An investigation into teacher-elicited Zulu mother-tongue peer-tutoring by Zulu-speaking pupils in an English only classroom at Southlands Secondary School

BY

MAHALUTCHMEE VIRASAMY

Submitted in partial fulfillment of the requirements of the Degree of Master of Arts (by course work and dissertation) in the Department of Applied Linguistics, University of Natal, Durban.

Supervisor: Professor N.M. Kamwangamalu

Durban

1999

I, Mahalutchmee Virasamy, declare that

An investigation into teacher-elicited Zulu mother-tongue peer-tutoring by Zulu-speaking pupils in an English only classroom at Southlands Secondary School

is my own work and that all the sources I have used have been indicated and acknowledged by means of complete reference.

Durban

February 1999

ACKNOWLEDGEMENTS:

I wish to thank the following:

Prof. N.M. Kamwangamalu, my supervisor, for his guidance and assistance throughout the study.

The students and teachers who participated in this study.

My family who gave me moral support.

My mother, Mrs. K. Virasamy, who provided me with the strength and determination to complete this study.

My late father, Mr W. Virasamy, who inculcated in me a desire to strive for excellence.

TABLE OF CONTENTS

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS ON THE USE OF ZULU MOTHER TONGUE PEER-TUTORING IN AN ENGLISH-ONLY CLASSROOM

ABSTRACT

The end of apartheid in South Africa in 1994 triggered unprecedented changes in the country's institutions including the school. In the city of Durban one such change was the influx of Zulu-speaking pupils into previously "Indian" and "White" schools in their quest to learn through the medium of English only. The majority of these students are less proficient in English and therefore find it difficult to participate in classroom activities. Drawing on questionnaires, interviews and personal observations of classroom interaction, this study reports on one teaching method, peer tutoring, that some teachers at Southlands Secondary use to attend to the communicative needs of these students. In particular, the study reports on how peer-tutoring works at this school, what its benefits are to the learners, what the learners' attitudes are toward this teaching method, and what its implications are for the English-only argument. The study shows that contrary to the English-only argument, using the students' native tongue, Zulu, in an English-only classroom can assist rather than impede ESL learning. Peer tutoring not only contributes to the academic development of Zulu-speaking pupils and fosters friendships and meaningful contacts between Zulu-speaking and Indian pupils, but it also provides the latter with opportunities to learn Zulu and to appreciate the language as a resource in an English-only environment. It is hoped that this study, which is very much pilot in nature, will help highlight issues that can become the subject of more detailed studies in this field.

CHAPTER ONE

INTRODUCTION

This study has five main objectives:

a.   to investigate the attitudes of Indian and African pupils to the use of Zulu in an English-only classroom.

b.   to investigate the attitudes of Indian teachers to the use of Zulu in an English-only classroom.

c.   to examine the use of Zulu mother tongue peer-tutoring.

d.   to establish whether the language policy at Southlands Secondary is addressing the needs of a multiethnic and multilingual school population.

e.   to use the findings of this study to draw up recommendations that could be used in raising the awareness of teachers and pupils to the use of Zulu in an English-only classroom.

The end of apartheid in South Africa in 1994 precipitated unprecedented changes in the country's institutions including the school. One of the changes that occurred in the context of the school was the influx of Zulu-speaking pupils to previously "Indian" and "White" schools in their quest to learn through the medium of English. Due to the inequalities created by the system of apartheid, such as the introduction of the Bantu Education Act by the National Party in 1953, African pupils in this country have different levels of competency in English. The Bantu Education Act was meant to prepare Africans for life in the rural areas. Consequently, the Nationalists turned a deaf ear to the outcries from all quarters in the country and, instead of changing the language policy they went ahead with the mother tongue principle and the decision to promote Afrikaans in African schools (Marivate 1993:96). It is for this reason that the majority of Zulu-speaking pupils in KwaZulu-Natal are less proficient in English and find it relatively difficult to participate in classroom activities. The lessons which are presented in English becomes incomprehensible, resulting in mass failure amongst Zulu-speaking pupils. Thus, teachers at Southlands Secondary use Zulu mother tongue peer-tutoring to attend to the communicative needs of their pupils.

The study shows that contrary to the pervasive English-only argument, to which I will return later, the use of the pupils' mother tongue, Zulu, in an English-only classroom can enhance rather than

impede ESL learning. The literature (Bejarano 1987:483) indicates that the emphasis in language teaching has recently shifted from purely structural competence to communicative competence - from the ability to merely manipulate the linguistic structures correctly to the ability to use the language appropriately in real communication. Generally, there should be a balance between grammatical accuracy and communicative effectiveness (Littlewood, 1981, Widdowson, 1978) quoted in (Bejarano 1987). Therefore the classroom offers the pupil the best opportunity to master the skills of communicative competence. Through instructional exchanges with their teachers, pupils should be able to see how language works and get useful feedback. However, Kamwangamalu (1997c:1) argues that pupils cannot make real attempts at communication or even participate successfully in classroom activities unless they have the necessary linguistic resources and the knowledge of how to use them appropriately during these activities. In the multilingual and multiethnic South African classrooms this problem is exacerbated since classes in the former "Indian" and "White" schools now comprise L1 and ESL learners. In these multilingual classes, ESL learners are often a minority group. Due to their lack of fluency in English, as pointed out earlier, ESL learners become withdrawn and passive and do not participate in lessons. The challenge for teachers at these multiethnic schools is to ensure that Zulu-speaking pupils understand the concepts that are presented to them in English whilst L1 learners are not slowed down in the process of learning. Another dilemma that confronts teachers at these previously segregated schools is that the majority of the teachers do not speak Zulu, the home language of their ESL learners, a language that they can use as an alternative to help pupils learn the target language, English. Consequently, there is a high dropout rate amongst Zulu-speaking pupils. A comment made by a teacher (T.N), who participated in the study,

> "...there have been 5 dropouts (in my class).."
> (See Appendix E)

bears testimony to this unfortunate situation. In order to redress these circumstances, some teachers at Southlands Secondary use Zulu mother-tongue peer-tutoring so that Zulu-speaking pupils can receive comprehensible input and participate in classroom activities. As a first step the teacher identifies bilingual tutors, i.e. Zulu-speaking pupils who are proficient in their home language, Zulu, and their target language, English. These pupils are then assigned the task of tutoring less proficient ESL pupils who have difficulty in understanding concepts that are presented to them in English. The peer-tutoring sessions are conducted in Zulu so that classroom activities,

instructions and academic content become accessible to less proficient pupils. In some classes and depending on the number of bilingual tutors available, the teacher divides the pupils into small groups of three pupils each. The aim of this study is to ascertain how and to what extent Zulu mother tongue is used as a communicative resource in an English-only environment with a focus on the following questions:-

1. How is the peer-tutoring episode interactionally accomplished within the lesson?
2. What are pupils', Indian and African, perceptions of using Zulu in an English-only classroom?
3. How do teachers feel about using Zulu in an English-only classroom?
4. Does the school's language policy deal adequately with the changing needs of a multilingual and multiethnic school population?
5. What are the benefits of peer-tutoring to African and Indian learners?
6. What are the implications of peer tutoring for the English-only argument?

The use of the mother tongue in an English-only environment has excited debate amongst applied linguists and policy makers of all persuasion (Kamwangamalu 1997c:17). This debate has come to be known as the "English-Only" argument. Proponents of this argument claim that, (i) English is best taught monolingually, (ii) the more English is taught, the better the results, (iii) using the mother-tongue will impede the development of thinking in English and (iv) if other languages are used standards of English will drop. However, contrary to these claims, I report on a number of studies (Hemmindinger, 1987; Shamash, 1990; Garcia, 1991; Lucas and Katz, 1988) which show that learning goals can be achieved when learners use their mother-tongue during classroom activities. The literature on peer tutoring (Sionis, 1990; Gaies, 1985) suggests that learners can be used as models, sources of information and interactants for each other. In peer-tutoring sessions learners assume the role of the teacher. Research conducted in the field of peer tutoring (Cooper, Marquis and Ayers-Lopez, 1982; Chesterfield et al, 1983; Gaies, 1985; Allen, 1976; Lucas and Katz, 1994) all report on the positive effects of peer tutoring for the pupil learner (tutee) and the pupil teacher (tutor). Not only are there gains in academic achievement, but there are also improvements in social behaviour, attitudes and self-esteem too. The research carried out at Southlands Secondary provides support for the above-mentioned studies. It reports that at Southlands Secondary peer tutoring has played a significant role in the academic development of Zulu-speaking pupils. There is, in classes where peer tutoring has been used, an increase in the

participation of these pupils in class activities, more access to academic content and improved relations between Indian and African pupils.

This study has five chapters. Chapter 2 presents a review of literature on the topic under investigation. In this chapter I shall briefly discuss the debate concerning the English-only argument. I will then present an overview of studies in which learners use their mother tongue in an English-only classroom. This will be followed by an overview of studies on peer tutoring as well as a discussion of the merits of this teaching method.

Chapter 3 presents the various data collection procedures I have used in this study and the rationale for using them.

Chapter 4 presents an in-depth analysis of the data against the backdrop of the research questions outlined earlier.

Chapter 5 is the concluding chapter of this study. It first encapsulates the main issues and findings of the study and, second, offers recommendations about the communicative use of Zulu mother tongue in an English-only classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

In this chapter I present the theoretical background to the study. I have drawn on four key areas which have direct bearing on my study: (i) Language and Ideology, (ii) Critical Language Awareness, (iii) Language Policy and Planning in South Africa and (iv) Peer-Tutoring in the class. The chapter is divided into six sections. Section one begins with an examination of the theory on Language and Ideology. The aim of this section is to show that English, far from being a "neutral" language is actually ideologically bound as the language of international trade, commerce and technology. This theory seeks to establish how language education has become increasingly ideological with the spread of English as a practical skill, a "tool" for education and employment) (Fairclough, 1989). Because ideology is largely unconscious, it shapes peoples' behaviour and is inherently conservative (Tollefson, 1991). Therefore, indigenous people who are speakers of their mother tongue rather than English, must attempt to acquire the dominant language if they wish to be accepted by members of the dominant group. Consequently, as Tollefson observes, requiring individuals to learn English for education and jobs often helps to sustain unequal power relationships in society.

Section two outlines the theory of Critical Language Awareness (CLA), a theory advocated by Fairclough (1989). The aim of this section is to explicate the effective way in which CLA may empower subordinated groups, such as second language learners, within society. CLA suggests that if subordinated groups are to understand the nature of their subordination, they must be open to empowering themselves. It is in this regard that CLA may play an important role in raising peoples' consciousness. CLA may contribute to the emancipation of those who are dominated and oppressed in society (Fairclough, 1989).

Section three outlines South Africa's past and present Educational Language Policies with particular reference to the Bantu Education Act (1953). This section aims to show how political ideologies and educational philosophies have determined the nature and implementation of Educational Language Policies in South Africa. According to Faure (1972), quoted in Hartshorne

(1995:307), the education policy of any country reflects "its political options, its traditions and values, and its conceptions of the future." In South Africa, decisions regarding educational policy have revolved around the relative positions, power and status of English, Afrikaans and the African languages. Under the apartheid government (1948-1993) the African people, who use the African languages in their everyday life, were never consulted with regard to language issues. The interests of pupils and their parents were subordinated to the purposes and ideologies of the dominant group: the whites. Today, even though South Africa's Constitution has accorded ALL languages equal status, most schools have not changed their language policies accordingly. In most schools, such as Southlands Secondary, English remains the dominant language, thus placing a great burden on those pupils for whom English is only a second language.

Section four deals with the use of the mother tongue within an English-only classroom. The aim of this section is to present research which supports the use of the mother tongue in an English classroom. The integration of schools in 1993, when the oppressive apartheid laws were repealed, saw an influx of African pupils into previously "Indian" schools, including Southlands Secondary. Teachers at these English medium schools found themselves teaching classes that were linguistically and culturally diverse. Due to their limited fluency in English, ESL learners tend to be passive and feel left out of classroom activities, while attempts to make them participate make the lesson tedious for L1 students. A further complication is that the majority of the teachers do not share the same native language with their ESL students, a language that they can use as an alternative to help students learn the target language, English. It is out of the concerns to remedy this situation that some teachers at Southlands Secondary utilize Zulu peer-tutors in their classes to help weaker, Zulu-speaking students. Section five, therefore, deals with peer tutoring. The aim of this section is to present major research findings on the use of peer tutoring in the classroom; it also considers the merits of peer tutoring for the learners. Finally, section six concludes the chapter.

Although the discussion in this chapter will be limited to the four key areas just outlined, it might be worth pointing out that these are not exhaustive, that is, there are many other areas which could equally inform this study. For instance, Prabhu's (1987) work on second language acquisition is one such area. According to Prabhu the process of acquisition is two-fold, that is, whilst the conscious mind works out the meaning content of language, the subconscious part of the mind perceives or acquires some of the linguistic structuring embodied in those entities. Prabhu suggests that the process of acquisition does not imply that the acquisition of any element of language structure is necessarily an instant, one-step procedure. It may take several instances of intensive

exposure to different samples of language before any abstraction is made or cognitive structure formed. Different learners in a class may in the course of the same classroom activity be preoccupied with different pieces of language thus extracting different structures with the same piece of language. It is in this regard that Prabhu recommends the use of task-based activities in the classroom. Task-based teaching enables learners to achieve, in due course, grammatical conformity in the use of language. Grammatical conformity in language use is thought to arise from the operation of an internal system of abstract rules and it is the development of that system that task-based activity is intended to promote. Prabhu argues that meaning focussed activity is of value not only to the initial formation of the learners' internal system but to its further development.

2.1. LANGUAGE AND IDEOLOGY

Language is used by people who grow up with it "at their mother's knees," who use it to express their deepest and most intimate feelings - to pray, swear, make love - and to communicate with others (Hartshorne 1995:305). It is the means by which people enunciate their values, beliefs, biases, traditions and past achievements. It is also the distinguishing characteristic of the human being. Language makes people see themselves as being different from others and is therefore related to issues of identity, position and power. When language is linked to colour or class within society, it becomes a highly charged, emotional and political issue. In South Africa the decisions regarding language policies for education were related to political dominance, the protection of power structures, the preservation of privilege and the distribution of economic resources (Hartshorne 1995:305). The role that the Government plays cannot be underestimated since language policies are seldom based on educational grounds alone and are politically motivated. For instance, language issues in South African schools have long been instruments of political and social control.

In Africa, as in the rest of the world, public market places are places filled with people who speak many languages. In order to communicate with each other, people acquire a common language (Tollefson 1991:6). Regardless of the variety of language used language acquisition occurs because of the need to communicate. The modern world economic system, like the market places, also requires a language variety that will make communication easier. Throughout the world, English is increasingly used for this purpose. Unlike the languages used in traditional markets, English is typically acquired in schools. For some who cannot afford schooling, or who do not have time to attend school or who otherwise do not have access to effective formal education,

learning English well enough to be able to obtain jobs and participate in decision-making systems may be unattainable. Because education is a major concern of the government, it plays an important role in deciding who will eventually have access to the institutions of the state and consequently to political power (Tollefson 1991).

Whilst the present economic systems require a certain kind of language competence, they, at the same time create conditions which ensure that large numbers of people will be unable to acquire that competence. A central mechanism by which this process occurs is language policy. According to Tollefson (1991:8) language is one criterion for determining which people will complete different levels of education. Thus, language is a means for rationing access to jobs with high salaries. This means that people must learn a new language to have access to education or to understand classroom instruction, therefore, language is the main factor in creating and sustaining social and economic divisions. Tollefson (1991:10) suggests that the policy of requiring everyone to learn a single dominant language is widely seen as a common-sense solution to the communication problems of multilingual societies, of which, South Africa is an example. Monolingualism i.e. proficiency in one language is often seen as a solution to linguistic inequality. If linguistic minorities learn the dominant languages then they will not suffer economic and social inequality. Tollefson (1991:10) argues that this assumption is an example of an IDEOLOGY, which refers to normally unconscious beliefs that are accepted as common sense. Ideology is inextricably linked to power because, as Tollefson (1991) suggests, the assumptions that are readily accepted as common sense depend on the structure of power in a society. Power, according to Fairclough (1989), may be exerted in two ways, through consent or coercion. Fairclough suggests that consent does not necessarily occur through conscious choice, it can also occur through the unconscious acceptance of the practices of particular institutions in society. When members of society draw upon these institutional practices without being consciously aware of what they are doing, they give legitimacy to the existing power relations in society. Such practices, which are conducted unconsciously over time become naturalized (Fairclough 1989:33). Fairclough also suggests that assumptions that become widely accepted as common sense tend to sustain existing power relationships. What this means is that practices which are unconsciously accepted as the natural and inevitable way of doing things may in fact be inherently political, serving the needs, interests and the position of the dominant group in society. These everyday taken-for-granted practices constitute what Fairclough calls ideological power, which acts as one of the central mechanisms of ensuring control by consent. Therefore, ideology refers to often unconscious assumptions about the world that come to be seen as "common sense" and are therefore not

typically the focus of critical discussion and debate. Fairclough (1989) argues that language has a particularly important role in exercising this control. Tollefson (1991:11) concurs with Fairclough's view and says that language education has become increasingly ideological with the view of English as a practical skill, a "tool" for education and employment. Thus, the assumption that English is a tool for getting ahead is an example of ideology. In general, the belief that learning English is unrelated to power, or that it will help people gain power, is at the centre of the ideology of language education. The fact that English as a medium of instruction is ideologically bound was highlighted when Zulu-speaking pupils who were interviewed for my study said of English,

"It is the only language that can get you everywhere and anywhere." (See Appendix L)

Many studies have been conducted which show that language policies in general and policies around the imposition of English in particular function as tools of domination and subordination (Auerbach 1993:11). Tollefson (1991:8) argues that language policies are a central mechanism in ensuring that vast numbers of people will be unable to acquire the kinds of language competence required by modern social and economic systems. Skutnabb-Kangas (1988:13) calls this type of control "Linguicism" and defines it as "ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and non-material) between groups which are defined on the basis of language." Linguicism accompanies negative attitudes to multilingualism in terms of it being a divisive force within a country and in terms of it being associated with some form of intellectual or economic deficiency within the individual (Heugh 1995:3). Linguicism, Heugh (1995) suggests, is always linked to pressure towards monolingualism and a denial of the reality that multilingualism is a global norm. Phillipson (1992:47) places linguicism within a broader theory of linguistic imperialism, in which the dominance of English over other languages is asserted and maintained, has come to be a primary tool of post-colonial strategy. Whereas the ideological mechanism of control with regard to language policy has been examined on a global level, it has not been as fully explored on the level of day to day interactions between teachers and learners in the classroom. My research thus attempts to examine the use of Zulu in the English-only classrooms in a predominantly Indian school viz., Southlands Secondary School. The schools' language policy is English-only, yet some teachers and their Zulu-speaking pupils use Zulu in their English-only lessons, thus challenging the language policy of the school. The use of Zulu gives Zulu-speaking pupils, who constitute 20% of the school pupil-population, an opportunity to interact meaningfully with their teachers and other pupils in the class. Whilst some teachers have overcome the language barrier by either using Zulu

themselves or by directing Zulu-speaking pupils to tutor other Zulu-speaking pupils who experience difficulty in understanding English during the course of the lesson, other teachers insist that Zulu-speaking pupils use English only in their classes. Zulu speakers are thus submerged in an all-English environment with the expectation that they will eventually understand and learn to speak English. The insistence of using English-only in the classroom represents the kind of taken-for-granted and naturalized everyday practice which Fairclough outlines. Despite the fact that the new South African Constitution now recognises eleven official languages, including the African languages such as Zulu which is one of the demographically dominant languages in KwaZulu-Natal, schools such as Southlands Secondary and many others in the region still use English as the only language of instruction.

2.2. THE ROLE OF CRITICAL LANGUAGE AWARENESS IN EDUCATION

Critical Language Awareness (hereafter CLA), a theory advocated by Fairclough, is a mode of critical social analysis which may lead to social emancipation through the raising of consciousness (Fairclough 1989). CLA increases people's awareness of the language choices that writers make in their texts, alerting readers' of the position that has been created for them by writers. However, in this study CLA is not used in the context mentioned above, I shall attempt to show the potential contribution of CLA to the emancipation of those who are dominated and oppressed in society particularly in the domain of language education in the schools. Fairclough (1989:233) argues that CLA should be a significant objective of language education. According to Fairclough, consciousness is the first step towards emancipation. Since awareness of the effect that language policies may have is a significant element of the first step towards emancipation, it does not mean that emancipation can be achieved by simply "seeing through" and changing the language practices of institutions (Fairclough 1989:233), for as Fairclough points out social emancipation deals with such tangible matters as unemployment, housing, equality of access to education and the distribution of wealth in society. For CLA to make any contribution to social emancipation, certain conditions must prevail. Fairclough suggests that the dominated group in society must be open to critique and raising of consciousness. People who are oppressed will not recognise their oppression if someone takes the time to remind them of their situation! They will only recognise it if they engage in their own activity to struggle against it. Struggle opens people's minds to the raising of consciousness, once this occurs, they are on their way to empowering themselves. The social contexts in which CLA might play a part in the struggle for social emancipation are many. One such context is the school, particularly where English is taught as a second language (hereafter

ESL). Teachers of ESL deal with some of the most disadvantaged groups in society. Pupils for whom English is a second language and who are speakers of their own language or mother tongue have many experiences of domination and racism. The UNESCO Committee defines mother tongue as "the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication" (Fasold 1988:293). Mother-tongue speakers are often denied access to educational and employment opportunities because they are not native speakers of the official language/s of a region or country. Consequently language policies may be used to exclude mother-tongue speakers from playing a meaningful role in society. Some teachers see their role in terms of empowering their pupils to "deal with communicative situations outside the classroom in which institutional power is weighted against them, preparing them to challenge, contradict, and assert in settings where the power dynamic would expect them to agree, comply and be silent" (Fairclough 1989:235). This educational process, according to Fairclough, must be grounded in a dialogue about the meaning of power and its encoding in language, this therefore indicates a role for CLA. The study I have carried out shows that some teachers at Southlands Secondary are demystifying English as the only language that can truly help Zulu-speaking pupils by "getting them anywhere and everywhere." One of the teachers (T.N), who allowed pupils to use Zulu extensively in class said,

> "...if you show respect for the pupils language you make them feel good and where we refuse to acknowledge the language, we are in fact isolating them."
> (See Appendix E)

According to Phillipson (1992) there are four basic tenets which have emerged to become an unofficial and yet unchallenged doctrine underlying much English Language Teaching work. As noted earlier, these tenets or principles are:

a.   English is best taught monolingually.
b.   The earlier English is taught, the better the results.
c.   The more English is taught, the better the results.
d.   If other languages are used too much, standards of English will drop.

Phillipson argues that these principles have become the cornerstone of the predominant influence of English world-wide and despite the fact that they are based on arguments which have been challenged by current research, they have come to be seen as natural and common sense. There are

many arguments against the use of the mother tongue in an English-only classroom. One major concern of parents of mother-tongue speakers is that the mother tongue may be used to maintain some people as speakers of less prestigious languages. The prospect of implementing the mother tongue in the classroom is also met with resistance from teachers who respond with understandable concerns when they say, "I don't speak my pupils' language." The teachers who participated in my study reported that their proficiency in Zulu was limited. They suggested that in order to remedy the situation, the school should embark on a training programme for teachers to learn Zulu so as to cope with the large numbers of Zulu-speaking pupils expected to attend Southlands Secondary. Another concern is the practical limitation i.e. the lack of textbooks, reading material, inadequacy of the mother-tongue vocabulary and the shortage of adequately trained teachers. Perhaps the most compelling argument against the use of the mother-tongue is that some mother-tongue speakers feel that the only path to advancement is via a national or world language such as English and that their own language is nothing but a barrier. However, much evidence from both research and practice suggests that the rationale used to justify English-only is not pedagogically sound nor is it conclusive.

2.3. EDUCATIONAL LANGUAGE POLICIES IN SOUTH AFRICA : PAST AND PRESENT

In this section I shall discuss past and present language policies in education in South Africa, with a focus particularly on "The Bantu Education Act" and its' implications for African education. The education policy of any country reflects "its political options, its traditions and values, and its conceptions of the future" (Faure 1972, quoted in Hartshorne 1995:307), and it exists in the context of a particular social, economic and political order. For these reasons education is never neutral but is directed towards achievement of certain purposes on which rest important issues such as religious beliefs, ideas about the state and society and political ideologies, hence language in the school has been an instrument of social and political control. In South Africa, language has historically been what Tollefson (1991:13) calls an arena for struggle, where blacks and whites have sought to exert social control via language, Kamwangamalu (1997a:234). It has been more so because, as Terrence Wiley (1996:104), quoted in Kamwangamalu (1997:a234) observes, decisions about language often lead to benefits for some and loss of privilege, status and rights for others. According to Hartshorne (1995:307), therefore, in South Africa language policies have for many years dealt with the relative positions, power and status of English, Afrikaans and the African languages. These language policies have used language to divide, control and build barriers

among communities. Three distinct eras can be noted in South Africa's educational policies:

     i. the pre-apartheid era

     ii. the apartheid era

     iii. the post-apartheid era

2.3.1. THE PRE-APARTHEID ERA

Language policies in the pre-apartheid era were characterised by the British aggressive campaign of anglicising their new colony, the Cape, which they captured from the Dutch in 1806 (Lanham: 1996) quoted in de Klerk (1996:19). A perfect knowledge of English was required as a condition for entry into the civil service (Watermeyer 1996:102). Consequently, the language had to be learned by all including Africans and the Afrikaners. By 1840 Dutch was prohibited as a medium of instruction at schools (Sparks 1991:116 quoted in Watermeyer 1996:102). The language of the Afrikaners was confined to home use and was derogatorily referred to as "kitchen Dutch" (Maartens 1996), quoted in Kamwangamalu (1997c:2). Due to the aggressive policy of Anglicisation by the British in the Cape Colony, the Afrikaners became hostile to English and regarded it as "die vyand se taal" (the language of the enemy), Branford (1996:39), quoted in Kamwangamalu (1997c:5).

2.3.2. THE APARTHEID ERA

The apartheid era was characterised by a shift of political power from the British to the Afrikaners who under the NP leadership won the general elections in 1948. Accordingly, the relations of Afrikaans with English in the twentieth century were closely linked with the political empowerment of the Afrikaner. For the Afrikaans language in particular, this involved a steady extension of functions- religious, political and cultural, of which one landmark was the replacement in 1925 of Dutch as official language by Afrikaans (Branford 1996:39). A great deal was done to develop, promote and enhance the status of Afrikaans and to maintain the already powerful position of English (Pandor 1995, quoted in Kamwangamalu 1997c:5). According to Branford (1996:40), the codification of Afrikaans was effected by numerous agencies, including the Taalkommissie (Language Commission), the Bureau of Die Woordeboek van die Afrikaanse Taal (The Dictionary of the Afrikaans Language) and the publication of handbooks on the correct usage of Afrikaans. With the Nationalists in power, African languages and their speakers were denied any right and

participation in the administration of the state. As Samuels (1995) observes, the African languages were not only underdeveloped and marginalised in terms of the central economy and political participation, but they were also seen as inferior languages not worthy of attention by the state. This perception suited the separatist philosophies and practices of the Nationalists apartheid ideology and three years after the National Party came into power, it culminated in what came to be known as the "Bantu Education Act" (Kamwangamalu 1997a:237).

2.3.2.1. THE BANTU EDUCATION ACT

When the National Party came into power it pursued two objectives in education: segregated differentiated education for different racial and cultural groups and state control over all education for Afrikaners (Shingler 1973:278-288, quoted in Kamwangamalu 1997a:237). Education was used to divide, rule, control and to protect White privilege and power-socially, economically and politically Hartshorne (1995). The Afrikaner Nationalists were adamant about their intention to use education to advance Afrikaans and reduce the influence of the English in South Africa. Nowhere was their draconian hold more effective than in black education which they took under their control with the passing of the Bantu Education Act in 1953 Lanham (1996:26). In a parliamentary debate concerning the Bantu Education Act, J.N. le Roux, (Minister of Agriculture) argued:

> We should not give the natives an academic education, as some people are too prone to do. If we do this we shall later be burdened with a number of academically trained Europeans and Non-Europeans, and who is going to do the manual labour in the country? (Marivate 1993:98)

At the heart of the Bantu Education Act were the following objectives :

i.   to promote Afrikaans and reduce the influence of English in black schools.
ii.   to impose in these schools the use of both English and Afrikaans on an equal basis as media of instruction
iii. to extend mother-tongue education from grade 4 to grade 8.

As a result, black school children had to have three instructional media: their mother tongue, English and Afrikaans (Cluver 1992). Throughout 1975 and early 1976 the protests from school

boards, parents, teachers' associations and the community grew in intensity. At a conference in 1956, Africans expressed their criticisms against this language policy:

> Mother-tongue instruction would have the effect of reducing the horizons of Africans, cramping them intellectually within the narrow bounds of tribal society, and diminishing the opportunity of inter-communication between the African groups and the world of which they form a part.
>
> (Brooks and Brickhill 1980:45 quoted in Marivate 1993:94)

In May 1976, boycotts, strikes and violence in higher primary schools spread to secondary schools, and events moved relentlessly to the tragedy of the Soweto uprisings of 16 June 1976 (Hartshorne 1995:35). Enormous attitudinal problems were recorded against Afrikaans and the African languages. Afrikaans was considered the language of the oppressor, and blacks had little motivation to learn African languages as school subjects, perceiving them largely as horizontal codes (languages of everyday interaction and solidarity) rather than as vertical codes (languages of educational and societal access) which the colonial language, English, represented (Heine 1992, quoted in Barkhuizen and Gough 1996:454). English, thus, came to be seen as the language of advancement and democracy. Since Soweto 1976, English has been the language of instruction in black high schools throughout the country (Cluver 1992:119). As far as mother-tongue education is concerned, blacks perceive it as a lure to self-destruction.

Hartshorne (1995) suggests that in a multilingual society such as South Africa, there are no perfect solutions to language issues in society, government or education. Because language occupies such a fundamental place in the feelings, experience, learning and the development of the individual in society, people do not take kindly to being told about what they should do or not do about the languages they use or wish to use. Therefore, language issues have to be approached with respect, tolerance and a deep sense of regard for the rights of individuals in society.

2.3.3. THE POST-APARTHEID ERA

This era has been marked by the end of apartheid and the recognition of multilingualism as a linguistic reality. The country has enshrined multilingualism in the new constitution and has adopted pluralism by giving official recognition not only to English and Afrikaans but also to nine African languages: Northern Sotho, Southern Sotho, Ndebele, Swati, Tsonga, Tswana, Xhosa,

Venda and Zulu. South Africa's new constitution states that:

"Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. "

According to the constitution all eleven of the country's languages are equal. However, Kamwangamalu (1997c:5) notes that the relationship between English and the other official languages is a diglossic one: English is the "High language" and the other official languages including Afrikaans are "Low languages".

In international activities there is a pecking order of languages, with English having much the sharpest beak, for a variety of reasons - political, economic and cultural (Phillipson and Skutnabb-Kangas 1996:429). Therefore, English is the only language in which the majority of South African parents want their children educated. In my study, students whom I interviewed said, "English is the ONLY language that can get you anywhere and everywhere." Thus, English is perceived as the language of great oppurtunity whilst the mother tongue is regarded as nothing but a barrier. As a result of apartheid policies and the discriminatory nature of the Bantu Education Act, there is a stronger movement towards English-medium education in this country. Indeed, one of the reasons that Zulu-speaking pupils attend Southlands Secondary is because it is an English-medium school. In the section that follows, I discuss research supporting the use of the mother tongue in English-only classrooms.

2.4. RESEARCH SUPPORTING THE USE OF THE MOTHER-TONGUE AND ENGLISH

There is extensive and widely accepted research supporting the use of the mother tongue and English for second language learners (Ramirez et al 1991). Despite there being much research conducted in the field, this research has been largely ignored because the pervasiveness of the English-only argument has been so compelling. There has been much support for using English-only in the classroom, but as Irujo (1991) states, claims for immersing pupils in English-only classrooms without the use of the mother-tongue must be examined more carefully. Many of the immersion programmes used to justify monolingual instruction in English are in fact a combination of English and mother tongue instruction. Pupils are initially allowed to use their first language (hereafter L1) to interact with the teacher and other pupils. A study carried out by Garcia (1991)

found that this was the practice that characterized linguistically and culturally diverse classrooms. In classes with Spanish speakers who were experiencing difficulty in understanding English, teachers used both English and Spanish to facilitate understanding. However, with pupils who did not experience difficulty, teachers utilized mostly English. The researchers in Garcias' study found that allowing the use of the mother-tongue facilitated the transition to English and was also critical to later success in that language. Further research by Cummins (1981) also suggests that strong initial literacy in the mother tongue is a key factor in successful second language acquisition.

Tucker (1980) suggests that the use of English and the mother tongue seems to be more effective for pupils whose language has less social status in society. This certainly holds true in South Africa where the indigenous languages such as Zulu, Xhosa, Tswana and others were accorded less social status than Afrikaans and English before the installation of a democratic government. This clearly indicates that relations of power and their affective consequences are extremely important for language acquisition. Acquiring a second language is to some degree dependent on the value that society places on a pupils' mother tongue; this can be either challenged or reinforced in the classroom. As Phillipson (1992:189) says, "The ethos of monolingualism implies the rejection of the experiences of other languages, meaning the exclusion of the child's most intense existential experience." If teachers prevent pupils from using their mother tongue in the classroom, language acquisition may be impeded exactly because it mirrors disempowering relations between teachers and pupils. Perhaps the strongest evidence against monolingual instruction comes from examining closely what goes on in such classrooms. Pupils are forced into using English even though they may experience difficulty in understanding English. The effect is often to completely preclude participation and progress, causing the "revolving door syndrome", in which pupils start a course, fail, start again and eventually give up (Strei 1992), quoted in Auerbach, 1993: 17). In a University of Massachusetts project, students often told their tutors that they had no idea what was going on in class, "I am lost. I waste my time."

Klassens (1991) ethnographic survey in Toronto's Spanish-speaking community found that monolingual English classes were virtually inaccessible to beginning Spanish speakers. Angela, a student he had interviewed, said that she had never gone back to an ESL class she once started because the teacher embarrassed her by asking her about things she had never learned before. Maria and Donna described spending their time in class "drawing" letters and words they could not understand while everyone else read the words and learned. Other students who were interviewed stated that they felt a strong sense of exclusion in their English classes. Two students

in particular "experienced the classroom as a place where teachers isolated them from other students" (Klassen 1991:53). In my own study pupils whom I interviewed said,

"If the teacher does not talk to you, you feel left out."

Consequently, in many of the English classes at Southlands Secondary, there is a very strong sense of isolation and exclusion that is felt by Zulu-speaking pupils. In Klassens' study, the students sense of exclusion in the classroom was compounded by the fact that it led to exclusion outside the classroom as well. These students were not allowed to enter into job training programmes which in turn limited the possibility of securing good jobs.

The result of monolingual ESL instruction for students is that whether or not they drop out, they suffer severe consequences in terms of their self-esteem, their sense of powerlessness is reinforced either because they are excluded from the classroom or because the life experiences and language resources they bring to the classroom are excluded. This has dire consequences for their lives outside the classroom. However, research shows that when the mother tongue is used in the classroom the results are positive. One advantage of using the mother tongue is that it reduces affective barriers to English acquisition and allows for more rapid progress to or in ESL. A study carried out by Hemmindinger (1987) found that a combination of the mother tongue and English approach was far more effective than a monolingual approach had been. Whereas students had made hardly any progress in 2-3 years of monolingual instruction, a problem-solving approach using the mother tongue was adopted and progress was rapid. Hemmindinger attributes this rapid progress in part to the fact that language and culture shock was alleviated. Contrary to the tenet "English is best taught monolingually", this study by Hemmindinger confirms that the mother tongue has an important role to play in an ESL classroom. In contrast to the claim that the use of the mother-tongue will slow the transition to and impede the development of thinking in English, studies show that the use of the mother-tongue may actually facilitate the process. Shamash (1990:72) describes an approach used at a learning centre in Vancouver, Canada. At this centre students are allowed to start writing about their own experiences in their mother tongue. The text is later translated into English with the assistance of other students. Such a process provides a "natural bridge" for overcoming problems of vocabulary, sentence structure and language confidence. Allowing the use of the mother tongue in writing assignments provides a sense of security and validates the learners' lived experiences. At Centro Presente, a learning centre for Central Americans in Massachusetts, teachers report that the use of the mother tongue naturally

gives way to an increase in the use of English. Because students often have difficulty expressing themselves in English, they can use their mother tongue and with the help of other students in class they are able to express themselves in English. The teachers at the centre feel that since students do not start by thinking in the second language, allowing them to use their mother-tongue supports a gradual developmental process as use of the L1 drops off as it becomes less necessary. Student dependence on the mother tongue is gradually reduced as students gain fluency and confidence in using the second language.

