in the Mathematics and Science classes.

4.3.3. Principal profile

The principal was 45 years old and he had 5 years experience as a principal. He was teaching Abet level 4 and his subjects were English, Science and Mathematics.

(i) **Inset courses**

He answered by saying that he had attended a number of capacity building courses organised by the Department of Education and some NGO's.

(ii) **Language Policy**

He said that it was the responsibility of the department to determine the language of teaching and learning in adult centres. His view about the language policy was that only two languages were required in order for the learner to be promoted to the next class or grade.

(iii) *Role of other stakeholders in decision making*

He said that the principal together with the teachers were responsible for making the language policy in consultation with the Department officials.

(iv) **Problems his students are facing**

He said the major problems were limited vocabulary, lack of reading material and difficulty in understanding English.

(v) **Knowledge about the current Language in Education Policy**

He said that is was difficult for him to comment about the language policy because they had not been trained on how to go about implementing it.

4.4. QUESTIONNAIRE RESPONSES

4.4.1. LANGUAGE USE IN CLASS

Respondents were asked what language teachers normally use in class.

Learner Responses:

Table 1: The language the teacher normally uses in class

LANGUAGE	NO. OF RESPONDENTS	PERCENTAGE
English	15	36%
IsiZulu	18	43%
English and IsiZulu	9	21%
Total	42	100%

About 43% of the respondents indicated that the teachers normally use Zulu in class. A notable percentage 36% of students indicated that teachers normally use English in class. It is interesting to note that about

21% of the respondents indicated that teachers use both English and Zulu in class. The overall results indicate that the use of Zulu is slightly above that of the level of English as the normal medium of instruction

Teacher Responses:

Table 2 Language used in class

LANGUAGE	NUMBER	PERCENTAGE
English	3	33%
IsiZulu	2	23%
English and Zulu	4	44%
TOTAL	9	100%

44% of the educators indicated that they use both English and Zulu in class. A notable percentage (33%) of teachers indicated that they normally use English in class. Only 23% of the respondents indicated that they use Zulu in class.

COMMENTARY

It is interesting to note that there is a discrepancy between teachers results and those of the students. 43% of the students indicated that teachers normally use Zulu in class while 23% of the educators indicated the use of Zulu in class. A high percentage of the respondents indicated that both languages are used in class.

The results indicated that the use of code-switching among teachers is common and it appears that it is an extremely valuable resource that needed to be reinforced. The teacher interview on page 60 corroborated the benefits and the role of student's mother tongue in their lessons.

4.4.2. PREFERRED LANGUAGE OF INSTRUCTION

Respondents were asked, which language they prefer as a medium of instruction.

Learner Responses:

Table 3: Preferred language of instruction

LANGUAGE	NUMBER	PERCENTAGE
IsiZulu from Abet level 1 to Matric	3	7%
English from Abet level 1 to Matric	19	45%
IsiZulu from Abet level 1 with a switch to English from level 3 to Matric	15	36%
IsiZulu from Abet level 1 with a switch to English from level 4 to Matric	5	12%
TOTAL	42	100%

The preference for English as a medium of instruction is clearly evident from the above results. About 45% of the respondents indicated that they preferred English language as a language of learning from level 1 to matriculation. A notable percentage (36%) of the respondents indicated that Zulu should be used from Abet level one with the switch to English from Abet level three to matriculation. 12% of the respondents indicated that Zulu should be used from Abet level one with the switch to English from Abet level 4 to matriculation. Only 7% of the respondents indicated that Zulu should be used from ABET level one to matriculation.

Teacher responses:

Table 4: The preferred language of instruction

Language	Number	Percentage
IsiZulu from Abet level 1 to Matric	1	10%
English from Abet level 1 to Matric	4	44%
IsiZulu from Abet level 1 with a switch to English from level 3 to Matric	3	33%
IsiZulu from Abet level 1 with a switch to English from level 4 to Matric	1	10%
TOTAL	9	100%

About 44% of the respondents indicated that they preferred English as the language of learning. A notable percentage (33%) of the respondents indicated that Zulu should be used from ABET level 1 with a switch to English from ABET level 3 to matric. 10% of the respondents indicated that Zulu should be used from ABET level 1 with a switch to English from ABET level 4 to matric. It is also important to mention that 10% of the respondents felt that Zulu should be used from ABET level 1 to matric.

COMMENTARY

The preference for English as a medium of instruction is clearly evident from the above results. It also appears that English enjoys favourable representation compared with the home language in all situations analysed. The findings indicated that teachers seemed to be divided on this issue. For example 44% of the respondents favoured the status quo with English only throughout the curriculum. This was unexpected when viewed against the fact that many black educators mix African languages with English when teaching.

23% of the interviewees justified the preference for English from ABET level 1 to matric as suitable since some of the learners would be going to tertiary institutions and in industry where their mother tongue might not be used.

In the work-place English is used during interviews and the wealth of the country is still in the hands of the white minority. English is often used as a language of unity by politicians when making public addresses. All these reasons were given to support the dominance of English by those interviewed.

The research results indicated that learners at Phindangene AEC see English as the dominant language of trade and industry. Therefore, it was not surprising to see that English enjoys superior treatment to other languages at the centre. It is also important to mention that knowledge of English is perceived to be essential for economic empowerment.

According to Kaschula and De Vries (2000: 3 cited in De Wet 2002: 120) it is ironic that English is regarded as the language of trade, because it is spoken by a small minority in South Africa and it thereby excludes a large proportion of the population from participating in the economic mainstream. Despite this discrepancy, English is still acknowledged as the language of economic empowerment at Phindangene AEC. According to Beukes (1992: 47 quoted in De Wet 2002) the unwillingness of many black South Africans to use indigenous languages as languages of learning and teaching stems from their fear that they will remain "hewers of wood and drawers of water" if they are not able to converse fluently in English.

4.4.3 THE ROLE OF ZULU IN ENGLISH CLASSES

Respondents were asked whether they believed that the use of Zulu in English classes helped them to learn English.

Learners responses:

Table 5: The use of Zulu in English classes

RESPONSE	NUMBER	PERCENTAGE
Not at all	3	7%
A little	4	10%
Average	16	38%
A lot	19	45%
TOTAL	42	100%

The noticeable percentage (45%) of the students indicated that Zulu helped them to learn English a lot. Ten percent of the students indicated that Zulu helped them to learn English a little. Seven percent of the students indicated that the use of Zulu in their English classes did not help them at all. A noticeable percentage (38%) of the students believe that their mother tongue helps them to learn to English.

