

**THE USE AND ANALYSIS OF AFRICAN LANGUAGES IN THE FORMER MODEL  
C SCHOOLS: A CASE STUDY**

**By**

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**Dissertation submitted in partial fulfilment of the requirements for the degree  
of**

**MASTER OF ARTS**

**in**

**AFRICAN LANGUAGES**

**in the**

**FACULTY OF HUMANITIES**

**(School of languages and Communication Studies)**

**at the**

**UNIVERSITY OF LIMPOPO**

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**2012**

**DECLARATION**

I, SITHOLE KATEKO LUCY, declare that the dissertation “THE USE AND ANALYSIS OF AFRICAN LANGUAGES IN FORMER MODEL C SCHOOLS: A CASE STUDY”, is my own work and that all the sources that I have used have been acknowledged by means of complete references.

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## DEDICATION

I dedicate this study to my late mother, NYANISI N'WA-SHIRILELE SHITIBA. May your soul rest in peace.

## ACKNOWLEDGEMENT

I would like to take this golden opportunity to thank my supervisor, Professor R.N.Madadzhe, for his patience, support and encouragement above all his professional guidance throughout the study time.

I also acknowledge the assistance of Dr. M.M.Ndhlovu. I say that I don't have enough words to say thanks. You are like father to me.

I also want to thank the following:

- All educators, parents and learners; for your positive response towards the completion of my questionnaires. Your contribution is appreciated.
- My family, more especially my children, Kulani, Mixo, Akani, Andzani and Nkateko for spending most of your time without your time. Not to forget Hope Shitiba, Nhlamulo, Engetelo, who also missed me during my study time. I can only say the following to all of them: "Education is life, follow my steps".
- I would also like to express my gratitude to my brother-in-law, Mr Don Sitholefor his encouraging words.
- My pastor, Evaresto, for his encouragement. Every time he would say: "I know you can, never give up".
- Lastly, I would like to thank God for his protection, strength and the wisdom to understand and to complete my studies.

Thank you.

## ABSTRACT

The study discovered that above mentioned situation has hardly changed English in the in the school under review is fill medium of instruction of the majority of learners, power of Afrikaans. A major recommendation of the study is that African languages should be introduced as medium of infraction for African language speakers in all former model school

to be afforded dominance in the educational sphere, especially in Former Model C Schools. African languages are not offered in some Former Model C Schools because most African learners regard them as inferior.

The aim of this study was to examine the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa. The study was exploratory and descriptive, and used qualitative methods to establish amongst others, the causes of the reluctance on the use African languages in former model C schools, the advantages and disadvantages of using African languages in former model C schools and the attitude of parents, learners and educators towards African languages. The empirical component of the research was conducted by means of semi-structured interviews in which the teachers, learners and parents participated. The aim of conducting interviews was to explore the perceptions of the various stakeholders on the poor performance of matric learners in their schools or districts. The interviews were complimented by the literature review. The literature review consisted of a wide review of relevant writings such as the latest articles, journals, major books on the subject, monographs and dissertations published nationally and internationally. The empirical component of the research was conducted by means of questionnaires and interviews in which the circuit managers, teachers and principals participated. The aim of administering the questionnaires and conducting interviews was to explore the perceptions of the various stakeholders on the use of African languages in the former model c schools in the Ba-Phalaborwa Municipality, in Lulekani Circuit of Mopani District in the Limpopo Province.

The results of the empirical investigation revealed that African languages continue to be marginalised in the Former Model C Schools in this area. In some schools African languages are not offered because the learners and their parents regard them as unimportant. The study revealed that many parents send their children to Former Model C Schools to learn English and acquire high quality education. It was also revealed that some African parents speak to their children in English because they believe that the job market demands knowledge of English as an international language. Finally, the researcher gave general recommendations for improving the use of African languages in Former Model C Schools and suggestions for future research.

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## **CHAPTER ONE (01)**

### **BACKGROUND AND ORIENTATION TO THE STUDY**

#### **1.1 INTRODUCTION**

The demise of the apartheid regime through the 1994 first elections created hope among the Africans as they thought that their lives will improve when it comes to matters such as education and economy. Africans thought their languages would receive attention they deserve at schools, seeing that they were given official status by the Constitution (1996).

In other words, Africans had hoped that their languages would be used as languages of learning and teaching in all government schools. African languages are important for social identity, important tools of communication.

Phalaborwa is the home of marula trees, and the very popular Marula festival is held in February every year. This does not only promote the iconic fruit, but also the celebration of art and culture. The major industries of Phalaborwa are the mines, namely; the Palabora Mining Company (PMC), Foskor and Sasol Nitro. This makes this small town to be popular hence it is a multicultural community. It is therefore not surprising to have multicultural schools around this area, which cater for learners who speak different languages. This study will focus on use of African languages in former model C schools in Phalaborwa.

#### **1.2 PROBLEM STATEMENT**

The year 1996 is regarded as a critical turning point in curriculum debates in South Africa. From that time South African education was characterized by uniform and predictable curriculum policy environment.

The changes in the composition of some schools since 1994 have opened doors for learners. Parents and learners start to search for what they consider to be the best quality schools that they can afford in regard to practical and financial constraints. On the other hand, there has been a change in the racial status of many schools which have better resources than African schools.

African students started to move from black schools to former model C schools which had better resources and better educators than rural area schools. From that time, education standards had undergone many changes due to influences through change of government and policies in education. For example, the introduction of Outcomes Based Education (OBE) in 1998 had an impact on the offering of subjects at schools. In 2010 the Minister of Basic Education in South Africa, Angie Motshekga, announced that a new education system policy will be phased in as of 2011. As far as this new policy is concerned, learners will have the choice to use African languages as media of instruction from grades 1 up to 3.

### **1.3 AIM OF THE STUDY**

The aim of this study is to examine the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa.

1.3.1 What causes reluctance on the use African languages in former model C schools?

1.3.2 What are the advantages and disadvantages of using African languages in former model C schools?

### **1.4 OBJECTIVES**

The study has the following objectives:

(a) To determine the importance of African languages in the educational sphere in South Africa.

- (b) To identify the attitude that parents, learners and educators have towards African languages.
- (c) To find suitable strategies of promoting the use of African languages among different cultural groups in South Africa.

## **1.5 SIGNIFICANCE OF THE STUDY**

The study will be of great significance as it will endeavour to show that there cannot be success in education, particularly in South Africa if African languages are not offered. Lastly, the study will become useful to scholars of language policy matters.

## **1.6 RATIONALE FOR THE STUDY**

Languages play a critical role as far as education is concerned. Learners would hardly achieve success if they are not well versed in the languages that are used as medium of instruction. It is therefore important to research in this area.

## **1.7 METHODOLOGY**

A qualitative design will be used to conduct the study. The researcher will use the following methods for collection of data:

### **1.7.1 Primary method: Questionnaire**

A questionnaire will be administered to the following people from different schools.

- Ten (10) Sepedi speaking parents
- Ten (10) Xitsonga speaking parents
- Two (2) Sepedi educators
- Two (2) Xitsonga educators.



- Twenty Sepedi high school learners from each language, i.e. (20) Xitsonga speaking and (20) Sepedi speaking learners.

### **1.7.2 Secondary method: Literature review**

The researcher will consult books, dissertations, newspapers, study guides and articles from libraries in order to obtain relevant sources.

## **1.8 DELIMITATIONS AND LIMITATION OF THE STUDY**

The study area will be delimited to one primary school and one high school in the Lulekani Circuit of Mopani District in Limpopo province. During the design of this study, few limitations were realized. This study was delimited to two schools only. This delimitation could have to a certain extent decreased the representativeness and generalizability of the study. This study could have been extended to the other schools. Delimiting the research area to one district only; namely; Mopani District, could have also decreased the representativeness and generalizability of the research findings. The study could have been extended to other districts of Limpopo Province.

## **1.9 ETHICAL CONSIDERATIONS**

According to Babbie (2001:118) ethics is a matter associated with morality. Ethical guidelines serve as standard and form the basis for the research to evaluate one's conduct. In this study respondents will be requested to sign a consent form and they will be informed about the purpose, importance of the study and their right to participate voluntarily. Participants will be assured of their anonymity and in this regard I will assure participants that their names will be not disclosed. I will also maintain the confidentiality of the participants by ensuring that sensitive information of the participants, for example; their personal income is not disclosed. I will show

respect to participants by ensuring that each person who participate have the cognitive capacity to understand and evaluate the information in order to make informed decision. I will also ensure that the research do not include anything which will cause any physical discomfort, humiliation and emotional stress to the participants. As Bless, Higson and Smith (2000:101) assert, I will assure the respondents that the research data will only be used for the stated purposes of the research. In these conditions the respondents will feel free to give honest and complete information. I will also be honest by ensuring that my personal constraints, for example, lack of funds, do not adversely influence the research process. I will also ensure that my interpretation and reporting of findings are accurate, valid and not fabricated.

## **1.10 RESEARCH STRUCTURE**

Chapter one will focus on the outline of the background to the problem, the problem statement, research questions, the significance of the investigation, aims and objectives, delimitation, theoretical framework, description of the methods of investigation and definition of concepts.

Chapter two will offer a review of the literature and the theoretical background of the investigation. Primary and secondary sources in relation to the topic will be used. The literature review will concentrate on a wide review of relevant writings such as the latest articles, journals, and major books on the subject, monographs and dissertations published nationally and internationally.

Chapter three will focus on research design. Here the methods of investigation including specific procedures, research population and sampling, instrumentation, data collection and treatment will be outlined and described.

Chapter four will concentrate on data analysis and interpretation of data. In this chapter, the responses of the respondents will be presented and elucidated by means of charts and tables, which will be accompanied, by a detailed analysis and interpretation.

Chapter five serves as a synthesis and will comprise summary of each chapter, summary of findings as well as the conclusions or results. Finally the recommendations for the future are provided.

## **CHAPTER TWO (02)**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The previous chapter dealt with the contextualization of the study. In this chapter, various literature sources will be reviewed in order to explore the use of African languages in former Model C schools. The aim of this section is to present a literature review on the equal use of languages in South Africa. The researcher will review the existing scholarship or available body of knowledge, in order to learn how other scholars have said, theorized and conceptualised issues related the use of language in former model C schools. These schools are located in towns, or well developed areas and comprise a majority of African learners from black residential areas. All schools in black residential areas were previously disadvantaged in terms of educational facilities (SASA, 1996). Most educators in the former model C schools are white and the school facilities and infrastructure are much better than those of black residential areas.

#### **2.2 THEORETICAL PERSPECTIVE**

This study will be based on the sociocultural theory of Lev Vygotsky. Vygotsky, was a Russian Psychologist whose approach to problems of language and thought was far too ahead of his time. He saw the focal issue of human psychology as interrelation of thought and language (Caroll, 1991:128). Vygotsky believed that human activities take place in cultural settings and cannot be understood apart from these settings (Woofolk, 2010:39). Through social and language interactions, older and more experienced members of the community teach younger and less experienced. According to Vygotsky, language is a cultural tool that is critical for cognitive development because it provides a way to express ideas and ask questions, the categories and concepts for thinking and the links between the past

and the future. Cultures develop words for the concepts that are important to them. Languages change over time to indicate changing cultural needs and values. Vygotsky believed that thinking depends on speech, on the means of thinking and on the child's socio-cultural experience (Vygotsky, 1987:120). All higher-order mental processes such as reasoning and problem solving are mediated by language. According to Vygotsky language in the form of private speech (talking to yourself) guides cognitive development.

Vygotsky's views on the development of language and its significance for effective learning have very important implications for African learners who find themselves in model C schools where their home languages are undermined. According to Vygotsky their home language is a cultural tool that is critical for their cognitive development. If the African learners aren't allowed to learn their home language, their cognitive development will be negatively affected. Instruction through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas 2000) because it is analogous to holding learners under water without teaching them how to swim.

### **2.3 PROVISIONS OF THE LANGUAGE POLICY IN EDUCATION**

A policy is a course of action adopted or proposed by an organization or a person (Soanes, 2002:688). Richards (1997:203) defines language policy as follows:

Language policy is language planning, usually by a government or government agency, concerning choice of national or official language(s), ways of spreading the use of a language, spelling reforms, the addition of new words to the language, and other language problems. Through language planning an official language policy is established and/or implemented.

### **2.3.1 Language Policy 1948-1994**

Language has always been a contentious issue in education in South Africa. There has always been the need for mother tongue instruction to the ever pressing need to be able to use international languages such as English. To be able to understand the contemporary language and education situation in South Africa, it is necessary to look at the historical background of languages in schools in this country (Mestrie, 2002:13). Most written evidence of language in education comes from the arrival of Europeans in South Africa. When the Dutch arrived in the Cape in 1652, language interaction between the Dutch people and the indigenous Khoisan people started and Dutch was immediately established as a medium of communication and instruction (Lemmer & Van Wyk, 2010:227). Later the slaves and Huguenots, were also assimilated linguistically into the Dutch language (Orman, 2008:80), which later evolved to Afrikaans. In 1806 the Cape Colony was seized by the English and they immediately introduced English as medium of instruction (Lemmer & Van Wyk, 2010:227). As from 1948 Afrikaans and English were declared official languages and medium of instruction in schools. All African languages were ignored in the schools and only got recognition in the Apartheid era in South Africa where mother tongue was proposed for the first couple of years in schools.

The Bantu Education Policy of 1953 made mother tongue instruction compulsory in all Black schools (Lemmer & Van Wyk, 2010:227). English and Afrikaans were taught as subjects from the first year of schooling thus forcing children to be trilingual. By the 1970's both English and Afrikaans were declared as medium of instruction on a 50/50 basis which implied that half the school subjects were taught in English and half through Afrikaans. African languages were used for non-examination subjects. From 1974 the government declared that mathematics and Social Studies should be studied in Afrikaans only and this led to the Soweto schools riots in 1976. From 1991 the choice of medium of instruction was left in the hands of the school committees at each black school which could be English, Afrikaans or African language. The overwhelming response from the black community was to choose English as a medium of instruction after the fourth year of schooling

(Lemmer & Van Wyk, 2010:227). From the beginning the language in education policy was shaped by political rather than pedagogical considerations and all African languages were marginalised in schools. Ironically the black community themselves were against learning through African languages because during that time the development and use of African languages in schools formed part of the strategy of the apartheid government to retard upward mobility among Black people (Lemmer & Van Wyk, 2010:229). It has also been felt that education through the medium of African language, which was not as yet sufficiently developed to cope with modern scientific terminology, could be detrimental to advancement in technological age (Behr, 1980:1770).

### **2.3.2 Language Policy After 1994**

The year 1994 ushered in unprecedented changes in the Republic of South Africa. One of the important changes was the adoption of the “Constitution of South Africa” in 1996 by “The Constitutional Assembly”. The ANC government sought to reverse the discrimination of all Black languages in South Africa by initiating a multilingual language policy as stipulated in the constitutional framework (Madiba, 2005). The new South African Constitution included an unequivocal commitment to representative and participatory democracy, equality, accountability, transparency and public involvement (RSA, 1996). The education system has also been affected by the changes taking place in society. A new system of education and training has been created in South Africa based on the fundamental principles of democracy, unity, non-discrimination, equity and equality (Squelch 2000:137). Amongst the changes ushered in, the government committed itself to the development of all languages in South Africa. In order to understand the problems of language in South Africa it is best to interrogate the provisions of the language policy in South Africa.

### **2.3.2.1 The provisions of the language policy in education in the Constitution of South Africa (1996)**

The constitution declared all the indigenous languages of South Africa as official languages. As from 1996 the official languages of South Africa are Afrikaans, English, IsiSwati, Isindebele, IsiZulu, IsiXhosa, Tswana, Tshivenda and Xitsonga. In terms of section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996), of the new Constitution of the Republic of South Africa, our cultural diversity is a valuable national asset and the government is committed to protect, preserve and promote multilingualism, development of all languages, and respect for all languages used in the country, including South African Sign Language. According to the constitution, the government is also committed to building a non-racial nation in South Africa, facilitating communication across the barriers of colour, language and region and creating respect for languages other than one's own.

The constitution of South Africa formed the basis for the language policy in education. The language policy in education was one of the components of the constitution. In terms of section 3(4)(m) of the National Education Policy Act, 1996 (Act 27 of 1996), the main aims of the Language in Education Policy are:

- To promote full participation in society and the economy through equitable and meaningful access to education,
- To establish multilingualism as an approach to language in education,
- To promote and develop all the official languages,
- To support the teaching and learning of all other languages required by learners and
- To develop programmes for the redress of previously disadvantaged languages.



A key constitutional clause pertaining to language in education is found on page 14 of the Constitution of South Africa (1996), which states that:

Everyone has a right to receive education in the official language of his or her choice in public educational institutions where that education is reasonably practicable.

The new constitution seeks to stop the dominance of English and Afrikaans and elevate the status of the other nine languages. For example, Section 9 (3) protects against unfair discrimination on the grounds of language, whilst Sections 30 & 31 (1) refer to people's rights in terms of cultural, religious and linguistic participation and differences. In terms of the constitution all official languages, including the disadvantaged indigenous languages must parity and be treated equitably.

The provincial language policies are also aligned to the national language policy. Section 6 (3) (a) of the Constitution of South Africa (1996), states that:

The provincial governments may use any particular official language for the purpose of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population in the province concerned, but must use at least two official languages.

This right to choose the language of teaching and learning is a very controversial issue in South Africa because indigenous languages are not recognized as the medium of instruction. The main challenge to the South African language policy is the problem of implementation. English is still the dominant language at national and provincial levels in South Africa. The medium of instruction in South Africa is mainly English and Afrikaans and for the majority of Black people in South Africa, English is preferable. Apart from the constitution other policies were promulgated after 1994 that formed the basis for the implementation of the constitution.

### **2.3.2.2 The provisions of the language policy in education in the South African Schools Act Number 84 of 1996**

The South African Schools Act Number 84 of 1996 was adopted by the Ministry of Education in 1996 and influenced the policy in education in South Africa. In terms of the South African Schools Act Number 84 of 1996, all learners shall offer at least one approved language as a subject in Grade 1 and Grade 2. From Grade 3 (Std 1) onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subjects. All language subjects shall receive equitable time and resource allocation. In Grades 1 to 4, promotion is based on performance in one language and Mathematics but from Grade 5 onwards, one language must be passed. From Grade 10 to Grade 12 two languages must be passed, one on first language level, and the other on at least second language level. At least one of these languages must be an official language. Subject to national norms and standards, the level of achievement required for promotion shall be determined by the provincial education departments.

### **2.3.2.3 The provisions of the language policy in education in the Norms and Standards Act of 1998**

The Norms and Standards Act of 1998 was promulgated in 1998 in order to support the South African Schools Act in the implementation of the language in education policy. The aims of the Norms and Standards were:

- To promote, fulfil and develop the state's overarching language goals in school education in compliance with the Constitution.
- To protect, promote, fulfil and extend an individual's language rights and means of communication in education.
- To facilitate national and international communication through promotion of bi- or multilingualism through cost-efficient and effective mechanisms and
- To redress the neglect of the historically disadvantaged languages in school education.

According to the Norms and Standards Act of 1998, the parent exercises the minor learner's language rights on behalf of the minor learner. Learners, who come of age, are hereafter referred to as the learner, which concept will include also the parent in the case of minor learners. The learner must choose the language of teaching upon application for admission to a particular school. Where a school uses the language of learning and teaching chosen by the learner, and where there is a place available in the relevant grade, the school must admit the learner. Where no school in a school district offers the desired language as a medium of learning and teaching, the learner may request the provincial education department to make provision for instruction in the chosen language, and section 5.3.2 must apply.

The norms and standards also require the school governing bodies to stipulate how the school will promote multilingualism. The norms and standards also stipulates that for a new language may be introduced in grades 1 to 6 if there are 40 learners and in grades 7 to 12 if there are 35 learners. Where there are less than 40 requests in Grades 1 to 6, or less than 35 requests in Grades 7 to 12 for instruction in a language in a given grade not already offered by a school, the head of the provincial department of education will determine how the needs of those learners will be met. The head of department will consider the right of the learners, the need to achieve equity, the need to redress past discriminatory laws and practices, practicability, and the advice of the governing bodies and principals of the public schools concerned. The provincial education department must keep a register of requests by learners for teaching in a language medium which cannot be accommodated by schools. In the case of a new school, the governing body of the school in consultation with the relevant provincial authority determines the language policy of the new school in accordance with the regulations. Since the study deals with the Limpopo Province, it is therefore important to discuss the Limpopo Province Language Policy Framework.

## 2.4 THE SOCIO-LINGUISTIC PROFILE OF LIMPOPO PROVINCE

Limpopo province is South Africa's northernmost province. It shares its borders with Northwest, Gauteng, Mpumalanga, Botswana, Zimbabwe and Mozambique. With a total of 125 755 square kilometres, the province gets its name from the Limpopo River and it is slightly larger than. Limpopo Province with 5.44 million people has the fourth largest population in South Africa (STATSSA, 2001). There is a wide variation in the racial composition of the different province's populations and Black Africans are by far the majority in South Africa's seven provinces (STATSSA, 2001). The following table illustrate the 2001 racial composition of Limpopo Province:

	<b>Numbers</b>	<b>%</b>
Africans	5 128 616	14,5
Coloured	10 163	0,3
Asian	8 587	0,8
Whites	126 276	2,9
Total	5 273 642	11,8

**Table 2.1 2001 racial composition of Limpopo Province**

There are 11 official languages in South Africa, but there are vast differences in the language distribution and the numbers of those who speak particular languages at home. The home languages distribution in the Limpopo Province according to 2001 census is as follows:

	<b>Numbers</b>	<b>%</b>
Northern Sotho	2 572 491	52.7
Xitsonga	1 102 472	22.6
Tshivenda	757 683	15.5
Afrikaans	109 224	2.2
isiNdebele	72 506	1.5
Setswana	70 339	1.4
Setswana	57 149	1.2
SeSotho	56 002	1.1
isiZulu	36 253	0.7
English	21 261	0.4

**Table 2.2 Home language distribution in Limpopo Province**

Tables 2.2 show the numbers and percentages of the Limpopo population speaking each of the official languages of South Africa as their first home language (language most often spoken in the household) at the time of 2001 Census. The most frequently spoken first home language in Limpopo was Sepedi. It was spoken by 2 572 491 people in 2001. This was followed by Xitsonga, spoken by 1 102 472 people. The third most frequently spoken first home language was Tshivenda, spoken by 757 683 people in 2001. Approximately 90% of the Limpopo population spoke one of these three languages as first home languages.

