Coping with change:
An investigation into language policy and practice in three Port Elizabeth primary schools

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ABSTRACT

This is a qualitative case study of three Primary schools in Port Elizabeth District. They are an ex-White, ex-Coloured and ex-Indian schools. These schools have become desegregated and are multicultural and multilingual. The medium of instruction in the schools is English. The study aims to show: Adaptations that teachers are making to make the curriculum accessible to children from diverse linguistic and cultural backgrounds; coping strategies that learners have needed to adapt when learning in a language that is not their mother tongue; attitudes of parents, teachers and pupils to the use of English and to the level at which the other home languages are offered as subjects. Another aim of the study is to document strategies and adaptations that teachers and learners have had to make in teaching and learning in multicultural and multilingual environments. Data was gathered through questionnaires, classroom observation, discussions with teachers, interviews with principals, parents and learners.

The study concludes that two of the schools that were investigated have attempted to change school language policy. They have done this by introducing isiXhosa as one of the subjects in the curriculum. Contrary to the language policy which encourages maintenance of primary language, these learning contexts encourage the development of English to the detriment of isiXhosa. The issue that still needs to be addressed is the level at which isiXhosa primary language speakers are offered the language at school. This study further concludes that isiXhosa and Afrikaans speaking parents and learners in the English environments, value their primary languages for communicative purposes only in informal situations. English is valued as a language of access and for use as a language of learning and teaching.

Finally, it is teachers in the Foundation Phase who seem to have needed to make a lot of adaptations and adjustments to accommodate non-native speakers of English in the classrooms.

Keywords

The South African Language in Education Policy
Multicultural Multilingual Schools
Attitudes to language
Languages for Learning and Teaching
Additive Bilingualism, Subtractive Bilingualism
The Revised National Curriculum Statements
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CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE STUDY

In April 1994 a new democratically elected government came to power in South Africa. One of the results was that public schools became desegregated. Defining schools by racial groups ended and education was placed under a single National Education Department. As a result of the political change there has been a growing change in the demographics of public schools in South Africa. There has been an increase in the enrolment of African children in former White, Indian and Coloured schools. Desegregation has opened doors for parents who can afford higher fees to send their children to better resourced schools. As a result, the pupil enrolment in ex-White, -Indian and- Coloured schools has become multicultural and multilingual (Murray 2002). There has, however, been little change in schools in township areas. Because of the lack of resources, the migration has not filtered towards black schools, which as a result remain largely unicultural and unilingual (De Klerk 2002).

Even though the make up of the student population has changed, in the ex-White, -Indian and -Coloured schools, there has been little change in staff language profile. Teacher population does not reflect student population (De Klerk 2002, Foli 2001). The question is, how does this impact on language preference in the school? The main concern is that the language of learning and teaching (LOLT) may still disadvantage some learners in the school environment.

One of the issues raised by the transformation of schools is that of integration. A study conducted by Human Sciences Research Council (HSRC) indicates that there has been desegregation of schools without integration. According to Valley (1999), different ethnic groups have been physically brought together but there has been no fundamental change in the attitudes of learners and teachers. The study comments that Black learners in former white schools become invisible. They are expected to adjust to the culture and norms of the school (Valley 1999: 72-74). Athiemoolam (2003: 3,9) conducted a qualitative study of multicultural education in ex- White, -Coloured and -Indian high schools in Port Elizabeth. He concludes that there is a lack of understanding of cultures of the various groups in the schools. In an attempt to cope with the diverse linguistic and ethnic groups, schools have opted for the assimilation “business as usual” or “colour blind” approach. This approach ignored social differences and, he maintains, was an attempt to maintain the status quo of the school.
Bot (1992: 70-72) makes the point that transition has come with problems. Teachers have not been trained to teach in linguistically and culturally diverse classrooms. In the light of schools becoming multicultural and multilingual what language options do children have? What options do children have for whom English is not a primary language? What are the languages of learning and teaching? What languages are taught as subjects? How teachers are managing transformation needs to be investigated. It is in this light that this study is conducted. It documents strategies that teachers use in classrooms where children have different competencies in the LOLT. This investigation is conducted with regard to the changes in the demographics of the schools.

1.1 Historical, political and policy context

The study needs to be seen against the backdrop of a historical political and policy context.

- A brief historical overview of the language in education policy in South Africa, will be made for the purpose of showing the link between policy and politics.

- The current 1997 Language in Education Policy will be discussed together with other documents that support it. These are: The 1996 Constitution of the Republic of South Africa, the Revised National Curriculum Statements on Languages and Manifesto on Values, Education and Democracy.

Historical Overview.

“In South Africa, language education policy is a particularly emotive issue because language differences have been used as grounds for segregating children.” Chick (1992:272)

The above quote may account for attitude to languages in South Africa particularly suspicion of mother tongue instruction. The association of mother tongue instruction with apartheid policy of divide and rule has been influential in the rejection of mother tongue instruction by blacks (Marivate, 1993; Hartshorne, 1992). A brief historical overview of language in education policy is documented by Chick (1983) and Hartshorne (1992). The points that the writer would like to highlight on the historical development of South African language policy are:

- The Apartheid Constitution preserved the official status of Afrikaans and English.
- Speakers of Afrikaans and English enjoyed mother tongue education.
- Speakers of indigenous languages had to learn content subjects in Afrikaans or English.

The National Party language policy of mother tongue instruction was used to promote segregation and oppress black schooling.

The association of African languages with inferior education has influenced the choice for English as LOLT. Mother tongue instruction was rejected because it is thought that it denies Blacks access to English.

The 1996 Constitution of South Africa

The 1996 Constitution of the Republic of South Africa recognises eleven official languages: English, Afrikaans, Sepedi, Sesotho, siSwati, Tshivenda, Xitsonga, isiNdebele, isiZulu, isiXhosa, seTswana. Chapter 1, Clause 6(1) of the Republic of South Africa Constitution mentions these 11 official languages. Clause 6(2) states that the state must put in place mechanisms for elevating the status of indigenous languages. The Constitution views South African linguistic diversity as an asset. In support of this, Clause 6(5) provides for the Pan South African Language Board (PANSALB) to be established to promote multilingualism and also to see to the development of Nama, San and Sign Language.

Other clauses of the constitution that support language and culture are: Clause 9(3), which states that the state may not unfairly discriminate directly or indirectly against anyone on the grounds of language. Section 29 gives equal status to all official languages and gives individuals the right to be educated in the language of their choice.

Although the Constitution has given the mandate for redress in language inequalities, the gap between mandate and practice is wide. (Asmal & James 2002: 174 – 186)

The South African Schools Act

Paragraph 6 of the South Africa Schools Act specifically mentions a language policy for public schools: Pupils are to maintain their primary language and become competent in at least one additional language.

The South Africa Schools Act states the following:

- The School Governing Body (SGB) must formulate a school language policy and promote multilingualism.
• The LOLT must be the language preference of the majority of learners in a school.

• Instruction in another language will be determined by:

  (i) The number of learners, “practicability” and advice by the SGB and principals.
  (ii) Other schools in the vicinity and their LOLT.
  (iii) The ability of educators in a school to teach in a particular language.
  (iv) The cost involved.

What the Act proposes may be a limiting factor to implementation of the policy. The responsibility of deciding on the policy is left to the SGB. Not all schools can carry the cost of paying an additional teacher to teach other home languages and therefore can claim that it was not “practicable”.

The 1997 Language in Education Policy:

The language in education policy is one of an additive approach to multilingualism. It:

• recognises cultural diversity through multilingualism.
• encourages retention and maintenance of Home Language.
• states that learners have a right to be educated in the language of their choice.
• encourages additive bi/multilingual education.

However, there is a wide gap between policy and practice. (Probyn et al, 2002). The question that needs to be answered is, what are the difficulties in implementing the policy? How do attitudes of parents, teachers and pupils support the status quo and mitigate against policy implementation?

Manifesto on Values Education and Democracy: (2001: 1-2, 46 – 48)

This manifesto was issued in 2001. It strongly supports multilingualism and states that:

• Multilingualism is one of the qualities that the education system should honour.
• It is important to study through the mother tongue.
• English and Afrikaans speakers should specifically learn an African language.
Although South Africa has an educationally sound language policy, what still needs to be examined are limiting factors in the policy that stand in the way of implementation. For instance:

- The power to formulate the school language policy is devolved to the SGB, but De Klerk (2002) Heugh (2002) and Waddington (1999) warn of the danger of leaving the responsibility to the SGB. Waddington (1999) argues that the SGB’s have not put their minds to the challenge and parents have not been effectively educated on mechanisms involved in formulating a language policy.

- The concept and value of additive bilingualism are not yet understood.
- Moreover, teachers are not trained to deal with the challenges of diversity.
- Factors that determine instructions in another language that are posed by the South African Schools Act

The gaps between policy and practice are documented in Probyn et al (2002). This study documents in detail language practices in schools in the Eastern Cape: Alice District, (a rural village school), East London District (a formerly white suburban Primary School) Grahamstown District (a parallel medium – English and Afrikaans school). They conclude that: the socio-economic context of the location of the school determines language choices; devolution of policy decision in schools to SGB’s needs to be re-evaluated. Limiting factors in the South Africa Schools Act may have been a contributing factor to implementation of LIEP. The sensitive issue is the level at which isiXhosa is taught at the ex-White, Indian and-Coloured schools. This will be discussed in the next section and in Chapter Four.

The RNCS on languages:

The Revised National Curriculum Statements (RNCS) also endorse the official use of any of the eleven official languages as media of instruction. Diversity of languages in South Africa is recognized by the Curriculum, which requires at least two languages. (RNCS Policy on Languages. English home language P 4-5).

Each of the 11 official languages can be taken as home or as first or as second additional languages. The RNCS assume an additive approach to multilingualism, maintenance of home language and competence in one additional language (Potenza 2001). (RNCS English Home Language 2002).

Afrikaans, English and isiXhosa are the main LOLTS in the Eastern Cape. They are taken as media of instruction and as subjects. Language as a tool for accessing the curriculum can either advantage or disadvantage a learner. The
LOLT in the schools that are under study is English yet classrooms have children for whom English is not the first language. A pilot study conducted by the writer in the Port Elizabeth West District in 2001 (Foli 2001) yielded the following results: See figure A2 and A3. What these diagrams show is what the principals reported to be currently happening in their schools, the languages that are actually used in teaching.

Fig A2

**LANGUAGES OFFERED AS SUBJECTS:**
**RESPONSES BY PRINCIPALS**

**PRIMARY SCHOOLS** (28)
<table>
<thead>
<tr>
<th>Language Code</th>
<th>Language Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Xhosa First Language</td>
</tr>
<tr>
<td>X2</td>
<td>Xhosa Second Language</td>
</tr>
<tr>
<td>X3</td>
<td>Xhosa additional or third language</td>
</tr>
<tr>
<td>E1</td>
<td>English First Language</td>
</tr>
<tr>
<td>E2</td>
<td>English Second Language</td>
</tr>
<tr>
<td>A1</td>
<td>Afrikaans First Language</td>
</tr>
<tr>
<td>A2</td>
<td>Afrikaans Second Language</td>
</tr>
<tr>
<td>A add</td>
<td>Afrikaans additional</td>
</tr>
<tr>
<td>O add</td>
<td>Other Languages</td>
</tr>
</tbody>
</table>

**HIGH SCHOOLS (18)**

**LANGUAGES OFFERED**

- **NUMBER**
- **%**
Fig A3

LANGUAGE OF LEARNING AND TEACHING: (Medium of Instruction)
RESPONSES BY PRINCIPALS

HIGH SCHOOLS

- English: 60%
- Afrikaans: 6%
- Xhosa: 0%
- English Xhosa: 6%
- Afrikaans Xhosa: 0%

PRIMARY SCHOOLS

- English: 35%
- Afrikaans: 29%
- Xhosa: 11%
- English Afrikaans: 25%

* Where English, Xhosa and Afrikaans are indicated as LOLTS this is not official policy, principals indicated that these are the languages that teachers use in the classroom
1.2 Change in the demographics of schools

The democratic Constitution of South Africa has resulted in an increase in the percentage of students who speak different languages in ex-White, Indian and Coloured schools. A pilot study conducted by the writer in 2001 shows that even though there is a change in the make up of student population in these schools, there is little change in township schools. The change in the demographics of the schools will be examined for the purposes of looking at multicultural education, multilingualism and diversity. The changed learner demographics in ex-White, Indian, and Coloured schools is not, however, reflected in teacher demographics (See table 1 and 2 below). The 2001 study was undertaken in what was then called the Port Elizabeth West District. Although the schools fell under a unified Department of Education, the schools were in areas previously administered by the Department of Education and Training, the House of Assembly, the House of Delegates and the House of Representatives.