These studies challenge the tenet, "the more English is taught, the better the results." The studies show that the initial use of the mother tongue in writing assignments provides the perfect link to the development of thinking in English. The literature (Shamash, 1990, Hemmindinger, 1987) indicates that although it may appear contrary to common sense, maintaining and developing one's native language does not interfere with the development of L2 proficiency. Research conducted by Beardsmore (1993) quoted in Lucas and Katz (1994:539) shows that many people around the world become fully bi- and multi-lingual without suffering interference from one language in the learning of the other. The study also indicates that the use of the mother tongue reduces anxiety and serves to enhance the affective environment which renders a suitable environment conducive to learning.

Although the teachers at Centro Presente allow the students who attend the centre to use their mother tongue, they do not advocate the indiscriminate use of the mother tongue in the class. They do, however suggest the selected and targeted integration of the mother tongue with English very useful for those students who experience difficulty in understanding English. Piaseka (1988: 98-99), suggests the following in her list of "possible occasions" for using the mother tongue: negotiation of the syllabus and the lesson, record keeping, classroom management, presentation of the rules governing grammar, discussion of cross-cultural issues and instructions or prompts.

One of the revealing aspects of the studies mentioned is that those teachers who advocate the use of the mother-tongue in the classroom do so because they see language acquisition as intimately connected with addressing the problems learners face in their lives outside the classroom. Hemmindinger (1987) feels that the use of the mother tongue is important in implementing an approach that empowers students. In her classes, the mother tongue is used because it allows students to discuss issues that are of great importance to their lives. As she says, "The pupils learn a new language they need, but more importantly they use that language to solve problems." Rivera

(1988:2) makes a valid point when she says, "The role of education is to empower learners' to use their native languages actively in order to generate their own curriculum, and therefore their own knowledge." A monolingual approach is rejected not because it may slow the acquisition of English but because it denies learners the right to draw on their own language resources. Collingham (1988:88) states, "to treat learners as if they know nothing of language is to accept the imbalance of power and so ultimately collude with institutional racism". However, to use the mother tongue and to value the knowledge that learners bring with them to the classroom is to challenge that unequal power relationship and one hopes, thereby enable learners to acquire the skills and confidence they need to claim back more power for themselves in the world beyond the classroom."

Several other studies, e.g., Hornberger (1996), Lucas and Katz (1994), could be discussed which show that the mother tongue is a resource rather than an impediment in acquiring English L2 in an English-only environment. Here, I shall limit the discussion to one case study, the Pease-Alvarez and Winsler study (1994) (see below), for it has much in common with my own study at Southlands Secondary.

2.4.1. <u>THE PEASE-ALVAREZ AND WINSLER STUDY (1994)</u>

This study was designed to describe the language use practices and beliefs of bilingual students enrolled in a fourth-grade classroom in an elementary school. This classroom, like others in the district, is labelled an English-only or non-bilingual classroom. The teacher was only minimally proficient in Spanish, the native language of the majority of the students. This study corresponds with the study that I carried out at Southlands, a high school with a monolingual language policy, where most teachers do not speak Zulu, the home language of their ESL learners, whilst some teachers have minimal proficiency in Zulu. The study conducted by Pease-Alvarez and Winsler combined an ethnographic and a quantitative perspective by drawing on two major data sources, viz., extensive field observations and interviews with students and teacher much as I do in my own study. Through the interviews, students indicated the degree to which they spoke Spanish and English with their parents, peers and teachers at school. The interview also yielded information on language attitudes - children were asked which language they thought was more important and which they preferred. Pupil responses to the interviews are discussed below.

2.4.2. THE INTERVIEWS

The student interviews showed that students used more Spanish than English with their parents. However, at school and particularly in the classroom, the students spoke almost exclusively English with their teacher, they did use a fair amount of Spanish with their school friends. In my own study although I did not question pupils on their language use in their homes, I feel that it would compare with the study conducted by Pease-Alvarez and Winsler, in that Zulu would be the dominant language of the home. Overall, students in the Pease-Alvarez and Winsler study held very favourable views towards Spanish and English literacy in each language and bilingualism. When asked which language they considered to be more important, the students said that knowing both languages was important, although 21% said that they felt English was the more important, language, as it was the "only language of everything." These responses are similar to those made by the pupils at Southlands Secondary, who said,

> "It (English) is very good since it is an international language,... it is widely spoken around the world,...you get to communicate."
> (See Appendix K)

It is clear from these responses that globally and locally, English is perceived to be the language of internationalism and students everywhere have a yearning to be a part of this. In the observations of the three case-study students in the Pease-Alvarez and Winsler study, the researchers found that Spanish was quite prevalent when children were with their peers and in small groups. 41% of the students conversations with each other included Spanish. However, 15% of the students used some Spanish when talking to their teacher, this shows that they felt comfortable in using their home language with their teacher given his limited understanding of Spanish.

The study carried out by Pease-Alvarez and Winsler provides some insights to those educators and students who wish to develop the mother tongue within an English-only environment. The teacher knew a little Spanish and this compelled his students to converse with him in Spanish at times and also to share their written work which was done in Spanish with him. The class teacher adopted a child-centred philosophy to his teaching and this allowed his students to spontaneously use their mother tongue in the class. It is clear from this study that if one's goal is to foster the maintenance and development of students' native languages, the sociolinguistic environment of the classroom cannot be left up to chance (Pease-Alvarez and Winsler 1994:533). In chapter four I will show that

at Southlands Secondary as well, Zulu was the predominant language used in the peer groups set up by G.P. Interestingly when the students spoke to themselves (private speech) they used English, this finding suggests that the students have internalised English to be the language for school activities.

Having discussed studies that support the use of the mother tongue in an English-only classroom, I shall now review research on peer tutoring.

2.5. PEER-TUTORING RESEARCH: AN OVERVIEW

According to Bassano and Christison, (1988), peer-tutoring, also known as the "buddy system" refers to any activity involving students helping one another to understand, review, practice and remember. Peer-tutoring provides an opportunity for students to talk more and to learn by teaching. Peer-tutoring involves using learners as models, sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken by a formally trained teacher (Gaies, 1985). In using peer-tutoring the teacher sub-contracts, as it were, some of his prerogatives to pairs or small groups of students headed by what Sionis (1990, quoted in Kamwangamalu 1997c:5) has termed "surrogate teachers". Research carried out in the field of peer-tutoring indicates that peers can serve as resources for one another in cognitive development (Piaget, 1959), which differs from a common attitude that peers are a source of "only " social skills, or only inferior intellectual and linguistic stimulation (Cooper, Marquis and Ayers-Lopez, 1982).

The use of peer-tutors is a much-publicised practice in contemporary education. This method of teaching attained great popularity in Great Britain during the early nineteenth century. The appeal of using children to teach other children was due to the very promising reports about the academic and social effects of tutoring programmes (Gartner, Kohler and Reismann 1971 quoted in Allen 1976:10). Results showed that the tutor (the pupil teacher) and the tutee (the pupil learner) did not only gain in academic achievement, but there was also improvement in social behaviour, attitudes and self-esteem. Therefore in entrusting the tutors with the task of tutoring their fellow pupils, the teacher acknowledges that the tutors are good at what they are doing. This will most certainly instil confidence in the tutors and inspire them to work harder in their studies. Along these lines, Long and Porter (1985:211) suggest that peer-tutoring also promotes a positive affective climate for the tutees, as it provides a relatively intimate setting and, usually, a more supportive environment in which to try out embryonic SL skills. After extensive research in British primary

and secondary schools, Barnes (1973:19) quoted in Long and Porter (1985) wrote of the peer group setting:

> An intimate group which allows us to be relatively inexplicit and incoherent, ...What we say may not amount to much, but our confidence in our friends allows us to take the first groping steps towards sorting out our thoughts and feelings...

Gaies (1985:1) states that the last several years have seen significant changes and challenges in the language teaching profession. There have been growing demands on learners to acquire a second or foreign language as a means of economic and social mobility. This has presented educational systems with new and unforeseen challenges and therefore, peer-tutoring, a much publicised practice in contemporary education, has emerged as a response to the challenges and changes in the language teaching profession and to the need to make language instruction as effective and meaningful as possible. In South Africa, one major event, the end of apartheid in 1994, triggered unprecedented changes in the country's institutions, including the school. As observed earlier, one such change was the influx of Zulu-speaking pupils into formerly "Indian" and "White" schools in their quest to learn through the medium of English. Teachers at these English medium schools have had to find innovative teaching methods to cope with the culturally and linguistically diverse classes. Many of the Zulu-speaking pupils are not proficient in English and therefore these pupils experience difficulty in participating in their lessons. It is out of the concern to help these students that some teachers at Southlands Secondary have introduced peer-tutoring in their classrooms.

2.5.1. <u>PEER-TUTORING IN THE CLASSROOM</u>

Peer-tutoring activities in the classroom can be categorized according to the role they play in the overall teaching and learning process. Gaies (1985:25) suggests that teachers and their students should decide whether such tutoring activities are intended for periodic use in the classroom, as an occasional change of pace to teacher-directed activity or as ongoing activity, as a central feature of the classroom organisation and learning process. Peer-tutoring activities offer important benefits for the student, but at the same time such activities demand that teachers reconcile the roles that are traditionally assigned to them. The teacher can no longer assume the role of transmitter of information, the teacher must become a facilitator. In this educational approach, pupils and their teachers are in a state of dynamic co-operation and together build up an intimate learning and social atmosphere in the classroom (Bejarano, 1987). If peer-tutoring is used in the classroom then

teachers have to play a somewhat different role than they are normally accustomed to in whole-class activities. Teachers must move away from the fear that peer-led activity will generate too many errors and consequently will produce too much mislearning (Gaies 1985:27). Second language acquisition research, such as Krashen's (1982) Monitor Theory, has shown errors to be an inevitable and even "healthy" part of language development. However, such fear was unanimously expressed by the teachers who participated in my study. Evidence from the transcripts, which will be discussed in chapter four, reveals that teachers feel a sense of guilt in allowing peer-tutoring. One teacher felt that teaching, which is his responsibility, was being taken on by pupils. Another questioned the competence and the maturity of the peer-tutors and wondered whether they were doing a good job. Even though the teachers made use of peer-tutoring in the classroom, they were initially reticent about such a programme as it meant a shift away from the traditional role played by the teacher. Cooper et al (1982:69) point out that in conventional teacher-child interactions, the asymmetries of status, knowledge and power are readily apparent. The teacher is the person who has higher status, is more knowledgeable and consequently has greater power. It is in this regard that Gaies (1985) suggests that much of the initial resistance of teachers to learner-directed work stems from the fear of losing control of the classroom. Teachers need to feel that they are in control of the teaching and learning process in the classroom. Research shows that peer-tutoring activities can provide a number of benefits for learners (Olsen-Flanigan, 1989; Cooper et al, 1982; Long and Porter,1985; Gaies, 985; Bejarano, 1987). All students enjoy variety and the opportunity to interact with peers can relieve some of the monotony that students and their teachers are faced with in the classroom. Peer-led activities, even if used only occasionally may be the most suitable method for stimulating communication in the target language, moreover, communicating with peers in the target language is a natural, more authentic setting for the use of language. The use of peer-tutoring allows learners to rely on their peers and it allows tutors to develop a sense of responsibility to their tutees. A pupil, (N), who was assigned the role of tutor in an English class and who was interviewed for the study, said, "I like helping others, it makes me feel good to know that another has benefited from my help." Thus, contrary to the teachers' view (T.N.), that tutors may be "immature", this tutor revealed her heightened sense of responsibility to her fellow pupils. Pair and group activities can also help wean learners from excessive dependence on the teacher. Some activities, such as peer correction and proof-reading, can develop types of abilities and awareness that learners all too often leave to the teacher.

2.5.2. THE ADVANTAGES OF PEER -TUTORING

Greater involvement of peers in each other's learning can provide a rich and productive supplement to the classroom experience (Gaies, 1985). Peer-tutoring casts learners and their teachers into new roles - roles that may lead to a number of pedagogical and socio-affective benefits. According to Gaies (1985), the pedagogical benefits include;

a.   increased individualisation
b.   increased communication opportunities

The socio-affective benefits include;

a.   increased motivation
b.   strengthened cross-cultural understanding
c.   strengthened self-concept and sense of self-direction
d.   reduced inhibition.

2.5.2.1. Pedagogical benefits of peer-tutoring

a.   Increased individualisation

Due to the differing abilities of students in the classroom, those students who master material more slowly can receive additional exposure through individual or small-group work with a tutor. Research by Sarbin (1976) quoted in Allen (1976) showed that tutees often acquire skills that they would not have acquired in the conventional classroom setting. Research carried out by Long and Porter (1987) concur with Sarbin's findings. They claim that the "lockstep" method, i.e. one person, the teacher, sets the same instructional pace and content for everyone by lecturing, explaining a grammar point, leading drill work or asking questions of the whole class, does not take into account individual differences such as cultural background, native language, prior learning experiences and target language needs. Ideally, Long and Porter (1987) suggest that classroom instruction should be able to address these differences through the pacing of instruction to suit the needs of all pupils, in the level of intellectual challenge, in the linguistic and cultural content of lessons and in the manner of presentation of lessons. Peer-tutoring may not be able to handle all these differences but it can help. Through the use of peer-tutoring, pupils can work at their own

pace, avoiding the risk of boring those pupils who do not have the same problem because they speak a different first language. Thus peer-tutoring is a first step toward individualisation of instruction.

b. Increased Communication Opportunities

The structure of the conventional classroom and the authoritative role of the teacher prevents students from spontaneously communicating in the class. Moreover, with the small numbers of African students in classes where Indian students are in the majority, communication is further limited. Peer-tutoring affords, particularly African students, more opportunities to communicate in the classroom. T.N., was pleasantly surprised when he read the transcript of his English lesson:

> "..what comes out of these transcripts is that there is communication and if you look at the involvement of the African kids, ...this system (peer-tutoring) allows for involvement.
> (See Appendix E)

What is particularly enlightening about the point made by the teacher is that he had described the class in which the lesson had been recorded as a "passive" class. However, peer-tutoring had afforded African students an opportunity to communicate. If the teacher had used the lockstep mode of instruction then Zulu-speaking pupils would not have been given the opportunity to communicate and comprehend the lesson.

2.5.2.2. Socio-affective Benefits of Peer-Tutoring

a. Increased Motivation

Research on peer interaction (Beach 1974, Littlejohn 1982, quoted in Long and Porter 1985:212) argues for the value of peer involvement in increasing motivation. The more proficient learner provides real evidence that the learner's goals are attainable, and the result is often increased motivation to persevere. Even if peer-tutoring is used occasionally in the classroom it can relieve the boredom and monotony of a teacher-centred approach and it can inject variety into classroom activity, therefore a higher level of student motivation can be maintained. Research conducted by Littlejohn (1982), quoted in Long and Porter 1985) found that learners felt less inhibited and free to make mistakes in the small group than in the teacher-led class. Pupil responses from my study

corresponds with the research conducted by Littlejohn as ESL pupils from Southlands Secondary reported that they felt a sense of freedom and comfort when working in their peer groups.

b. Strengthened Cross-Cultural Understanding

One of the greatest advantages of peer-tutoring programmes is that it engenders respect and tolerance between learners. Peer-tutoring can foster meaningful contact between groups and can also form the basis of important social contact and friendships, all of which are important factors in a deeply divided country such as South Africa. In my study, the lack of cultural sensitivity was clearly evident when Indian pupils said that,

"There's a lot of Indian pupils who still make fun of them (Zulu-speakers) because of the way they speak and they start laughing at them." (See Appendix L)

In today's' competitive world, when students are involved in the progress of others, a co-operative, rather than competitive, atmosphere is produced.

c. Strengthened Self-Concept and Sense of Self-Direction

One of the benefits of peer-tutoring is the effect it has on both the tutees' and tutors' self-concept and self-direction. Tutees benefit from being able to communicate with a peer model, someone, who, having been there before, understands the difficulty that the tutee faces. An equally important benefit of peer-tutoring is the effect produced on the tutor. In this regard an ancient dictum holds true, "Qui docet discit - he who teaches learns" (Allen 1976:10). Quite simply, one learns a great deal in helping another to learn. In a review of research on cross-age tutoring, Sarbin (1976) quoted in Allen 1976 reports that the tutors' academic performance also improved. Thus, peer-tutoring has positive results for the tutee and the tutor.

d. Reduced Inhibition

Often students feel uncomfortable in the large-group, "public" classroom. Some students may also feel inhibited by the dominating presence of the teacher or by the presence of a large number of classmates and may open up in the more intimate, nurturing atmosphere of small-group or one-to-one peer-tutoring. Two students that I interviewed said that they felt embarrassed to answer questions in class as they felt that other students, might laugh at them. However, when a learner

interacts with a native-speaker peer, peer-tutoring can be an "ice-breaker" for establishing friendships with other native speakers of the language.

2.5.3. Research on Peer-Tutoring in Language Learning

In this section I examine the findings of two studies that have investigated the effects of peer tutoring in language learning. Each study involved systematic observation of the peer-tutoring process, systematic measurement of outcomes, or both. The studies discussed reflect different research approaches used to assess the effects of peer-tutoring.

2.5.3.1. PEER LEARNING IN THE CLASSROOM: Cooper, Marquis and Ayers-Lopez. (1982)

The study carried out by Cooper et al (1982) examines spontaneous peer learning and focuses on how children turn to one another in the process of learning. The study was conducted in a kindergarten classroom of a public school and a second-grade classroom of a private parochial school. In both schools peer interaction was legal and consistently encouraged by teachers as a way for children to master classroom learning activities. In the parochial school in particular, children were allowed and encouraged to work together on activities with outcomes primarily in the form of individual achievements. From my observations of lessons at Southlands Secondary, I found that Zulu-speaking pupils were not given the same degree of freedom to interact with their peers to master classroom activities. The peer-tutoring sessions were largely teacher initiated. A possible explanation for this could be the relatively recent integration of some schools in this country. Prior to 1994, teachers at formerly "Indian" schools taught L1 speakers of English and therefore the use of Zulu mother-tongue peer tutoring is a very new phenomenon for teachers at these schools.

The procedures used to sample pupils' instructional episodes were systematic. The research assistants identified periods when the pupils were working at their tables on class assignments and during subsequent weeks each observer placed a small audio recorder on the children's tables as they worked. The tapes were reviewed and indexed for the occurrence of instructional episodes, similar to the instructional sequence units of Green and Wallat (1981) quoted in Cooper et al (1982). Seven episode types became apparent: [a] asked for help of a peer (learner bid), [b] spontaneously offered to help (teacher bid), [c] referred to rate of work (pacing), [d] made

evaluative statements (evaluative), [e] attempted to join a learning group (joining), [f] attempted to manage other's behaviour (behaviour management), [g] participated in co-operative learning by taking turns or pursuing a common goal (collaborative). There is a tradition of co-operative learning which is highly evident in the kindergarten and parochial school, at Southlands Secondary however, the emphasis is largely on individual achievement as opposed to co-operative learning.

In the kindergarten and parochial school classrooms, the children's access to one another is not extensively regulated by any central figure. Mehan (1979) quoted in Cooper et al (1982) has observed that "while teacher-directed lessons are dominated by elicitation of information, peer instruction is characterized by the giving and receiving of information." However, from observations in the parochial and kindergarten classes, the researchers found that the children were involved to widely varying degrees in the giving and receiving process. Whilst some pupils learned a great deal from the peer interaction others did not gain much from it. The study showed that there was greater collaboration and co-operation amongst the parochial school pupils than the kindergarten school pupils. The researchers put this down to developmental changes in the children's understanding of their behaviour and that of others.

In the context of Southlands Secondary, my observations of lessons and the subsequent interviews that I conducted with pupils suggests that peer-tutoring sessions offered Zulu-speaking pupils academic and moral support,

A Zulu-speaking pupil said,

> "I feel alright about being helped, because I have a problem and she (the tutor) must be helping me."
> (See Appendix L)

The implications of peer interaction for the classroom are significant. Cooper et al found that " the children who learn are those that can ask." This view is shared by one of the teachers, T.N., who participated in my study. T.N. confirmed that Zulu-speaking pupils,

> "...see me as an authority figure, ...they fear being ridiculed by their peers. There are other pupils such as Neo, Sipho and Wiseman who will come to me and tell me, sir, we don't understand."

(See Appendix E)

Significantly, the pupils who served as peer-tutors in T.N's class were the pupils who were not afraid to communicate their difficulties to their teacher. In this regard, sociologists, who study group process speak of "expert power" which individuals accrue as a function of their perceived competence (Cooper et al, 1982). Therefore those children who are seen to be competent are approached by others not only to be asked questions, but also to be informed of new learning's by other, knowing children. In the final analysis, Cooper et al suggest that teachers can engender and recognise expertise among their students in many ways. One major area that is suggested are the instructions that teachers give to their pupils. With an "instructional chain" (Cazden 1979, quoted in Cooper et al 1982:82), one child can be taught how to do an activity and then given the responsibility for teaching others. Cooper et al suggest that peer interactions can enrich the potential resources of any child in a group.

2.5.3.2. THE OLSEN-FLANIGAN STUDY (1991)

This study also documents the importance and the advantages of using peer-tutoring in second language learning. The study reports on the "tutor talk" used in two typical peer situations in an elementary school in:

a.   Teacher directed NNS-NNS (non-native speaker) pairings in the ESL classroom.

b.   Pupil-initiated pairings as native or more proficient non-native English-speaking children help LEP (low English proficiency) children in content based lessons.

Studies on interactive learning in second language classrooms have focused on various types of classroom interaction that would benefit the pupil. Teacher-pupil and pupil-pupil interaction have been emphasized as a means of doing away with the traditionally teacher-fronted, one-way interaction. Olsen-Flanigans' study examines classrooms in which children, either native speakers of English (NS) or more proficient non-native speakers (NNS), serve as peer tutors of non-English speaking children. Like the study carried out at Southlands Secondary, in most cases the tutors had been asked by the teacher to instruct a peer in a certain task, at other times they offered such help on their own (Olsen-Flanigan 1991:142).

Olsen-Flanigan does not make any claims about the effect that the pupil tutors' speech

modifications would make on second language acquisition, rather the focus is on the interactions and the ways in which they are shaped by, and respond to, the situational needs of children in a real-world learning environment Olsen-Flanigan (1991). The peer-tutoring took place between student dyads i.e. student pairs and there was very little verbal response from the newcomers to the class. However, unlike my study, where Zulu-speaking pupils were encouraged to use their mother tongue during peer interaction, the goal of this part of Olsen-Flanigan's study was to see how more proficient L2 learners would use English in tutoring sessions with new learners with whom they had no academic or social contact. The peer-tutoring sessions represented "real world" learning tasks. The new students were to be instructed in the use of computers which had been set up for reading and listening sessions thus the tutoring sessions were not artificially created. Of the six dyads studied, only one consisted of a NS-NNS pairing, such pairings were rare in this elementary school. The teachers made use of peers only if they were of the same language background as the new students, in which case they occasionally called those more proficient children up in front of the class to translate a short task and sent them back to their desks. Students who shared the same native language were used in the student dyads so that if the tutor had difficulty explaining something in English, the tutor could then resort to using the native language. This corresponds with the peer-tutoring that takes place at Southlands Secondary, where teachers allow pupils to use Zulu in their interactions with peers so as to overcome the difficulties that some Zulu-speaking pupils have in understanding lesson content that is presented in English. The following represents some of the strategies that the tutors used with the new learners:

a.   direct points of reference - the task of the tutor was to demonstrate the use of the computerised comprehension lesson e.g., "Push this (pointing to the key)... Push this...Now type this word."

b.   commands or direct imperatives - e.g., "Run - write r-u-n...R.R-push rider...You have to push A,B or C. If you push number C, you must - very good, you go to next question."

These examples are characteristic of classroom talk. The tutors imitate their teachers well by using oral spelling and also praising learners when they got something right.

Chesterfield and Chesterfield (1985), quoted in Olsen-Flanigan (1991:150) criticise "one-way tutoring" since there is very little negotiation of meaning taking place, but Olsen-Flanigan argues that it is in the real-world tasks that the learners are involved in that makes the difference. She also

states, "the real-world instructional activities demands concrete or action-based feedback from the learners which in turn encourages the tutors to adjust their input, in language and content until the desired learning goal is achieved." One might suggest that one-way tutoring like a teacher-fronted lesson would limit the verbal performance of the pupil learner, but such an activity appears to be superior in terms of the amount of talk produced by the tutor, the degree of negotiation of meaning that takes place, and the amount of comprehensible input obtained (Long and Porter, 1985; Kramsch, 1985).

c. clarification of meaning - also forms an integral part of classroom discourse, but it is of greater importance in one-to one tutoring e.g., "What is the end of this word - f, o, or x? Which one is the end?...What is the end letter?"

d. repitition as a way of making meaning clear is used often for the benefit of the learner e.g., "Now push this - Push this. R-r push r-i-d-e-r (spelled out). "Ground." G- g-r-o-u-n-d.

e. approval of correct responses and rejection of incorrect ones are overtly expressed very rarely e.g., "Push here- now here now, push A. Ok."
    (Reads from computer screen,) "You got zero wrong."
    "What do you have to add to make these, uh- (Response : - es.)
    Yeah, - es.

The tutors corrected errors and this often occurred in the most direct manner e.g., "Which one is the end letter in "fox"? f, o, or x? The end? (2x). No -this (points). No no no. Put 1, 1 or 2. (Shakes head in disgust). "push i-c, i-c. This is c. S, c (shows contrasting keys). Now e. ice.

f. questions which are often used by teachers, surprisingly ranked only midway or lower in most of the tutorial sessions.

Most often questions doubled as comprehension checks e.g., "You see here? Unit 3 (2x)? and question number 2?...Push like this. See?... Do you understand that?... Now do you know how to do this?

As will be seen later, in my study the pupil who was assigned the role of tutor did not make use of the strategies mentioned here. She did, however, make use of direct explanation, i.e. she merely explained to the class what the teacher had written on the board. Direct explanation was the major

strategy used by the tutors in the English lesson. One of the explanations for the success of the tutor dyads in the Olsen-Flanigan study was the model that the Director of the centre provided for the tutors. Newcomers were regularly taken by more advanced students who then proceeded to show learners how the laboratory worked, the tutors were generally glad to be of assistance. The Director turned new learners over to the tutors on their very first day of arrival in school. He gave very explicit directions to tutors and paired them with learners. These NNS-NNS dyads confirm what recent research (Varonis and Gass 1984) has suggested, that students who are still in the process of learning a new language may be more willing "teachers" than speakers of a higher proficiency, such as regular classroom teachers. The modifications cited in Olsen-Flanigan's study viz., repetitions, expansions, explanations, rephrased questions and comprehension checks are similar to the adjustments made by teachers. However, the difference lies in the value of being instructed by a fellow student who has also been through much the same process as themselves; it is something that the learners do not forget. As Schwartz (1980) suggests, "Second language learners can learn more from one another than they think they can." Young learners who share a native language with other learners may not have the same negative biases that adult teachers may have towards learners and therefore learning may be far more enjoyable. Furthermore the tutors are themselves learners of a second language and content in that language too, thus they will have the capacity to be more sensitive to the needs of other learners who lack the proficiency that the tutors have in the second language.

2.6. <u>CONCLUSION</u>

Research documenting the use of the mother tongue and peer-tutoring in the class provides compelling evidence which can influence classroom practice in this country. Such evidence is particularly welcome now as it comes at a time when the restructuring of the education system is bringing teachers new challenges. The review of the literature provided here can instil in teachers a new desire to excel in the face of these new challenges.

In chapter 3, I provide the description of and justification for the multiple methods that I have used in collecting data for this study. This will be followed by data analysis in chapter 4.

CHAPTER THREE

METHODOLOGY

3.0. INTRODUCTION

As stated previously, this study aims to establish how and to what extent teachers and pupils at Southlands Secondary use Zulu, via peer-tutoring as a communicative resource in an English-only classroom. An investigation of an issue such as this involves, among other things, a look into the attitudes of both the learners and teachers towards Zulu, for this will determine whether or not they view Zulu as a resource in the context under consideration. This chapter presents the methods employed in gathering data against which to address the above issues. I mainly made use of an ethnographic approach involving observation and audiotaping of lessons, questionnaires and interviews with teachers and pupils. In what follows I discuss these facets of the ethnographic approach and the rationale for using them.

3.1. THE ETHNOGRAPHIC APPROACH.

Ethnographies are analytical descriptions of reconstructions of intact cultural scenes and groups (Spradley and McCurdy 1972 quoted in Goetz and LeCompte 1984:2). Ethnographies recreate for the reader the shared beliefs, practices, artefacts, folk knowledge and behaviours of some people. Ethnographers look, listen, ask questions, take part, record any specialised use of language, make inferences from what people say, develop relationships, become firm friends and experience different ways of life (Hitchcock and Hughes 1989:120). Ethnographers become involved in a range of activities and it is not always possible to specify in detail beforehand what to consider. What the ethnographer does in the field is dependent on the composition of the group being studied. An initial feeling experienced by the novice ethnographer is the desire to be where the "action" is (Hitchcock and Hughes 1989:121). Once the "action" ceases to be new, it becomes ordinary and taken-for-granted, it has ceased to be strange, the ethnographer is truly immersed in a culture and it is time to leave.

The teacher-researcher is therefore placed in a unique position, for teachers are already participants in the worlds they wish to describe and uncover by means of fieldwork and ethnography. Although some of the difficulties fade away when the teacher is conducting fieldwork in her own setting, others are thereby created. Being a familiar person on the site is simultaneously an advantage and a disadvantage. The teacher knows the school, the staff and the pupils: the teacher already has a role such as English teacher or music teacher. The teacher-researcher already has a large store of important information about the school, its organisation and the pupils inside her head. The problem of course is that the setting becomes taken-for-granted. Therefore the teacher engaged in ethnographic research in familiar settings has the problem of rendering the familiar strange, in order to avoid missing or taking for granted important aspects of the situation or topic being explored. This was certainly a problem that I, having assumed the role of researcher at my own school, had to contend with. One of the tensions that I had to deal with was the conflict between being a familiar face in the classrooms where I audiotaped lessons and at the same time opening myself to new lines of inquiry that could emerge from the data. Being a teacher-researcher at my own school meant that I had to cast aside all the assumptions that I had about what goes on in classrooms, certainly not an easy task! The teacher might have to step out of role in order to facilitate observation. The ethnographic researcher starts by examining ordinary groups and processes in a new way as if they are unique and exceptional (Borg, 1981), this allows researchers to discern the detail of the study and to make generalisations which are necessary for credibility. An ethnographic product is evaluated by the extent to which it recapitulates the cultural scene studied so that readers envision the same scene as it was witnessed by the researcher (Beals, Spindler and Spindler 1973, and Wolcott 1975 quoted in Goetz and LeCompte 1984:2). Ethnographers normally concentrate on single research settings so as to provide a detailed account of events as they take place in that setting. In addition to being a product, ethnography is also a process, i.e. a way of studying human life. The design of ethnographic research is normally of an investigative nature which makes it conducive to cultural reconstruction. Firstly, the strategies used elicit phenomenological data; they represent the world view of the participants being investigated and participant constructs are used to structure the research. Secondly, ethnographic research strategies are empirical and naturalistic. Participant and non-participant observation are used to acquire firsthand accounts of phenomena as they occur in the real-world settings. Thirdly, ethnographic research is holistic in that it seeks to construct descriptions of the whole phenomena within its particular contexts. Finally ethnographic

research is eclectic because researchers use a variety of research techniques to collect their data (Goetz and LeCompte, 1984).

Whereas on the one hand, it is possible to talk about ethnography in an unproblematic fashion, it is clear that ethnography has also received its' fair share of criticism. It is one of the few modes of scientific study that admit the subjective perception and biases of both participants and researcher into the research frame (Goetz and LeCompte 1984:9). This admission by ethnographers constitutes a major difference between ethnographic research and research from other traditions. With the increasing amount of ethnographic inquiries, has come a greater questioning of the quality of ethnographic descriptions and the analyses made. This has subsequently developed into a full-scale reconsideration of the kind of criteria used to judge ethnographic research. Ethnography is an approach which can incorporate a number of data-collection techniques, including participant observation, documentary search, interviews and non-participant observation, audio-recordings and questionnaires. For this study, I made use of non-participant observation, semi-structured questionnaires and interviews for the reasons given in the section that follows.

3.1.1. <u>NON-PARTICIPANT OBSERVATION</u>

Collecting data through non-participant observation differs from participant observation in significant ways. Non-participant observation requires a detached, neutral and unobtrusive observer (Goetz and LeCompte 1984:145). The researcher's objective shifts from concentrating on participant meaning to focus on participant behaviour. Such observation requires observers to direct their attention to a complete and accurate recording of observable data. Social exchange with participants in a setting becomes distracting and may lead to distortions in the recording of data. Consequently, non-participant observers seek minimal involvement in whatever is being recorded. The challenge is to "fade" into a scene while remaining separate from it (Goetz and LeCompte 1984:145). Non-participant observation is suitable when researchers require comprehensive, detailed and representative accounts of individuals' behaviour. However data is derived through non-participant observation, meanings can be triangulated i.e. verified and validated with data from more direct procedures. Being a non-participant observer means that the researcher can be obtrusive. For example, an observer entering a classroom for the first time will probably arouse the curiosity of the pupils and possibly the teacher. The resulting inattentiveness of the pupils to the

teacher may not reflect their usual behaviour and thus may provide non-representational observational data (Borg 1981:92). As a rule the observer should be as unobtrusive as possible. She should not comment or participate in any way in the classroom activity. According to Pelto and Pelto (1978) quoted in Borg (1981), non-participant observation involves merely watching what is happening and recording events on the spot.

Classrooms are complex social situations and the meanings which take place within them are not always clear to an outsider. Classrooms and lessons have a history. The teacher and pupils make constant reference to the social context of the lesson and the identities of the participants and it is impossible to appreciate what is going on without paying attention to this context. Interaction analysis and systematic observation are two attempts to produce objective accounts of what takes place in classrooms. Such procedures make use of elaborate coding schemes so that classroom verbal interaction can be measured and the data quantified. However, in my study, I did not make use of a coding scheme, I observed classroom data as it occurred in the various classrooms at the site. Since I was concerned with how teachers and pupils use Zulu as a communicative resource in an English-only classroom, being a non-participant observer offered one way of accessing such information.

3.1.2. **AUDIO-RECORDING OF OBSERVED LESSONS**

The tape recording of lessons will produce the most complete record of what was said. However, the researcher must recognise certain drawbacks of using the tape recorder. When a researcher makes use of machines such as tape recorders, much depends on his/her handling of the situation and the rapport that is created with the participants. The teacher-researcher will have to obtain the permission of individuals to tape record their lessons. The effects of introducing a tape recorder will vary, depending upon the relationship that the researcher has with the participants in the research. The researcher cannot underplay the possible effects which the presence of the mechanical device can have on people's behaviour. According to the Observer's Paradox (Labov, 1972), the researcher's need to find out how people speak when they are unobserved is constantly compromised by his/her presence as an observer. In my study, my initial presence in the classes I observed excited some comment from the pupils who were eager to know the reason for my presence and that of the tape recorder in their classroom! However, after several visits to the

classroom, my presence did not seem to impact on the classroom interaction because of the pupils' familiarity with me. I was one of the teachers, and not an "outsider." During the course of the observations and recordings, the lessons went ahead as normally they would. There are also practical issues to consider when using mechanical devices, such as placing the recorder in an unobtrusive position, problems of interference, possible breakdown of recording equipment, all of which need to be attended to by the researcher. The fact that I made use of a very small, Panasonic battery-operated tape recorder, which I kept on the corner of the desk, together with my notebook and other pens and pencils, did not appear to impact on the pupils or their teachers. A large tape recorder, I believe, would certainly have made the pupils self-conscious, which in turn would have had some effect on the data collected. I was conscious of the effect that even a small tape recorder could have on pupils behaviour and therefore I compensated by taking extensive field notes in this regard.

3.1.3. <u>THE SEMI-STRUCTURED INTERVIEW</u>

Denzin (1978) differentiates three forms of interview

a.   the scheduled standardized interview

b.   the non-scheduled standardized interview

c.   the non-standardized interview

In my study I chose the nonscheduled standardized or semi-structured interview in order to corroborate my observation of classroom interaction. The scheduled standardized interview is almost an orally administered questionnaire. All respondents are asked the same questions in the same order and if probes are anticipated, they too are standardized. This format is useful in situations where administration must be constant for all respondents and where results must be readily enumerated. The nonscheduled standardized (semi-structured) interview is but a variant of the first format, the same questions and probes are used for all respondents, but the order in which they are asked may be changed according to how the individuals react. The researcher can alter the sequences in order to probe more deeply and thus overcome the tendency for respondents to anticipate questions. In this way some kind of balance between interviewer and interviewee can

develop which can provide room for further negotiation, discussion and expansion of the interviewee's responses.

