

**THE IMPACT OF ENGLISH AS THE MEDIUM OF
INSTRUCTION AMONG GRADE 12 LEARNERS AT
REHOLEGILE HIGH SCHOOL**

BY

NAKEDI EUNICE MOGANO

**Mini-DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE**

MASTER OF ARTS (ENGLISH STUDIES)

**FACULTY OF HUMANITIES
SCHOOL OF LANGUAGES, CULTURE AND
COMMUNICATION**

TURFLOOP CAMPUS

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Supervisor:

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DEDICATION

I dedicate this study to the learners in the low resourced schools, particularly those who learn through the second language medium in the rural areas of Limpopo.

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I would like to thank the following people:

My supervisor, Dr L. Makalela, for his excellent supervision, courage, patience, and guidance rendered throughout this study.

My colleagues, my ex-principal, S.K Ntsoane and Reholegile Grade 12 learners, for their willingness to be involved in the research project.

Lastly, I wish to thank my family and my parents for the support they gave me.

DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of Master of Arts in English studies has not previously been submitted by me for a degree at this or any other University, that it is my own work and design and in execution, and that all material contained herein has been duly acknowledged.

Signed:

Date _____

ABSTRACT

The study investigated the impact of English as the medium of instruction among the Grade 12 learners at Rehologile High School in Zebediela district. The study was prompted by observation done by the researcher who is an educator at the school. Geography was chosen for the research purpose because it is a content subject and the researcher has knowledge of the subject, which increased her understanding of the subject when lessons were offered.

The sources reviewed include government gazettes, the internet, library books, English hand-outs of previous courses, library thesis, and journals. Literature study highlighted the findings of previous research conducted in different countries where learners learned through second or foreign language.

The study is largely quantitative though some qualitative components and experimental designs were also used. Writing procedures and Chi-squares tests enabled the researcher to analyse statistics, while interviews, questionnaires and classroom observation helped in the collection of the data.

The data were analysed to establish whether English as a medium of instruction has an impact on the teaching and learning of grade 12 content subjects.

The study reveals that learners taught in Sepedi performed better than those taught in English. The teachers' response to the questionnaires showed that they acknowledged the fact that the learners had difficulty in understanding the medium of instruction if it is not in the mother-tongue. Although they agreed to the suggestion that in future the medium of instruction should be reviewed, they still believed English should be used as a medium of instruction. The interviews exposed that most of the teachers were code-switching from English to Sepedi to promote understanding. They expressed the hope that something could be done to help learners master English.

The study then concludes that English has a negative impact in the learning and teaching of content subjects. The researcher recommends that the medium of instruction should be reviewed by relevant stakeholders taking into consideration schools in remote rural areas where learners use second languages only in the classroom setting.

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LIST OF ACRONYMS

LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
L2MI	Second Language Medium of Instruction
MOI	Medium of Instruction

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Language as the medium of instruction (MOI) was controversial in African education in the past. This point is highlighted in the history of language in South Africa. Reagan (2002), for instance, indicates that there was a debate on language policy in the South African education during the apartheid era when mother-tongue instruction was introduced, and black South Africans opposed such schooling. He added by citing Hartshorne (1992) and Heugh (1985) who indicate that mother-tongue schooling for Blacks was employed from the passing of the Bantu Education Act of 1953 to support the social and educational goals of the apartheid regime. The aim was to reinforce ethnic and tribal identity amongst Black learners and to divide and conquer by encouraging ethno-linguist division. Both Heugh (2002) and Murray (2002) observe that, during the colonial and apartheid periods, African languages were used to set the boundaries of ethnic identities as blacks were grouped in homelands according to their different languages.

The black South African community were against the use of mother-tongue instruction, which was followed by mandatory instruction in Afrikaans. Learning through Afrikaans led to the 16 June 1976 protest by black learners and teachers. Webb (2002) states that the main reasons for the protest were political, but the direct trigger was a decision by the National Party Government that Afrikaans along with English should be the compulsory medium of instruction in the secondary schools of the former Department of Bantu Education,.

The new ANC government brought some changes in the areas of education and language policy after the 1994 elections. Language issues set by the National Party government were then reviewed so that final constitution that was adopted in May 1996 promotes all eleven official languages.

The constitution stipulates the following:

- Recognising the historically diminished use and status of the indigenous African languages, the state must take practical and positive measures to elevate the status and advance the use of those languages;
- The official languages of the Republic are Sepedi, Sesotho, Setswana, IsiSwati, Tshivenda, Xitsonga, Afrikaans, English, IsiNdebele, IsiXhosa, and IsiZulu;
- All official languages must enjoy parity of esteem and must be treated equitably; and
- A Pan South African Language Board (PANSALB) should be established by national legislation to promote and create conditions for the development and use of all official languages, including Khoi, Nama, San, and sign languages.

The roles of PANSALB are to develop the 11 official languages and promote multilingualism in South Africa. Its focus areas are the following:

- Status Language Planning;
- Language in Education;
- Translation and Interpreting;
- Lexicography, Terminology and place names;
- Development of Literature and previously Marginalised Languages;
- Language Rights and Mediation; and
- Research.

The researcher's personal discussion with Dr Kekana (2007) revealed that there are a number of other South African institutions at present that are involved in language planning, namely:

Provincial Language Committees

The duties of the committees are to:

- protect and safeguard the language rights of the languages of the provinces;
- promote minority languages through staging awareness campaigns; and
- promote cultural, religion and linguistic rights of all official languages in the provinces.

National Language Bodies

The bodies should ensure that they:

- protect specific languages, promoting their history, culture (including religion), literature, and terminology; and
- establish reading clubs in communities to promote the use and love of, as well as pride in the language.

There are also services and centres for languages, for example:

National Language Services

The services work together with legislature and provincial language committees to ensure that the orthographical, spelling and other language rules are observed. They also take the responsibility of the translation of documents, including the Hansard, into the relevant languages.

Language Research and Development Centres

They do research on orthography, collecting all available literature in the specific language. They are responsible for a data base, culture and historical information about the different languages.

Heugh (2002) states that the Department of Education introduced a language-in-education policy based on the principle of additive bilingualism, on 14 July 1997, which promotes the use of the home language in addition to a second language. He further argues that the policy is geared towards the promotion of African languages alongside English throughout schooling, but this was not practised. English is still used as the medium of instruction either from Grade 1 or from Grade 5. This policy is practised even where the learners' home language is not English. For example, learners in Limpopo use languages such Sepedi, Xitsonga, Tshivenda, and IsiNdebele as their home language.

The new Department of Education established the National Qualifications Framework (NQF) and the first National Curriculum Statement, Curriculum 2005 (an Outcomes-Based Curriculum) designed for a non-racial and non-sexist and democratic South Africa (Gazette Number 22559 of 08082001). The languages learning area includes all official languages and

languages approved by the Pan South African Language Board and the South African Certification Authority such as braille and sign language.

Worth noting is the fact that English continues to be the language of learning and teaching (LoLT) among learners with English, Afrikaans and indigenous African language backgrounds, despite all these efforts to promote indigenous African languages and prepare them for use in education as medium of instruction (MOI).

Reholegile High School, in the Capricorn Municipality, is a prototypical school with Sepedi speaking learners who learn all their content subjects through the medium of English. This study was prompted by the high failure rate in Grade 12 in one of the high schools in Limpopo. Research shows that education failure largely arises from a mismatch between subject matter and the language of instruction (see Bamgbose, 2004). Macdonald (1990) has observed the black learners' level of competency in English and warns that the Black learners would suffer as long as they learn through English as their medium of instruction.

Webb (2002) also states that, according to research findings, South Africa has a high illiteracy, school drop outs and low matriculation pass rate. He ascribes this to the use of English as a medium of instruction in many schools. English is a second language to many learners, and for them, to be able to acquire cognitive skills and knowledge they must first learn English adequately. If learners struggle in mastering or acquiring English, it will be very difficult for them to learn any subject offered through it.

The following analysis illustrates the results of the final examination of Grade 12 learners of Reholegile High School.

Table 1

Year	Number Wrote	Number Passed	Number Failed	Pass (M)	Pass (S)
2004	64	56	8	11	45
2005	81	51	30	6	51
2006	91	54	37	6	48

These figures show that there was a high number of learners who passed while a lower number failed. In essence, the majority of the learners passed with an S symbol, which is an equivalent of 33.3% - 49%. The S symbol does not qualify for university admission. The analysis suggests that only a few learners passed with an M symbol which means there was a high failure rate.