TABLE 1

TEACHER LANGUAGE PROFILE IN SCHOOLS PREVIOUSLY UNDER:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total</th>
<th>Afr. %</th>
<th>Eng. %</th>
<th>Xhosa %</th>
<th>Other %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother well High School</td>
<td>37</td>
<td>37</td>
<td>100.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Masiphatisane Senior Sch.</td>
<td>43</td>
<td>1</td>
<td>2.3</td>
<td>42</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>Cingani High School</td>
<td>19</td>
<td>1</td>
<td>5.3</td>
<td>18</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>Ndyebo Senior Secondary</td>
<td>29</td>
<td>2</td>
<td>6.9</td>
<td>27</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Ncedo Senior Secondary</td>
<td>40</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>36</td>
<td>90.0</td>
</tr>
<tr>
<td>Mfesane Secondary School</td>
<td>29</td>
<td>1</td>
<td>3.4</td>
<td>28</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>Canzibe Public Primary</td>
<td>21</td>
<td>21</td>
<td>100.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Elufefeni Primary</td>
<td>23</td>
<td>2</td>
<td>8.7</td>
<td>21</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>BJ Mnyanda Primary</td>
<td>20</td>
<td>1</td>
<td>5.0</td>
<td>19</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>Redhouse Primary</td>
<td>8</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Nxane Lwimfundo Sen. Pri.</td>
<td>24</td>
<td>24</td>
<td>100.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Ben Nyati Public Primary</td>
<td>24</td>
<td>1</td>
<td>4.0</td>
<td>23</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>Henry Nginza Sen. Primary</td>
<td>19</td>
<td>19</td>
<td>100.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tkhwezelihle Primary Sch.</td>
<td>20</td>
<td>20</td>
<td>100.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### 1.2 Former House of Representatives (Coloured)

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total</th>
<th>Afr.</th>
<th>%</th>
<th>Eng.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapman High</td>
<td>37</td>
<td>37</td>
<td>100.0</td>
<td>5</td>
<td>11.6</td>
</tr>
<tr>
<td>Gelvandale High</td>
<td>43</td>
<td>38</td>
<td>88.4</td>
<td>5</td>
<td>11.6</td>
</tr>
<tr>
<td>St Thomas Secondary</td>
<td>50</td>
<td>19</td>
<td>38.0</td>
<td>31</td>
<td>62.0</td>
</tr>
<tr>
<td>Gelvandale Primary</td>
<td>21</td>
<td>19</td>
<td>90.5</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Gelvanpark Primary</td>
<td>18</td>
<td>18</td>
<td>100.0</td>
<td>10</td>
<td>55.0</td>
</tr>
<tr>
<td>Hellenvale Primary</td>
<td>27</td>
<td>25</td>
<td>92.5</td>
<td>2</td>
<td>7.5</td>
</tr>
<tr>
<td>Piet Relief Primary</td>
<td>16</td>
<td>16</td>
<td>100.0</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Adolph Schauer Primary</td>
<td>27</td>
<td>25</td>
<td>92.5</td>
<td>2</td>
<td>7.5</td>
</tr>
<tr>
<td>F.S. Hillcrest</td>
<td>30</td>
<td>23</td>
<td>76.6</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Fontein Primary</td>
<td>19</td>
<td>19</td>
<td>100.0</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Frank Joubert Primary</td>
<td>17</td>
<td>7</td>
<td>41.2</td>
<td>10</td>
<td>58.8</td>
</tr>
</tbody>
</table>

### 1.3 Former House of Delegates (Indian)

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total</th>
<th>Afr.</th>
<th>%</th>
<th>Eng.</th>
<th>%</th>
<th>Xhosa</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woolhope Secondary</td>
<td>29</td>
<td>7</td>
<td>24.0</td>
<td>19</td>
<td>65.5</td>
<td>3</td>
<td>10.5</td>
</tr>
</tbody>
</table>

### 1.4 Former House of Assembly / ex Model C (White)

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total</th>
<th>Afr.</th>
<th>%</th>
<th>Eng.</th>
<th>%</th>
<th>Xhosa</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate Girls' High</td>
<td>40</td>
<td>3</td>
<td>7.5</td>
<td>36</td>
<td>90.0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Grey High School</td>
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10
TABLE 2

LEARNER LANGUAGE PROFILE

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2.5 Private Schools

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1.3 Attitude to indigenous languages

Factors that influence language preference in the new school environments will be examined. Attitudes of parents, teachers and learners to the use of English will be examined as well. Current language practices will be looked at with the purpose of finding out what influences language choices in the new school environments.

Attitudes to language are influenced by societal roles and functions that are attributed to the language. Despite convincing research indicating advantages of mother tongue education and additive bilingualism by Thomas & Collier (1997), Dawe (1983), Ben-Zeev (1977), Ianco-Worrall (1972), the South African public is still not convinced about the social and cognitive advantages of mother tongue education. In South Africa, Afrikaans and English primary (first) language speakers have always had the advantage of mother tongue education. (Hartshorne, 1992). The historical background to the rejection of mother tongue education by Blacks in South Africa is documented in several works, for instance, Marivate (1993).
Heugh (2002: 172-173) argues that unvalidated arguments that dismiss mother tongue maintenance and bilingual education are not helping the government take responsibility for implementing the South African Language in Education Policy. She argues that:

- there is enough South African research in support of bilingual education. Indeed South African research laid the foundation for international research.
- parents’ preference for “straight for English” needs to be qualified.
- African languages have the capacity to deliver quality education. The Matric pass rate showed a rapid decline after the 1976 abolition of Bantu Education. Bantu Education allowed eight years of mother tongue education.
- although many South Africans grow up multilingual, they do have a mother tongue, and are not confused about their identity.
- the option of English only because bilingual or multilingual education is too expensive is misleading.

Tucker (1998:9-10) corroborates some of these points. He argues that

“Myths that appear to be relatively firmly entrenched in the minds of parents, educators and policy makers stand seriously in the way of implementing policy.”(Tucker, 1998: 9)

He refutes the argument that it is too expensive to train teachers and to develop material in the different home languages. He supports mother tongue literacy and the valuing of all languages. He argues that home languages must be taught not just by speakers of the language, but also by people trained to teach the language.

The writer would concur with Alexander (2001) that to succeed in changing attitudes to indigenous languages, African languages should be rewarded in some ways by society as Afrikaans was. (Alexander 2001: 48 – 49 In: Manifesto on Values, Education and Democracy).

The complacency of schools in maintaining the status quo is a disadvantage for pupils for whom English is not the primary language. Decisions for schools formulating a language in education policy have been left to the School Governing Bodies who have no idea of what to do. (Waddington 1999). A study conducted in Eastern Cape Schools indicates that few schools are implementing the language in education policy. (Murray 2002; Probyn et al, 2002).

Attitudes are studied because they are indicators of beliefs, prejudices, desires and thoughts (Tabouret-Keller, 1997). Studies of attitude reveal preferences with regard to the choices of language of learning and teaching.

It is essential to investigate the schools to discover attitudes of “stakeholders” in the schools towards English and towards mother tongue education.
1.4 The statement of the problem, the research question and aims of the investigation

Statement of the problem:

The political and policy transformation in South Africa has resulted in a school population in some schools that is very different from that of the past. How teachers, learners and parents are dealing with this changed school environment needs to be investigated. This study examines the use of English as a language of learning and teaching in multicultural/multilingual classrooms.

The research question:

How have changing demographics and increased linguistic diversity impacted on learning and teaching in three Port Elizabeth Primary Schools?

Aims of the study:

The study seeks to answer the following questions:

(1) What adaptations are teachers making to make the curriculum accessible to children from diverse linguistic and cultural backgrounds?
(2) What coping strategies have learners needed to adopt when learning in a language that is not their mother tongue?
(3) What are the attitudes of parents to the use of English and to the level at which the other home languages are offered as subjects?

A pilot study which was conducted by the writer in 2001 (Foli, 2001) in the Port Elizabeth West District indicated that schools were not implementing the Language in Education Policy. Informal discussions with teachers during in-service training, indicated that schools were not even aware that they had to formally formulate a language policy. Although the policy was mentioned during training, what it actually meant in practice did not seem to make sense to teachers. Unless there is a conscious effort to educate the teachers about the Language in Education policy the policy, will merely remain on paper and not be realised in practice. Some reasons for the lack of implementation could be summed up as follows:

- The Government has no strategy for the implementation of the policy in schools.
- Teachers have not been trained to manage change and to teach in linguistically diverse classrooms (Bot 1992).
- Indigenous languages have not been validated by society.
• Arguments against bilingual education.
• Preference for English.
• Ignorance of the advantages of bilingual education.

Unless there is a conscious effort to educate schools and communities on the advantages of mother tongue education and additive bilingualism/multilingualism, the status quo will remain. (Murray, 2002; De Klerk, 2002)

1.5 Outline of the study:

This chapter places the study in its political and policy context. Chapter 2 reviews the relevant literature, which provides the theoretical grounding on which the study draws. Terms are explained in this chapter. In Chapter 3 the research design, research method and limitations of the research are discussed. Chapter 4 is a presentation, discussion and analysis of results. In Chapter 5 a summary and conclusion of the study is given. This chapter concludes by making recommendations.

1.6 Outcome of the research

Research findings will be shared with the Department Education in order to facilitate language policy advocacy with the school management, teachers and School Governing Bodies. The Language in Education Policy and the Constitution of South Africa advocates multilingualism. No child should be disadvantaged in learning by the LOLT. It would be a pity if the ideals underpinning these documents are not given a chance to be realised in practice.

Conclusion It is the opinion of the author that as South Africa emerges from a policy of discrimination, issues of diversity should be explicitly addressed. The danger of not addressing these manifests itself in isolated racial incidents (e.g. Edgemead High School Cape Town).\(^1\) Indeed “teachers in multiracial schools can’t teach what they don’t know”.\(^2\) There is a need to raise awareness of language policy in schools. Despite a new enabling policy environment schools still retain their old language policy. Teaching is mainly in English and Afrikaans. Foli (2001), Probyn (2002), De Klerk (2002), and Mawasha (1996) draw the conclusion that former white institutions would prefer the use of Afrikaans and English as LOLTS. The concern that this study hopes to raise is that the schools under study have children for whom English is not the first language. First language speakers of isiXhosa take this subject at third language level because they are not offered their mother tongue at a first language level.

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\(^1\) Edgemead High School made headlines in 2003 for racial attack between learners; similarly Vryberg High also made headlines in 1999 for racial attacks between students.

\(^2\) Adapted from Howard’s (1999) book titled “We can’t teach what we don't know: White Teachers, Multiracial School”.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

In this chapter the theoretical framework and relevant research, which informs the study, will be outlined. Concepts for discussion are bilingualism, multilingualism, language and cognitive development, mother tongue and second language education.

2.1 Definition of terms

Bilingualism is the ability to use two or more languages. There are degrees of bilingualism, at one extreme, there are people who have high levels of competence in two languages at the other, are people who have just begun to acquire an additional language (Luckett, 1992).

Baker (2001) draws a distinction between bilingualism as an individual characteristic and bilingualism in a social group, community, region or country. Societal bilingualism may account for attitudes towards a particular language group, which may affect language maintenance, shift or death. He makes further distinction between being able to speak two languages and using a language. For an individual, bilingualism includes a range of skills, receptive and productive. These are the skills of listening, speaking, reading, writing and thinking. It thus becomes difficult to classify bilinguals. Some people for instance speak but cannot read, others understand but cannot speak a language.

How then could bilingual people be described? What categories could bilinguals be placed in? Minimal and maximal descriptions are used in an attempt to place bilinguals in a category that would show their competency in a language. For instance the term incipient bilingualism is used to describe people with minimal skills in a second language. Maximal descriptions allow for a wide range of abilities in two languages. A balanced bilingual is equally competent in two languages in different contexts. Semilingualism, a disputed term that has negative connotations, is not having sufficient competency in either language. Baker (2001) further elaborates on an individual's use or their ability. He states that functional bilingualism is restricted to personal production and reception of languages in different contexts or domains. For instance, who does the individual use the language with for what purpose, and in what contexts or domains?
The South African Language Policy together with the RNCS in language support additive bilingualism in that they recommend that:

- home languages should be used for learning and teaching wherever possible
- where learners have to make a transition from their home language to an additional language, this should be carefully planned.
- an additional language should be introduced as a subject as early as possible. The Language Policy in Education states that all learners shall offer at least one approved language as a subject in Grade 1 and 2 and from Grade 3 onwards, all learners shall offer their LOLT and an additional language.
- the home language should continue to be used alongside the additional language for as long as possible.

Teachers misunderstand the model that the Policy Document offers. Often their interpretation is that additive multilingualism means offering many languages as subjects in the school Curriculum, little attention is paid to maintaining home languages.

1997 Department of Education Policy Document: Intermediate Phase

Heugh, (2002) aptly argues that unless curriculum planners view languages other than English as languages not as subjects, the use of African languages as LOLTS might be delayed. It is therefore essential that the concept of bilingualism be clearly understood.

**Languages of learning and teaching:**

Language is necessary for learning. Languages of learning and teaching are language/s which school policy has determined will be used for learning and teaching. A child comes to school with knowledge of his or her home language. This is the child’s primary language or first language. It is the language acquired at home, that continues to be the stronger language in terms of competence and function. This language is sometimes referred to as mother tongue, a language
one is exposed to from birth, spoken at home, and it may remain the dominant language through life. An additional language is any language(s) a person uses which is or are not the primary languages of that person. In the primary schools that are investigated, English is the LOLT. Classrooms have L1 speakers and L2 speakers. In such context children are thrown into the “deep end” and may be required to sink or swim. (Luckett, 1992). They are immersed in the English environment. Immersion occurs when children are thrust into a learning environment where the medium of instruction is not their mother tongue. They are forced into the system irrespective of whether or not they understand the language. This may result in children not being able to learn.

Additive/Subtractive bilingualism

In Baker (2001: 114-115) an additive context to learning a second language is described as a context where a second language adds to rather than replaces the first language. A subtractive context occurs when a second language gradually replaces the first one. An additive context is associated with positive cognitive outcomes; learners of the second language become proficient in both languages and have positive attitudes to the first and second language. A subtractive context is associated with negative cognitive outcomes and both languages may be underdeveloped, or a child’s first language may be lost. Additive bi/multilingualism is associated with well-developed proficiency in at least two languages. Speakers are introduced to an additional language without the loss or threat to their first language. The first language continues to be used alongside the second language as for instance in dual-medium schools where both English and Afrikaans are used. First language speakers of both languages become proficient in the other without loss or threat to their first language. The second language is complementary to the primary language. Luckett (1992)

The Threshold Theory (Cummins, 1983; Baker, 2001) gives a possible explanation for the levels of competency that a child should reach to avoid negative consequences of bilingualism. The analogy of floors in the building is used to illustrate it. Up to the first level the child is not completely proficient in either language. Up to the second level the child becomes fully proficient in one language while the other is still developing. But at the second level and beyond, with competence in two (or more) languages, the cognitive advantages associated with bilingualism kick in. A child competent in L1 and L2 is able to process information in both languages. A child can cope with curriculum content in both languages. The Nigeria Six Year Primary School Project is often cited as proof of the success of this theory. (Dutcher, 1995; Luckett, 1992). Macdonald’s (1991) research in primary schools, the Threshold Project bears proof of the detrimental effects of introducing the L2 before a child reaches the appropriate level of competency in the L1.
**Interdependence Theory:** Cummins’ theory (1983: 80-83) explains the interdependence of concepts learnt in the first language (L1) and the new concepts in the second language (L2). Skills learnt in L1 can be transferred to L2. Mother tongue education does not disadvantage a child. The Separate Underlying Proficiency Theory (SUP) explains knowledge of two languages as separate, that is, L1 and L2 concepts are located separately in the mind. This theory is refuted by Cummins’ Common Underlying Proficiency (CUP) model. According to this theory, there is one integrated source of thought. People can function and store two languages. Although the ideas or thoughts may be expressed and therefore made “visible” in either one or the other language, they are drawn from a common understanding.

What this means for a child in the Eastern Cape is that if the L1 (e.g. isiXhosa or Afrikaans) is sufficiently developed and maintained, exposure to L2 i.e. English in school will be additive. Often teachers encourage children to use English at home, which may result in the loss of the home language. Many teachers in desegregated schools argue that children starting school in Grade 1 who are not mother tongue speakers of English have no problem “catching-up”. What needs to be considered is the length of time it takes for these to catch up. Language for education requires both social fluency and academic fluency. Social fluency is what Cummins calls Basic Interpersonal Communicative Skills (BICS). Cognitive Academic Language Proficiency (CALP) is the language required for academic work. Mastery of both competencies (BICS and CALP) is essential for school.