Teacher responses:

Table 6: The use of Zulu in English classes

Response	Number	Percentage
Not at all	0	0%
A little	6	67%
Sometimes	8	89%
A lot	3	33%
TOTAL	9	100%

89% of the teachers indicated that using Zulu in their English classes sometimes helped their students to learn English. A noticeable percentage (67%) of the teachers indicated that the use of Zulu helped their students to learn English a little. 33% of the teachers indicated that using Zulu helped their students to learn English.

COMMENTARY

In general, the results suggest that the use of Zulu in English classes was a common practice at Phindangene AEC.

The benefits of using Zulu in English classes is also supported by the study which was conducted by World Bank (2002), which demonstrates that learners who acquire literacy in their mother tongue and transition gradually to the dominant language perform better academically than learners who study in the regional or national language.

In Mali several independent studies with various indigenous populations have demonstrated that the use of learner's mother tongue has been successful in raising levels of literacy in both the local language and the national language (Portuguese), as well as raising levels of achievement in various academic subjects (World Bank 2002).

4.4.4 THE ROLE OF ZULU

Respondents were asked about the role of Zulu in their English Classes.

Table 7: The purpose of using Zulu in English classes:

	TEACHERS		STUDENTS	
RESPONSE	NUMBER	%	NUMBER	%
To explain difficult concepts	5	56%	30	71%
To introduce new material	6	67%	24	57%
To summarize material already covered	6	67%	17	40%
To check comprehension	8	89%	16	38%
To define new vocabulary items	9	100%	16	38%
To carry out small group work	4	44%	5	12%
To explain the relationships between IsiZulu and English	6	67%	7	17%
To help learners feel more comfortable	7	78%	12	29%
To test	3	33%	4	10%

It is very notable that 71% of the students would like their mother tongue used to explain difficult concepts. Only 56% of teachers saw this as an appropriate use. Teachers also responded notably higher than students on the following uses for Zulu: to check comprehension, to define new vocabulary, to help learners feel more comfortable and confident, to explain the relationship between English and Zulu, and to introduce new material.

All the respondents stated that the use of mother tongue was of great benefit to them. They also said that it was important to use Zulu especially when explaining difficult concepts and to check their understanding.

COMMENTARY

In general the results suggest that the majority of the educators agree that the use of Zulu helps students to learn English. It is also clearly indicated from the results that the use of Zulu helps to facilitate the understanding of what is happening in class.

Cummins (1989) has argued that concepts are more easily developed in the first language, and once developed, are accessible through the second language. In other words, what we learn in one language, transfers into the new language.

According to Auerbach (1993:19) starting with the first language provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English. Freeman and Freeman (1992) argues that although learning is natural and happens all the time, we cannot learn what we do not understand. Learning involves demonstrations, engagements and sensitivity.

The research results also indicated that both student and teachers prefer a dual-medium of instruction where Zulu could be used alongside English to explain difficult concepts.

4.4.5. ATTITUDES TO LANGUAGE POLICY

When the respondents were questioned on language policy the overall responses to the answer alternatives were as follows:

Learner responses:

Table 8: Attitudes to language Policy

LANGUAGE	NUMBER	PERCENTAGE
Satisfied with the way my language is treated	10	24%
Given practical difficulties, my language is treated as well as expected	6	14%
Fairly dissatisfied with the way my language is treated	5	12%
Very dissatisfied with the way my language is treated	21	50%
TOTAL	42	100%

A notable percentage (24%) of the students indicated that they are satisfied with the treatment of their language in general, and a further percentage (14%) of the students are the opinion that the languages are treated as well as can be expected, given the practicalities of the situation. Overall, 50% of the students were very dissatisfied with the way their language is being treated.

Teacher responses:

Table 9: Attitudes to language policy

Response	Number	Percentage
Satisfied with the way my language is treated	2	23%
Given practical difficulties, my language is treated as well as expected	1	10%
Fairly dissatisfied with the way my language is treated	4	44%
Very dissatisfied about the way my home language is treated.	2	23%
Total	9	100%

A notable percentage (44%) of the educators indicated that they were dissatisfied with the way the language was treated. Overall, 23% of the educators indicated that they were satisfied with the way language was treated, and a further percentage (10%) of the educators are of the opinion that the language was treated as well as can be expected, given the practicalities of the situation.

COMMENTARY

The majority of the respondent in this study felt that the government should devote more funds and resources to the development of South Africa languages. Some of the reasons given by the respondents were:

- "Zulu is an official language"
- "It is my mother tongue"
- "It will facilitate learning"

These reasons indicated that the respondents wanted to preserve their indigenous languages. It is important to mention that the confusing part about this demand for Zulu is that it is contradictory since the majority of the participants in this study indicated large support for English.

Some of these reasons are in agreement with the assumptions that learners learn other languages more effectively when there is the continued educational use of their mother tongue. It is also important to mention that many studies have shown that cognitive development in the mother tongue or primary language has a strong positive effect on second language development for academic purposes (Cummins 1991, Freeman and Freeman 1992, Collier 1989, Genesee 1987).

4.4.6. DEVELOPMENT OF THE AFRICAN LANGUAGES IN S.A.

Respondents were asked about their perceptions regarding the development of the African languages.

Learner Responses:

Table 10: Development of the marginalized languages in South Africa

LANGUAGE	NUMBER	PERCENTAGE
Government should devote more funds and resources to the development of South African languages	19	45%
Government should devote more money to translation and interpreting service, so that people can use their language more	16	38%
Government should spend more money on other priorities and problems	7	17%
TOTAL	42	100%

It is clear from the table above that about 45% of the respondents felt that the government should devote more funds and resources to the development of South African languages. It also interesting to note that about 38% of the respondents indicated that the government should devote more money to translation and interpreting services, so that people can use their language more. About 17% of the respondents indicated that there is no need to develop African languages and the government should spend more money on other priorities and problems.

Teacher Responses:

Table 11: Development of the marginalized languages in South Africa

Response	Number	Percentage
Government should devote more funds and resources to the development of South African language	4	44%
Government should devote more money to translation and interpreting services, so that people can use their languages more.	2	23%
Government should spend more money on other priorities and problems	3	33%
Total	9	100%

It is evident from the above table that about 45% of the educators felt that the government should devote more funds and resources to the development of South African languages. About 33% of the respondents indicated that there is no need to develop marginalized languages and the government should spend more money on other priorities. Is also interesting to note that about 23% of the respondents indicated that the government should devote more money to translation and interpreting services, so that people can use their languages more.

COMMENTARY

The research results indicated that the majority of the respondents felt that disadvantaged languages should be assisted to develop and compete with a dominant language like English. Some of the respondents felt that the government should devote more funds to language development and to translation and interpreting services.