1.2 AIM OF STUDY

The main aim of this study was to establish whether English, as a medium of instruction, has any impact on the teaching and learning of Grade 12 learners. In order to achieve this aim, the study compared the scores of samples of Geography tests written in Sepedi and English by the Rehologile Grade 12 learners.

1.3 RESEARCH HYPOTHESES

- Null hypothesis (H_0): English does not have an impact on the learning of content subjects in a low English input context.
- Alternative hypothesis 1 (H_1): English has a positive impact on the learning of content subjects in a low English input context.
- Alternative hypothesis 2 (H_2): English has a negative impact on the learning of content subjects in a low English input context.

1.4 OBJECTIVES OF THE STUDY

There were two objectives of the study:

- To compare test results of Geography lessons offered in the mediums of both English and Sepedi, respectively, from two groups of learners in Grade 12.
- To assess the perceptions and views of content subject teachers towards English versus mother-tongue as the medium of instruction in the teaching of content subjects.

1.5 RATIONALE OF THE STUDY

Two factors that prompted this study, namely:

- i) personal observations of students who did not participate fully when taught through English and failed the Grade 12 examinations, and
- ii) a lack of experiments reflecting a direct correlation between the pass rate and the language of instruction in rural and low English input contexts. There was thus a need

to give an empirical account of these factors and increase the body of knowledge on the impact of English as the medium of instruction in the rural areas of the Limpopo Province.

1.6 SIGNIFICANCE OF THE STUDY

This study is significant to the education field. It is vital to teachers, learners and policy makers. The study suggests that there is a need to review the suitable medium of instruction for the teaching and learning of content subjects for both teachers and learners of first and second language speakers. The study highlights the real situation taking place in the classroom whereby the second language is used as the medium of instruction by first language speakers. It will help decision-makers to review the present medium of instruction to verify if it is really the most relevant medium of instruction to non-native speakers of English.

1.7 DEFINITION OF TERMS

1.7.1 STATISTICALLY SIGNIFICANT

It means that it is important in studies in which comparisons between groups or estimations of the size of relationships between variables are made (see Mertens,1998).

1.7.2 FOREIGN LANGUAGE

Foreign language is defined by Webb (2002) as a language seldom (if even) heard in everyday life language, to which one is not exposed in everyday life. If studied, it would be used or heard only in the school classroom. The term foreign language is used in this study to refer to English as a language heard in the classroom only.

1.7.3 FIRST LANGUAGE

First language is the primary language of a person, generally known very well in South Africa. This term is commonly used in non-black communities, but does not seem to have much usefulness in the black South African communities, and overlaps confusingly with concepts such as primary language, home language, mother-tongue and by analogy "father tongue" (see Webb, 2002).

1.7.4 SECOND LANGUAGE

Second languages, as defined by Mitchel and Florence (1998), are any languages other than the learner's 'native language' or mother-tongue. They encompass both languages of wider communication encountered within the local region or community. For example, at the workplace, or in the media and foreign language which have no immediate local uses or speakers.

1.7.5 MOTHER-TONGUE

Eastman (1983) defines mother-tongue as the language one acquires as a child.

1.7.6 AFRICAN LANGUAGE

The language that originated in Africa or spoken only or mainly in Africa (Webb, 2002).

1.7.7 INDIGENOUS LANGUAGE

Indigenous language is defined by Webb (2002) as the language that originated within a country and is used mainly within the country.

1.7.8 HOME LANGUAGE

Webb (2002) defines a Home language as the primary language of the home and its environment.

1.7.9 LANGUAGES OF LEARNING AND TEACHING (LoLT)

This term refers to the language or languages used for both learning and teaching across the curriculum and gives equal importance to both the learning and teaching (Granville, Mphahlele, Reed, Watson, Joseph and Ramani, 1998).

1.7.10 MEDIUM OF INSTRUCTION

The language used to teach other subjects (see Wehmeier, 2000).

1.7.11 CHI-SQUARE (χ^2)

A statistical procedure comparing the frequencies of two or more samples (Nunan, 1992).

1.8 OVERVIEW OF THE CHAPTERS

Chapter 2 provides literature review conducted on the impact of English among Second Language learners.

Chapter 3 describes the research methodology used in this study.

In Chapter 4, an analysis of data is carried out and findings presented.

Chapter 5 summarises the findings and their relationship to previous studies. Conclusions and recommendations for further research are given.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a review of literature about the topic of this study. Previous studies are reviewed to assess whether English as a second language has an impact in the learning and teaching of non-native speakers of English. The literature reviewed in this study is based on the following themes:

2.2 Effects of foreign language instruction

Research on the language of instruction in South Africa has shown that the majority of South African schools and universities used English as the medium of instruction while a very small percentage used both Afrikaans and English (cf. Muneri 2004). In many high schools, learners speaking English and learners speaking African languages as their first language are all taught content subjects through English. A high failure rate, low literacy level, repeat and drop-out rates have, over a century, been associated with the use of foreign language in Africa (Bamgbose, 2000; and Macdonald, 1990, for example).

According to Alexander (2001), English is a third or foreign language to the majority of Black children who typically have a low proficiency level to reason and to communicate cognitively demanding tasks in the language. A high failure rate is then expected where the English input is relatively low, especially in rural areas where there is a lack of exposure to or contact with English.

The researcher also observed that learners in Reholegile High School, in a rural area, use English only in the classroom, but their first language is used outside the classroom. They do not have contact with or exposure to English after school hours. Inside the classrooms, learners are neither active nor free to speak in English, but they are only confident and free when they communicate through their first language.

The use of English as the language of instruction in secondary and tertiary education serves as a barrier in the learning of subject matter for millions of Tanzanian youngsters, refers to

Brock-Utne (2004). Learners learn the language of instruction and content subject at the same time. If learners do not have full mastery of the language of instruction they will encounter difficulties in learning the content and expressing their views on the content both in spoken and written form. It has been shown that using foreign languages debilitates learning in African classrooms. Based on the Botswana experience, Arthur (1993) concluded that the policy of English medium from Standard six is a handicap to teachers and learners in their pursuit of meaningful learning. He observed that for most of the Batswana, exposure to English is limited to their school experience. English is a foreign language, particularly for those who live in rural environment. Batswana teachers use Setswana rather than English in exercising control in their classroom, calling for attention and issuing reprimands.

Beyond learning and teaching problems, such as failing to and misunderstanding of the content, the continued use of a foreign language for education has far-reaching social disadvantages. This practice forges linguistic dependency (Makalela, 2005), scientific and intellectual dependency (Mazrui, 2002) and “re-colonises the African mind” (Brock-Utne, 2000) since the professional educated through the foreign languages tends to look up at the West for standards in their practices. This means that the use of foreign languages for education may not support sustainable development.

Brock-Utne, Desai and Qorro , (2004) observed teachers’ defiance of education policy of teaching through English medium and the strategies used by learners to cope to learn through it in Tanzania and conclude that the policy prevents the use of learner-centred and interactive teaching methods and, therefore, becomes a barrier to critical thinking and understanding of academic subject matter.

The researcher noticed that, in most cases, for learners to understand better, teachers at Reholegile High School also resorted to the use of the learners’ first language (Sepedi) to make sure that they achieved their goals during lessons. Learners were observed to be using some of the strategies given above during tests and exams. They sometimes left open spaces if they did not understand an instruction or a question. Sometimes, they simply wrote some answers in Sepedi if they could not recall a word in English. During lessons when the learners were expected to answer questions in sentence form, they gave one word answers and avoided uttering the whole sentence. If the answer required a reason or full details, they

tended to keep quiet. During group discussions, most of the learners preferred to hold discussions in their first language.

A study by Muneri (2004) confirms that the majority of second language learners have the knowledge that enables them to answer low-level questions that do not stimulate reasoning. This means that a high percentage of learners can only reproduce what they have learnt but cannot think, converse or write critically in English. This implies that learners experience difficulties in communicating what is learnt due to the lack of functional proficiency in the language of instruction.