The order in which questions are posed may differ according to the way in which individuals react and this allows for a greater degree of naturalness and responsiveness on the part of the interviewer. Once this is achieved the belief is that deeper, more meaningful information will be obtained. With the use of the nonscheduled standardized interview results can be readily enumerated. However, the flexibility in question order allows the interviewer to be more comfortable, natural and responsive. The non-standardized interview is referred to by some researchers (Borg, 1981, Seliger and Shohamy, 1989) as an interview guide in which general questions to be addressed and specific information needed by the researcher are anticipated, but they may be addressed during the interview informally in whatever order or context they happen to arise. The overall aim then of semi-structured interviews is to create an atmosphere where the individual feels able to relate subjective and often highly personal information to the researcher. The semi-structured interview has distinct advantages for the teacher-researcher working within a known culture amongst fellow professionals since it can throw light on a number of aspects of both staff and pupils' experience of the school and the curriculum. It also offers the teacher-researcher greater flexibility in that the interview can merge into a conversation. When interviewing, the interviewer tries as best as he/she can to make the interviewee comfortable. Most often, and because of this comfort, what starts out as a structured interview may easily become an unstructured interview. Palmer (1928) quoted in Denzin (1978) suggests that the unstructured interview "...assumes the appearance of a natural interesting conversation. But to the proficient interviewer it is always a controlled conversation which he guides to serve his research interests." One of the problems associated with semi-structured interviews is that the presence of the researcher will have some kind of influence on the data. If the teacher-researcher and the interviewee are known to each other there may be a degree of reciprocity taking place i.e. the respondents may feel that they have to give the researcher the kinds of answers they assume she wants. Another problem is that some teachers being interviewed may feel that evaluation or criticism is implied. The teacher-researcher therefore will need to consider the context of each interview and the nature of her own values or prejudices which may influence the course of the interview.

The people I interviewed for this study were key informants i.e. teachers from the site, as well as pupils, whose lessons I audiotaped. According to Zelditch (1962) quoted in Goetz and LeCompte (1984:119), key informants are individuals who possess special knowledge, status or communicative skills and who are willing to share that knowledge and skill with the researcher. They may be long time residents of a community, participants in key community institutions or knowledgeable of cultural ideas. One of the major short-comings of the interview as a research tool is that it is a time consuming technique to use and therefore limits the number of subjects who can be included in the data being collected. In order to supplement the information obtained from the interview I felt the need to conduct semi-structured questionnaires with pupils and teachers.

3.2.   THE QUESTIONNAIRE

The questionnaire is one of the methods commonly used in descriptive research, that is, research that seeks to establish the existence of phenomena by explicitly describing them (Seliger and Shohamy 1989:124). Such research may provide measures of frequency, for example, of the occurrence of the use of a child's' native language in the class. Other methods used to collect data in this type of research include tests, surveys, self-reports and interviews. As observed earlier, for the purposes of this study, I administered semi-structured questionnaires to teachers and pupils in order to establish their attitudes to the use of Zulu in an English-only classroom. The questionnaire provides the easiest known way of assembling a mass of information (Burroughs 1971:106). Questionnaires, being printed forms of data collection, include questions or statements to which respondents are expected to respond, often anonymously. In second language acquisition research, questionnaires are used to collect data on phenomena which are not easily observed, such as attitudes, motivation and self-concepts (Seliger and Shohamy 1989:172). They are also used to collect information about the respondents, such as: age, previous background in language learning and number of languages spoken. According to Seliger and Shohamy 1989:124), questionnaires have a number of advantages:

a.   they are self-administered and can be given to large groups of people at the same time. They are less expensive to administer than other procedures.

b.   when respondents are assured of anonymity, they tend to share information of a sensitive nature more easily

c.   since the questionnaire is given to all subjects, the data are more uniform and standard.

d.   since they are given to all respondents at the same time, the data are more accurate.

One of the main problems with questionnaires is the relatively low response rate. Except for exploratory purposes return rates of 30-40% form no basis for generalization (Burroughs 1971:106). A low return rate may influence the validity of the findings. Another problem is that questionnaires are not suitable for respondents who cannot read or write. This is particularly relevant for respondents who have to read and provide answers in the L2. Thus there is no assurance that the questionnaire was properly understood and correctly answered. The type of data obtained from questionnaires will differ according to the degree of structure of the procedures used. Open questionnaires will elicit data of a more open and descriptive nature, such as essays or narratives, whilst structured questionnaires will elicit data in the form of checks, numbers or rankings. As stated earlier for the purposes of this study, I chose the semi-structured questionnaire so that a more holistic view of teachers' and pupils' attitudes to the use of Zulu in the classroom emerged.

3.3.   THE POPULATION

Since the aim of this research is to establish how and to what extent teachers and pupils use Zulu as a communicative resource in an English-only classroom, I observed 6 lessons, interviewed teachers and pupils and administered questionnaires to teachers and pupils. Observation of classroom lessons would yield natural data on how Zulu is used in interactions between a teacher and his/her pupils and amongst pupils themselves. Teachers would be in a position to provide information specifically related to their attitudes to the use of Zulu, either by themselves or by pupils, in their classrooms. Pupils would be in a position to provide information related to their attitudes to the use of Zulu and peer tutoring in the classroom.

3.4. THE SAMPLE AND THE PROCEDURE

3.4.1. CLASSROOM OBSERVATION AND AUDIO-TAPING

I decided to observe lessons at the site where I am a teacher. The site, viz., Southlands Secondary, is situated in a middle-class residential area in Chatsworth. Being a familiar person at the site enabled me to observe and audiotape lessons. Initially, there was, amongst teachers on the site, reluctance to having me observe and audiotape their lessons. The teachers felt that I was going to be critical of their teaching. On being told what the aims of the research were, some teachers welcomed me into their classrooms whilst others did not. Since non-participant observation was one method of data collection used, it meant that I had to enter the classroom, armed with an audio-recorder and notebook and attempt to be as unobtrusive as possible, certainly no mean task! My very presence was an obtrusion. However, because I am a familiar figure on the site, my presence in the classroom where lessons were audiotaped was soon forgotten and, as the transcriptions of the lessons reveal, the lessons went ahead as normally they would. In order to get a valid representation of classroom interaction, I observed and recorded 10 lessons from subjects across the curriculum. However, only 6 lessons were finally chosen for transcription and analysis. These lessons were chosen for the following reasons:

a.   they contained peer- tutoring episodes

b.   teachers and pupils used Zulu as a communicative resource in these classrooms.

Initially I decided to observe and record lessons only in Standard six classes as this is the point of entry for pupils into the secondary school phase. However, the school's official pupil register showed that a large number of new pupils, both Indian and African, had been admitted into school in all standards. Therefore I decided to observe and record lessons in standard seven and eight classes as well.

3.4.2. TEACHER QUESTIONNAIRE

Southlands Secondary has 40 members on its teaching staff. The questionnaire was given to all members of the teaching staff at the same time and 25 out of 40 questionnaires were returned, this represented a return rate of 63% This was a satisfactory response on the part of the teachers, for as Burroughs (1971) points out, a return rate of 30-40% forms no basis for generalization. Teachers were told, prior to the handing out of the questionnaire, what the aim of the study was.

3.4.3. PUPIL QUESTIONNAIRE

As for this questionnaire, I decided to administer it to the pupils whose lessons with teachers had been observed and recorded and who were well aware of the aims of the study. Moreover, compared to other classes, the classes I chose also had relatively large numbers of Zulu-speaking pupils and peer-tutoring episodes that is the communicative use of Zulu by Zulu-speaking pupils and some of their teachers was a common feature of these classrooms. I handed the questionnaire to all pupils, 86 in total, and they returned all the copies I had handed out, thus representing a return rate of 100%. The pupils answered the questionnaires in class during their regular lessons and this may also account for the 100% return rate. My position as "the teacher" as opposed to "the researcher", would have compelled all the pupils to return the questionnaire to me thus allowing for a 100% return rate. The classes chosen to answer the questionnaire were the following:

Class A : 8 Zulu-speakers and 21 English-speakers
Class B : 11 Zulu-speakers and 16 English-speakers
Class C : 9 Zulu-speakers and 22 English-speakers

3.4.4. TEACHER INTERVIEW

I interviewed 3 teachers whose lessons I had observed and recorded. The interviews took place two weeks after teachers had answered the questionnaire. I allowed for the time lapse so that the interviewees would not be influenced by their responses to the questionnaire. I interviewed the teachers at school at times which we mutually agreed upon.

3.4.5. <u>PUPIL INTERVIEWS</u>

I interviewed 10 pupils from classrooms where I had observed and audio-taped lessons. The interviewing of pupils took place a month after pupils had responded to the questionnaire. The time lapse was provided so as to ensure that the interviewees were not influenced by their responses to the questionnaire. I conducted the interviews at school during lunch-breaks when the pupils were free. Prior to the interviews, I informed the interviewees of the aim of the research and I sought permission to record the interviews on audio-tape for the purposes of data transcription and analysis. I acknowledged the participation of the interviewees at the end of each interview. Where interviewees requested, they were assured of being given a summary of the research findings.

3.5. <u>CONCLUSION</u>

In this chapter, I have discussed the research techniques employed to achieve the aim of my study and have provided a rationale for using them. Due to the nature and setting of this research, I have used an ethnographic and quantitative approach to establish how and to what extent teachers and pupils at Southlands Secondary use Zulu as a communicative resource in English-only classrooms. In chapter 4, I analyse the data collected i.e. classroom lessons, teacher and pupil interviews, teacher and pupil questionnaire and I provide the findings of the research.

CHAPTER FOUR

DATA ANALYSIS

4.0. INTRODUCTION

In this chapter I analyse the data collected from the methods outlined in chapter 3, namely the interviews, the questionnaires and non-participant classroom observations. I shall discuss a set of school documents to establish whether Southlands Secondary encourages the use of Zulu in the wider school context. But first I shall provide the background to the school, the subjects and the language policy of the school against which this study has been conducted. The aim of this background is to provide information on the history of both Southlands Secondary and the subjects and to establish whether the school encourages the use of Zulu on its premises including the classroom.

4.1. LOCATION OF SCHOOL

Southlands Secondary School is situated in Havenside, a middle-class residential suburb in Durban. It is a predominantly Indian school with 40 members on its teaching staff. Of the 1008 pupils who attend this school, 200 are Zulu-speaking pupils who previously attended the Department of Education and Training (DET) and Kwa-Zulu Department of Education and Culture (KDEC) schools. In 1994 when the African National Congress (ANC) won the first democratic elections, its educational policy stipulated that the "doors of education and learning should be open" to all pupils and therefore schools that had been previously open only to a certain sector of society had to admit pupils who came from different linguistic, cultural and racial backgrounds. Southlands Secondary had been admitting Zulu-speaking pupils from as early as 1990, albeit in very small numbers. However, the number of Zulu-speaking pupils has increased steadily since 1993 when apartheid laws were repealed and it is projected that this number will further increase in the years to come. The school provides an educational service to pupils for whom English is a native language as well as pupils for whom English is a second language, i.e. Zulu-speaking pupils. Even though teachers at the school are now teaching in a multilingual context, the school still maintains a monolingual medium of instruction i.e. English-only. The data presented in my study illustrates a low-key

implementation, via Zulu mother-tongue peer-tutoring, of the recently institutionalized policy of multilingualism (Kamwangamalu 1997c:1). The findings presented here were drawn primarily from classroom observations and recordings of lessons and from interviews conducted with teachers and pupils. These qualitative data have allowed me to describe how Zulu was used in the English-only classrooms. I also present quantitative data on the attitudes of teachers and pupils to the communicative use of Zulu and peer-tutoring techniques gleaned from the responses of teachers and pupils to the questionnaires which were administered to them. In addition I attempt to establish whether Zulu was used in the wider school context and in this regard I examine data in the form of school newsletter and correspondence sent to parents.

4.2. <u>CLASSROOM OBSERVATION</u>

According to school 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 languages of some pupils i.e. Zulu, was used to serve different purposes and functions. The use of Zulu in these classrooms gave Zulu-speaking pupils 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 pupils' language and culture; it acted as a medium for social interaction between pupils and established a rapport between Zulu-speaking pupils and their teachers. The lessons were examined to determine in what contexts and for what purposes Zulu was used in the English-only classrooms. Zulu was used to :

a.   provide classroom instruction and activities for Zulu-speaking pupils through the use of peer-tutors.

b.   introduce Zulu-speaking pupils to new concepts in specific subjects.

c.   provide Zulu-speaking pupils with a means of social contact.

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 pupils and the class as a whole. Drawing on observations and audio-taped recordings of lessons across the classrooms, I also illustrate the ways in which teachers use Zulu or allow pupils to use Zulu to

create an environment in which learning could take place. The language policy of the school is an English-only policy yet this study reveals that the practice in some classrooms differs from the school's policy. My intent was not to evaluate the practices of the teachers whose lessons were recorded and observed, but rather to highlight the link between the context of the lesson and classroom practice.

4.3. THE SUBJECTS

The subjects who participated in this study include twenty-five teachers and 86 Zulu-speaking and Indian pupils. Of the twenty-five teachers, three were also interviewed for the study. They are senior teachers who challenge the language policy of the school by making use of the language resources of the Zulu-speaking pupils in their classes. The teachers make use of innovative teaching methods such as peer-tutoring to allow Zulu-speaking pupils to tutor less proficient pupils who have difficulty in understanding the lesson that is taught in English. The peer-tutoring sessions are conducted in Zulu, the home language of the Zulu-speaking pupils. The tutors play a very important role in these English medium classes, particularly as the teachers' knowledge of Zulu is limited. All three teachers have professional teaching qualifications and were trained at the University of Durban-Westville. They have had additional training at the University of South Africa, Natal University and the Natal Technikon.

The Geography teacher, Mr S. K. (hereafter S.K) has 14 years teaching experience and has taught at the school for 12 years. According to the teacher, his proficiency in Zulu is,

> "Still at the level of kitchen Zulu. I think that we really need to learn, at the moment treating it like kitchen Zulu, pupils are accepting it but 10 years down the line I would think it would be derogatory where you can't use words like "buye lapa" (come here), you know that kind of command language will become derogatory in years to come... but it is high time that as educators and professionals at that we need to evolve the language to a higher degree." (See Appendix D)

The English teacher, Mr T.N. (hereafter T.N) has 9 years teaching experience and has taught at the school for 7 years. T.N. studied Zulu 1 at the University of Durban-Westville,

"This is my ninth year in teaching,...I have forgotten (Zulu). I understand it, but without practising, you forget, I may be able to pick up here and there what they (pupils) are saying..." (See Appendix E)

The third teacher Mrs. G.P. (hereafter G.P) has 23 years teaching experience and has taught at the school for 10 years. Like the geography teacher in her department, G.P says that her proficiency in Zulu is limited. She explains,

"I understand Zulu, ...but I don't speak with them (pupils) at all in Zulu because I don't want to make it an issue in   class, in the main you have Indian pupils, so if you have to use Zulu,... the discipline problem is going to creep in and they are not going to understand and the minute children don't understand, they keep quiet and they switch off."
(See Appendix F)

All three teachers are energetic, hard-working teachers who are well-liked and respected by staff and pupils alike.

4.4. LANGUAGE POLICY OF THE SCHOOL

A school's language policy document is an official written statement outlining the school's intention in promoting particular languages within the school (Samuels, 1996). I initially wanted to establish whether Southlands Secondary had an official language policy document. The Senior Deputy Principal, however, indicated to me that the school did not have such a document. Southlands Secondary uses only English as the medium of instruction and even though the school has admitted Zulu-speaking pupils, the school's unwritten language policy has remained unchanged. The school has a history of serving Indian pupils for whom English is a first language. However, the Indian vernacular languages such as Tamil, Telegu, Gujerati, Hindi and Urdu are not offered as school subjects. These languages are not recognised as official languages of this country as they are not considered to be economically viable. The vernacular languages are, however, offered at the primary school level for those pupils who wish to study them.

The suggestion of an official policy statement, however, will increasingly become a requirement of the Governing Body of the school in line with the regulations of the South African Schools Bill (1996). School authorities will have to be explicit about the choices they make in terms of the language subjects they teach and the language of instruction they permit in their schools. The development of such a written policy statement will be the responsibility of a democratically constituted Governing Body with representatives of the staff, the parents and pupils. A school-based language policy will go beyond the written statements about which languages are taught within the school, and what the schools' language/s of instruction are. This may be called a "language in action policy" (Samuels, 1996) and may include the following issues:

a.   What are the processes by which different languages are selected for study within the school?

b.   What are the language proficiencies of the teachers in the different languages of the pupils?

c.   What language/s do teachers permit pupils to use:
      i. when talking to the teacher/s
      ii. when talking among peers
      iii. outside the classroom

d.   What is the language in which the school communicates with the "outside world" i.e. the Education Department, parents, the community etc.

e.   In which language/s is/are the assessment/s of the school conducted in?

At Southlands Secondary all documentation including letters sent by the school to parents of pupils, minutes of staff meetings, letters sent to and from the Department of Education as well as all correspondence with other schools and the South African Democratic Teachers' Union (SADTU) are written in English. An analysis of some of these documents provided an answer to the research question: DOES THE SCHOOLS' LANGUAGE POLICY DEAL ADEQUATELY WITH THE CHANGING NEEDS OF A MULTILINGUAL AND MULTIETHNIC SCHOOL POPULATION? For the purposes of this study I have analysed the following documents:

Appendix A: a copy of the school examination time-table for 1996.
Appendix B: a letter sent to parents indicating the name and number of text books that the child was issued with.

Appendix C: the school's end-of-year (1996) newsletter.

These were the only school documents I was able to access for the purposes of analysis, all other school documents are official and confidential and therefore I was not able to use them.

The first of these documents i.e. the examination time-table, (Appendix A) also includes a letter addressed to parents and pupils advising them of the times when examination papers will be written and the proper attire that pupils should have when writing their papers. The entire document is written in English. The document also outlines for pupils the dates and times of specific papers. The examination time-table was handed to all pupils a week prior to the writing of the exams.

The second document (Appendix B) is a loan or text book form on which pupils have to indicate which text books they have received. On the reverse side of this document appears correspondence to parents, asking them to acknowledge receipt of the text books by signing for them.

The third document (Appendix C) is the school's end-of-year newsletter which, like the previous two documents, is written entirely in English. The newsletter covers a wide range of topics such as the Principal's message, a message from the Chairman of the Parent-Teacher-Student Association, the senior certificate results of 1995, parent-teacher meetings, excursions and subject reports amongst others. The newsletter, which is intended for pupils and their parents, provides a general overview of events that took place in the school during the academic year. Despite the fact that these school documents are also intended for the parents of the Zulu-speaking pupils, no attempt was made to translate the whole document or part of it into the home language of these pupils. The analysis of the school documents reveals that there is no support for Zulu in the wider school context. In addition, the school does not conduct assemblies, meetings with parents and pupils, plays or other school activities in Zulu. All school documentation including pupils' class reports and assessment procedures are written in English. The school has made no attempt to translate school documents for Zulu-speaking pupils or their parents. More significantly the school does not have an official school language policy which can inform the school's Governing Body of the language policy that should be adopted for the school. A language policy document is, I believe, vital since the number of Zulu-speaking pupils seeking admission to the school is increasing. The

school must respect the linguistic human rights of its ESL learners. However, teachers said in the interviews that the school's current language policy i.e. English-only, had to change for the following reasons,

T.N. said,

> "I think that it is inevitable, governing bodies and the parents have a greater say and I would foresee on our parent body not just Indian parents, I would foresee lots of Black parents and I think that with their influence, we'll have to change our language policy."
> (See Appendix E)

S.K. also shared similar views,

> "I think that Zulu must be given more prominence now. In fact there's a demand from our non-Zulu-speaking pupils. They have now realised the importance of Zulu as a language of survival. It's a language that will open the doors to employment opportunities, communication, better understanding so at the moment, it is cherry-ripe, I would think, for transition from second language at Southlands Secondary to take place from Afrikaans to Zulu."
> (See Appendix D)

G.P. said that the:

> "The language policy most certainly must change. We need to be proactive and I feel that in the future for the province as I see it, English will be the dominant language and the second language ought to be Zulu. In the work situation you will be interacting with Zulu-speaking people and they will feel comfortable to use their language...we could introduce Zulu in our non-exam subjects like music or art." (See Appendix F)

The teachers felt strongly that the school's current language policy must be changed as a matter of urgency. Teachers are also well aware of the importance of the South African Schools' Bill and the

changes that it will bring, especially with regard to language of instruction. Although this bill was gazetted for implementation in 1997, it has not yet been implemented at Southlands Secondary.

4.5. DISCUSSION

4.5.1. TEACHER QUESTIONNAIRE

Southlands Secondary has 40 members on its teaching staff and a questionnaire (Appendix J) was given to all teachers. 25 out of 40 teachers responded to the questionnaire, representing a return rate of 63%. According to Burroughs (1971:106) return rates of 30-40% form no basis for generalization, except for exploratory purposes, thus a return rate of 63% allowed me to analyse the responses made by the teachers. Responses gleaned from the teacher questionnaire provided answers to the research question: WHAT ARE THE ATTITUDES OF TEACHERS' TO THE USE OF ZULU IN THE ENGLISH-ONLY CLASSROOM AT SOUTHLANDS SECONDARY?

In response to the question, "Do you speak Zulu?" 10 teachers (40%) said that they had the ability to speak Zulu whilst 15 teachers (60%) reported that they did not speak Zulu. It is not surprising that 60% of the teachers reported that they did not speak Zulu as it was not their home language and their ability to communicate in English, the official medium of instruction at the school, was perhaps a condition of their employment. Teachers who claimed that they spoke Zulu said that they did so:

> "very seldom", "rarely", "occasionally", "sometimes to the maid at home", "a few minutes daily" and "interchangeably during lessons."

This highlights the fact that the majority of the teachers do not have much exposure to Zulu, the minimal exposure that some of them may have are a few Zulu words they exchange with "the maid at home". Generally, teachers' proficiency in Zulu appears to be limited; G.P. and S.K. said their proficiency in Zulu was at the level of "kitchen Zulu", a FANAKALO term. As a lingua franca, fanakalo, has a basic English sentence structure, and a vocabulary largely borrowed from

Zulu and Afrikaans. McArthur (1992) quoted in Theron (1993:81) says that due to its association with discriminatory policies of the past fanakalo has been condemned by trade unions in South Africa as being pejorative and inadequate. Therefore, the geography teacher said in this regard,

> "...at the moment, treating it like kitchen Zulu, pupils are accepting it but 10 years down the line I would think it would become derogatory where you can't use words like "buye lapa" (come here) you know, that kind of command language will become derogatory...." (See Appendix D).

Thus, S.K. suggested that teachers receive (INSET) in-service training, to learn Zulu in order to communicate more effectively with pupils in the class. In-service training will certainly help teachers overcome the language barrier they are faced with in the classroom. The teachers' limited proficiency in Zulu may suggest why, in response to whether they allowed Zulu-speaking pupils to use Zulu in the class, only 10 teachers reported that they did so. The teachers said that they allowed the use of Zulu for the following reasons,

> "in every lesson, for interactional teaching between Zulu-speaking pupils."
>
> "if the need arises to explain a concept."
>
> "if he/she (Zulu-speaking pupil) does not understand English."
>
> "only if the Zulu-speaking child does not understand my explanation, I will allow another child to explain in Zulu."
>
> (See Appendix J)

However, whilst 10 teachers said that they would encourage the use of Zulu in the classroom, 15 said that they would not, for the following reasons,

> "In an English class, I feel L2 learners should get as much practice speaking English as possible."
>
> "...too much time cannot be spent on using techniques suited for Zulu-speaking pupils as they do not make up the majority of the class." (See Appendix J).

One of the unofficial and yet unchallenged doctrines of English Language Teaching, according to Phillipson (1992) is: "The more English is taught, the better the results." Phillipson argues that this tenet has become the cornerstone of the hegemony of English world-wide and this appears to be the trend locally as well since it is advocated by teachers at Southlands Secondary. The teachers feel that more exposure to English would be of greater benefit to Zulu-speaking pupils. Also, due to the linguistic composition of some classes, i.e. relatively small numbers of Zulu-speaking pupils, teachers feel that they are not compelled to allow pupils to use Zulu. The rationale for this view, according to Auerbach (1993:14), is often framed in pedagogical terms: the more students are exposed to English, the more quickly they will learn. As they hear and use English, they will internalize it and begin to think in English and the ONLY way they will learn it is if they are FORCED to use it. However, research has shown that it takes 2-3 years to become proficient in basic communication skills in an L2 and 4-10 years to approach grade-level competence in L2 academic skills (Collier, 1989, Cummins, 1981) quoted in Lucas and Katz (1994:538). These studies suggest that if non-native-speaking students are immersed in English, they will not have access to the content area knowledge and academic skills that their English-speaking peers are learning. They are likely to get further and further behind in their academic development while they are concentrating on learning English. Therefore this principle does not bode well for English L2 learners at Southlands Secondary school.

Whilst most teachers said that they would not encourage the use of Zulu in the classroom, 22 out of the 25 respondents (88%) said that they would encourage Zulu-speaking pupils to tutor other Zulu-speaking pupils who were experiencing difficulty in understanding English. Though teachers said they would allow Zulu-speaking pupils to use Zulu in private, i.e. in their peer-groups, the use of Zulu whilst the lesson is underway is not an option that is available to pupils in all classrooms. In the words of a teacher; "peer-tutoring should not affect the flow of the lesson which is conducted in English". There were also valid reasons provided by the teachers for allowing peer-tutoring in the classroom, Zulu-speaking pupils can be used as tutors since they, unlike the majority of their teachers, are proficient in Zulu. These are some of the reasons provided for the use of peer-tutoring:

"pupils tend to understand their colleagues better therefore tutoring is allowed provided it does not affect   the flow of the lesson."

"it is encouraged so that at the end of the lesson every pupil understands what was taught and what instructions and activities were given."

"peer-tutoring has great strengths, it gives some pupils motivation and pride to help others."

"peer-tutoring - as a method of explanation to fellow Zulu-speaking pupils."

(See Appendix J).

Although 88% of the respondents said they would encourage peer-tutoring, it emerged from the observation of lessons and interviews with pupils that peer-tutoring did not in fact occur in all classrooms. Of the six lessons that were observed and recorded, peer-tutoring episodes occurred in 4. The teachers who used peer-tutoring techniques in class said that they did not depend on peer-tutoring entirely. The Geography teacher, S.K., said:

"Peer-tutoring works sometimes, because you know there will be an occasion for it,... and it works but you know you cannot shoulder your responsibility on to the pupils, but it has a place."

(See Appendix D).

T.N., the English teacher, echoed similar sentiments when he said,

"...it can be used...but I think we must not fall into the trap of overusing it, because I think we'll be merely passing the buck on to them (the pupils)..."

(See Appendix E).

T.N. also pointed out that the amount of contact time (35 minutes per lesson) that teachers have with their pupils is another important factor to consider. He said,

"...I cannot use Nozipho (the tutor) in every lesson and for 30 minutes of the period because then in that process where you say something, she translates, they (pupils) ask you -, her the question -it takes time."

(See Appendix E).

Clearly, these teachers are concerned that if peer-tutoring is to be used all the time, then pupils are going to take on the responsibility of the teachers' job and moreover teachers' will be utilising too much of the time available on peer-tutoring. Of the 22 teachers who reported that they encouraged peer-tutoring in their classes, 9 teachers said that they used this technique some of the time, 8 said that they did so most of the time and 5 said that they used peer-tutoring techniques all the time, i.e. in all their lessons. As all teachers do not use peer-tutoring techniques all the time, this indicates that such techniques are used in specific lessons and in specific contexts. This was confirmed when I observed and recorded lessons. I found that some teachers made extensive use of peer-tutoring techniques, particularly in the English poetry and literature lessons. However, the geography teacher did not make use of peer-tutoring. Instead, he chose to speak Zulu with the assistance of the Zulu-speaking pupils in his class. He did, nevertheless, concede that he made use of peer-tutoring techniques in other lessons,

"It (peer-tutoring) has worked in many of my lessons...when I find it difficult, I'm not getting through to them I ask especially my std 6 or my 9 class, ..., "Do you understand?" Then I will tell them, you khuluma (come say) the same thing in Zulu for me..."
(See Appendix D).

T.N. also confirmed that,

"...when it comes to English language and comprehension they (the tutors) themselves have difficulty to grasp the techniques...(but) with English literature there is no problem."
(See Appendix E).

Teachers also felt that they would be "passing the buck" onto their pupils, and in this regard Gaies (1985:2) suggests that teachers may initially be reticent about changing their traditional roles from "providers" of information to "facilitators" within the classroom. The use of peer-tutoring techniques means that teachers have to make classroom instruction more learner-centred. In the traditionally teacher-dominated classroom this may be difficult for teachers to accept.

In response to the question "Are there any English-Zulu teaching materials available for your subject?", only 2 teachers confirmed that there are, 10 said that they were unsure about the

availability of such educational materials; and 12 reported that there were no English-Zulu teaching materials available at all. The 2 teachers who reported that there are English-Zulu teaching materials available said that they used these materials in their classes for the following reasons,

> "Both Zulu and English-speaking pupils are at a disadvantage" "we need to bridge that gap, we need to encourage communication and respect of others."
>
> (See Appendix J)

What emerges from the teachers' responses is that in the majority of the classes at Southlands secondary, teachers make use of learning material that are presented only in English. The textbooks that are currently used at the school are old and outdated and therefore many teachers resort to using articles from English-language newspapers such as "The Daily News", "The Sunday Times" and "Sunday Tribune" as well as magazines such as "Fair Lady", and "You". Teachers do not make use of Zulu magazines or newspapers because of their lack of proficiency in the language. All 25 respondents to the questionnaire said that they did not allow Zulu-speaking pupils to do any writing assignments in Zulu. All written work is done in English. This is due to the fact that the teachers will not understand work that is written in Zulu, therefore when pupils were asked, "Do you do any writing assignments in Zulu?", they said, "...not in Zulu, only in English" (See Appendix K)

In summary the analysis of the questionnaire revealed the following; 60% of the teachers who responded to the questionnaire said that they did not speak Zulu and this resulted in more teachers saying that they would not encourage their Zulu-speaking pupils to use Zulu in the class. However, the teachers reported that they would allow Zulu-speaking pupils to tutor each other as these pupils are linguistic resources for they are proficient speakers of Zulu. Most teachers did not use English-Zulu teaching materials due to the lack of availability of such materials. All respondents to the questionnaire said that they did not allow pupils to do any writing assignments in Zulu, an explanation for this could be the teachers' lack of proficiency in Zulu.

4.5.2. __PUPIL QUESTIONNAIRE__

Southlands Secondary has a school population of over 1000 pupils. The school has 6 units per standard from Std 6 to 9, for example, 6a, b, c, d, e, f and 5 units of matric classes i.e. Std 10 a, b, c, d, e, giving the school 29 classes in total. Pupils for whom English is a second language, i.e. Zulu-speaking pupils are distributed in these 29 classes. Some classes do not have any ESL pupils whilst other classes have as many as 19 or more. The distribution of L2 pupils is dependent on the number of Zulu-speaking pupils who start school in Std 6 and the courses that they choose on entering the Senior Secondary Phase in Std 8.

For the purpose of my study I administered the pupil questionnaire (Appendix K) to three classes in particular. These classes were chosen on the basis of the relatively high number of Zulu-speaking pupils. Moreover, I had also observed and recorded lessons in these classes and the pupils were well aquainted with my study. More importantly, the teachers informed me that the English proficiency of some of the Zulu-speaking pupils in these classes was limited and therefore these pupils needed more assistance than other Zulu-speaking pupils. Therefore in these classes Zulu was used extensively, either through peer-tutoring or by the teacher. L2 learners in these classes tended to confide in their fellow colleagues rather than their teachers about their academic problems. The English teacher, for example, confirmed that the Zulu-speaking pupils in his class:

> "...are afraid to tell me that they don't understand,...some of them have left school merely because they don't understand what is going on in the classroom." (See Appendix E)

It was particularly for the reasons stated above that I chose classes A, B and C. Responses gleaned from the pupil questionnaire provided answers to the research question: WHAT ARE THE ATTITUDES OF PUPILS' (AFRICAN AND INDIAN) TO THE USE OF ZULU IN THE ENGLISH-ONLY CLASSROOM AT SOUTHLANDS SECONDARY?

TABLE 1.

DISTRIBUTION OF ENGLISH SECOND LANGUAGE PUPILS WITHIN THE THREE CLASSES AT SOUTHLANDS SECONDARY

	ZULU	ENGLISH	TOTAL
Class A	9	18	27
Class B	9	23	32
Class C	19	16	35

In Class C only 11 of the 19 Zulu-speaking pupils answered the questionnaire on the day that it was given to them, making the total number of respondents in that class 27. My presence as the "teacher" rather than "researcher" compelled pupils to answer and return the questionnaires to me. A total of 86 questionnaires were handed to pupils and all questionnaires were returned, representing a return rate of 100%. The first question established the language proficiencies of pupils. The following table provides a summary of pupils' language proficiencies.

TABLE 2

LANGUAGE PROFICIENCY OF PUPILS (SELF-REPORTED).

Classes	ENGLISH			ZULU		
	A	B	C	A	B	C
SPEAKING						
Good	78	81	70	30	19	48
Fair	22	13	30	18	9	8

Poor	-	6	-	52	72	44
READING						
Good	78	84	74	22	16	48
Fair	19	11	22	15	9	-
Poor	3	5	4	63	75	52
WRITING						
Good	74	75	78	26	16	48
Fair	26	16	19	11	6	-
Poor	-	9	3	63	78	52

The above table reflects data only for English and Zulu. The first significant feature of this table are the high percentages recorded for English in the three skills, reading, speaking and writing as opposed to the lower scores registered in Zulu for the very same skills. These scores are expected because of the larger number of Indian pupils in all three classes. Since English is the first language for Indian pupils, when asked to record their level of proficiency in the different skills the majority of Indian pupils reported that their level of proficiency was "good" whilst Zulu-speaking pupils, for whom English is a second language, recorded their level of proficiency as either "fair" or "poor". For pupils' proficiencies in Zulu, ESL pupils reported a higher level of proficiency in all three skills, whilst Indian pupils reported lower levels of proficiency. The results establish that Indian pupils are less linguistically diverse in relation to the two languages than Zulu-speaking pupils are. Whilst Zulu-speaking pupils are proficient in their home language, they are also relatively proficient in English as opposed to Indian pupils who are proficient in English only.

In response to the question, "What language of instruction would you welcome at school?", 60 pupils (70%) reported that they would welcome English as the language of instruction at school, whilst 24 pupils (28%) said that they would welcome English as the language of instruction with

the opportunity to write exams in Zulu. Of the 24 pupils who reported this, 20 were Zulu-speaking pupils and 4 were Indian pupils. There appears to be a pervasive argument, amongst all pupils, in favour of the use of English as the dominant medium of instruction at the school. Pupils who were interviewed confirmed this and said in response to my question, "How do you all feel about learning English?",

> "It's very good since it is an international language, it is the language used by Parliament."
> "And it is widely spoken around the world."
> "It's better, you get to communicate"
> (See Appendix K)

These pupils clearly feel that it is important for them to learn English as it is a language that is spoken on a global level and this can afford pupils the opportunity to communicate with all people who speak English. An equally important point that emerged from my interviews with particularly Zulu-speaking pupils, is that they associate greater importance with English as it is the language of Parliament. Members of Parliament who are also members of the ANC, are looked upon by many young, African pupils as role models. The responses of the Zulu-speaking pupils suggest that they view English as the language of oppurtunity and their own language as nothing but a barrier. Slabbert (1994:4-7) quoted in Kamwangamalu (1997c:5) found that most South Africans hold English on a pedestal and associate it with being educated. This is summed up in the words of a young school boy who, in an interview with Slabbert, remarked: "In my school, if you know English you are everything." Therefore to be able to speak English competently and correctly is seen by many as a status symbol. In this regard, Theron (1993:80), states that for urban blacks English is a form of empowerment.

In response to the question on peer-tutoring, 80 out of 86 pupils said that they would be willing to help a Zulu-speaking pupil who was experiencing difficulty in understanding English. The pupils felt that tutoring each other in class is particularly helpful because,

> "The tutor will understand what your difficulties are and explain to you in Zulu."
> "They (the tutor) would understand you better than the teacher and you could feel free to talk to them in Zulu."

"You get more comfort when speaking to the Zulu-speaker."

"The teacher will not understand you, they will tell you to stop speaking Zulu and learn more English. A pupil will understand you better."