It is interesting to note that the research results indicated the difference in perceptions between teachers and students on the development of African languages in South Africa. Teachers who presumably have a better command of English than learners place less emphasis on translation and

interpreting services (Teachers −23%, Learners −38%) and feel more strongly that government should spend more money on other priorities and problems (Teachers − 33%, Learners − 17%).

This research has shown that the respondents are aware of the value of home language for educational activities. However, "the validation of our African languages in education will only be successful if it is supported by the economic and private sector" (Asmal 1994 cited in De Wet 2002).

4.5. CLASSROOM OBSERVATION

According to Phindangane Adult Centre policy, the three classrooms where I observed and recorded lessons had to provide instruction primarily in English. In practice, however, the classrooms were multilingual environments in which the home language i.e. Zulu was used to serve different purposes and functions.

ABET level 3 − NATURAL SCIENCE

Date: 28/05/01

Topic: Water and Sanitation − Collecting water

Objectives

In this lesson students were required to assimilate the knowledge they have developed in other tasks. They needed to apply knowledge of filtering and cleaning water and they were required to apply principles which allow the stored water to remain uncontaminated.

Observation

The teacher started the lesson about 15 minutes late. He took about another 8 minutes with routine administrative tasks which included the collection of homework, making announcements in connection with the examinations and relevant pages to study.

As an introduction, students were asked to think about the amount and kind of rainfall that their area experiences. In this lesson, the teacher and students were engaged in a discussion about water pressure and flow. The

teacher wrote difficult words on the board. Students were asked to read the new words on the board.

About 60% of the lesson was conducted in English, however, the teacher permitted the students to answer questions in Zulu. Gradually the teacher reduced the amount of Zulu he was using and added more English. In spite of allowing his students to use Zulu in his classroom, students spontaneously used English in class while working on tasks.

ABET level 2 – ENGLISH
Date: 29/05/01
Topic: Dialogues
Objectives
The aim of this lesson was to improve students communicative competencies through a prepared dialogue and they were supposed to come to class prepared to write some words from their dialogues on the chalkboard.

Observation
The lesson started on time. The teacher took a few minutes to explain the new words before the first pair went to the front and presented. Both the speakers were asked to speak loudly, clearly and in a natural manner. They were encouraged to use some simple objects.

After they had finished their talk, the teacher and other students asked them questions to see if they all had understood the dialogue. The second pair followed the same procedure. After the two pairs had finished their dialogues, the teacher commented on their performances.

I noticed that the teacher was only using English when talking to her class, but she used Zulu very cleverly to illustrate points she was making about English. For example, when teaching greetings, she asked the class how one person greets another in English. They said 'Hello, How are you?' Then she asked them how they greet people in Zulu. The students came up

with a long list of possibilities. She then explained that it was the same in English and listed many possible greetings used in that language.

ABET LEVEL 2 Human and social; sciences
Date: 07/06/01
Topic: Earth and beyond
Objective
The aim of this lesson was to show the relationship between the earth, the moon and the sun.

Observation
The teacher started the lesson about 20 minutes late; apparently she was delayed in the principal's office. She took about another 5 minutes with routine administrative tasks, which included making announcements in connection with examinations and relevant pages to study.

The teacher used Zulu most of the time in her teaching. The interactions between the teacher and students was predominantly teacher led. Part of the lesson was characterised by chorus answers to the questions posed by the teacher. Students also responded to questions with short answers. In fact this was a common trend in most of the lessons I observed.

COMMENTARY
The use of Zulu in these classrooms gave learners access to academic content, to classroom activities and to their prior learning experiences. It also gave teachers an opportunity to show their respect and value for their student's language and culture. It acted as a medium for social interaction and established a good rapport between teachers and learners.

The ways in which Zulu was used depended on a variety of factors, such as the participants in the interaction, the purpose and content of the communication and the needs of individual learners and the class as a whole. From my observation, bringing Zulu into the English, as medium of

instruction classes, has made learning English appear to be less of a threat to their mother tongue i.e. Zulu.

4.6. DOCUMENTARY SOURCES

I initially wanted to establish whether Phindangane AEC has an official language policy document. A Public Adult Learning Centre's language policy document is an official written statement outlining the PALC's intention in promoting particular languages within the centre. The Principal indicated to me that the adult centre did not have such a document.

At Phindangene AEC all documentation, including letters sent by the centre to learners, minutes of staff meetings, letters sent to and from the Department of Education as well as correspondence with other adult centres, is written in English.

For the purpose of this study I analysed the following documents:
- Provisional time-table for ABET level 1-4 (Appendix G)
- Phindangene Adult Education Centre Policy (Appendix H)
- Phindangene Adult Education Centre Routine and procedures (Appendix I)
- Circular minute from the Department of Education (Appendix J)
- ABET calendar and other activities 2002 (Appendix K)

These were the only documents I was able to access for the purpose of analysis. All other centre documents were official and confidential therefore I was not able to use them.

The first of these documents ie. The ABET examination time-table (Appendix G) also includes a circular advising the Department officials, ABET co-ordinators, chairperson of governing bodies and students about the procedures to be followed regarding examinations and moderation of the year mark. The document also outlines for the students the dates and times of specific papers. The examination timetable was handed to all

learners a week prior to writing of the exams. It is important to mention that the entire document is written in English.

The second document (Appendix H) is the PALC's policy on rules and regulations that need to be followed by everyone within Phindangene AEC and it is also written in English.

Copies of the Routine and procedures (Appendix I) and a circular from the Department of Education (Appendix J) are also written in English despite the fact that majority of the Zulu speaking people speak Zulu as their home language. It is also important to note that all documents including student class reports and assessment procedures are written in English.

The last document (Appendix K) is the ABET calendar and other activities for 2002 which is also written in English.

COMMENTARY

Despite the fact that these documents are also intended for the students whose mother tongue is Zulu, no attempt was made to translate these documents or part of them into the home language of these learners. More significantly Phindangene AEC does not have an official language policy which can inform all the relevant stakeholders of the language policy that should be adopted for the centre.

The overall results indicate that the level of usage of English is well above the use of Zulu and well out of the reach of the students.

4.7. Discussion of the findings

1. ATTITUDES TOWARDS MOTHER TONGUE INSTRUCTION

A high percentage (76%) of the student participants in the study felt that Zulu should be used in the English classes. All teachers reported using Zulu to some degree. Approximately 55% of the students responded that they like the teachers to use at least some Zulu in the classroom.

It is important to note that the results of this study reveal conflicting attitudes to indigenous languages. Respondents gave a rather complex set of contradictory beliefs on this matter. The respondents seem to have mixed feelings about Zulu and English. While there is some indication that teachers and students would support the use of Zulu in education they equally favour the use of English.