Granville et al. (1998) give an example of students leaving school with less than full competence in English and an inflated view of its importance and value in South African schools. This suggests that learners are given a high regard for English without really giving them full knowledge of English. They make a recommendation that suggests that universities should develop multilingual policies, with recommendations for African languages as subjects, and in the long term for African languages as languages of learning and teaching (LoLTs). Some of the African languages may be identified, developed and serve as media of instruction, for example.

Uys, Van der Walt, van den Berg and Botha (2001) investigated whether there was a need for specialised training for English second language medium of instruction and also argue that content teachers tend to lack giving attention to the teaching of the four language skills and that may be the reason for learners' lack of academic achievement. They believe that the teachers' inability to assist their learners in the acquisition of academic literacy may be ascribed to some, or all, of the following factors:

- Teachers generally lacked the personal language proficiency required;
- Teachers were often unaware of their inability to meet the language-related needs of the learners;
- Teachers not only lacked the knowledge and skills for teaching the four language skills, but also lacked the insight to identify strategies that would promote effective second language medium of instruction (L2MI);
- Language proficiency is still regarded as the single most important prerequisite for effective L2MI;

- None of the teachers had received training that equipped them with skills for effectively teaching through the medium of English.

Uys et al. (2007) then suggest, in their recommendations, that there is a need for both pre-service training and in-service training for teachers who have to teach through the medium of English.

The arguments posed in the foregoing paragraph highlight the most important factors to be considered, especially when the second language is used as a medium of instruction by non speakers of that language. This serves as an eye opener to the language policy makers to consult teachers, parents and learners and to get them involved in the choice of a language of teaching and learning.

The knowledge of English is rated highly among the black communities, as Webb (2002) concludes. He indicates that although non-English speaking countries outside the African continent are denying English as a medium, Black South Africans prefer English because it is a world language that provides access to almost all the sources of knowledge and pleasure. Black parents are obliged to opt for English as a medium of instruction because of the status it is given both within their country and internationally.

Webb (2002) hence concludes by citing Omotoso (1994:15 and elsewhere) who states that possible reasons for the lack of belief in Africa, in the value of their own possessions, could include long-term factors such as slavery, the culturally destructive impact of the work of Christian missionaries, Colonialism (and in South Africa, Apartheid), and the Pan-Africanist Movement.

2.3 Teaching strategies in foreign language of instruction

Research on classroom interactions in many African countries shows that some forms of code alteration are used by teachers to aid comprehension. Brock-Utne et al, (2004) mention that some teachers in Tanzania defy the official policy, namely, to teach through a foreign language only. They apply the following strategies:

1. Code mixing

They use English words in a sentence but important words are uttered in Kiswahili, a language spoken by 95% of the population.

2. Code-switching

Kiswahili is used alternatively with English throughout the lesson instead of using English only.

3. Translation

Teachers translate everything they utter in English into Kiswahili or isiXhosa.

Setati (2005) also investigated interactions in a multilingual classroom in the Gauteng Province. She found that code-switching was a norm in teaching mathematics, because English-only medium was not sufficient to explain demanding topics such as angles and algebra. The situation given implies that teaching has to be conducted through English as a second language. In order to achieve the lesson goals, the teacher defies the expectations of the language-in-education policy by code-switching, code mixing and translating.

Murray (2002) shows how Education Language Policies discouraged code-switching. This implies that teachers should teach only through the medium of the instruction stipulated in the policy. She furthermore reveals that the new policy views code-switching positively as an educational resource even though the issue is debatable.

Schmied (1991) is concerned with the straight-for-English approach in ethnically mixed areas in primary schools. He suggests that the problem of switching the medium of instructions is caused by the introduction of English medium of education very early, and hence switching cannot be avoided. This point coincides with the notion that the children's first language should be mastered fully before children can acquire the second language, since the first language forms a base for the learning of another new language.

2.4 Learning strategies in foreign language instruction

Research shows that learners adopt certain learning strategies when confronted with the language of instruction problem. Brock-Utne et al. (2004) found that learners apply some strategies to cope with tests and examinations. They resort to do the following strategies:

1. Copying notes and refer to them during exams;
2. Memorising;

3. Applying other means so that they can succeed during examinations, for example, when answering multiple choice questions, they write codes such as A, B, C, D, E on their five fingers to be able to quickly refer to them during tests or examinations, especially when writing multiple choice questions. Students who know answers sit in a location where they can be seen and followed by others.

The strategies used by learners during examinations suggest that the learners' goals set for their lessons were not achieved or that the teachers failed to deliver what was expected at the end of the lessons. They may also suggest that it was difficult for the learners to follow what was taught.

2.5 The value of mother-tongue education

The Department of Education(1997) states that the language(s) of learning and teaching in a public school must be (an) official language(s). It states categorically that:

1. The learner must choose the language of teaching and, 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, and
2. Where no school in a school district offers the desired language as medium of learning and teaching, the learner may request the provincial education department to make provision for instruction in the chosen language. The provincial education department must make copies of the request available to all schools in the relevant district.

Given the position of the Department of Education on the issue of language of learning and teaching, it is clear that the proposals made are only on paper, but are not applied in practice. The choice of LoLT in most South African public schools is either English or Afrikaans because African languages, are not resourced or developed.

Research indicates that the use of mother-tongue, as the LoLT contributes to linguistic and cognitive development of the learners in ways that a foreign language cannot do (Moraes, 2002; and Vygotsky, 1962). Bamgbose (2005) reported on a six year project in Nigeria in which the use of mother-tongue, Yoruba and English were compared amongst primary school learners. At the end of the six year project, the learners who were taught in their mother-

tongue did not only perform better in content subjects but they also outperformed those who were taught in English.

Desai (2004) also carried out an experiment in South Nigeria to find establish whether Yoruba or English was efficient in primary education. Evidence indicated that the Yoruba group was more developed cognitively and linguistically. It is thus clear that the language familiar to learners will facilitate the process of learning, irrespective of different grades, and that learners understand concepts better and are more creative in their response in class.

Vuzo (2005) confirms the fact that when learners are taught in a familiar language, they most efficiently develop cognitive skills and better master content material. He shows how teaching and learning become problematic in Tanzania due to insufficient English language proficiency for both teachers and learners. This situation suggests that in an environment where English is not used and remains the medium of instruction, it may be expected that learners and teachers alike will encounter enormous difficulties in using the language with adequate proficiency.

More experimental studies were conducted to determine the extent to which learning would be facilitated or hindered by the use of an indigenous language as the language of instruction in Tanzanian secondary schools. Galabawa and Lwaitamo (2005) made a comparative analysis of performances in Kiswahili and English as languages of instruction in selected Tanzanian schools. The purpose of the study was to determine the extent to which learning would be facilitated or hindered by Kiswahili as language of instruction. They observed that all groups of pupils were equally disadvantaged when English was used as language of instruction and the study suggested that the groups were equally advantaged when Kiswahili was used as languages of instruction. Adea (2001) and Bamgbose (1991), as cited by Galabawa and Lwaitamo, agree that learning is better facilitated by the use of indigenous languages and that the use of foreign languages significantly hinders ease of learning.

The difficulties of learners struggling to learn both the content and the language of instruction is further confirmed by Carrasquillo and Rodriguez (1996) when they state that Limited English Proficiency (LEP) students in the mainstream classroom are required to learn subject matter while they are also acquiring English language skills, thus making it difficult for them

to keep up with both academic and cognitive tasks. They agree with the fact that the second language acquisition is strongly influenced by the learners' first language. It is important for learners to master their first languages before attempting to learn everything in a second language. According to Carrasquillo and Rodriguez (1996), LEP students need time to develop their communicative abilities and basic literacy skills in English before they can start using English as a tool for learning the subject matter or before they can begin transferring what they know from their native language into English. The first language is a resource of knowledge that learners will use both consciously and subconsciously to help them sift the second language data in the input and to perform as best as they can in the second language, see (cf.Ellis 1985). However, many black parents prefer going straight to English education without giving their children time to master the mother-tongue before acquiring English.

Langenhoven (2005) observed the fact that the first language of the learner brought about progress in learning and proved that Xitsonga medium in the teaching of Natural Science to explain Science concepts was better understood than when learners were taught in a second language. He conducted a three year project (2003-2005) in which one group of Grades 4-6 learners were taught in English and another in IsiXhosa. The isiXhosa group outperformed the English group as the group was weak in understanding.