(See Appendix K)

Clearly, as Olsen-Flanigan (1989:152) suggests, the value of being instructed by a survivor, a fellow traveller who has arrived or is at least a long way down the road, is not lost on these pupils. Schwartz (1980) quoted in Olsen-Flanigan (1989) suggests that "second language learners can learn more from one another than they think they can." The terms, [understand better, feel free, more comfort] used by the pupil respondents, suggest that pupils can certainly learn more from fellow pupils in a relatively calm and stress-free atmosphere. One of the teachers who was interviewed, T.N. said,

"They (pupils) are afraid to tell me that they don't understand, besides three pupils, Neo, Sipho and Wiseman who come and tell me 'we don't understand this',... the others won't and I know that some of them have left school merely because they don't know what is going on." (See Appendix E)

This suggests that pupils would feel more comfortable, learning in the presence of pupil tutors. T.N. also said,

"...I think it is the duty of each teacher at this school to go out of his/her way to make them (pupils) feel comfortable and when they feel comfortable, they will participate..." (See Appendix E)

The pupil responses suggest that pupils from both linguistic groups, i.e. English and Zulu-speaking, favour peer-tutoring because of the greater understanding and empathy that pupils who are learning a second language are able to show each other. They feel free to ask questions of a tutor without having to feel any of the inhibitions they would feel if they were asking a teacher. Empirical evidence supporting these views has been provided by several recent studies Littlejohn (1983) quoted in Long and Porter (1985:212). It has been found, for example, that small-group, independent study can lead to increased motivation to study Spanish among beginning students; learners responding to a questionnaire reported that they felt less inhibited and freer to speak and

make mistakes in the small-group than in the teacher-led class. Similarly, in a study of children's attitudes to the study of French in an urban British comprehensive school Fitz-Gibbon and Reay (1982) quoted in Long and Porter (1985:212), three quarters of the pupils ranked their liking for French as a subject significantly higher after completing a programme in which 14-year old non-native speakers tutored 11-year old non-native speakers in the language. T.N. raises an important issue when he says that it is the duty of the teacher to ensure that the atmosphere in the classroom is conducive to learning for <u>ALL</u> pupils. Ensuring that pupils feel comfortable is one step in the right direction. There were mixed responses to the question, "Which language would you use to tutor a pupil who was having difficulty in understanding the lesson in class?". Some pupils said they would tutor a pupil in Zulu, for the following reasons,

"To make the person understand and catch up faster."
"They would understand better in Zulu than in English."
"If you use English then they will get more confused."
(See Appendix K)

Other pupils suggested that they would tutor a Zulu-speaking pupil in English for the following reasons,

"If I use English, the pupil will understand me."
"I would use English because it is the only language I can speak."
(See Appendix K)

Thus it is clear that pupils would be willing to tutor Zulu-speaking pupils, in either Zulu or in English as long as it is of benefit to the tutee. Pupils suggested that they would feel "honoured" and "great" to help other pupils. Similarly, in her study, Olsen-Flanigan (1989:150) found that in the ESL classes, newcomers were regularly taken in hand by more advanced students and shown how the lab worked. The other, language proficient, children were eager to help often peering over the shoulders of the designated tutors, offering unsolicited advice. According to Olsen-Flanigan (1989), NNS-NNS dyads, which were the central focus in her study, confirm what recent research has shown, that students who are in the process of learning a new language, possessing a "shared incompetence" Varonis and Gass (1984) may be more willing teachers than speakers with a higher

proficiency in the language. Since the teachers in my study do not speak Zulu, I questioned pupils on the benefits of having a Zulu-speaking teacher-assistant in the classroom. The majority of the respondents said that they would welcome an assistant into their classrooms for the following reasons,

"As a Zulu-speaker in an Indian school, I sometimes have problems of spelling, therefore an assistant would help."

"Because it will make Zulu-speakers understand better."

"Because some English words are difficult, they need to be explained."

"To help the pupils who don't understand English."

"If the teacher knows my language it will make it easier for me to pass."

(See Appendix K)

Whilst Zulu-speaking pupils believe that a Zulu-speaking teaching assistant would help them in terms of enabling them to understand lessons presented to them in English, Indian pupils feel that such an assistant would be of great advantage to them by teaching them Zulu. Indian pupils said,

"I would want to learn the language (Zulu)"

"Being English-speaking, we can also learn Zulu."

(See Appendix K)

Thus these pupils feel that a teaching assistant will assist them in their quest to learn Zulu.

4.5.3. TEACHER INTERVIEW

25 staff members of Southlands Secondary responded to the questionnaire which I had prepared in anticipation of my study. After teachers had responded to the questionnaire, I decided to observe classroom interaction and record lessons in order to establish how peer-tutoring sessions were interactionally accomplished. However, many teachers were against the idea of having me observe their lessons and viewed me surreptitiously as I walked around the school armed with my tape-recorder and note-book! Teachers are particularly apprehensive about having a researcher observe

and record their lessons as they see the researcher doing research "on them" rather than "with them."

Three teachers, T.N., G.P. and S.K, however, welcomed me into their classrooms, allowing me to observe and record their lessons as they went about their daily tasks of educating pupils. After I had recorded the lessons, I interviewed all three teachers about their views on the use of Zulu in school and about their lessons in particular. In the section that follows I present the responses of the teachers under common themes as they emerge from the interviews. These themes, each of which will be discussed below, include the following: [a] teaching racially integrated classes, [b] interaction amongst pupils, [c] interaction between pupils and teachers, [d] understanding concepts, [e] peer-tutoring involving Zulu-speaking pupils, [f] the need for Zulu teaching assistants and [g] multilingualism: advantage or disadvantage?

a. TEACHING A RACIALLY INTEGRATED CLASS

The question I asked the teachers read, "Are there differences in teaching racially integrated classes as opposed to teaching Indians only?" I asked this question to probe whether teachers were experiencing any problems in dealing with the new situation; that is, racially integrated classrooms. And if so, how they went about addressing these problems. In response to this question, T.N. and S.K. felt that there are differences in teaching a racially integrated class whilst G.P. said that she did not feel that there were any differences.

T.N. felt that,

> "The problem we (teachers) face is half the class are not learning through their mother-tongue and they have little knowledge of English." (See Appendix E)

S.K. said,

> "There are definitely more challenges now... you have pupils of different abilities and languages therefore you have to structure your work..." (See Appendix D)

G.P., however, said that she did not think that there were any differences, she said,

"...I take children as children ..." (See Appendix F)

Clearly, teachers at the school are faced with greater challenges now than ever before. Since teachers are themselves monolingual, presenting lessons to classes of native and non-native speakers of English is certainly a great challenge. The racial policies of this country have ensured that African students in a multi-ethnic classroom will have limited proficiency in English. Teachers, therefore, must be responsive to the needs of these students and, as Christian Faltis and Sarah Hudelson (1994) suggest, teachers should accept these students for who they are and think of them in terms of what they are able to do rather than in terms of what they are not able to do! Kamwangamalu (1997c:19) suggests that teachers need to stand up for what Phillipson and Skutnabb-Kangas (1996) has termed language-ecology paradigm, which involves promoting multilingualism, treating linguistic diversity as a resource, and granting linguistic human rights to speakers of all languages.

b. **INTERACTION AMONGST PUPILS**

I also wanted to know whether African and Indian pupils interact with each other in the classroom. Since former "Indian" schools integrated only recently I suspected that there would be resistance from both Indian and African pupils to socialising with each other or even assisting each other with academic work. My aim was to find out whether these students were able to work together; and if not, what measures, if any, the teachers had in place to promote cooperation amongst the students. In this regard all three teachers agreed that there is a very limited degree of interaction amongst Indian and African pupils. T.N. said that in his classes African and Indian pupils interacted on a social level as a result of their love of sport. However, he also said,

"...there's a definite (division), you have separate groups, you have the African kids on one side and the Indian pupils on the other." (See Appendix E)

S.K. said,

> "I make them interact simply because they don't sit next to each other, so by integrating them with other pupils you get a kind of interaction."
>
> (See Appendix D)

G.P. said,

> "...when a child (Zulu-speaking) is looking at a graph and I say look at a picture, the Indian child will always help and say no, it's not that one, this one is a picture, however, there is a certain degree of resistance." (See Appendix F)

Interaction between African and Indian pupils is limited and perhaps this is expected as classes were integrated only recently. Apartheid laws in this country have created a deep chasm between the various race groups and it would certainly take some time before pupils are able to interact with each other freely. Also, the limited interaction amongst African and Indian pupils is perhaps due to the fact that, as a result of apartheid policies, African languages including Zulu were not until recently, valued in education.

c. INTERACTION BETWEEN PUPILS AND TEACHERS

There were mixed responses to the following question: "Do Zulu-speaking pupils interact actively with teachers in the class?" G.P. said that pupils interact actively with her in class because she ensures that they do. She does this by relating the lesson content to their own lives. Thus, the use of Zulu in her classes allows Zulu-speaking pupils to bring their life experiences to the classroom. Pupils who were interviewed said of their teacher,

> "She makes us very involved in the lesson and she makes us speak." (See Appendix L)

T.N., however, said that Zulu-speaking pupils in his class are generally reserved and will not interact actively with him. He said,

"(Pupils) see me as an authority figure and they fear being ridiculed by their peers. There are other pupils such as Neo, Sipho and Wiseman who will come up to me and tell me, sir, we don't understand."

(See Appendix E)

S.K. said that Zulu-speaking pupils do interact with him in terms of problems that they encounter in class. Sometimes, he said,

"...they just chat, you know, they treat me as a confidante, that kind of interaction."

(See Appendix D)

From my observations of lessons I found that Zulu-speaking pupils in particular did not interact very often with their teachers. However, I found the converse occurring when teachers encouraged peer-tutoring in the class. In the English lesson in particular, Zulu-speaking pupils participated more actively than they normally would, when a tutor assisted pupils. The teacher, (T.N.), himself agreed that peer-tutoring generates communication and provides for the involvement of Zulu-speaking pupils in the class. In G.P's class, Zulu-speaking pupils interact more effectively because their home language provides greater access to prior knowledge. Kamwangamalu (1997c:13) notes that in African culture, students are not allowed to ask questions of the teacher or challenge his/her authority as this is considered disrespectful. As a result of this cultural bias many teachers may view the passivity of Zulu-speaking pupils in deficit terms. Teachers need to be aware of cross-cultural differences in their classes so that they can convey appropriate messages to their pupils, interpret pupils messages correctly and avoid unnecessary problems caused by insisting on behavioural changes.

d. UNDERSTANDING CONCEPTS

When I asked the teachers whether they were concerned that some Zulu-speaking pupils would not understand the English concepts presented in class, all three teachers said that they were gravely concerned, as the following excerpts from the interviews with the teachers show.

"...I think we can no longer adopt the attitude that we are doing our level best, what happens is that these pupils get pushed through the system..."
(See Appendix E for an interview with T.N.)

"...I've got this method going on in classes, just as the Zulu-speaking pupils are learning English words, the Indian children can learn some of the Zulu words. These pupils learn co-operatively from each other."
(See Appendix F for an interview with G.P.)

"...you try as far as possible to chisel away at the problem and eventually with some perseverance, you would reach there..."
(See Appendix D for an interview with S.K.)

The teacher-fronted lessons which Long and Porter (1985:210) have termed the "lockstep" method i.e. one person, the teacher, sets the same instructional pace and content for everyone, by lecturing, explaining a grammar point, leading drill work, or asking questions of the whole class does not take into account individual differences of the students. Therefore in multi-ethnic and multilingual classes such as those found at Southlands Secondary, teachers are finding it increasingly difficult to teach their pupils due to differences in cultural background, home language and prior learning experiences. Teachers are trying to find practical ways of overcoming these differences. The implementation of low-key Zulu mother-tongue peer-tutoring cannot handle all the differences, but it can help. Small groups of Zulu-speaking pupils can certainly work together without disrupting the flow of the lesson thereby allowing Zulu-speaking pupils to receive, in the words of Spolsky (1977) quoted in Fasold (1984) "comprehensible input".

e. **PEER-TUTORING INVOLVING ZULU-SPEAKING STUDENTS**

Since peer-tutoring forms an integral part of my study, I asked the teachers whether they made use of peer-tutoring techniques in their classes, all three teachers said that they used these techniques in their lessons. However, they did voice their concern about over-dependence on this method as can be inferred from the following excerpts.

"...it can be used, but one has to ask the question are they (tutors) going to be doing a good enough piece of   work." (See Appendix E) (T.N.)

"Peer tutoring works, because there will be an occasion for it, especially when I'm not getting through to them, however, you cannot shoulder your responsibility onto the pupils."
 (See Appendix D) (S.K.)

"our papers are set in English,... but pupils can always   switch to Zulu, that is not a problem, but when they are writing the exams then they will fumble."
(See Appendix F) (G.P.)

These three teachers, T.N., S.K. and G.P. make use of peer-tutoring techniques but they also have realistic concerns, i.e. the level of competency of their Zulu-speaking tutors. Since the level of teachers' proficiency in Zulu is limited, teachers are dependent on pupils to tutor other Zulu-speaking pupils. Furthermore teachers feel that giving pupils this duty is a great responsibility since classrooms are traditionally teacher dominated. Teachers are also concerned that the pupils will experience problems when they write the English-medium examination papers. However, despite the concerns that the teachers voiced, they also noted the positive effects of peer-tutoring. All three teachers noted that with the use of peer-tutoring, Zulu-speaking pupils in their classes participated more effectively. In the multilingual classes at Southlands Secondary, the non-participation of Zulu-speaking pupils is one of the biggest challenges teachers are faced with. Peer-tutoring ensures that these pupils are not marginalised in classes where they are a minority and where English is the language of learning. The literature (Olsen-Flanigan, 1989, Chesterfiield et al, 1983, Gaies, 1985) suggests that peer-tutoring is one teaching method which shows respect for and values ESL learners.

f.   THE NEED FOR ZULU TEACHING-ASSISTANTS

When questioned on the feasibility of having Zulu-speaking teaching assistants all three teachers said that it is not feasible to have a teaching assistant working with them in the classroom. G.P. argued that,

"...having a teaching assistant interpreting what I am trying to say and interpreting correctly in the 35 minutes that I have - if you have a third party then you are slicing that topic and you won't have the time." (See Appendix F)

Similarly, S.K. expressed the view that,

"Economically I don't think it's possible but if we are trained to understand Zulu, to speak Zulu with a degree of flair,...we should have INSET (In-service Training) courses for teachers to improve their communication skills as a matter of priority."
(See Appendix D)

As for T.N., he maintained that,

"...for every teacher you have, if you're going to have a second teacher, it is not feasible, already in this province you are looking at right-sizing, (cutting down on the number of public servants), this means you are increasing the staff."
(See Appendix E)

The teachers felt that having a teaching assistant was not economically feasible since the Department of Education in Kwa-Zulu Natal was in the process of "right-sizing" the public service and this meant that the number of teachers in the province would be reduced. Therefore, employing Zulu-speaking teaching assistants would certainly not be a practical solution to the dire economic problem that the Department of Education was faced with.

g. MULTILINGUALISM: ADVANTAGE OR DISADVANTAGE?

I also asked the teachers whether multilingualism was an advantage or a disadvantage and all three teachers agreed that multilingualism is important especially since we live in a country with a diverse

range of languages. G.P. felt that the ability to speak many languages would make one an "international person", and S.K. made a strong argument in favour of multi-lingualism,

> "...bi-lingualism or multi-lingualism is advantageous...so I think looking at a strict policy of a monopolistic language is perhaps myopic and we need to have a broader vision of language because South African society reflects a multilingual society so therefore the language policy in school should be one that encourages contact with different language groups as well and a policy that encourages multi-lingualism."
>
> (See Appendix D)

Teachers felt that knowledge of many languages is an advantage and it is the school which can play an important role in ensuring that all its pupils have access to the languages that are necessary for communication with people from different linguistic groups. This skill will augur well for pupils in their future employment. If the school is to play an important role in promoting multilingualism, then it is imperative that a language policy document be drawn up.

4.5.4. PUPIL INTERVIEW

In order to obtain the pupils' perspective of the lessons that were taught by the teachers, T.N, S.K. and G.P, I interviewed 10 pupils for the study, 5 of whom were Indian and 5 Zulu-speaking pupils. These pupils had also responded to the pupil questionnaire. In this section I present the responses of the pupils under common themes as they emerge from the interviews. These themes, each of which will be discussed below, include the following: [a] preferred language in the classroom, [b] the purpose of Zulu, [c] the role of peer-tutoring in the classroom, [d] pupils' relationship with teachers.

a. PREFERRED LANGUAGE IN THE CLASSROOM

The question I asked the pupils read, " Which language would you prefer to use in the classroom? Pupils differed in their responses to this question. Some Indian pupils said that Zulu should be used in class especially for the Zulu-speaking pupils because,

"...they don't have an understanding of English and we do, they have a hard time in class, sometimes they get stuck, we want them to pass." (See Appendix L)

Other Indian pupils said that,

"Zulu should not be used entirely in the class as we do not understand."
(See Appendix L)

Whilst the Zulu-speaking pupils from the senior class said,

"...it will help us, because our friends find it difficult to understand the teacher,"
(See Appendix L)

Two Zulu-speaking pupils from the junior class said that Zulu should not be used in the class as Indian pupils did not understand the language. However, all the pupils who were interviewed agreed that learning and speaking English was far more important as,

"It is the only language that gets you anywhere and everywhere."
(See Appendix L)

Despite these differences in their responses, the pupils overwhelmingly placed a great deal of emphasis on the value of being taught through the medium of English. Two Zulu-speaking pupils were totally against the idea of Zulu being used in the class and I suspect that this is, as Nomvete (1994:16) reports, due to the economic empowerment of English locally and internationally. Consequently, African pupils do not perceive their mother tongue, in this case Zulu, as a resource in the classroom. This is evident in Slabbert's 1994 study of attitudes towards mother-tongue education, as quoted in Kamwangamalu (1997c:14):

"if you speak the language, why bother to learn it? You won't get a job with Tswana, why bother to learn it, you can speak it."

The literature also indicates that in contrast to this general negative attitude towards mother-tongue education, Slabbert found that black teachers and students alike hold English on a pedestal,

> "In my school, if you know English, you are everything"; We identify an educated person with English. Once you see a person reading Zulu, you think that person is not educated..."

These negative attitudes towards mother-tongue education prevail today in schools such as Southlands Secondary and have given an already powerful language, English, an unassailable position not only in Black education but in all spheres of South African society : English is the language of trade, commerce and business, it is the language of government, it is seen as the language of power and prestige.

b. THE PURPOSE OF ZULU IN THE ENGLISH-ONLY CLASSROOM?

When I asked the pupils the rationale for the use of Zulu in the English-only classroom, they said,

> "When we use Zulu in class you find that the person participates, then they show that they understand what the teacher is trying to say to them."

> "when we (the tutors) don't speak to them in Zulu, they don't understand what is going on so they don't get a chance to say what they want to say"
> (See Appendix L)

The pupils pointed out that when the tutors used Zulu with them, they felt,

> "...more as part of the class, they did not feel left out."
> (See Appendix L)

This certainly is an important issue raised by the pupils because if they do not understand classroom material that is presented to them in English there are serious consequences for these pupils. One of the teachers, T.N., pointed out,

"...I can say that learning all their subjects in English is frustrating when they don't understand what is going on...where we refuse to acknowledge the language, (Zulu) we are in fact saying we don't respect you, we don't respect your language, we don't respect your culture, you should not be in this class." (See Appendix E)

Further, he also remarked that many Zulu-speaking pupils actually left school as a result of not being able to understand their lessons. He noted that in one of his classes,

"...there have been 5 drop-outs."

Thus the attrition rate amongst Zulu-speaking pupils appears to be quite alarming. The responses of pupils in this interview corresponds with Klassen's (1991) ethnographic study in Toronto, where he found that monolingual ESL classes were virtually inaccessible to beginning-literate Spanish-speaking students. Students that Klassen interviewed said that in the ESL classroom, they were "completely silenced, making virtually no progress, or dropping out." Preventing students from using their mother-tongue in the classroom, as is customary both locally and globally, can have a detrimental effect on the learner's academic development as well as on their well-being. In the United States, for instance, Spanish-speaking pupils also tend to drop out of ESL classes when they are forced not to speak Spanish. These students feel that:

"We are treated like garbage. I kept getting suspended because when I spoke Spanish with my homeboys, the teachers thought I was disrespecting them. They kept telling me to speak in English because I was in America. I wasn't going to take that...So I left and never went back. Some of those teachers don't want us. That hurts, that really hurts. (Ribadeneira 1992, quoted in Auerbach 1993:9)

Dropping out of ESL classes seems to be the trend both globally and locally and it certainly does not augur well for the progress of L2 speakers. On the flip side, however, teachers and particularly

L2 learners say that there are positive results such as participation from pupils and understanding of lesson content, instructions and activities when the mother tongue is used in the classroom.

c. WHAT PURPOSE DOES PEER-TUTORING SERVE IN THE CLASSROOM?

In reference to this question, pupils said that peer-tutoring served an important function in the English-only classroom namely to help less proficient pupils understand lesson content that is presented in English. In this regard, a Zulu-speaking pupil commented,

> "I feel alright about being helped, because I have a problem and she (the tutor) must be helping me."
> (See Appendix L),

noting, that if the teacher did not allow pupils to use Zulu during peer-tutoring sessions then it would be "very hard" for him (the pupil) to understand. Displaying a positive attitude towards peer-tutoring, the tutor remarked,

> "I don't mind, I like helping them because they understand better. (See Appendix L)

The responses of the pupils confirms that peer-tutoring is a teaching method better adapted to individual needs and it is conducted in a more positive affective climate. Pupils become individually involved with each other on a more personal level. It is for these reasons that peer-tutoring motivates the ESL learner.

d. PUPILS' RELATIONSHIP WITH THEIR TEACHERS

From my own experiences as a teacher, I know that when a pupil shares a good relationship with his/her teacher, there is greater degree of co-operation and participation in lessons. Therefore I questioned the pupils on the rapport that they had with their teachers. In response to this question all the pupils agreed that they shared good relationships with their teachers. Pupils said that T.N. is

"a very good teacher, very nice and understanding." Pupils also said that he "wants everybody to understand" and that "he's very talented in getting us to understand." A Zulu-speaking pupil said "...if we don't understand we can say we are not understanding, then sir will tell Neo to tell us in Zulu." These pupil responses suggest that T.N. goes out of his way to ensure that all pupils understand the lesson content. Pupils said that they found S.K's geography lessons fun. His use of Zulu made the lesson "understandable" and pupils enjoyed his lessons. Pupils said, "Those who don't understand can pick up what the teacher says." (See Appendix L). I found, from lesson observations, that S.K. creates a very relaxed atmosphere in his classroom, an atmosphere which motivates pupils and generates their participation in class activities. Zulu-speaking pupils were pleased that their teacher was "promoting their language", Zulu. A similar climate was evident in G.P's class, where Zulu-speaking pupils described the teacher, G.P., as being "very nice" and "very good"; "she gets us very involved and she makes us speak." (See Appendix L). The pupils' positive attitude to their teachers is certainly very encouraging indeed.

4.5.5. ANALYSIS OF LESSONS

In order to ascertain whether teachers made use of peer-tutoring techniques and to establish the communicative purposes of Zulu in the class I observed and recorded 6 lessons in the classrooms of the three teachers who participated in the study, S.K., the geography teacher, T.N., the English teacher and G.P., the Head of the geography Department. In this section I present an analysis of these lessons. The analysis of the lessons provided answers to the research question : HOW ARE PEER-TUTORING TECHNIQUES INTERACTIONALLY ACCOMPLISHED IN THE CLASSROOM?

The analysis of the lessons revealed the following:

In the geography lesson, the teacher, S.K., with the assistance of the Zulu-speaking pupils, used Zulu himself so that lesson content, activities and instructions were comprehensible to less proficient, English L2 pupils. In the English lesson the teacher, T.N. directed a proficient Zulu-speaking pupil to tutor other Zulu-speaking pupils who experienced difficulty in understanding the lesson. In G.P.'s class, peer-tutoring sessions were conducted in a more structured way amongst Zulu-speaking pupils who were seated next to each other. In this class peer-tutoring took place

within groups of three Zulu-speaking pupils with the seating arrangements co-ordinated by the teacher. In G.P's. class as in the English class, the teacher did not explicitly use Zulu.

A: S.K. - GEOGRAPHY LESSON. 1.

Topic: Population growth in developed and developing countries.

Class: Std 8

Number of pupils: 16 Indian   19 Zulu-speaking

This is an introductory lesson on population development and as such includes new concepts which are potentially difficult for pupils to understand. Understanding concepts such as, DEVELOPING and DEVELOPED COUNTRIES is important for conceptual development for future lessons. In this lesson, the teacher and his pupils are engaged in analysing a map in order to identify the developed and developing countries of the world :

[L1] T :   Right, p. 182

[L2] P :   (inaudible)

[L3] T :   World maps of developed and developing regions.

[L4]   You got that map there, right. Just quickly analyse your map.

[L5]   The "pink" areas shows you all the

[L6]   "poor" countries of the world.

At this point in the lesson the teacher substitutes the term "developing" with the term "poor". This is an important substitution that takes place for the teacher later uses the term "poor" as an explanation for the Zulu-speaking pupils in his class. The teacher asks a Zulu-speaking pupil to provide the Zulu equivalent of the word "poor."

[L7] T :   What would you say for poor countries in Zulu?

[L8] P :   Hlupeka (poor)

[L9] T :   Right, these are all the hlupeka countries

It is important for pupils to understand the concepts of developing and developed countries at this point in the lesson as they form the very foundation on which the lesson is based. On first impression, Zulu is the language of direct translation and paraphrase: the teacher makes use of the linguistic resources of Zulu-speaking pupils in the class because he feels that some of his Zulu-speaking pupils do not understand the concepts of developing and developed regions. However, what is clearly implicit is that Zulu fulfils an academic function. It is the language with which the teacher, by using the linguistic resources of a Zulu-speaking pupil, attempts to clarify the English term "developing" or "poor" in order to make the lesson accessible to those Zulu-speaking pupils who are less proficient in English. The teacher explained in the interview,

"I would have done it (used Zulu) especially in terms of introducing a concept, if you can relate it to their own experiences, then, you know, the concept begins to evolve far better than when it was said in English." (See Appendix D)

Later, in the same lesson the teacher uses a Zulu word to describe "rich" countries.

[L10] T : We shall look at all the pink places, right and all
[L11] the white..."
[L12] P : Rich
[L13] T : Well, all the rich countries (amalani countries)
[L14] P : Amalani (laughter)
[L15] T : Right, that's a lahnee (someone who is rich)

In this instance the teacher does not enlist the assistance of his Zulu-speaking pupils, instead he uses a Zulu word himself, much to the amusement of his pupils. The teacher then provides the colloquial term "lahnee" which means literally "someone who is rich." The teacher conceded in the interview that his proficiency in Zulu was limited. He explains that his knowledge of Zulu is at the level of "kitchen Zulu", which he says will not be accepted by pupils in the years to come as it is "derogatory". S.K. said that he used Zulu,

"To encourage them, you know that they are in an ocean of non-Zulu-speaking pupils. So as to encourage them to communicate, they are inhibited and by speaking to them in their language, it reinforces some kind of bond with the learner, that whatever he says there will be respect for whatever he has to answer." (See Appendix D)

Auerbach (1993:18) says that when students are not allowed to use their home language "they suffer severe consequences in terms of self-esteem... because their life experiences and language resources are excluded." However the use of Zulu in the geography classroom by pupils and their teacher certainly engenders self-confidence amongst pupils by allowing all pupils to participate in the lesson and it creates a good relationship between S.K. and his charges. The pupils said in their interview,

"Mr. S.K. he likes using the language, he promotes it. We have lots of fun."
(See Appendix L)

Further in the lesson Zulu is used as the language of instruction as the teacher points out to pupils exactly which questions need to be answered from the application exercise.

[L16] T :   ...which region, number 1, right, munye question...
[L17] T :   Middle East, right question 2, mabile question.

In addition to using Zulu, the teacher also uses the English equivalent , "number 1" and "question 2" so that all pupils know exactly which questions they should be answering. The use of Zulu with its English equivalent is a characteristic feature of this teacher's lessons. This strategy is used in order to reach all the pupils, whether English-speaking or Zulu-speaking.

Zulu is also used as the language of encouragement as can be seen in the following:

[L18] T :   How could we control the growth of population in
[L19]   Africa?
[L20]   Come Sipho, supply us with one way, how can we improve
[L21]   that or control birth rate, eh, come on, come on, I'm

[L22]		sure you can suggest at least one idea, Goodman, come,
[L23]		khuluma, at least one...
[L24]	P :	Family planning.

Through much probing, the teacher attempts to elicit an answer from the pupils and he uses the words come and khuluma to encourage English and Zulu-speaking pupils to answer the question. Later in the same lesson, the teacher asks the class to consider another question concerning the position of the developing countries of the world:

[L25]	T :	What is significant about this developing belt? Where
[L26]		are they situated? Are they far away or close to each
[L27]		other? In Zulu what would we say for close?
[L28]	P :	Asondele
[L29]	T :	Asondele, they are close to each other...

Once more the teacher relies on the linguistic resources of the Zulu-speaking pupils in his class. The kind of help that the teacher elicits from his Zulu-speaking pupils was verified by the pupils when they were interviewed,

"He likes using Zulu,... but sometimes some of the words he asks us for the meaning of it."

The use of Zulu at this point in the lesson is important, as it establishes for pupils the relative position of developed countries to each other. Interestingly, the teacher's introduction of concepts in Zulu does not occur arbitrarily in the lesson rather it occurs at those points in the lesson where the teacher has to build on the knowledge that pupils already have. The teacher said to me during the interview,

"Now teaching has to be more deliberate, well structured in order to reach the many levels of audience, you have pupils of different ability and languages so you have to structure your work..."

(See Appendix D)

In the latter part of the lesson there is a greater reliance on Zulu,

[L30] T :   ...that's R100 coming everyday, I can edla (eat),

[L31]   inyama (meat), puza (drink) and have the best time...

[L32] T :   ...and he dies, then what happens, I got a son, when

[L33]   I'm madala (old) and you got your mother there,...

The use of Zulu in this lesson clearly shows, in the words of the teacher, that,

> "It (Zulu) serves as a means of trying to bridge the gap in   the communication process"
>
> (See Appendix D)

B: S.K. GEOGRAPHY LESSON   2.

Topic : Bearing - Cardinal Points

Class : Std 8

Number of pupils : 16 Indian   19 Zulu-speaking

In this lesson the teacher handed out aerial photographs and topographical maps to the class in order to find bearing i.e. the direction of one area from another. Unlike the previous lesson, the use of Zulu did not feature as prominently in this lesson. When asked why there was a prominence of Zulu in one lesson and not in the other, the teacher said,

> "This was a practical map-skills lesson, you have to teach the jargon, that has to come through. This lesson dealt with maths and working out directions specifically. The validity of using a child- interpreter is questionable,..."
>
> (See Appendix D)

The teacher highlights a problem that he and no doubt other teachers may face as well. As contradictory as it may appear, Zulu was not used in this highly "technical lesson" where one would expect the language to be used in order to assist Zulu-speaking pupils. The teacher questions "the validity" of using pupil interpreters, who may not know the Zulu words for the English terms used by the teacher. Also, given the teacher's limited proficiency in Zulu, there appears to be no easy

solution in this difficult situation as he is unable to provide the Zulu words as well. T.N., the English teacher also reported that he experienced similar difficulties when teaching English language and comprehension. He said,

> "When it comes to language and comprehension they (tutors) themselves have difficulty in grasping the techniques, how do you use them to tutor other pupils?
> (See Appendix D)

This points to the inadequate development of the Zulu language which is a direct result of the apartheid ideology exercised in this country for over forty years. In the multilingual classes at Southlands Secondary, Zulu-speaking pupils and their teachers are suffering the consequences of this abhorrent ideology. S.K., like the other teachers who participated in this study, felt that teaching in multi-lingual classes is a challenge in itself and that Zulu-speaking pupils can be used for their linguistic resources, but only to a certain extent. The teachers also felt that it was unfair to ask Zulu-speaking pupils to explain or elaborate issues or instructions in Zulu in a lesson that lasted only 35 minutes.

A: T.N. ENGLISH LESSON 1.

Topic : Literature - "The Guide"
Std : 8
Number of pupils : 16 Indian   19 Zulu-speaking

In this lesson, the teacher discusses specific aspects of a chapter from a novel entitled "The Guide" written by R.K. Narayan. The kind of tutoring that takes place is not always one-to-one tutoring amongst pupil dyads or pupil pairs as described by Olsen-Flanigan (1989). In Olsen-Flanigan's study all the pupils were learners of a second language, in my study however, only some pupils are ESL learners. Having selected a Zulu-speaking pupil to act as a tutor, the teacher asks pupils to open their books to chapter 7. He then asks them to follow as he reads a passage. The task that pupils are given is to identify the characteristics of one of the players in the novel, viz., Marco. The first episode proceeds as follows.

EPISODE ONE

In this episode, the teacher first introduces the topic of the lesson, namely "The Guide". The main objective of the lesson is to discuss the personal characteristics of Marco, one of the characters in the novel. The lesson proceeds uninterrupted until lines 9-10, when the teacher asks the class to give Marco's personal characteristics.

[L1] T :   Good morning people.

[L2] P :   (in unison) Good morning sir.

[L3] T :   Right, today we're going to deal with chapter 7,

[L4]   page 113. Right, the first thing we are going to talk

[L5]   about in chapter 7 is Marco's character.

[L6]   Please follow paragraph 1 page 113.

(Teacher reads) : "I was accepted by Marco as a member of the family...in order to be of service to
                them."

After reading the passage, the teacher asks the class to consider the central theme of the lesson, Marco's personal characteristics.

[L7] T :   Now I want you to concentrate on that paragraph and

[L8]   and tell me what it reveals to us about Marco's character.

[L9] T :   Right, do you have any ideas? Put up your hands.

[L10]   Anybody, what does it tell us about Marcos' character?

[L11]   Yes, pupil 1?

[L12] P1 :   He was a helpless man.

[L13] T :   He was a helpless man. In what respect was he a helpless man?

[L14] P1 :   He can't ....(inaudible)

[L15] T :   Cannot find food, could not buy..., find shelter for himself.

[L16] P2 :   Could not cook.

[L17] T :   Could not cook, yes.

[L18] P3 :   Married...(inaudible)

[L19] T :   He married for the wrong reasons, yes.

[L20] P4 : He does not care for Rosie.

[L21] T : He does not care for Rosie.

Several pupils interact with the teacher who validates each of their answers. At this point in the lesson, the teacher decides to write on the board the responses given by the pupils.

[L22] T : Now, what we have just said I'm going to write on the

[L23]   board and after I've written it on the board, [pupil] N

[L24]   will translate what's on the board in Zulu, right.

[L25] N : UMarco washada noRosie ngaphandle kothando UMarco

[L26]   wayethuma abantu azomenzela wonke umsebenzi. UMarco

[L27]   wabhala epheni ukuthii ufuna umuntu ofundiswe ogomshada.

[L28]   Isiziathu salokho kwakiykithi wayeyivila. Wayenganake

[L29]   lutho ngaphandle komsebenzi wakhe engkwazi kuzenzela

[L30]   lutho. Abazwa nanga ngobo UMarco wayethanda izinto

[L31]   ayzenza engazwani nazo URosie.

(Translation, L25-31: Marco married Rosie not out of love, they did not have anything in common, Marco wanted someone to do all the work for him and he wanted someone educated so he placed an ad in the paper wanting someone and Rosie answered).

As soon as the teacher has finished interacting with the class, the tutor carries over to explain what the teacher has written on the board (see lines 25-31). In her explanation of the lesson, the tutor makes use of a range of strategies. These include direct translation, elaboration and paraphrase. In the first example, episode one, for instance, the tutor translates into Zulu what the teacher has written in English, as is evident in lines 25-31. In addition, however, the tutor elaborates (e.g. lines 29-31) on what she is saying in order to help the tutees understand the lesson better. Similar examples can be found throughout the lesson. The interaction between the tutor and the tutees encourages some tutees to ask questions of the tutor, as shown in episode two of the lesson. In some instances, the tutor turns the questions over to the teacher, thus serving as an intermediary between the teacher and the tutees. This is shown in episode two, line 33, where the tutor says,

"Sir, he is asking what her career er..." In other instances, however, the tutor answers the questions herself, as shown in episode three, line 42. In this case, the tutor is perhaps indicating to the teacher that she knows the answer and therefore sees no need to turn the question over to him.

EPISODE TWO.

This episode begins with a question (e.g. line 32) by a tutee, namely "Wayethanda ukwenzani URosie? [What was Rosie's career?] Although the question is directed to the tutor, the latter chooses instead to redirect it to the teacher. It seems that the tutor does not know the answer, since the issue raised in the question is new to the class as a whole. With the teacher's guidance, the pupils ultimately find the answer (e.g. line 36), which the teacher asks the tutor to explain to the tutees.

[L32] P5 :   Wayethanda ukwenzani URosie?

(Translation : What was Rosie's career?)

[L33] N :   Sir, he's asking what her career er...

[L34] T :   Right, what career does Rosie want to adopt, what

[L35]   does she want to do as a job for the rest of her life?

Pupils respond to this question,

[L36] P6 :   Dance.

[L37] T :   She wants to ...

[L38] P7 :   Become a dancer.

[L39] T :   ...ok, pupil N, tell him (P5) exactly what her career was going to be.

[L40] N :   Wayethande umdanso wamandiye obiza ngokuthu yi bhara...

(Translation : Rosie loved dancing the Indian dance bharatha natyam).

EPISODE THREE.

Further in the lesson, a Zulu-speaking pupil asks a question of the tutee, as shown in line 41. ("Bahlangana kanjani pho?")
[How did they know each other?] Unlike episode 2, line 33, where the tutor refers the question to the teacher, in this particular instance the tutor answers the question herself (e.g. line 42) because she had mentioned it once before in episode 1, lines 28-31. Once the tutor-tutee interaction is completed, the teacher takes over from the tutor and the lesson continues.

[L41] P6 :   "Bahlangana kanjani pho?"

(Translation : How did they know each other?)

[L42] N :   Ngokuthi abhale ephepheni ukuthi ufuna umuntu ofindisiwe."

(Translation : Rosie answered the ad in the paper).

EPISODE FOUR.