## **2.5 THE LIMPOPO PROVINCE LANGUAGE POLICY (2001)**

The Limpopo like all other provinces in South Africa has been awarded limited powers to run its own affairs through the provincial legislature, but it is under the central government. The Limpopo Province Language Policy was implemented in

1998 and reviewed in 2001. The Limpopo Province language Policy is in line with the South African Constitution and the South African Schools Act Number 84 of 1996 and is based on the following principles:

- **Language equity:** All languages of the Province must be treated equally.
- **Multilingualism:** Every individual in a province should be able to speak at least three or more languages.
- **Non-discrimination:** No one is allowed to prevent the use of or discriminate against any language in South Africa.
- **Good governance:** All languages should be properly harnessed to ensure transparent and accountable management that is responsive to the needs of the local residents.
- **Review:** The language policy should be regularly monitored, evaluated and revised (Northern Province Provincial Language Policy, 2001:01).

Table 2.1 illustrates the provisions of Limpopo language policy.

<b>FOUNDATION PHASE</b>		
<b>GRADE</b>	<b>LANGUAGE PROVISION</b>	<b>REMARKS</b>
<b>R</b>	LoLT in all 3 learning areas chosen by SGB	LoLT should preferably be a home language.
<b>1</b>	<ul style="list-style-type: none"> <li>• LoLT in all 3 learning areas chosen by SGB and</li> <li>• an optional second language [L2] as an additional programme.</li> </ul>	Preferably a home language
<b>2</b>	<ul style="list-style-type: none"> <li>• LoLT in all 3 learning areas chosen by SGB</li> <li>• An optional second language [L2] as an additional programme.</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• LoLT in all 3 learning areas chosen by SGB and</li> <li>• a compulsory second language [L2] as an additional programme.</li> </ul>	Exist phase with 2 languages

GRADE	INTERMEDIATE PHASE	REMARKS
4	<ul style="list-style-type: none"> <li>• All 5 learning programmes in one of the languages offered in grade R-3, may be [LoLT] or second language [L2] of the Foundation Phase.</li> <li>• A second language [L2] in the Language Literacy and communication as started in the Foundation Phase.</li> <li>• A third language [L3] in the Language Literacy and Communication Learning Programme [LLC] is optional as an additional programme.</li> </ul>	Allows for a change in [LoLT]
5	<ul style="list-style-type: none"> <li>• All 5 learning programmes in [LoLT]</li> <li>• A second language [L2] in the Language Literacy and Communication Learning Programme [LLC] as started in the Foundation Phase.</li> <li>• A third language [L3] in the Language Literacy and Communication Learning Programme [LLC] is compulsory as an additional programme</li> </ul>	Learners exit the phase having been exposed to three language
6	<ul style="list-style-type: none"> <li>• All 5 learning programmes in [LoLT].</li> <li>• A second language [L2] in the language Literacy and Communication Learning Programme [LLC] as started in the Foundation Phase</li> <li>• A third language [L3] as in the Language Literacy and Communication Learning Programme [LLC] is compulsory as an additional programme.</li> </ul>	

GRADE	SENIOR PHASE	REMARKS
7	<ul style="list-style-type: none"> <li>• 8 learning programmes in [LoLT] as in the Intermediate Phase.</li> <li>• Continue learning the languages [L2] and [L3] introduced in the Intermediate Phase</li> <li>• A fourth language [L4] in the Language Literacy and Communication Learning Programme [LLC] is introduced as an additional/ optional programme</li> </ul>	
8	<ul style="list-style-type: none"> <li>• 8 learning programmes in [LoLT] as in the Intermediate Phase.</li> <li>• Continue learning the languages [L2] and [L3] introduced in the Intermediate Phase</li> <li>• Continue learning the additional/optional programme, language [L4] introduced in grade.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• 8 learning programmes in [LoLT] as in the Intermediate Phase</li> <li>• Continue learning the languages [L2] and [L3] introduced in the Intermediate Phase.</li> <li>• Continue learning the additional/optional language [L4].</li> </ul>	Learning exit the phase having been exposed to 3 or 4 languages
GRADE	FURTHER EDUCATION & TRAINING PHASE	REMARKS
10-12	Unit standards to be offered in the language chosen by the learner. Unit standards can be offered in any of the 11 official languages.	

**Table 2.3 Limpopo Language Policy (Reviewed 2001) (The Northern Province Provincial Policy (2001:07-08))**



According to the language policy Grade 3 learners offer 3 learning programmes and one of them should be a primary language. Grade 2 learners are allowed to add an optional second language. From Grade 3 upward, a second language may be offered while a third optional language may be offered in Grade 4. In public schools a primary language is the language of the majority of learners in that school. For example, Xitsonga will be a primary language in a school where the majority of learners are Tsonga speaking. In that case English, will be a first additional language while Afrikaans will be the second additional language.

## 2.6 THE SOCIO-LINGUISTIC PROFILE OF BA-PHALABORWA MUNICIPALITY

The name Ba-Phalaborwa given to the area, by the Sotho tribe, who moved here from the south, means better than the south. Ba-Phalaborwa Municipality is situated on the North-eastern part of South Africa in the Limpopo Province (Ba-Phalaborwa Municipality IDP, 2010/11:15). It is one of the four local municipalities in the Mopani District. The Municipality has a geographical area of 3 004.88 km<sup>2</sup> that constitutes 27% of the Mopani District. The Municipality serves as a convenient gateway to the Kruger National Park and the Transfrontier Park through the Mozambique Channel. There are two townships, Namakgale and Lulekani and rural areas such as Mashishimale, Ga-Maseke, Makhushane, Majeje and Matikoxikaya. According to the Municipal Demarcation Board (2003) the population of Ba-Phalaborwa was 131 092 in 2001. Africans constituted the largest proportion of 91.5% in 2001. Table 2.4 illustrates the population of Ba-Phalaborwa Municipality in 2001, the last census year.

Language	Number	%
African	119 949	91.50
Coloured	338	0.26
Indian	90	0.07
White	10 715	8.17
<b>Total</b>	<b>131 092</b>	<b>100</b>

**Table 2.4 Ba-Phalaborwa population by race for 2001**

Table 2.5 below, illustrates the population of Ba-Phalaborwa by home language. The dominating language grouping within Ba-Phalaborwa Municipality is Xitsonga with 45.4% in 2001 followed by Sepedi with 40.3% in 2001 with speakers of all the other remaining languages represented.

<b>Language</b>	<b>Number</b>	<b>%</b>
Afrikaans	8858	6.8
English	2576	2.0
IsiNdebele	110	0.1
IsiXhosa	311	0.2
IsiZulu	1148	0.9
Sepedi	52835	40.3
Sesotho	2873	2.2
Setswana	342	0.3
Siswati	1336	1.0
Tshivenda	895	0.7
Xitsonga	59458	45.4
Other	349	0.3
<b>Total</b>	<b>131091</b>	<b>100.0</b>

**Table 2.5 Ba-Phalaborwa Population by home language, 2001**

Information regarding the number of schools, learners, educators and classrooms for 2000 is presented in Table 2.6. The learner teacher ratio for primary schools is 34:7, 35:0 for secondary schools and 28:1 for combined schools. These ratios seem to be acceptable but it should be taken into account that these ratios vary from school to school, possibly disguising schools with very high learner to educator ratios.

Type	Schools	Learners	Educators	Classrooms	L/T ratio
Primary	38	19 724	569	517	34.7
Secondary	13	9 871	282	189	35.0
Combined	4	2 609	93	63	28.1
	<b>55</b>	<b>32204</b>	<b>944</b>	<b>769</b>	<b>34.1</b>

**Table 2.6: Number of schools, learners, educators and classrooms for 2001.**

The medium of instruction in all schools in the townships and other Black residential areas is English. In the former Model C Schools the medium of instruction is Afrikaans and English. According to departmental policy African languages are taught in all the former model C Schools and independent schools.

## **2.7 ENGLISH AS THE LANGUAGE OF POWER**

English is the language of learning and teaching in most high schools in South Africa. English is also used as the medium of instruction in South Africa although it is the probably their third language in the community. African learners communicate in African languages in the homes, communities as well as in the classrooms. African learners use English only for learning and teaching and not communication. English is favoured over other languages because it is seen by parents and learners as well as the government as the language of power (Setati, 2005). Parents and learners prefer to learn different subjects in the English language as this would help them understand it better and, therefore, afford them access to social goods (Gee, 2001). This dominance of English as a medium of instruction is very strong in Ex-Model C Schools.

Barwell (2003:12) indicates that the 'forced' use of a dominant or minority language by other groups is discrimination. The privileging of some languages over others is therefore a form of discrimination in Former Model C classrooms. This view is supported by UNESCO (1994) report, which indicates that most official languages of

instruction are often those of colonizers, and their choice is linked to power and prestige. This implies that students whose home language is English are positioned as more authoritative voices within the classroom and hence perceived as having more power than fellow classmates whose home language is not English. A study conducted by Zevenbergen (2001:25) reveals that the Ex-Model C classrooms provide an environment that favours middle class learners and not learners from the working class. Language is a cultural product and therefore communication in the classrooms are not simple exchanges of languages but represent relationships of power among learners as well as the teacher (Zevenbergen, 2000:27). Language forms an integral part of social practice which carries with it many social perspectives of the world such as identity, nationhood and power (King, 2002). Consequently, the learners interpret simple teachers' statements differently depending on the learners' previous experiences. Learning a new language is difficult because different languages employ various methods of communicating about the world. Learners with different languages in the former-Model C Schools learn and perceive the subject matter differently depending on their social perspective. African learners are not able to communicate effectively in class discussions because they do not have sufficient command of English language. The learners who do not have sufficient command of English language also find it very difficult to answer oral questions as well as examination questions. English speaking learners are at an advantage as classroom interactions bear similarities with the linguistic practices of their homes (Zevenbergen, 2000). The dominance of English and Afrikaans languages in all spheres of life in South Africa is as a result of the past colonial rule which undermined the African languages. The UNESCO report recommends that mother tongue be taught as a language subject and also used for the acquisition of knowledge because it will assist English Second Language learners in Former Model C Schools to understand complex concepts presented in the English language (Setati, 2002). This implies that something should be done by school authorities to change the learners in order for them to understand the subject matter. However, this does not happen because the school authorities of former Model C schools are less enthusiastic about effecting the necessary changes to accommodate them. English remains the language of power in the former Model C schools as African languages are still marginalized.

## 2.8 SIDELINING OF AFRICAN LANGUAGES BY FORMER MODEL C SCHOOLS

However, a major problem facing African languages in South Africa is the resistance of many former model C schools to transform and implement the new language policy of South Africa. During apartheid years there was the Group Areas Act which prohibited racial integration in residential areas. The political changes in South Africa since 1994 have ushered in unprecedented changes in society. The Group Areas Act was repealed and all South Africans are free to live where they want and their children must attend their nearest schools. As a result, many Black learners are attending former model C schools. All schools are attended by learners from all racial groups, with diverse cultures and languages. However, the management of many schools are reluctant to implement the language policy. Many model C schools are reluctant to introduce indigenous languages to cater for the needs of African learners who have become part and parcel of the communities within which the schools are situated, and whose interests they should serve. The reluctance of former model C schools to effect and reflect changes in the school curricula in line with the changes in demographics within the school, and in the community surrounding the school is a major challenge for the government, learners and parents. Research findings, however indicates that most African people are not proud of their languages. Negative attitudes towards African languages play a significant role in the status and development of African languages. Up to now, the majority members of our country (South Africa) have not yet taken the necessary practical steps to accord their indigenous languages the respect they deserve.

The majority of black people want their children to switch to English as the language of education. In this regard, Madadzhe and Sepota (2003:151) quote Moyo as follows:

Those proficient in English had access to better education and economic opportunities and other prestigious positions, while those not proficient in it, were relegated to a status of fewer opportunities and lower position in the social order.

This shows that English is still regarded as the most important language, and also the key for better jobs in considering the use of English in our societies, South Africa might end up being a mono-cultural country.

In an interview by the Sunday Times 22 July 2009, another young female student said:

We don't find our mother tongue that important.  
You don't make overseas calls in your mother tongue,  
You don't use it in everyday life, it is not useful

The foregoing discussion shows that there is still a number of challenges pertaining to the use of African languages in South Africa. For such a student and perhaps many others as well, there are no good reasons for using and learning African languages in South African schools.

## **2.9 REJECTION OF AFRICAN LANGUAGES BY SOME AFRICANS**

Despite the government's commitment for multilingualism and the promotion of language rights in all spheres of public life, the education sector does not totally reflect the multilingual nature of South Africa (Cuvelier, Du Plessis & Teck, 2000:85). In terms of the language policy, all eleven languages can be taken as a home language, first additional language or second additional language. Very often, learners take languages on a home language level, whilst the specific language might only be second or third language. This is very common in former model C schools that have taken a number of African language speaking learners. When all South African schools were opened to all races from 1990, formerly whites-only English-medium schools were overwhelmed with applications from African children because of the powerful appeal of these schools in terms of what they could offer formerly disempowered speakers of African languages (Coutts, 1992:42).

The marginalisation of African languages in South Africa is aggravated by the parents who want their children to learn in English than in their home languages. Most African people lack pride in their indigenous languages, because they seek access to participation and mobility in wider society, which they consider as accessible through English (de Klerk, 1997:99). The parents believe that the job market demands knowledge of English as an international language. Schuring et al. (1997:17) report that increasing numbers of speakers of indigenous African languages see English as the language of prestige and something to be aspired to.

## **2.10 LACK OF CLEARLY DEFINED LANGUAGE POLICY IN SOUTH AFRICA**

Many people believe that African languages in South Africa are facing many challenges due to the lack of clearly defined language policy (Mncwango, 2009). It is believed that this problem has led to the use of English and Afrikaans as the most dominant languages in the socio-economic and political domains of our society. The Language in Education Policy (2004) promotes the use of learners' home language and English as medium of instruction in most schools. This is due to the strong awareness of the need to intensify efforts to develop the previously marginalised indigenous languages and to promote multilingualism in South Africa. However, African languages are still marginalised. Most African learners in the former Model C schools can't read or write in their first languages, except those who study these languages. Educational institutions in South Africa use mostly English as their medium of instruction, with some that use Afrikaans. This is usually done for socio-economic reasons and to increase chances of employability but it denies African languages a fair chance to be used as tools of communication in academic circles. English and Afrikaans are still the dominant languages in South Africa. The two languages are still the languages of communication, documentation in parliament, courts of law, hospitals, banks, clinics, and many spheres of life. The work of government is conducted entirely in English and the language of our culturally diverse Parliament is exclusively English. Many senior politicians do not use African language in community meetings and radio stations, because they perceive African languages as inferior.

Universities are also battling to keep African language departments open as student numbers dwindle. Bangbose (1991:111) being an African, after having evaluated the situation in the continent, recognizes the following typical problems in Africa:

*Language policy in African countries are characterised by one or more of the following problems: avoidance, vagueness, arbitrariness, fluctuation, and declaration without implementation.*

The above statement applies to the South African situation- The South African Language Policy is very impressive on paper but not successful during implementation.

The LANGTAG Report (in DACST, 1996:36-47,194) identified the following challenges regarding the implementation of South African Language Policy:

- There is a gap between the language policy adopted by the government and its implementation.
- Language services lack adequate infrastructure and language workers enjoy very low status.
- There is a lack of trained language workers such as translators, teachers, and interpreters in African languages.
- Standardisation procedures do not function or coordinate properly.
- Language equity is lacking in the private and public sector and at governmental level because English is used as official language.

## **2.11 THE PROBLEM OF MEDIUM OF INSTRUCTION**

Another major challenge facing African learners in schools is learning through a foreign medium of instruction. Many studies revealed that most Black learners in South Africa are disadvantaged by the medium of instruction. Balfour (1999:106) holds the view that the medium of instruction in township schools is a problem not recognized by the education sector in South Africa. Van Heerden (1996:4) states that Black learners experience problems because they can't study in their first



language. Alexander (1999) and Bamgose (1999) further stated that learning in a language that is not one's own leads to two challenges, firstly, the acquisition of the official language, and secondly, the ability to understand the knowledge rendered in the official language. Learning other languages opens one to other value systems of interpreting the world. However, English is the preferred medium of instructions in schools because indigenous languages do not have the linguistic complexity to enable them to be used in technical and scientific contexts. Other challenges are lack of registers for school discourse, lack of recognition, lack of educational materials or resources to teach with and resistance of mother tongue in schools by parents, teachers and learners (Adler, 2001).

Most learners who lack sufficient command of English, the tuition medium of their choice are usually under achievers. Insufficient command of English leads to problems regarding effective comprehension of the content of academic material, analysis of questions and presentations of answers. Most Grade 12 learners are struggling to communicate in English and that could be one of the factors that put them at a disadvantage, since that is the language used to respond to questions in the examination. In the examination or test a learner may know the answer but lack the adequate vocabulary and positive attitude to express it (Lemmer 1995:94). In 1999 when the minister of education introduced the awarding of extra-marks as compensation to matric candidates writing their examination in a second language, he was directly acknowledging the failure of English as a second language and a medium of instruction for black candidates (Masitsa 2004:36 ).

Despite the overwhelming evidence that the use of foreign languages negatively impacts the acquisition of school knowledge by the vast majority of African students, throughout most African countries, the foreign languages continue to be afforded dominance in the educational sphere (Roy-Campbell, 2001).

## 2.12 THE ROLE OF MULTILINGUALISM FOR EDUCATIONAL QUALITY

One of the provisions of the Constitution of South Africa with regard to language in education is to facilitate national and international communication through promotion of bi- or multilingualism through cost-efficient and effective mechanisms and to redress the neglect of the historically disadvantaged languages in school education. Many studies have been conducted about on the role of multilingualism in education. The studies conducted have contrasting views about the role of multilingualism in education. There are studies which regard multilingualism as a barrier to learning and teaching because it prevents a learner from being proficient in the home language. According to these studies, by learning more than one language, children can suffer from “brain overload”, stuttering and dyslexia (Tokuhama-Espionosa, 2003). A study by Darcy (1953) and Jensen (1962) (in Cummins (1978)), reveals that multilingualism impedes the learning process because learners eventually get confused when they fail to acquire skills in any of the languages. These studies also argue that the mother tongue is the basis of all teaching and that the mother tongue must be the medium of instruction because bilingualism cannot be set as the aim of teaching. Bamgose (1999) however, argues that although mother tongue instruction has its benefits for competencies in other subject areas, there are greater challenges such as lack of lack of recognition, lack of educational materials or resources to teach with, resistance of mother tongue in schools by parents, teachers and learners, and providing instruction in more than one mother tongue in cases where there are many mother tongues.

There are also studies which reveal that multilingualism is a resource for teaching and learning (Skutnabb-Kangas and Garcia (1995:224). They believe that multilingualism provide people with a more informed perspective about the issues involved in a particular country as well as the global reality. This view is supported by Crawford (1996) who indicates that different languages are a resource as they provide different windows of the world and prepares learners to participate confidently in a multilingual world.

### **2.13 SUMMARY**

The review of literature has examined a wide range of literature about the implementation of the language policy in South Africa. The review focussed mainly on the theoretical framework, provisions of language in education policy, the socio-linguistic profile of Limpopo Province, the provincial language policy, the socio-linguistic profile of Ba-Phalaborwa Municipality, English as the language of power, side-lining of African languages by former model C schools, rejection of African languages by some Africans, lack of clearly defined policy in South Africa and the problem of medium of instruction in South Africa. Different authors have identified a wide range of factors which need to be considered when planning and implementing language policy in schools and the opinions and findings of some of them are overlapping.

Research methodology and design of the study will be presented in the subsequent chapter.

## **CHAPTER THREE (03)**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

Chapter Two provided the review of literature. Various literature sources were reviewed in order to explore the use of African languages in the former Model C schools and learn how other scholars have said, theorized and conceptualised issues related to the use of African languages in schools. This chapter aims to provide an explication of the research plan and how it was executed. The philosophical foundations of this study, research design, research methodology, sampling, data collection, reliability and validity and data analysis will be discussed in this chapter.

#### **3.2 PHILOSOPHICAL FOUNDATIONS**

Research is guided by a set of beliefs about the world and how it should be understood and studied in order to guide action (Denzin & Lincoln, 2003:11). The set of beliefs about the world and how it should be understood and studied is called a “paradigm” (Guba, 1990:17). Paradigms are described by Thomas (2009:72) “as shared ideas in a particular community of inquiry, the thinking habits of researchers and the rules of procedure for research”. A paradigm influences the researcher’s decision in terms of research questions and methodology (Morgan, 2007:49). All research should be based on a paradigm that clarifies the study and researchers must consider the interaction of such views when conducting research (Creswell & Piano Clark, 2007:21).