De Klerk (2002) notes that the current educational system seems to offer parents the choice between English or Afrikaans. When exploring views and experiences of IsiXhosa parents in the Eastern Cape, parents were sending their children to English medium schools. She concludes that the educators believed that mother-tongue education is the first price and they would prefer to teach monolingual classes of children through the medium of their mother-tongue. She indicates that the teachers were willing to teach Xhosa as a first language, provided they had a clear syllabus, good resources and capable teachers. She also mentions that a bilingual language of instruction in education policy would solve the dilemma for the parents offered a choice between either English or an African language as medium of instruction by uplifting and nurturing indigenous languages and offering all children access to English should they desire it.

Heugh (2002) suggests that the attitudes of civil society are to be taken into account, particularly those of parents where education is at stake. This point is prompted by the fact

that it seems to be a common sense notion that the earlier and the greater the exposure to English coupled with a proportional decrease in the use of the mother-tongue will result in a better proficiency in English.

Heugh concurs with many authors who have provided evidence of failure of most children if they are plunged quickly into English without strong support in the school for their home language. Looking at the views of bilingual and multilingual learners in South Africa, Heugh further clarifies the point that bilingual education for each child within a multilingual education does not mean a choice between English or an African language (including Afrikaans). It means developing the first language and adding a second language in the best possible manner so as to ensure the successful learning of the second language.

There is indeed a need to guide parents and the community at large about the importance of both mother-tongue and English for the sake of their children's future. A language policy that advantages all the languages is needed together with its implementation.

Phaahla (2005) investigated the feasibility of using Northern Sotho as a language of commerce and industry. Interviews and questionnaire results prompted Phaahla to suggest that it is feasible for Northern Sotho to be used as a language of commerce and industry, and that the hegemonic use of English or Afrikaans as a language of commerce and industry, is a barrier to non-mother-tongue user of these languages. She declares that Northern Sotho will acquire the status needed to be used in higher functions and is an economic resource in the development of mother-tongue speakers of Northern Sotho in South Africa.

Plüddemann (2002) conducted a three year dual-medium (viz, IsiXhosa/English) research programme demonstrating how the new education language policy that promotes multilingual learning can be realised. He observed the following:

1. IsiXhosa was used in all classes as LoLT for literacy development and life skills;
2. Most teachers were not proficient in English;
3. The issue of code-mixing shifted the focus in the learning area of numeracy (Maths); and
4. Teachers were experiencing enormous pressure from parents to use English.

The following were also observed:

1. When teaching scientific concepts, key concepts in English were orally highlighted in IsiXhosa;
2. English was used when writing notes on the chalkboard, setting assignments, tests exams ,and comment in learners' scripts; and
3. Learners used IsiXhosa in small group discussions.

Plüddemann concluded that good outcomes are promoted through the use of two LoLTs.

He recommends the following:

- An introduction of bilingual integrated assessment and bilingual teacher development courses for content subjects teachers;
- Re-Introduction
- Re -Introduction of a language certificate for teaching; and
- Improvement of English language for teaching.

Nkuna (2001) also indicated that the low pass rate performance of Grade 12 learners in the Limpopo Province was caused by the lack of competence in the English medium of instruction when taught content subjects such as Biology, Geography, History, Physical Science and others. In the examination Grade 12 learners are expected to answer questions in English because during the lessons they are taught in English. Lanham (1996) sums it up by indicating that teachers and pupils are deprived of an adequate English language education. Teaching and learning subjects such as Mathematics, Science and others, through English, create a language problem far more than a conceptual learning problem. An adequate knowledge of English is necessary before learning through it as the medium of instruction.

Amua-Sekyi (2000) conducted a survey of teachers' classroom language practice and examined the use of English language as medium in education in Ghana. He found that a minority of teachers used mother-tongue exclusively during the teaching and learning process, whereas the majority used bilingual code switching as a communication strategy, more than the use of mother-tongue. Teachers who use mother-tongue, according to Amua-Sekyi,

believe that mother-tongue enables that pupils to learn better; facilitate better understanding of concepts and ensures active participation in lessons, because pupils understand, one wants to believe that code –switching facilitates easy transfer of information and better explanation of concepts thus ensuring effective teaching and learning.

Amua-Sekyi also indicates the awareness of mother-tongue teachers of teachers' preference for the use of English medium in primary education even though they do not consider themselves proficient enough to teach effectively and consistently through that language. Acquisition and fluency of the language will be problematic as long as classroom teachers are not proficient enough in the language used as medium of instruction.

Sigcau (2001) suggests that Grade 12 learners' lack of proficiency in English is disadvantaging them. She investigated whether learner's performance in Grade 12 was not affected by the use of English among the IsiXhosa speaking learners. The attitudes of learners and parents on the use of English as medium were assessed. She found that the Learners do not want Xhosa as medium of instruction because of economic and political forces, while the parents expressed different views. Some of the parents wanted IsiXhosa to be the medium of instruction so that their children could embrace their culture, while the other group of parents preferred English because Xhosa would disadvantage them in that they would not be able to communicate internationally.

The status held by African languages affects or influences the choice of the medium of instruction made by Black parents. Kwamangamalu (2000) is also of the idea that mother-tongue education is the surest way of reaching a large number of people and integrating them into the national or democratic process. He further calls for policy makers to rethink a view to revitalise mother-tongue education for the betterment of the masses, and for African governments, including South Africa, to treat mother-tongue education with the kind of prestige and material gains associated with education in a foreign language. The involvement of all stakeholders in education suggests that parents and everyone in the community will be able to participate fully in the decision making of the choice of the medium of instruction suitable for the learning and teaching for their children.

Schmied (1991) states that psycholinguistic studies have shown that mother-tongue education is better for a child's cognitive development, and makes recommendations for giving African children the chance of fuller development. This point suggests that the children can understand their learning materials better when taught in their home languages rather than when taught through the second language.

Nikula (2006) analysed classroom discourse in Finnish EFL classrooms, where English is the object of study and non-language subjects are taught in English. English is associated only with learning materials, for example, content subjects are taught only in English. Finnish is commonly used for grammar instruction, classroom management, off-record discourse, and also for students' initiatives and questions during instructional phases. English is not used throughout the lesson, but Finnish is also used concurrently with English. This mentioned situation implies that Finnish is used to supplement English for better understanding in the classroom.

Macdonald (1990) has led the most extensive investigation into the difficulties encountered by black learners as they transfer to learning through the English medium. She warns that black learners will suffer a greater or lesser degree of a global loss of meaning if compelled to learn through English as their medium of instruction on the basis of their present level of competence in English. Black learners from rural areas will always be disadvantaged by English as medium of instruction because they lack contact with English speakers and they use English only in the classrooms. Urban learners do have an advantage of enough exposure to English both in and outside their classes, even though they cannot be compared to native speakers of English.

Macdonald (1990) further suggests that policy makers can only make the most effective decisions if they consult and negotiate with the school teachers and the community at large as well as with their personnel. Consultation with these people will help policy makers to have a clear understanding of what is actually happening in the classroom situation. She further concludes that an education policy that prescribes which language should be taught and when the language should be introduced, will reveal both present and future conceptions of the relationship among language, society and individual development. The language of instruction should be fair to everyone who uses it.

The Phelps-Stokes Commission emphasised “Vernacular Education” (mother-tongue education) for the majority of people in Tropical Africa, after an investigation into the current state of education in certain parts of Africa (see Brutt-Arffler, 2002).

Education through the medium of a second or foreign language is not working, concludes Clegg (2001). He indicates that it is not working especially in rural areas. He gives the following reasons for the failure of this approach on the African content:

1. Many children come from an uneducated background
2. Many are not exposed to enough English outside the classroom.
3. Many learners and teachers do not have a command of English sufficient to use it as a language of teaching and learning.
4. Teachers not using a pedagogy designed specifically in context in which language barriers learning are high – this point is debated.
5. Poverty.
6. Poor teacher-pupil ratio.

The researcher, as one of the teachers in a rural area, strongly agrees with Clegg on some of these points. Many teachers are from a poor background and many parents are illiterate. Some learners are staying alone as the parents are working far from home. Parents are not able to help their children with their school work because of their absence from home, while some because they are illiterate. Classes are overcrowded and the teacher ratio does not correlate with the number of learners in the class. Full attention is not given to all learners by teachers and the teachers’ workload is too much. Both teachers and learners use English only in the classroom.