Cummins explains language proficiency in terms of BICS and CALP. BICS skills are used to communicate in a context embedded, cognitively less demanding context. CALP skills are used to communicate context reduced cognitively demanding situations. (Baker: 2001 169-174) Cummins estimates that it takes 5-7 yrs for a child to acquire BICS. The relevance of this theory to teaching is that it can be applied in planning teaching. Teachers can build on prior knowledge of pupils to enhance understanding. There might be a danger however, in the school environment to mistake social fluency in the L2 for academic fluency and expect a child to do cognitively demanding academic tasks simply because they appear to be fluent in the L2. A view supporting Cummins’s theory is posited by MacSwan and Rolstad and (quoted by October 2002:19-20) is that literacy as a cognitive process is taught in school; they see CALP as a skill that must also be taught in school. This view places emphasis on teaching academic skills that are required to process information in school.

In the “new” multilingual/multicultural environments caution is required as to when and how children are able to “catch up” with L2 to enable them to cope with academic work. Interventions that would stimulate development of a child’s home language and a second language need to be carefully considered.
Teaching in a multicultural, multilingual environment

Schools have become desegregated. Desegregation occurs when the racial segregation that existed in schools throughout the apartheid era is removed. The segregation policy in South Africa kept communities apart. As a result of desegregation, schools have become populated with groups from different racial, ethnic and language groups. The different racial groups may be integrated; this means racial barriers that segregate schools are removed. Integration happens when tolerance, mutual respect and acceptance occur on the part of racially and ethnically different groups. The research from the HCRS (1999) has indicated that often children are not fully integrated in the new school environments. They are assimilated. Assimilation is the “melting pot” notion that minority children in the desegregated schools are expected to shed their ethnicity and adapt to the ethnic values of the new environments.

One of the major goals of multicultural education is to improve race relations by equipping educators and students with the knowledge skills attitudes and values to work effectively with people from diverse groups. (Banks, 1989) and to work within and across other ethnic cultures. In Cenoz & Genesee (1998): multilingual education is described as an educational programme that uses other languages as media of instruction. Met (1998: 53-54) explores the role of culture in multilingual contexts. She examines how using language beyond the borders of a community can be done through teaching culture in content-based teaching. Multicultural education gives all students the opportunity to learn in a school regardless of their ethnic or racial characteristics. As a process, it is ongoing and its goal is to improve academic achievement. It is anti-racist and recognizes diversity. As a process of reform, it would involve looking at how schools are restructured to improve race relations; changing policy, educating and developing teachers to enable them to work effectively with students from diverse cultures, ethnic and language groups (Banks, 1989; Mitchell and Salsburg 1999). The implication of this is that children’s cultural and linguistic background needs to be acknowledged. In the South African context, schools need to revise the language policy, in keeping with changes in demographics. What needs to be considered is whether the learning context is enabling or disabling.

2.2 Language Preference, Attitudes to Language

Attitudes to language are indicators of beliefs, desires and thoughts about language (Tabouret-Keller, 1997). Recent research on language attitude studies in the Eastern Cape was undertaken in Grahamstown by Smit (1996). This was a study of attitudes of school children towards specific varieties of English: - Mother tongue English, Africanised English, and Afrikaans English. Such a study is indeed essential in language policy planning in the new South Africa. This
current study also looks at attitudes of parents, teachers and learners to the use of other mother tongues as languages of learning and teaching. Adegbija (1994) and Alexander (1999; 2001) give the following as factors that influence language preference:

- The role of historical forces (The colonial impact)
- Government Policy
- Legal and Constitutional support
- Pressure for social mobility

In South Africa, Afrikaans and English have always enjoyed official status. In South Africa, mother tongue instruction was used for subordination and it is for this reason that it is rejected.

A language can be preferred because of its instrumental value; for instance, access to education, good jobs, and social recognition. A language can also be chosen because of its integrative value, for instance the desire to be accepted by a group. (Webb-Kembo Sure; 2000 Adegbija; 1994). Due to the high instrumental value placed on it, English has become the preferred language.

Attitudes to a language can change due to policy. For instance, in Tanzania, through law and government intervention Kiswahili has evolved to a high status. It is the official language used in parliament and is a compulsory subject in school till the end of secondary education (Webb-Kembo Sure 2000).

Attitudes to isiXhosa: It appears that there is a need for intervention in the way isiXhosa is taught. At a meeting with Grade 12 isiXhosa teachers on June 3, 2003 teachers' comments on attitudes to isiXhosa were:

- Pupils do not see the value of isiXhosa and consequently have little interest in it.
- Principals often don't value the subject and use it as a “fill up” subject where anyone who can speak the language is made to teach it, despite not being qualified.

De Klerk (2002) warns that it is only the few wealthy parents who can exercise the choice of educating children in English medium schools resulting in shift of isiXhosa to that of second or even third language.

The writer would argue that with state intervention, attitude to indigenous languages in the new school environments might change. IsiXhosa could be offered at first language level to children who are primary language speakers of the language.
2.3 Research on Cognitive Advantages of Bilingualism

There is a body of research that suggests that there are cognitive advantages of bilingualism in education:

Ianco-Worrall (1972) showed that bilinguals reach a stage of semantic development 2-3 years earlier than monolinguals. This study sought to prove Leopold’s (1939-1949) observation of separation of word sound from word meaning. Three tests were done on 30 one parent one language Afrikaans - English bilingual children aged between 4 and 9. In one test, the children had to find similarity in the words can, cap and hat. 4-6 year old bilingual children grouped hat and cap together in response to the question: “I have three words: can cap and hat. Which is more like cap, can or hat?” (p.1394) None of the monolingual children of the same age group (4-6) made similar choices based on meaning of the words. In the same study, Ianco-Worrall asked for interchange of names. The question was: “Could you call a dog cow and a cow dog?” (p. 1394). Bilinguals said names could be interchanged. This was an indication that for bilinguals names and objects are not fixed.

Success of bilinguals at early reading is also reported by Bialystok (In: Baker 2001). Metalinguistic awareness, which is the key factor in the development of reading, is the ability to think about and reflect on the nature and functions of a language.

Ben Zeev (1977) reports on general problem solving capacity of bilinguals. This study purports that bilinguals try all the time to avoid interference between the two languages. Coping strategies force bilinguals to find solutions and this enhances cognitive development. Ben-Zeev's studies were conducted on English-Hebrew bilingual children in the USA and Israel; and on monolingual Hebrew only children in Israel and the USA. From the results of the Symbol Substitution test, she concludes that bilinguals have a highly analytic approach to syntax.

Dawe (1983) reports on the heightened ability to operate within the abstract code system. Bilinguals are ahead of monolinguals in operating number concepts. He conducted a study of bilingual Punjabi, Mirpuri, Italian, and Jamaican 11-13- year old children living in Britain. His study supports the Threshold and Interdependence hypotheses. He concludes that high competence in the first (L1) language is associated with deductive reasoning ability in the second (L2) language. This conclusion was based on tests he conducted to measure deductive reasoning in mathematics in English; English Reading Comprehension designed to tap deep cognitive levels of English L2 competence; a test of L1 competence designed to tap deep level fluency; a test to tap cognitive competence in English; a questionnaire designed to provide information on the child’s home background, schooling and use of L1. (P.330-331).
Advantages of additive bilingual education are further proved by the Thomas Collier (1997) research. This research showed that bilingual learners who began to learn in two languages on entry to school, outperformed monolingual learners in standardized tests after five years of learning.

Detrimental effects of subtractive bilingualism are evident in the South African school context. The case study in Macdonald (1991) is an indicator of the South African language problem. "Solly, 16, has failed four years so far at school... is looking forward to dropping out of school after Standard 5" (p.1). African children are educated in the mother tongue to grade 5 then they change over to English, which is used as a language of learning and teaching throughout schooling.

Most of the studies on the impact of bilingualism on thinking were done on minorities: Ianco-Worrall's (1972) study was on Afrikaans-English bilinguals, a minority group in South Africa. Ben Zeev's (1977) subjects were English-Hebrew bilinguals in USA and Israel. There is a similar pattern in the other studies.

Studies on the impact of bilingualism on the majorities in Africa, particularly in South Africa have yet to be done. Research on cognitive advantages of bilingualism was conducted on children from a high or middle class socio-economic background. In Ben-Zeev's, study for instance, the subjects' parents were well educated and many were professionals. Research has yet to spread to different socio-cultural and socio-economic contexts.

There is still some difficulty in categorising bilinguals and in determining the level of bilingual competency. The idiosyncratic nature of bilingualism yields different influences. (McNab 1979, in Baker, 2001)

The Nigerian Six Year Primary School Project (Dutcher, 1995) is often cited as an example of success in mother tongue education. More research is needed in the South African context. Luckett (1992) argues that the six year mother tongue instruction has not worked in South Africa, because the contexts of L2 education has been subtractive in former Department of Education and Training schools.
CHAPTER 3

RESEARCH DESIGN AND METHOD

Introduction

This chapter will start by restating the general problem. It will then describe methods of investigation and data collection. Limitations in the study which may be a threat to reliability and validity are also addressed in this chapter.

What gave rise to this study is the realisation that schools are not implementing the Language in Education Policy. The researcher is currently working at the Curriculum Unit for the Department of Education, mainly involved in in-service training of teachers. School visits and informal discussions with teachers indicated that schools were not even aware that they needed to formulate a language policy. What concerns the writer is the language of learning and teaching. Language as a tool for accessing the curriculum can advantage or disadvantage a learner. There has been a lot of research on problems in Black Education. What is now needed is information regarding the current status, how teachers and learners are coping under changed conditions.

Classrooms are linguistically and culturally diverse; they have pupils for whom English is the primary language as well as isiXhosa and Afrikaans. In many schools these language differences reflect ethnic heritage. What will be investigated are problems teachers and learners have with the LOLT; the extent to which the Language in Education Policy is practised, and the attitudes of parents, teachers and pupils to the use of English and the level at which other languages are offered as subjects.

3.1 Method of investigation

This is a qualitative case study. The cases are three schools in the Port Elizabeth District. These are schools that have become desegregated. The three cases will be referred to as case A, B and C respectively. Case A under the previous apartheid dispensation was an Indian School, Case B was a Coloured School, and Case C was a predominantly White English School. The three primary schools were selected because they are representative of the schools types where the demographics are changing. Primary schools were selected because currently there is little disturbance in primary schools. High Schools are currently beleaguered by changes in the curriculum, the recent introduction of curriculum 2005, and changes in Continuous Assessment Procedures in Matric. In all the three cases, English is the LOLT.
A qualitative case study approach was chosen because it is concerned with understanding human behaviour. According to Mouton (2001: 148-149) and Nunan (1999: 219) a qualitative case study gives a thick description of the situation. The description will result in an in-depth understanding of the contexts. Inferences are made on the basis of what is observed and on the data that is collected.

### 3.2 Method of collecting data

A combination of methods was used in an attempt to answer the research questions:

- Lessons were observed and audio-taped; transcripts will provide back up evidence of coping strategies. Observation notes were made during lessons. The lessons that were observed were Mathematics, Human and Social Science, Science and English (See Appendix 1 for Observation sheet). At the end of the lessons, discussions were held with the teachers and notes were taken during discussions.

- Questionnaires were completed by the principals, 3 Grade 7 teachers and Grade 7 pupils, (one class in each school). (See Appendix 2)

- Semi-structured Interviews were conducted with:
  - The principals
  - Parents
  - Pupils and
  - Foundation Phase teachers (See Appendix 3 for interview schedules). These were audio taped in some cases, and in others, field notes were made.

### 3.3 Sample selection

Purposive selection was used. In Silverman, (2000) purposive selection is described as a method that allows a researcher to select a case where groupings, settings, and processes that are being studied are most likely to occur. The three cases that are studied are ex- White, -Indian and -Coloured schools. Key informants in the study are pupils, parents, principals and teachers.

- Grade 7 learners:
  1. One Grade 7 class at each site completed a questionnaire. The total number of learners is 105
(ii) Group Interviews: Eight pupils were interviewed at each site:
Two isiXhosa first language speakers, two Afrikaans first language speakers, two English first language speakers and two other language speakers where these were available. The total number of learners is 24.

The language used for interviews was mainly English, isiXhosa was used whenever it was required and for clarity.

The Grade 7 pupils were selected because the researcher assumed that they would not have difficulty in understanding the questions. Therefore they would be able to respond fairly accurately. Grade 7 pupils are, on average, eleven and twelve years of age and grade 7 is the end of primary school and an entry to high school. It was hoped that informed responses would be given by this group.

- Foundation Phase teachers: (Grade 1-3). These teachers were interviewed because Grade One is the start of formal schooling. Teachers in the Foundation Phase will give insight into language practice and difficulties teachers have at this initial stage in teaching diverse groups.

- Grade 7 teachers: Informal discussions at the end of classroom observation were held to gain further insight into problems and strategies that teachers use. Informal discussions at the end of classroom observation were held in the staff room at break time and in the classroom. Five of these teachers were spoken to, three at school A and two at school B. At one of the sites it was not possible to observe classes. Notes of salient points were taken during the discussion and immediately after the discussion additional points were noted. The teachers whose Grade 7 classes could not be observed in School C agreed to complete questionnaires. These were left at the school and were later collected by the researcher.

- Principals: Principals were interviewed and they also completed a questionnaire. As heads of the schools, information from the principals will illuminate practices in the school.

- Parents: There was a selective interview of parents from each site. A sample of parents representative of the language groups whose first language is not English in each school was selected in the following manner:

One isiXhosa, and one Afrikaans mother tongue speaker from each site. Appointments to meet the parents were made by phone, and information on the home language was confirmed on the phone before meeting for the interview. In all, 6 parents were interviewed.
3.4 Purpose of the research instruments

3.4.1 Questionnaires

The principals completed the questionnaire to give the following information:

- The language of learning and teaching
- The language policy of the school and whether it is explicit or implicit.
- The languages taught as subjects in the school and the level at which they are offered.
- Learner enrolment and language profile.
- Teacher language profile.

Pupils completed the questionnaires to give the following information:

- Background information: on the home language, and address. (This was required for a follow up interview with parents should this be needed).
- Language use:
  - at school (learner to learner talk; learner to teacher talk)
  - at home
  - outside school

- Language preference
- Languages taken as subjects and the level at which they are offered.