It is however possible for researchers to utilize more than one paradigm in one study. The use of more than one paradigm in a single study is called “interbreeding” of the paradigms (Guba & Lincoln in Denzin & Lincoln, 2003:254). Objectivism-

positivism and constructivism are the two main paradigms utilized in educational research (Arminio & Hutlgren, 2002:19). The objectivist-positivist paradigm considers reality as definable and quantifiable and therefore examines it from the distant and objective perspective. The goals of objectivist-positivist research are to control and make predictions (Broido & Manning, 2002:18). Quantitative research is generally based on this paradigm and this study is not based on this paradigm.

In contrast, constructivism is associated with subjectivity and it accepts the possibility of multiple realities (Denzin & Lincoln, 2003:112). The purpose of constructivist research is making meaning by engaging the world, rather than verification of measurable, objective and factual data. According to Armino and Hutigren (2002:128), meaning is co-created by means of a partnership between the researcher and the participants, during the research process. This study will be based on ‘**Constructivism**’ because the aim of the study is to explore the meanings attached to the use of African languages in the former Model C schools.

### **3.3 RESEARCH DESIGN**

Research design is the plan that shows how a researcher intends to explore a research problem (Thomas, 2009: 70; Denzin & Lincoln, 2003: 57-58; Mouton, 2002: 55-57). The aim of the research design is to make sure that the data gathered will play a role in answering the research question(s) as accurately as possible (Mc Millan & Schumacher, 1993: 31). The research design provides a framework that allows decisions to be made about the research process (Mouton, 2002: 55-57; Mc Millan & Schumacher, 1993:157). It also provides “a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s)” (Mc Millan & Schumacher, 1993:157).

The research design is determined by the research approach followed in the study. There are two main types of approaches used in research, namely, quantitative and qualitative approaches. The Quantitative approach is a formal, objective, systematic process in which numerical data are used to obtain information about the phenomenon under investigation (Van Rensburg, 2010:85). It attempts to establish

universal context-free generalisations, i.e, the ultimate goal is to develop a body of knowledge in the form of generalisations (Hoberg, 1999:23). The quantitative approach will not be used in this study because its focus is to produce findings based on numbers and in it generalisation is possible (Hoberg, 1999:23). Qualitative research on the other hand, is an enquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting (Creswell,1994:06). Table 3.1 illustrates the differences between the qualitative and the quantitative approaches:

<b>Steps in the research process</b>	<b>The elements of qualitative approach</b>	<b>The elements of quantitative approach</b>
<b>Intention of the research</b>	<ul style="list-style-type: none"> <li>• an understanding of the meaning individuals give to a phenomenon inductively</li> </ul>	<ul style="list-style-type: none"> <li>• to test a theory inductively to verify or disprove it</li> </ul>
<b>How literature is used</b>	<ul style="list-style-type: none"> <li>• a minor role</li> <li>• justification of the problem</li> <li>• validation of findings</li> </ul>	<ul style="list-style-type: none"> <li>• major role</li> <li>• justification of the problem</li> <li>• to identify questions and hypotheses</li> </ul>
<b>How the intention is focused</b>	<ul style="list-style-type: none"> <li>• ask open-ended questions to understand the intricacy of a single phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• ask closed-ended questions</li> <li>• to test specific variables that develop hypotheses or questions</li> </ul>
<b>How the data is collected</b>	<ul style="list-style-type: none"> <li>• words and images from a small sample group at a few sites</li> <li>• to study participants in their personal surrounding</li> </ul>	<ul style="list-style-type: none"> <li>• numbers</li> <li>• from a large sample group at many research sites</li> <li>• sending or administering instruments to participants</li> </ul>

<b>How data is analysed</b>	<ul style="list-style-type: none"> <li>• analysis of text or images</li> <li>• coded into larger themes</li> </ul>	<ul style="list-style-type: none"> <li>• analysing numerical statistics</li> <li>• rejecting hypotheses or determining effect sizes</li> </ul>
<b>Role of the researcher</b>	<ul style="list-style-type: none"> <li>• is the research instrument</li> <li>• recognizes personal opinion</li> <li>• reporting bias</li> </ul>	<ul style="list-style-type: none"> <li>• remains in the background</li> <li>• takes necessary steps to remove bias</li> </ul>
<b>How data is validated</b>	<ul style="list-style-type: none"> <li>• validity measures that depend on the participants, the researcher or the reader are used</li> <li>• literature</li> </ul>	<ul style="list-style-type: none"> <li>• using validity procedures based on external standards such as statistics, judges, past research</li> </ul>

**Table 3.1 Elements of quantitative and qualitative research in the research procedure (Adapted from: Creswell and Plano Clark (2007:29)).**

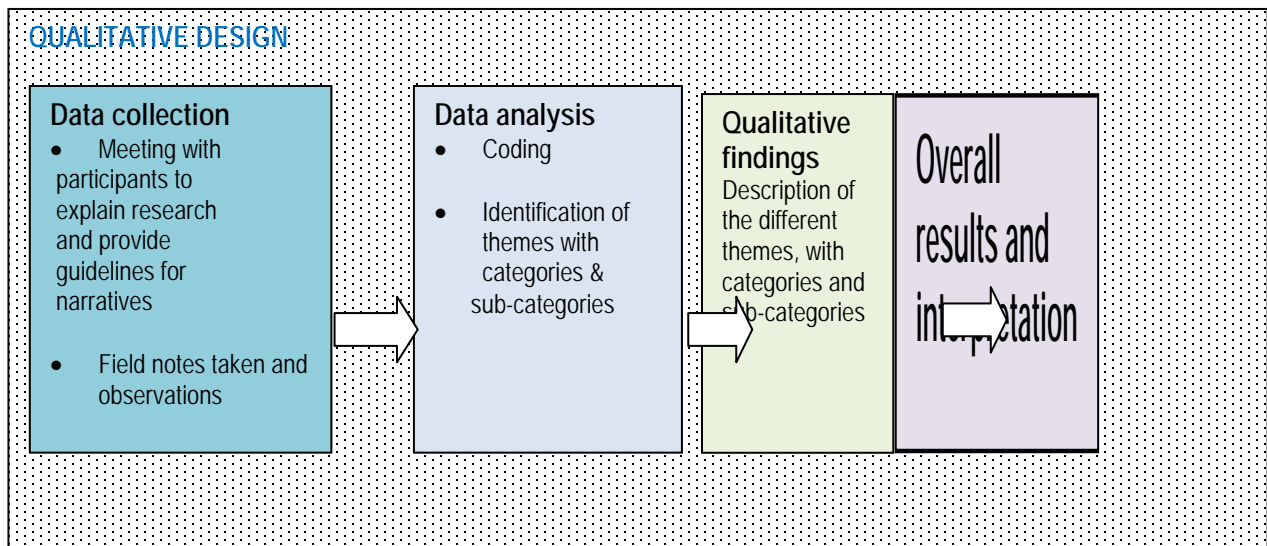
Due to the purpose of this study namely, to analyse the use of African languages in the former Model C schools, a qualitative approach will be used in this study. Certainly, both qualitative and quantitative research approaches have individual strengths and weaknesses but in this study, the qualitative approach will be used in because it will allow the researcher to explore the meanings attached to the use of African languages in the former Model C schools. Qualitative research is able to produce descriptive data which is generally people's own written or spoken words (Brynard & Hanekom, 2005:02).

According to Denzin and Lincoln (2003:10), the word qualitative implies an emphasis on the qualities of entities and processes and on meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency. One of the main reasons for using a qualitative design as the primary

design for this study is that it is most suited to reaching the aim of understanding the use of African languages in the former Model C schools from the point of view of the participants involved (Creswell, 1998:17). In this study, I am interested in the meanings of the narratives of the participants and the qualitative approach will enable me to remain committed to the viewpoints of the participants. The qualitative approach is also preferred because it stresses the socially constructed nature of reality, the intimate relationships between the researcher and what is studied, and the situational constraints that shape inquiry (Denzin and Lincoln, 2003:10). This approach will be useful in my study because, according to McMillan and Schumacher, 2001:393, it will extend the researcher's understanding of the use of African languages in former Model C schools and contributes to educational practice, policy making and social consciousness. The researcher also believes that the qualitative approach is suitable for this study because it will allow me to produce findings not arrived at by means of statistical procedures or other means of quantification, but through persons' stories, lives, behaviour, organizational functioning, social movements, or interactional relationships as indicated by Strauss and Corbin (2008:17).

In qualitative and quantitative research, the design provides guidance on the tasks to be done, such as the volume of theory that needs to be included and various ways of verifying the findings. Gorard (2003:11) indicates that it is important to decide on a topic for a research study, before selecting a research approach, as this will influence the research design and ultimately the outcome. The research design regarding this study is qualitative, exploratory and descriptive in nature. Figure 3.2 is a diagrammatic representation of the qualitative, exploratory and descriptive research design used in this study.





**Figure 3.2** The qualitative, exploratory and descriptive research design used in this study

### 3.4 RESEARCH METHODOLOGY

Research methodology refers to the range of approaches used to gather data, which are used as a basis for inference and interpretation, for explanation and prediction. It is methodology that distinguishes research from mere speculation as Karl Popper, quoted in Miller (1985:185) explained: “For once we have been told that the aim of science is to explain, and that the most satisfactory explanation will be the one that is most severely testable and most severely tested, we know that all that we need to know is methodologies”. Methodology enables a researcher to reach a valid and reliable perception of phenomena, events, processes or issues at many different levels. For the purpose of this study, the survey method was considered to be the most appropriate because:

- surveys allow a researcher to measure attitudes, opinions, or achievement – any number of variables in the natural setting (Wiersma, 1991:166).
- the survey method enables the researcher to “collect information from a smaller group or sub-set of the population in such a way that knowledge gained is representative of the population under study” (Cohen & Manion, 1994:75).

Accordingly, this study is aimed at systematic collection and interpretation of information, which will enable the researcher to suggest solutions for the effective use of African languages in the former model C schools.

### **3.4.1 Sampling**

Sampling is defined by De Vos et. al. (2002:198) as taking any portion of a population as a representative of that population while Le Compte and Preissle (1993:59) define it as a more general process of focusing and selecting what to study. Their views are supported by Fraenkel & Wallen (1996:111) who define sampling as a process of selecting individuals who will participate in a research study. Due to the constraints of expense, time and accessibility, a smaller group or subset of the population is selected in such a way that it is representative of the entire population under study. A population of a study is the entire group of persons or set of objects and events the researcher is interested in gaining information and drawing conclusions about (Van Rensberg, 2010:150). A population is sometimes referred to as “target population” or universe (Brink, Van der Walt & Van Rensburg 2006: 123; De Vos, Strydom, Fouche & Delpont 2005: 338).

The population of this study will be all the educators, parents and learners of one primary school and one high school in the Lulekani Circuit of Mopani District in Limpopo province. A sample will be selected from this population. A sample is a smaller group or subset of the population. There are two methods of sampling, namely; probability sampling and non-probability sampling (Babbie, 2004:182). Probability sampling method is any method of sampling that utilizes some form of random selection from a list containing the names of everyone in the population being sampled (Babbie, 2004:182). Examples of probability sampling are systematic random sampling, simple random sampling, cluster random sampling, multi-stage sampling and stratified sampling (Babbie, 2004: 201-212). Non-probability sampling

does not involve random selection. Examples of non-probability sampling are convenience sampling, snowball sampling and purposive sampling (Shultze, 2002:35).

In this study, cluster sampling will be used. Cluster sampling is the selection of groups or cluster of subjects rather than individuals (Fraenkel and Warren, 1996). Subjects are then drawn from the population. In cluster sampling a researcher identifies convenient, naturally occurring groups such as educators, not individual subjects, and then randomly selects some of these units for the study (McMillan & Schumacher, 2010:135). Once the units have been selected, individuals are selected from each one. There are 6 former model schools in Phalaborwa town and two schools will be selected for this study using simple random sampling. In this study, the researcher will begin by sampling two schools, using random sampling and then 32 participants from each school. The following table illustrates the sample size of this study:

Clusters	Number per school	Total
Educators	2	4
Parents	10	20
Learners	20	40
Total subjects	32	64

**Table 3.2. The sample size per school**

### **3.4.2 Data collection**

Having selected the survey method of investigation, the researcher will select the instruments, which will be used to collect the data. To supplement the literature review, qualitative questionnaires will be used to collect the data in this study. The questionnaire is a printed document that contains instructions, questions and statements that are compiled to obtain answers from the respondents (Van

Rensburg, 2010:186). Questionnaires are given to the respondents for completion. There are two types of questionnaires, namely; closed-ended and open-ended questionnaires(Babbie, 2004: 245). In closed-ended questionnaire, a respondent is asked to select an answer from among a list provided by the researcher. In open-ended questionnaires,a respondent is requested to provide his or her answer. In this study, an open ended questionnaire will be designed and administered to the respondents, namely, learners, teachers and parents. I will use questionnaires in this study because of the economy of the design and its ability to produce very rapid turn-out in data collection; it will eliminate my subjective bias, and the respondents will have adequate time to think through their answers. According to Robson (2002:32) qualitative e questionnaires could be used to gather facts about people's beliefs, feelings, experiences in certain jobs, services offered and activities. The questionnaire in this study will be designed in such a way that participants have freedom to express their views in response to the question asked without any influence or clues from the interviewer. The questions are open ended to allow the respondents to write their positive or negative responses based on the type of questions. Questionnaire are also preferred in this study because they are a most convenient and inexpensive way of gathering information from people and could be used to cover a large geographical area. They could be used to either gather quantitative or qualitative data and they are also a better way of reducing interviewer bias because there are "no verbal or visual clues" that could influence a participant to answer in a certain way. The good thing about qualitative questionnaires is that they are flexible and could be worded in different ways to allow participants to give responses in their own words compare to a "yes or no"(Robson, 2002:33).

According to Creswell (1994:48), before a researcher begins with research, it is important to gain access to research or archival sites by seeking the approval of "gatekeepers". In the case of this study, the researcher will first contact the local district office of the Department of Education, to give them a detailed explanation about the research. Principals of selected schools were also contacted to explain them in detail the purpose of the research. The principals were also requested to participate in the project by providing the researcher with the required information.

Glesne and Peshkin (1992:33) indicates that before a researcher begins with his or her research he or she must also go through the process of gaining access to his or her respondents. In this research, the researcher will visit all selected participants in their schools to request them to participate in the study and to agree on the day of the interview.

### **3.4.3 Reliability and validity of the research instruments**

Determining the accuracy of the data, discussing the generalizability of it, and advancing the possibilities of replicating a study, have long been considered the scientific evidence of a scholarly study (Creswell, 1994:157). This is achieved by establishing the reliability and validity of the research instrument.

Reliability in research refers to whether or not consistent results are yielded (Armstrong & Grace, 1997:44). According to Creswell (1994:121) one might discuss reliability in terms of:

- measures of item consistency (whether item responses are consistent across constructs; and
- test stability (whether individuals vary in their responses when the instrument is administered for a second time).

In this study, measures of item consistency and test stability will be achieved by subjecting the instrument to a pilot study. The aim of the pilot study is to determine possible flaws in terms of ambiguity and the possibility of repetition of questions. Glesne and Peshkin (1992:147) are of the opinion that the alertness of the researcher to his or her own bias and subjectivity also assists in ensuring the trustworthiness and authenticity of research findings. In this study, the researcher will avoid his bias and subjectivity in the framing of questions by not giving his personal opinion. Creswell (1994:159) maintains that part of ensuring the reliability of a study

is to discuss the limitations in replicating the study exactly in another context. The limitations of this study are discussed in another section in this chapter.

Validity in qualitative research refers to the degree of congruence between the explanation of the phenomena and the realities of the world (McMillan & Schumacher, 2010:331). Validity addresses the following questions:

- Do the researchers actually observe what they think they see?
- Do inquirers actually hear the meanings that they hear?

This implies the degree to which the interpretations have mutual meanings between the participants and the researcher. Validation are efforts by researchers to establish whether research question items measure the content they were intended to measure and whether the results correlate with other results. In this study validity will be ensured by:

- reviewing the relevant literature on the problem in order to establish their findings and by discussing the research problem with the respondents before administering the instrument,
- allowing interim data analysis and corroboration to ensure a match between findings and participant's reality,
- obtaining literal statements of participants and quotations from documents,
- recording precise, almost literal and detailed descriptions of people and situations,
- using participant-recorded perceptions in diaries for corroboration,
- asking participants to review researcher's synthesis of interviews with participant for accuracy of representation, and
- using a tape recorder or a videotape (McMillan and Schumacher, 2010:331).

#### **3.4.4 Pilot study**

A pilot study is described as a small scale study using a small sample of the population but not the same group that will eventually form part of the sample group in the actual research (McMillan and Schumacher, 2010:206). According to McMillan and Schumacher a pilot study is necessary as a check for bias in the procedures, the interview and the questions. During the pilot test the procedures should be identical to those that will be implemented in the study. The researcher will take special note of any cues suggesting that the respondent is uncomfortable or does not fully understand the questions. This testing is important to establish the face validity of an instrument and to improve questions, format and the scales (Creswell, 1994:121). In this study a pilot study will be conducted with five educators from one of the schools from which the sample will be drawn. The educators will be invited to freely give their comments and criticism.

#### **3.4.5 Data analysis**

Mouton states that analysis involves the breaking up of the data into manageable themes, patterns, trends and relationships (Mouton 2002:108). Once all the fieldwork had been completed, the raw data needs to be analysed and interpreted. The analysis of qualitative data requires the process of coding (Bogdan & Biklen 1992:124). Coding is conducted by examining the information gathered during the interview. A system of categorising is the method used to divide data into parts by (McMillan & Schumacher, 1993:486).

The following procedure as proposed by Tesch (1990:186) will be used to analyse the data collected from this study:

Step	Procedure
1	Organising information, preparation of data, reading through all transcripts carefully and making notes
2	Reading through all transcripts of the interview, considering the content or the underlying meaning of the information and writing down the thoughts on the margins.
3	Listing all the topics, putting similar topics together and forming topics into columns that might be grouped as major topics, unique topics and leftovers.
4	Assigning to each topic an abbreviated and identifiable code and writing the codes next to the data segments that correspond with the code.
5	Writing the most descriptive wording for the topics and turning them into themes or categories.
6	Making a final decision on the abbreviation for each theme or category and alphabetizing codes.
7	Assembling the data material belonging to each theme or category in one place and doing preliminary analysis.
8	Interpreting and reporting the research findings

**Table 3.3 Qualitative data analysis**

### **3.5 SUMMARY**

Chapter three has provided an overview of the selected research design and methodology. The instruments used in the study, reliability of the research instruments, pilot study, sample design and size and data collection procedures were discussed. The focus of this study is to investigate the implementation of the language policy in South Africa. In this study, the researcher is seen as the main instrument of data collection, and therefore also the main reporter of the findings. In the subsequent chapter, the findings of the empirical investigation will be presented.



## CHAPTER FOUR (04)

### RESULTS OF THE STUDY, DATA ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

In this chapter, the analyses of the quantitative data are reported. The general aim of the study was to investigate the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa. The results will be presented by means of charts and tables encompassing categories of respondents who represented perceptions held by their groups with regard to particular views. As table 4.1 indicates, the sample of this study consisted of 4 educators, 40 learners and 20 parents.

<b>Clusters</b>	<b>Number per school</b>	<b>Total</b>
Educators	2	4
Parents	10	20
Learners	20	40
Total subjects	32	64

**Table 4.1 The sample of the study.**

#### 4.2 RESULTS DATA ANALYSIS AND INTERPRETATION

##### SECTION A: EDUCATORS

##### 4.2.1 Selected schools

The participants of this study are from two Former Model C primary schools and one

high school. The schools are in Phalaborwa town in the Mopani District of Limpopo Province. In compliance with the ethical considerations of this study, the names of the schools will not be revealed.