Webb (1999) suggests that serious attention should be given to the apparent inability of the African government to generate a policy of multilingualism in education in a meaningful way. He argues that there is an increasing mismatch between South Africa’s stated official policy on language and its gradually evolving linguistic realities. Webb states that there are various signs that South Africa may be regressing to where it was before the apartheid era, and he gives examples of proposals put forward by parliamentarians and decisions made by parents’ bodies.

Proposals by parliamentarians:

- The proposal (since abandoned) by the speaker of parliament and the leader of the council of Provinces that English be the main language of parliamentary reporting;
- The proposal by the portfolio committee for defence that English be the only language of the South African National Defence Force, and that English be the only language of orders, training, general communication, control, and co-ordination (February, 1998); and
- The serious discussions surrounding the possibility of using English as the language of records in the courts (February 1998).

Discussions by parastatal bodies:

- The decision by the office to use only English for internal business, with English as the language of meetings, the minutes of meetings, memoranda, notices, letters, and even of advertisements of employment opportunities (April 1998);
- The national telecommunication firm's similar decisions in May 1998;
- The strong bias towards English in programmes of the South African Broadcasting's television section; and
- The decision by the South African Airways to use only English on its internal flights (since being recognised).

Decisions made in the private sector:

- The Land Bank stating that English would be its official language, despite the fact that the majority of its staff members were Afrikaans-speaking, and that 80% of its clients were also Afrikaans-speaking;
- The Council of Real Estate Agents, who took a similar decision in 1997;
- The editorial board of *De Rebus*, the official journal of the society of lawyers, to switch to English; and
- The decision of the official journal of nurses, *Nursing World*, to use only English as its official language in 1997.

Webb's (1999) concern above challenges the South African government to put into practice and implement all the stipulations stated in the Constitution. The language rights are to be

practised fully in order to accommodate all citizens of South Africa. The National Curriculum Statement (2001) proposes the additive approach to multilingualism whereby all learners will learn their home language and at least one additional language. It also hints as the fact that learners become competent in their additional language while their home language is maintained and developed. It is implied that learners should be well conversant with their first language to be able to compete in the additional or second language, hence, the first language will serve as the foundation for the second language.

Makalela (2007) argues that the choice of 2 official languages as required by the South African language in education policy denies White kids the opportunity to learn African languages, and Black kids have no obligation to learn African languages. Afrikaans and English are both chosen as official languages. He confronts the myth around language of instruction and its effects on literary development in rural South African schools. He makes the following observations:

1. Learning through English is a problem for understanding difficult concepts expressed in English
2. English bars parental involvement. Parents fail to help their children reinforce the lessons taught at school because they do not know or understand the MOI.
3. Semi-lingual instruction. Teachers use Sepedi or English independently of each other for a stretch of time in English medium classrooms. Learners end up having no academic language proficiency, either in Sepedi or in English.

Gamaroff (1995) suggests the following reasons for academic failure among black learners:

- The limitation in English proficiency was the main cause of poor achievement as mentioned in the major findings of the South African Committee of the University Principals Report (HSRC, 1981); and
- Mascherl's (191:2) reason which suggests that the high failure rate among black learners is that the medium of instruction from Standard 3 onwards is a language which is non-cognate to the learner's first language.

The solution suggested proposes that mother-tongue should be used as the medium of instruction throughout schooling, because many learners do not have the linguistic analytical ability to learn a second language, especially if the second language is a non-cognate language.

Horne and Heineman(2003) state that it is vitally important that a child receives at least the foundation phase of education through the medium of his or her mother tongue or primary language. They also indicate that the South African policy currently follows the additive bilingualism model that recommends that children learn an additional language while maintaining their primary language.

The findings strengthen the view that mother-tongue education is the best form of education learners need to be offered. Makalela (2005) concurs with Moraes (1996) and Cummins (2000) when they state that children can best learn a subject matter when the content is conveyed through the mother-tongue or the language that the learners are most competent in. He (2005) further sums up the advantages of mother-tongue education thus:

1. It accelerates academic success;
2. It provides the psychological support necessary to nourish cognitive development;
and
3. It enhances an autonomous world view. It is important to assess which language of instruction is best suitable for the learning and teaching of learners.

He points out the challenge of a multilingual classroom in South Africa. His analysis of language situation in South Africa shows that the LoLT need not necessarily be the “mother-tongue” in the biological sense of the concept, but a community language dominating in a municipality, region or community (Makalela, 2005:163). The key, as he further argues, is that the learners should have a functional competency in the language of the school or what Cummins calls “threshold” (Cummins, 2000).

2.6 CONCLUSION

This chapter discussed a language of instruction in areas where the medium is a second language. Research on this issue has been reviewed to establish what the findings regarding teaching and learning through the second language medium are. It has been noted that many countries are proceeding with experiments to determine which language provides more favourable results as a medium of instruction. The majority of studies have shown that mother-tongue education is better for a child’s cognitive development as Schmied (1991), Cummins (2000), Webb (2002), and others have indicated.

Previous research did not show the depth and the degree of the impact English has as a medium of instruction in rural schools. This study seeks to cover the gap left by previous studies because focus was based on surveys. A true experiment was conducted in a rural school with low English input. This study was therefore, prompted both by personal observation of the lack of full participation of learners during lessons, when taught in English, and the high failure rate in Grade 12 results.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology used to answer the research question of the study. It describes the design population and sampling techniques, data collection and analysis.

3.2 RESEARCH DESIGN

Quantitative, qualitative, experimental designs as well as personal experience were triangulated to cover the depth and width of the scope of this study. Quantitative design, as defined by Mouton *et al.* (1988), is a design in which a hypothesis is stated beforehand. The hypothesis can later either be rejected or proven. The whole study revolves around the hypothesis. Statistical procedures were applied and questionnaires used to determine whether the predictive generalization of the theory was true or not.

Qualitative research is a design in which the hypothesis is stated in the form of a general research goal (see Mouton *et al.* 1988). The central hypothesis tends to gradually emerge and can frequently be described as the results of the investigation. It answers a research question probing into the subject under study. A systematic analysis of written or observed materials was applied in this study.

Breakwell *et al.* (1995) describe experimental design as a test of the cause-effect relationships by collecting evidence to demonstrate the effect of one variable on another. A true experiment consists of a control and an experimental group which are treated in the same way. Subjects are tested before and after the intervention or treatment. Personal experience was also used because the researcher is an educator who works in a school on a daily basis.

Quantitative, qualitative and experimental designs were deemed the most suitable methods for this study. Two groups of geography learners, one taught in English and the other in Sepedi, were used to test the hypotheses suggested at the beginning of the study.

3.3 POPULATION AND SAMPLING

The study was conducted in the school known as Reholegile High, situated in one of the poor, rural communities next to Zebediela Citrus farm (Limpopo Province), in Mogoto Village. The school was established in 1976, that is, it is now over 30 years old, but there are only a few improvements. There is no administration block or a school hall while tents are hired during special occasions to accommodate visitors.

As the community is poor, a number of families do not have television sets, for example. There are families who are usually going out of the village searching for wood, even if there is electricity around. They use wheelbarrows to carry water because they do not have tap water at home.

The majority of the parents are illiterate, some are working far from home, and many of the children are thus left alone. The parents who are at home do not attend parents' meetings in large numbers because they might not be aware of the importance of their involvement in their children's education. The village consists of VhaTsonga, Bapedi and AmaNdebele, and the dominant language is Sepedi. All learners learn Sepedi as one of the school subjects. There is no access to first language speakers of English though learners learn all content subjects through English, and they are exposed to English only within the classrooms.

The community practise circumcision and ancestral ceremonies. School days are usually disrupted by the absence of learners who attend circumcision for the first time and learners who also attend as assistants during circumcision rituals. They also hold night vigils. High absence and attrition rates are experienced in winter time and this disrupts the free flow of teaching in the school. Learners' poor academic performance, among other factors, is affected by the following:

- Learner's lack of assistance in their school work by their parents;
- Not all parents are aware of the role to play in their children's education; and
- Illiterate parents who are interested in their children's education, but are not able to help them.