In general, the results show that the demand by the teachers and students for material in their own language was great. The majority of respondents also indicated that they believed that home language education enhanced teaching and learning (see tables 4 & 5). Both teachers and students indicated that using Zulu in class had led to positive attitudes towards the process of learning English. These perceptions and practice with regard to home language as an educational tool are in line with research findings on the importance of home language as language of learning and teaching.

Research findings (Cummins 1981, De Wet 2002, Freeman and Freeman 1992, Lemmer 1992, Vermeulen 2000, Genesee 1987, Collier 1989. Ovando 1998) indicate that it is important that learners should learn to think and function in their home language. It appeared from the interviews that the majority of the respondents believe that mixing Zulu with English is beneficial to them.

The prudent use of mother tongue in English class also affirms the value of students home language as their primary means of communication and cultural expression.

2. ATTITUDES TO ENGLISH
The results of this study show that adult learners have a clear preference for English as the medium of learning. Table 10 indicates that 45% of the students preferred English as the language of learning from level one to matriculation, because they believe that it will enable them to advance their economic status.

Here is one of the comments:

"Ngithanda ukufunda Isingisi khona ngizokuzwa umlungu uma ekhuluma". (I like to learn English so that I can hear the whites when talking).

The research results indicated that learners at Phindangene see English as the dominant language of trade and industry. Therefore, it was not surprising to see that English enjoys superior treatment to other languages at the centre. According to Lemmer (1996) the use of English in Africa as the language of world-wide communication and agent of nation-building in linguistically diverse communities appears to have been solidly entrenched.

According to Kaschula and De Vries (2000:1 cited in De Wet 2002), the death of apartheid has paved the way for changes regarding the status and use of indigenous African languages. Theoretically, the new Constitution provided status and an official role for all South African languages. However, in reality, it would seem that English remains the preferred language of learning and teaching. However, it is important to mention that their choices are not well informed because they lack the understanding that mother tongue instruction will help them become fluent in English.

3. KNOWLEDGE OF LANGUAGE POLICY

The results indicate that there is a discrepancy between the current official language policy and practice. The teachers also indicate that they are frustrated because there is no clarity whether mother tongue is to be used as a medium of instruction, and if so, at what level. This research also found that both the students the teachers, and the principal are not familiar with current official language policy.

It is evident from the interviews that at Phindangene there is still confusion regarding the language policy. Teachers and students think that language policy is synonymous with medium of instruction. It is also indicated from

the research results that the relevant stakeholders are not involved in formulating the language policy for the centre.

4. WHAT IS ACTUALLY HAPPENING AT PHINDANGENE AEC REGARDING LANGUAGE POLICY

The results of this study indicated that there are a number of contradictory attitudes concerning the role of languages in teaching and learning. This contradiction was consistently evident from the research results which indicated that the respondents hold positive attitudes towards English for educational, economic and administration purposes.

The research findings reveal that despite the changes in language legislation in the country, not much in terms of language policy has changed at Phindangene AEC. In all the classes observed, teachers were using both Zulu and English as medium of instruction when conducting their lessons. It is important for me to point out that even though teachers are using a lot of Zulu in classes, they are doing it informally, i.e. it is not part of the official policy of the centre. The results also indicated that all the stakeholders at Phindangene AEC are unaware of their role in formulating language policy. It seems to me that the important decisions concerning language are made by the centre management teams (i.e. the principal and the H.O.D).

CHAPTER 5

5.1. Conclusions and recommendations

In this chapter I will discuss recommendations regarding strategies for the effective implementation of the Language in Education Policy. I will argue that the implementation of the new Language in Education Policy cannot be successful unless it has the full support of the National and Provincial government.

The government gives PALCs and schools choices in terms of languages that are offered but does not provide adult centres with the resources needed to implement changes. There are loopholes in the language policy that can be used to avoid introducing certain languages in the curriculum. Section 29.2 of the Constitution (Republic of South Africa 1996) says that everyone has the right to receive education in the official language / languages of their choice in public educational institutions, where that education is reasonably practicable. What is particularly ambivalent in this policy is the phrase "reasonably practicable". Some of the issues surrounding it are;

- Who decides what is 'practicable'?
- What criteria will be used to decide what is 'practicable'?

A number of excuses can be used such as lack of resources and lack of funds, and there is no obligation on the state to provide education in the official language of the learners choice.

Chaskalson (1997 cited in Brown 1997) argued that, how the state satisfies this obligation is essentially its business. It has to consider all reasonable alternatives, including single medium institutions. Therefore it appears it is only the state that needs to take decisions on the language policy, taking into account questions of practicality, equity and redress.

It can also be argued that certain languages on the grounds of them not being 'practicable' may be excluded. Therefore the students cannot assert

their constitutional right to be taught in the language of their choice. This may be another way of marginalizing African languages, and invariably the people who speak them. Hence, a modifier such as 'reasonably practicable' allows a loophole for not providing instruction in certain languages.

Having eleven official languages does not mean that all problems relating to language in education have disappeared. On paper all languages are equal and are to be treated equally. Chaskalson (1997 cited in Brown 1997) argued that, the fact that a language is an official language does not mean that in its own right, a language must be a language, which is used in parliament, or used in schools and PALC's. He further suggested that having eleven official languages has very little legal significance, because there is nothing legally binding that follows automatically from the status of the language being designated an official language.

According to Lemmer (1996) the proposed equal treatment of the indigenous languages embodied in constitutional documents often means their decline in practice in the light of their impotency to compete with the popularity of and perceived advantages associated with English. Lemmer (1996) further suggests that the future of indigenous languages as well as programmes consciously designed to promote their use, rather than mere official status together with English.

It was evident from the results of this study that language practice at Phindangene AEC was not consistent with the aims of the current Language in Education Policy because it lacked deeper understanding about the language policy and what it was intended for. It is also important to mention that all indigenous languages in South Africa have been accorded the same status as English and Afrikaans. However, the findings of this study reveal that English is seen as the gatekeeper to better job opportunities and positions of prestige in society. Olajedo (1993:101 cited in Lemmer 1996) cautions that language in education policies in Africa are generally characterised by avoidance of key issues, vagueness,

arbitrariness, fluctuations and declarations without actual implementation in schools and Public Adults Learning Centres.

It is important to note that despite the fact that there are sound reasons for having mother tongue instruction, the results of the study found that there are strong perceptions that English medium instruction is better. This study has shown that people need to be educated in order for them to make informed decisions concerning language policy.