#### **4.2.2 Teaching experience in years**

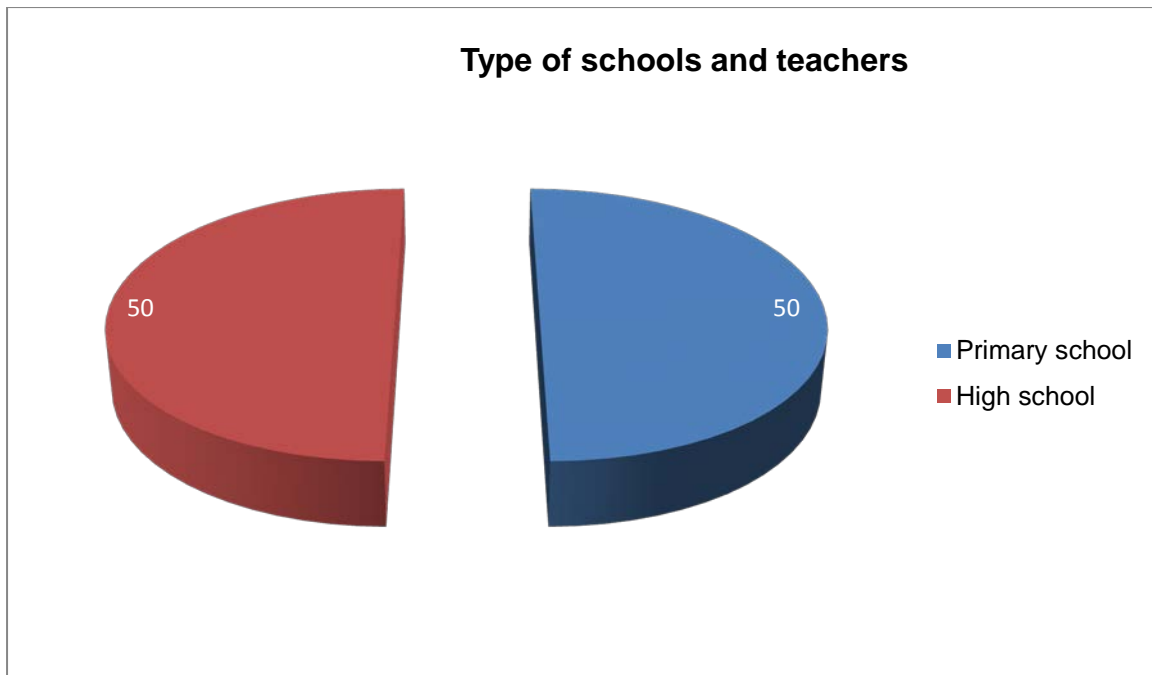
According to the findings of this study, the teachers who participated in this study are well experienced teachers. The following table illustrates the teachers' experience. The excellent experience of these teachers will contribute to the validity of the findings of this investigation. Table 1 illustrates the teaching experience of the teachers who participated in the study:

<b>Teacher</b>	<b>Experience in years</b>
A	18
B	15
C	20
D	22

**Table 4.2: Teacher's Experience**

#### **4.2.3 Type of school: Primary / high school**

According to the findings of this study, 50% of the teachers who participated in this study are from primary school while the other 50% are teaching at a high school. The inclusion of teachers from both primary and secondary levels will shed more light on the extent of the language problem at all levels of schools. The following diagram illustrates that type of schools and teachers who participated in this investigation:



**Figure4.1: Type of schools**

#### 4.2.4 Language policy at school

According to the findings of this study, all the schools under investigation have a language policy. The language policy in education was one of the components of the constitution. A key constitutional clause pertaining to language in education is found on page 14 of the *Constitution of South Africa* (1996), which states that:

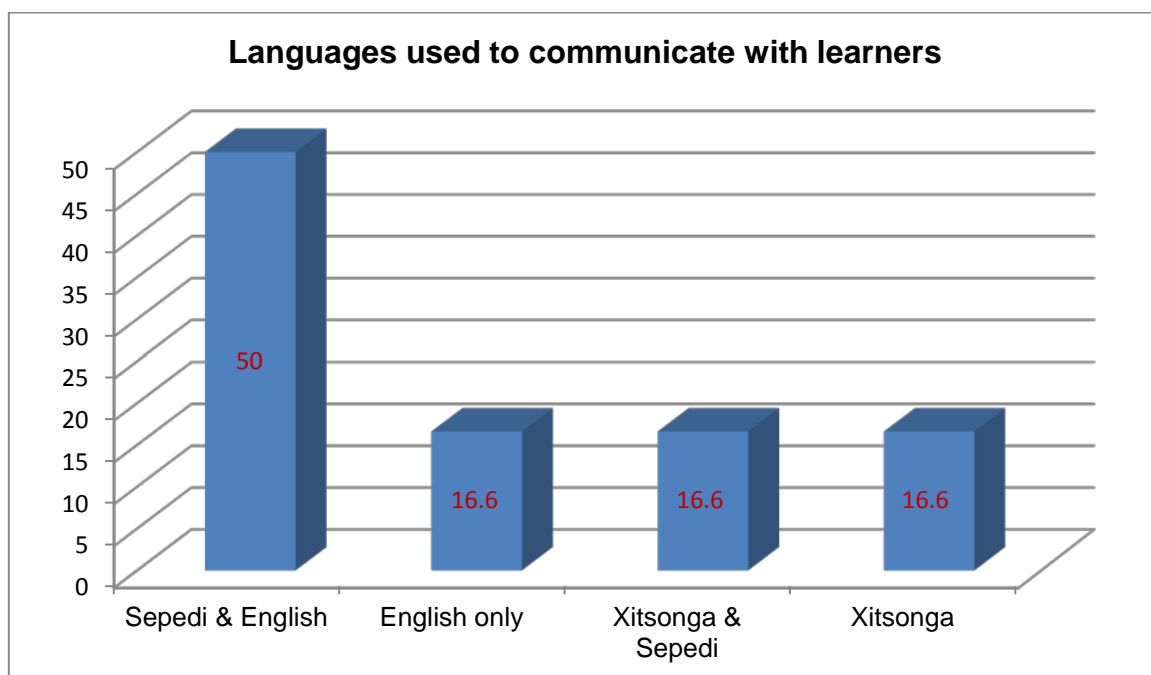
*“Everyone has a right to receive education in the official language of his or her choice in public educational institutions where that education is reasonably practicable”.*

Section 9 (3) of the Constitution protects against unfair discrimination on the grounds of language, whilst Sections 30 & 31 (1) refer to people’s rights in terms of cultural, religious and linguistic participation and differences. In terms of the constitution all official languages, including the disadvantaged indigenous languages must be treated equitably. In terms of section 3(4) (m) of the National Education Policy Act, 1996 (Act 27 of 1996), the main aims of the Language in Education Policy are to establish multilingualism as an approach to language in education, promote and

develop all the official languages, support the teaching and learning of all other languages required by learners and develop programmes for the redress of previously disadvantaged languages.

#### 4.2.5 Language(s) used to communicate with learners

According to the findings of this study, 50% of the teachers communicate with learners in Sepedi and English, 16.6% of the teachers in English only, 16.6% of the teachers in Xitsonga and Sepedi and 16.6% of the teachers in Xitsonga only. This indicates that about 75% of the teachers communicate with learners in African languages. This again emphasises that African teachers are promoting African languages in Former Model C Schools. Figure Number 1 illustrates the various languages used as a form of communication in the schools.



**Figure 4.2: Language used to communicate with learners**

#### 4.2.6 African languages taught at school

According to the respondents, only two African languages are taught at the four selected schools, namely; Xitsonga and Sepedi. This implies that the other African languages spoken in Phalaborwa, for example; Tshivenda, Zulu and IsiXhosa are

not offered in the schools. Table number 3 indicates the various African languages taught in the selected schools.

<b>School</b>	<b>African languages taught in selected schools</b>
A	Xitsonga & Sepedi
B	Xitsonga & Sepedi
C	Xitsonga & Sepedi
D	Xitsonga & Sepedi

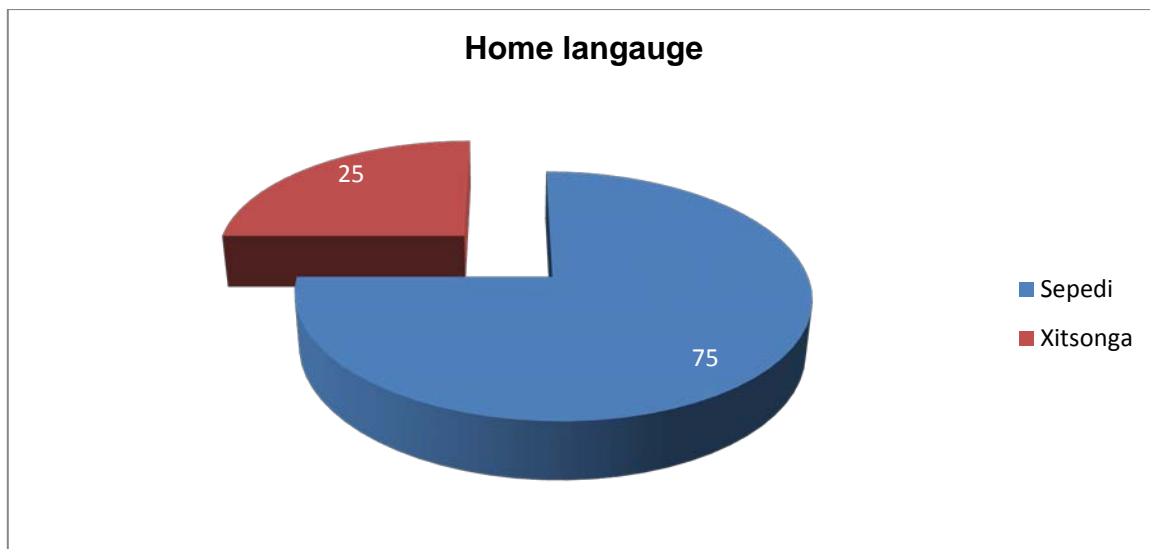
**Table 4.3: African languages taught at the selected schools**

#### **4.2.7 The dominant language at school**

According to the findings of this study, 100% of the respondents indicate that English is the dominant language in the selected Former Model C Schools. This is against the Constitution of South Africa. The major aim of the new constitution is to stop the dominance of English and Afrikaans and elevate the status of the other nine languages. The new constitution prohibits any form of discrimination in schools; for example, Section 9 (3) of the Constitution of South Africa, prohibits unfair discrimination on the grounds of language. This is also emphasised by Sections 30 & 31 (1) which refer to people's rights in terms of cultural, religious and linguistic participation and differences.

#### **4.2.8 The home language**

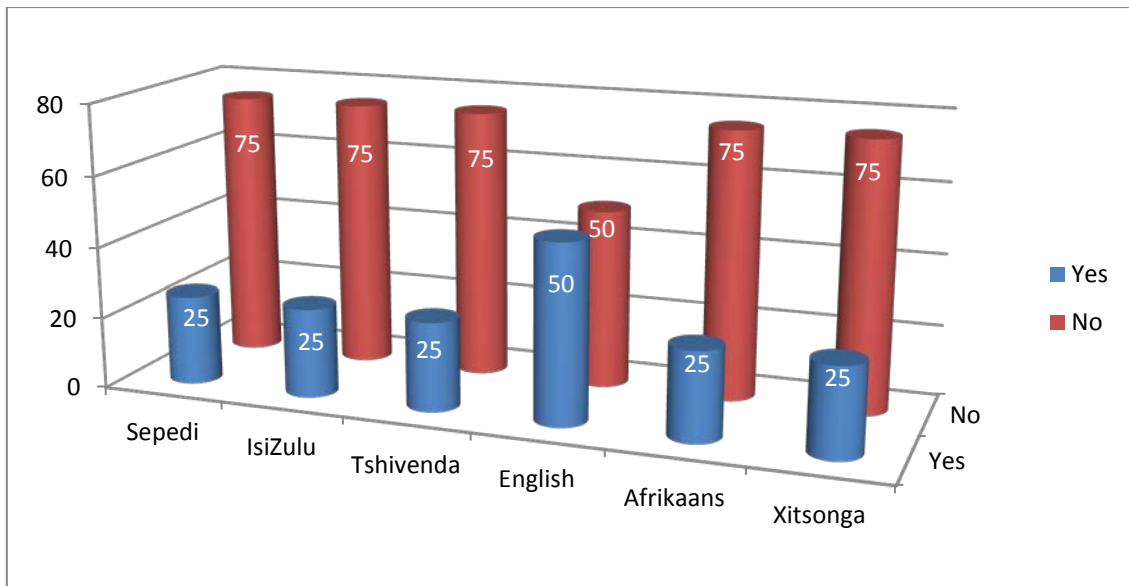
The study revealed that the home language of 75% of the respondents is Sepedi while 25% is Xitsonga. Figure 2 illustrates the home languages of the respondents.



**Figure 4.3: The home language of the educators**

#### **4.2.9 Other languages spoken at school**

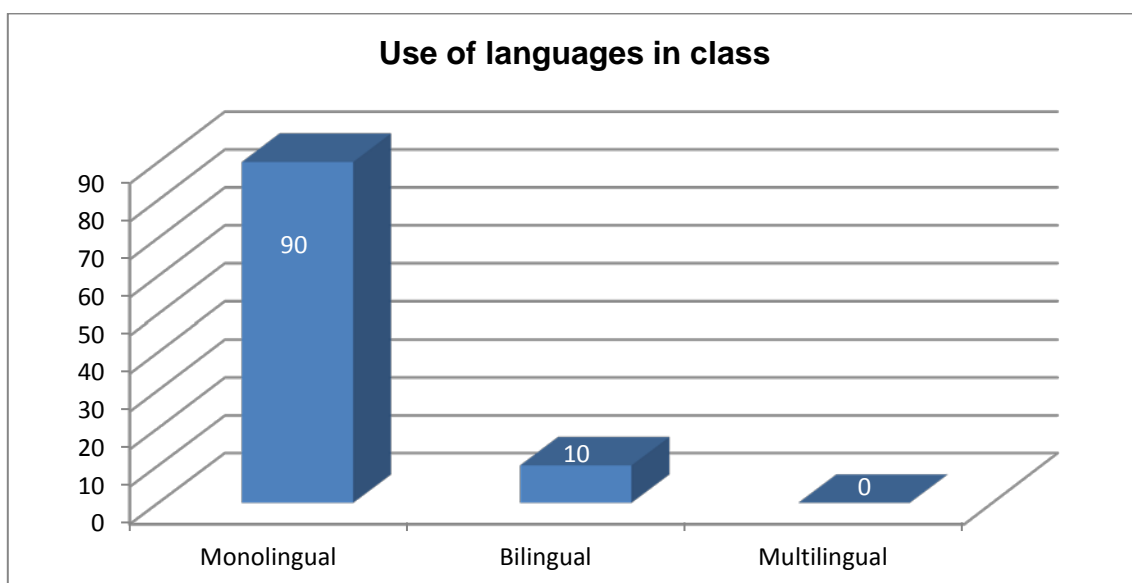
The study revealed that 50% of the respondents can speak English, whereas 50% cannot speak English. The study also indicates that 25% can speak Sepedi, while 75% cannot speak Sepedi, 25% can speak SiSwati, while 75% cannot speak SiSwati. 25% can speak isiZulu, while 75% cannot speak isiZulu, 25% can speak Tshivenda, while 75% cannot speak Tshivenda. 25% can speak Afrikaans, while 75% cannot speak Afrikaans and 25% can speak Xitsonga while 75% cannot speak Xitsonga. The following diagram indicates the other languages that can be spoken by the respondents. This indicates that the language most spoken by the respondents is English (50%).



**Figure 4.4: Other languages spoken at school**

#### 4.2.10 Use of languages in the schools: Monolingual/bilingual/multilingual

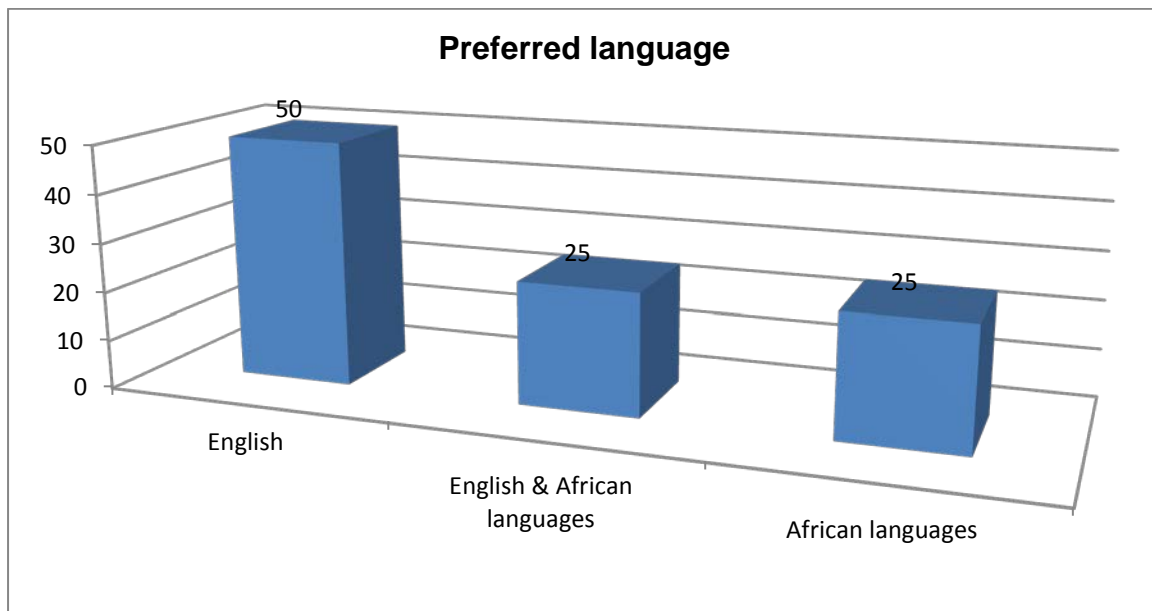
A monolingual class uses one language as medium of instruction; bilingual class uses two while a multilingual class uses more than two languages. This study revealed that 90% of the schools are monolingual, 10% are bilingual while there is no multilingual school. This implies that in most schools, only one language is used as medium of instruction. Figure Number 3 illustrates the use of languages in schools.



**Figure 4.5: Use of languages in class**

#### 4.2.11 Preferred language

The study reveals that 50% of the respondents indicate that English should be used as a medium of instruction because it is an international language, 25% of the respondents indicates that only African languages should be used as a medium of instruction, while 25% indicates that both English and African languages should be used as a medium of instruction. Figure 4, indicates the various languages that are preferred as medium of instruction.

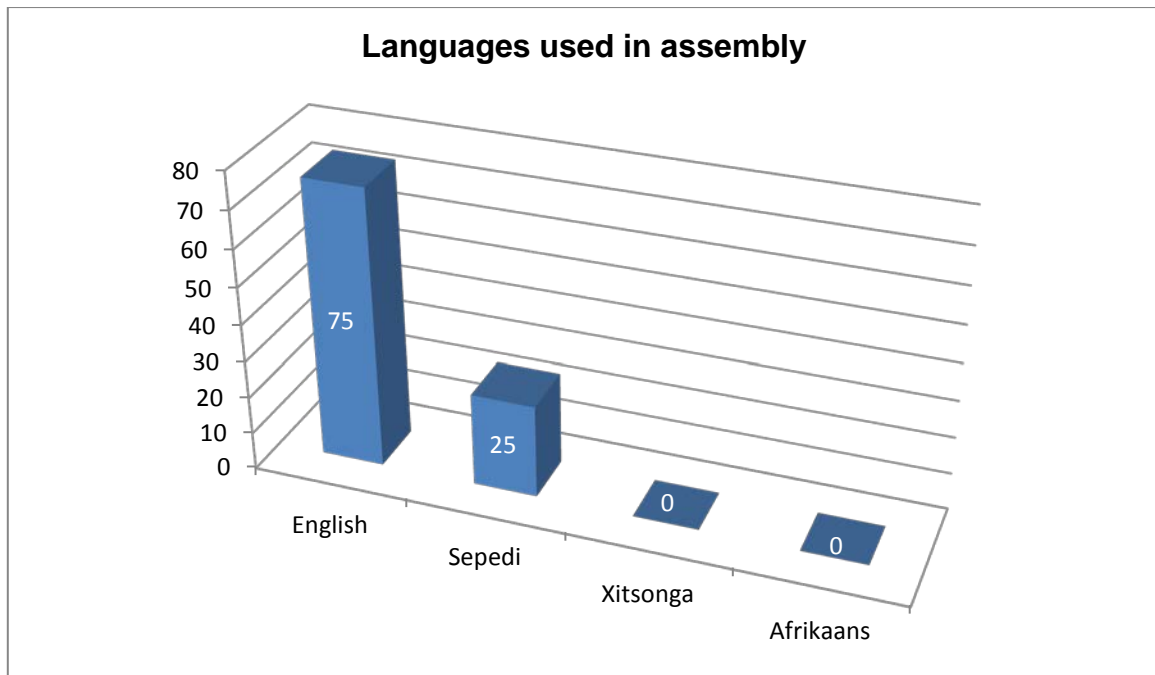


**Figure 4.6: Preferred medium of instruction**

#### 4.2.12 Language/s used to conduct assembly and devotions at school

The study reveals that English is the predominant language used the assembly in the schools, while only Sepedi is also used to conduct assembly and devotions in one of the primary schools. Other African languages, such as Xitsonga, Tshivenda, IsiZulu and IsiXhosa are not used in the schools in assembly and devotions. Figure 4 illustrates the languages used in assembly in the schools.





**Figure 4.7: Languages used in assembly and devotions**

#### 4.2.13 Subjects taught by respondents

The study reveals that 50% of the respondents are teaching English. The other subjects taught are Life Sciences, Mathematics, Life Skills, Business Economics and Social Studies. Table 5 illustrates the subjects taught by the respondents.

Teacher	Subjects
A	English, Mathematics and Life Skills
B	English and Social Studies
C	Business Economics
D	Life Sciences

**Table 4.4: Subjects taught by the respondents**

#### 4.2.14 Medium of instruction in subject

The findings of this study revealed that English is the only medium of instruction for African learners in all Former Model C Schools. This is a major challenge facing African learners in all schools in South Africa. Many studies revealed that most Black learners in South Africa are disadvantaged by the medium of instruction. Many African learners are under-achievers because they lack sufficient command of English, which is their second language. Most African learners struggle to communicate in English. Insufficient command of English leads to problems regarding effective comprehension of the content of academic material, analysis of questions and presentations of answers. In the examination or test, a learner may know the answer but fails to answer the question because of lack of adequate vocabulary.

#### 4.2.15 Teaching African learners at school

The study indicates that 75% of the respondents are teaching African learners at school while 25% are not teaching African learners at school. Figure 6 illustrates the educators who are teaching African learners at school.