In this episode, a pupil asks a question that is central to the novel and therefore it generates a great deal of interaction and discussion from the whole class, see line 43, below. Rather than answer the question, the teacher asks a series of questions to guide the pupils to find the answer themselves (see lines 44-56). Ultimately, the tutor indicates to the teacher that she knows the answer. Then the teacher directs her to share the answer, in Zulu, with the tutee (see lines 57-61). According to the teacher,

> "...even if they (pupils in this class) don't understand, they will not come up to me..., they are afraid to tell me that they don't understand."

As observed earlier, by Kamwangamalu (1997c:13), this could be, in part, because contrary to Western culture, in African culture students are not expected to ask questions of the teacher or to

challenge his authority since doing so would be considered disrespectful. The belief that the teacher's authority can never be questioned manifests itself in the passiveness that is characteristic of most African students, passiveness which is mistakenly interpreted by some in deficit terms. However, what emerges from this lesson is that with the use of the tutor and especially as the latter interacts with the class with the teacher's approval, tutees do ask questions of her, which in this lesson forms the basis of much of the classroom discussion. The tutor in this lesson is one of three pupils, identified by the teacher, as being proficient in English and Zulu. As to the benefits of peer-tutoring, the teacher agreed that it generates communication in the classroom:

> "...there is communication and if you look at the involvement of African pupils, this system (tutoring) allows for their involvement". (See Appendix E)

Whilst the tutor in this lesson said that she "..liked helping, ...it makes me feel nice", the tutee observed that,

> "English I don't understand that well, I understand it sometimes, so when I don't, I can go to N or S and they can tell me same time, then I understand."

[L43] P7 :   Ngoba URosie wayemthanda UMarco wayejolelani noRaju?

(Translation : If Rosie loved Marco then why did she have an affair with Raju?)

[L44] T :   Let's look at this issue. Did Rosie love Marco?
[L45] P8 :   Yes.
[L46] T :   Pupil 8, why do you say "Yes"?
[L47] P8 :   Well... because Rosie tried to show him the love for Marco but Marco wasn't interested in her, he was interested in paintings.
[L48] T :   Do you agree with P8, did Marco love Rosie and did Rosie love Marco?
[L49] P9 :   No, they didn't, no...
[L50] T :   Why not, why do you say no, P9?
[L51] P9 :   Sir, everything she liked, he ...(inaudible)
[L52] T :   You are saying that Rosie loved Marco but Marco didn't love Rosie?

[L53] P9 :   Ja.

[L54] T :   Yes, any other ideas?

[L55] P9 :   There was no love in their relationship.

[L56] T :   Definitely, there was no love,...ok, so now explain to him why this relationship between Rosie and Marco failed.

[L57] N :   Abazange bazwane ngoba UMarco wayethanda ukuthanda

[L58]   ukuya ezintabeni ayofunda imbhalo ematsheni. URosie

[L59]   wayethanda ukudansa. UMarco engakuthandi lokho

[L60]   Kwenziwa URosie. NoRosie engakuthandi umsebenzi

[L61]   kaMarco.

(Translation, L57-61: They did not get along together because Marco only loved his job, going to the mountain , reading the things written there and Rosie loved dancing and Marco did not want her to dance.)

It is important to note that African students are not the only ones who benefit from peer-tutoring. Indian students do benefit from this method as well. In this regard, an Indian pupil remarked that, "It (peer-tutoring) gives us more time to think about what Sir has asked us...plus we get to learn Zulu at the same time." Thus besides the assistance that tutors offer their tutees, peer-tutoring has a secondary function in the classroom. It provides Indian pupils with an oppurtunity to learn Zulu. Gaies (1985:131) says that,

"...when native speakers and language learners interact, the greater is the respect and tolerance that each group develops toward each other. Peer-tutoring programmes can be a valuable means for fostering meaningful contact between groups and are often the basis of important contact and friendship."

Tolerance and social contact are certainly important values to foster amongst our pupils in this country where apartheid laws have cut a deep chasm between people of different race groups. One of the important facets is the extent of pupil participation in the lesson. The tutor, for instance, remarked that,

"When we use Zulu in the class, the pupils participate...they feel more as part of the class, they don't feel left out, they feel encouraged to do things."

Pupils reported that when they don't understand what is going on in the lesson they feel "excluded". Interestingly, in this lesson under discussion, Zulu-speaking pupils participated more actively than they normally would, because of peer-tutoring and the use of their home language, Zulu.

B: **T.N. ENGLISH LESSON 2.**

Topic : Poetry - "Where the Rainbow ends"

Std : 8

Number of pupils : 16 Indian   19 Zulu-speaking

In this particular lesson, the teacher engages the assistance of a tutor to explain pertinent issues as they emerge from the poem. The teacher enlists the assistance of the same tutor as the previous lesson. For most of the lesson, the teacher is involved in what can best be described as a form of exegesis (Addendorf 1993) i.e. an interpretation of the poem through a line by line analysis and then reassembling of the poet's message. Although tutoring episodes are far fewer than in the first lesson, they still do occur. The teacher starts the lesson by asking pupils general questions before launching into the poem,

[L1] T :   "Ok, now before we start, people described SA as the

[L2]   rainbow people or the rainbow nation.

[L3]   Ok, what do you understand by that term, "rainbow nation" or "rainbow people.""

As the lesson progresses, the questions that the teacher asks become more specifically related to the poem. In the following example, the teacher asks the tutor to explain a particular point for the class,

[L4] T :   "...happy, so if you had to go in search of that pot

[L5]   of gold and find it, it will make a difference to your

[L6]   life, right, in the same respect the rainbow in this poem

[L7]   here is symbolic of...?

[L8]   hope, hope for the future, pupil N translate that for the class.

[L9] P :   "Abantu abanyama nabamlophe bazobe becula iculo beto

[L10]   bheka ibhodwe eline golide kuchaza bayo bezema

[L11]   ukuhlangana."

(Translation: Black and white will be together singing a song, looking for the pot of gold at the end of the rainbow, there will be the coming of democracy, all the people coming together.)

In this tutoring episode, the tutor uses the strategy of direct explanation, i.e. she explains in Zulu what the teacher says in English. Once the tutees affirm that they do understand what has been discussed, the teacher proceeds with his explanation. The following comments occur soon after the preceding data. The teacher is closely involved in clarifying the poem,

[L12] T :   "...now does the speaker feel that coming together,

[L13]   uniting in this country, is it going to be something that

[L14]   is easily accomplished? Which line suggests that it will

[L15]   not be an easy process?

[L16] P1 :   line 8

[L17] T :   "Right, line 8 (teacher reads line) Pupil N explain

[L18]   that, right, because I am going to ask an important

[L19]   question relating to that issue."

[L20] P :   "Abantu obamnyama nabamhlophe bazohlangana eningizima

[L21]   Africa. Uthi kuzobe kungekho lula ntowethu,

[L22]   umnhlophe mina angikhomhlophe. Kbdwa akwenzi umehluko.

[L23]   Uncela umfowabo akhohlwe ngokwadlula. Ngoba ulungicelela

[L24]   ukwenza njalo naye."

(Translation: Black and white in S.A. will unite. He is sad it is not going to be easy, brother because you are white and I am not but we have to prepare to unite. He is asking his brother to forget about the past and he will to.)

Having asked the tutor to provide the Zulu explanation of what he has discussed, the teacher prepares the pupils for the new information that is yet to come. This alerts pupils that they must process the new information against what they have been told. This becomes clear when the teacher says,

[L25] T : "Right, now I said this is what the speaker wants, to
[L26] forget about the past, ok, now let's look at present day
[L27] SA, right, racial inequality by law does not exist,
[L28] apartheid has been scrapped. Do you think that what the
[L29] speaker hoped for, coming together of black and white,
[L30] has it come true? What are your feelings?

Immediately after this question is asked in English, the teacher asks pupil N to,

[L31] T : "Frame that question for me in Zulu please."
[L32] P : "Ingabe ikhona yini indela engeza ukuthi abantu
[L33] abcmnyama nabahlophe bahlangane?"

(Translation: Is there any way that can make black and white people unite?)

This is a provocative question, in that it raises an issue about the unity of black and white people in SA, it is an issue that not all pupils may agree upon. After this question is reframed in Zulu, the teacher asks yet another question in English.

[L34] T : "Has it worked, has this dream come true that
[L35] democracy has arrived, that white and black have come
[L36] together, is there unity in this country.
[L37] Pupil S phrase that question for them, 'Is there any unity
[L38] in this country?
[L39] P : "Ngabe kakhona yini ukuhlangana phakathi kwabantu
[L40] abamhlpoe nabamnyama emna kwenkulelo emzansi neAfica?

(Translation : Is there unity in this country?)

In this lesson, Zulu serves many functions, it is the language which allows Zulu-speaking pupils to understand what is going on in the lesson, it is also the language which allows pupils to access their existing knowledge to answer provocative questions, Zulu is also used by the teacher, through the medium of the tutor, to clarify information for his pupils and in addition to encourage, provoke and involve his pupils.

A: **G.P.(Head of Dept.) GEOGRAPHY LESSON 1.**

Topic : Land use in the City of Durban

Class : Std 7

Number of pupils : 18 Indian   9 Zulu-speaking

In this lesson the teacher and her pupils are engaged in establishing the different purposes for which land is used in the City of Durban. This teacher is a strong advocate of skills based teaching and she encourages pupils to take responsibility for their own learning. Ensuring that all pupils become independent learners is a primary goal of hers.

[L1] T :   "...the history of Durban...now, tell me what land use

[L2]   did we identify, T? what is land used for in the city of

[L3]   Durban, Z?"

[L4]   (Z turns to tutor) "Industry"

This lesson differed greatly from the English and geography lessons previously observed and recorded. The lesson is characterised primarily by the teacher questioning her pupils. The teacher explained,

"I have a different strategy when I ask questions, nobody gets out of that system. I don't ask questions of children who raise their hands, they know that, I start from one end of the

classroom for this day and another question for the other end of the classroom so that everybody gets a turn.

(See Appendix F)

The transcripts of the lessons recorded in these classes reveal that the teacher did indeed ask questions of many pupils, particularly Zulu-speaking pupils in order to generate participation. Pupils' who were interviewed from this class, confirmed that,

"She gets us very involved in the lesson and she make us speak."
(See Appendix L)

However, whilst the teacher reported that Zulu-speaking pupils interacted actively with her, the pupils did not agree and said that it was the Indian pupils who interacted more actively with the teacher,

P : "Zulu-speaking pupils have to be pushed to like, mam has to call them to participate, they won't put their hands up."
(See Appendix L)

According to the Zulu-speaking respondents from this class, they were embarrassed as they felt that they would be laughed at by the other pupils in class. Another pupil agreed, saying,

P : "There's a lot of Indian pupils who still make fun of them (Zulu-speakers) because of the way they speak and they start laughing at them."
(See Appendix L)

This indicates a lack of tolerance that pupils have for each other in this classroom. Pupil response to the questionnaire suggested that although the majority of the pupils in this class suggested that they would be willing to assist Zulu-speaking pupils in the class, the pupils who were interviewed presented a different scenario. The teacher also agreed that only a few Indian pupils may readily assist,

"...when a Zulu-speaking child is looking at a graph and I say look at a picture, the Indian child will say, 'no not that one', however there is a certain degree of resistance."

(See Appendix F)

The reason for this resistance is due to the fact that Indian and African pupils have had very little contact with each other in the past, considering that apartheid laws were only repealed in 1994, the pupils therefore find it difficult to communicate readily with each other. G.P. explained that she had previously used the "adoption system", a system in which an Indian pupil "adopted" a Zulu-speaking pupil to provide assistance with English, however this method was unsuccessful. The teacher said,

"...the adoption method is a tried and trusted method, because when you are networking between two people then one must not feel belittled and that was happening, it did not come from the heart of the Indian pupils and they felt that they dominated the thing and the Zulu-speaking pupils felt belittled, so it did not work out."

(See Appendix F)

The teacher was rather concerned that her use of Zulu would lead to discipline problems as the majority of the class did not understand Zulu. However to overcome this problem the teacher allows Zulu-speaking pupils to tutor each other in Zulu at their desks. The teacher explains that in her class,

"...groups of 5-6 Zulu-speaking pupils sit in an area, but the tutoring takes place mainly between 3 pupils. The main tutor sits in the middle and the two pupils that don't understand (English) sit on either side. Fortunately I have identified the alert (proficient) pupils."

(See Appendix F)

Even though Zulu is not used explicitly by the teacher or by the pupils as the lesson progresses, it is used by the peer groups set up by the teacher. This method has certainly found favour amongst Indian and Zulu-speaking pupils who said,

P :   I don't think that Zulu should be used entirely in the class as we don't understand,... but Zulu-speaking pupils can talk amongst themselves ...and understand in Zulu about specific things."

P :   "...we (Zulu-speaking pupils) must use it amongst ourselves."
(See Appendix L)

Despite the teacher not using Zulu explicitly in the class, she did allow Zulu-speaking pupils who experienced difficulty in understanding English to consult with other Zulu-speaking pupils for assistance. The following extract bears testimony to this,

[L5] T :   "Ok, give some examples of where you find industry in

[L6]   Durban, come A, identify some areas in Durban, you know what I'm saying?"

[L7] P :   "No"

[L8] T :   "Find out from him, (pupil next to A) in Zulu what I'm

[L9]   saying."

[L10] P :   (obtains assistance (in Zulu) from pupil next to him)

[L11]   "Mobeni"

Thus in this classroom, the teacher is open to and supportive of the use of Zulu by pupils even though she relies almost exclusively on English. In addition to the instructional use of Zulu used by pupils during peer-tutoring, I also witnessed Zulu being used for social interaction. Given the limited linguistic resources of the teacher in this class, the use of Zulu was more limited than in the other classrooms where lessons were observed and recorded. The teacher, however, pointed out that she considered Zulu appropriate classroom behaviour for giving pupils access to course content,

"...when the child is not listening because he does not know what is being explained in English to him, he can always use Zulu. I take children as children and the fact that they are using Zulu in the class does not affect anybody else."
(See Appendix F)

B: **G.P. GEOGRAPHY LESSON 2.**

Topic : Land use -Residential

Class : Std 7

Number of pupils : 18 Indian pupils   9 Zulu-speaking

This lesson deals with the use of land for residential purposes. The teacher has given pupils a piece of homework to do, all the pupils had to find an advert for a house from a newspaper and read out the various characteristics of the house as it appears in the advert. In this lesson, like the previous one, the teacher does not use Zulu explicitly with her pupils, however, Zulu-speaking pupils used Zulu amongst themselves in their groups.   As the lesson progressed, Zulu-speaking pupils interacted with each other in Zulu,

[L1] T :   "We did formal and informal trading?"

[L2] P :   "Yes."

[L3] T :   "You took all the notes down?"

[L4] P :   "Yes we did we stopped by ...(inaudible)

[L5] P :   talks in Zulu (inaudible)

[L6] T :   "You all got your homework, take out your adverts..."

[L7] P :   (continues talking in Zulu - inaudible)

The lesson is characterised by the teacher recapitulating what had been taught in a previous lesson.

[L7] T :   "...let's just go over that one more time, name some

[L8]   of the large residential areas of the City of Durban."

[L9] P :   (talks in Zulu - inaudible)

Thus in this lesson, like in the previous one, the teacher allows pupils to converse in their home language, however tutoring episodes do not occur frequently in this lesson. This lesson is characterised by a narrative style, as the teacher discusses with the class past government policy regarding where people could live in the City of Durban. When I observed G.P's. lessons, I placed my audio-recorder as close as possible to the peer-groups in order to record the interactions of the

pupils. I, consequently found that the tape-recorder had affected the quality of peer-tutoring as the pupils spoke very softly, which made transcribing the peer interaction problematic. I therefore had to compensate the audio recordings in these lessons with the field notes I had taken.

4.5.6. **CONCLUSION**

In this chapter I have analysed the data collected from the methods outlined in chapter 3, namely the interviews, questionnaires and non-participant observation. I have also discussed a set of school documents to establish whether Southlands Secondary encourages the use of Zulu in the wider school context. It was found that Zulu was used in some classrooms, via peer-tutoring, as a communicative resource to assist Zulu-speaking pupils who were less proficient in English. Peer-tutoring gave ESL learners an opportunity to participate in lessons and it also gave them access to their prior knowledge and learning experiences. The use of Zulu instilled in ESL learners a sense of confidence and more importantly a sense of belonging in a predominantly "Indian" school.

However, my findings also reveal that whilst some teachers are using Zulu to assist ESL learners in the classroom, the school has not encouraged the use of the language in its' wider context. The reason for this could very well be the fact that the school still follows an unwritten language policy of English-only. This policy requires urgent reassessment in the face of increasing numbers of Zulu-speaking pupils wanting to attend Southlands Secondary. The study shows that the implementation of mother-tongue peer-tutoring is a flexible tool that can be adapted to both the affective and learning needs of pupils. Although they have used peer-tutoring only recently, the pupils and teachers at Southlands Secondary have learned a great deal about the strengths of co-operative learning. Thus, as Gaies (1985) suggests, it appears that peer involvement in ESL learning is an idea whose time has come to Southlands Secondary school. The analysis of the data presented in this chapter shall be used to draw up recommendations about the use of Zulu mother tongue peer-tutoring in an English-only classroom. These recommendations shall be presented in Chapter 5.

CHAPTER FIVE.

RECOMMENDATIONS AND CONCLUSIONS ON THE USE OF ZULU MOTHER TONGUE PEER-TUTORING IN AN ENGLISH-ONLY CLASSROOM

5.0. INTRODUCTION

In this chapter I will address the following question: What recommendations can be made about the use of Zulu mother tongue peer-tutoring in an English-only classroom? The most important strategy for successful multilingual classrooms is a positive attitude towards the different languages in schools. Showing respect for and interest in languages sends the message that all languages are equally important and valuable. This helps pupils who are speakers of a native language to develop positive self-images. My focus in this section will be on presenting recommendations about the use of Zulu mother tongue peer-tutoring. The issues that will be covered here include creating language awareness amongst pupils, instilling a positive self-image in pupils, creating a language-friendly school environment, developing appropriate assessment methods for multilingual classes, producing a school-based language policy, ensuring that school correspondence is accessible to all parents and the need to provide in-service training for monolingual English teachers.

5.1. CREATING LANGUAGE AWARENESS AMONGST PUPILS

However appealing the notion of introducing a second or even a third language in an English classroom may sound in theory, the prospect of implementing it is often met with resistance from teachers who do not speak their pupils' home language. Traditionally, the teacher determines what is best for the pupil, but as Freire (1970) quoted in Auerbach (1993:23) argues, central to acquiring the skills and confidence for claiming more power outside the classroom is a shift of power inside the classroom. For example, the use of the L1 of some pupils can lead to tensions between pupils, with some pupils feeling that it is a waste of time. This was highlighted in my study when some Indian pupils said that they did not see the necessity of using Zulu in the classroom as it would affect the flow of their lesson. In this

regard teachers can conduct a survey, at the beginning of the school year, of the languages their pupils speak and the languages that they use at home and in their communities. Then teachers can talk to pupils about languages and how they feel about introducing different languages in the classroom. By doing this teachers can encourage language awareness.

Pupils can discuss when it is and isn't helpful to use the L1 in an English classroom. After considering the advantages and disadvantages of L1 versus L2 use and the functions of each in different contexts, pupils can, with the help of the teacher, establish their own rules for language use in the classroom. According to Auerbach (1993:24), the pedagogical bonus is that pupils develop metacognitive awareness of language learning strategies, the classroom management bonus is that it takes the teacher off the hot seat in that the teacher does not have to make all the decisions regarding language use and most importantly pupils develop empathy for each others' perspectives and tensions are relieved.

5.2. <u>INSTILLING A POSITIVE SELF-IMAGE IN PUPILS</u>

Mother tongue use and development has tremendous psychological benefits in addition to serving as a practical pedagogical tool for providing access to academic content, allowing for more effective interaction and providing greater access to prior knowledge. Lucas, Henze and Donato (1990) quoted in Lucas and Katz (1994:539) argue that using and valuing students' native languages in schools and classrooms supports and enhances the students' learning because they themselves are also valued. This point was raised earlier by one of the teachers, T.N., who participated in the study:

> "...where we refuse to acknowledge the language (Zulu), we are in fact saying we don't respect you, we don't respect your culture, you should not be in this class."
> (See Appendix E)

T.N. acknowledges that in order for Zulu-speaking pupils to feel valued teachers should encourage the use of Zulu in the classroom. From classroom observations, I found that Zulu-speaking pupils are very shy and do not readily participate in lessons. However, when peer-tutoring techniques

were used the same pupils were eager to participate. Therefore teachers would do well to allow Zulu-speaking pupils to express their ideas in their primary language before having to do so in English. In doing this teachers can help learners to bring their home and school experiences closer together and in this way help to instil in the learner a positive self-image.

5.3. <u>CREATING A LANGUAGE-FRIENDLY SCHOOL ENVIRONMENT</u>

Teachers can make their classrooms and school environment friendly by putting up posters in the different languages spoken by their pupils. If possible, teachers can also provide books, newspapers and magazines in the Zulu language. By putting up posters, using the pupil's own ideas and perhaps those of their parents, teachers show their pupils that they value and respect their life experiences. In former Indian schools such as Southlands Secondary where Zulu-speaking pupils are a minority group, such respect will go a long way towards creating a harmonious learning environment for these pupils.

5.4. <u>DEVELOPING APPROPRIATE ASSESSMENT PROCEDURES FOR MULTILINGUAL CLASSES</u>

With the implementation of Outcomes Based Education, teachers must develop assessment methods that are appropriate for multilingual classes. The methods of assessment currently used in schools do not take into account language differences as all assessment is done in English. These assessment methods do not permit Zulu-speaking pupils to demonstrate their knowledge of content subjects acquired in their mother tongue, nor does it take into account their initial literacy in their native language. For the ESL learner who is not proficient in English, such assessment can lead to failure. In a paper presented at the annual SAALA (South African Applied Linguistics Association) Conference held at Wits University in 1997, H. Mahomed (Head of Curriculum and Teaching Development Unit, Gauteng Department of Education) argued that the curriculum and assessment methods presently used in South African high schools, "...had low literacy rates, high drop-out rates and gave no recognition to prior learning experiences." (1997:3). Thus in light of these arguments teachers must develop appropriate assessment methods whereby Zulu-speaking pupils are assessed in their home language. In this way teachers will be able to address the needs of their multilingual classes.

5.5. PRODUCING A SCHOOL-BASED LANGUAGE POLICY

As stated earlier in the study, Southlands Secondary does not have a school-based language policy which can inform the school on the language choices it can make to best serve the pupils that attend the school. A school-based language policy is an official written statement outlining the school's intention in promoting particular languages within the school. At Southlands Secondary there is an unwritten language policy, that is English only, which has remained unchanged despite the large numbers of Zulu-speaking pupils who attend the school. The school's Governing Body, keeping in line with the South African Schools Bill (1996), will have to produce a school-based language policy concerning the languages that are taught in the school and the language/s of instruction. This must be done in consultation with parents, pupils and teachers.

5.6. ACCESSIBILITY OF SCHOOL CORRESPONDENCE

An analysis of some school documents showed that Southlands Secondary does not encourage the use of Zulu in the wider school context. All documentation including newsletters, school-reports, letters and loan book forms are written in English. The school has not made any attempts to write these documents in Zulu for the benefit of the parents of Zulu-speaking pupils. Often the parents of these pupils have called at the school seeking clarity on a number of issues ranging from the issuing of textbooks up to the appearance of pupils at Governing Board Tribunals. For these reasons the school must ensure that correspondence to parents is written in Zulu and English so that it is accessible to all parents. Parents will be more willing to help when they feel that they belong to the school. The school, therefore, must become a parent-friendly place.

5.7. IN-SERVICE TRAINING FOR ENGLISH MONOLINGUAL TEACHERS

In order for teachers to have access to background knowledge that pupils bring to the learning process, it will become necessary for the teacher of English in a multicultural context such as Southlands Secondary to have some knowledge of his pupil's mother tongue. This will assist teachers to tap into a pupil's background experiences and knowledge and thus draw and build on prior knowledge. Studies carried out by Hornberger and Hardman (1993) quoted in Auerbach

(1993:27) corroborates the importance of shared background between teachers and learners. In the case of a Cambodian class, they found that despite the fact that the teacher tried to speak English exclusively, the students used Khmer to respond to her questions and help each other; in addition, the teacher and students' shared assumptions about the learning paradigm and classroom activities were intimately connected with the learners' other life activities and cultural practices.

This study suggests that the reinforcement of cultural identity, made possible by the shared cultural background of learners and teachers, is critical not only for L1 literacy acquisition but for ESL acquisition as well. In a monolingual institution such as Southlands Secondary, where teachers do not share the language or culture of their ESL learners, it is important for such teachers to receive in-service training in the mother tongue. S.K., one of the teachers who participated in this study suggested that teachers should learn Zulu in order to communicate effectively with ESL pupils.

My focus in this chapter was on presenting recommendations about the use of Zulu mother tongue peer-tutoring in an English-only classroom. The issues that were covered here included creating language awareness amongst pupils, instilling a positive self-image in pupils, creating a language-friendly school environment, developing appropriate assessment methods for multilingual classes, producing a school-based language policy, ensuring that school correspondence is accessible to all parents and finally the provision of in-service training for monolingual English teachers.

5.8. CONCLUSION

This study has reported on one teaching method, peer-tutoring, that teachers at Southlands Secondary in Durban have used to provide Zulu-speaking pupils with comprehensible input Spolsky (1977) quoted in Fasold (1984). Other research conducted in the field of peer-tutoring, Lucas and Katz (1994), Cooper et al (1982), Olsen-Flanigan (1991) has shown that peer-tutoring not only motivates pupils but also sustains their interest in lessons. The research carried out at Southlands Secondary lends support to these findings.

What this study has shown is that the use of Zulu mother-tongue peer-tutoring can inject variety into teacher-dominated lessons and can also lead to increased pupil participation. Indeed, at Southlands Secondary, previously passive Zulu-speaking pupils began to participate in the lessons.

It must be pointed out that this study has focused on a low-key implementation of Zulu mother tongue peer-tutoring at one secondary school in Chatsworth and has involved interviews, observations and questionnaires with small samples from within the school. Therefore, the conclusions it has reached cannot be generalised to other schools in the region.

BIBLIOGRAPHY

Allen, V.L. (ed.). 1976. *Children as Teachers: Theory and Research on Tutoring*. New York: Academic Press.

Auerbach, E.R. 1993. Re-examining English-Only in the ESL Classroom. *TESOL Quarterly*, 27(1), 9-32.

Addendorf, R. 1993 "Codeswitching amongst Zulu-speaking Teachers and their Pupils. Its Functions and Implications for Teacher Education." *Language and Education*, 7,3: 141-162.

Barkhuizen. G. and David Gough. 1996 Language Curriculum Development in South Africa: What Place for English? *TESOL Quarterly*, 30: 453-471.

Bassano, S. and M.A. Christison. 1988. " Cooperative Learning in the ESL Classroom. *"TESOL Newsletter* 22(2-1): 8-9.

Bejarano, Y. 1987. A Cooperative Small-Group Methodology in the Language Classroom. *TESOL Quarterly*, 21 (3): 483-504.

Borg, Walter R. 1981. *Applying Educational Research: a Practical Guide of Teachers*. New York: Longman.

Branford, W. 1996. *English in South Africa: a Preliminary Overview*. In V. de Klerk (ed.) Varieties of English Around the World: Focus on South Africa, 35-51. Amsterdom: Benjamins Publishing Company.

Burroughs, G.E.R. 1971 *Design and Analysis in Educational Research.* (2nd ed)..Birmingham: University of Birmingham, Faculty of Education.

Chesterfield, R., K. B. Chesterfield, R. Chavez, and K. and Hayes-Latimer. 1983. "The influence of teachers and peers on second language acquisition in bilingual school programmes. *TESOL Quarterly* 17:401-19.

Cluver, August D. de V. 1992. "Language Planning Models for Post-Apartheid South Africa. "Language Problems and Language Planning 16, 2:105-133.

Collier, V. 1989. How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly* 23, 507-531.

Collingham, M. 1988. Making use of Students' Linguistic Resources. In S. Nicholls & E. Hoadley-Maidment (Eds.), Current issues in Teaching English as a Second Language to Adults 81-85. London: Edward Arnold.

Cooper, C., A. Marquis, and S. Ayers-Lopez. 1982. "Peer learning in the Classroom: Tracing Developmental Patterns and Consequences of Children's Spontaneous Interactions in L.C.Wilkinson (ed.).: Communicating in the Classroom. New York: Academic Press.

Cummins, J. 1981. The Role of Primary Language Development in Promoting Educational Success for Language Minority Students. In California State Department of Education (Ed), Schooling and Language Minority Students: A theoretical framework 3-49 Los Angeles: California State University, Evaluation, Dissemination and Assessment Centre.

de Klerk, V. (ed.) 1996. Varieties of English Around the World: Focus on South Africa, Amsterdam: Benjamins Publishing Company.

Denzin, N.K. 1978. *The Research Act: A Theoretical Introduction to Sociological Methods.* New York: McGraw-Hill.

Fairclough, N. 1989. *Language and Power.* London: Longman

Faltis, C. and S.Hudelson. 1994. Learning English as an Additional Language in K-12 Schools. *TESOL Quarterly* 28, 3: 457-468.

Fasold, Ralph. 1984. *The Sociolinguistics of Society*, 292-315. Oxford: Basil Blackwell Ltd.

Gaies, S.J. 1985. *Peer Involvement in Language Learning. Language in Education*: Theory and Practice, Vol. 60. Orlando, Fla.: Harcourt Brace Jovanovich.

Garcia, E. 1991. Education of linguistically and culturally diverse students: Effective Instructional Practices. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Goetz S. P. and M. D. LeCompte. 1984. *Ethnography and Qualitative Design in Educational Research.* Orlando, Fla: Academic Press.

Hartshorne, Ken. 1995. "Language Policy in African Education: a Background to the Future." In Rajend Mesthrie (ed.), 298-305.

Hemmindinger, A. 1987. Two Models for using Problem-posing and Cultural Sharing in Teaching the Hmong English as a Second Language and First Language Literacy. Unpublished master's thesis, St Francis Xavier University, Antigonish, Canada.

Heugh, Kathleen. 1995. "Disabling and Enabling: Implications of Language Policy Trends in South Africa." In Rajend Mesthrie (ed.), 329-350.

Hornbergher, N.H. 1996. Language and Education. In S.L. McKay and N.H. Hornberger (eds.): Sociolinguistics and Language Teaching. Cambridge: Cambridge University Press, 449-473.

Hitchcock, G. and D. Hughes. 1989. *Research and the Teacher. A Qualitative Introduction to School-based Research.* TJ Press (Padstow) Ltd, Padstow Cornwall.

Irujo, S. 1991. [Review of Forked Tongue: The Politics of Bilingual Education]. *TESOL Quarterly,* 25, 1: 150-155.

Kamwangamulu, N.M. 1997 a. Multilingualism and Education Policy in Post-Apartheid South Africa. Language Problems and Language Planning 21,3: 234-253.

Kamwangamalu, N.M. 1997 b. English and Transformation to Multicultural Education in Post-apartheid South Africa. The Journal for Language Teaching 31, 3: 243-252.

Kamwangamalu, N.M. 1997 c. Mother tongue peer-tutoring in a multiethnic, English-only Secondary School: the case of Zulu in Durban, South Africa. Manuscript, Department of Linguistics, University of Natal, Durban, 1-24.

Klassen, C. 1991. Bilingual Written Language use by Low-education Latin American Newcomers. In D. Barton and R. Ivanic (eds.), Writing in the Community. London: Sage.

Kramsch, C. J. 1985. "Classroom Interaction and Discourse Options." Studies in Second Language Acquisition 7: 169-83.

Krashen, Stephen: D. 1982. *Principles and Practice in Second Language Acquisition.* Oxford: Pesgamon Press.

Labov, William. 1972. Language in the Inner City: Studies in the Black English Vernacular. Philadelphia: University of Pennsylvania Press.

Lanham, L. 1996. A History of English in South Africa. In V.de Klerk (ed.) *Varieties of English Around the World: Focus on South Africa:* 19-34. Amsterdam: Bejamins Publishing Company.

Long. M. and P. Porter 1985 Group Work, Interlanguage Talk and Second Language Acquisition. *TESOL Quarterly* 19, 2: 207-228.

Lucas, T. and Katz, A. 1994 Reframing the Debate: the Roles of Native Languages in English-only Programs for Language Minority Students. *TESOL Quarterly* 28 3, 537-562.

Mahomed, H. 1997. The implementation of OBET (Outcomes-based Education and Training) in South Africa-recipe for failure or pathway to success? Paper presented at the Annual Conference of South African Applied Linguistics Association. Witwatersrand University, July 1997.

Marivate, C.M. 1993. "Language in Education, with Special Reference to the Mother-tongue Policy in African Schools". *Language Matters* 25:91-105.

Nomvete, Sebolelo. 1994. "From Oppression to Opportunity: Multilingual Policies for Schools." ELTIC Reporter 18, 1-2: 11-17.

Olsen-Flanigan, B.O. 1991. Peer Tutoring and Second Language Acquisition in the Elementary School. *Applied Linguistics* 12, 2: 140-153.

Pease-Alvarez. L and A. Winser. 1994. Cuando el Maestro No Habla Espanol: Children's Bilingual Language Practices in the Classroom. *TESOL Quarterly* 28, 3: 507-535.

Piaget, J. 1959. Judgement and Reasoning in the Child. Paterson, N.J. : Littlefield Adams.

Piasecka, K. 1988. The Bilingual Teacher in the ESL Classroom. In S. Nicholls and E. Hoadley-maidment (eds.), Current issues in teaching English as a second language to adults, 97-103. London: Edward Arnold.

Phillipson, R. 1992. *Linguistic Imperialism.* Oxford University Press.

Phillipson, R. and Skutnabb-Kangas, T. 1996 English only Worldwide or Language Ecology? *TESOL Quarterly* 30, 3: 429-451.

Prabhu, N.S. 1987 *Second Lanuage Pedagogy*. Oxford University Press

Ramirez, J.D., Pasta, D. J., Yuen, S.D., Billings, D.K., and Ramey, D.R. 1991. Longitudinal study of structured English immersion strategy, early-exit, and late-exit bilingual education programs for language minority children. (Vols. 1-2, U.S. Department of Education Report, Contract No. 300-87-0156). San Mateo, CA: Aguirre International.

Rivera, K. 1988. Developing Native Language Literacy in Language Minority Adult Learners. ERIC Digest. Washington, DC: National Clearinghouse on Literacy Education, Centre for Applied Linguistics.

Samuels, J. 1995 Multilingualism in the Emerging Educational Dispensation in South Africa. Proceedings of Southern African Applied Linguistics Association Conference 15, 75-84. Stellenbosch University.

Samuels, M. 1996 Sinking, Swimming, Steering, Sailing. An analysis of school-based language policies. Proceedings of (ELET) English Language Educational Trust conference 13, Natal University.

Schwarts, J. 1980. "The Negotiations for Meaning: Repair in Conversations between Second Language Learners of English" in D. Larsen – Freeman (ed.): Discourse Analysis in Second Language Research. Rowley, Mass.: Newbury House.

Seliger, H.W.& E. Shomahy. 1989. *Second Language Research Methods*. Oxford University Press.

Shamash, Y. (1990) Learning in Translation: Beyond Language experience in ESL. Voices 2, 2: 71-75.

Sionis, C. 1990. Let them do our job! Towards Autonomy via Peer-teaching and Task-based Exercises. *English Teaching Forum* 28, 1: 5-9.

Skutnabb-Kangas, T. 1988. "Multilingualism and the Education of Minority Children." In Skutnabb-Kangas, T. and Cummins, J. (eds.). *Minority Education: From Shame to Struggle.* Clevedon: Multilingual Matters.

Slabbert, Sarah. 1994. "What is the mother tongue of the Sowetan teenage? And is this the same as home language(s)?" BWA (Formerly Language Projects Review), 9,1: 4-7.

Theron, F. 1993. Training beyond Literacy. Some thoughts on Teaching English in a Future South Africa. *Language Matters.* 24: 76-90.

Tollefson, James W. 1991. *Planning language, Planning Inequality.* New York: Longman.

Tucker, G.R. 1980. Implications for U.S. Bilingual Education: Evidence from Canadian Research Focus No.2. Rossyln, VA: National Clearinghouse for Bilingual Education.

Varonis, E.M. and S. Gass. 1984. "Non-native/non-native conversations: A model for negotiation of meaning." *Applied Linguistics* 6/1: 71-90.

Watermeyer, S. 1996 Afrikaans English. In V. de Klerk (ed.) *Varieties of English Around the World: Focus on South Africa* 99-124 Amsterdam: Bejamins Publishing Company

Southlands Secondary School   Tel/Fax: 4003033
P.O. Box 45019
CHATSGLEN
1 November 1996

Dear Parent/Guardian

FINAL EXAMINATION

1. Kindly be informed that the FINAL EXAMINATION will commence on TUESDAY,
    12 NOVEMBER 1996 and will terminate on WEDNESDAY, 20 NOVEMBER 1996.