The Grade 7 teachers in the school where classes could not be observed completed a questionnaire to show:

- personal background: Teaching experience and subjects taught
- how diversity has affected teaching
- problems/differences in achievement with speakers whose mother tongue was not English
- % distribution of languages in the classes they teach.

3.4.2 Interviews

Principals were interviewed in order to document:

- the language policy of the school
- the impact of diversity on school practice
- how changes in the demographics have affected language practice in the school
• what the principals think about isiXhosa as a language to be taught in the school and the level at which it is taught.
• the principals’ perception of change in demographics of the school and its impact on the manner in which teachers approach the various Learning Areas.

Foundation Phase Teachers were interviewed in order to document language practices:
• Difficulties those teachers have when teaching non-native speakers of English and strategies they use to overcome these difficulties.
• Their perceptions of what languages to use for teaching.

Parents were interviewed in order to find out the following:
• What they think about the language policy in the school.
• Languages used at home.
• Their feelings about English as a LOLT
• Their feelings about the level at which home languages are taken as subjects.
• How they value their home language.

Pupils were interviewed for the purpose of finding out:
• Whether they speak their home language at home and in the community.
• Whether they experience problems with languages that are not their home language at school and how they cope with these.
• How they feel about the use of mother tongue as a LOLT.
• What adaptations they have had to make in the school multicultural/multilingual environment

3.4.3 Informal Discussions with Grade 7 Teachers were held to find out:
• If they had noticed any difference in achievement between English first language speakers and pupils for whom English is not a home language.
• What adaptations they have had to make in teaching pupils with different ability/competency in English.
• The impact of diversity on language practices in the school.

3.4.4 Classroom Observation of lessons was conducted to document classroom practice:
• Pupil to pupil talk
• Languages used in the classroom
• Teacher to pupil talk: - Language used to introduce new concepts:
- Negotiating meaning
- Setting thinking tasks
- Questioning
- Code switching, Code mixing
- Teacher interaction with pupils of the various language groups

3.5 The Research Process

3.5.1. The first phase of the research was a pilot study conducted in October and November 2001. The purpose of the study was to investigate language policy and practice in the P.E. West District. Permission was sought from the District Manager to conduct the research. A survey was conducted.

“The aim of a survey is to obtain information which can be analysed and patterns extracted and comparisons made” (Bell 1995: 8)

Questionnaires were posted and hand delivered where possible to 42 high schools and 102 primary schools to be completed by principals. 28 primary schools and 18 high schools responded in time for results to be processed. The purpose of the survey was to elicit the following information:

- Language of learning and teaching in the school. (Medium of Instruction)(See results in Chapter 1 pg.8 figure A3)
- Languages offered as school subjects and the levels at which they are offered (See results in Chapter 1 pg. 6 figure A2)
- Whether schools have formally formulated a Language Policy. Of 46 schools, only 11 had formulated a language policy.
- Language Profile of Teachers and Learners. Results are shown in Chapter 1 pg 9-12. The pilot study showed a change in the demographics of schools that were previously under the House of Assembly (former White, ex-Model C schools); House of Delegates (ex-Coloured); House of Representatives (ex-Indian). There was no evidence of change in Black schools. They remained unicultural and unilingual.

3.5.2 The second phase of research: Three schools were selected for this current study on the basis of results of the pilot study. The three schools are: one ex-White, one ex-Indian and one ex-Coloured.

Compared to other primary schools of the same type, these schools had more than a 30% population of pupils who were not English primary language
speakers. The LOLT in these schools is English. In the Port Elizabeth District, there are only two ex Indian schools, one primary school and one high school. Intention to do the research at the selected schools was discussed with the principals in October - November 2002. In April - May 2003, principals were given the research aims and an outline of the research process and research outcomes. They were assured of complete anonymity in the research report. Letters formalizing the request were sent to the schools in April 2003. This study was conducted between June and December 2003.

3.6 Data Collection

3.6.1 Observation of classroom practice: Observation was done on two scheduled occasions in each of the two schools. Dates that were scheduled for the third school were cancelled due to clashes with school events. Areas of curriculum that were observed were: Human and Social Science, Natural Science, English and Maths. In School A all these were observed. In School B Science and English were observed. Six 50-minute lessons were observed, four in School A and two in School B. Notes were made during observation guided by the observation sheet (See Appendix 3) and generally by what was happening. What was noted was what the teacher was saying and the actions of the pupils. Language use in negotiating meaning was also noted.

Teacher role, student response, strategies that the teacher used to clarify concepts were also noted. In most observation studies an observation schedule is used and activities are recorded in a time segment. (Wragg, 1994, Bell, 1991) Since this study is not a quantitative study a schedule was not used and quantitative coding was not used. The observation was guided by the observation sheet. The purpose of observing was not hypothesis testing but to give a description of classroom practice.

3.6.2 Interviews:

(i) Group Interviews of pupils: Semi-structured interviews were conducted with Grade 7 learners at each site:
Two isiXhosa First Language speakers, two Afrikaans first language speakers and two English first language speakers. A total of 18 pupils were interviewed. These were focussed interviews. At site A learners were interviewed in the staff room. At site B learners were interviewed in the classroom where they were given a corner. At site C learners were interviewed in the boardroom. Interviews were audio taped and transcribed.

(ii) Principals’ interviews were semi-structured. These were audio-taped. They were done were done in school in October and November.
Principals were interviewed in their offices.

(iii) Parents were interviewed at a convenient time and place for them. Some were reluctant to be audio-taped. Notes of their response were taken. Most of these were done between November 24 and December 12. Parents were interviewed at their homes, and at the researcher's place of work.

(iv) Foundation Phase teachers were interviewed in their classes, in the morning in School A, and after school in School B and C. The teacher in School C was strongly against audio-recording. Detailed notes were taken during interview.

3.6.3 Questionnaires:

(i) Questionnaires that were to be completed by Grade 7 pupils were completed on another visit. At sites A and B they were completed in September. The researcher administered the questionnaires at these sites. At site C the questionnaires were left at school where Grade 7 teachers administered them. This was done at the end of October. The school preferred that the questionnaires be left for collection later. The researcher collected the questionnaires at a time given by the school.

(ii) Questionnaires to be completed by the principals were left with the principals in May and were later collected.

3.7 Limitations to the study

The following limitations should be kept in mind when results are read:

(i) Interview of pupils: Conditions where interviews were conducted were not the same for all sites. At site C the researcher was given complete privacy with pupils. At site A interviews were conducted in the staff room in the presence of one or two teachers. Although the teachers were unobtrusive, the interviewer had the impression that the pupils were restrained in their responses. At site B, there was no free room for conducting interviews and they were done in the classroom with disturbing noises from other pupils. The interviewer had to explain to the whole class the purpose of the study and the interview.

The writer explained that schools have become desegregated; hence any child could attend any school of their choice. It was further
explained that the purpose of the interview was to find out what their language preference is. In this particular classroom there was an outburst from three girls who picked up on “desegregation” and then started a whole debate on racism amongst pupils. The interviews could not take place with this particular class at this point in time. The teacher allowed arguments on racism in the school to continue.

The explanation given by the teacher regarding the sudden outburst was that the three girls had been at the school for only two years, that is why they felt that way. The researcher was quite disturbed by this unexpected outburst from the pupils. Interviews were done with another class at this particular site at another time.

(ii) Interview of principals: Only principals from two sites, A and C, were interviewed. Despite numerous attempts to secure an appointment, it was not possible to interview the principal on site B.

(iii) Not all interviewees agreed to be audio taped. Some of the data is based on field notes. What the researcher noted was that interviewees were forthcoming “off the record”. Interesting information was noted off the record and can therefore not be used for the study.

(iv) The sample: This was a small-scale study; the sample of schools may not be a fair representation of multicultural, multilingual schools. It is however, a representative sample of the school types that reflect a change in demographics since desegregation. A larger sample might yield generalisable results.

(v) Classroom observations: Observation was done without a specific observation scheme or schedule. Only five lessons of 50 minutes at site A and two 60-minute lessons site B were observed. Description and interpretation of what was observed is only typical of the two contexts.

3.8 Validity and Reliability: This is a qualitative study. Nunan (1999:219) describes a qualitative study as an investigation of behaviour in context. Qualitative research is descriptive and interpretative, but it still needs to hold up to issues of validity and reliability. Validity tells whether the study measures what it is supposed to measure. In this case it is addressed by the appropriacy of the instruments to answer the research question.
In Nunan (1999: 231), Silverman (2000: 175-188), Bell (1992: 50-52) reliability is described as the extent to which, if a study is replicated, similar results can be yielded under the same conditions. In this case the questionnaires could be re-processed to yield similar/same results. However this is a case study and therefore each context/case is different. So using the same questionnaires and interview schedules in other contexts would yield different results, unless there was similarity in terms of the linguistic, cultural and socio-economic backgrounds.

Possible threats to validity and reliability to this investigation are countered through triangulation, thick description and quasi statistics.

(i) **Triangulation:** According to Nunan (1999:219 and Maxwell 1992:92-94) triangulation involves collecting information or data from a diverse range of individuals and settings. It reduces the risk of chance association and biases due to a specific method.

In this study, multiple methods of data collection were employed. These involved interviews with parents, pupils, principals and teachers; completion of questionnaires by principals, pupils and teachers; informal discussions with teachers and observation of classroom practice. Detailed descriptive notes provide rich data. During classroom observation and on site visits, the researcher tried to write as much description as was possible.

(ii) **Quasi Statistics:** (Maxwell 1992: 95) describes quasi statistics as “the use of simple numerical results that can be derived from data”. He continues to say that in a qualitative study statistics are implicit. The responses in the sample are quantifiable. This has been done with some of the data and filled into charts and tables.
CHAPTER 4

ANALYSIS OF RESULTS AND DISCUSSION

Introduction

This chapter seeks to show the extent to which research objectives and research questions of the study are answered. The main findings of the investigation will be given.

The investigation was done through questionnaires, classroom observation and interviews. Key respondents were principals, Grade 7 teachers, Foundation Phase teachers, Grade 7 pupils and their parents.

Presentation of Results

Schools A, B, and C refers to ex-Indian,-Coloured and-White schools respectively. Primary language is first language level. Additional language is first additional which is equivalent to second language level, or second additional, which is equivalent to third level.

4.1 Response to Questionnaires

4.1.1 Response by Principals (See Appendix 2.1 for questionnaire)

<table>
<thead>
<tr>
<th>School</th>
<th>English Primary (1st)</th>
<th>English Additional (2nd)</th>
<th>Afrikaans Primary (1st)</th>
<th>Afrikaans Additional (2nd)</th>
<th>Xhosa Additional (2nd)</th>
<th>Xhosa Additional (3rd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>B</td>
<td>✔</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

These schools have not made much change in the language policy since desegregation of schools. The principals in school A and C concede that with the change in demographics they have had to employ isiXhosa teachers. One teacher in School C teaches Grade 1 - Grade 7, the other teacher helps in the reception year; School A has two teachers of isiXhosa. Although School B has a larger proportion of isiXhosa speakers than Afrikaans speakers, isiXhosa is not offered as a subject at the school. At this school English and Afrikaans are offered at primary and additional level. Language policy in school B has not changed to accommodate the change in the demographics of the school.
Learner enrolment language profile (See table 3.1 below)

Table 3.1: Learner enrolment language profile

<table>
<thead>
<tr>
<th>School</th>
<th>Total Enrolment</th>
<th>Number of Afrikaans Speakers</th>
<th>Number of English Speakers</th>
<th>Number of Xhosa Speakers</th>
<th>Number of Other Languages Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>770</td>
<td>45</td>
<td>376</td>
<td>349</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>755</td>
<td>182</td>
<td>330</td>
<td>241</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>546</td>
<td>30</td>
<td>309</td>
<td>200</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 3.2: Teacher language profile

<table>
<thead>
<tr>
<th>School</th>
<th>Total Staff Complement</th>
<th>Number of Afrikaans Speakers</th>
<th>Number of English Speakers</th>
<th>Number of Xhosa Speakers</th>
<th>Number of Other Languages Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>4</td>
<td>16</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>21</td>
<td>4</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>21</td>
<td>1</td>
<td>18</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

The teacher language profile in all three schools does not reflect the demographics of the school populations. It must however, be acknowledged that it is not possible to change teaching staff easily. There is further discussion of this point under 4.5. School A and C at least have a few isiXhosa speaking teachers. However despite the fact that school B has 241 Xhosa L1 speakers (32%) it does not offer the language as a subject, nor does it have any isiXhosa speaking teachers. This fact alone mitigates against the maintenance of the mother tongue and means it will not be developed at an academic level.

4.1.2 Learner questionnaire (see Appendix 2.2)

This questionnaire was answered by 105 learners one class from each school. The response by learners regarding languages offered as subjects corroborates the response given by principals (See table 3 above) Regarding language used in the classroom, it emerged that teachers use English 99% of the time.

Table 3.3, 3.4 and 3.5 below give an indication of learner-to-learner talk, language used in the classroom and language learners think in respectively.

Table 3.3 Learner-to-Learner Talk

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. Of Respondents</th>
<th>English and Afrikaans</th>
<th>English and isiXhosa</th>
<th>isiXhosa</th>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>29</td>
<td>-</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>13</td>
<td>12</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
The language that is predominantly used for group work is English for School A (83%) and school C (84%). In school B almost a third (39%) of the pupils use English only and the other third (36%) use Afrikaans and English. The number of learners who use English and isiXhosa during group work seems to be more or less the same for each of the schools.

Table 3.4: Language Outside the classroom (in the playground)

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. Of Respondents</th>
<th>English</th>
<th>English and Afrikaans</th>
<th>English and isiXhosa</th>
<th>IsiXhosa</th>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>11</td>
<td>7</td>
<td>-</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>12</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>26</td>
<td>-</td>
<td>7</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

The language of the playground is predominantly isiXhosa for school A and predominately English for school C. There is almost an equal balance in the use of English only and the use of Afrikaans and English in school B. Given the number of isiXhosa L1 learners at each of the schools it is interesting to note the difference in language use in the playground. In School A where isiXhosa is affirmed through being offered at L2 level more children use isiXhosa in the playground. School C and School B have fewer children using isiXhosa in the playground. This may be due to the fact that School B does not offer isiXhosa at all as a subject and School C is predominantly English speaking.

Table 3.5: Language learners use in thinking about schoolwork

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. Of Respondents</th>
<th>English</th>
<th>English and Afrikaans</th>
<th>English and isiXhosa</th>
<th>English IsiXhosa Afrikaans</th>
<th>IsiXhosa</th>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>27</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>22</td>
<td>3</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>34</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In school A 77% of the learners use English, in school B 67% and in school C 92% of learners use English for thinking.