The school's Grade 12 performance record is not stable as shown in Table 1 of Chapter 1. The graphics show a high failure rate in 1999. In 2004 and 2005, the number of learners who

passed was higher, but when one compares the symbols obtained, a high number was for the “S” symbol (School leaving), while the number that obtained an “M” symbol (university exemption) entrance symbol was very low. The results, therefore, coincide with the behavioural patterns observed among the learners learning through English in content subjects, for example:

- Poor participation during the lesson;
- Avoiding giving long answers;
- Poor performance when answering in the first language; and
- Poor performance in tests and exams.

Out of 33 schools in the circuit, Reholegile High School has obtained the following positions with Grade 12 results:

2005 – 20

2006 - 21

The convenience sampling technique was used to extract a reasonable sample from the population. The population was extracted from the Reholegile High School Grade 12 learners. Two classes of Grade 12 learners were used, giving a total of 60 participants with 30 learners from each class. One class formed the control group (taught through the medium of English) while the other class formed the experiment group (taught through the medium of Sepedi). The participants’ ages ranged from 17 to 22 years. The researcher requested permission to conduct the research from the principal of Reholegile High School, and it was granted (Appendix one). The learners were also requested to be involved and told that the lessons offered would be used only for research purposes. Fourteen content subject teachers, out of twenty seven teachers, were selected to answer the questionnaires. These teachers were also interviewed to give their views or opinions about the impact English had on the teaching of content subjects.

3.4 INSTRUMENT, DATA COLLECTION AND PROCEDURES

Pre-test

General questions in Geography were set through the medium of English to assess the learners’ knowledge of the subject. The duration of the question paper was 1H30. Two

classrooms were prepared for the test purpose a day in advance. On the day of the test, all learners sat in the classrooms for the pre-test. Invigilation was done to ensure that the learners work independently without help or referring to others. After the test had been written, the researcher collected the scripts for marking.

Intervention

Geography lessons in English and Sepedi were taught for 5 consecutive weeks by the researcher as she is a Geography teacher. A class of 30 learners was taught in English only and the other class in Sepedi only. Lessons were offered from Monday to Thursday to both classes during study periods. The text was taken from Chapter 10, the titled Human/Rural Settlement, from the book entitled 'Geography in action; new syllabus' by Rix *et al.*, (1987). The lessons comprised discussions, class work and homework. The written work was marked and corrected because the lessons were treated like any other normal lessons.

The chapter defines the settlement and classifies it under the following:

Size and complexity;

Function;

Rural or urban;

Pattern and

Site

The chapter also states the following:

- Factors that cause the establishment of nucleated and dispersed settlements;
- Advantages and disadvantages of both nucleated and dispersed settlements;
- Classification of villages;
- Rural depopulation; and
- The role of RDP in the rural areas.

Prior to the teaching of the lessons, the researcher translated Chapter 10 into Sepedi specifically for this project. The translation was easily done as the researcher is a Sepedi speaker but there were some of the terms which needed consultation with teachers of Sepedi language for clarity, for example, settlement - tulo/madulo . There were also terms that do not

have Sepedi equivalents in meaning and the words were added with Sepedi suffixes to make them fit into the Sepedi medium, for example, hamlet - hamolete.

Post-test

The learners were given a date when the post-test was going to be written. On the given date, they assembled in the two classrooms to write the post-test. The control group was issued Geography question papers in English and the experimental group was issued Geography question papers in Sepedi. The questions for Sepedi and English were the same and set on what was taught during the intervention.

Data-analysis

Test scores in both the pre-test and post-test were calculated in order to compare the means of both the experiment and control groups. The Chi-square test was used to test the differences for significance pitched at an alpha value of 0.05. Teachers' responses from the questionnaires and interviews were analyzed according to themes.

3.5 ETHICAL CONSIDERATIONS

Permission to carry out the task was granted by the principal of Reholegile. The researcher communicated with the Grade 12 teachers to arrange for a slot on the time-table to accommodate the research lessons. The learners were well-informed that test results will only be used for research purpose. Content subject teachers were also requested to be involved in the interviews and the answering of questionnaires and that their names will not be used and their response will be used for research purpose only.

3.6 LIMITATIONS OF THE STUDY

There were no text-books for Sepedi language. Enough time was needed to translate English information to Sepedi to ease teaching with the experiment group. The learners were looking down on Sepedi and preferred to be taught in English.

3.7 CONCLUSION

The selected methodologies were triangulated to cover the depth and width of the scope. The population was extracted from one of the most remote schools in a rural community where there is limited access to English language. Convenience sampling was used as the

researcher worked at that particular school. The data collection procedures consisted of teaching the same to two papers content in two different languages, namely the mother tongue and a foreign language (English).

The required ethical considerations were observed. A letter asking for permission to conduct the research was written to the school principal (see Appendix one). Permission was granted. The learners were also asked to take part in the research (see Appendix two). The selected methodology provided the necessary data to answer the research hypothesis and question.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The aim of this study was to establish whether English as the medium of instruction has an impact on the teaching and learning of grade content subjects. This chapter provides the results of Geography tests written in both English and Sepedi in tabular form and questionnaires filled out by content subject teachers at Reholegile High School. It is also the purpose of this chapter to interpret the results and draw inferences.

The following hypotheses were tested:

- Null hypothesis (H₀): English does not have an impact on the learning of content subjects in a low English input context.
- Alternative hypothesis 1 (H₁): English has a positive impact on the learning of content subjects in a low English input context.
- Alternative hypothesis 2 (H₂): English has a negative impact on the learning of content subjects in a low English input context.

Regarding these hypotheses, the researcher first suggested that English as a medium of instruction, does not affect the performance of learners in any way; secondly, it helps learners to achieve better in their performance; and lastly, it serves as a barrier because, learners' performance deteriorates.

4.2 EFFECTS OF MEDIUM OF INSTRUCTION ON GEOGRAPHY CLASS:

BETWEEN GROUP COMPARISON

A pre-test was administered to compare the proficiency level of the experimental and the control groups. The test was also necessary to establish whether or not there was a normal distribution of the learners' performance of the general knowledge. The performance of the learners in the pre-test, for both the control group (English) and the experimental group, was almost the same. The experimental group had a mean of 19.1 and the control group had 17.5. Although these means show to be different at face value, the chi-square test showed that the differences were not statistically significant ($\chi^2 = 2, P < 0.05$). This shows that both the

experimental and the control group formed a homogenous group, which provided a firm basis for the experiment.

4.2.1 English as the medium: Within group comparison

This study sought to examine individual performances in the post-test, that is, whether there was an improvement between the pre-test and post-test mean scores.

Table 2

	Pre-test	Post-test
Mode	15	40
Median	18	34
Mean	17.5	30.2

This table shows a slight shift in the central tendencies in that the: mean improved from 17.5 to 30.2, the mode increased from 15 to 40 and the median moved from 18 to 34. The mean was compared closely, using the chi-square at an alpha value of 0.05. The results of the test show that there was an improvement in the scores ($\chi^2 = 101, > 0.05$). The improvement is statistically important but these results do not confirm the alternative hypotheses (H_1) and H_2 on whether the impact of English is negative or positive. Similarly, it is also not quite clear from the results if English as the medium of instruction has an impact on or not bearing. It is through comparison of performance scores, between the control and experiment groups, that the impact, if any, will be inferred. What the analysis, however, shows is that teaching through English has improved the learners' performance in a significant way.

4.2.2 Effects of Sepedi as the medium of instruction: within group comparison

The experimental group was taught through the medium of Sepedi for five weeks. At the end of the fifth week's period, the group was given a test of which the results are summed up in the measures of central tendencies in Table 3

Table 3

	Pre-test	Post-test
Mode	27	66
Median	19	51
Mean	19.1	46.9

Table 3 compares the mean, mode and median gains from the pre-test to the post-test performance. The mode increased from 27 to 66, the median from 19 to 51 while the mean improved from 19.1 to 46.9. In order to assess whether the improvement in the mean scores was real or caused by chance, a chi-square was conducted with a pitch value of 0.05. The results of the test show that the mean difference in the pre-test and post-test is statistically significant $\chi^2 = 357.7 > 0.05$. This reveals that the intervention test-teaching through the medium of Sepedi has had a significant impact on the overall performance, because the null hypothesis (H_0) and alternative hypotheses (H_1 and H_2) are either confirmed or rejected. One can infer, however, that teaching in Sepedi offers great improvement as opposed to teaching in English, where the scores were lower compared to the Sepedi scores.