2. The following times will prevail during the Examination period:-

2.1 **MONDAY TO THURSDAY**   2.2 FRIDAY
    Registration   07:55 - 08:05   Registration   07:55 - 08:05
    Examination : Session 1 08:20 - 10:20   Examination : Session 1 08:20 - 10:20
    Examination : Session 2 12:00 - 14:00   Examination : Session 2 11:00 - 12:30

3. Please note that your child/ward will only attend School on days that he/she is
    writing a paper. If he/she is writing a paper in the afternoon, he/she will not
    report to School for the morning registration but must report to the Examination
    Room at least fifteen minutes prior to the commencement of the Examination
    session, and not at the commencement of the paper.

3.1 If your child/ward is not writing a paper on a particular day, he/she must not be
    on the School premises.

3.2 **YOUR CHILD/WARD WILL NOT BE ALLOWED INTO THE EXAMINATION ROOM IF HE/SHE IS NOT
    PROPERLY ATTIRED IN SCHOOL UNIFORM.**

4. Please not that the following subjects will be written during the normal school
    hours (07:55 - 14:30) :

    Wednesday - 06.11.96   Thursday - 07.11.96   Friday - 08.11.96
    Computer St. PI : Std 9   Computer St. PI : Std 8   Typing   : Std 8
    Geog PI   : Std 8   Geog PI   : Std 9   Technical Drawing : Std 7
    Tech.Draw.   : Std 6   Tech.Draw.   : Std 9   Industrial Arts   : Std 6
    Typing   : Std 7,8   Typing   : Std 6
                                Indus.Arts   : Std 7

5. Loan books will be collected at the end of each Examination session. If your
    child/ward fails to return all his/her loan books, **his/her report will be with
    held and he/she will not be issued books in 1997.**

6. **Kindly take note that reports will be issued to students on 6 December 1996. If
    your son/daughter fails to collect his/her report on this day he/she will be able
    to do so on 21 January 1997. Reports will not be posted.**

7. It is **imperative** that your child/ward studies the time-table overleaf carefully
    and report punctually for the respective Examination Papers.

Yours sincerely
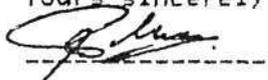
REPLY SLIP

I _____ Parent/Guardian of _____ of Std _____

do hereby acknowledge receipt of the Final Examination details.

SIGNATURE PARENT/GUARDIAN

DATE	SES	STD 6	DUR	STD 7	DUR	STD 8	DUR	STD 9	DUR
TUESDAY 12.11.96	1	AFRIK PII	1.5	AFRIK PII	1.5	ENGLISH PII	2	ENGLISH PII	2
	2	HISTORY	1.5	GEN.SCIENCE	1.5	BIOLOGY	2	MATHEMATICS PII	2
WEDNESDAY 13.11.96	1	MATHEMATICS	1.5	ACCOUNTING	1.5	AFRIKAANS PII	2	AFRIKAANS PII	2
	2	GEOGRAPHY	1.5	GEOGRAPHY	1.5	ACCOUNTING TECH.DRAWING	2 2.5	BIOLOGY	2
THURSDAY 14.11.96	1	ENGLISH	1.5	ENGLISH	1.5	MATHEMATICS PII	2	ACCOUNTING	2
	2	HOME ECO.	1.5	HISTORY	1.5	GEOGRAPHY PII ECONOMICS	2 2	ENGLISH PI	2
FRIDAY 15.11.96	1	ACCOUNTING	1.5	MATHEMATICS	1.5	HISTORY WOODWORK	2 2	ART HOME ECONOMICS	2 2
	2	GEN. SCIENCE	1.5	SPEECH/DR ART	1.5 1.5	COMPUTER ST. PII	1.5		
MONDAY 18.11.96	1	AFRIK PI	1.5	AFRIK PI	1.5	ENGLISH PI	2	MATHEMATICS P1	2
	2	BUS. ECON. SP/DR; ART	1 1.5	HOME ECON.	1.5	MATHEMATICS PI HOME ECONOMICS	2 2	GEOGRAPHY PII ECONOMICS	2 2
TUESDAY 19.11.96	1			MUSIC	1.5	PHYSICAL SCIENCE	2	COMPUTER STUDIES PII HISTORY	1.5 2
	2					AFRIKAANS PI	2	AFRIKAANS PI	2
WEDNESDAY 20.11.96	1					ART	2	TECHNICAL DRAWING PII WOODWORK; SP. & DRAMA	2 2
	2					BUSINESS ECON	2	PHYSICAL SCIENCE BUSINESS ECONOMICS	2 2

WEDNESDAY: 06.11.96

COMPUTER ST. PI   STD 9   12:15 - 14:15

GEOG PI   STD 8   09:00 - 10:30

TYPING
  7C   08:15 - 09:45
  7E   08:15 - 09:45
  7F   10:00 - 11:30

  9C/D/E   12:15 - 14:15
  9C/D/E/F   12:15 - 14:15

TECHNICAL DRAWING
  6A/D   08:15-09:45
  6C/F   10:00-11:30

THURSDAY: 07.11.96

COMPUTER ST. PI   STD 8   12:15 - 14:15

GEOG PI   STD 9   09:00 - 10:30

TECH. DRAW PI   STD 9   12:00 - 14:00

TYPING
  6B   08:15 - 09:15
  6B/E   09:30 - 10:30
  6E/F   10:45 - 11:45
  6F   12:00 - 13:00

INDUSTRIAL ARTS
  7C/D   08:15 - 09:45
  7E/F   08:15 - 09:45
  7B   10:00 - 11:30
  7E/F   10:00 - 11:30

FRIDAY : 08.11.96

TYPING
  8C/D/E/F   08:15 - 10:15
  8D/E   08:15 - 10:15
  8C/D   10:30 - 12:30

TECHNICAL DRAWING
  7A/B   08:15 - 09:45
  7C/D   08:15 - 09:45

INDUSTRIAL ARTS
  6B/C   10:00 - 11:30
  6D/E   10:00 - 11:30

Southlands Secondary School
HAVENSIDE DRIVE, HAVENSIDE
CHATSWORTH 4092

96-11-01

Southlands Secondary School

P.O. BOX 45019
CHATSGLEN
4012

TEL.: (031) 4003033
FAX: (031) 4003033

HAVENSIDE DRIVE
HAVENSIDE
CHATSWORTH 4092

REF.:..................................

DATE: 97/03/16

TEXTBOOKS ON LOAN

Name of Pupil...Lagoo...Al....................................

ATTENTION PARENTS/GUARDIANS

1. The books listed overleaf have been issued on loan to your child/
    ward...Lagoo Al..................... in Grade...10....................

2. Please ensure that these are taken care of and returned in good
    condition at the end of the school year.

3. If you wish to transfer your child/ward to another school, the
    books must be returned before a transfer card is issued.

4. You will be liable to pay all costs incurred for damage or
    losses of the books on loan since the books remain the property
    of the school.

Your co-operation in the above matter will be appreciated.

_____
Act/PRINCIPAL
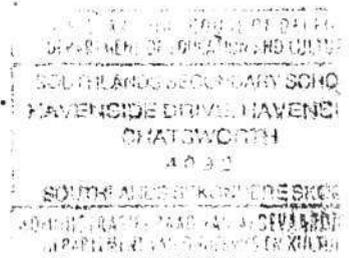
ACKNOWLEDGEMENT

I ..Meriam..Al....................... hereby acknowledge receipt of
the aforementioned books on loan to my child/ward. I undertake to
see that these books are returned in good condition when called for
towards the end of the school year.

I undertake to replace any lost or damaged books/s.

_____
SIGNATURE OF PARENT/GUARDIAN

_____
DATE

SOUTHLANDS SECONDARY SCHOOL

Record of Text Books issued on Loan to ..Lazrug. Ali.....................

of Grade ...10 A...... for the School Year ...1997.......

NO.	TITLE OF BOOKS	CAT. NO.	TEACHER'S USE
1.	Classroom Mathematics	93 045	✓
2.	New Era Accounting		✓
3.	Merchant of Venice		
4.	The Guide		
5.	Junior Versebook		✓
6.	De list Cap well	84015	✓
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

TOTAL NUMBER OF BOOKS ON LOAN ..6......

CERTIFIED CORRECT

_____
PUPIL'S SIGNATURE

_____
CLASS TEACHER

SOUTHLANDS SECONDARY SCHOOL
HAVENSIDE - CHATSWORTH
Newsletter 1996

PRINCIPAL'S MESSAGE

Recently, parliamentarians voted in favour of the South African Schools' Bill which is a cornerstone in dismantling years of apartheid education in this country. When the bill becomes law, there will be two types of schools : private and public. The new legislation will make education compulsory for all children from age 6 to 15. Parents will enjoy a majority on the school's governing body and will play a more active role in the administration of the institution in terms of fund-raising, maintenance, school projects as well as the selection and promotion of teachers. The parent-component is therefore vital to ensure community support and the efficient running of the school.

South Africa is a democracy still in its infantile stages. Our problems are varied and complex hence it would be unrealistic to expect miracles to occur in our quest for equality, yet we must be optimistic and forge ahead. This year a milestone was reached when for the first time matriculants were involved in a common provincial examination. Sheer dedication was seen on the part of students and teachers alike as they made every effort to ensure that quality passes are achieved. At Southlands, my staff and I strive towards a wholesome, well-balanced education, providing for the academic, aesthetic and sporting needs of the child. I call upon the partners in education to work positively and constructively towards building a better future for our children, remembering that education is everyone's business.

I wish to extend my appreciation and best wishes to staff, cleaners, pupils, parents and well-wishers for their support in making 1996 a successful and memorable year at Southlands.

God bless

S. PANDAY
Principal

MESSAGE FROM THE CHAIRMAN OF THE PARENT-TEACHER-STUDENT ASSOCIATION

In his message to the youth, Sri Aurobindo, the great saint of India said, "The future belongs to the young. It is a young and new world which is now under the process of development and it is the young who must create it...A brave, frank, clear-hearted, courageous and aspiring youth is the only foundation on which the future nation can be built"

How appropriate these words are for our present day youth. Hence, my message to the student population of Southlands is to aspire towards creating a world visualised by this great saint.

We always complain that not enough is being done in our country, but we have to be part of the decision-making process if we want our rights to be protected. The only way in which we can achieve this is through education. I therefore urge you to grasp whatever opportunities come your way. Let us not sit on our past achievements and think that all is well. Do your best and take your rightful place in society.

On behalf of the Parent-Teacher-Student Association, I wish you well for the future and may peace be with you.

JOHNSON NAIDOO

SENIOR CERTIFICATE RESULTS 1995

1. Overall Results

1.1	Total Number Entered	155
1.2	Number Failed	2
1.3	Number Passed	153
1.4	Percentage Passed	98,7

2. Exemption Candidates

2.1	Number entered for Exemption	81
2.2	Number gained Exemption	62
2.3	Number gained conditional Exemption	19
2.4	Number failed	nil
2.5	Percentage passed	100

3. Senior Certificate Candidates

3.1	Number entered for Senior	74
3.2	Number gained Senior	72
3.3	Number failed Senior Certificate	2
3.4	Percentage passed	97

4. Number of "A" Aggregates-12

4.1	Dheshini Adari	10A
4.2	Cheryl Benedette Chetty	10A
4.3	Rajasvari Tracy Cuppan	10A
4.4	Samantha Govender	10A
4.5	Ishana Harkoo	10A
4.6	Meenal Kapitan	10A
4.7	Nishila Moodley	10A
4.8	Pranusha Pather	10A
4.9	Kavita Kakar	10D
4.10	Dhesen Ramsamy	10E
4.11	Anban Balakisten Moodley	10E
4.12	Jessantha Moodley	10E

5. Number of Subject Distinctions

Subject	HG	SG
ENGLISH	6	-
AFRIKAANS	3	-
MATHEMATICS	8	2
PHYSICAL SCIENCE	6	-
BIOLOGY	5	-
HISTORY	2	-
GEOGRAPHY	2	-
ACCOUNTING	8	2
ECONOMICS	2	1
BUSINESS ECONOMICS	2	-
TECHNICAL DRAWING	1	-
TYPING	-	1
COMPUTER STUDIES	2	-
MUSIC	3	-
ART	1	-
	51	6

Two of our pupils, Nishila Moodley (10A) and Ishana Harkoo (10A) achieved 6 A's each in the Senior Certificate Examination and have provided an excellent incentive to future matric candidates. Well done!

STAFF NEWS   Locum Tenens

MR A. SOOKDEO   2nd & 3rd
- vice Mrs N.S. Singh (accouchement)
MISS N. SEETAL   3rd & 4th
- vice Mrs V. Govender (vacation)
MRS J. PILLAY   3rd & 4th
- vice Ms F.B.B. Gaffoor (accouchement)
MR N. ROOPLAL   3rd & 4th
- vice Mrs M. Moodley (accouchement)
MISS D.M. REUBEN   3rd & 4th
- vice Mrs N. Moodley (accouchement)
MISS U. SEWPERSADH   3rd & 4th
- vice Mrs M. Govender (study leave)
MR A. SOOKDEO   4th
- vice Mr V. Gokal (vacation)
MRS A. PERSAD   4th
- vice Mrs J. Reddy (accouchement)

VACATION LEAVE

Mr D. Pillay went on vacation leave in the first term and Mr P.R. Vayapuri went on study leave in the second term.

STORK NEWS

Mrs N.S. Singh, Mrs M. Moodley and Mrs N. Moodley presented bouncing baby boys this year whilst Ms F.B.B. Gaffoor and Mrs J. Reddy presented gorgeous baby girls.

SOUTHLANDS SECONDARY SCHOOL STAFF

Principal:
Mr S. Panday

Senior Deputy Principal:
Mr V.T. Kanni

Department of English/Speech and Drama

Mrs J.S. Gulzar (H.O.D.), Mrs H.M. Tulsi, Mrs S. Singh, Mr T. Naidoo, Mrs J. Tugh, Mrs N. Moodley, Ms F.B.B. Gaffoor, Mr P. Govender, Miss D.M. Reuben, Mrs J. Pillay

Department of Afrikaans

Mrs J. Reddy (H.O.D.), Mrs R.D. Moodley (acting H.O.D.), Mrs V. Govender, Mrs M. Govender, Mrs P. Pillay, Miss S. Chinnappen, Mrs D. Naidoo, Miss U. Sewpersadh, Mrs A. Persad, Miss N. Seetal

Department of Science

Mr M.H. Hoosan (acting deputy principal and H.O.D.), Mr R. Naidu, Mr V. Gokal, Mr T Pillay, Mr J. Moodley

Department of Mathematics

Mr N. Reddy (H.O.D.), Mrs D.P. Govender, Mr M. Khan, Mrs N.S. Singh, Mrs M. Moodley, Mr A. Sookdeo, Mr P.R. Vayapuri

Department of Computer Studies

Mrs M. Moodley, Mr N. Rooplal

Department of Commerce

Mr R. Naidoo (H.O.D.), Mr K. Govender, Mrs B. Hiraman, Mrs A. Singh, Mrs A. Pillay

Department of Typing

Mrs A. Singh, Mrs A. Pillay

Department of Geography & History

Mrs G. Pillay (H.O.D.), Mr S. Khan, Mr D. Ramdeo.

Miss M. Virasamy, Mrs M. Cecil, Mr D. Pillay, Mr P. Govender

Department of Skills

Mr B.S. Gobindar (H.O.D.), Ms Z.B. Mahomed, Mr E.G.H. Gaffoor, Mr R. Mohunlal, Mrs M. Cecil

Department of Music

Mrs S. Naidu

Department of Art

Mr G.M. Daniel

Department of Physical Education

Mrs D. Naidoo, Mr D. Pillay

Administrative Staff

Mr N. Surujdeen (chief)
Ms C. Moodliyar
Ms S. Foolchand

STUDENT REPRESENTATIVE COUNCIL

"Labor Omnia Vincit" (success through hard work). I have quoted our motto as we have survived because of these words during our early inception as the new SRC body.

Our first challenge was the caretakers' strike. We supported the plight of our caretakers and worked closely with the

principal and staff to maintain discipline and order. At a PTSA meeting held, our concern about the loss of tuition was discussed.

The Annual Springball and Miss Southlands Competition was held on 23 September 1996 at the Palladium Night Club. Avril Issri was crowned queen. Planning for the Spingball taught us several lifeskills including teamwork, respecting one's colleagues, being responsible and how to negotiate a good business deal.

Early in 1997 we intend arranging a Valentine's Day Programme and wish to join the National Red Nose Campaign thereby doing our share for the underprivileged children of South Africa.

On behalf of Southlands Secondary School, the SRC extends its condolences to the bereaved family of the late Ronald Pillay (ex-pupil). I would like to thank the members of the SRC, the student population and members of the staff, especially Mr P. Govender, for their co-operation, guidance and support. To our matric pupils, we wish you every success and a bright future.

RISHENDARIE NAIDOO
(Vice President of the SRC)

PARENT-TEACHER MEETINGS

A meeting of parents of matriculants was held on Thursday, 25 April 1996 to discuss, inter alia, the requirements for the Senior Certificate Examination.

It was pleasing to note that parents of 119 students out of 171 attended the meeting.

A comprehensive handout covering important aspects of the examination of every subject offered at the school this year, was issued to parents. Parents were also afforded the opportunity to discuss their children's progress with the subject teachers.

BLOOD TRANSFUSION

Once again this year our pupils and members of staff responded to the urgent call of the blood bank for donors. We are pleased that at 2 bleeding sessions this year, we donated 130 units of blood. This is a great improvement on previous donations. We hope that at a time when there is a shortage of blood, more donors will come forward. This is a social responsibility and we all need to make an effort to save a life.

MS C. MOODLIYAR
(Co-ordinator)

ARBOR DAY

Our school's outdoor environment needs love and attention in order to thrive. Bearing this in mind, the school's Environmental Club co-ordinated a stimulating programme to create an awareness of the importance of "saving the world". Our National Arbor Day programme was held on 6 September 1996. The day was observed with the following activities:-

1. Poster competition :
   won by Pariksha Husrath (8c)
2. Slogan competition:
   Senior - Sanjana Bholanath (8c)
   Junior - Zaheera Kader (7a)
3. Poetry competition:
   Senior - Vinaisary Naidoo (8c)
   Junior - Levashnee Naidoo (6f)
4. Assembly talks were delivered by Sanjana Bholanath, Shakti Naidoo and Prashna Prithipal.
5. Interested students rendered musical items.
6. Tree Planting: The tree of the year was the Pepperbark and Peach tree. Shrubs were planted by the class representatives of every class. The prizes were sponsored by Standard 7B.

The Environmental Club would like to thank all those pupils who are committed to keeping our school environment in a healthy state.

Mrs G. Pillay (Co-ordinator)

CHARITY AND WELFARE

This year the school supported 2 organisations, Aryan Benevolent Home (ABH), and Friends of the Sick Association (FOSA). Both teachers and pupils must be complimented for their enthusiastic and generous support in raising funds through street collections and the sale of Diwali cards.

D. RAMDEO, M. VIRASAMY
(Organisers)

EXCURSIONS
Biology Department

The following excursions were undertaken by the Biology Department this year:-

1. Standard 8
   Stainbank Nature Reserve
   19/9/1996 - Pupils studied the indigenous flora and fauna on a 9km hike.

2. Standard 6
   Wildlife Expo at the Durban Exhibition Centre - 20/9/1996.

3. Standard 9
   Natal Sharks Board - 25/9/1996. Pupils witnessed the dissection of a shark and were introduced to rock-pool ecology at Umhlanga Beach.

All pupils must be complimented for displaying exemplary behaviour.

T. PILLAY (Organiser)

SUBJECT REPORTS
Department of Afrikaans
Afrikaans Olympiad

Although pupils did not write the Taalbond examinations this year because of the teachers chalkdown, there were a few pupils from the senior class who entered the Afrikaans Olympiad. It was indeed a great achievement for Shakti Naidoo who passed with distinction. Out of a total of 10 pupils who entered the exams, she obtained the highest percentage - 81%.

MRS R.D. MOODLEY
(Acting Head of Department - Afrikaans)

Department of Music

Music is a very popular subject at Southlands. Among the various musical instruments the pupils play are the flute, clarinet, keyboard and recorder. We are fortunate to have a well-equipped music centre which provides a conducive learning environment. In 1995 3 Senior Certificate Examination candidates, Cheryl Benedette Chetty, Pranusha Pather and Samantha Govender, obtained distinctions in music.
Southlands is also proud that pupils are continuing their study of music at tertiary level. It is hoped that pupils will pursue music as a specialised subject in order that they derive an equitable balance in the academic and aesthetic fields.

MRS. S. NAIDU
(Music Teacher)

Department of Art

The Art department has been actively involved in community work this year. We assisted the Chatsworth Social Club in its annual fund raising for charity. Pupils also assisted with the Red Nose Day programme at the Chatsworth Centre. Standard 9 pupils undertook a low-cost housing project which will be displayed at Natal University Department of Architecture later this year. Art is becoming a popular subject at Southlands Secondary. 49 Pupils have provisionally indicated that they would like to take Art in standard 8 in 1997. The standard 7 Art class held an Arbor Day poster competition in September. The outstanding Art pupils are Pamela Naidoo, Selina Beakam and Pragashnee Govender, all of standard 10. The most promising pupils are Poovendran Chetty (9B) and Yanasagren Govender (9D). It is interesting to note that many ex-pupils are now following careers in the field of Art.

G.M. DANIEL
(Art Teacher)

Department of Mathematics

Pupils who excelled in mathematics were allowed to enter the following mathematics competitions:-

1. Senior Maths Olympiad - organised by the South African Academy for Science and Arts. Ten matric pupils entered the first round of this competition. The following students obtained Category One passes:- Shivani Pillay (10A), Nershan Pillay (10B), Polan Chetty (10A).

2. Maths 8 Competition - organised by AMESA. 20 standard 8 pupils entered this competition. The following students received Certificates of Merit:- Sylvester Soobramoney (8A), Vaneshri Chetty (8A).

3. Maths Top Six - organised by AMESA: Phoenix Branch. 28 pupils entered this competition. The following students received Certificates of Merit:- Esha Paraw (6C) (Award and Certificate of Merit), Mohammed Haniff (6E), Bilal Sayed (6E) and Arisha Madaree (6B).

Additional Maths

Pupils in standard 9 who are excelling academically are reminded that they can offer additional maths as a 7th subject for the Senior Certificate Examination.

MR N. REDDY
(Head of Department - Mathematics)

SPORTING ACTIVITIES

With South Africa's re-entry into the Olympic arena, vast opportunities are now available to our sportsmen and sportswomen to represent our country at the highest level. At Southlands, we are proud to report that an extensive internal and external sporting programme is in operation. Our pupils participate actively in the following codes of sport under the banner of USSASA: Soccer, Volleyball, Cricket, Rugby, Swimming, Athletics, Chess, Tennis, Netball and Table Tennis.

Swimming

Swimming is an exciting summer code. Our fifth annual gala was held in February. Approximately 100 pupils participated in the inter-class gala. Sujata Seebran (7D) and Rubeson Chetty (8B) were declared Victrix and Victor Ludorum respectively. Other promising swimmers are Sulona Seebran (6A), Melissa David (6E), Sandile Malinga (7D), Beryl Mzobe (8B) and Omesha Moodley (7C). Our school relay team performed very well at many inter-high school relays. Two of our swimmers Denarkin Naidoo and Sujata Seebran obtained provincial colours when they represented Kwa-Zulu Natal at Gauteng in December 1995.

Tennis

Four pupils represented the school in the Chatsworth South Inter-school Tournament in the second term. Five matches were played against the following schools: Protea, Woodhurst, Kharwastan, Chatsworth and Apollo. The following pupils represented the different divisions and their results are as follows:

Boys U14: Brendon Subramoney (7F)
　　　　　 - won 4 matches.
　　 U19: Vikash Sewcharan (9A)
　　　　　 - won 2 matches.
Girls U14: Diana Govender (7C)
　　　　　 - won 5 matches
　　 U19: Sanjana Bholanath (8C)
　　　　　 - won 4 matches

All pupils gave an excellent account of themselves. Southlands emerged as the overall winner in this tournament. In the internal knock-out tournament, Tahir Ismail (10A) and Aslam Mahomed (9C) won the doubles.

Table Tennis

Table Tennis has developed into an exciting and popular code of sport amongst our pupils in recent years. A very rigorous internal league and knock-out tournament was held during the year. The most striking feature of this programme was the friendly rivalry displayed by our pupils. The highlight of the year's programme was the finals of the knock-out section. The winner in each division is as follows:

Junior girls : Arisha Madaree
Junior boys : Dessen Govindsamy
Senior girls : Shivanee Pillay
Senior boys : Sanjeev Madaree

Our pupils performed exceptionally well at the inter-school level and were crowned the champions.

Arisha Madaree has brough great honour to the school and the community by representing Kwa-Zulu Natal Southern Coastal team at the USSASA National Championships. Presently she is involved in play-off games to earn her a place in the South African Junior team. She is, at the moment, ranked 2nd in the South African U14 division.

Netball

Pupils show a very keen interest in netball. Our school was involved in inter-school matches involving 6 other schools in the area. Our pupils performed very well. Several pupils were entered in the selection tournament. Inter class knock-out and league matches were played by our pupils. The winners are as follows:-

League　 - Junior Division: 6F, 7B
　　　　　　 Senior Division: 8C, 9E, 10A
Knock-out- Junior Winner : 7B
　　　　　　 Senior Winner : 10A
Medals were awarded to all winners at the Sports Banquet.

Cricket

Cricket is a popular code of sport. A very successful inter-class "7-a-side" tournament was held in the junior and senior divisions. In the keenly contested junior final, Std 6E emerged victorious against Std 7C and in a closely contested senior final, Std 10B narrowly defeated Std 9E. To date both our U16 and U19 teams are undefeated at inter-school level. The following pupils excelled at cricket during the 1995-1996 season:
U19 - Desigan Reddy and Vivendra Patrick Moodley were selected to represent the Durban South District in the NBS week. They were invited to attend trials for the provincial U19 team. Desigan Reddy has been successful in attaining provincial colours.
U16 - Siraj Hoosan and Larsivan Ramiah were selected to represent the Kwa-Zulu Natal Country Districts Team.
U15 - Atish Panchpersadh was selected to represent the Durban South Team during the Willards week. He also passed the South African Umpire's Exam set by the NCU.

Rugby

As a fledgling sport in our community, rugby has enjoyed grand support amongst our pupils.

Southlands has given this code a major boost by recruiting several players to represent the Chatsworth East Zone at the Durban Rugby Development tournament held at King's Park.

Coaches from the Natal Rugby Union trained our team for this tournament.

Our U16 team emerged runners-up in the finals and were presented silver medals. The U19 team also reached the finals but were unable to fulfil their fixture owing to injuries.

Outstanding players for this year are: U16 - Vikash Sewchuran, Dhelan Naicker, Nirveshan Naidoo, Nishan Singh, Larsivan Ramiah, Leechandran Royen, Sameer Mahomed, Atish Panchpersadh. U19 - Kershen Reddy, Bernard Chetty, Jaafar Mahomed, Anand Pillay.

An exciting inter-class "7-a-side" tournament was held in the third term. Std 9A emerged victorious.

Chess

The U19 school team comprising of Patrick V. Moodley, Nershan Pillay, Rajai Panchpersadh, Nathan Reddy, all of Std 10B and Shane Gauripersadh (8B) won all tournaments held at inter-school level. A very successful internal knock-out tournament was staged. The winners in the Junior category were Esha Paraw (6C), Ramashan Pillay (6C), Jason Chetty (6E) and Dayendran Chetty (7B) The winners in the Senior Category were Patrick Moodley, Nershan Pillay, Rajai Panchpersadh and Shane Gauripersadh.

Soccer

Two teams represented Southlands in the U19 and U14 divisions at inter-school level. Both teams gave off their best and played an exciting brand of soccer. A successful internal league and knock-out programme was held during the course of the year. The league winners: 6E, 7F, 8B, 9C and 10B.

The winners in the knockout tournament were 7F (Junior) and 10E (Senior)

Volleyball

A very intensive inter-class league and knockout programme was held throughout the year. In addition, a two-a-side "side out" tournament was organised. It was pleasing to note that the overall standard of volleyball has improved at our school. The champions of the internal programme were as follows:

	Girls	Boys
STD 6	6A	6E
STD 7	7A	7C
STD 8	8B	8E
STD 9	9E	9B
STD 10	10A	10B

Knock-out results

Junior Girls - 7B   Junior Boys - 7B
Senior Girls - 9C   Senior Boys - 10A

"2-a-side"

Povendran Chetty and Vinothan Moodley (9B)

Our U16 and U19 teams participated at sub-zonal level. Our U19 boys team played excellently, losing only one of their matches. Desigan Mudaly (7F), Kumaran Moodley (7A) and Alicia Lutchman (8C) were selected to represent our sub-zone.

Fun Run

The Southlands 5km Fun Run was held on 28 March 1996. It was a very enjoyable event boasting a total of approximately 900 participants. The race was run in four categories viz. Junior Girls, Junior Boys, Senior Girls, Senior Boys. The first five runners in each category were presented with medals and T-shirts sponsored by Sanlam. The champions in the various categories were: Junior Girls : Thandeka Mathaba (7D), Junior Boys : Lucas Maphumulo (7A), Senior Girls : Priscilla Luthuli (8B), Senior Boys : Nicholas Naicker (10B)

Sports Banquet

At a glittering function held at the Sol Namara Hotel on 24 October 1996, 212 students received awards for excelling in both the internal and external sporting programme. 1996 has been an outstanding year for our sportspersons. Our pupils have excelled in numerous codes of sport organised by the United School Sports Association of South Africa (USSASA). Special awards were presented to the following pupils for having attained provincial colours:

SWIMMING   TABLE TENNIS
1. Sujata Seebran   1. Arisha Madaree
2. Denarkin Naidoo

CRICKET
1. Siraj Hoosen
2. Larsivan Ramiah
3. Patrick Vivendra Moodley
4. Desigan Reddy

The highlight of the evening was the presentation of the sportsboy and sportsgirl awards. Desigan Reddy, for his outstanding performances in cricket, was the recipient of the Sportsboy of the Year award. Arisha Madaree received the Sportsgirl of the Year award for her excellent achievement in Table Tennis.

The principal, Mr S. Panday, in his address, stressed the importance of a meaningful partnership between parents and the school so that our pupils may benefit from their sporting endeavours.

The guest of honour Mr M. Mubarak, paid tribute to the outstanding achievements of our students during 1996. He urged them to reach greater heights and stressed that this was only attainable through true dedication and commitment and a will to succeed. He promised the school support in obtaining sponsorships to promote sport.

Our society is beset with numerous political, economic and social problems. Since sport is such a great unifying force, many of these problems may be solved through the medium of sport. Parental involvement in sport is of great impor-

tance. With this support, the true potential of many sportspersons may be realised.

MR P.R. VAYAPURI, MR D. PILLAY (Co-ordinators)

Sports Club News

Last year, members of our staff took the initiative to form a Club with a working constitution. In our second year, Southlands Staff Sports Club boasts a membership of 30 teachers who are involved in soccer, volleyball, cricket, netball and table tennis. 1996 has been a successful year for the club. Our soccer team emerged victorious at both the branch and provincial SADTU "7-a-side" tournaments and our volleyball team won the SADTU branch tournament. The club also hosted 2 events this year: a Fun Run on 20 October 1996 and a dinner-dance at Palladium on 2 November. We hope to reach greater heights in 1997 and to boost our membership.

ACHIEVEMENTS
Young Scientist Expo

Sameer Mahomed (8A) participated in the Kwa-Zulu Natal Young Scientist Expo 1996 and walked away with top honours. He was placed first in the category: Environment and Conservation. Sameer devised a method of trapping sulphur from the polluted air released by the chemical industries in Merebank. He received a gold medal for his effort.

Kick Boxing

Sophia Khan (7D) performed exceptionally well in the WAKO SA Karate Championships. Sophia gained selection to the WAKO SA Sport Karate National Team to compete in the test against the USA in Orlando, Florida, next year.

Bicycle Race

Mohammed Bilal (9E) participated in the Trafalgar Travels 25km cycle race on 21/9/96. He was placed third and awarded a bronze medal.

EDITORIAL STAFF

Mrs J. Tugh, Mrs S. Singh, Miss J.S. Gulzar, Mr T. Naidoo, Mr P. Govender, Mr N. Rooplal.

I = Interviewer   S.K. = Teacher Interviewed

This interview was concerned with the attitudes of teachers to the use of Zulu mother tongue peer-tutoring at Southlands Secondary

I : At which educational institution did you train as a teacher?

S : UDW, Natal Univ. and Natal Tech.

I : How long have you been teaching at Southlands?

S : 12 years, total 14 years.

I : How long have you been teaching classes of racially integrated classes?

S : + - 6 years.

I : Any differences in teaching a racially integrated class as opposed to teaching Indian pupils' only?

S : Definitely, there are more challenges now, teaching has to be more deliberate, more well structured in order to reach the many levels of audiences, you have pupils of different ability and languages so you really have to structure your work to suit the needs of the whole class.

I : Do African and Indian pupils in your class participate actively with each other?

S : I make them interact simply because they don't sit next to one another so by integrating them with other pupils, you get a kind of interaction. Generally if they sit together it leads to breakdown of communication, they tend to get distracted from the lesson and they will generally become a problem but by integrating them with other pupils you are also instilling leadership qualities into those pupils who have adopted them.

I : Do you use the adoption method ?

S : The adoption method works, but sometimes you have to even force interation in certain instances, the pupils are very willing to assist others, you know, they are not, they have the reservation and not in terms of race or anything, in terms of slowing them down in the learning process, so sometimes forced integration does, you know have its benefits and eventually the pupils find some intrinsic reward at the end, at seeing what he has, you know the peer effect put in.

I : Do African pupils interact actively with you in class

S : Generally, what I would say, in terms of their interaction it's more in terms of problems encountered in the lesson, sometimes just chatting, you know, as a confidante, that kind of interaction I've been accustomed to, but generally like any other pupil, with problems, something to relate to.

I : I noticed that when you used Zulu in one lesson on developing countries, where would you say you used Zulu, what purpose did Zulu serve in your lesson?

S : It served as a means of trying to bridge that gap in the communication process.

I : You spoke about developed and developing countries, would you say you used it at those points...

S : I would have done it especially in terms of introducing a concept, if you can relate it to their own experiences, then you know the concept then begins to evolve far better than when it was said in the first language, English.

I : Then you also used Zulu, when you said "come I want you to answer" what purpose...

S : To encourage them , you know generally they are in an ocean of non-Zulu speaking pupils, so as to encourage them to communicate, they are inhibited and by speaking to them in their language, it reinforces some kind of bond with the learner, that he's, whatever he says there will be respect for whatever, he has to answer.

I : Are you concerned that some Zulu-speaking pupils may not understand the concepts that you present in English ?

S : I wouldn't be generally concerned because even non-Zulu speaking pupils will also find it difficult, so its part of the learning process, you will have your fair share of your black sheep in your midst and you try as far as possible to chisel away at the problem and eventually with some perseverance, you would, it would take a far longer time but you will reach there in the end, its not only Zulu-speaking pupils that, any pupil of any language group, you have pupils of different language ability so it's for you to realise as a teacher, you wouldn't be able to win the world, you can, you will be able to change you know a lot.

I : Should Zulu-speaking pupils be allowed to tutor other Zulu-speaking pupils who experience difficulty in understanding English?

S: It has worked in many of my lessons, where I have tried, the good one's like today. I had an incident of one pupil who didn't give me my project and its long overdue, we are now in the examination period and I had to just get one Zulu-speaking pupil to just possibly ask him for my project and ask him what is happening and this pupil was shivering for him and he said, I

will bring the project on Tuesday, he will sort out the problem, now we have to pass on the buck and with peer responsibility in the so-called crises.

I : You don't use tutoring all the time?

S : Peer tutoring works sometimes, because sometimes you know there will be an occasion for it even sometimes when I find it difficult, I'm not getting through to them I ask especially my std 6 class or my 9 class, my brighter ones, " Do you understand "?.

Then I will tell them, you khuluma the same thing in Zulu for me and he does the job you know and I just give him time, so he takes over my role and the job is done, and it works but you know you cannot shoulder your responsibility on to the pupils, now, but it has a place.

I : Should there be teaching assistance?

S : Teaching assistant, economically I don't think its possible but if we are now trained to understand, Zulu to speak Zulu with a degree of flair, I think it's not getting the assistant but retraining us, because we are now disadvantaged in terms of the new audience, now the Zulu-speaking student comes here, he is disadvantaged because of the language, the teacher here is disadvantaged because of the teaching because he cannot communicate with his audience so, it's not getting more assistants but now to have INSET courses for teachers to improve their communications skills as a matter of priority to handle the language problem.

I : Do you think that the schools language policy should be changed ?

S : Definitely I think that Zulu must be given more prominence, now, infact there's a demand from our non-Zulu speaking pupils, they have now realised the importance of Zulu as a language of survival, it's a language that will open the doors to employment opportunities, communication, better understanding so at the moment, it is cherry-ripe, I would think for the language, for transition from second language at Southlands Secondary to take place from Afrikaans to Zulu, it is opportune at the moment, we are catering for, we are teaching a second language, Afrikaans which is completely alien to our kind of environment, we live in Kwa-Zulu Natal, the kind of interaction we have here is more people of Zulu-speaking origin than Afrikaans, therefore I think it is paramount for us to get the priorities right and give Zulu the prominence it deserves.

I : Do you view bilingualism and multilingualism as an advantage?