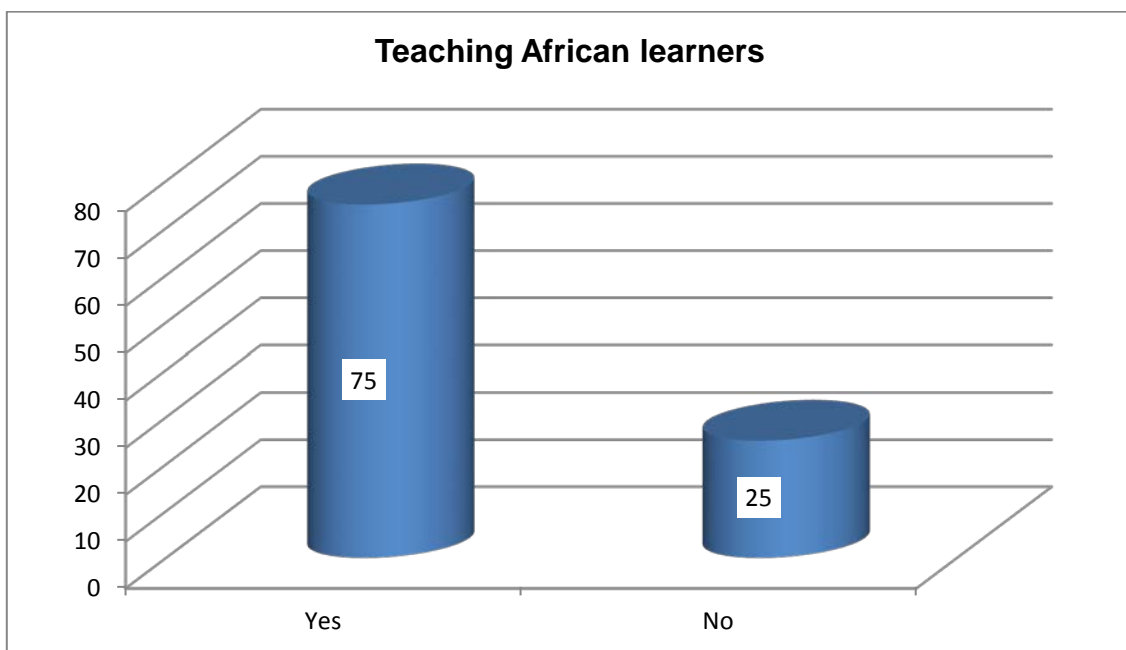
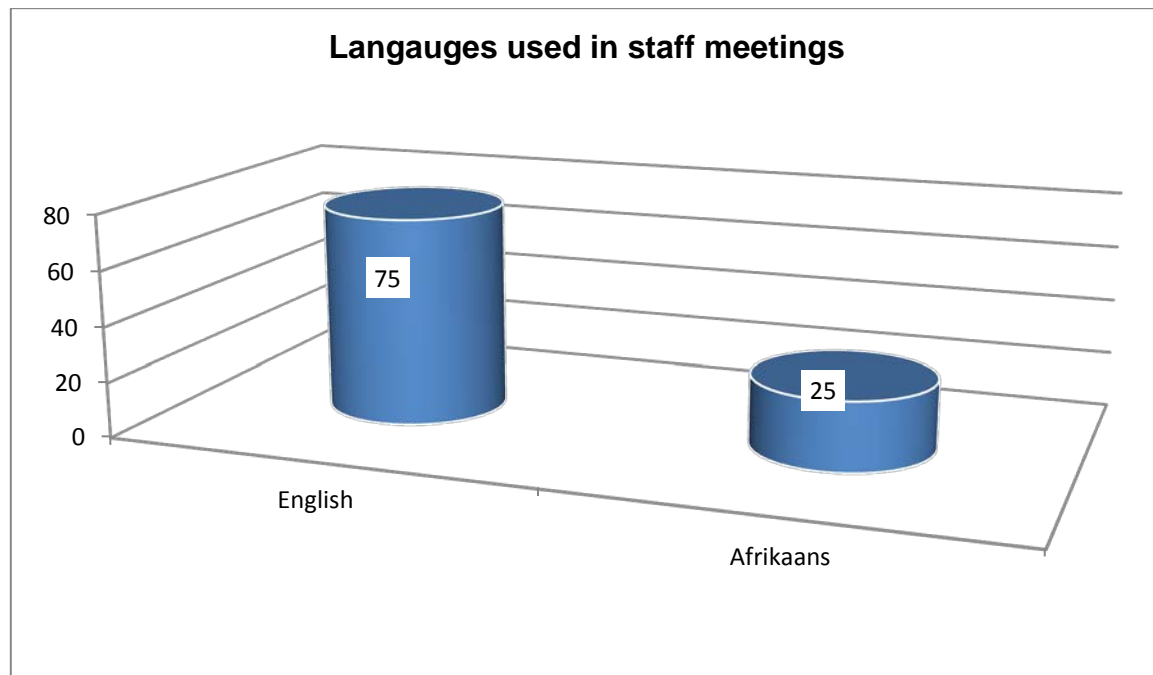


Figure 4.8: Teaching African learners

#### 4.2.16 Language used in staff meetings

According to the findings of this study 75% of the Former Model C Schools use English as a language of communication in the staff meetings, while only 25% of the schools use Afrikaans as a language of communication in the staff meetings. Figure 7 illustrates the languages used in staff meetings.



**Figure 4.9: Languages used in staff meetings**

This also exposes English as a dominant language in the schools, which is against the Constitution of South Africa which prohibits the domination of English and Afrikaans in the schools. African languages are not used in staff meetings in all the Former Model C Schools in the Phalaborwa area.

#### 4.2.17 Language used to communicate with parents

The study reveals that various languages are used to communicate with the parents who have children in the schools, namely; Xitsonga, Sepedi, IsiZulu, IsiSwati, Tshivenda, IsiXhosa, English and Afrikaans. However the study reveals that English is used in various forms of communication, such as letters to parents, telephone and

also in the parents' meetings. In addition educators communicate with Black parents in African languages and other groups in English.

## SECTION B: LEARNERS

### 4.2.18 Age of learners

The learners who participated in the study are between 9 and 18 years old and the majority of the learners who participated in this study are 12, 14 and 17 years old, with 15% learners each. The sample included all the age groups, which increases the validity and reliability of the study. The following digram illustrates the various ages of the learners:

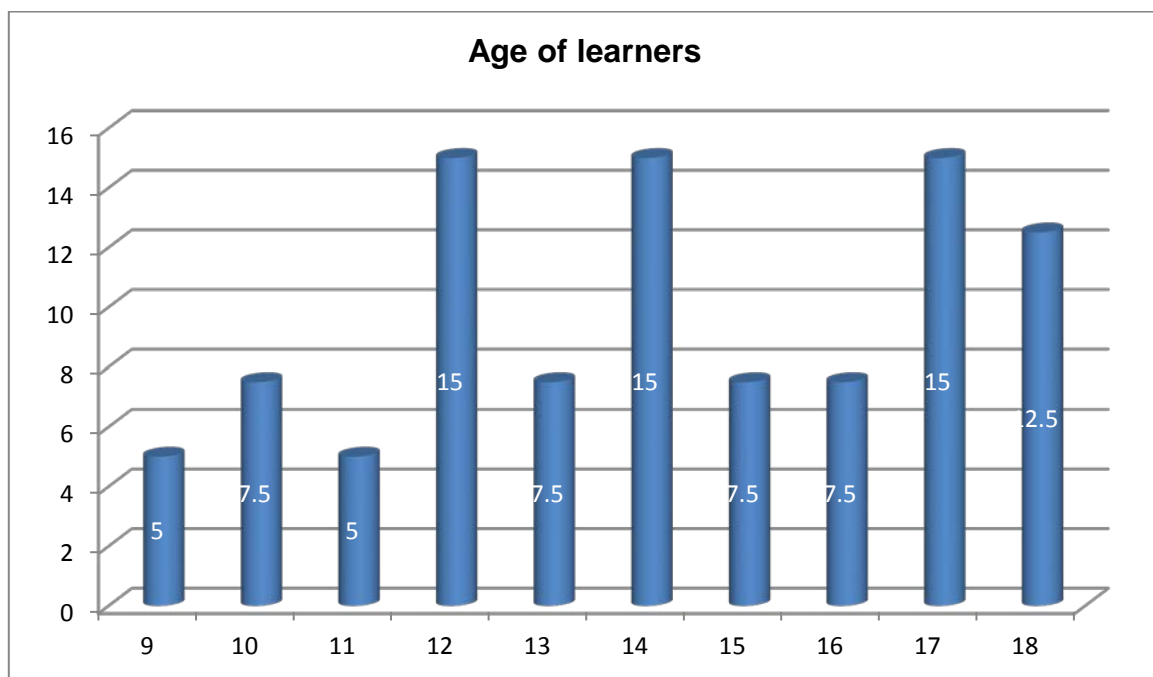
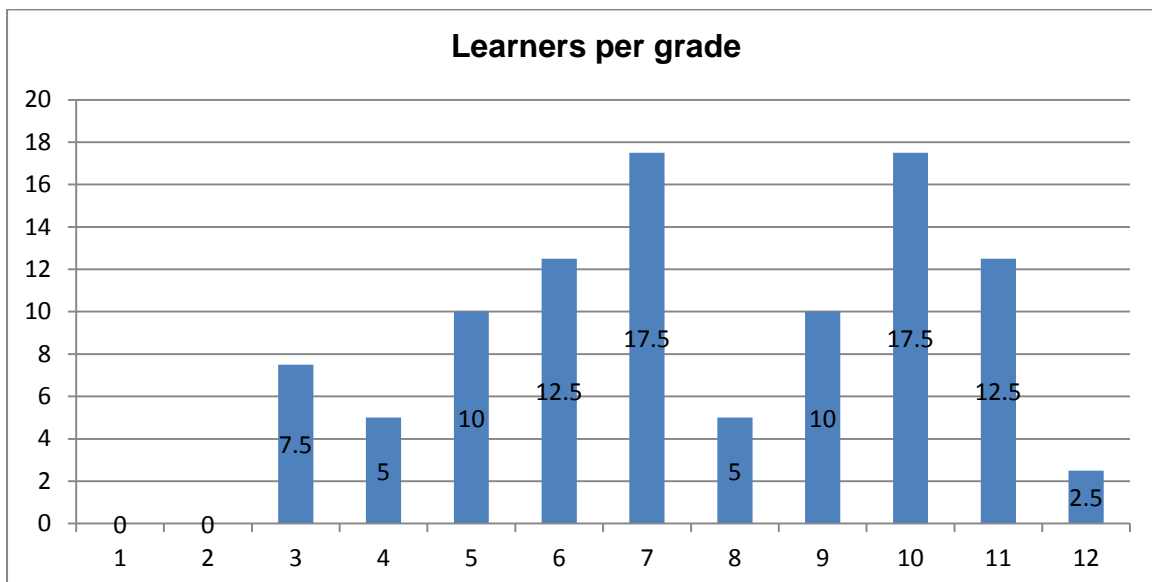


Figure 4.10. Age of learners

### 4.2.19 Grades

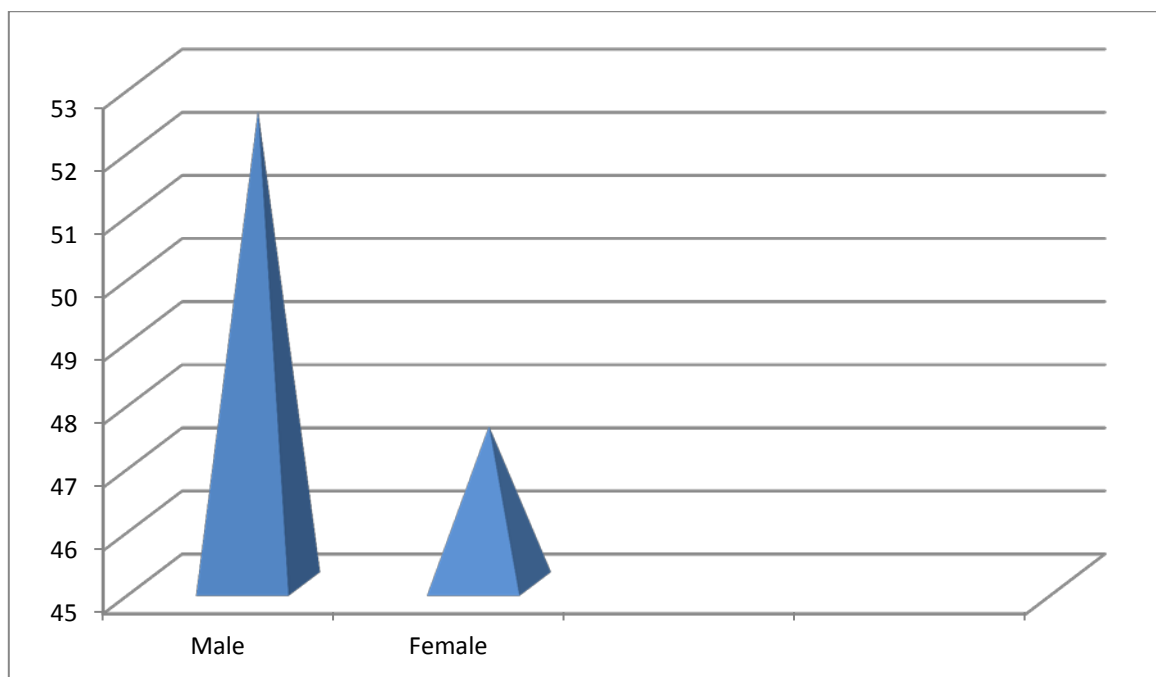
This study included learners from the intermediate, senior and further education and training phases. This implies that 83.3% of the grades from primary to high schools have been included in the study. Only 16.7% of the grades have been excluded from the study. Most of the learners in the sample came from Grades 7 and 10 (17.5% each). The findings of this study can therefore be generalised to all the grades in both primary and high schools. The following table illustrates the number of learners selected from each grade.



**Figure 4.11. Number of learners per grade**

#### 4.2.20 Gender

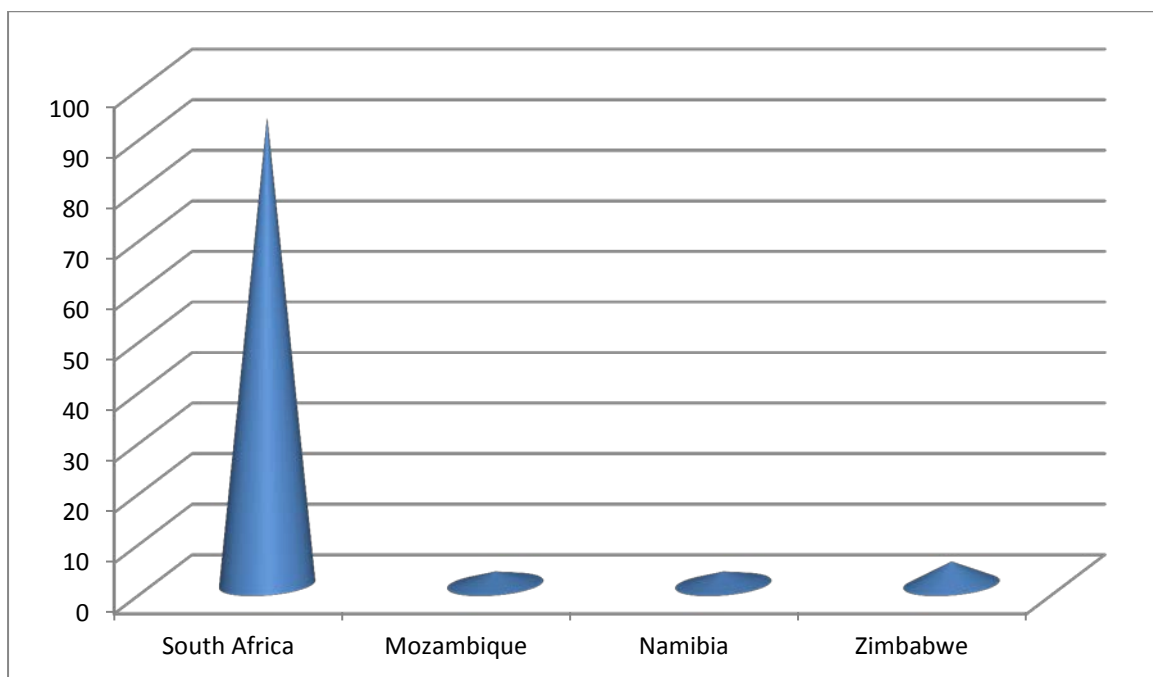
Both male and female learners participated in this study, namely; 52.5% male and 47.5% female learners. This indicates that both genders were well represented in the study. This contributes to the trustworthiness, validity and reliability of the study. The following diagram indicates the number of both male and female learners who participated in the study.



**Figure 4.12. The gender of the participants**

#### 4.2.21 Country of birth

The findings of this study indicate that 37 learners were born in South Africa while three learners were born in Namibia, Zimbabwe and Mozambique respectively. This indicates that most learners speak one of the official languages of South Africa. The following diagram is a graphic representation of the country of birth of all the learners who participated in the study.



**Figure 4.13. Country of birth of learners**

#### 4.2.22 Name of school

The findings of this study indicate that 21 learners are enrolled at School A, 18 learners are enrolled at School B and 1 learner from School C. There are six Former Model CF Schools in the Lulekani area. This indicates that 50% of the Former Model C Schools in Lulekani Circuit have been included in the sample. The following diagram is a graphic representation of the various schools attended by the learners.

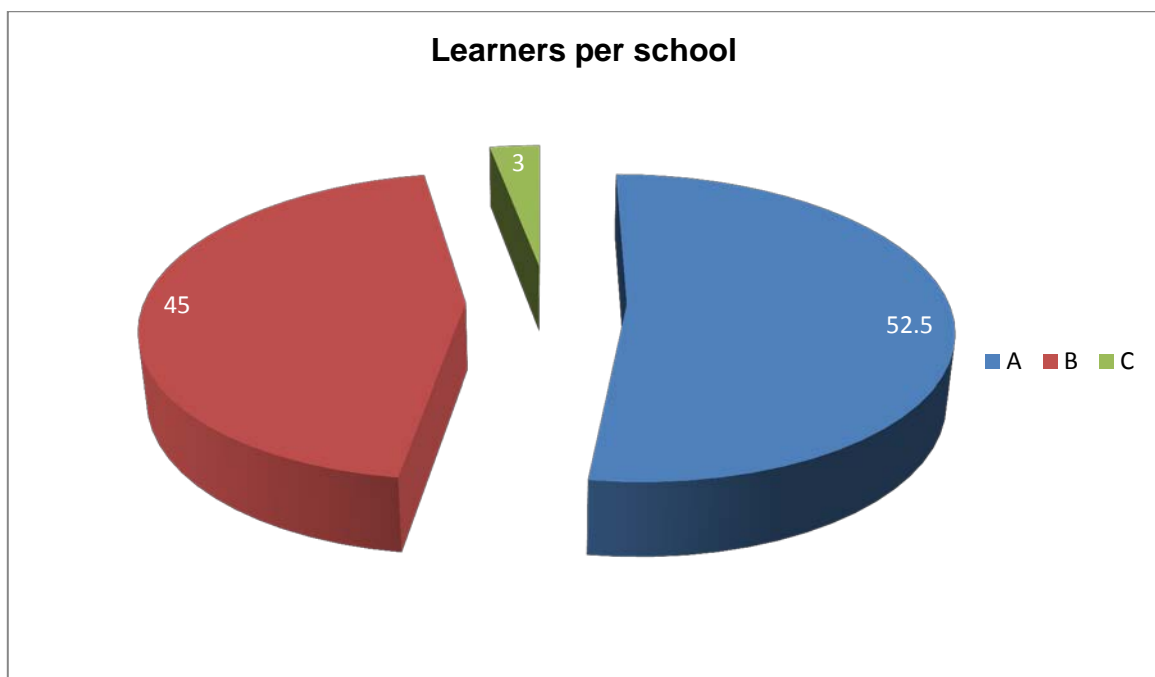
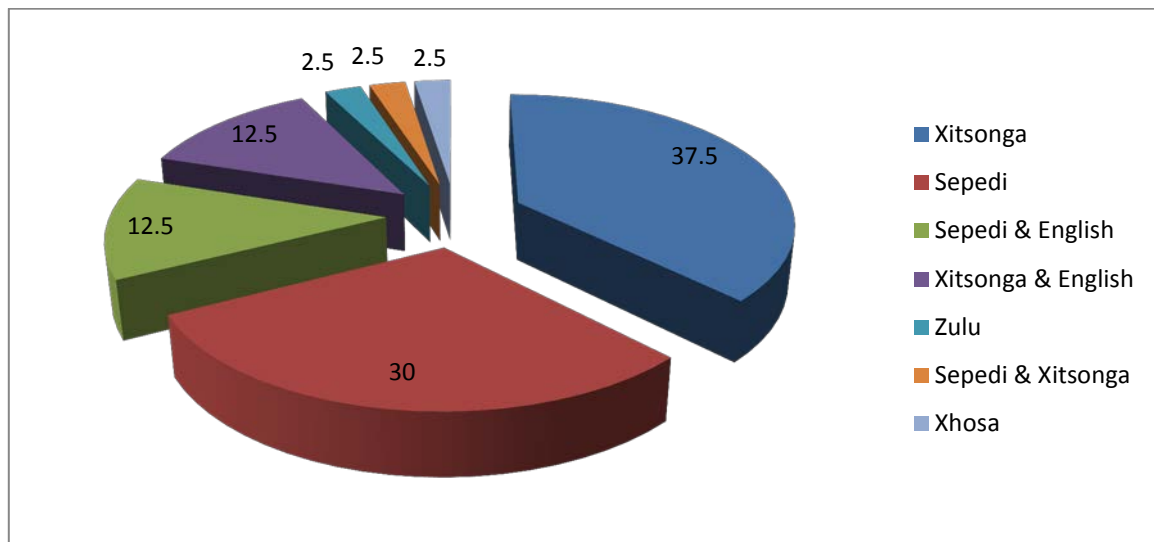


Figure 4.14: Schools in the sample



#### 4.2.23 Languages spoken in homes

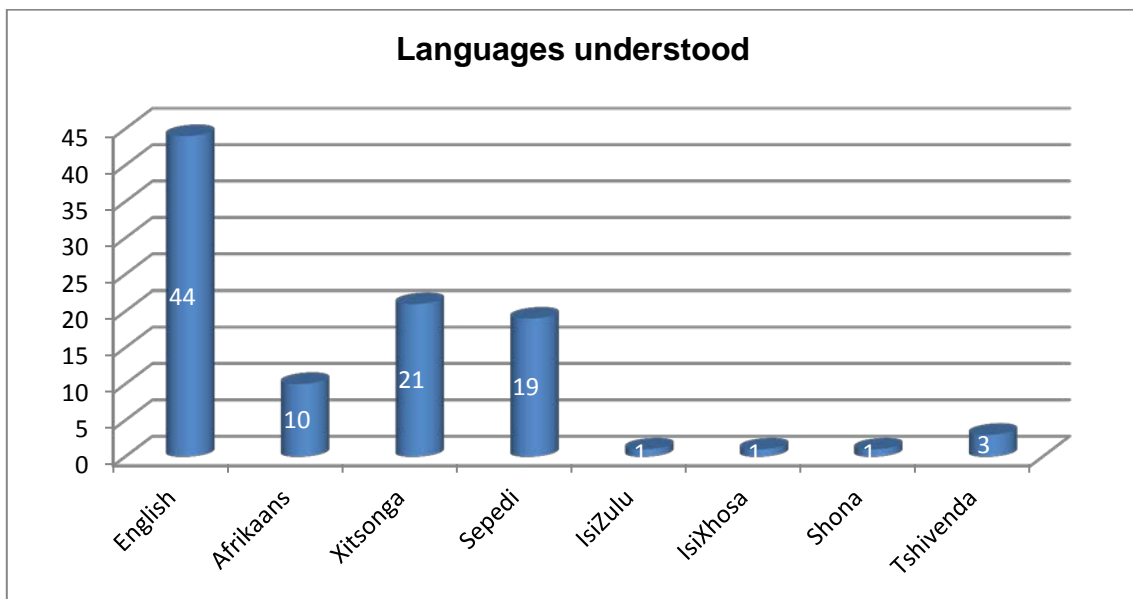
The findings of the study revealed that the home languages of 15 learners is Xitsonga, the home languages of 12 learners is Sepedi, home languages of 5 learners is Sepedi and English, the home languages of 5 learners is Xitsonga and English and the home languages of 3 learners is IsiZulu, Sepedi and Xitsonga and IsiXhosa respectively. This indicates that the most spoken language in the Phalaborwa area is Xitsonga. The following diagram is a graphical representation of the home languages of learners.