Seepe (2001) has argued that instead of affirming African languages, the new elite has tended to promote and perpetuate the dominance of colonial languages. This is despite paying lip service to promoting African languages as equals of the languages of colonial power. Seepe further argues that it is this syndrome that allows African politicians to address rural and urban African-language speakers in "foreign" languages; languages that are hardly understood by their audience and which they themselves handle with difficulty and grammatical inhibition.

According to Webb(2002) the test of South Africa's language policy development and implementation ultimately lies in the country's ability to resolve its language related problems. Language-related problems are problems which are non-linguistic by nature but in which language plays some causal role. Examples of such problems in South Africa (Webb 2002) are:

- The educational underdevelopment of many South Africans (which is a direct consequence of apartheid education).
- Non-competitive performance in the workplace, with low productivity and inefficient work performance, and generally unfair economic conditions, in particular poverty, which are all partly due to inadequate educational development, which, in turn, is a consequence of the language factor in formal education and training.

- Inadequate political participation (partly due to the fact that the main language of political discourse is English), and the continuance of linguistic discrimination and inter-group conflict.
- Cultural alienation and the possible threat to the country's rich diversity, through ethnolinguistic shift and cultural assimilation to the Western world.

Webb (2002) argues that language plays a fundamental role in each of these problems, and language planning in the country thus has to develop policies and strategies which will address the role of language in their resolution, ensuring that language is a facilitator rather than an obstacle to development in all these domains.

Despite common problems of shortage of resources, lack of adequate materials and insufficient time to teach, the principal and teachers alike attested their commitment and enthusiasm to teach and help adult learners to succeed in their studies.

5.2. RECOMMENDATIONS

* IMPROVE IMPLEMENTATION STRATEGIES

In order to implement its language policy the government needs to move beyond rhetoric. The results of this study indicate that, the government still needs to provide necessary support to ensure that its policies are successfully implemented. It is also necessary that PALC's are provided with clear guidelines on devising language policy. Resources must also be provided and measures be taken to translate policy from paper into practice.

* IN-SERVICE TRAINING

All the teachers in the study reported a need for more training and ongoing support in teaching languages. Some of the teachers suggested that the

workshops should contain more experiential learning, and more information on methodology and assessment.

The implementation of the government language policy cannot be successful unless it has the full support of the National or Provincial Education Departments. Therefore, implementation must be seen to be the departmental priority. In-service training may serve as an example to illustrate the importance of this issue. Training must be fully supported by the department as part of the teacher's professional development

* RESOURCES

It was evident from the research results that much more effort should go into developing and providing learning materials and textbooks that are more appropriate to adult learners in indigenous languages.

* RAISING PUBLIC AWARENESS ABOUT LANGUAGE POLICY

Is important to note that the education department is responsible for making sure that each PALC gets a copy of the language policy. The study has shown that people need to be educated in order for them to make informed decisions concerning language policy. However, the results of this study indicated that English is valued more than African languages. Therefore, it is important that African people be made aware of the long-term effects of giving more value to English rather than their home languages. This practice will serve to perpetuate the maintenance of unequal relations of power between African languages and English.

* USE OF AFRICAN LANGUAGES

It was evident from the documentary analysis (see appendix G – J) that all the official documents are written in English. Therefore, it is important that indigenous languages should be used in government offices, business and in education. It is important to suggest that in all levels of education indigenous languages must be given the same status as English. I would

further suggest that examination papers need to be written in both English and Zulu so that the learners can choose which language they prefer in answering questions. Lastly, African languages need to be promoted for administrative and working purposes at higher levels of this country so that ordinary people can appreciate the status and use of these languages.

5.3 CONCLUSION

It was evident from the results of this study that language practice at Phindangene AEC was not consistent with the current Language in Education Policy. In this study, I have elicited the attitudes of all the role players (i.e. teachers , students and the principal) towards the different languages in order to ascertain language preferences.

It must be pointed out that this study has focused on language choice issues at one adult centre in Durban and has predominantly involved interviews, questionnaires and observations with small samples within the centre. The conclusions it has reached cannot be generalised to other PALC's in the region, but indicate that language practice is not consistent with Language in Education Policy in those PALC's as well.

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APPENDIX A

CLASSROOM OBSERVATION SCHEDULE

Name of school: --

Date observed: --

Time / Period observed: --

Grade observed --

Name of teacher --

Name of observer --

GENERAL

1. What is the class enrolment? --

2. How many learners are absent? --

3. How many learners share a desk? ------------------------------------

4. Does the majority of learners have appropriate instructional materials (for example, learners guide)?

Yes		No	

   Additional comments

   ----

5. Does the majority of learners have writing materials (for example, pens/pencils/paper)?

Yes		No	

   Additional comments

PHYSICAL CONDITION OF THE CLASSROOM

1. Please tick applicable block(s) regarding the physical condition of the classroom

CONDITION OF CLASSROOM	YES	NO
1. Are there signs of vandalism?		
2. Are the walls and floors clean?		
3. Is the room adequately ventilated?		
4. Is the temperature of the room conducive to learning?		
5. Is the light in the classroom adequate?		
6. Is the writing board/visual aid(s) visible to all learners?		
7. Is there enough space between desks/tables for the teacher and learners to move around?		
8. Are there enough chairs/spaces at work tables for all the learners?		

Additional comments on physical condition

RESOURCES

1. Please tick the applicable block(s) to indicate the resources available

RESOURCES	YES	NO	NA
1. Are the resources provided appropriate to the lesson or task?			
2. Are resources easily accessible to students?			
3. Are there sufficient amounts of resources for all students?			
4. Are there reference materials available in the classroom?			
5. Is there adequate storage space for students' projects?			

Comments on the quantity and quality of the resources

TEACHING AND LEARNING

1. Please indicate in the table below how the teacher conducts the teaching task

TEACHING TASK	YES	NO
1. Spells out the learning task clearly.		
2. Appears familiar with the topic.		
3. Encourages active learner participation in activities.		
4. Uses a variety of assessment techniques (self, peer, informal observation).		
5. Assesses learners continually.		
6. Adjusts lesson / activities to feedback from students.		
7. Orients students towards task periodically.		
8. Integrates daily life examples into the lesson.		
9. Relates the lesson to other learning areas.		
10. Provides continual feedback to students.		
11. Praises learners' progress.		