S : I do, whether it is bilingualism or multilingualism because there was a lesson where I used Afrikaans to motivate, sometimes whether bilingualism or multilingualism it has its place,

sometimes certain idiosyncracies and idioms come out far better in the language in which it is spoken, right, so there is a place for it depending on the audience that you are living in, so I'm sure at Southlands, Afrikaans is understood, Zulu is partially understood. So pupils do understand mannerisms and so forth, so I think looking at a strict policy of a monopolistic language is perhaps myopic and we need to have a broader vision of language because South African society reflects a multi-lingual society so therefore the language policy in school should be one that encourages contact with different language groups as well and a policy that encourages multilingualism.

I : Is there anything you wanted to add ?

Why is there a prominence of Zulu in one lesson and nothing in the second ?

S : This was a practical lesson, map-skills lesson, you have to teach the jargon of objectives, that has to come through, this lesson was a general lesson, this was more towards maths and science and working out directions, specifically. In such a lesson the validity of a child interpreter is questionable, the specific skills, what is direction, there's no commenting on that whereas the other lesson, there's a open structure whereas this has a closed structure. This is the set answer, there's no other answer. These are closed lessons, that is an open lesson, one that encourages the use of Zulu.

I : What's your proficiency in Zulu?

S : It's still at the level of kitchen Zulu, I think we really need to learn, at the moment treating it like kitchen Zulu, pupils are accepting it but 10 years down the line I would think it would become derogatory where you can't use words like "buye lapa" you know that kind of command language will become derogatory in years to come so we need to get away from this kitchen Zulu, at the moment we are doing it unconsciously and it is not seen as being derogatory. At the moment, and the way we speak it, but it is high time that educators and professionals at that we need to evolve the language to a higher degree.

I = Interviewer   T.N. = Teacher Interviewed

This interview was concerned with the attitude of teachers to the use of Zulu mother tongue peer tutoring at Southlands Secondary.

I :   At which educational institution did you train as a teacher?

T :   UDW.

I :   How long have you been teaching at Southlands?

T :   This is now my ninth year.

I :   and total?

T :   No, total number of years is nine, I've been at Southlands now for seven years.

I :   How long have you been teaching classes of racially integrated pupils?

T :   I think about 4 years now, no, 5 years. Initially I had single Zulu-speaking pupils which did not make it so difficult, you could communicate on a one-to-one basis, but now, with the numbers increasing it becomes difficult with classes of 35-36 you need to adopt a strategy where you can communicate with all of them at one time.

I :   Any differences in teaching a racially integrated class as opposed to teaching Indians only?

T :   Definitely, look the problem now that we face is half the class are not learning their mother -tongue, they have very little knowledge of English, so you have a major problem, you're teaching a subject, English, where you have to communicate in English, so the problems are...some people have no knowledge of English.

I :   You have that problem with Std. 8D?

T :   Yes, the 8D class, of the 19 of them I would say safely that 3 of them are conversant, the rest of them have a fair knowledge but not sufficient, let's say we are teaching language, which is at times very technical, you can only speak "English, English" you know, and they don't understand what I am saying, so there are major problems and the only way it can be solved, is this use of the interpreter and to offer English as a second language for kids whose mother-tongue is Zulu, look the Indian kids have been taught from primary school in English...

I :   So they don't have a problem.

T : They don't have a problem. You do have weak Indian kids, but the language itself is not a problem for Indian kids.

I : Do the African and Indian kids in your class participate actively with each other?

T : Well, I suppose so but not to the point where, in terms of helping each other without being told to help each other. They interact on a social basis, in that class, I think also in that class, they like sport a lot, so they share that common interest, but when it comes to work, its not a point of racism. I don't know whether at that age they still harbour racist attitudes but there's a definite, you have separate groups in that class, you have the black pupils sitting on one side and the Indians on the other. Now as a teacher I cannot force them, I'd like it to come from them but sometimes I'm forced to get an Indian pupil to sit next to a black pupil in the attempt to have that pupil assist, but definitely the Indian pupils keep a barrier.

I : Do African pupils interact actively with you in class?

T : No, you know the major problem is that there's so many pupils in that class, 35 right, when I teach and I ask a question, "Do you understand?" whether it is through my interpreter or not, I know that half of them do not understand, but they will not come up to me, I think for one they see me as an authority figure and they fear being ridiculed by their peers...

I : They can't tell you they don't understand.

T : They are afraid to tell me they don't understand, you know, so besides pupils N, S and W, who come up to me and tell me sir, we don't understand this, because I think that they have been accepted in that class because they speak English well but the others won't and I know that some of them have left school merely because they don't know what is going on, it's frustrating to be in a class where somebody is speaking a language that you don't understand and I cannot use N in every lesson and for 30 minutes of the period because then in that process where you say something, she translates, they ask you -, her the question and it takes time.

I : It takes a lot of time.

T : And you don't have that kind of time like I make an attempt you know, like I told you before I use N as an interpreter I try to tell them stories because what you must understand about that class is, besides the language issue is that they are weak pupils, even the Indian pupils in that class are weak so I don't, I thought I'd make it easier for them by telling stories that are related to their lives but even that to a certain section of the class was lost on them, so we then..., that's the truth, I make an attempt to get through to them, but I think by and

large there's still in that class, there's been 5 dropouts, I think 5 of them have left school. Now we don't know what the reasons are but I can say that learning all their subjects in English is frustrating when they don't understand what is going on.

I : One pupil I spoke to, G, said that when N explains in Zulu, he understands, he knows what is going on, he is not lost.

T : But that child, we must praise him for his commitment, he comes there with his work done, sits attentively.

I : He's very motivated.

T : Yes. he's got a goal, I admire him, lots of them have that commitment but they don't have the will power, some of them give up.

I : No staying power.

T : But with him, he's got it, he comes up to me and he'll tell me sir, I don't understand.

I : He did tell me that you will make an attempt to make sure that he understands.

T : No, I don't... I'm not happy to just say that's all I can do I think we all need to make that effort.

I : Are you concerned that some Zulu-speaking pupils may not understand concepts that you present in English?

T : Yes, very, you know, I think we can no longer adopt that attitude that look we are doing our level best, what happens is that these pupils get pushed through the system and eventually we will be producing people that are not competent and then they go to university and I fear that the same thing is being done, so eventually we are going to produce a society, a generation of people like what happened in America, due to their ability, sporting ability, they got pushed into the schooling system and when they got sent to university they could not read nor write, yes I'm definitely worried and I definitely feel that the answer is not putting pupils in a class and saying, right look, you've got black kids, Indian kids teach them that is not the attitude, I definitely feel that we need to cater for them in terms of providing English as a second language and also in terms do our staff, we must get black teachers, who can teach English as a second language and even start Zulu.

I : Should Zulu-speaking pupils be allowed to tutor other Zulu-speaking pupils who experience difficulty in English?

T : Look to a certain extent it can be used, one has to ask the question, how competent are they and are they going to be doing a good enough piece of work, you know because look they are also, here, not here, you wouldn't consider them to be mature you know, they also

need time to do their own work, look last year I had that problem as well, when I used an interpreter to tutor, after school, eventually that child got fed up, because she was saying look I'm giving up my time and these other pupils are not interested, I think we can use them if, you look at English literature I think you can use them, its no problem but when it comes to language and comprehension they themselves have difficulty to grasp the techniques, how do you use them to tutor other pupils, and I think we must not fall into the trap of over-using it, because I think we'll be merely passing the buck on to them and I don't think I would say to a certain extent you can use it but not where they are the solution to the problems.

I : How would a teaching-assistant help?

T : Do you mean at the point that I teach you have a assistant but then if you had to look at that globally now for every English teacher that you have, that is say not proficient in Zulu are you going to have a second teacher, it is not feasible, look it may be a good system but then its not feasible, already in this province you are looking at right sizing, that means you are increasing the staff.

I : and your proficiency in Zulu.

T : Look, I studied Zulu at university right but, unfortunately Zulu is a language, where you need to be speaking it all the time. This is my ninth year in teaching, I haven't in fact I have forgotten.

I : But you understand.

T : I understand it ja, initially when I got out of university, you knew what was going on, but without practising you forget, I may be able to pick up here and there what they are saying, but unfortunately I only did Zulu I, in order to be proficient you need to go up to Zulu 3, also what was the difficulty was that when we did Zulu at university, it wasn't easy, lots of our course material was based on Zulu language. The grammar, and I think a lot of the language courses must be adapted to especially say for teachers....

I : usage

I : or language usage not towards having an understanding, of the...

T : or not for, an in-depth understanding of the language.

T : Everybody is now going through a society that is a multi-cultural society.

I : With the number of Zulu-speaking pupils attending Southlands set to increase should there be a change in the schools' language policy?

T : Look I think that it's inevitable, governing bodies and the parents have a greater say and I would foresee on our parent body not just Indian parents, I would foresee lots of black parents and I think that with their influence, we'll have to change our language policy. I can't see the language policy change to the standard where if you take the language, English, that is the first language that you are forced to teach in Zulu, or have a L2 speaker, but when it comes to other subjects other than English, I would definitely say we have to adapt or change the language, we can't be blinded in our vision by saying we come here to do our job, we are English-speaking people and there is no way that we can address this issue, I think the population in our school is eventually going to dictate, eventually we will have a majority of black pupils. I think it's not a matter of should be, we must and when will it happen.

I : Do you think that bilingualism or multilinguism is an advantage?

T : In our society definitely, you look at it, English is a universal language, it is the language of science, it's the language that will enable you to acquire a degree, a job and our mother -tongue will always have a role, so bilingualism or multilingualism is essential in this multilingual context of ours.

I : Anything you want to add about your lessons, your pupils, the methods that you use.

T : Ja, look I think the good thing about being a part so this experiment is that you, that by going through the transcript, I have got an idea of whether what I have been doing is working and when I look at it, it's working to a certain extent er, I think it would be a good example if all of us could tape our lessons in the classes where we are teaching in integrated classes, and we sit back and alalyse and say right this is where I need to work or I am doing this right it's an excellent teaching tool for self-appraisal. What comes out of these transcripts is that there is communication and if your look at the involvement of black pupils, to a certain extent this, the adoption of this system allows involvement.

I : The pupil told me that they don't feel left out, they feel they are part of the class, that you now have respect for their language, and that makes them feel good.

T : I think you know as teachers' that it is our duty to do, there is subtle racism, where we refuse to acknowledge the language, we are in fact isolating them, we are in fact saying we don't respect you, we don't respect your language, we don't respect your culture, you should not be in this class.

I : They pick it up

T : They do, they do, and I can tell you that they can tell you which teachers in this school are

racist, they'll tell you that, and I think it is the duty of each teacher in this school to go out of his/her way to make them feel comfortable and when they feel comfortable, they will participate and lots of teachers have this impression that they are silly, if you look at this transcript here and look at the questions asked by say W or G, they ask relevant questions, I think for me it has been enlightening, what I'm going to do next year, is tape my lessons and reflect on it, especially with my senior classes, see what happens is that, this is a std 8 class, I can experiment, but with my matric classes, I don't have the time, in the 3 terms I have to do 4 terms work and more often than not I'm just pushing work and I forget sometimes about my black pupils. In this case I had 3 black pupils - but they've been with me from std 8 - so they come to me and tell me, Sir, you went too fast here, but I think you know it must not be an experimental thing, it mustn't stop there, we must workshop it, ways and means of helping these pupils, it must be part and parcel of our, it must be ongoing.

I = Interviewer   G = G.P. (Head of the Geography Dept. Southlands Secondary)

This interview was concerned with the attitudes of teachers to the use of Zulu mother tongue peer-tutoring at Southlands Secondary

I   :   Which educational institute did you train as a teacher?

G   :   At UDW, Unisa, Natal University.

I   :   How long have you been teaching ?

G   :   23 years, at Southlands 1O years.

I   :   How long have you been teaching classes of racially integrated pupils?

G   :   Ever since the law was repealed, 1993

I   :   Any differences in teaching a racially integrated class as opposed to teaching Indians only?

G   :   No, absolutely not, I can't say there's a difference, because I take children as children and the fact that they are using Zulu in the class does not affect anybody else.

I   :   Do African and Indian pupils in your class participate actively with each other?

G   :   To a certain extent they do, Indian children want to help, they don't see them as outcasts or hinderances and because I have got a different kind of strategy, when I ask questions, nobody gets out of that system, I don't ask questions of children, who raise their hands, they know that I start from one end of the classroom so that everybody gets a turn, so there is co-operation and they know that, they know that they must all be a part of it, so when a child is looking at a graph and I say look at a picture, the Indian child will always help and say no, it's not that one, this one is a picture, there is a certain degree of resistance.

I   :   Do the Zulu-speaking pupils interact actively with you?

G   :   Very actively, they like, even after the final assessment, I always do that, I ask the children did they enjoy the course work and they said to me very, very much and they are also able to relate things that they see around them like settlement geography because of the urban settlement and things around them, that was my main aim, the real life issues, they tremendously enjoyed it.

I : Are you concerned that some Zulu-speaking pupils will not be able to understand the English concepts you present in class

G : Ja, for that, I didn't build up a good list, but we had a list in the past, where children got the English meaning for the Zulu word and that assisted, that's a form of assistance then why not, because as I said to you, they are not learning English or Zulu in the class, they are learning through the medium of English, but Zulu can always be used and also I've got this going in classes and Indian kids enjoyed it very much but sometimes they forgot to do it. Just as the African children are learning English words, the Indian children can also learn some of the Zulu words, so if they were here for at least 100 days they'd have learned 100 new Zulu words, right, in terms of geography words, the specific terms and so on, they know the name for "hut"...

I : It was cooperative learning for both of them. Should tutoring take place in the class?

G : Our papers are set in English, you find that they should try to do things in English, but they can always switch to Zulu in explaining, that is not a problem to me at all. They can be tutored but they must not only speak Zulu because when they are writing the paper then they'll be fumbling, but when they are explaining and they realise that the child is not listening, has switched off because he doesn't know what is being explained to him, he can always use Zulu.

I : You would allow for that?

G : Yes.

I : What's your proficiency in Zulu?

G : Kitchen, it's ok, but er...

I : If pupils use it in class, do you understand?

G : Ja, I do.

I : But do you speak with them at all in Zulu?

G : No I don't speak with them at all in Zulu because I don't want to make it an issue in class, in the main you have Indian pupils, so if you have to talk Zulu, they are going to ...the discipline problem is going to creep in and they are not going to understand and the minute children don't understand, they keep quiet and they switch off.

I : Do you think that there should be teaching assistants in class?

G : No, I would not view that as an advantage. I don't know to what extent that person is proficient in Zulu, interpreting what I am trying to say and interpreting correctly in the 35 mins. that I have, if you have a third party then you are slicing that topic and you won't have

time. And you know from the first time, 1993 to now, that we have Zulu-speaking pupils at our school, we don't have children that are totally blank when it comes to English, English for them is a second language, they may not be proficient but they understand. They write very good English, when they are writing, even if it is the wrong answer, which means that they understand. When you speak to them, they can't speak fast enough, that is the problem. When we speak we seem to be foreign because we have our own accent about it, they can't understand and that is where the assistance of peers helps.

I : Do you use tutoring often in class?

G : Everyday.

I : Is it large group tutoring or do you break them up into small groups?

G : In some classes they are broken up into small groups, but in the main, the whole class.

I : Large group tutoring?

G : Not large, I won't say large, I would say 6, but then when I say 6, they all sit in an area, but the tutoring is mainly one-to-two, the main tutor sits in the middle and the 2 that don't understand sit on either side, right, throughout, we identified them, fortunately for me, we've had, 1 alert for 2 people.

I : Do you tell pupils at the beginning of the year this is the method that you'll be using, so that they know what your method is going to be like?

G : Yes, and they would speak out if they don't know, they get a wrong answer or an answer marked wrong, they are forthright, they are not fearful in my class at all, they are not subdued.

I : Should the language policy of the school undergo any change?

G : Most certainly, in terms of, we need to be proactive, and I feel that in the future for the province as I see it, English will be the dominant language and the second language ought to be Zulu, because in the work situation you will be interacting with Zulu-speaking people and they will feel comfortable to use their language even if they are not writing the language, its important that pupils have a knowledge of the subject, so I feel like, there shouldn't be big upsets in the school but they should start at std. 6.

I : How should they start, what should be done?

G : We should have a Zulu class, introduce Zulu as a subject for std.6 as an exam subject, maybe for those children who want to do it and for other pupils, in our non-exam subjects like music, art, if teachers are not using it then we can use it for elementary Zulu. There should be a bit of culture, because you need to understand their concepts and how they

view life, for example if you take time, their perception of time is quite different from the Eurocentric point of view or the Indian culture, time is not an important issue, as long as it gets done, for us now, we feel that within that time, we could have accomplished something. We need to understand that these kids are going to go into the work situation and they need to understand the fact that they take a little longer but at the end of it all the task is accomplished, right, so maybe we emphasize quality and efficiency in terms of time. African culture and language in the non-exam periods should be a priority in the province, it does not have to be a national thing.

I : Do you view multilingualism or bilingualism as an advantage/disadvantage?

G : Learning is advantageous, if you are learning many languages it will help you as an international person but if you are looking at language at school, then its questionable, English is an international language, Afrikaans is, at this point in time, it serves no purpose, the inclusion of Zulu mother-tongue should occur, but personnel will come into play. We need to work co-operatively, if it is happening in one class, then it should be happening in other classes, probably we need to workshop, that's what teachers need , to grow and build themselves as I said, children are learning not just languages but through the medium of languages, workshopping would help, teacher self-development will help and if the child is happy, that's when learning will take place, learning will never take place in certain environments where this does not exist.

Introduction: This is a geography lesson in a standard 8 class. The lesson which is on DEVELOPED and DEVELOPING countries was recorded in S.K's class.

T = Teacher   P = Pupil

[L1]   T :   Right, we begin on p 182

[L2]   P :   p 182

[L3]   T :   Right

[L4]   P :   182

[L5]   P :   (inaudible)

[L6]   T :   World maps of developed and developing regions.

[L7]   You got that map there, right. Just quickly

[L8]   analyse your map. The 'pink'areas shows you all

[L9]   poor countries of the world, the developing

[L10]   countries or what would you say for third world

[L11]   countries, very poor countries in Zulu?

[L12]   P :   (inaudible)

[L13]   T :   eh

[L14]   P :   Poor countries?

[L15]   T :   Ja, very poor countries, in Zulu what would we say?

[L16]   P :   (inaudible)

[L17]   T :   Hlupeka?

[L18]   P :   Hlupeka

[L19]   T :   Right, these are all the hlupeka countries.

[L20]   All the ones in pink right, we shall look at all the

[L21]   pink places, right and all the white..

[L22]   P :   Rich

[L23]   T :   Well, all the rich countries, amalani countries

[L24]   P :   Amalani (laughter)

[L25]   T :   Right that's a lahnee, all the amalani countries,

[L26]   which region, number 1, right munye question,

[L27]		number 1.
[L28]		Which regions are stratified as developing.
[L29]		Just identify that please. Right. Application
[L30]		ex. P182.
[L31]	P :	(working on exercises)
[L32]	T :	Hlupeka, right, let's see, we're going through
[L33]		those, it's our application ex. p 182. The first
[L34]		question, the munye question here, number 1.
[L35]		Which regions are classified as developing, in
[L36]		other words very poor, what you said?, hlupeka.
[L37]		Right, now would you say, (inaudible) the whole
[L38]		of... which parts of which continent is er part
[L39]		of the developing nations of the world?
[L40]	P :	Asia
[L41]	T :	Asia, which part of Asia?
[L42]	P :	South
[L43]	T :	South and South East Asia, right, well done, S and S.E Asia,
[L44]		what would (inaudible) which other parts?
[L45]	P :	North...
[L46]	T :	North, Latin America, Latin America standing
[L47]		for...S West...
[L48]	P:	South Africa
[L49]	T :	South America, right
[L50]	P :	South Africa?
[L51]	T :	What?
[L52]	P :	Africa?
[L53]	T :	Africa
[L54]	P :	(inaudible)
[L55]	T :	Right, (writing on the board) er Middle East, can
[L56]		I include the Middle East as part of... right.
[L57]		the M.E.
[L58]	T :	Middle East. Right question 2, mabili question.
[L59]		What is significant about the position of this developing belt.

[L60]		Right, what is significant about this developing belt.
[L61]		Look at this developing nations, where are they situated?
[L62]	P :	Along the lines
[L63]	T :	(inaudible) Ja, what er I want you to look at especially,
[L64]		are they far away from each other or close to, In Zulu what would we say for close?
[L65]	P :	asondele
[L66]	T :	eh?
[L67]	P :	asondele
[L68]	T :	Right, so they are solen...
[L69]	P :	asondele
[L70]	T :	asondele
[L71]	P :	Ja (chorus)
[L72]	T :	asondele, they are close to each other, that
[L73]		tells you something, birds of a feather flock
[L74]		together...
[L75]	P :	Question 2
[L76]	T :	Ja, right, question 2, right, we answered this
[L77]		part now, we are now answering the next part of p182,
[L78]		that's the first one we have answered, now
[L79]		we're at question 1 a. ....so in the next 20
[L80]		years, X, do we expect their population to grow
[L81]		like the developing nations of the world or will
[L82]		they control their birth rate?
[L83]	P :	Control
[L84]	T :	Right, so, to answer this question, we will say
[L85]		the UK indicates a ... does this mean that the
[L86]		growth rate of this country is expected to
[L87]		increase rapidly during the next 20 years?
[L88]	P :	No
[L89]	T :	No, right, for this part of the answer, Y has
[L90]		said aikona, right, a big NO, ok, that's good, no
[L91]		and what would your reason be, because it is a...
[L92]	P :	It's a developed country

[L93]	T :	Right, well done, because it is an example of a
[L94]		developed country where the birth rates are under
[L95]		control. Question 4a, let's see, what factors do
[L96]		you think can be expected
[L97]		to control the growth of population in Africa?
[L98]		General question this, consider it, what factors
[L99]		do you think can be expected to control the
[L100]		growth of population in Africa? How could we
[L101]		control population in Africa?
[L102]	P :	(inaudible)
[L103]	T :	No, how can we CONTROL that population growth?
[L104]		Come A, supply us with one way, how can we
[L105]		improve that or control birth rate, eh, come on,
[L106]		I'm sure you can suggest at least one idea, B,
[L107]		come, khuluma, at least one....
[L108]	P :	Family planning
[L109]	T :	Right, C, family planning, wonderful, now, you
[L110]		don't find a rich man, a rich man, a general
[L111]		lifestyle, generally, he has a smaller number of
[L112]		children...
[L113]	P :	(inaudible) .. I'm asking you sir
[L114]	T :	... D, now I'm asking you now. Why do the poor
[L115]		people want to have a family of 4, 5 or 6?
[L116]	P :	Level of education
[L117]	T :	Right, we'll take that as being valid, no
[L118]		education
[L119]	P :	(inaudible)
[L120]	T :	Alright, work that in there...
[L121]	P :	They depend on their children
[L122]	T :	Right, that's it what E just said because they
[L123]		depend on their children for their livelihood.
[L124]		You see, my child E is working for R10 a day. If
[L125]		I have 6, I get R60 coming er to my house, if I

[L126]   got 10 children that's how many, show me?

[L127]   P :   R100

[L128]   T :   ...that's R100 coming every day, I can edla, nyama, puza and

[L129]   have the best time, but if I only have 1...

[L130]   P :   Sir..

[L131]   T :   ... I only got R10 coming every day. They look

[L132]   at their children as a source of wealth, so it is

[L134]   poverty, because there is sheer poverty I need

[L135]   more children. What happens if my E is sickly.

[L136]   Today he grew up, he's 10 years old,

[L137]   15 years old he becomes sick, gula..

[L138]   P :   He dies

[L139]   T :   ... and he dies, then what happens, I got maybe

[L140]   D, when I'm madala, old and er you got your

[L141]   mother there, she's become gogo, (old) he's able

[L142]   to look after her, right, so D is taking her

[L143]   hospital, so it is poverty that needs to be

[L144]   addressed, you see....

Introduction: This geography lesson was recorded in S.K's standard 6 class. The lesson dealt with "Cardinal Points"

T = Teacher   P = Pupil

[L1]   T :   Right, lets er take this one question, so our programme

[L2]   for this morning, I've got a set of questions related

[L3]   to er this particular map, Bleomfontein, right, what

[L4]   we want to look at...

[L5]   P :   Newcastle, sir.

[L6]   T :   Newcastle, right, we'll look at two questions today, right.

[L7]   The one on scales and the one on cardinal

[L8]   direction, get this precisely right, I'll give M. an

[L9]   opportunity in the latter part of our period to er

[L10]   complete his orals. Right, let's begin with this term,

[L11]   scales. Now you've got the topo map in front of you

[L12]   and the aerial photograph. Now let's look at ...no, now

[L13]   when we talk about scales, now where is that

[L14]   information about scales given to you on this map, right on the topo map....

[L15]   T :   To determine from my map the direction I must only

[L16]   know this, my four points, North, South, East and West,

[L17]   Ngato, Uslanzi, Mpumalanga and (inaudible). You know

[L18]   your four points, on any map, I pick up this map,

[L19]   north, south, east, west, I pick up this map again

[L20]   north, south, east and west, right, if you know that

[L21]   you are on your way, right, that's step one. Now to

[L22]   work out direction is easy, now all you would have in

[L23]   a question like say, this question, state the direction,

[L24]   right, we'll make our own one, state the direction of

[L25]   C from D, right, C from D, now look on the map, you got

[L26]   C and you got D, now see how easy it is to do this S.

[L27]   Now, first of all ask yourself this question, take that

[L28]   er question, state the direction of C from D, now the

[L29]   most important thing, ask yourself this question, does

[L30]   the question C from D, from where , from D, now say I

[L31]   rephrase this question, D from C, where's your starting

[L32]   point?

[L33]   P :   C

[L34]   T :   From C. now see you read this question like this C from

[L35]   D, that's where you start from, D from C, you start

[L36]   from the C , the from point, now there you got C there,

[L37]   you got D there, how easy it is, now all you have to

[L38]   do, you show your points, north, south, east west, like

[L39]   this right, all I do - determine the direction of C

[L40]   from D, now where's D, find your D- run this line here,

[L41]   what line is this, north-south line, right, step two,

[L42]   join this point to that, remember that this point here

[L43]   that mid-point stands for our east-west line, remember,

[L44]   I don't have to draw it in, but remember it's your

[L45]   east-west line, all you have to do, read, that's your

[L46]   north, that's your south line, C from D, is what

[L47]   direction, S East?

[L48]   P :   (inaudible)

[L49]   T :   No, right, see here if I have that, now...

[L50]   P :   North-west.

[L51]   T :   North-west, easy, right, let's turn our question around

[L52]   and make our question D from C.

[L53]   P :   South-east

[L54]   T :   Now some of you are doing it without even constructing,

[L55]   that's north, that's south, that would have been our

[L56]   east-west, see, you all are doing without

[L57]   construction, you all just know it. Alright let's do

[L58]   a couple more in terms of this map without using

[L59]   construction lines we'll give each one an opportunity.

[L60]   Er, ok, C, you from Cape, you from Cape.

[L61]   P :   South-west.

[L62]   T :   South-west, ok well done.

Introduction: This lesson was recorded in T.N's standard 8 class. It was an English poetry lesson, "Where the Rainbow ends".

T =Teacher   P = Pupil

[L1]	T :	Ok, now before we start, people described SA as the
[L2]		rainbow people or the rainbow nation, Ok, what, what
[L3]		do you understand by that term, rainbow nation or
[L4]		rainbow people.
[L5]	P :	All people living together.
[L6]	T :	That this country, this country has people from
[L7]		different race groups. With the coming of democracy
[L8]		we had all the people coming together, Ok, now, when
[L9]		you think of a rainbow, a rainbow other than used in
[L10]		the "rainbow nation' what thoughts come to mind?
[L11]	P :	All the colours.
[:12]	T :	All the colours
[L13]	P :	Colourful (inaudible)
[L14]	T :	Colourful, right now don't worry about the poem, I'm
[L15]		trying to find out from you what are your impressions
[L16]		about a rainbow. Some of you said the colours,...
[L17]	P :	There are different colours
[L18]	T :	Different colours, what else? When the storm has ended
[L19]		and there is a rainbow that appears and you look at the
[L20]		rainbow, what feeling are you left with? Right, or
[L21]		(inaudible) Ok, so the rainbow is bright, attractive,
[L22]		it fills you with warmth, fills you with relief. Now
[L23]		does anybody know what is the message associated with
[L24]		the rainbow?
[L25]	P :	A pot of gold
[L26]	T :	Right at the end of the rainbow, if you follow the

[L27]		rainbow, you find a pot of...
[L28]	P :	Gold
[L29]	T :	Gold, now is that true?
[L30]	P :	No
[L31]	T :	Has anybody followed a rainbow in this class?
[L32]	P :	No,sir no
[L33]	T :	Ok, now, alright, it's only a myth, it's not true Ok,
[L34]		now the poem that we are going to read today, uses the
[L35]		rainbow as an image. Now we have decided that a
[L36]		rainbow ...
[L37]	P :	Sir (inaudible)
[L38]	T :	Right, we've decided in this class here that a rainbow
[L39]		symbolises both warmth and relief, it brightens, it's
[L40]		colourful, now after we read the poem, I want you to
[L41]		try and figure out what does the rainbow in this poem
[L42]		symbolise? Right, P119, "Where the rainbow ends."
[L43]		(Teacher reads poem) I want you to consider the
[L44]		question that I asked you before I read the poem,
[L45]		right, what does the rainbow symbolise in this poem?
[L46]	P :	Friendship
[L47]	T :	Friendship, why do you say friendship, friendship
[L48]		between whom? Yes, N?
[L49]	P :	Between black and white
[L50]	T :	black and white, Ok, we've said that the rainbow
[L51]		symbolises friendship between black and white, does it
[L52]		symbolise anything else, yes, N?
[L53]	P :	Coming together of blacks and whites
[L54]	T :	Ok, the rainbow symbolises coming, like they say the
[L55]		rainbow is full of myriads of colours, N says its the
[L56]		coming together of the colours of black and white,
[L57]		anything else, S?
[L58]	P :	(inaudible)
[L59]	T :	The unknown (inaudible) when the world will end

[L60]	P :	Ja (inaudible)
[L61]	T :	So you, you believe that the rainbow signifies that
[L62]		we'll never know when black and white will unite
[L63]	P :	(inaudible) the time and the place when...
[L64]	T :	The rainbow symbolises the time and place when black
[L65]		and white will come together
[L66]	P :	Ja the unknown time and place (inaudible)
[L67]	T :	How do you mean unknown?
[L68]	P :	Because they don't know where the rainbow ends
[L69]	T :	No, but if you're talking about the rainbow, and in
[L70]		the end you don't know where it ends, you talking about
[L71]		a physical place, now when we're talking about people
[L72]		coming together we're not talking about it happening
[L73]		in the classroom or in any specific place, right, we
[L74]		know that the place that they mention in the poem is
[L75]		SA and we're talking about here black and white people
[L76]		in SA so we're talking about people all over the
[L77]		country, you understand what I'm saying in that respect
[L78]		er this poem here is not symbolic of that, that we
[L79]		don't know where and when black and white people will
[L80]		come together. What else could the rainbow be symbolic
[L81]		of? If you think about it, I told you that the rainbow,
[L82]		people believe that at the end of the rainbow you find
[L83]		a pot of gold, right now if you had to find a pot of
[L84]		gold what difference would that make to your life?
[L85]	P :	You'll be rich
[L86]	T :	Rich, yes?
[L87]	P :	Happy
[L89]	T :	Happy, so if you had to go in search of that pot of
[L90]		gold and find it, it will make a great difference to
[L91]		your life, right, in the same respect the rainbow in
[L92]		this poem here is symbolic of hope, hope for the
[L93]		future, for the future of our country. N, you

[L94]		translate that for the class
[L95]	P :	Abantu abamnyama nabamlophe bazobe becula iculo beto
[L96]		bheka ibhodwe eline golide kuchaza ukuthi bayo bezema
[L97]		ukuhlangana

Translation: (Black and white will be together singing a song, looking for the pot of gold at the end of the rainbow meaning that they will be together trying to unite)

[L98]	T :	Understand, any questions, so far, none, right, let's
[L99]		get into the poem directly, Ok. If the speaker
[L100]		says, "my brother, we are going to sing together, my
[L101]		brother it will...brother", is this his brother
[L102]		biologically ? When he says brother who's he referring
[L103]		to?
[L104]	P :	To the whites
[L105]	T :	To the whites, to the whites generally in SA, so it's
[L106]		an affectionate term that he is using and it shows
[L107]		us that he is sincere about black and white uniting,
[L108]		ok, line 5, he says ..."and we're going to sing
[L109]		together, brother, you and I, though you are white and
[L110]		I am not, in this case colour does not make a difference.
[L111]		He is asking his so-called brother to forget about the
[L112]		past and the racial inequalities because he is
[L113]		prepared to do the same, in order for them to come
[L114]		together. Now, does the speaker feel that coming
[L115]		together, uniting the races in this country is it going
[L116]		to be something that is easily accomplished? Which
[L117]		line suggests that it will not be an easy process?
[L118]	P :	line 8
[L119]	T :	Right, line 8 (teacher reads out line)
[L120]	T :	N, just explain that right, because I am going to
[L121]		ask an important question relating to that issue.
[L122]	P :	Abantu obamnyama nabamhlophe bazohangana eningizima

[L123]		Africa. Uthi kuzobe kungekho lula ntowethu, nobq wena
[L124]		umnhlophe mina angikhomhlophe. Kbdwa akwenzi umehluko.
[L125]		Uncela umfowabo akhohlwe ngokwadlula. Ngoba
[L126]		ulungicelela ukwenza njalo naye.
[L127]		Translation: (Black and white in South Africa will unite. He is sad it is not
[L128]		going to be easy, brother because you are white and I am not but we have ro
[L129]		prepare to unite. He is asking his brother to forget about the past and he will
[L130]		too.)
[L130]	T :	Understand, yes or no?
[L131]	P :	Yes
[L132]	T :	Right, now, I said that this is what the speaker
[L133]		wants, to forget about the past about the past
[L134]		ok, now let's look at present day SA, right, racial
[L135]		inequality by law does not exist, apartheid has been
[L136]		scrapped. Do you think what the speaker hoped for
[L137]		here, the coming together of white and black, do you
[L138]		think that hope has been realised, has it come true?
[L139]		What are your feelings? N frame that question for me
[L140]		in Zulu please.
[L141]	P :	Ingabe ikhona yini indela engenza abantu abcmnyama
[L142]		nabamhlophe bahlangane?
[L143]		Translation : (Is there any way tha: can make black and white people unite)
[L144]	T :	Has it worked, has this dream come true that democracy
[L145]		has arrived, that white and black have come together,
[L146]		is there unity in this country? S phrase that question
[L147]		for them, "Is there unity in this country?
[L148]	P :	Ngabe kakhona yini ukulanga phakathi abamhlophe
[L149]		nabamnyama emna kwenkuleko emzansi neAfrica.
[L150]		Translation : (Is there unity after SA has gained freedom)
[L151]	T :	Right, come now, I want you to think about that...what
[L152]		do you think can assist in the races of this country
[L153]		coming together without as many problems as we are
[L154]		experiencing? N you rephrase that question please?

[L155]   P :   Yini anicabanga ukuthi ingasiza ukulezizinhlanga

[L156]   zakulelilizwe umabefuna ukulama ngaphandle kwezinkinga

[L157]   esizibhekile.Tranlation:(What can help the races of

[L158]   this country)

Introduction: This is an English lesson in a standard 8 class. This lesson dealt with the novel The Guide, by R.K. Narayan.

T = Teacher   P = Pupil

[L1]	T :	Good-morning people.
[L2]	P :	Good-morning sir.
[L3]	T :	Right, today we're going to deal with chapter 7,
[L4]		page 113. Right, the first thing we are going to
[L5]		talk about in chapter 7 is Marco's character.
[L6]		Please follow paragraph 1 page 113.
[L7]		"I was accepted by Marco as a member of the
[L8]		family... in order to be of service to them".
[L9]		Right, now I want you to concentrate on that
[L10]		paragraph and tell me what does the paragraph
[L11]		reveal to us about Marco's character. Right, do
[L12]		you have any ideas? Put your hands up. Anybody,
[L13]		what does it tell us about Marco's character? Yes,
[L14]		pupil A?
[L15]	P :	Sir he was a helpless man.
[L16]	T :	Right he was a helpless man, in what respect was he
[L17]		a helpless man?
[L18]	P :	He can't (inaudible)
[L19]	T :	Cannot find food, could not buy, find shelter for
[L20]		himself.
[L21]	P :	Could not cook.
[L22]	T :	Could not cook, yes.
[L23]	P :	Married (inaudible)

[L24]	T :	He married for the wrong reason, yes.
[L25]	P :	Does not care for Rosie, sir
[L26]	T :	Does not care for Rosie's career. Now what we have
[L27]		just said I'm going to write on the board and after
[L28]		I've written it on the board, pupil B will
[L29]		translate for you, right.
[L30]	T :	(writes on the board). Right, now pupil B please
[L31]		translate what's on the board in Zulu, right.
[L32]		Stand up please and tell them exactly what has been
[L33]		said.
[L34]	P :	"UMarco washada noRosie ngaphandle kothando UMarco
[L35]		wayethuma ubantu azomenzela wonke umsebenzi.
[L36]		UMarco wabhala ephepheni ukuthii ufuna umuntu
[L37]		ofundisiwe ogomshada. Isizathu salokho
[L38]		kwakiyikuthi wayeyivila. Wayenganake lutho
[L39]		ngaphandle komsebenzi wakhe engakwazi
[L40]		kuzenzela lutho. Abazwa nanga ngoba UMarco
[L41]		wayethanda izinto ayezenza engazwani nazo URosie.
[L42]		Translation: (Marco married Rosie not out of love, they did not
[L43]		have anything in common. Marco wanted someone who
[L44]		will do all the work for him and he wanted
[L45]		someone who was educated so he placed an ad in the
[L46]		paper wanting someone and Rosie answered.)
[L47]	T :	Thank you Pupil B, any questions. Is there
[L48]		anything that you still don't understand, yes
[L49]		pupil C?
[L50]	P :	(inaudible)
[L51]	T :	Louder
[L52]	P :	Wayethanda ukwenzani URosie?
[L53]		(What was Rosie's career?)
[L54]	P :	Sir, he's asking what er career er...