Language used outside school

(a) With parents see Table 4.1
(b) With other relatives see Table 4.2
Table 4.1: Language used with parents (at home)

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. Of Respondents</th>
<th>English</th>
<th>English and Afrikaans</th>
<th>English and isiXhosa</th>
<th>isiXhosa and Afrikaans</th>
<th>IsiXhosa and Afrikaans</th>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>-</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>-</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>18</td>
<td>6</td>
<td>5</td>
<td>-</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4.2 Language used with other relatives

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. Of Respondents</th>
<th>English</th>
<th>English and Afrikaans</th>
<th>English and isiXhosa</th>
<th>isiXhosa and Afrikaans</th>
<th>IsiXhosa and Afrikaans</th>
<th>Afrikaans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td>14</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>33</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>19</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

The majority of the children in school C use English outside the school. In school A and B the majority of the children use isiXhosa. In all the three schools there are fewer children who use Afrikaans outside the school. English is more dominant in school C.

From the response to the question what language learners would prefer to be taught in, it would appear that the accepted medium of instruction is English in all the three schools judging from the majority of respondent who prefer English to be used always. 26 out of 35 in School A, 30 out of 33 in School B and 32 out of 37 in School C. Where Afrikaans and isiXhosa are given equal weighting there is not a wide gap in the number of learners who prefer to be taught in these languages sometimes. This response was given by 21 out of 35 and 18 out of 35 learners. In School C where Afrikaans is offered at second language level and isiXhosa at third language level more children opt for use of Afrikaans sometimes: 25 out of 37. School B which offers Afrikaans at first and second language level more children opt for use of Afrikaans sometimes, 23 out of 33 and fewer opt for use of isiXhosa sometimes: 9 out of 33 for School B and C had a sizable number of learners who preferred that isiXhosa should not be used at all: 20 out of 37. The leaner preferences for language may be indicators of how the languages are valued in the school community.

Reasons and explanations that were given for the language that the learners preferred to be taught in were:

- The languages that were preferred were always understood better and were the children’s home language. For instance, ‘I don’t like to end up not knowing my language, you can talk isiXhosa with me, I understand, English, I
write and talk, I cannot read and write isiXhosa” (this was a response from school B; this could be an indication that the children wish to learn their mother tongue but are not offered the opportunity by the school).

- The languages that were sometimes preferred were either because the children had a fair understanding of the language, or they wanted to improve their performance on the language. For instance: “I really know isiXhosa”, “I can speak Afrikaans well”. “I want to learn a new language”.
- The languages that were not preferred at all were because they were “too difficult” to understand or “were not used at home”.

4.1.3 Response by Grade 7 Teachers in School C (See Appendix 2.3 Pg. 66 for questionnaire)

Three Grade 7 teachers at School C completed this questionnaire because their lessons could not be observed. These were experienced teachers with experiences ranging from 7-15 years.

Table 5: The Language distribution in each class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Total No of Pupils</th>
<th>Afrikaans Primary Language</th>
<th>English Primary Language</th>
<th>isiXhosa Primary Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29</td>
<td>2 (6%)</td>
<td>17 (58%)</td>
<td>10 (34%)</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>2 (8%)</td>
<td>20 (77%)</td>
<td>4 (15%)</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>3 (11%)</td>
<td>16 (59%)</td>
<td>8 (29%)</td>
</tr>
</tbody>
</table>

How the change in demographics has affected teaching: (Teaching multicultural/multilingual groups)

To the question as to how the change in demographics has affected their practice the teachers responded that the change has not affected their teaching since they were not forced to change anything. One response was, “In a positive environment children will rise to their potential whatever the colour of their skin”.

These were the responses by the teachers to the question on how the LOLT affects achievement:

- “By the time these children get to Grade 7 most of them have been taught in English for many years, thus there is not much differentiation”.
- Problems come with comprehension e.g. in Maths.
- Lack of reading, “causes a lot of comprehension and vocabulary deficiencies.”
- The Maths and Science teachers spend more time on vocabulary and explaining concepts.

Although all three teachers seem to think that the LOLT does not affect achievement, the responses above contradict what they say. For instance, the
Maths and Science teachers spend more time on vocabulary and on explaining concepts.

4.2 Classroom Observation: (See Appendix 1 for Observation Sheet)

What the researcher noted was that in primary schools, there is no subject or learning area specialisation, one teacher in one class may teach almost all the subjects.

Areas of curriculum that were observed on site A and B were: Human and Social Science (HSS), Mathematics (Maths), Natural Science (NS) and English. At site A, Natural Science and English are taught by the same teacher, Maths and Human and Social Sciences are taught by different teachers. At School B, Science and English lessons were observed. These were presented by different teachers in their respective classrooms. Site C presented no opportunities for classroom observation.

Grade 7 Classrooms observed in site A were spacious. There were, on average, thirty (Range was 35-29) pupils per class. There was a lot of support material on the walls. Children either worked in groups of six or in pairs. At sight B, the average was about thirty-five pupils per class (38-33). There was not much displayed on the walls. Desks were arranged in rows. The one class where Natural Science was observed was overcrowded. The desks were right up to the teacher's table. There was barely enough space for everyone to observe the experiment. Pupils in this class could not settle. The teacher had to constantly try to keep them quiet. A few trickled in in the middle of the lesson. The class never settled quietly for the duration of the lesson. (It was in this class that there was the sudden outburst about racism and racial cliques in the school when the researcher explained the purpose of the study). The English classroom was more spacious. The class was quiet and orderly. Desks were arranged in rows and pupils worked in pairs.

4.2.1 Teaching strategies: Schools A and B

School A

1. Language use in the classroom: English was the language used in the classroom. There was no code switching and no code mixing. English was used all the time.

- Questions that were asked by the teacher were based on previous knowledge. The questions varied, some were closed questions that needed factual answers: e.g.
HSS:
“What is technology?”
Name things related to technology
Give a simple word for “discovery”
What is another word for “invent”

Most of the lesson was question and answer - the teacher had been redeployed from an Afrikaans medium school to this English medium school. Mrs K said it is only now that she is getting used to teaching in English. The teacher did most of the talking.

- To negotiate meaning more probing questions were asked, the teacher repeated and rephrased the questions to ensure that the children understood what was required. In some cases, diagrams were used. E.g. in the Natural Science class, diagrams of the five layers of the atmosphere were used. Further explanations were done. In Maths for instance:

**Teacher (T):** Maths Grade 7 Project 2. Building Costs. The second heading there is self-assessment. In other words who is going to assess it. You

**Pupil (P) (Chorus) Self

T: Okay looking at the questions, you notice that it’s very easy. You will have to underline the bottom of the word. For example: I was able or unable to make the model of the house. If you were able to make the model you underline the word able. If you could not do it, you underline the word unable. Number 3 now, if boys and girls you find it difficult, you had to ask your mom or your dad to help; you write “my somebody” helped me. If no one helped you, write dash, if somebody helped you, you write my dad or my brother.

- The language of learning and teaching did not seem to be a barrier generally from the replies that pupils offered from all cultural backgrounds. All questions that were asked would assume that the children have a working knowledge of English. The responses by the children would seem to indicate this. For instance in the Maths lesson:

**T:** What do you do to calculate the area of a rectangle?

**P:** Area is length times breath

For instance in the English lesson:

**T:** We are doing adverts today. Can you tell me what an advert is?
**P1:** To advertise something

**P2:** To get people to buy your product

**P3:** I try to sell something and you buy it from me

**T:** Where do you see advertisements?

**P1:** Television

**P2:** Radio

**P3:** Magazine

**P4:** Billboard

2. Learning language during group work:

- During group work: isiXhosa-speaking children spoke to each other in isiXhosa but changed to English for non-Xhosa speakers.

Apart from questions and diagrams to give clarity, there was no other visible strategy that was used in teaching.

**SCHOOL B**

**NS - Class:** It seemed the pupils were being prepared for the September examination. There were a lot of probing questions which were answered by one or two pupils. The teacher tried to extract answers from the children. These children were drilled; they answered questions in a chorus. The teacher kept saying, “Repeat after me”. The teacher conceded that unless they are drilled, these children do not remember anything. This teacher seemed to think by “repeating” children understood what was being taught.

The lesson began with a revision of Life Orientation:

**T:** What is a crowd? A crowd is a collective

**P** (chorus) a crowd is a collective.

**T:** Can you cope without it? People need to socialize. You cannot cope without it.

**P** (chorus) You cannot cope without it.

During group work – one group of Afrikaans-speaking children communicated in Afrikaans; one isiXhosa-speaking group worked together in isiXhosa. The rest of
the class mixed isiXhosa and English. The language spoken by learners in this class seemed to be predominately isiXhosa.

The English Class: This was a reading exercise. After reading, the pupils were asked to choose the city they would like to visit. For instance:

T: In your opinion, what do you think? Give five facts to motivate your answers
P: Venice because of the mode of transport, it would be fun going on a gondola.
P: Cape Town sir because I could eat umngqusho.

A lot of thinking questions were asked: - For instance, “What is your opinion? Give reasons for your choice”. Learners in this class seemed comfortable working in English. At both sites, questions were spread equally to all children. At this site some isiXhosa- speaking children seemed to have difficulty expressing themselves in English. [During the interview two asked to speak in isiXhosa. The researcher allowed this]. Others had no difficulty at all.

4.2.2 At School A & B discussions were held with Grade 7 teachers. These were their views on English as a LOLT in multicultural/multilingual Classes:

- For children who start at the school, English is not a barrier to learning. The level of achievement is the same.
- There is no difference in performance between the language groups when children start together at reception year.
- In School B, the Grade 7 teachers that were spoken to further indicate that although the majority of children at the school take English at home language level, none of the children are English first language speakers. “English is a status thing”. “Afrikaans families have stopped speaking Afrikaans to their children”. They prefer English.

4.3 Response to interviews

4.3.1 Foundation Phase Teachers: (See Appendix 3.2 for interview schedule).

Three Foundation Phase teachers who are Heads of the Foundation Phase Department were interviewed, one in each school. A greater insight was gained in school A when the researcher was allowed to speak to all three teachers in the Foundation Phase.

Teaching experience: At School A Mrs M has 14 years teaching experience in Grade 1-3. At School B Mrs L has 10 years teaching experience and Mrs H at School C has 30 years teaching experience. Foundation Phase teachers in School
A and B can teach in both English and Afrikaans. The teacher in School C has taught most of her time in England in English and in private schools in independent Africa.

Difficulties experienced when teaching children whose home language is not English:

- Difficulties are usually in the first term. These are experienced with children who speak Afrikaans and those that speak isiXhosa. Teachers hastened to say except in rare cases, usually children from Afrikaans homes are bilingual - they speak both English and Afrikaans. In school A they have experienced a few problems with the occasional child coming from Pakistan or Somalia. One teacher reported having resorted to speaking Gujarati, and Urdu in a few cases, another teacher reported having to use Tamil in one case. The greatest difficulty teachers have is that they cannot speak isiXhosa themselves. “A child coming to the class is lost” one teacher said. These are some of the responses:

“It takes a very long time for me and for the children to adjust. It is difficult to teach a child that does not understand English, the child is lost. The problem with them is the language, English, like I give instruction, three of them don’t understand”.

“It was difficult at first, but now because I have taught a few years, it’s easier to adapt...you tend to have more experience.”

“I actually have to speak Afrikaans to one of the children they speak Afrikaans at home...Like Anda doesn’t understand English so well, so he has to ask another child.”

“I have to learn Xhosa words to help me to give instructions”

“I have lots of pupils who have poor knowledge of English.”

- Teachers reported that it takes up to six months before children can communicate in English. There are a few cases where even after six months, the children cannot cope. Three such cases were reported in the Grade one class in school A, two isiXhosa speakers and one Afrikaans speaker. The teacher maintained that these three children still do not understand English because their parents do not speak English to them at home. Two children will be retained in Grade One. [The researcher was invited to return to the school the following year to check on the two children. The teacher was confident that by the middle of the following year, the children would have caught up with English]. This is what one teacher said:
“It takes a very long time for me to help the child. The problem is with language. Like I give instruction, they don't know what I am talking about”

- Children joining the school at Grade 3 have difficulty in catching up because of English. One case was given in School A. The child goes to Grade 1 class for language support.

- The researcher witnessed the child joining the Grade 1 class - the child was visibly unhappy and uncomfortable about joining a lower grade.

Coping Strategies: The Foundation Phase teachers say they use the following coping strategies:

- Pictures, charts, “concrete aids” are used to enable the children to cope.

- Repetition: the same phrases are used on a regular basis; a story like “Kathy and Mark” is repeated over and over; drills, recitation, rhymes, songs, jingles which are all in English are used to expose the children to a lot of English. Work in Grade 1 is mainly oral work.

- At the beginning of the year, children whose home language is not English are encouraged to speak English at home, and to express themselves in English at school. Initially when they struggle to express themselves, they tell a friend and the friend interprets for them and the teacher.

- Interpreters: Other pupils and members of the school community, like the janitor or teachers of isiXhosa at school, intervene in critical cases.

- Parents are encouraged to read English storybooks to their children and to encourage children to watch English Programmes on television.

- Parents are specifically asked to speak English to their children.

- Groups are mixed to force the children to speak English with one another.

Language Perceptions: The views of the teachers were:

- The school policy is English is the LOLT. In class children use English, in the playground they can use any language they choose.

- Parents specifically want their children to learn English that is why the children are sent to an English medium school.
• It is easy for children to “catch up” in the reception year. Those who join the school later, from Grade 3 onwards usually struggle in the English medium school. An example was cited in school A. Anda (not real name) who is in Grade 3 still has to join the Grade 1 classes for support lessons in English.

• English is universal.

Adaptations that teachers have had to make to teaching in multilingual/multicultural classrooms.

• Some teachers in School A report that it took a lot of adjustment and patience with the different cultures before they were able to cope. The teachers had to learn simple isiXhosa words.

• In School B the teachers reported that they cope well. The school has been multicultural since 1988.

• School C has started including other cultural situations when teaching. “We do not gear towards English speaking things” African stories are used in class. There is more awareness of other cultures. However in Grade 1 children are used to and accept one another, there is no need for adaptation as in the high school. Children are aware of differences as points of interest.

4.3.2 Grade 7 Pupils: (See Appendix 3.3 for interview schedule)

Group interviews were conducted with eight pupils in each school. These were first language speakers of English, Afrikaans and isiXhosa. Children who were classified as other language speakers are those children whose parents and grandparents speak Hindi or Chinese. During the interview, it turned out that the children regard themselves as mother tongue speakers of English because they were brought up in English. There were two of these in School C and one in School A.