4.2.3 Impact of English: Between groups

The next analysis sought to compare the experimental and control groups regarding their performance in the Geography lessons. A summary of the results are provided in Table 4:

Table 4

	Post-test		
	Mean	Mode	Median
Control Group	30.2	26	34
Experimental Group	46.9	46	51

$$\chi^2 = 108.9 > 0.05$$

Table 4 shows a distribution of the measures of central tendencies between the Sepedi and English groups. First, it reveals that the median in the experimental group was higher than the one in the control group, namely from 34 to 51. Second, the mode in the experimental group indicates a figure of 46 which is higher than 26 of the mode in the control group. The experimental group shows a further high mean of 46.9 whereas only 30.2 was scored by the control group. The gap between the means was measured by means of a Chi-square pitched at an alpha value of 0.05. The results of the test show that the difference in the mean score is statistically significant ($\chi^2 = 108.9 > 0.05$). Testing even high confidence at 0.01, the results still confirm a high statistical significance ($\chi^2 = 108.9 > 0.01$). One can thus claim with a high confidence level that Sepedi participants outperformed the English participants in the Geography test. Given this findings, the hypotheses of the study can be tested:

H₀: English does not have an impact on the learning of content subjects in a low English input context.

H₁: English has a positive impact on the learning of content subjects in a low English input context.

H₂: English has a negative impact on the learning of content subjects in a low English input content.

The research analysed the findings and concluded as follows:

The alternative hypothesis 2 (H₂) is accepted, namely that English has a negative impact on the learning of a content subject in low a English input context because the results of the post tests suggest that English as medium of instruction negatively affected the performance of the learners. The performance of the experimental group (taught in Sepedi medium) during the Geography test given to both groups, outperformed the control group (taught in English medium). The experimental group proved beyond doubt that the first language (Sepedi) was understood better than the second language (English).

The learners' low performance can be attributed to the fact that most learners are not proficient in English. They spend most of that time using Sepedi and there is no exposure to English after school hours.

The Alternative hypothesis 1 (H₁) is thus rejected since the hypothesis suggests that English has a positive impact on the learning of content subjects in a low English input context. The performance of the experimental group suggests that Sepedi has a positive impact on the learning of content subjects in a low English input context and not English.

The Null hypothesis (H₀) is also rejected since this suggests that English does not have an impact on the learning of content subjects in a low English input context. English has an impact on the learning of content subjects and the impact is negative. The learners with a poor or low performance were the English medium group while the Sepedi medium group achieved better results. The researcher thus believes that learners understand better when taught in Sepedi than when taught in English.

4.3 PERCEPTIONS OF CONTENT SUBJECT TEACHERS

The second part of the analysis was based on the percentages of teachers on the use of English as the medium of instruction in content subjects such as Biology, Geography, Agricultural Science, Home Economics and others. Fourteen teachers were given questionnaires relating to the topic of this study.

The perceptions or attitude of content subject teachers are given below. The responses, the number of teachers who responded to each question and the percentage of the response are also provided. The questions are followed by tables and analysis.

4.3.1 English as a medium of instruction was the main problem for the learners

Table 5: English as main problem

Responses	Number of respondents	Percentage
Agree	8	57.1 %
Strongly agree	2	14.3 %
Disagree	4	28.6 %
Strongly disagree	0	0 %
Total	14	100 %

This table shows that 57.1% of the respondents agreed that English was the main problem for the learners to understand the content. Another 14.3% also strongly agreed that English makes it difficult for learners to understand during their lessons. Only 28.6% of the respondents disagreed that English makes it difficult to understand the content. These results show that the vast majority of the teachers believe that English is the main problem for the learners to understand content subjects.

4.3.2 My learners had sufficient English input

The aim is to find out if learners had enough knowledge of English at school and the response are shown in table 2.

Table 6: English input

Response	No. of respondents	Percentage
Agree	6	42.9%
Strongly agree	1	7.1%
Disagree	7	50.0%
Strongly disagree	0	0%
Total	14	100%

The agree column reveals that 42.9% of teachers agreed that their learners had sufficient English input at school and 7.1% also strongly agrees that learners had sufficient English input. Fifty percent disagreed that their learners had enough English input at school. It is thus not clear whether the English input is sufficient because half of the respondents agreed and the other half disagreed with this assumption.

4.3.3 English used outside English teaching periods

Table 7: English on the school grounds

Response	No. of respondent	Percentage
Agree	6	42.9%
Strongly agree	1	7.1%
Disagree	5	35.7%
Strongly disagree	2	14.3
Total	14	100%

According to agree column 42.9% agreed that their learners were using English outside English teaching periods and 7.1% strongly agreed. On the contrary 35.7% of the respondents disagreed with the fact that learners were using English outside the English teaching periods, while 14.3% strongly disagreed. This implies that learners do not always use English outside the English periods, but that they sometimes do so.

4.3.4 Teaching content subjects in their home language

Table 8: Content subjects taught in home language

Response	No. of respondent	Percentage
Agree	9	64.29%
Strongly agree	1	7.14%
Disagree	3	21.43%
Strongly disagree	1	7.14%
Total	14	100%

Table 8 indicates that 64.29% of the respondents agreed and 7.14 % strongly agreed that learners should be taught content subjects in their home language and only 21.43% disagreed and 7.14% strongly disagreed. This suggests that the majority of the respondents supported the notion that the mother-tongue should be used as a medium of instruction and not English.

4.3.5 Extra English input at home

Table 9: Extra English input

Response	No. of respondent	Percentage
Agree	3	21.4%
Strongly agree	0	0%
Disagree	5	35.7%
Strongly disagree	6	42.9%
Total	14	100%

Thirty six percent (35.7%) disagreed and 42.9% strongly disagreed that learners had extra English input at home while only 21.4% agreed that learners had extra English input at home. The majority of the respondents thus disagreed that students had extra English input at home. This confirms the fact that students get into contact with English only in the classroom situation while there is no contact with English at all.

4.3.6 Comprehension of the content when taught through English

Table 10: Content understood when taught in English

Response	No. of respondents	Percentage
Agree	12	85.7%
Strongly agree	0	0%
Disagree	2	14.3%
Strongly disagree	0	0%
Total	14	100%

In responding to this question, eighty-six percent (85.7%) of the respondents agreed that learners understood the content when taught through English and only 14.3% disagreed. The percentage agreed does not lead to a fair conclusion to the perception of the language of instruction by the content subject teachers because it opposes their responses to the first question.

4.3.7 Understand better when taught in mother-tongue

Table 11: Better understanding in mother-tongue

Response	No. of respondents	Percentage
Agree	4	28.6%
Strongly agree	5	35.7%
Disagree	5	35.7%
Strongly disagree	0	0%
Total	14	100%

Table 11 indicates that 35.7% of the teachers strongly agreed that learners would have understood the content better when taught in their mother-tongue and 29.60% agreed that the mother-tongue would have been understood better while only 35.7% disagreed. The impression given by those, who agreed and strongly agreed percentages is that students understand the content when taught in English but would understand it better when taught in their mother-tongue.

4.3.8 Teachers' inability to understand and express themselves in English

Table 12: Teachers unable to understand and use English

Response	No. of respondents	Percentage
Agree	2	14.3%
Strongly agree	3	21.4%
Disagree	9	64.3%
Strongly disagree	0	0%
Total	14	100%

According to table 12 only 14.3% agreed, 21.4% strongly agreed and 64.3% disagreed that the teachers had a language problem, and, that they were not able to express themselves in English. The percentage that disagreed suggests that the teachers were able to understand and express themselves in English.

4.3.9 Learners' inability to understand and express themselves in English

Table 13: No understanding in the use of English

Response	No. of respondents	Percentage
Agree	10	71.4%
Strongly agree	2	14.3%
Disagree	2	14.3%
Strongly disagree	0	0%
Total	14	100%

Table 13 indicates that 71.4% of the respondents agreed and 14.3% strongly agreed that the learners were not able to understand and express themselves well in English. Only 14.3% disagreed. This means that the learners had difficulties in understanding English and in expressing themselves in English.