[L55]	T :	Right, what, what career does Rosie want to adopt,
[L56]		what does she want to do as a job for the rest of
[L57]		her life?
[L58]	P :	Dance
[L59]	T :	She wants to...?
[L60]	P :	Become a dancer
[L61]	T :	She wants to become a dancer, what type of dancer?
[L62]		Is it pop- dancing?
[L63]	P :	No
[L64]	P :	Cha-cha-cha
[L65]	T :	Rap-dancing, right, does anybody know what sort of
[L66]		dancing, what is it called?
[L67]	P :	Traditional, classical
[L68]	T :	Yes pupil D?
[L69]	P :	Bharatha natyam
[L70]	T :	Bharatha natyam, right, this type of dance is an
[L71]		Indian type of dance er and Rosie in lots of her
[L72]		dance pieces tries to imitate the movements of a
[L73]	P :	Snake
[L74]	T :	Snake, ok, Pupil B , you'll tell him exactly what
[L75]		her career was going to be.
[L76]	P :	"Wayethande umdanso wamandiye obizwa ngokuthu yi
[L77]		bhara...
[L78]		(That Rosie loved dancing the Indian dance
[L79]		bharathanatyam)
[L80]	T :	Bharatha natyam, ok, thank you. Any other
[L81]		questions? Yes?
[L82]	P :	"Ngoba URosie wayemthanda UMarco wayejolelani
[L83]		noRaju?"
[L84]		(If Rosie loved Marco then why did she have an
[L85]		affair with Raju?)

[L86]   P :   Ngoba kwakuyihlazo ukuhlukana kwabantu abashadile.

[L87]   Ngakho wakhetha uku kugcina kuyimifihlo

[L88]   ukuthanadana kwabo.

[L89]   Translation: (Because in that time it was easy for a lady to

[L90]   divorce a man so she went out with Raju in secret).

[L91]   T :   Right, let's look at this issue. Did Rosie love

[L92]   Marco, yes or no?

[L93]   P :   Yes

[L94]   T :   Pupil E why do you say "yes"

[L95]   P :   Well, because Rosie tried to show him the love for

[L96]   Marco but Marco wasn't interested in her, he was

[L97]   interested in paintings.

[L98]   T :   Do you agree with E, did E er sorry not E, did

[L99]   Marco love Rosie and did Rosie love Marco?

[L100]   P :   No, they didn't, no

[L101]   T :   Why not, why do you say no, pupil F

[L102]   P :   Sir everything she liked, he...(inaudible)

[L103]   T :   You are saying that Rosie loved Marco but Marco

[L104]   didn't love Rosie?

[L105]   P :   Ja

[L106]   T :   Ok, any other ideas, yes?

[L107]   P :   Bahlangana kanjani pho?

[L108]   (How did they know each other?)

[L109]   P :   Ngokuthi abhale ephepheni ukuthi ufuna umuntu

[L110]   ofundisiwe.

[L111]   Translation: (Rosie answered the ad of the newspaper).

[L112]   T :   .. so what, what, what we need to explain is

[L113]   this, let us look at how they got married in the

[L114]   first place, did they fall in love with each

[L115]   other?

[L116]   P :   (chorus) No

[L117]	T :	Did they know each other?
[L118]	P :	(chorus) No
[L119]	T :	How did they meet?
[L120]	P :	Sir, they met...
[L121]	T :	Yes, pupil G?
[L122]	P :	Sir, Marco advertised, he put an ad in the paper
[L123]		that he's looking for a wife with er who had a
[L124]		degree in er university with er who can do his
[L125]		work for him, sir.
[L126]	T :	Right, so Marco placed an ad, right, in the
[L127]		newspaper, asking for a wife, a wife who had a
[L128]		degree, went to university and...
[L129]	P :	studied
[L130]	T :	Rosie had a B.Comm degree. Rosie replied to the
[L131]		ad, she wrote a letter. Eventually they met and
[L132]		they got married. So there was no love in their
[L133]		relationship, they did not meet, right, and court
[L134]		and go out for a number of years and get to know
[L135]		each other and get to know each others' interests,
[L136]		ok. Do you think it's important before you get
[L137]		married that you need to know who you are getting
[L138]		married to?
[L139]	P :	(chorus) Yes
[L140]	T :	Definitely, when they got married, what happens,
[L141]		they figured that they weren't any good for...
[L142]	P :	each other
[L143]	T :	each other, so there was no love in their
[L144]		relationship, so that is why it was easy for Marco
[L145]		to spend weeks on end in Peak House, weeks on end
[L146]		in caves, studying writing, not interested in his
[L147]		wife who was down in the town, in the hotel and

[L148]		that is why it was easier for Rosie to have an
[L149]		affair with...
[L150]	P :	Raju
[L151]	T :	Ok, so now explain to him why, why this
[L152]		relationship between Marco and Rosie failed.
[L153]	P :	"Abazange bazwane ngoba UMarco wayethanda ukuya
[L154]		ezintabeni ayofunda imbhalo ematsheni. URosie
[L156]		wayethanda ukudansa.UMarco engakuthandi lokho
[L157]		okwenziwa URosie . NoRosie engakuthandi umsebenzi
[L158]		kaMarco."
[L159]		Translation: (They did not get along together because Marco
[L160]		only loved his job, going to the mountain, reading
[L160]		the things that were written there and Rosie loved
[L161]		dancing and Marco did not want her to dance.)
[L162]	T :	Any other questions? Yes?
[L163]	P :	Uma URosie waye thanda enye indoda yinindaba
[L164]		engaqalalaga ngokuhlukana no Marco.
[L165]		(If Rosie loved another man then why she did not
[L166]		separate from Marco first?)
[L167]	T :	(refers question to pupil B)
[L168]	P :	Sir he wants to know why she did not separate from
[L169]		Marco.
[L170]	T :	Ok, let's try and answer that er that's a good
[L171]		question. If Rosie was interested in another man,
[L172]		right, why didn't she divorce Marco first, or in
[L173]		another way, what made her what made her have an
[L174]		affair with Raju? Yes?
[L175]	P :	Sir, she must have she must be er she didn't get
[L176]		enough attention from er Marco...
[L177]	T :	She didn't get enough attention from Marco...
[L178]	P :	because they spend most of their time with Raju.

[L179]	T :	Ok, she spend lots of time with Raju
[L180]	P :	She felt left out and didn't know who to turn to
[L181]	T :	She felt left out, she was looking for somebody to
[L182]		care for her.
[L183]	P :	Didn't share interests
[L184]	T :	Ok, definitely, Marco and Rosie did not share the
[L185]		same interests, but did that give her the right,
[L186]		can we now forgive her for having an affair with
[L187]		Raju because of all these problems.
[L188]	P :	(chorus) No
[L189]	T :	Was she right in what she did, was she justified
[L190]		in having this affair with Raju because you say
[L191]		that Marco neglected her, that they did not share
[L192]		the same interests, that she was looking for
[L193]		somebody to care for her, was it fair for her,
[L194]		while she was a married woman to have an affair
[L195]		with Raju?
[L196]	P :	(chorus) No
[L197]	T :	Definitely not, what should she have done?
[L198]	P :	She should have went and spoke to him, sir
[L199]	T :	Spoke to Marco? What about?
[L200]	P :	About their marriage
[L201]	T :	Should they have spoken first about divorce,
[L202]		should she went up, should she have went up to
[L203]		Marco and said, look I want a divorce.
[L204]	P :	No
[L205]	P :	They could have discussed their problems
[L206]	T :	Good, they could have thrashed, she could have went up
[L207]		to Marco and said, look we have a problem in this relationship,
[L208]		right and these are the problems, I feel you are neglecting me, that
[L209]		you are devoting more to your work, right, you don't care for my

[L210]		interests and you don't care for the fact that I want to
[L211]		be a dancer, and what Marco would probably tell her, look
[L212]		I feel that you don't do enough in the house, you don't cook, you
[L213]		can't take care of my needs, ok and what would they have done
[L214]		thereafter, discuss their problems and try and ...
[L215]	P :	Work it out
[L216]	T :	Work it out, if after a period of time, if they could
[L217]		not sort their problems then, maybe , they could resort to
[L218]		having or to becoming divorced. What you have to
[L219]		understand another problem is this, in Indian society,
[L220]		at the time when this novel was written, it was not
[L221]		acceptable by society for people to become divorced.
[L222]		If a couple were married and they decided to get divorced,
[L223]		society would treat them like outcasts. In fact the lady
[L224]		would be treated more badly than the man, after a while,
[L225]		the man would probably remarry, that would be acceptable
[L226]		but society would look down upon Rosie they would look
[L227]		down upon her as being a cheap woman for having
[L228]		divorced her husband, for her it was (inaudible) to
[L229]		being a divorced woman than to have an affair with Raju,
[L230]		or to find another man, that's the truth about it. Even
[L231]		now in Indian society, right, if people become divorced,
[L232]		if people separate because they're having problems who
[L233]		is most likely to be viewed as the one who causes the divorce
[L234]	P :	The man
[L235]	T :	The man, do you think that is so, when people are
[L236]		separated society looks upon whom, respectively, is the
[L237]		man or the woman?
[L238]	P :	The woman
[L239]	T :	The woman, why?

[L240] P : because she was ...(inaudible)

[L241] T : Ok, they would probably blame

[L242]   the woman if she was not taking

[L243]   proper care of her husband page 115

[L244]   Did Raju love Rosie?

[L245] T : Yes, he has become very self-conscious.

[L246]   Rosie has made him very aware of himself, what tells us in that passage?

[L247] P : He invested money

[L248] T : He invested money in perfumes

[L249] P : Face lotions

[L250] T : He invested money in lotions

[L251] P : He bought new clothes

[L252] T : He had new clothes made by a tailor, ok now Pupil B

[L253]   right you tell er the rest of the class why the class

[L254] feels that Rosie was in love with or Marco was in love with Rosie.

Introduction: This Geography lesson was recorded in G.P's standard 6 class. The lesson dealt with "Land use in the City of Durban."

T = Teacher   P = Pupil

[L1]   T :   ... the history of Durban and we identify er height of

[L2]   land use. Now you tell me what land use did we

[L3]   identify, Thandeka?

[L4]   T :   What is the land used for in the city of Durban, Zanela?

[L5]   P :   (inaudible)

[L6]   T :   What is the land used for in the city of Durban,

[L7]   somebody help here so they know what I am talking about

[L8]   about, yes?

[L9]   P :   Shops

[L10]   T :   Ok, then what is a factory, Bradley?

[L11]   P :   Buildings

[L12]   T :   Commercial zones, right, land is used for various kinds

[L13]   of shopping, right, and give me the different kinds of

[L14]   shopping areas, just about 5, one was...

[L15]   P :   Spaza shop

[L16]   T :   Spaza shop, next one

[L17]   P :   Corner

[L18]   T :   Corner shop, yes, superette or super-market and, and...

[L19]   P :   Special shop, shopping centre

[L20]   T :   Shopping centre, very good and...

[L21]   P :   Mall

[L22]   T :   We know it as a very big one

[L23]   P :   The mall

[L24]	T :	You got the mall, another land use? What is the land
[L25]		used for in city of Durban, another land use, come Zanela
[L26]	P :	Industrial
[L27]	T :	Ok, give some examples of where you find industry in
[L28]		Durban, come Armstrong, identify some industrial areas
[L29]		in Durban, you know what I'm saying?
[L30]	P :	No
[L31]	T :	Find out from him in Zulu what I'm saying
[L32]	P :	(inaudible)
[L33]	T :	Speak loudly
[L34]	P :	(inaudible)
[L35]	T :	Speak loudly, right, come anybody help them
[L36]	P :	Mobeni
[L37]	T :	The Mobeni industrial area, the Jacobs industrial area
[L38]	P :	Airport, the airport
[L39]	T :	Prospecton
[L40]	P :	Prospecton
[L41]	T :	Thandeka, right, now we come to another land use,
[L42]		right, besides industry and shopping areas what else
[L43]		is land used for?
[L44]	P :	Residential
[L45]	T :	What's the meaning of residential? Residential areas
[L46]		are where people live. Give some examples
[L47]	P :	Congregate
[L48]	T :	Examples of where people live, where do you live
[L49]		Thandeka?
[L50]	P :	Lamontville
[L51]	T :	It is a residential area, you Zanele?
[L52]	P :	Lamontville
[L53]	T :	Right, you
[L54]	P :	Umlazi
[L55]	T :	Umlazi is a residential area. Right, give me other
[L56]		residential areas. Come who knows where other people

[L57]		live? do you know?
[L58]	P :	Kwa-Mashu
[L59]	T :	eh, Kwa-Mashu, right, Thoko
[L60]	P :	(inaudible) laughter
[L61]	T :	No, that's not a residential area, yes?
[L62]	P :	Claremont
[L63]	T :	Claremont, very good, right, give some other examples.
[L64]		Where are you living? Where are you living?
[L65]	P :	Chatsworth
[L66]	T :	We're living in Chatsworth, Mobeni Heights and our
[L67]		neighbours are Yellowood Park, (inaudible) Ok, you got
[L68]		the idea?
[L69]	P :	(inaudible)
[L70]	T :	Fine
[L71]	P :	(inaudible)
[L72]	T :	Now, (inaudible) large land uses, you look around, the
[L73]		entire area in Chatsworth is not used for housing
[L74]		only, there are other uses, what are they?
[L75]	P :	Recreation
[L76]	T :	For recreation, name some of the er highlights, the
[L77]		important recreational areas in the city of Durban,
[L78]		Kumaran?
[L79]	P :	grounds
[L80]	T :	grounds, Natasha?
[L81]	P :	Mitchells' Park
[L82]	T :	Mitchells' Park, right, what else?
[L84]	P :	Greyville race course
[L85]	T :	Greyville race course, very good, another one, Zanela?
[L86]	P :	Stadium
[L87]	T :	Eh?
[L88]	P :	Stadium
[L89]	T :	Which stadium?
[L90]	P :	FNB stadium (laughter)

[L91]	P :	Kings Park
[L92]	T :	*Kings Park Sports Centre, very big one, right,*
[L93]		Chatsworth Stadium and other open spaces that we can
[L94]		use for sport, right, besides that land use we can
[L95]		include special services, right, like schools,
[L96]		libraries, roads, compounds, right, land is used for
[L97]		all these services (inaudible) er going through these
[L98]		instructions, we now have to take one specific
[L99]		commercial zone and elaborate on that commercial zone.
[L100]		Right, we have already mentioned that the smallest unit
[L101]		where you can just buy a few commodities is your tuck-
[L102]		shop just 2 or 3 doors away from your home and from
[L103]		there on you already know the different types of
[L104]		shopping centres, which is the largest centre in
[L105]		Durban? Which is the largest? (inaudible), the CBD.
[L106]		What is the meaning of CBD? Armstrong, what is CBD?
[L107]		What is CBD, Thandeka? Who knows what is CBD?
[L108]	P :	Central Business District
[L109]	T :	Central Business District, which is the CBD of Durban,
[L110]		put your hands up, Zahida?
[L111]	P :	Town
[L112]	T :	What is town? what is town?, give me the names of
[L113]		streets....

Introduction: This geography lesson was recorded in G.P's standard 6 class. The lesson dealt with "Formal and informal trading".

T = Teacher   P = Pupil

[L1]   T :   We did formal and informal trading

[L2]   P :   Yes

[L3]   T :   You took all the notes down?

[L4]   P :   Yes, we did, we stopped by (inaudible)

[L5]   P :   (Talks in Zulu)

[L6]   T :   You all got your homework, take out your adverts, give

[L7]   me (inaudible) today, you'll got there, you'll got any

[L8]   of your adverts? Zanela you got one? Got, how many?

[L9]   P :   I left it down, mam

[L10]   T :   Eh?

[L11]   P :   All is done

[L12]   T :   Excuse me?

[L13]   P :   I left it down, mam

[L14]   T :   Why you left it down, that's your house?

[L15]   P :   Ja

[L16]   T :   That's your house and what about the adverts?

[L17]   P :   Oh!

[L18]   T :   Right, some of you must lend them some because they

[L19]   didn't bring theirs, Neveshan, Lucas you got yours,

[L20]   Shyma give that to Thewa, ok, we completed the er land

[L21]   use er commercial right, the next function in a large

[L22]   urban settlement is residential, ok. Now our first

[L23]   lesson last week was, we looked at the city of Durban

[L24]   and you identified the various functions and then we

[L25]   asked you to name some of the residential areas and you

[L26]		had no problems. Let's just go over that one more
[L27]		time, name some of the large residential areas of the
[L28]		city of Durban, yes?
[L29]	P :	Chatsworth
[L30]	T :	Chatsworth, come, come let's go faster than that, yes?
[L31]	P :	Umlazi
[L32]	T :	Zanela?
[L33]	P :	Er, Claremont
[L34]	T :	Can't hear
[L35]	P :	Claremont
[L36]	T :	Right, Claremont, right, next one Thewa
[L37]	P :	Lamontville
[L38]	T :	Lamontville, come, come, come I said the other day we
[L39]		need to expand, we need to talk about other areas,
[L40]		Yellowood Park, eh?
[L41]	P :	Phoenix
[L42]	T :	Phoenix, ok, now that we know about the various
[L43]		residential areas of Durban and we also mentioned
[L44]		industrial and commercial areas and recreational areas,
[L45]		which of these land use functions occupies the most
[L46]		land in the city of Durban? Which of the four that we
[L47]		mentioned, is it commercial, industrial, residential
[L48]		or recreational that occupies the most land, takes up
[L49]		the most land, Thiloshnee?
[L50]	P :	Er, recreational
[L51]	T :	Recreational, ok, that's the first step towards growing
[L52]		our conscience of the city of Durban or any settlement,
[L53]		we are fortunate we are living in an urban area, we can
[L54]		relate to er the topic very easily. Now the second er
[L55]		important characteristic, right, realise that when we
[L56]		mentioned various residential areas in the city of
[L57]		Durban, you seemed to mention your own area, people
[L58]		said Umlazi, Lamontville, right, other people said

[L59]   Phoenix, Chatsworth and one pupil only said Yellowood

[L60]   Park, right but there are other townships of that

[L61]   culture. Now when you talk about Umlazi and

[L62]   Lamontville, basically they are the African townships,

[L63]   talk about Phoenix and Chatsworth, the culture here is

[L64]   more of an Indian origin, isn't that so and of course

[L65]   we have white and (inaudible). But what dictated that

[L66]   pattern of settlement? Come, why do we live the way

[L67]   we do? We have pockets of Indian culture, African

[L68]   culture, coloured and white culture and so on. What

[L69]   has actually dictated the way we live, come think of

[L70]   the past

[L71]   P :   Apartheid

[L72]   T :   The apartheid era, isn't that so, the policy then was

[L73]   group, we were governed by the group areas act, that

[L74]   means, that meant that you must live er you were

[L75]   restricted, if you were of white origin you had a

[L76]   particular place to live, Indian heritage and so on,

[L77]   you understand, but after the 1994 elections....

THIS QUESTIONNAIRE IS INTENDED TO FIND OUT WHAT TEACHERS AT SOUTHLANDS SECONDARY FEEL ABOUT THE USE OF ZULU IN THE CLASSROOM. YOU ARE NOT REQUIRED TO PUT YOUR NAME TO THIS DOCUMENT.

PLEASE TICK THE APPROPRIATE ANSWER.

1. Do you speak Zulu?

   Yes ☐   No ☐

2. If yes, how often?

   _____

   _____

3.1. Do you allow pupils to speak in Zulu during your lessons?

   Yes ☐   No ☐

3.2. If yes, how often and why?

   _____

   _____

   _____

4. Do Zulu speaking pupils participate in you lessons:

   ☐ A.   As actively as non-Zulu speakers.

   ☐ B.   Less than non-Zulu speakers.

   ☐ C.   Not at all.

5.1. How proficient in English are Zulu-speaking pupils in your classes?

   ☐ A.   All Zulu speakers speak English proficiently.

   ☐ B.   Most Zulu speakers speak English proficiently.

   ☐ C.   Some Zulu speakers speak English proficiently.

5.2. Do you encourage Zulu speakers who are proficient in English to tutor other Zulu speakers who have difficulty in English?

   Yes ☐   No ☐

5.3. If yes, how often and why?

☐ A. All of the time.
☐ B. Most of the time.
☐ C. Some of the time.

_____

_____

_____

6.1. Are there any English- Zulu teaching materials available for you subject.

Yes ☐   No ☐   Unsure ☐

6.2. If yes, do you use there materials in you lessons?

Yes ☐   No ☐

6.3. If you answered Yes in 6.2. above, how do you make use of these materials?

☐ A. All of the time.
☐ B. Most of the time.
☐ C. Some of the time.

6.4. Provide a reason or reasons for your choice above.

_____

_____

_____

7.1. Do you encourage Zulu-speaking pupils to do writing assignments in Zulu?

Yes ☐   No ☐

7.2. If yes, how often and why?

_____

_____

THANK YOU FOR ANSWERING THE QUESTIONNAIRE!

THIS QUESTIONNAIRE IS INTENDED TO FIND OUT WHAT PUPILS AT SOUTHLANDS SECONDARY FEEL ABOUT THE USE OF ZULU IN THE CLASSROOM.

YOU ARE NOT REQUIRED TO PUT YOUR NAME TO THIS DOCUMENT.

PLEASE CROSS THE APPROPRIATE ANSWER.

1. What is your mother-tongue?

2. What is your level of proficiency in English?

	Good	Fair	Poor
Speak			
Read			
Write			

3. What is your level of proficiency in Zulu?

	Good	Fair	Poor
Speak			
Read			
Write			

4. Which language of instruction would you welcome at school?

    A. Zulu from Class One to Matric.

    B. English from Class One to Matric but the opportunity to write exam in Zulu

    C. English from Class One to Matric

5.1. If you are a Zulu speaker and you were experiencing difficulties in English, would you go to you teacher or another Zulu speaker for help?

    A. Teacher

    B. Zulu speaker

5.2. Give a reason or reasons for your answer?

    _____

    _____

6.1. If you are proficient in Zulu, would you help another Zulu speaker who has difficulties in English?

Yes ☐   No ☐

6.2. If yes, what language would you use to help such a pupil?

☐ A.   English
☐ B.   Zulu

6.3 Give a reason or reasons for your answer above.

_____

_____

7.1. If, as a Zulu speaker, you were asked by you teacher to help another Zulu speaker would you be eager or embarrassed to do so?

_____

_____

7.2. Provide a reason or reasons for your answer above.

_____

_____

8. If you were not asked by your teacher to help another Zulu speaking pupil experiencing difficulty in English, would you do so on your own?

Yes ☐   No ☐

9.1. In addition to your class teacher, would you also want to be taught by a Zulu-speaking teaching assistant?

Yes ☐   No ☐

9.2. Provide a reason or reasons for your answer above.

_____

_____

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE!

I = Interviewer

P = Pupils (all pupils were from the standard 7 class)

This interview was concerned with the attitude of pupils to the use of Zulu mother tongue peer-tutoring at Southlands Secondary.

I : The teacher says ok, Pewa you don't understand what's happening ask Zanela to explain to

        you in Zulu, does she dothat?

P : Ja, she does.

I : She does that, you also have to spaek in English much of the time, how do all of you feel

        about using English-only in the classroom?

P : Mam, er I think that Zulu should be used because of them, they don't understand English as

        well as we do and sometimes they get stuck, they can't understand English very well.

I : Ok, Kumaran what do you think?

P : Er mam, I don't think that Zulu should be used entirely in class, as we also don't

        understand, like, ok, they can talk amongst themselves about, and understand in

        Zulu about specific things.

I : Right, why?

P : Even if they can have English, there should be someone to help the teacher help them

        understand.

I : Ok, do you make use of group-work in your class or in any of your other classes?

P : Sometimes.

I : Which of your classes?

P : Geography.

I : You do, how does mam put you into groups?

P : Like er in the rows, like er sometimes she asks Zanela, Pewa, all the Zulu pupils to sit together, so that they can talk in Zulu.

I : Ok, right, so she puts you into those groups where she feels that Zanela, Pewa and the others can help each other and you of course will be helping each other as well, right. How do you feel about using Zulu, what is your feeling about using Zulu in class?

P : We mustn't.

I : Mustn't, why not?

P : The others (Indian pupils) don't understand so we must not use Zulu.

I : Right, what about you?

P : We must only use amongst ourselves (Zulu-speaking pupils)

I : Amongst yourselves, you prefer that.

P : Yes, mam.

I : You don't feel bad in any way that your teacher is not using Zulu?

P : No mam.

I : Not at all?

P : No.

I : What is your attitude toward English? How do you feel about English, you have problems with English?

P : No mam.

I : What about the other Zulu-speaking pupils in your class?

P : Some of them don't understand English.

I : Some of them don't understand English. How would they feel?

P : About English?

I : Ja.

P : They don't think bad.

I : They also prefer English?

P : They prefer English, it helps them to understand.

I : So they think that English is going to help them understand better, so they don't want to use Zulu so you think that using it amongst yourselves is ok?

P : Yes.

I : Right, what is your relationship like with your teacher. How do you get on with her in class?

P : Very well.

P : She's very nice.

P : She's good.

I : Do you think that she's able to get across what she has prepared for you ?

P : She gets us very involved in the lesson and she make us speak.

I : There's a lot of participation, but for those who don't understand English, how much do they participate?

P : We help out by speaking in Zulu.

I : Ok, what about writing assignments, do you do anything in Zulu?

P : Yes er...

P : Not in Zulu.

I : Only in English, not in Zulu, in geography,you don't write in Zulu?

P : Not in Zulu.

I : Your other subjects, English, science are all taught in...

P : All are taught in English.

I : All taught in English. Do your teachers allow you to er help each other in Zulu?

P : No, they don't.

I : So this only happens in geography.

P : Yes.

I : And how are your marks, your geography marks as compared to your other subjects.

P : It's better, it is better.

I : Do you think it's better because of ...

P : Understanding, we understand better.

P : Even if like they don't understand, they ask people in front of them in class, they will ask us about so, like, if mam has given an instruction they will ask us what has been said and mam allows them to do that, so they know.

I : There's a lot of that, now Soorini you said you speak a little bit of Zulu, so if Zanela and Pewa were having problems would you help them out?

P : Yes I would.

I : In Zulu or in English?

P : In both, ja.

I : How proficient are you in Zulu?

P : Not very proficient but I understand Zulu very well.

I : Do you feel that using Zulu in the classroom allows you to get to know Pewa and Zanela better?

P : Er, it depends on who is using Zulu, if you are the teacher teaching then nothing is going to come off it, as some of us don't understand, but if there was that Zulu teaching assistant then that can help.

I : Do you think that the use of Zulu would allow you to learn more about Zuli culture?

P : We still have that seperation because of the language problem.

I : Who does most of the talking in your lessons?

P : It is the Indian pupils.

P : Zulu-speaking pupils have to be pushed to like, mam has to call them to like participate, they won't put their hands up to answer.

I : Why do you think they do that? How do they feel?

P : (inaudible)

I : One Zulu-speaking pupil told me that he didn't like to talk in class because others would laugh at him because of the way he spoke English...

P : He's right, even that happens to us, we feel embarrassed.

I : But should you feel embarrassed?

P : No.

P : Mam, there's a lot of Indian pupils who still make fun of them because of the way they speak and they start laughing at them.

(All pupils were from the standard 8 class)

Introduction: This interview was concerned with pupil's attitudes to the use of Zulu mother tongue peer-tutoring at Southlands Secondary.

I = Interviewer   P = Pupils Interviewed

I   :   Do you prefer using English or Zulu in class, Pr?

P   :   Yes we do because of the black students in our class, they don't have an understanding of English and we do have (inaudible) because they have a hard time and we want them to get through at the end of the year or into next term.

I   :   And what about the rest of you, S?

P   :   Yes it will help us, because er our friends the African students find it difficult to understand the teacher, to get an idea of what is going on in the classroom, so we like to help others, like me when I was (inaudible) I didn't understand, I should ask my friends used to help, they used to translate so in the same way I help out.

I   :   Ok

P   :   ...and when we use Zulu in class you find that the person participates, you know, then they show that they understand what the teacher is trying to say to them.

I   :   And let's say in those classes where the teacher does not allow pupils to use Zulu, what happens to you, G?

P   :   It's be hard, mam because if the teacher wasn't using Zulu, if the teacher write on the board er like a composition topic, then I can ask S or N what's going on, they can help me.

I   :   They can help you out. Do you do any writing assignments in Zulu at all?

P   :   No, no

I   :   Not

P   :   Not that they don't give us, they (teachers) didn't mention it.

I   :   Ok, so it is not a case of not allowing you, nobody has suggested it er for people like N and S, er in your English lesson right, your teacher asked you to help another pupil in Zulu, how do you feel about it?

P   :   I don't mind. I just like help, I like helping them because I find that they understand

very well, much better, so that is very nice, I feel very nice.

I : You feel good about **helping** and how do you feel about being **helped** by N.

P : I feel alright mam, because I have a problem and she must be helping me, ja.

I : And do you also agree with what N had to say?

P : Ja, I enjoy helping, even not in class, when they ask me questions , where ever
in the grounds, in the classroom, any way I could help them.

P : When I'm confused mam or for writing

P : Ja, like when we're going to write a test, we can get a few things.

P : And it give us more time to think about what sir has asked us, it's more like er like
er, what can I say, we can think about the question and what sir has discussed, it gives us
more time to think, so we also get a piece of mind what they also (inaudible)
to be understanding better and plus we get to learn their language at the same time.

I : Ok, so have you picked up any Zulu words along the way?

P : (laughter) kind of, I understand, I might not talk it but I understand.

I : Do you think then that tutoring is helpful? Tutuoring is when one helps another.

P : Ja it is very helpful.

I : Does the use of Zulu in the class motivate you to learn, does it make you want to learn?

P : It does make it more interesting because you feel that you understand what's
happening (inaudible).

I : What about you G?

P : For me mam it's easy when we 're writing a test and I know what to do.

I : You know the work.

P : Because N can translate and I understand.

I : Now if you take **The Guide,** it is about Indian custom, Indian tradition right, if you
were taught only in English how do you think that would er would that effect you
in any way?

P : Ok, mam, English, I don't understand English that well, I understand it sometimes
so if I (inaudible) I can go to N or S and ask them what is this meaning and if S know it, he
can tell me same time.

P : Ja, because sometimes, they (the pupils) ask you questions there are some words in
Zulu, right which I don't understand so I decided to carry my dictionary so if they ask me
something I go to the dictionary.

I : Bilingual dictionary?

P : Eh?

I : Bilingual- English to Zulu.

P : English to English, I carry it so that if they ask me anything I can, you know, manage to help them.

P : Plus too, they can ask us if they don't understand something, they can ask us, they can ask the teacher or we'll explain in our own words to make it easier for them.

I : So you basically, this tutor is what we call N or S, are basically explaining or elaborating on what the teacher has to say in class, the teacher allows you to help other pupils in class, what's your relationship like with him?

P : Mr T.N. is a very good teacher.

P : Very nice.

P : He understands.

P : Very understanding, he wants us...

P : Wants everybody

P : Wants everybody to understand, to get the point that he, you know wants us to get.

P : Ja and he's very talented in getting us to understand what he wants us to understand.

I : So you think that because he's a good teacher ...

P : He makes learning really fun.

P : He doesn't make it hard, like how sir, like he makes it exciting.

I : So at the end of the lesson, let's say if tutoring takes place, you G especially you feel like you have learned something.

P : Ja.

I : You've not come out of the lesson knowing nothing.

P : Because Mr T.N. make that mam, if he can say something, which he can say, class we are all understanding, if we don't we can say we are not understanding, then we can tell N what sir said about that and that, then sir will tell N to translate for us.

I : What do you all feel about learning English?

P : It's very good since it is an international language, it is the language used by the parliament.

I : You say it is very important to learn English?

P : It's very important, I mean I know that now we have to learn Zulu and all but it's important to know that language especially.

I : When you say it's important, why do you say it is especially important?

P : For me now it's very important especially since I am going away and all, so I have to have good English, and I think that English is the main, you know, it's like something even if you're going if you talk English it's ok.

P : It's better, you get to communicate.

P : And it is widely spoken around the world.

I : Ok, widely spoken, right, what other reasons make it so important to know English?

P : I think it is the **only** language...

P : It is the only language that gets you **anywhere** and **everywhere**.

I : And how do you feel about Zulu?

P : I feel good if we had to learn it, if we had to learn Zulu as like we learn Afrikaans, I'd feel good to learn it, I won't say anything, I would learn it. We had to learn Afrikaans, it's not like something we would say no to er anything, because we have people staying, our next door neighbours are black people and we have to know how to communicate with them, it's no such thing as, we see them at home we just can't say "Hey" we have to call them something, we have to know what to call them, how to greet them, therefore it's good to learn the languages like that.

I : And do you think that getting to use Zulu in the classroom allows you to learn more about the culture and the way of speaking, the way of addressing.

P : Culture, yes.

P : That's very good.

I : That's good, why?

P : Especially, I like Zulu so I know more about different people in South Africa, their cultures you know and their traditions.

I : So you are interested in that.

P : And if I could get a chance to learn the Indian languages.

I : You would.

T : Ja, I would.

P : I would also like to learn other languages.

I : Now for pupils who use Zulu and are allowed or can participate in a lesson, can you just expand on that a little bit, what did you mean by that, that they can participate in the lesson?

P : No, like when we don't translate to them in Zulu, you know like they don't understand what is going on so they don't get a chance to talk to say what they want to say therefore

we have to translate for them in Zulu, they understand what we're saying so they can, they can give their answers in Zulu and they know what the teacher is saying.

I : Are you saying then that they would feel, how, how would they feel?

P : They would feel more as part of the class they won't feel left out...

P : They will feel encouraged to do things, more things that they you know, at that time they didn't know what was going on.

I : So there is that sense of being excluded...

P : Ja.

I : If the teacher does not talk to you, does not include you, you feel...

P : Left out.

I : Right there was another thing that I wanted to ask you about, how do you feel about **group work**? Do you like or prefer group work or do prefer having the teacher standing in front of you and doing all the talking what do you prefer?

P : What do you mean group work?

I : Group work is where 4 or 5 of you get together and work together at your desks, what do you think?

P : (inaudible)

I : Ja, in class whilst the lesson is going on what do you think about that, group work. Have you ever had something like that...

P : Never, no.

I : But what would happen let's say if the 5 of you were working in a group do you think...

P : There would be much more understanding

I : More understanding?

P : Ja, because, don't you think...

P : Ja, it will...

P : You don't have to shout across the class if sir is standing in front of the class, you can talk to each another

I : Do you think you can learn more from each other?

P : Ja, we will learn more.

I : ... than if the teacher had to stand in front of the class.

But you've never had the opportunity of working in groups?

P : No, not at all.

I : Not in any of your classes

P : No

I : So it's always teacher standing in front of you.

P : Only for orals...

I : But then you are coming out on your own.

P : Ja, we don't come out in groups.

P : Only once when we had our panel discussions

P : But that is also orals, yes that is orals.

I : You are not doing it for litrature, composition writing...

P : No

I : How do you feel about Mr S.K. using Zulu with you?

P : It's great.

I : Good.

P : It makes the lesson more understandable.

P : Those who don't understand (English) they can pick up what the teacher says.

I : I noticed lots of instances of laughter, you enjoy your lessons.

P : Ja, taking advantage of our langauge?

I : Would you say taking advantage?

P : I mean, I mean...

P : Promoting it.

P : Ja, using it, he like it.

I : He likes using it and he has fun with you all.

P : Lots and lots of fun.

P : But sometimes some of the words he asks us for the meaning of it.

I : I noticed that, but you enjoy it. But in the geography class, he does not ask you to translate for G?

P : No he doesn't, he does it himself, the words that he thinks we are not going to understand in English, he uses Zulu.

I : Why do you think there is a difference between him and Mr T.N.? Mr T.N. uses you (pupils N and S).

P : Mr T.N. doesn't know, he does not understand Zulu

P : But Mr T.N. sometimes he gives N to translate for those who don't understand.

I : And you said that you find that quite helpful.