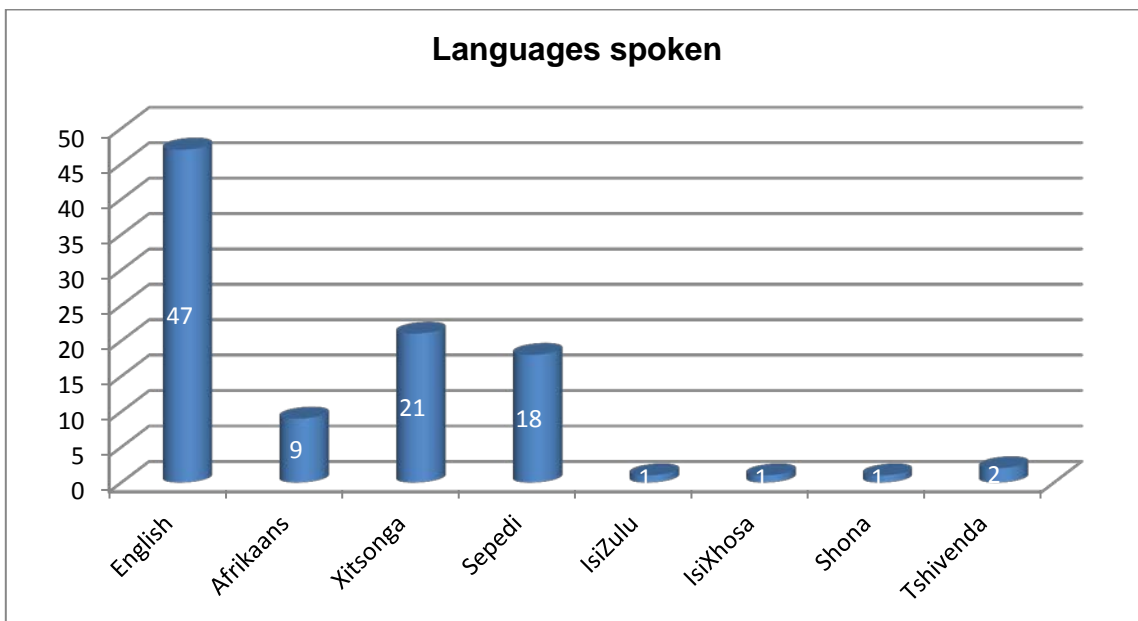
**Figure 4.15. Languages spoken at home**

#### 4.2.24 Languages understood, spoken, read, and written

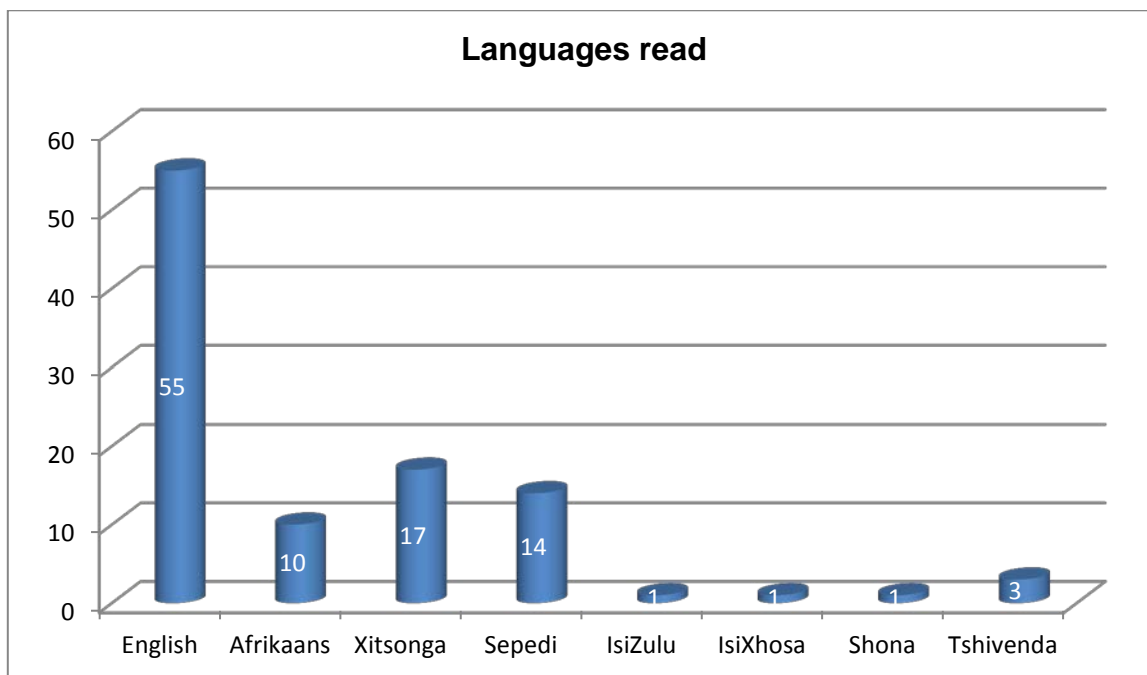
This study revealed that English is the most spoken, understood, read and written language in the Phalaborwa area, followed by Xitsonga and Sepedi. The least understood, spoken, read and written languages are Zulu, IsiXhosa and Shona. The following are the least spoken, understood, read and written languages in the Phalaborwa area. The following table illustrate the languages in the Phalaborwa area.



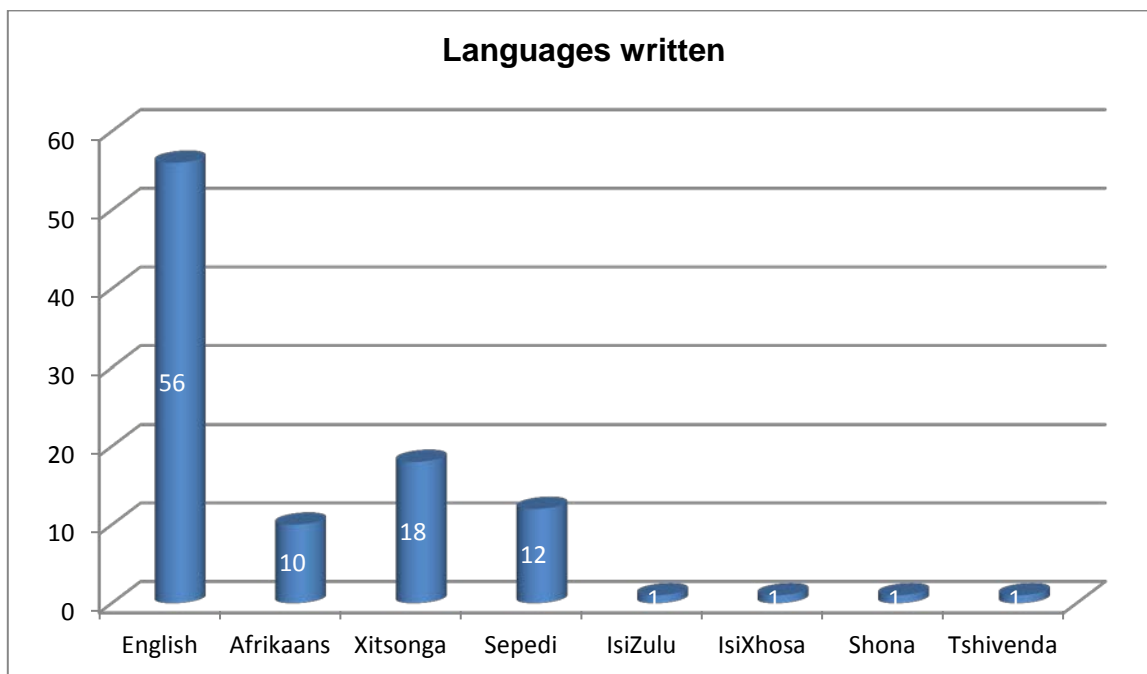
**Figure 4.16.**The languages understood mostly in Phalaborwaarea



**Figure 4.17.**The languages spoken mostly in Phalaborwaarea



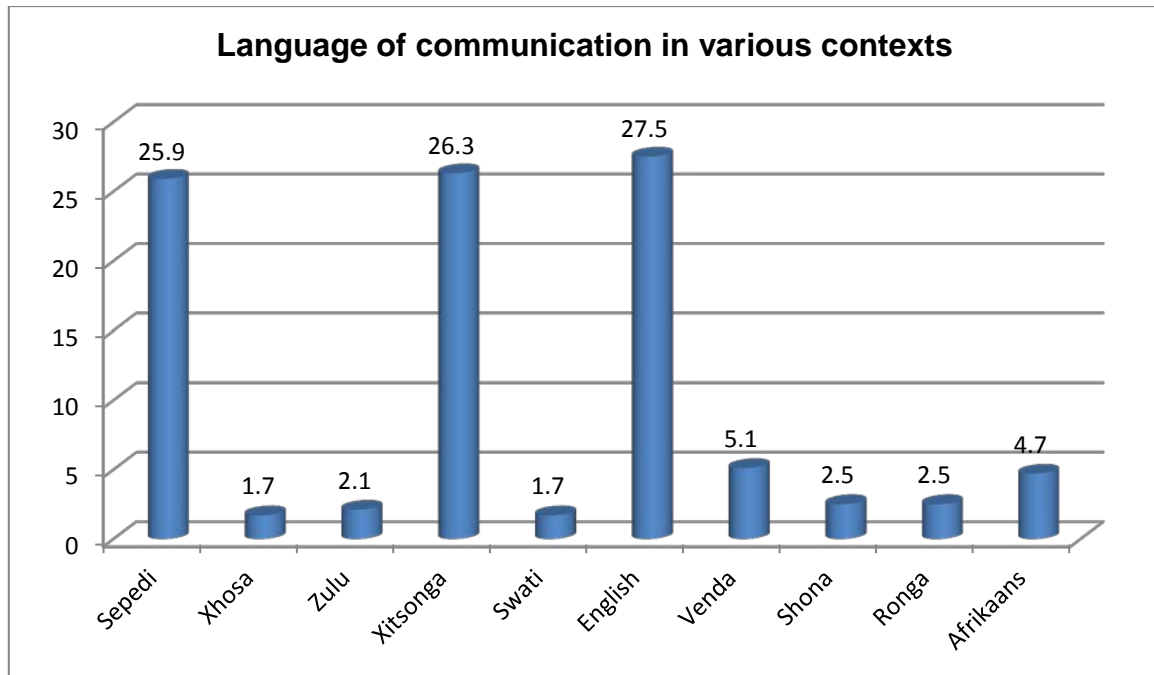
**Figure 4.18. The languages read mostly in Phalaborwa area**



**Figure 4.19. The languages written mostly in Phalaborwa area**

#### 4.2.25 Language of communication with relatives and in the church

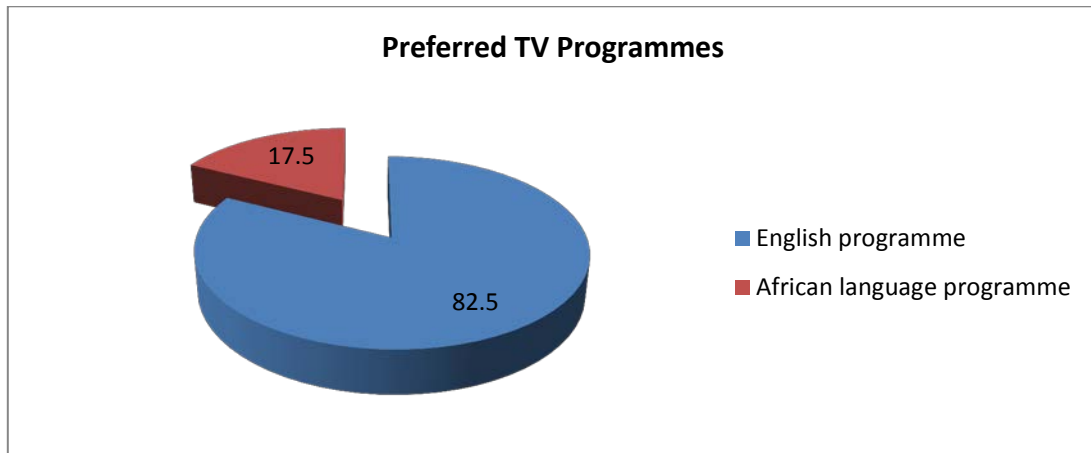
The findings of this study revealed the following languages of communication of the learners:



**Figure 4.20: The language of communication with relatives and in the church**

The findings indicate that English (27.5%), Xitsonga (26.3%) and Sepedi (25.9%) are the most common languages used for communication with relatives and in the church in the Phalaborwa area. They are followed by Tshivenda (5.1%) and Afrikaans (4.7). The least common languages of communication with relatives and in the church in the Phalaborwa area are IsiXhosa (1.7%), Shona (2.5%) and Ronga (2.5%).

#### 4.2.26 Favourite TV programme

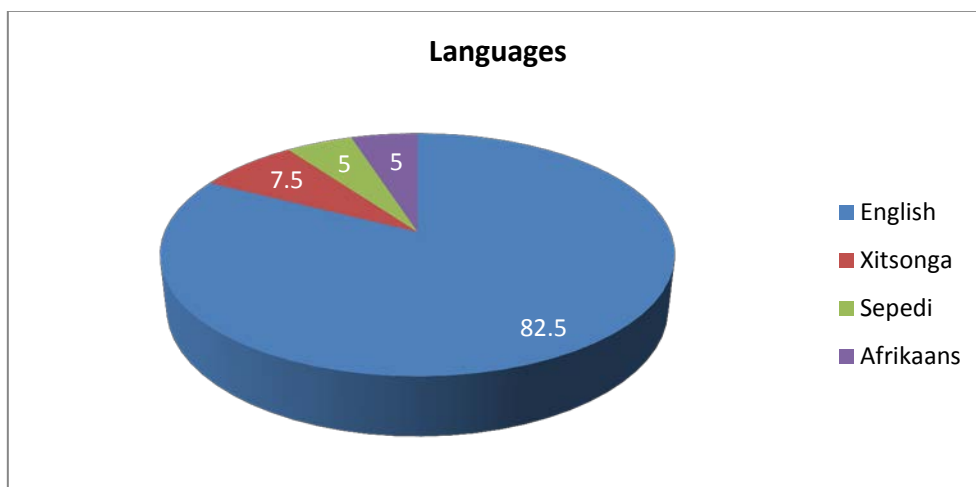


**Figure 4.21. Favourite TV programmes**

The findings of the study reveal that English programmes (82.5%) are preferred by the learners more than programmes in African languages (17.5%). This indicates that English is still a dominant language in schools and communities.

#### 4.2.27 Language of communication between teacher and learner

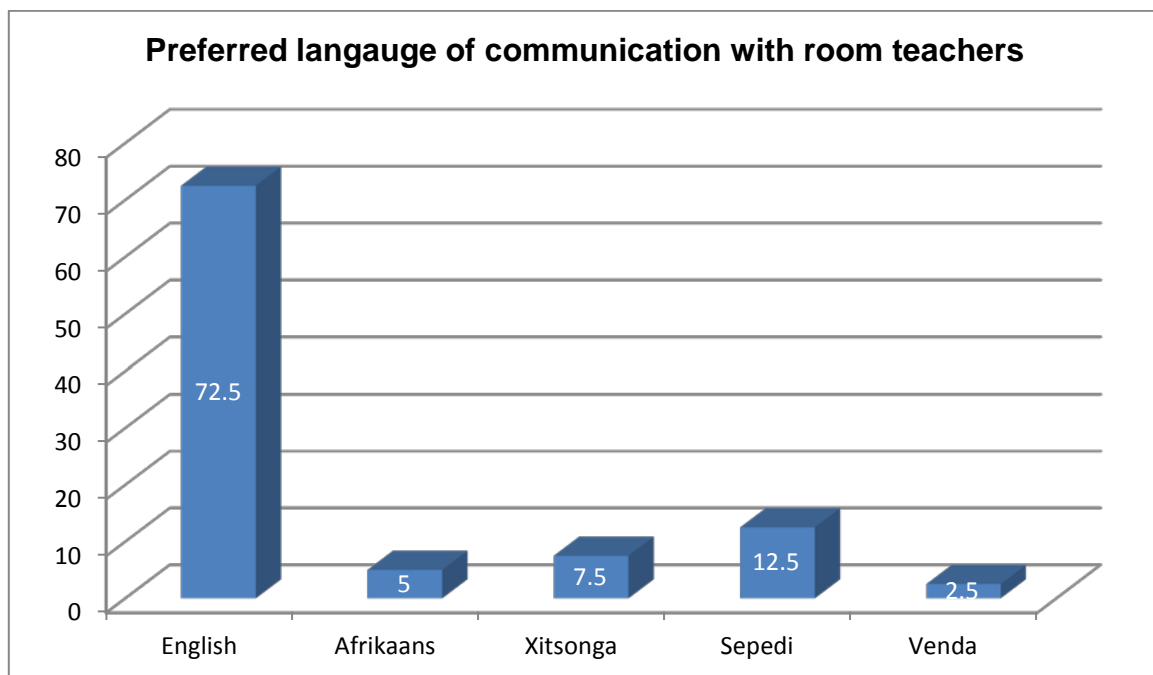
According to the findings of this study, English (82.5%) is the favoured language of communication between teachers and learners, followed by Xitsonga (7.5%) and Sepedi and Afrikaans (2%). Figure 22 below, illustrates the languages of communication in the schools.



**Figure 4.22. Languages of communication in the schools**

#### 4.2.28 Preferred language of communication with the room teacher

The findings of the study indicate that English (72.5%) is a preferred language of communication between the learners and room teachers, followed by Sepedi (12.5%), Xitsonga (7.5%), Afrikaans (5%) and Venda (2.5%). Figure 23 is a graphic representation of the languages used by learners and the room teachers.

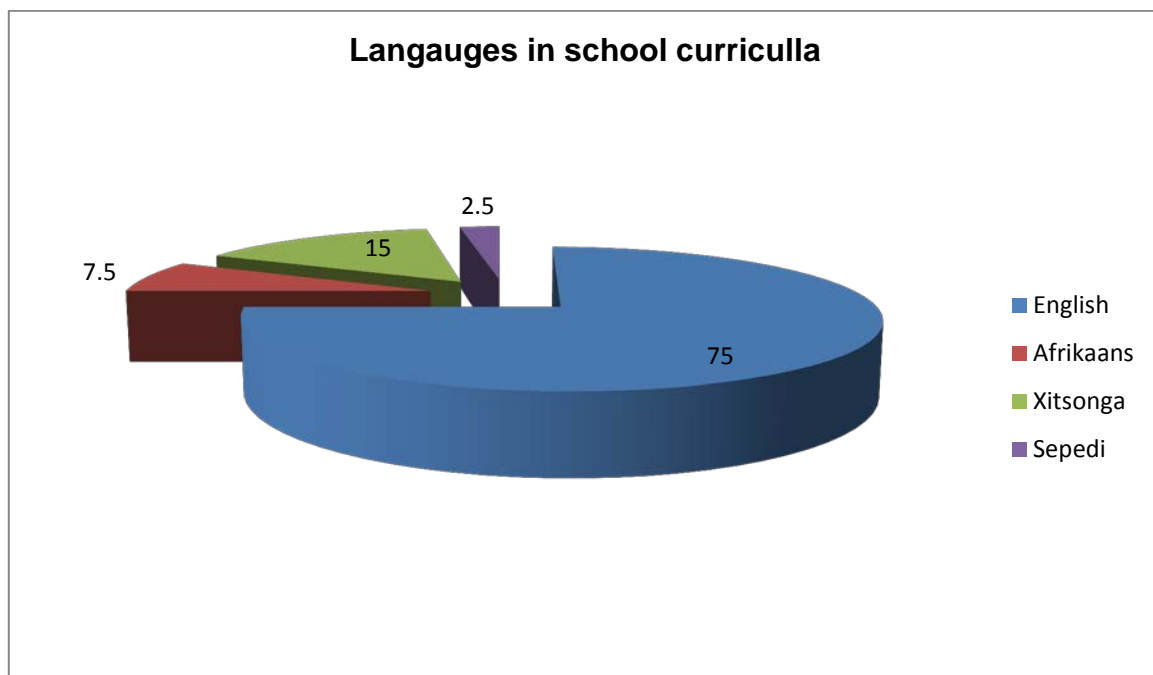


**Figure 4.23. Preferred language of communication with the room teacher**

#### 4.2.29 Languages in the school curriculum

According to the findings of this investigation, English is in the curriculum of 75% of the schools, followed by Xitsonga (15%), Afrikaans (7.5%) and Sepedi (2.5%).