The use of mother tongue outside school

• Except for two cases in School B, Afrikaans first language speakers reported that English and Afrikaans are used at home and in the community. Afrikaans is used mainly with grandparents and in some cases with one of the parents. One child reported, “I speak mix”. In most cases, the parents spoke to the children in English.
• Mother tongue speakers of isiXhosa reported that they use isiXhosa mainly and English occasionally at home.

• English first language speakers use English all the time. One child remarked “when other people speak to me in isiXhosa or Afrikaans, I speak English back to them, they try to understand me because I do not understand those languages”.

Problems experienced with languages that are not the home language

• Almost all children said they had problems with Afrikaans. Afrikaans mother tongue speakers in School C expressed it this way: “I speak flat Afrikaans at home, the Afrikaans we do in school is hard”.

• All non mother tongue speakers of isiXhosa in School A and C had problems with isiXhosa. One of the interviewees in school C who had joined the school in Grade 5 said she was struggling because in the primary school she attended in Queenstown, isiXhosa was not offered as a subject and when she joined the school she had to take isiXhosa.

• Children in School A and C said they had problems with Afrikaans and isiXhosa mainly.

• In School B isiXhosa was a problem only in the playground. (School B does not offer isiXhosa at all).

Coping strategies with other languages

The children reported that they either ask the teacher to explain or ask someone who understands the language to explain or translate: “If we are to do orals, I ask Nosiphino or Nonelo to translate”, one learner said.

Feelings about the use of mother tongue as a LOLT

• All the children that were interviewed were happy with English as a LOLT because “The number one language around the world is English”. Some mother tongue speakers of isiXhosa wished they had been more fluent in isiXhosa: “I kind of feel different because I do not know Xhosa words, I would like to understand my own language a bit better”, one child said.

• One child (isiXhosa mother tongue speaker) remarked that explanations should not be done in isiXhosa because then “you do not learn anything, you still have to say it in English”.

• One child in School A wished that they were taught in isiXhosa so that she could understand the language better to be able to communicate with her
maternal family: “My father is English, my mother is Zulu, I would like to understand my mother’s family... my grandparents.”

Some of the interesting remarks that were made which were not in the questionnaire:

- School B - “ndiyayithanda mna iEnglish, iAfrikaans andiyithethi Kwakuyitheta iAfrikaans ifundiswa nge English” [I love English, I do not even speak Afrikaans, Afrikaans is taught in English]
- School C - wished for an Afrikaans day to get an opportunity to practice the language because in the lessons Afrikaans is taught in English.
- Although it is good to learn other languages like isiXhosa, there is no use because isiXhosa disappears, they do not put it to use, and after primary school they will not take it again as a subject.

Adaptations in the new school environment:

Most of the children responded that they have been in the schools for seven or eight years. They do not see any change. “The school was mixed already when we started”.

4.3.3 Response by principals: (See interview schedule: Appendix 3.1)

Two principals were interviewed, School A and School C. School B did not offer the opportunity for an interview.

Language policy

- The change that the two schools have had to make was to introduce isiXhosa as a second additional language. At School C, isiXhosa is taught as a second additional language, that is, as a third language from the Reception year (Grade R) to Grade 7. According to the principal, isiXhosa was introduced in school C to enable “Xhosa kids to be able to read and write their language”. The principal conceded that he is new at the school (just under 2 years) and he inherited the language policy.

- At School A, isiXhosa and Afrikaans are given equal weighting. isiXhosa at this school is also taught from Grade R to Grade 7. It is offered as a first additional language, that is, as a second language.

- The principals think isiXhosa, as one of the official languages of the Eastern Cape ought to spread in the school. At school A they have done that. The problem that the principal voiced at school C is that the two teachers of isiXhosa are paid by the School Governing Body. If isiXhosa is to be
developed it will be necessary for the Department of Education to employ and pay a teacher.

- Parents are happy for their children to learn isiXhosa, “it is the language that everybody wanted to learn, now they can pick it up from their children”.

Impact of Diversity on School Practice

School A:

Since desegregation the school claims to have had no problems, “we only had to educate our children to become more integrated, to accept them (children from other ethnic groups) at our school, in our frame”.

School C’s reaction was “we must not look for problems where there are not”.

The change in the demographics of the school and its impact in teaching approaches:

- The impression given was that, if children start at primary level, they “pick up” the language of learning and teaching (English) easily.
- Both principals stated that the problem is with children “who come from outside”. These are given “Bridging classes to get them on track”. Generally, children cope. Should there be major problems with language, usually there is an interpreter. The assumption that both principals made is that all parents are literate, since all notices are returned signed appropriately.

School A admits that initially they had problems of adjustment. On the other hand, School C does not seem to be facing the reality of diversity, because “they do not want to look for problems where there are not”. L2 speakers of English are given bridging classes. This shows that the LOLT is a problem for these children.

4.3.4 Response by parents (See interview schedule Appendix 3.4)

Interviewing parents was quite a challenge, due to the following reasons:

- The researcher is fluent in isiXhosa and English but cannot speak Afrikaans. There was, for instance, one case where the parent could not speak English at all. An interview could not be conducted at this home because there was no interpreter. The child, who attends an English medium school, and a relative who is a teacher were not present on the day that was scheduled for the interview.
The level of understanding of the interview questions was not the same in some cases. In these cases, the interviewer had to rephrase the questions, turn them around a few times to elicit a response. Initially the researcher planned to interview twelve parents – two isiXhosa, one Afrikaans and one English primary language speaker from each school. However, due to time constraints and difficulties encountered like cancellation of appointments, the interview was limited to six parents; one Afrikaans and one isiXhosa primary language speaker from each site.

Some interviewees opened up “off the record” after the tape recorder was switched off.

What parents think about the school language policy:

Except for one (Afrikaans) case, the researcher found that parents had made a deliberate choice to send their children to the English medium schools. In this case, the school was chosen because of convenience, being close to home. All the parents that were interviewed fully supported the school policy of their children taking English at first language level and taking the home language at first or second language level; and in the one school, School B, isiXhosa is not offered at all. “Nobody chooses, it’s the way they put them in class”. It was only in the one case that the grandmother said, they had no choice regarding the language. The children attend the school because it is close to the home.

One isiXhosa speaking parent said in fact “my child has gained since attending this school”. The main reason for sending their children to the schools was for them to learn English and “because the school is better than the township schools”.

Another reason for choosing an English medium school was to escape examination in 3 languages. The 3rd language (iXhosa) is not examinable in the English medium schools.

The language used at home

Of the three isiXhosa parents that were interviewed, one responded that they use only isiXhosa at home. The others use isiXhosa and English.

Responses from the Afrikaans-speaking parents were that English is used with the children and adults communicate with one another in Afrikaans. “They are all English speaking” (the children) one grandparent put it. Another parent said “For the sake of the children in their company it’s only English, the children’s home language is English because that is what they is
at home... they are English, so it's English all the way, all old people speak Afrikaans”.

Feelings about the use of English as a LOLT

The parents felt that:

- instruction in English is an advantage; it gives a good grounding for further education.
- English is universal – with English they (the children) can go anywhere.
- textbooks are written in English, so it is an advantage to use English as a LOLT.
- using isiXhosa as a LOLT was regarded as a disadvantage. One parent remarked that she was taught in isiXhosa in rural Transkei throughout; she felt she could not cope with the work and examination because she could not make sense of the questions which were in English.

How the home language is valued

All the parents that were interviewed were happy that the “home languages should be learnt for communicating with other members of the family”. The responses were that in the Eastern Cape the language for education should be English. IsiXhosa and Afrikaans should be learnt for purposes of communication and not as LOLTS. One parent regretted that the children had a limited knowledge of isiXhosa. Her responses were:

“They do not know their mother tongue deeply, it (isiXhosa) is contaminated by English, I feel embarrassed by simple things that they ought to know in their own language but they do not know them. They are fluent in English more than vernacular, the children do not feel embarrassed but for me as an adult it is embarrassing that they address their relatives in English ... it is unfair”.

4.4 Discussion and analysis of the results

4.4.1 Language policy in the schools

In Schools A and C English is taken at primary level by all the children and Afrikaans is taken at second additional level by all the children. In School A isiXhosa is offered at first additional level. It is given equal weighting with Afrikaans. At School C isiXhosa is offered at second additional level. School B does not offer isiXhosa at all even though the school has a larger population of isiXhosa speakers than Afrikaans speakers. Afrikaans and English are offered at this school at primary and at second language level. It would appear that at
School B the Language in Education Policy has not been given a thought. In the two schools, A and B where the principals were interviewed an attempt at change has been made by introducing isiXhosa in the curriculum. But judging from the parents and learners responses, isiXhosa is not taken seriously either:

- Some children admitted that they couldn’t read and write isiXhosa although they have been taking it for years.
- The parents that were interviewed are not sure at what level isiXhosa is offered at the schools but they are sure of the level at which English and Afrikaans are offered at the schools.

The South African Language Policy in Education encourages maintenance of primary languages. However, in the new school environments isiXhosa does not seem to be maintained.

The language practice at the schools that were investigated seems to be that of submersion. Children who are not primary language speakers of English are thrust into the English environment and are expected to cope. In School C for instance, isiXhosa is offered at third language level, its development and maintenance needs to be tested. The writer would conclude that in the new desegregated schools English is well developed to the detriment of isiXhosa; the language environment is subtractive. All three isiXhosa- speaking parents that were interviewed from the three schools admitted that their children were not very fluent in their mother tongue.

Although there seems to be transformation in School A and C with the introduction of isiXhosa, the sensitive issue is still the level at which mother tongue speakers take the language. The attitude of parents to the home language does not help.

Parents of children who are not primary language speakers of English are content that isiXhosa and Afrikaans are taken as additional languages.

4.4.2 Attitudes of parents, teachers and learners to English:

The colonial past history has resulted in the tendency of African language speakers to:

“Denigrate their languages for all important secondary purposes, i.e. those relating to government and to the economy. They tend to believe that their indigenous languages - the so called mother tongues are adequate only for use in the less prestigious primary domains of family church and community”. (Alexander 2001:8)
The impact of a colonial past on attitudes is also shown by several authors for instance Webb and Kembo – Sure (2000), Adegbija (1994). Evidence from this study indicates that parents and learners place a high value on English as a language of access. For instance some of the responses were:

- Afrikaans speaking parents feel that English is a language of wider communication – “We live in a global village if they (the children) want to move or study or work they can move around”
- For further studies in tertiary education going to an English Medium School is an advantage. “When I moved to University everything was in English/the books we had to translate,” one parent said.
- Another view expressed by Afrikaans- speaking parents was that in post independent South Africa everything is done in English, it would therefore advantage children to attend English Medium Schools “They are all English speaking, the children and grandchildren when we talk to one another we (old people) speak Afrikaans”.
- The views of some of the parents were that home languages – isiXhosa and Afrikaans should be taught for communicative purposes only, it is adequate that their children can speak a little bit of Afrikaans and isiXhosa. English should remain the LOLT.
- The children will understand one another better. “Black and White, it becomes easy for them to understand each other” one parent said “if they all learn Afrikaans and isiXhosa for communicative purposes”.
- Teachers had not given revision of the language policy serious thought. The tendency was that the schools are English medium schools; the parents chose the school for the children to learn English.

Assimilationist tendencies were evident. For instance, in School B the Foundation Phase teacher maintains that the school has been multicultural and multiethnic since 1988, yet isiXhosa speaking children who are struggling with Afrikaans are still forced to take Afrikaans at Second Language level and English at Primary Language level and are not offered their home language as a subject.

4.4.3 Adaptations by teachers

The responses from the Foundation Phase teachers indicate that schools do have a problem with non- native speakers of English attending the school for the first time. The grade 7 teachers assume that there is no problem with the language policy of the school. They do not have problems with children coping with English because by the time the children get to grade 7, they have experienced being taught in English for some years. Only teachers in School A admitted that it took a lot of patience and adjustment for both pupils and teachers to adjust to desegregation. The teachers in School C and B reported that they did not
experience any adjustment problems neither did the children. However, the outburst about racism and cliques in one of the classes in school B makes the researcher wonder about how children are helped to adjust in the new school environments.

4.4.4 Coping strategies of learners

These included asking for interpretation, either from a teacher or other learners. Some children reported that they often asked teachers for explanations.
CHAPTER 5

SUMMARY AND CONCLUSION

In this chapter the main findings will be summarized and recommendations for future research will be made as a conclusion to the study.

5.1 Aims of the Study

The first aim of the study was to document strategies that teachers use to make teaching effective in classrooms that are multilingual and multicultural. These contexts have some children for whom English is not a primary language. English is used as the only medium of instruction.

The Grade 7 teachers expressed no problems in the use of English as a language of learning and teaching. These teachers therefore saw no need for adopting coping strategies because “by the time these children reach Grade 7 most (emphasis by the teachers) of them have been taught in English for many years” thus, there is not much differentiation in their achievement.

Classroom observation of the Grade 7 classes in School A indicated that the children did not seem to have problems understanding the teachers. In one class in School B there was an indication that the children had difficulty in understanding the Natural Science teacher. This inference is drawn from the lack of responses from the learners and from the way the teacher was painfully drilling the class to memorize answers.

Foundation Phase teachers admitted that they experienced language problems with non-native speakers of English, especially in the first term. Strategies that these teachers used to cope ranged from exposure to a lot of English to the use of interpreters and in most cases total submersion of the learners in the hope that they swim in the new language environment.

The teachers in the Foundation Phase felt disadvantaged because they could not speak isiXhosa and were unable to aid “the children who are lost” when they come to the English medium school for the first time.

5.2 Attitudes

Attitudes of parents, learners and teachers to English and other languages of the children in the school were, English is valued by learners and parents. Afrikaans-speaking parents expressed no regrets about the possibility of their children losing Afrikaans. One regret expressed by isiXhosa speaking parents was that
they felt embarrassed when the children addressed some of the family members in English. Parents were content with isiXhosa and Afrikaans being taught for communication and for English remaining as the LOLT.

Teachers did not seem to have given the language issue much thought. The change in the demographics of the school did not seem to be a challenge because “our school is English medium” and “has been multicultural for as long as I have been here so it has not affected my teaching as I have not been forced (teacher’s emphasis) to change anything”.

Responses from the principals indicate that bridging classes are given to children who cannot cope with English.

5.3 Implementation of the Language in Education Policy.

The Schools A and C have shown a change in the school language policy by introducing isiXhosa as an additional language offered from Grade R to Grade 7. IsiXhosa is taken at second or third language level even by primary language speakers of the language. In School B, the status quo remains. English and Afrikaans are offered at primary and second additional level. The language policy at this school has not been revised despite the change in the demographics of the school.