2. Please indicate if the majority of the learners are following the learning task

LEARNER AND THE LEARNING TASK	YES	NO
1. Does the teacher involve majority of the learners in the learning task?		
2. Does the majority of learners pay attention?		
3. Are the majority of learners following instructions?		
4. Are the majority of learners participating actively in the learning task?		
5. Are the majority of learners asking questions?		
6. Are the majority of learners responding to teacher's questions?		
7. Does the majority of learners appear to understand the learning task?		
8. Does the majority of learners appear to understand what is expected of them?		
9. Is the lesson disrupted by: ❖ External factors (people entering the room, noise, etc) -- ❖ Teacher called away -- ❖ Other learners' behaviour -- ❖ Other (please specify)		

3. Please indicate if the teacher uses the following facilitation techniques during the lesson, according to the scale below ;

0 = not applicable; 1 = not at all used; 2 = used frequently; 3 = used all the time

FACILITATION	SCALE
1. Small group work or projects	
2. Individual work or projects	
3. Small group discussion	
4. Large group discussion	
5. Lecture	
6. Different assignments for different levels of students	
7. Independent study	
8. Other (please specify) -- --	

4. Describe the sequence of learning / teaching / facilitation as it occurs. Use the tables above to guide observation.

----

5. Describe the interactions taking place within selected groups if group work is part of the lesson.

----

6. Describe the forms of assessment (such as learner self assessment, peer assessment, project, or task evaluation) that were used during the lesson.

----

7. Which language is most often used by the majority of learners in the classroom?

APPENDIX B

LEARNER QUESTIONNAIRE

I would appreciate your help with regard to this questionnaire. I am trying to collect information pertaining to language choice at Phindangene Adult Education Centre. I am going to use this information for the purpose of research only.

1. What language does the teacher normally use in class?

English	IsiZulu	Other

2. Does your teacher use other languages as well?

Yes	No

3. Should IsiZulu be used in class?

Yes	No

4. Would you like your teacher to use IsiZulu in class?
    Use (x) to indicate your choice

Not at all	
A little	
Sometimes	
A lot	

5. When do you think it is appropriate to use IsiZulu in your English class?
    Rank the following according to:
    1 = not at all; 2 = some of the time; 3 = all the time

	1	2	3
To explain difficult concepts			
To introduce new material			
To summarize material already covered			
To check comprehension			
To define new vocabulary items			
To carry out small group work			
To explain the relationship between English and			

IsiZulu			
To help learners feel more comfortable and confident			
To test			

6.   If you prefer to use IsiZulu in your class, why do you? Use (x) to indicate your choice.

It is more comfortable	
I am less tense	
I feel less lost	

7.   Do you believe that using IsiZulu in your English class helps you learn this language? Use (x) to indicate your answer.

No	
A little	
Fairly much	
A lot	

8.   What percentage of the time do you think IsiZulu should be used? Use (x) to indicate your answer.

0+%	
10+%	
20+%	
30+%	
40+%	
50+%	
60+%	
70+%	
80+%	
90+%	

9.   What language do you normally use when speaking to people senior to you, for example the principal?

English	
IsiZulu	
Other (please specify)	

10. When meetings are held at school, are you able to use your own language?

Yes	No

11. For subjects other than language subjects, what is the language of tuition?

----

12. Think about the policies, which have been adopted in recent years, which affect languages spoken by South Africans. Regarding your home language, which of the following would best describe the way you feel?

I am satisfied about the way my home language is being treated.	
Because of practical difficulties when there are many languages, I feel that my language is being treated as well as I could expect.	
All things considered, I am fairly dissatisfied about the way my language is being treated.	
I am very dissatisfied about the way my home language is being treated.	

13. With regards to the funds being made available by the government for the development of languages in South Africa, which of the following would be closest to the way you feel?

The government should devote more funds and resources to the development of South African languages.	
The government should devote more funds to translation and interpreting services so that people can use their own languages more.	
The government should spend more money on other priorities and problems.	
Other (specify)	

14(a) If you were asked to choose the language of instruction, which of the following options would you choose? Please cross (x) one option only.

IsiZulu from Abet level 1 to matriculation	
English from Abet level 1 to matriculation	
IsiZulu from Abet level 1, with a switch to English from level 3 to matric	
IsiZulu from Abet level 1, with a switch to English from level 4 (std 7)	

(b)   Please give the reason(s) for the choice you have made.

----

15.   What languages do you understand if spoken? By understanding we mean that you understand the language well enough to follow a story on radio or television.

----

16.   Do you think that your home language should be assisted by the government to develop and become or remain equal to other languages as an official language of the country?

THANK YOU FOR YOUR COOPERATION

APPENDIX C

EDUCATOR QUESTIONNAIRE

I would appreciate your help with regards to this questionnaire. I am trying to collect information pertaining to language choice at Phindangene Adult Education Centre. I am going to use this information for the purpose of research only.

1.   5.   When do you think it is appropriate to use IsiZulu in an English class? Rank the following according to:
1 = not at all; 2 = some of the time; 3 = all the time

	1	2	3
To explain difficult concepts			
To introduce new material			
To summarize material already covered			
To check comprehension			
To define new vocabulary items			
To carry out small group work			
To explain the relationship between English and IsiZulu			
To help learners feel more comfortable and confident			
To test			

2.   How often do you think IsiZulu should be used in English classes?

Never	
Very rarely	
Sometimes	
Fairly frequently	
To aid comprehension	

3.   If you use IsiZulu in your class, why do you think that this may be more effective than using English exclusively?

4(a) With regards to the language policy in general, do you think that one language should be more important than others?

Yes	No

(b) If yes, which one?

----

5. Do you think that your home language should be assisted by the government to develop and become or remain equal to other languages as an official language of the country?

----

6. Think about the policies, which have been adopted in recent years, which affect languages spoken by South Africans. Regarding your home language, which of the following would best describe the way you feel?

I am satisfied about the way my home language is being treated.	
Because of practical difficulties when there are many languages, I feel that my language is being treated as well as I could expect.	
All things considered, I am fairly dissatisfied about the way my language is being treated.	
I am very dissatisfied about the way my home language is being treated.	

7. Think about the situation of language of instruction in government funded schools. Which of the following would be closest to the way you feel? You may choose more than one item if you wish.

Mother tongue instruction and good teaching of another official language should be available.	
Learners should have the opportunity to learn both their mother tongue and English.	
Learners should learn through both English and mother tongue.	
It is more important that learners learn in English than in other languages.	
Other (specify)	

8. What language do you speak mainly at work (Phindangene)?

X

9. What languages do colleagues at your level use mainly when they speak to you at work (Phindangene)?

    ----

10. What language do you mainly use when speaking to people senior to you?

    ----

11. When meetings are held at school (Phindangene), are you able to use your own language?

Yes	No

12. Thinking generally about your work situation (Phindangene), do you feel disadvantaged in any way by the use of languages?