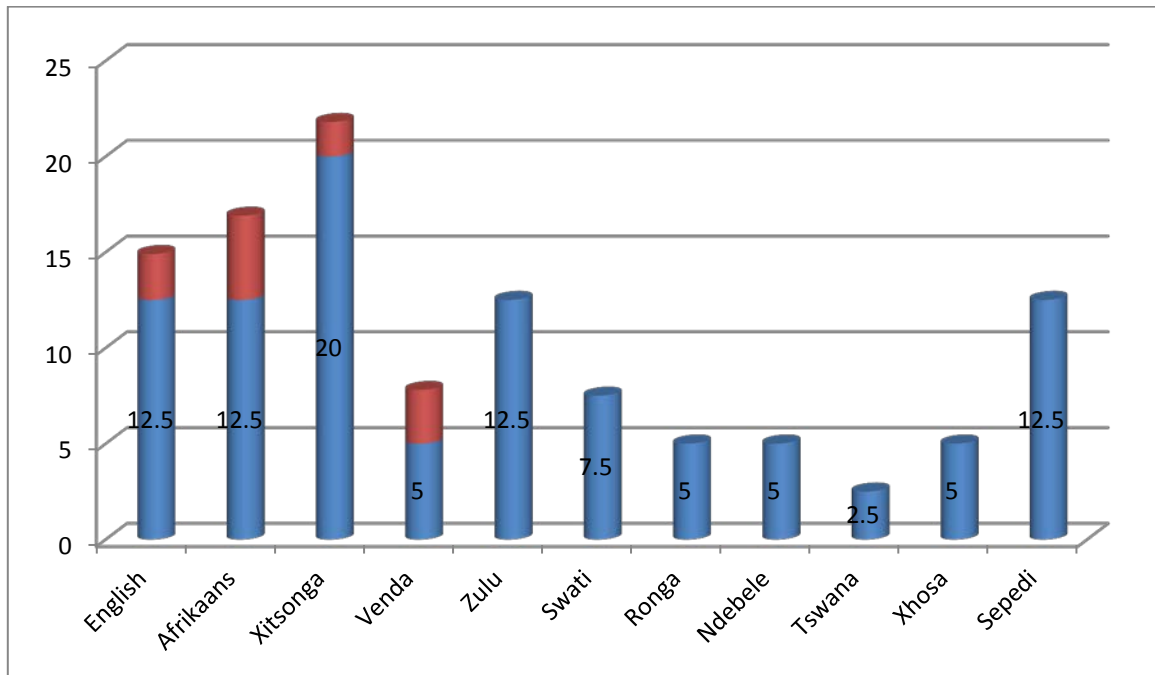
English remains the dominant language in the curricula of schools in the Former Model Schools in the Phalaborwa area.



**Figure 4.24.Languages in the school curriculum**

#### 4.2.30 Languages preferred by learner to be in the curriculum

The findings of this study indicate that Xitsonga (20%) is the most preferred language to be in the curriculum followed by Sepedi, English, Zulu, Afrikaans (12.5%), Swati (7.5%), Xhosa, Venda, Ndebele, Ronga (5%) and Tswana (2.5%).



**Figure 4.25. Languages preferred by learner to be in the curriculum**



#### 4.2.31 Medium of instruction at school

According to the findings of this study, English is the medium of instruction of the majority of the learners (97.5%), while Afrikaans is the medium of instruction of 2.5% of the learners. The following diagram is a graphical representation of the medium of instruction in the former Model C schools.

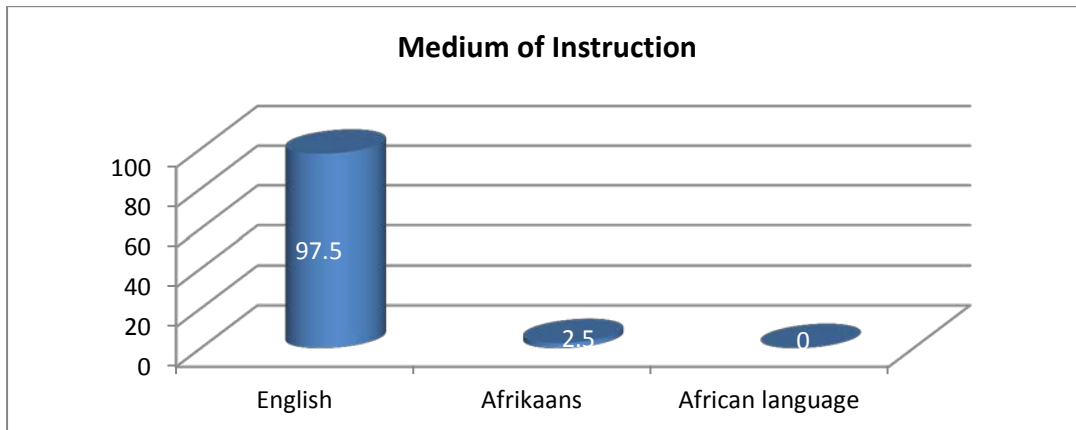


Figure 4.26. Medium of instruction

#### 4.2.32 Preferred medium of instruction

The findings of this study revealed that 80% of the learners would prefer to be taught in English, 7.5% in Xitsonga, 5% in Afrikaans, 5% in Sepedi and 1% in Tshivenda. The following diagram is a graphic representation of the preferred medium of instruction.

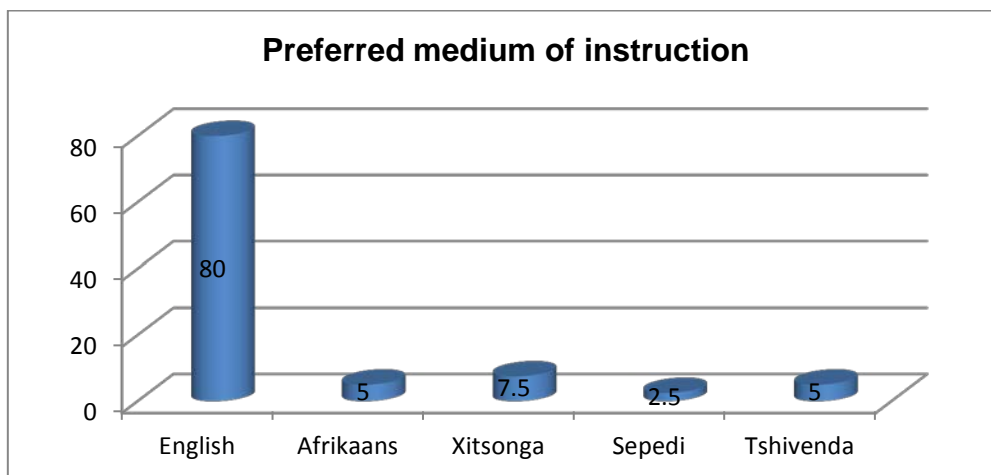
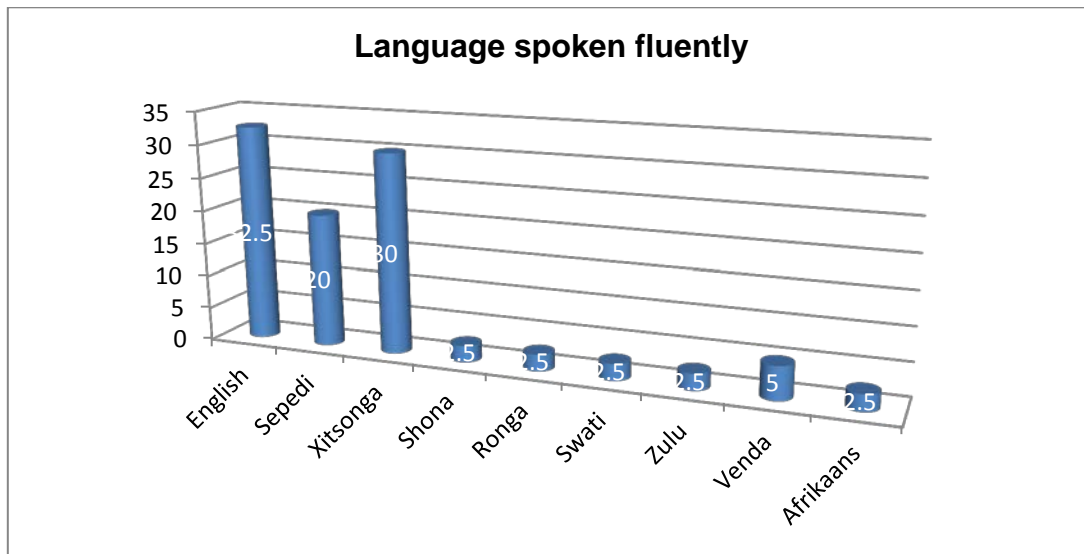


Figure 4.27. Preferred medium of instruction

#### 4.2.33 The language spoken fluently



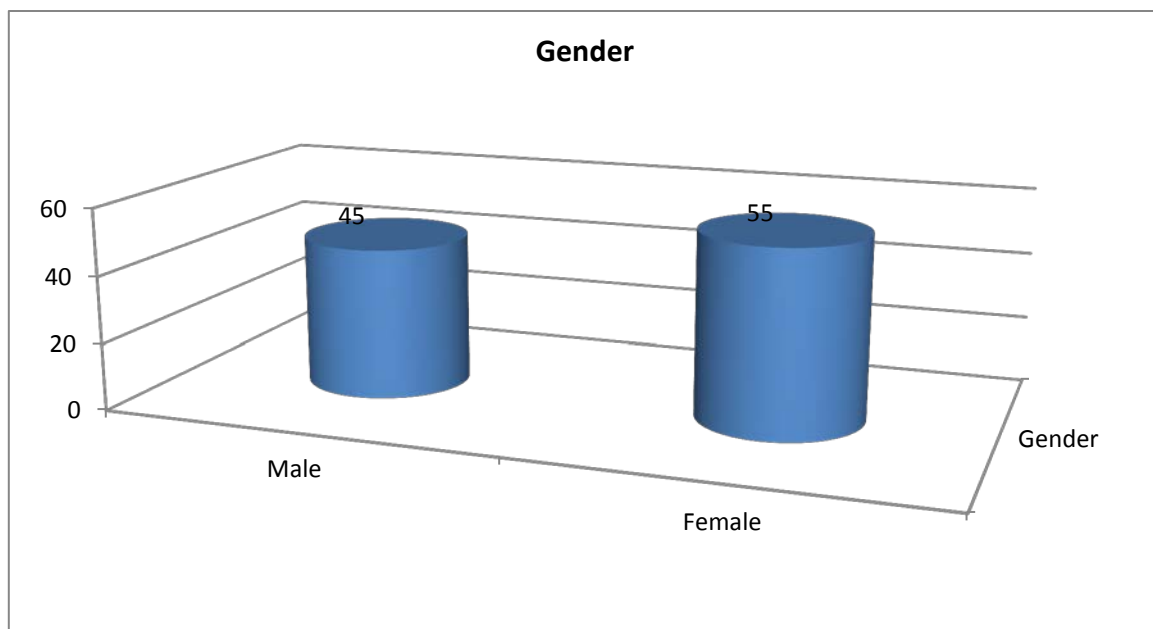
**Figure 4.28. The language spoken fluently**

The findings of this study indicate that the languages spoken fluently by many learners are Xitsonga (30%), English (32.5) and Sepedi (32.5%). The findings also reveals that the languages that are spoken fluently by few learners are Venda (5%), Shona, Swati, Zulu, Afrikaans and Ronga (2.5%).

## SECTION C: PARENTS

### 4.2.34 Gender

Twenty parents participated in this study of which nine (45%) were males and eleven (55%) females. This indicates that all the genders were well represented in the study, which contributes to the validity of the study. The following table is a graphic illustration of the gender of the participants.



**Figure 4.29. The gender of the participants**

#### 4.2.35 Participant's homes

The parents who participated in this study come from various locations within the Ba-Phalaborwa Municipality, for example, 55% of the parents are staying in the Phalaborwa town, 15% are from Lulekani Township, 10% from Namakgale, 5% from Majeje Village, 10% from Makhushane and 5% are staying in Mashishimale. This indicates that all the locations in the Phalaborwa Municipality have been represented in this study, which increases the validity and trustworthiness of the study. Figure 10 is a graphic representation of the various locations where the participants of this study are staying. The findings indicate that most of the Black parents attending school in the former Model C schools in the Ba-Phalaborwa Municipality are staying in Phalaborwa town (55%) and the least parents come from Mashishimale Village (5%) and Majeje Village (5%).

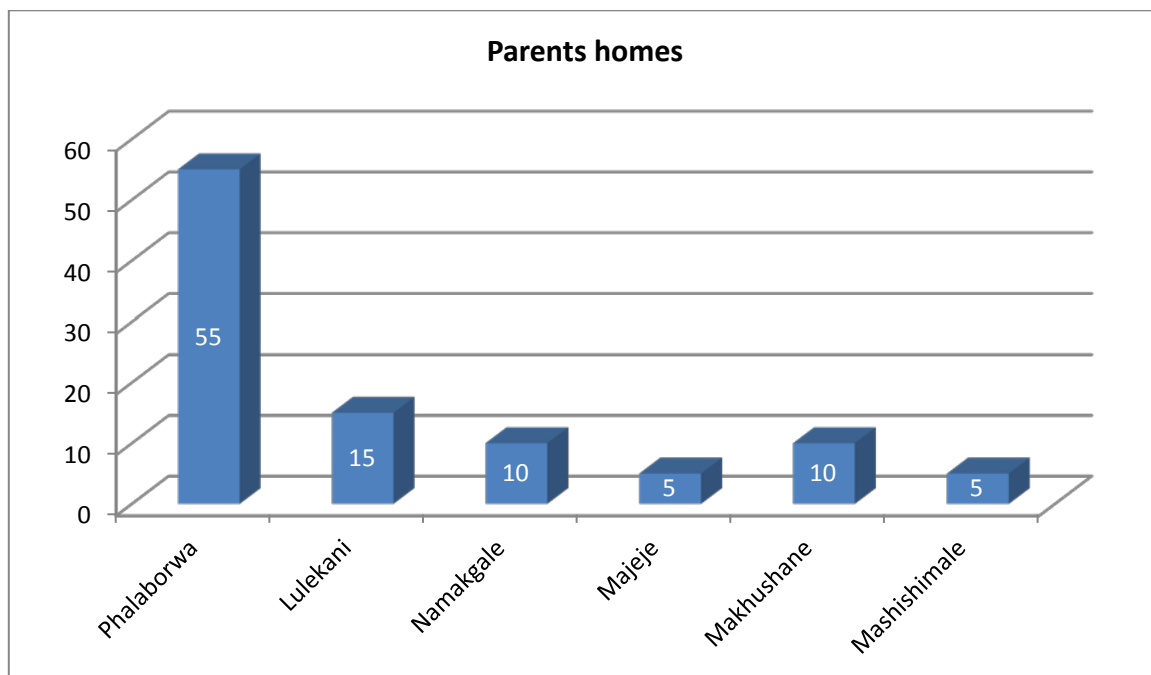
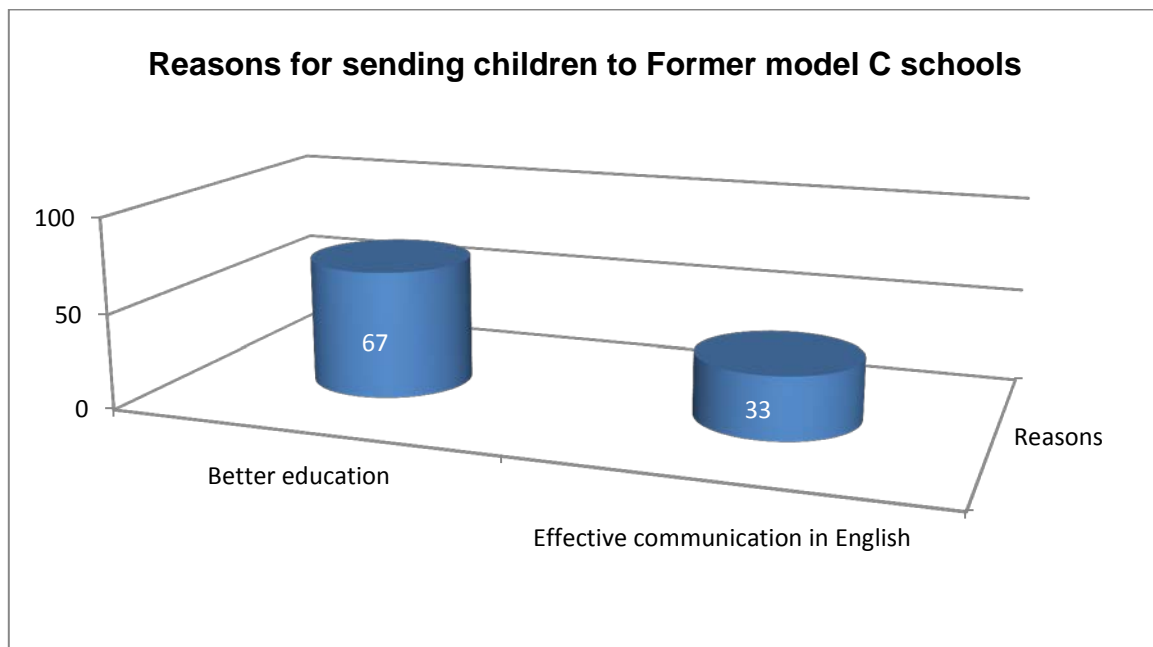


Figure 4.30: Parents homes

#### 4.2.36 The reasons why children are schooling in former Model C schools.

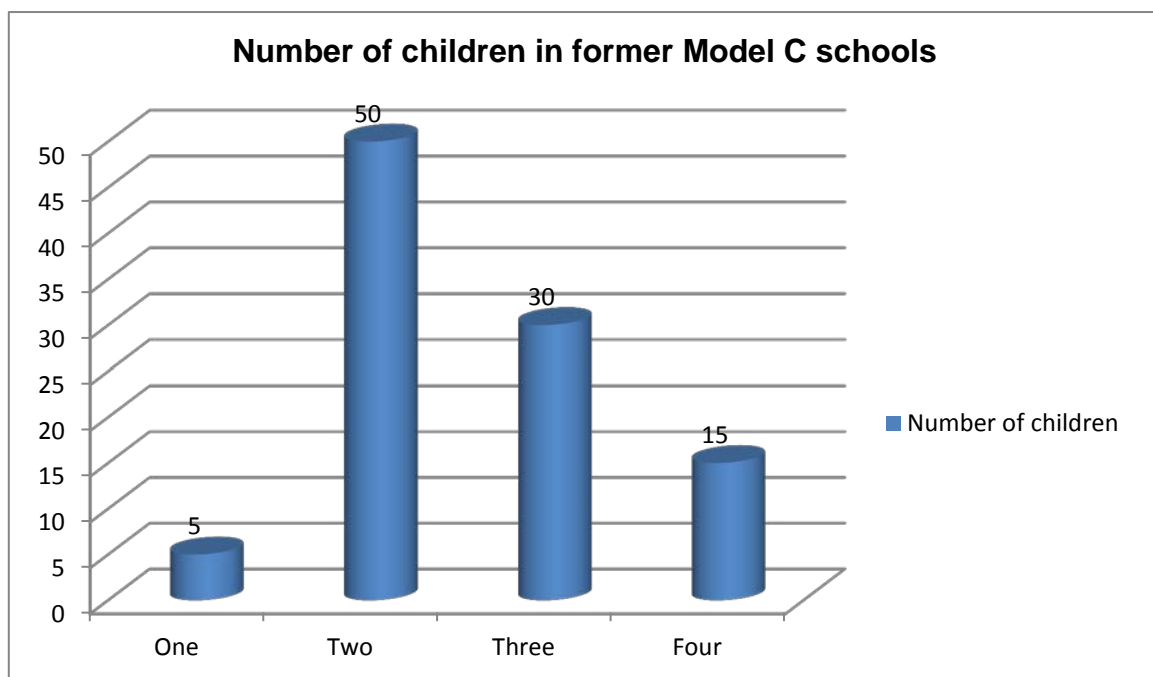
This study reveals that the majority of the parents (67%) are sending their children to former model C schools because they think there is better education in the former Model C schools, while the other parents (33%) are sending their children to former Model C schools because they want their children to learn effective communication in English. The following is a graphic representation of the reasons for sending their children to Former Model C schools.