5.4 Recommendation for further studies: As the study progressed, it became obvious to the researcher that this study on its own has a lot of gaps, which could be covered by future studies:

- A comparative study of the desegregated schools and their language policies needs to be made in order to document transitions that the schools have made since 1994.
- A longitudinal case study of all non-native speakers of English who enter the schools at Grade R to show the extent to which the primary languages are maintained or lost.
- An in-depth study needs to be made to measure the time it takes for the children who are not mother tongue speakers of English to “catch up” with English to enable them to get not only social fluency (BICS) but also academic fluency (CALP). The Foundation Phase teachers that were interviewed say it takes six months for the children to “catch up with English”. The study has to be done from the 1st day at school. Such a study would show whether the children have developed proficiency required to use English for schoolwork.
- A study needs to be made to measure the level of competency in isiXhosa at the desegregated schools which claim to offer the language at second language level.
• A broader investigation of what parents think about the school language policy would be more informative.
• Extending the study to the high schools might be illuminating.

CONCLUSION

Of the three schools that were investigated, two have modified their language policy by introducing isiXhosa in the curriculum, albeit as an additional language even for primary language speakers of the language. The status quo remains in the third school. Once thrust into the English environment children who are non-speakers of English “are lost”, more so when teachers are not able to help them in the transition because teachers do not speak their language. Educators in the Foundation Phase have expressed the disadvantage they feel because they cannot speak the children’s vernaculars. The possibility of Young’s (1983) argument that research priority should be teacher-pupil interaction across linguistic boundaries or training teachers in the indigenous languages of each province should be explored. Another possibility is the extension of a project similar to the Language for Learning Project (Burkett et al, 2001) to primary school.

“The Language for Learning project aims to help secondary school subject teachers to improve the teaching and learning of their subject by incorporating into subject pedagogy an understanding of the role of language in a multilingual education context.”
(Burkett 2001:149)

Kamwangamalu’s (1997) argument that culture must have a place in the content of textbooks for teaching English in culturally diverse South African schools needs consideration.

Furthermore, inter-cultural understanding could be enhanced by teachers learning to speak African Languages in the community through programmes like TALK (Transfer of African Language Knowledge) where teachers learn to speak African languages in the community (Murray, 2002). When teachers learn African languages they become aware of the problems facing Black learners of English. In this way, inter-cultural understanding is enhanced. A programme similar to this one might help address some of the language problems expressed by the Foundation Phase Teachers. Multicultural education not only raises awareness of other groups but also reduces the fear of alienation in groups.

Programmes supporting mother tongue education and maintenance in the Western Cape are reported to be showing some success. The Project for the study of Alternative Education in South Africa (PRAESA) is currently conducting a research on dual-medium Xhosa – English programmes in Primary Schools.
Plüddemann (2002) and Heugh (2002). This is an attempt at making the Language in Education policy a reality in the Western Cape.

The final point the researcher would like to make is that the Department of Education needs to help the schools in the transition period. The opinion was expressed by several principals that the Department could aid in the language transformation process by creating an extra post in the schools specifically for a Xhosa first language teacher. The teacher who teaches Xhosa 3rd Language in School C has been appointed by the Governing Body (SGB). Most schools are not able to afford SGB posts.


Heugh, K. 2002. Revising Bilingual Education in and for South Africa. Cape Town: PRAESA Occasional papers No. 9

Howard, G.R. 1999. We Can't Teach What We Don't Know. White Teachers, Multiracial Schools. New York: Teachers College Press.


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October, N. 2002. Medium of Instruction and its Effect on Matriculation Examination Results for 2002 in Western Cape Secondary Schools. PRAESA Occasional Papers No. 11

Plüddemann, P. 2002 Action and Reflection: Dual Medium Primary Schooling as Language Policy realization Perspectives in Education. 20 (1). 47-64


Report on the meeting of 3 June 2003 with Grade 12 Teachers at Ithembelihle High School: Why isiXhosa First Language is falling behind in Matric Examination.


Appendix 1

CLASSROOM OBSERVATION

LESSON: ………………………………………………………………………………………………………………………………

CLASS: ……………………………………………………………………………………………………………………………

TEACHER: ……………………………………………………………………………………………………………………………

1. **The use of language in the classroom**
   - Introducing a new concept
   …………………………………………………………………………………………………………………………………
   - Negotiating meaning
   …………………………………………………………………………………………………………………………………
   - Setting thinking tasks
   …………………………………………………………………………………………………………………………………
   - Ways of questioning
   …………………………………………………………………………………………………………………………………
   - Code switching
   …………………………………………………………………………………………………………………………………

2. **Learner Language:**
   - Learner to learner
   …………………………………………………………………………………………………………………………………
   - Learner to teacher
   …………………………………………………………………………………………………………………………………
   - LOLT a barrier to Communication: -
   …………………………………………………………………………………………………………………………………

3. **Teacher interaction with children from different linguistic backgrounds:**
   …………………………………………………………………………………………………………………………………

4. Comments: ……………………………………………………………………………………………………………………………
APPENDIX 2.1

2.1 Principals Questionnaires

Name of School .................................................................

The Language Policy at your school

1. What is/are the language/s of learning and teaching at your school?

<table>
<thead>
<tr>
<th>Language/s of Learning and Teaching</th>
</tr>
</thead>
</table>

2. What languages, at what level, are offered as school subjects?

<table>
<thead>
<tr>
<th>Level</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>Additional</td>
<td>English</td>
</tr>
<tr>
<td>Any Other</td>
<td>Xhosa</td>
</tr>
</tbody>
</table>

3. Has your School Governing Body formally formulated a language policy since 1997?

If it is a written policy, please enclose a copy with this questionnaire. If it is formulated, though unwritten, please give an outline on a separate sheet.

4. Please complete the following Learner and Teacher Profiles

**Learner enrolment: language profile:**

<table>
<thead>
<tr>
<th>Total enrolment</th>
<th>Number of Afrikaans speakers</th>
<th>Number of English speakers</th>
<th>Number of Xhosa speakers</th>
<th>Number of other language speakers</th>
</tr>
</thead>
</table>

**Teaching staff: language profile**

<table>
<thead>
<tr>
<th>Total staff complement</th>
<th>Number of Afrikaans speakers</th>
<th>Number of English speakers</th>
<th>Number of Xhosa speakers</th>
<th>Number of other language speakers</th>
</tr>
</thead>
</table>
APPENDIX 2.2 Learner questionnaire

UPE SCHOOL OF LANGUAGES: APPLIED LANGUAGE STUDIES: LANGUAGE TEACHING

NAME  ___________________________________________________________
SCHOOL  ___________________________________________________________
GRADE  ___________________________________________________________
HOME ADDRESS  _____________________________________________________
TELEPHONE NO.:  _____________________________________________________

1. What languages do you take as subjects? Tick (☐) where applicable.
   English First Language  ☐   English Second Language  ☐
   Afrikaans First Language  ☐   Afrikaans Second Language  ☐
   Xhosa First Language  ☐   Xhosa Second Language  ☐

2. What language does your teacher use mostly? ______________

3. What language do you use when:
   Talking to your teacher ____________________________
   Talking to your principal ____________________________
   During group work/pair work ____________________________

4. When you do your schoolwork and homework what language do you think in?

   _____________________________________________________________

5. (a) What language would you prefer to be taught in? Tick (☐) where applicable.

<table>
<thead>
<tr>
<th>Language</th>
<th>Always</th>
<th>Sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>IsiXhosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xhosa</td>
<td></td>
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   (b) Give reasons for your choice?

   _____________________________________________________________

6. What language do you use:
   (a) In the playground, when talking to your friends? ______________
   (b) When talking to your parents (at home)? ______________
   (c) When talking to your relatives, brothers, sisters, grandparents, uncles? __________
2.3 **GRADE 7 TEACHERS**

1. Tell about yourself and your teaching experience?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

2. What subjects do you currently teach?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

3. The school population has become multicultural and multilingual:
   How has this affected your teaching?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

4. The pupils you teach – you probably have pupils for whom English is not the primary language:
   Are there problems or differences in patterns of achievement in:
   
   (a) English as a subject
   (b) Other subjects

   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

5. What is the % Language distribution in your class?

   Afrikaans Primary ☐️    English primary ☐️    isiXhosa Primary ☐️    Other ☐️

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   Thank you
APPENDIX 3

INTERVIEW SCHEDULES

Assurance is given that:

- All information will be treated in strict confidence
- Information will be treated anonymously or with name change

3.1 INTERVIEW: PRINCIPALS

1. Has any thing changed since other cultures are admitted in the school?

2. (Did you need to change policies to cater for Multiethnicity? Multiculture)?

3. Language: Does the school have a written Language Policy? How did the School come to it?

4. How does the school recognize or acknowledge the presence of other cultures/ethnic groups/linguistic groups?

5. Your perceptions in teaching the subject areas?

6. Have there been changes in the way subjects are approached in the light of multicultural/multilingual classroom. What do you teachers say?

Thank you
INTERVIEW SCHEDULE

3.2 FOUNDATION PHASE TEACHER

Assurance is given that:

• All information will be treated in strict confidence
• Information will be treated anonymously or with name change

1. Tell me about yourself and your experience in teaching?

2. Can you give me an estimate of language distribution in your class: Pupils who speak – English, isiXhosa, Afrikaans as primary language

3. What language do you use predominately in teaching?

4. Is it your preferred language? Why?

5. Do you have pupils who come to your class who have no prior knowledge of English?

6. What kind of support do you give to these pupils?

7. What languages do children use in your class when:
   • Speaking to you
   • Speaking to one another?

8. Do you allow pupils to speak their language in your class?

9. Apart from English and Afrikaans are there any other languages taught in your school?

10. The school population has become multicultural and multilingual; How has this effected your teaching?
INTERVIEW SCHEDULE

3.3 GRADE 7 PUPILS

1. What language do your parents or grandparents speak?

2. Do you speak your MT/HL? (isiXhosa, Afrikaans)

3. Are you proud of your language?

4. In your community. When talking to friends, neighbours and home etc. What language do you use?

5. Do you sometimes feel different from other members of the community when your speak English?

6. What language is used by the teachers?

7. Do you experience any language problems in class?

8. How do you cope with these?
   * Class?
   * Teachers?
   * Schoolmates?

9. If you were choose, would you like to be taught in your MT/explanations to be done in your MT?

10. Adaptations since coming to this school? Do you feel you must behave differently in school?
INTERVIEW SCHEDULE

3.4 PARENT/ GUARDIAN

Assurance is given that:

- All information will be treated in strict confidence
- Information will be treated anonymously or with name change

1. Is there any particular reason for sending your child to this school?

2. What is your home language? Is it the language you use with all members of the family?

3. What languages does your child take at school and at what level? e.g. English at Primary Level, (First Language) isiXhosa and Afrikaans at Second level/or Third level) - is this your preference?

Which of the following statements apply to you:

4. A child’s home language should be the medium of instruction.
   - Agree
   - Disagree
   - Strongly agree
   - Strongly disagree

5. A child must take his/her home language at Primary level.
   - Agree
   - Disagree
   - Strongly agree
   - Strongly disagree
6. Subjects like Maths, Science, History and Geography can be taught effectively in isiXhosa.

☐ Agree  ☐ Disagree
☐ Strongly agree  ☐ Strongly disagree

7. All the children at the school must be taught isiXhosa as an additional language.

☐ Agree  ☐ Disagree
☐ Strongly agree  ☐ Strongly disagree

8. How often do you use English at home

☐ Very often  ☐ Not very often
☐ Often  ☐ Not at all

9. How has the use of English as a language of learning and teaching affected your child/your family? e.g. an English Medium School, how has this affected him/her and your family]

Thank you
Appendix 4 Transcripts

Human and Social Science Lesson

Teacher (T) (holding up a pencil) Do you ever think where this comes from?
Pupils: (P) Trees, trees Ma'am

T: Now, this is what we call part of Technology, part of Technology. Do you know what’s the meaning of Technology? Can anybody tell me what technology is...have you got your dictionary? Look up the meaning quickly, come, quickly now, what is Technology?
P: The study of machinery...engineering and how things work.
T: The study of machinery engineering and how things work. OK (writes on the board) This is what the word Technology tell us, it is the study of machinery this is according to the dictionary. Now bear this in mind because this is what... We are going to look at Technology from the past, moving from the past to the future. Now name me things that you, that you think are related to Technology.
P: TV, Computer, cell phone, HiFis cars, washing machine, TV games.
T: OK, television, OK, that's enough, that's enough, but people, that is the electrical side of Technology, the grand stuff, the most sophisticated stuff, stuff that is linked to Technology. But touch anything in the room, touch anything in the room, people anything, people anything. Anything is related to Technology, it is part of Technology. There is two words that come to mind when we talk about technology, the first one is discovery, the second one is invention. Now before we go further, do you know what is the difference between discovery and invention? What is... what, describe discovery for me, or you want to look it up? Simple word, simple. I look for my shoe, I look under the bed, and I looked under the bed I discovered that my textbook was under the bed. Discovered...Discovered, I found out that is the most simple way to say, I found or found out neh. Discovery means it was already there, nobody, nobody eh made it, it was there, nobody made it. The sun was there, nobody made the sun. We discovered when we felt it's hot outside then we discovered the sun, there is the sun. When it was raining water pouring out of the sky we discovered that it's raining. We didn't invent rain, neh, do you understand that?
P: Yes Ma'am. (Chorus)
T: Now invention again means something different Invention is when you try, you test, you experiment, experiment, experiment and then you get a final product, and then that final product is your invention, neh. And now we come back to when I asked you to touch anything, to touch anything; it doesn't matter if you touch a wall. The wall went through...how the wall came there, how did we get the wall?
P: Built Ma'am.
T: Built, with what?
P: Technology, bricks, cement.
T: Cement, bricks, with bricks and cement. Now, where did they get bricks and cement?
P: Technology.
T: They made it with what, and how did they make it? They used...
P: Technology.
T: They used certain ingredients, certain things. They didn't put in flour to make bricks. They need certain small stones called grit, certain things, they needed stuff like that. So certain things that hey need for certain things...neh, if they want to make a radio, they won't use sugar, neh...

P: laugh.

T: But they are trying and testing and experiment. Even we, as persons, even we as persons, in the olden days babies were made by lovemaking; but now we get test tube babies, it is part of technology. Clothing, where do you think clothing comes from?

P: Material, sheep.

T: Ok when we shear sheep, we get wool, from the wool we spin yarn, then, we make clothing, jerseys or whatever. What else? What else?

P: Leather, ostrich.