Not disadvantaged, I manage quite easily	
Slightly disadvantaged, it would be better to use my own language	
Seriously disadvantaged, I should be able to use my own language	
Other (please specify) -- --	

THANK YOU FOR YOUR COOPERATION

APPENDIX D

STUDENT INTERVIEW SCHEDULE

Description of demographic factors

Age: --

Level: --

Gender: --

Marital status: --

Number of children: --

Subjects: --

INTERVIEW QUESTIONS

1. Can you tell me something about your time at school?

----

2. Can you tell me something about the course that you are doing here?

----

3. How did you learn about the course?

----

4. Could you tell me why you decided to join the class?

----

5. For subjects other than language subjects, what is the language of tuition?

----

6. When do you think it is appropriate to use IsiZulu in your English classes?

----

7. Do you believe that using IsiZulu in your English classes helps you learn this language?

----

8. Can you tell me about the advantages of learning to read, write and speak in your class?

----

9. Can you tell me where you will use the skills that you learn in the classroom?

----

10. Do you think your home language should be assisted by government to develop, and become of remain equal to other languages as an official language of the country?

----

11. What languages do you understand if spoken? By understanding we mean that you understand the language well enough to follow a story on the radio or on television.

----

12. Which newspaper(s) do you read at least once or more per month?

----

13. Is there anything else that you would like to add?

----

* THANK YOU FOR YOUR COOPERATION*

APPENDIX E

TEACHER INTERVIEW SCHEDULE

Demographic factors

Age: --

Gender: --

Home language: --

Subjects: --

Levels: --

Teaching experience: --

INTERVIEW QUESTIONS

1. Can you tell me about the INSET course that you have attended in the past three years?

----

2. Are the language instructional materials:

(a) Appropriate for the grade or level?

(b) Suitable format (way presented, laid out, and so on)?

(c) Suitable sequence of topics, ideas and so on?

----

3. Do you have adequate resources to teach the language?

----

4. When do you think it is appropriate to use IsiZulu in English classes?

----

5. If you use IsiZulu in your class, why do you think this may be more effective than using English exclusively?

----

6. How often do you think IsiZulu should be used in English classes?

----

7. What assessment strategies do you use for your learners?

----

8. How are these strategies working out?

----

9. What are the major sources of difficulty your students face when they are in the Mathematics and / or Science class?

----

10. Are you satisfied with the way you home language is being treated?

----

11. Can you tell me something about the current language policy in Education?

----

12. How do you think the government should develop your home language?

----

13. Can you tell me anything about the skills that the learners want to learn?

----

14. What are some of the problems that your students are experiencing in class?

----

15. Are the students enthusiastic to attend class?

----

16. How valuable have you found INSET provided by the department and / or the NGO's?

----

17. How valuable have you found other forms of support (from your colleagues, principal, and the support services from the regional office)?

----

* THANK YOU FOR YOUR COOPERATION*

APPENDIX F

PRINCIPAL INTERVIEW SCHEDULE

Demographic factors

Age: --

Gender: --

Experience as a principal: --

Subjects: --

Level: --

INTERVIEW QUESTIONS

1. What in-service courses have you attended in the past three years?

----

2. Can you tell me about the medium of instruction (language of learning) at each level?

----

3. Who determined the language policy at this center?

----

4. What is / was the pole of other stakeholders in deciding about the language policy of this centre?

----

5. What feedback are you getting from the learners and teachers about the way in which language(s) are taught and assessed?

----

6. What support does your centre get as far as language is concerned from the provincial Department of Education?

----

7. How do the learners feel about the issue of official languages, the knowledge and usage of many languages?

----

8. When do you think it is appropriate to use IsiZulu in an English class?

----

9. Can you tell me about some of the problems that your students are facing?

----

10. How enthusiastic are the students to attend classes?

----

11. How would the use of mother tongue be more effective than using English exclusively?

----

12. Do you have adequate resources to teach the language?

----

13. What changes would the learners like to see in their school language policy?

----

14. Can you tell me something about the current language policy in education?

THANK YOU FOR YOUR COOPERATION

KWAZULU-NATAL DEPARTMENT OF EDUCATION & CULTURE
PROVINCIAL EXAMINATION & ASSESSMENT SERVICES

PROVISIONAL TIME-TABLE FOR ABET LEVEL 1 TO 4 – OCTOBER 2002

	TIME	LEARNING AREA	LEVEL/S
1Y	14:00 – 17:00	LIFE ORIENTATION	2,3,4
Y	14:00 – 17:00	ARTS & CULTURE	2,3,4
SDAY	14:00 – 17:00	MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES	1,2,3,4
IAY	14:00 – 16:00	TECHNOLOGY	2,3
	14:00 – 17:00	TECHNOLOGY	4
	14:00 – 17:00	TRAVEL & TOURISM	4
Y	14:00 – 17:00	LLC: ISIXHOSA, ISIZULU	1,2,3,4
IY	14:00 – 17:00	NATURAL SCIENCES	2,3,4
SDAY	14:00 – 17:00	LLC: ENGLISH	1,2,3,4
DAY	14:00 – 17:00	ECONOMICS AND MANAGEMENT SCIENCES	2,3,4
'	14:00 – 17:00	ANCILLARY HEALTH CARE	4
IAY	14:00 – 17:00	HUMAN AND SOCIAL SCIENCES ENGLISH 2ND LANGUAGE HG/SG P1 – LITERATURE	2,3,4
AY	14:00 – 17:00	APPLIED AGRICULTURE AND AGRICULTURAL TECHNOLOGY	4
ESDAY	14:00 – 17:00	SMALL MEDIUM AND MICRO ENTERPRISES	4
DAY	14:00 17:00	LLC: AFRIKAANS	4

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ROVINCE OF
IA ZULU-NATAL

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PROVINSIE
KWA ZULU-NATAL

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CIRCULAR NO. 120 OF 2002

CENTRE MANAGERS OF ADULT EDUCATION CENTRES, PRINCIPALS OF SECONDARY SCHOOLS, PRINCIPALS OF TEACHERS' CENTRES, HEADS OF REGIONAL AND DISTRICT OFFICES, AS WELL AS HEADS OF DIRECTORATES/DIVISIONS OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE, ALL SUPERINTENDENTS OF EDUCATION, CHAIRPERSONS OF GOVERNING BODIES AND MANAGEMENT COUNCILS, AND ABET CO-ORDINATORS.

:T EXAMINATON – OCTOBER / NOVEMBER 2002 – YEARMARK MARKSHEETS FOR LEVEL 4 LEARNING AREAS.

: following information relates to the marksheets as well as processes regarding the moderation of these mponents.

A marksheet is a face value document. Once it has been filled it must be treated with the greatest degree of confidentiality. There are no duplicate marksheets. Principals will be accountable for any missing marksheets.

Under no circumstances may marks be divulged to candidates.

Marksheets will be forwarded to all Regional Offices for distribution to the relevant centres.