**Figure 4.31: Reasons for sending children to former model C schools**

#### 4.2.37 Number of own children in former Model C schools

The findings of the study indicates that half (50%) of the parents have two children attending in former model C schools, while 5%, 30% and 15% of the parents have four, one and three children in former Model C schools, respectively. The following diagram is a graphic representation of the number of children in former Model C schools.



**Figure 4.32: The number of children in former Model C schools**

#### 4.2.38 Country of birth of participants

According to this study, all the participants of this study were born and bred in South Africa and are therefore South African citizens. A country of birth is a major determinant of the language spoken by the citizens of a particular country. According to the language policy of South Africa, each child should learn his or her home language.

#### 4.2.39 The home languages

According to the study the home languages of the participants of this study are as follows:

- 40% is Xitsonga,
- 40% is Sepedi and
- 07% is English.

The following diagram is a graphical representation of the home languages of the participants:

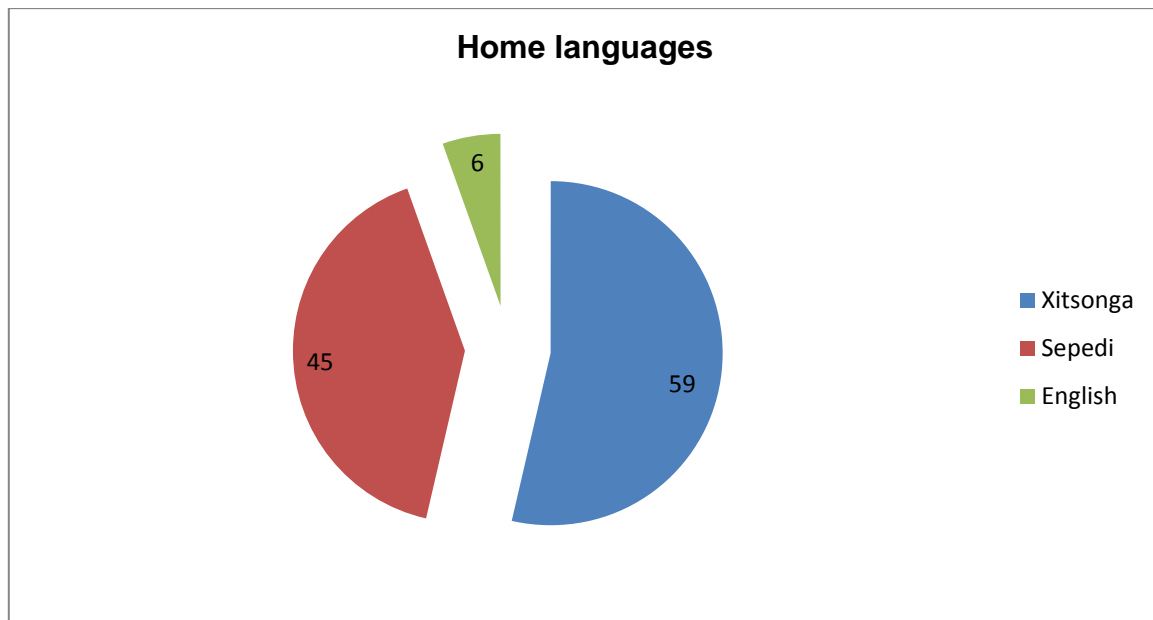


Figure 4.33. Home languages

#### 4.2.40. Language used to communicate with children at home

According to the findings of this study, the majority of the parents prefer to communicate with their children in English rather than their home language. This indicates that most parents like a foreign language (English) more than their home language (Sepedi or Xitsonga). The following is a diagrammatical representation of the languages used by parents to communicate with their children at home in the Ba-Phalaborwa Circuit.

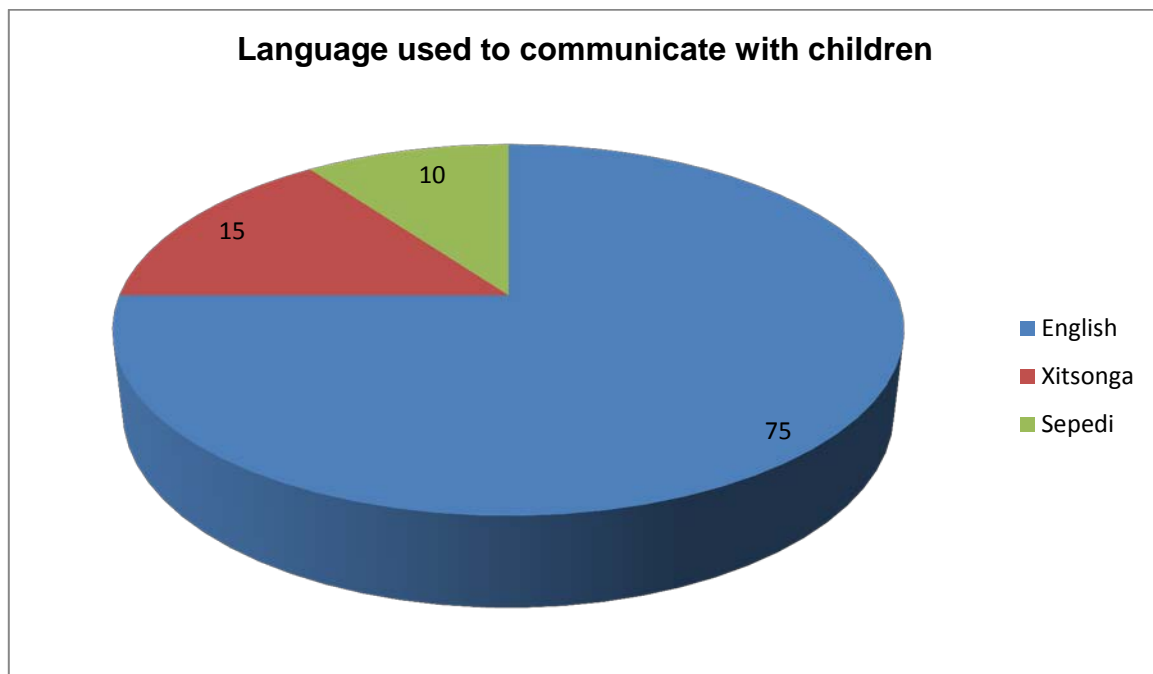


Figure 34: Language used to communicate with children at home



#### 4.2.41 Other languages spoken

The study reveals that most parents can communicate in various languages. The following table indicates the other languages spoken by the participants.

<b>Language</b>	<b>%</b>
Afrikaans and Tshivenda	5
Sepedi	15
Afrikaans and Sepedi	10
English, Xitsonga and Sepedi	5
English and Sepedi	15
Afrikaans	10
English, Afrikaans, Sepedi, Venda and Swazi	5
Xitsonga	20
Zulu and Sepedi	5
Venda	5
Xitsonga, English and Afrikaans	5
Total	100

**Table 4.5. Other languages spoken by parents**

#### 4.2.42 Learning of African language in Former Model C School

The findings of this study revealed that 75% of the learners are learning African language in former Model C schools while 25% are not learning African languages. The following diagram is a graphical representation of the learning of African languages in former Model C schools.

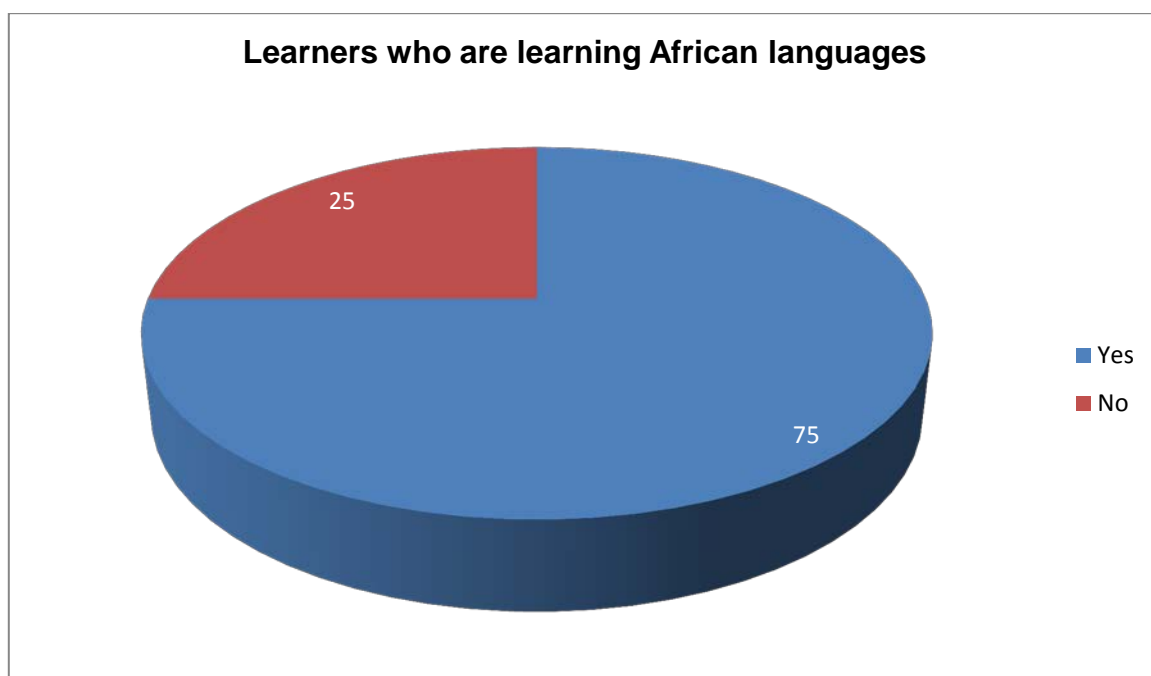


Figure 4.35. Learning of African language in Former Model C School

#### 4.2.43 Reasons why parents don't want their children to learn African languages

Most parents indicate that they don't want their children to learn African languages because African languages have no value. They want their children to learn English because it is an international language.

### **4.3 LIMITATIONS OF THE STUDY**

When this study was completed, the researcher discovered several limitations in the design of the study. The following were identified as limitations of the study:

- This study was delimited to one district of the Limpopo Department of Education, namely; Mopani District, while there are presently five districts. It is the view of the researcher that this delimitation has to a certain extent decreased the generalizability of the research findings. This study could have been extended to the other districts.
- This study was also delimited to one circuit of the Mopani District of the Limpopo Province, namely the Lulekani Circuit. It would have been ideal if the study were extended to all the circuits of the Mopani District.

Despite these limitations, the researcher believes that the findings of this study will contribute to the development and promotion of African languages in the Limpopo Province.

### **4.4 SUMMARY**

Chapter four presented the statistical and descriptive data emanating from the responses in the questionnaires. The SPSS was used as the statistical technique for analysing the data. Various figures and tables showing the results of the questionnaires were discussed. The figures and tables revealed the perceptions of the various respondents of the study. The following issues were revealed during analysis of the data:

- The respondents answered all the questions in the questionnaire. This indicates that the language used in the questionnaire was understandable to all the respondents and that they measured exactly what they were intended to measure.
- The respondents' responses were widely scattered throughout the various measuring scales used. It would have been very unrealistic if all the respondents had answered all the questions in a similar way. This reveals that the questions were carefully worded.

The findings of the study, recommendations and conclusions, will be presented in the following chapter.

## CHAPTER FIVE (05)

### CONCLUSIONS OF THE STUDY AND RECOMMENDATIONS

#### 5.1 OVERVIEW OF THE STUDY

In this chapter it is important to give a layout in a form of a broader overview of the study where the key contents of each chapter leading to this final chapter shall be presented.

##### **Chapter one**

In chapter one, the study started with a brief characterization of the circuit and its school system. The background of the problem under investigation was explored. The problem was formulated and the purpose of the study was set out. A description of important education indicators of the use of language in the former Model C Schools in the Phalaborwa area was also presented. The concepts that feature in the study were defined and the research methods were also described.

##### **Chapter two**

The literature review highlighted critical inputs for the study with regard to the use of African languages in the former Model C Schools in the Phalaborwa area and served as a guideline for the next chapters. The chapter also described some indicators of the use of African languages in the former Model C Schools in the Lulekani Circuit as well as an analysis of school factors that negatively affect the promotion and development of African languages in former Model C Schools in this area.

### **Chapter three**

Chapter three was devoted to research methodology and design. In this chapter research methodology, specific procedures, research population and sample, instrumentation, data collection and treatment and the limitations of the study will be outlined and described.

### **Chapter four**

Chapter four focused on empirical research. In this chapter, the responses of the respondents were presented and elucidated by means of charts and tables, which were accompanied, by a detailed analysis and interpretation.

### **Chapter five**

In this chapter, the findings of the investigation and the discussion of those findings, recommendations and conclusions will be presented.

## **5.2 CONCLUSIONS**

The aim of this study was to investigate the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa. These following factors, which are the conclusions of this study, contribute to the ineffective implementation of the language policy in the Former Model C Schools in the Phalaborwa area, Lulekani Circuit:

- (a) English is the dominant language in Phalaborwa schools.
- (b) Only two African languages are taught at the four selected schools, namely; Xitsonga and Sepedi.

- (c) Most former Model C schools are bilingual. The medium of instruction for most African learners is English, while most White learners learn in Afrikaans.
- (d) Most parents prefer English because it is an international language.
- (e) Assembly and devotions are conducted in Former Model C Schools is conducted in English.
- (f) Most African teachers are teaching English, Life Sciences, Mathematics, Life Skills, Business Economics and Social Studies in Former Model C Schools.
- (g) English is the only medium of instruction for African learners in all former Model C Schools.
- (h) Most former Model C Schools use English and Afrikaans as a language of communication in the staff meetings,
- (i) English is used in letters to parents, telephone and also in the parents' meetings. White teachers communicate with Black learners in English. Black teachers communicate with white parents in English and Afrikaans.
- (j) Most teachers speak to the learners in English. There are very few teachers who communicate with learners in Afrikaans, Xitsonga and Sepedi.
- (k) Most learners in the former Model C schools prefer to be taught in English.
- (l) Most learners are currently learning English. However there are very few who study Xitsonga and Sepedi.
- (m) English is the medium of instruction of the majority of the learners, followed by Afrikaans.
- (n) The majority of the parents are sending their children to former Model C schools because they think there is better education in the former Model C schools, and that they will learn to communicate effectively in English.

The above-mentioned factors are also the causes of the reluctance on the use African languages in former model C schools?

### 5.3 RECOMMENDATIONS

Mthombeni (1996:56) discusses the significance of home languages in the following manner:

*Madambi, xana a wu swi tsakeli loko hi tshamile hi bula hi Xitsonga, hi ri vatukulu va Machangana, ku nga ri ni rimintsu rimbe exikarhi ka hina (Madambi, you are not happy if we sit and speak in Xitsonga, being grandchildren of Shangaan, with no foreign root amongst us).*

In this case Mthombeni shows the importance of using own languages between parents and children. People use languages to interact with each other. Children learn the language from their parents before going to school. Language is important in learning. Without language there will be no communication, and learning will be extremely difficult. It is vitally important because the more we communicate, the better we understand each other.

It is important that the home languages or first language of the learner should be used in the foundation phase. Some learners come from families where parents only understand African languages, and the use of English often creates tension between them. To add on this the *Education Journal* (1991:24) reads as follows:

*It is generally assumed that there is a big difference between teaching and learning of the mother tongue and the teaching and learning of a second language ... the language of the home is already a living, functioning system, whereas the second language is new and may never be efficiently acquired.*



This means that the use of the learners' first languages at schools should be encouraged, more especially in the foundation phase. Learners spend most of their time at school and the languages which are in use are important to them. If they use English, they will speak English and forget about their mother tongue. In support of this Ngubane (2009) said in an interview:

*Children were punished for speaking mother tongue at school and were encouraged to speak English. The result is that they tend to speak English also when they are at home. This creates tension between children and their parents who are unable to communicate in English.*

In regard to the extract above, parents think that their children are undermining them on the basis of their level of education. Most African parents would feel unhappy if they speak to their children in African languages and the child answers in English.

The family is regarded as the central unit of a society and it plays an important role in socializing the child in maintenance of society. Parents are children's most important educators and their influence is lifelong. In support of this Mabila (2007:22) states:

*Specifically when the home language is different from the school's language and the home language tends to be denigrated by others and when children come from socio-economic deprived homes, it would be appropriate to begin initial instruction in the child's first language, switching at a later stage to instruction in the second language.*

By starting with the home language at an early stage of a child, it will help him/her to know his/her background. They will not lose their identity and values of their culture. In addition, learners who are taught in their mother tongue seem to understand better than those who use second languages. In support of this Killen (2000) states:

*Learners come to understand things through a language. Cultural, racial and linguistic diversity of the child be taken into account when teaching.*

According to the African National Congress the introduction of mother tongue in former model C schools was politically motivated. The African National Congress' framework (1994:62) indicates that:

*We envisage a time when all education institutions will be implementing multilingual education in order to facilitate learning and to enable all students to be confident, proficient and fluent users of at least two South African languages. In moving towards this goal, we shall be building on the linguistic strength of learners and teachers. Harnessing the rich multilingual reality of South Africa for effective participation in social, political and economic development.*

All this shows that the government recognizes all languages which are spoken in South Africa. Learning (our languages) indigenous languages will improve communication to our children. Most of our learners cannot communicate or express themselves in their mother tongue. In this regard Madadzhe and Sepota quote Nodoba (2003:6) as follows:

*Indigenous language speakers should be made aware that it is good to know English or any other language for that matter, to speak it and speak it well, but for heaven's sake their languages should come first.*

The statement above shows that if we (South Africans) do not speak and use our languages, nobody will help us to develop them. In support of this Mtuzze quote LCCA Conference press statement in Nyeleti (1993:8) as he advises:

*All South African languages should be accorded fully respect, but in the light of the effects of apartheid, there is the need to enhance the status of the indigenous languages. The implementation of the new curriculum where mother tongue education receives prominence may bring about fundamental changes and hope to redress the use of African languages in former model C schools. It may also assist African people not to forget their identity and heritage.*

It is therefore also recommended that

- All languages should be accorded equal status as required by the Constitution of South Africa and the Language Policy.
- More African languages should be taught in the former Model C Schools.
- All former Model C schools should be multilingual.
- Parents should stop discouraging their children to learn African languages.
- Assembly and devotions should be conducted in any language in former Model C Schools.
- African languages should be introduced as medium of instruction for Africans in all former Model C Schools.
- Former Model C Schools should also use African languages as a language of communication in the staff meetings.
- African languages should also be used in letters to parents, telephone and also in the parents' meetings.

- Teachers should speak to the learners in any language.
- African learners in the former Model C schools should stop preferring to be taught in English.
- All African learners should African languages in Phalaborwa, namely; Xitsonga and Sepedi.
- African languages should be introduced as a medium of instruction in Former Model C Schools.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

This study focussed on the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa. Since the study was mainly focussed on the effectiveness of the implementation of language policy in the Lulekani Circuit only, it is recommended that further research be conducted in Former Model C schools in other circuits in the Mopani District.

#### **5.5 CONCLUDING REMARKS**

This study explored the perceptions of educators, parents and learners with regard to the effectiveness of the implementation of language policy regarding the use of African languages in former model C schools in Phalaborwa. It became apparent from the literature review and the findings of this study that all the former Model C Schools in Phalaborwa do not implement the Language Policy of South Africa effectively.

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## ADDENDUM A

### QUESTIONNAIRE: EDUCATORS

1. What is the name of your school?

2. What is your teaching experience in years?

3. Are teaching in primary school or high school?

4. Do you have a language policy at your school?

Yes	
No	

5. In which language/s do you often speak with your learners and why?

6. Which African languages are taught at your school?

7. Which language dominates at your school?

8. What is your home language?

9. What other languages can you speak?

10. Are your classes

Unilingual?	
Bilingual?	
Multilingual?	

11. Which language do you think should be used at your school and why?

12. In which language/s are assembly and devotions conducted at your school?

13. Which subjects do you teach?

14. In which language do you teach your subject/s?

15. Do you teach language/s?

16. If yes, specify the language you teach?

17. Do you teach African learners at your school?

18. If no why are you not teaching them?

19. In which language are staff meetings conducted?

20. In which language do you communicate with the parents?

*Thank you very much for answering the questionnaire.*

## ADDENDUM B

### QUESTIONNAIRE:        LEARNERS

1. How old are you?

2. In which Grade are you?

3. Gender:

4. In which country were you born?

5. What is the name of your school?

6. Which languages are spoken in your home?

7. Which language(s) do you-

Understand?	
Speak?	
Read?	
Write?	

8. In which language(s) do you speak to

Mother?	
Father?	
Sister or brother?	
Grandparents?	
Best friend?	
In church?	

9. What is your favourite TV programme?

10. In which language does your teacher speak to you?

11. In which language would you like your teacher to speak to you?

12. Which language(s) do you learn at school?

13. Which other language/s would you like to learn at school?

14. In which language are your content subjects (e.g. science, history) taught?

15. In which language would you like your content subjects to be taught?

16. In which language do you write your tests and exams for the content subjects?

17. In which language would you like to write your exams for the content subjects?

18. Which language do you speak best?

19. Which language do you most like to speak?

20. Which language, if any, do you not like to speak?

## ADDENDUM C

### QUESTIONNAIRE: PARENTS

1. Your Gender

2. Where do you stay?

3. If you are not staying in Phalaborwa town, why are your children learning in former model C school?

4. How many of your children are learning in former model C schools?

5. In which country were you born?

6. Which language do you mostly speak at home (home language)?

7. In which language do you mostly communicate with your children?

8. Which other languages can you speak?

9. Are your children in former model C schools learning an African language?

Yes	<input type="text"/>
No	<input type="text"/>

10. If no, why?

*Thank you very much*