T: Ok, cows, listen first, when we slaughter cow, we get the hide, then we eventually make your shoes, and jackets, things like that, what else?

P: Snake.

T: O.K., all the animals that they use. What else?

P: Ostrich, plants.

T: Yah, can a person use plants to make clothing?

P: Yes.

T: Do you know what clothing? Cotton comes from a cotton plant. There's another linen, linen is also material that comes from a plant, a flax plant, neh. Ok, so all those things were first d... then it went through a sequence of processes and it changed to something else. But now I want you people to know what Technology is all about. Technology is not just is not just the cell phone and the TV. Technology is also the simple things, neh It is also the simple things like the match stick, a page a pencil, anything we touch like a bench because it goes from one stage, through different stages till we get a final product, neh. That is now Technology; but what we are going to focus on, we are What we are going to focus on are different angles of technology. We are going to look at Communication, that is now in future we are going to look at Transport, Agriculture, we are going to look at...eh... Medicine. Agriculture, what is the simple word for agriculture?

P: Farming.

T: Now let's start with farming. Where do you think, what did they use to farm? Come, anybody? Think of what you saw on the TV... because I didn't grow up on a farm when I watch a film and I see oh this is what they use. Come anybody?
Appendix 4 Transcripts Interviews

Response to interview (See Appendix 3.4 for questions)

Afrikaans Primary Language Speaking Parent 1

I: (Interviewer) Do you have any particular reason for sending your child to this particular school?
R: (Response) Yes there is a particular reason, eh... for further studies especially when it comes to tertiary education, what I found, as an Afrikaans speaker... neh...
I had Afrikaans medium of instruction up to standard, the old standard ten; then I moved on to University and my wife Dee as well, and then when we arrived at University we, everything was in English, at least the textbooks; while the... the titles were in Afrikaans and English. But then we had the problem of translation, and so on and so on. And of course in eh... in the new South Africa after apartheid, we have a situation now eh... where, where eh.. We have to communicate with one another, and we find that wherever we go, be it in meetings, everything is done in English. And also our... and that is why we thought that for our children its better if they can get instructions in English, right from Grade 1 already, that would give them an advantage. That is now, in our view. And then eh... if they do also, we live in a global village now, nowadays neh, and one day if they want to move or study, or work, then, they can move around.
I: Now...eh, you say Afrikaans is your home language. Is it the language you use with all the members of the family?
R: Yes, I would say with majority, with most members of our family, we are talking about extended family now?
I: Yes, yes.
R: Some of our members are English speaking, but the majority are Afrikaans speaking.
I: And, eh...with your child, what language do you speak?
R: English
I: Do you speak English all the time?
R: With my children I speak English. All the time.
I: Do I take it then, that your children are doing English Primary Language?
R: Yes, yes.
I: At what level are they taking Afrikaans?
R: Eh... Afrikaans Second Language.
I: O.k. Do your children take another language?
R: Yes Xhosa.
I: At what level?
R: I don't know what the level is they offer at school, but they go for Xhosa classes, if you like I can make more enquiries for you, but they do go for classes in Xhosa.
I: Are you happy with isiXhosa?
R: I am happy with Xhosa in fact; it's long overdue, we should have done that long ago. But we didn't have the opportunity, in fact that's not an excuse, it's always been my intention to go for classes.
I: Now the other questions you must say which of these statements apply to you? You must say whether you agree, strongly agree, disagree, strongly disagree. A child's home language should be the medium of instructions. Do you agree, strongly agree, disagree, strongly disagree?

R: Strongly agree, for the sake of the children; in their company it's English, but on our own Afrikaans.

I: So with your children, don't they understand Afrikaans?

R: They are beginning now (to understand Afrikaans) because they are in school. They take it now at Second language level. They also learn, for Xhosa, Communication Xhosa. I don't know at what level it is. Although I can say, in the past, we used to "skinner" in Afrikaans now they are beginning to understand. We communicate in English with them.

I: So you strongly agree? A child must take his or her home language at First Language Level. Do you agree, strongly agree, disagree, strongly disagree?

R: Yes, English.

I: Subjects like Maths, Science, Geography and History can be taught effectively in isiXhosa.

R: I really have a problem with that. I strongly disagree. In my case I would say English, and not Afrikaans or Xhosa or Zulu or any other because they are English. I strongly disagree because I think it will confuse them now. But for communication, any other language, Xhosa or Afrikaans. That will confuse them now, with terminology; they can pick that up later. Like my case now, it was Afrikaans all the way when I got to University. I felt I'm going to be a teacher, so I started Afrikaans for example "solsestande" but in my English textbook I read about "solstices". But in some cases, the subjects are not so close to one another. For example in Afrikaans we have to learn about "ewenaar", in English, it was the "equator". Although there was also in Afrikaans "ekwator". So I prepared myself for teaching practice. By the time I went up, we were prepared for the Bilingual Certificate. So, I feel, in your home language and so its up to that child, at a later stage, so that child as an adult he can learn terminology in History, Geography etc. as was my case.

I: All the children at the school must be taught isiXhosa as an additional language. Do you agree, strongly agree, disagree, strongly disagree?

R: I strongly agree that they must do Xhosa in the Eastern Cape, that's my opinion. My opinion is English, Afrikaans and Xhosa.

I: How often do you use English at home?

R: Because of the children very often.

I: How has the use of English as a Language of learning and teaching affected your child and your family? In other words, your child attends an English medium school. How has this affected, your family; for instance, communicating with other members of the family, has there been a drastic change?

R: Eh, no problem whatsoever, eh... no problem whatsoever, because, as I say, for the sake of the children, we are speaking English with them. With other members of the family, no problem too because eh, what's happening with other members of our family, the cousins are also in English medium schools. Their children are also in English schools. The children communicate in English when the cousins come together. There is no drastic change; not all of them 50% can speak English. My
brother’s children are in English class same with us. When we get together, when they play, they are in English, eh old people, its all Afrikaans, when we skinner about them, Afrikaans. My sister the same, her children are all in English schools, they were in Greenwood, now they are at Alexander etc. When I get to my... Dee’s family now, her aunt stays in Beaufort West. Her sister, the child is English, the other sister in Johannesburg, her children are Afrikaans speaking, they are in Afrikaans schools. They are mostly Afrikaans because they stay in rural areas. They play in Afrikaans, no English there.
I: Thank you.
isiXhosa Primary Language Speaker - 1

I: Thank you for agreeing to be interviewed ma'am, so what I would like to know is, you have sent your child to an English medium school, was there any particular reason for that?
R: Eh... so I must talk about just one child?
I: Your children
R: Actually my children are not very good at spelling, four of them, I am certain about it; so I wanted them to do two languages instead of three
I: Is it because in Xhosa schools they do three languages
R: Yah
I: So what language do you use at home ma'am?
R: Xhosa
I: isiXhosa, is it the language you use with all members of the family?
R: Yes
I: Currently your children, are they doing English at first language level?
R: Yah, first language
I: And... are they taking Xhosa at all?
R: No, they do it not for examination purposes
I: So are they doing it at third language level for Communication purposes?
R: Yes
I: isiXhosa and Afrikaans, are they taking Afrikaans at second language level?
R: Yah – Afrikaans at second language level
I: Now, which of these statements apply to you, I will give you the opportunity to read through them
Your child's home language should be the medium of instruction, do you agree, strongly agree, disagree, strongly disagree?
R: Yes I agree
I: Strongly agree?
R: No, I just agree because if I strongly agree I would have taken mine to a Xhosa medium school
I: A child must take his or her home language at First Primary level, do you agree, strongly agree, disagree, strongly disagree?
R: I agree
I: Subjects like Maths, Science, History and Geography can be taught effectively in isiXhosa?
R: I just agree
I: If given a choice would you like your children to be taught in isiXhosa?
R: No, not mine, but I feel it is alright for children to learn in their mother tongue, if given a choice
I: All children at school should be taught isiXhosa as an additional language? Do you agree, strongly agree, disagree, strongly disagree?
R: Yes, if they are Xhosa speaking
I: And the other children, shouldn't they be taught isiXhosa?
R: They should too, at third level
I: How often do you use English at home?
R: Often
I: Now the last question. How has the use of English as a Language of learning and teaching affected your family, affected your child?
R: Eh... it has, it has brought limits to... like I would like them to know their mothe
tongue deep, but that does not happen because it is contaminated by the fact that
at schools the Language of learning and teaching is not isiXhosa. They don't know
much about isiXhosa, so much so that I become embarrassed when they ask about
simple things that they should know that they ought to know in their own language
that they do not know them.
I: So with relatives at home, what language do they communicate in?
R: They communicate in isiXhosa.
I: But their knowledge of isiXhosa is not good?
R: It's very limited.
I: Oh... because of English
R: Yah – because of English. They are fluent in English more than their own
vernacular.
I: So when they are at home with other family members, how do they feel about
not being fluent in isiXhosa?
R: They don't feel embarrassed, but for me as an adult, it causes an
embarrassment when they address the others in English
I: Don't they feel out of place?
R: Not really, they don't really feel out of place, but there is something that does
not click which is unfair... for the relatives
I: For them?
R: For relatives.
I: Do you think being in an English medium school community has had an effect on
their identity?
R: A little bit. If it were not for the fact that I feel strongly about my own language,
it would have had an adverse effect.
I: Thank you very much, do you have anything to add about the language issue,
English as a medium of instruction, our children going to English medium schools?
R: I would like to add that – what you said about the other language; that it puts
children at an advantage in learning those subjects, because the textbooks are
written in English, to have to learn in the medium of English.
Parent: isiXhosa Primary Language - 2

I: How long has Anele been in the school?
R: For four years
I: Was there any particular reason why you sent your child to this particular school?
R: I just wanted her to learn proper English. I think it is better than schools in the township.
I: Your reasons for your child attending the school?
R: Because I want her to be fluent in English
I: And eh.. your home language?
R: isiXhosa
I: Is it the language you use with everybody?
R: Yes
I: Is it the language you use with Anele at home, isiXhosa? All the time?
R: Yes, especially when we go to Transkei, home
I: All the time
R: Yes
I: I see from the form that the languages that your child takes at school are English Primary and Afrikaans second Language. So the child does not take isiXhosa, is that what you would like?
R: I don't have a problem because she was taking Xhosa from Sub B up to standard one.
I: At which school?
R: In Transkei. She started with Grade 1 and 2 at St. Patrick, she was not doing Xhosa, but then in Grade 3 he was doing Xhosa again. So she knows how to write Xhosa, she can write Xhosa.
I: So, you don't have a problem now
R: No, I don't have a problem because she can read, Xhosa and yet now she is proceeding to Gelvan High because he was doing Grade 7 and they are also not doing Xhosa, so I don't have a problem.
I: Now which of the following statements apply to you? Say whether you agree, Strongly Agree, Disagree, Strongly Disagree? Do you think a child's home language should be the medium of instruction? For instance isiXhosa, do you think a child should be taught in isiXhosa from Grade 1 to Grade 7?
R: I agree
I: Do you think a child must take his or her home language at First Primary Level, because I see your child is not taking isiXhosa. Do you think given the opportunity, your child, should take isiXhosa at Primary level. You see, when they take English at Primary Level they are taking it as if it is their home language. Do you think given a chance, uAnele should take isiXhosa at Primary Level?
R: I (indistinct)
I: Do you think subjects like Maths, Science, History and Geography can be taught effectively in isiXhosa? Do you think isiXhosa can be used to teach these subjects? What do you think? If uAnele kuthiwa OK, akajunduswe nges iXhosa, would you agree?
R: And even na xabethetha, bathetha ngesixhosa?
I: OK I will give you a chance to think about it because it all needs thinking
R: I can choose u not agree
I: Do you Disagree?
R: Not strongly
I: You disagree
I: All the children at school must be taught isiXhosa as an additional language. Do you agree, strongly agree, disagree, strongly disagree?
R: Even the coloureds?
I: Everybody
R: We are black and white, sometimes they use meet, it can be easy for them to understand each other in both languages, languages, that is isiXhosa and English. So I agree
I: How often do you use English at home? Very often, often, not very often, not at all?
R: Not very often
I: Does that affect Anele?
R: It doesn't affect him, because when he is here they are always playing with the coloureds
I: Your child attends an English medium school, how has this affected him and your family?
R: Instead he gained a lot ..... even if I am here now, it's easy for him to answer
I: Doesn't he have a problem?
R: No, he doesn't have a problem, if she is at home she is communicating in Xhosa
I: Thank you very much
Afrikaans Primary Language Speaking Parent 2

I: Good afternoon how is Courtney?
R: Courtney is doing excellent in school, I mean he do nicely, he is going to standard six now, to high school
I: Is this Courtney's home or the granny's home?
R: Its my home but they staying with me, the mother and father is divorced
I: O.K. so you all speak both English and Afrikaans?
R: Yah
I: When do you speak English here in the house
R: Yah sometimes when the other grandchildren, when they come, they are all English, speaking and then we speak English to them too, but when we talk to one another then we speak Afrikaans.
I: The old people
R: Yah... me and my husband and she, we speak Afrikaans
I: Why did you choose an English medium school for him?
R: Nobody choose, the teachers, I think the way they put them in class I don't know. But we didn't choose.
I: At school they use English
R: Now the school is now mos here
I: If you were given a choice would you put your child in an English class or Afrikaans class?
R: I leave it up to them but I know he prefers English, its English
I: But what would you prefer?
R: English
I: How does it affect the child, that he is taught in English and the parents and grandparents are Afrikaans speaking
R: It's not affecting him at all
I: It's not affecting the children?
R: Ha ha. You know he used to get diploma every year
I: So English is not affecting his performance
R: No its not affecting him at all, he just do his work
I: Now would you agree that the child should have the home language as the medium of instruction? What do you say your home language is?
R: Afrikaans, that is my home language.
I: Do you agree that it should also be a medium of instruction
R: I agree that it must be taught in school as one language, I think it's good if a child knows a few languages.
I: If he were going to an Afrikaans school, would you agree?
R: To use Afrikaans?
I: To learn all subjects in Afrikaans
R: Ya, I think so, it depends
I: Depends on?
R: On the child, because eh, look, I don't know what school is now all about; its like the time when I went to school, it wasn't like that. I think up to the child; he'll have to make his choice.
I: Now the question of being taught another language like isiXhosa, how do you feel about that?
R: No objection, we won't have no objection
I: So, all the other children go to English schools?
R: No, they are not here by us, they are now English speaking, their mother and father speak English to them
I: Your children attending English schools, how is being taught in English affecting the family?
R: Now I don't know about my other grandchildren, the two that are here by us, when they do homework we watching them
I: Thank you very much for your time