The return of marksheets will be undertaken by moderating officers to the Regional Offices.

Actual marks obtained by the candidates must be entered and not percentages.

Marks must be filled in by the school in BLACK or BLUE ink.

Candidate's marks must be entered against the examination numbers as printed on the marksheet. No additions/deletions of examination numbers must be made on the marksheets. Tutors should take care when filling in the marks to ensure that it is filled in the correct column and NOT in the moderator's column.

No candidate whose examination number appears on a marksheet may be marked absent. Candidates must be assigned a mark.

Marksheets must be endorsed by the relevant officials and bear the imprint of the school stamp on it.

There will be no temporary marksheets. Only original marksheets are to be returned.

The deadline for submission of marksheets to the Regional Office is 30 September 2002.

Centres will be notified by the Regional Offices of moderation dates. Centres/subject tutors must have their mark books/marksheets available to verify that marks have been established through a process of on-going continuous assessment. A sample of portfolios will be collated for submission to Umalusi for verification.

Any error made on marksheets must be neatly struck off, the correct mark entered above it and endorsed by the Tutor.

The use of Tippex or any similar material is not allowed.

Any candidate who is absent during moderation must submit a medical certificate to the Regional Office in the case of illness, or written evidence acceptable to the Chief Executive Officer for any other reason for absence. Failure to comply with this may lead to the continuous assessment mark being forfeited. The Principal must submit his/her recommendation regarding the validity of information supplied.

Medical certificates or any other reason for absence must be forwarded to the Regional Office immediately upon the return of the candidate to the school.

The return date for the submission of the marksheets to Province is 4 October 2002.

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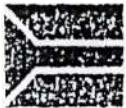EF EXECUTIVE OFFICER

APPENDIX H

PHINDANGENE ADULT EDUCATION CENTRE POLICY

1. This Centre caters for the Adults only

2. Tuition starts at 18h00 – 20h00. Every evening from Monday to Thursday

3. Every student should produce his/her identity before registration takes place.

4. Students from S.J. Smith, Umlazi Glebe Hostel, Wentworth, Woodlands and Finland are liable to use the Centre

5. Students from KwaMashu, Umlazi, Inanda have their own Centre.

6. Cars for students and lecturers have a parking place within the Centre premises.

7. The night watchman reserves the right to close the gate after 30 minutes tuition.

8. Only the lectures may enter the gate after 30 minutes tuition for their period.

9. No walking up and down the corridors during tuition time.

10. Only the Principal or the Supervising teacher may enter the classrooms during tuition time.

11. The senior and junior clerk may not be disturbed or visited during tuition time.

12. All queries must be referred to the Principal.

PHINDANGENE ADULT EDUCATION CENTRE ROUTINE AND PROCEDURES

1. Tuition starts at 17h00 to 20h30
2. Report at least 15 minutes before starting time
3. Every lecturer must submit his/her workbook to the clerk in charge.
4. Lecturers sign the time book before entering classes.
5. Use the 2 hours economically and strictly follow the time table for the course.
6. Never discourage those who fail to cope up with the work until they work.
7. Do respect the students and use an acceptable language.
8. Understand their problems and put them at ease.
9. Never discourage those who fail to cope up with the work until they improve.
10. Correct the work and give positive remarks.
11. With his/her courses encourage students to visit the neighbouring libraries for help and use the prescribed books.
12. Be consistent and industrious in order to gain their interest.
13. Train students to produce neat work as expected during examinations
14. Never absent yourself for leisure time.
15. Support the centre by having confidence in your work and set goals achieving better results.
16. Through the lecturers good efforts, this centre will always retain its good name and blessings form above.

: Senior Managers
    Regional ABET Co-ordinators
    District Managers
    District ABET Officials

CIRCULAR MINUTE :

ABET Centres are kindly advised on the following:

All Public Adult Learning Centres (PALCS) whose learners will not undergo summative assessment in 2002 will continue with tuition until the 29th of November 2002 .

PALCS with Levels 1-3 will close on the 27th of September 2002 and resume tuition on the 7th of October 2002 inorder to start preparations for the summative assessment

PALCS with Level 4 which are registered for the October /November summative assessment are advised to continue with tuition in preparation for the examination Tuition will continue until learning areas concerned are written .

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Mkhize (Provincial ABET Head)

KWAZULU NATAL DEPARTMENT OF EDUCATION AND CULTURE
ABET CALENDAR AND OTHER ACTIVITIES 2002

should be at here

MONTH	DATE	ACTIVITIES
JANUARY	08	GRADE 12 ENTRY FORMS RECEIVED BY REGIONS MONITORING AND EVALUATION
FEBRUARY		REGIONS & DISTRICTS MONITOR REGISTRATION & PLACEMENT
MARCH	01	FILLING UP OF SNAP SURVEY AT CENTRES
APRIL	26	LAST DAY FOR SUBMISSION OF GR. 12 ENTRY FORMS TO REGIONS
MAY	10	ABET MARKERS SUBMIT APPLICATION FORMS TO REGIONS- **to be confirmed**
	17	REGIONS SUBMIT GR 12 ENTRIES TO PROVINCE
JUNE	03	REGIONS SUBMIT SHORTLISTED APPLICATIONS OF MARKERS TO PROVINCE
	21	GR 12 CENTRES RETURN PRELIMINARY SCHEDULES TO REGIONS
JULY	12	PROVINCE ISSUES FINAL SCHEDULES FOR GR 12 TO REGIONS

AUGUST	05	CENTRE MANAGERS FINALISE PORTFOLIO MODERATION FOR L3 – L4
AUGUST	08	REGIONS SUBMIT CONFIRMATION OF GR 12 SCHEDULES TO PROVINCE
	12	DISTRICT CO-ORDINATORS FINALISE PORTFOLIO MODERATION AT CENTRES
	19	REGIONAL CO-ORDINATORS FINALISE PORTFOLIO MODERATION AT CENTRES
	26	REGIONS SUBMIT MODERATED PORTFOLIOS TO THE PROVINCE
	30	DEADLINE FOR REGISTRATION FOR NEW ABET CENTRES FOR 2003.
SEPTEMBER	03	LITERACY DAY CELEBRATION – DURBAN SOUTH REGION
	05	LITERACY DAY CELEBRATION – LADYSMITH REGION

ALL EXAMINATION MATTERS ARE TO BE DECIDED UPON BY THE PROVINCE AND REGIONAL EXAMINATION SECTIONS. INFORMATION PERTAINING THAT WILL BE COMMUNICATED TO ALL CENTRE MANAGERS AS SOON AS IT IS AVAILABLE.

21-01-02

ABET PROVINCIAL HEAD   **DATE**