4.3.10 In the future, language of instruction should be changed for better literary results.

Table 14: Language of instruction to be changed

Response	No. of respondents	Percentage
Agree	8	57.14%
Strongly agree	0	0%
Disagree	3	21.43%
Strongly disagree	3	21.43%
Total	14	100%

Fifty- eight percent (57.14%) of the respondents agreed that the language of instruction should be changed in the future to obtain better literary results, 21.43% disagreed and another 21.43% strongly disagreed that the language of instruction should be changed. Analysing the percentages given, the conclusion can be drawn that the present language of instruction, which is English, should be changed to achieve better literary results.

4.4. TEACHERS' VIEWS

Fourteen teachers commented about their observations made when teaching content subjects through the medium of English to Sepedi speaking learners. The actual words of the teachers during the interviews are quoted below. To avoid repetition only three excerpts are used because the teachers' responses were more or less the same:

Excerpt 1

Learners struggle in understanding English, especially when difficult concepts are used. I have to switch to Sepedi language to help them to understand what I said in English. I think learners must be exposed to English and they should also be compelled to use English only in the school premises.

The teacher in Excerpt 1 thus indicates that learners have difficulties in understanding English, especially some complicated concepts. The teacher then uses Sepedi to explain difficult questions and also to clarify some important facts. Code alternation is applied, that is, two media are used at the same time. This point supports the Alternative hypothesis (H₂) because English then

becomes a barrier to the learning and teaching process because not everything said in English is understood by the learners. The teacher concluded by suggesting that learners should be exposed to English and practise even on the school grounds to improve their English language skills.

Excerpt 2

English, as a medium of instruction, affects the teaching of content subject both positively and negatively. Brilliant learners cope well during lessons and pass their tests and examinations very well. The only problem is when a learner is a slow learner. You may find that some learner don't understand a single word in English. Such learners do not take part during lessons. They fail all the time. I think something must be done to accommodate the slow learners, but English must be used as a medium of instruction for communication purpose in the outside world.

In essence, the teacher suggested that English is a good medium of instruction. The teacher also acknowledged the fact that there are learners who do not understand a single word in English. The suggestion made is that, as long as a means can be made to help slow learners cope, there is nothing wrong with the usage of English, especially since it is a global language.

Excerpt 3

I have observed that there is definitely a negative impact. English as a medium of instruction does not always explain everything in the content subjects. In fact, my observation has been that, content subjects tend to be "difficult" to learners simply because not all learners comprehend well in English. I think content subjects can best be taught in home language. Learners will benefit more if these subjects are taught in the languages that are familiar to them.

Excerpt 3 indicates how content subjects become difficult because learners cannot understand the medium of instruction, which is English. Learners cannot comprehend English well. The

teacher suggested that learners can best learn in their home languages because those languages are familiar to and best known by the learners.

The teacher's observation implies that learners' inability to understand English as a medium of instruction makes content subject more difficult, and that not everything can be explained through this medium of instruction.

4.5 CONCLUSION

This chapter showed a quantitative analysis of students' performance when taught in Sepedi, on the one hand, and when taught in English, on the other hand. The second part of the analysis focused on the teachers' perceptions towards using English as the medium of instruction. The results revealed that learners performed better in the Sepedi test than in the English test. The responses from the content teachers suggest that learners had a problem with the language of instruction, that is, they were not able to understand English fully and were also not able to express themselves well through English. The teachers were strongly positive towards the idea of changing the language of instruction for better results hence they all agreed that learners would understand the subject matter better when taught in their mother-tongue. As teachers were given the chance to motivate their responses, they indicate how difficult it was to teach learners only through English. They indicated that they also used Sepedi to explain some concepts thoroughly. They added by indicating how learners used to cheat during examinations, e.g., bringing notes into the exam rooms to refer to.

This study confirms research conducted by Brock-Utne, Desai and Qorro (2004), in Tanzania, and Setati (2005), in Gauteng. They confirmed the point that teachers use to code-switch when teaching Mathematics, as English as medium alone was not sufficient to explain some concepts, Arthur (1993), in Botswana, suggested that pupils' meaningful learning is handicapped by English and factors. Alternative Hypothesis 2 (H₂) is thus confirmed, namely that English has a negative impact on the learning of content subjects in a low English input contexts. The findings of the study are indicated in the next chapter.

CHAPTER 5

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter restates the aim of the study and summarizes the findings. Conclusions and recommendations are stated at the end of the chapter.

5.2 SUMMARY OF THE STUDY

The study investigated the impact of English as the medium of instruction among Grade 12 learners of Reholegile High School. The study was prompted by the lack of empirical studies on the second language in Limpopo. It was necessary for this study to be carried out by looking at the following objectives:

- To compare test results of Geography lessons offered in the mediums of both English and Sepedi, from two groups of learners in Grade 12; and
- To assess the perceptions of the content subject teachers towards English versus mother-tongue as the medium of instruction in the content subjects.

The study also reviewed literature on the topic of this study carried out previously by other researchers. This was done according to themes.

First, literature was reviewed on the teaching strategies. Previous research shows, that due to difficulties of learners' understanding the second language as, medium of instruction, teachers usually applied teaching strategies such as code mixing, code-switching, translation and other teaching strategies to help learners understand better and cope well during lessons. Learning strategies were also reviewed. It was found that learners were experiencing problems when taught in the second language at the same time. Learners were applying the following strategies during tests and examinations in order to improve their performances:

- copy notes and referring from them;
- memorise;
- parroting and many other strategies.

The next theme was the effects of foreign language instruction. Research found that, when learners were using a foreign or second language as the medium of instruction, the following were likely to be the results, to quote a few:

- High failure rate;
- The medium of instruction serves as a barrier in the learning of subject matter; and
- The majority of the learners have the knowledge that enables them to answer low level questions that do not stimulate reasoning.

Lastly, review was carried out on the value of mother-tongue education. Research showed that mother-tongue is best compared to second language education, because it develops learners cognitively and linguistically, and also helps learners to master content material. In countries such as Ghana, Nigeria and Tanzania, it was proved that mother-tongue had a positive impact on teaching and learning.

The responses of content subject teachers in the questionnaire answers suggest that teachers are aware that English is a problem to learners when it is used as a medium of instruction. They also support the idea that the language of instruction should be changed in future because they are aware that learners understand better when taught in their mother-tongue.

Chapter 3 provided the methodology and procedures followed in this study. Quantitative, qualitative, experimental designs, as well as personal experiences, were used in this study.

Chapter 4 analysed and interpreted the quantitative, qualitative and experiment data, using frequency counts and thematic analysis. The main finding was that Sepedi as a medium of instruction' that is mother-tongue or first language instruction, proved to be the best medium of instruction as compared to English medium of instruction. The content subject teachers also supported and suggested the principle that mother-tongue education should be applied in future.

5.3 FINDINGS OF THE STUDY

5.3.1 Effects of the medium of instruction

The performance of learners in both the control group (English) and the experiment group (Sepedi) suggested that when learning in Sepedi, the learners understood the content subject (Geography) better than when taught in English. Observing the scores of the Sepedi and English post-tests there was a big difference between their means. The difference was tested by a chi-square test, which revealed a statistically significant difference ($\chi^2 = 108.9 > 0.05$). The learners taught through Sepedi medium outperformed the learners taught in English as the medium of instruction. It was therefore concluded that the mother-tongue or the first language is the best language of teaching and learning while the second language has a negative impact on the teaching and learning of first language speakers.

5.3.2 Attitudes or perceptions of teachers

The response of content subject teachers when answering questions in the questionnaires suggest the following:

1. There is a vast majority of teachers who agree that English is the main problem when it is used as a medium of instruction;
2. Learners use English only in the classroom, not at home and not outside English periods on the school grounds;
3. The majority of teachers support the suggestion that learners should be taught in their mother-tongue;
4. Learners understand better when taught in their mother-tongue; and
5. The vast majority of teachers agree that in future the language of instruction should be changed for better literacy results.

5.3.3 Teachers' opinion

The teachers gave their opinions about English as a medium of instruction during the teaching of content subjects. Based on their observations when teaching, some of the teachers indicate that not all learners understood English. They sometimes use Sepedi to explain some concepts. The other group of teachers stated that learners learn well in English, but what they need is more practice, exposure to and the mastery of the language. The majority of the teachers thought that English affects the teaching and learning of content subjects in a

negative ways. It is said that learners do not comprehend English, especially some concepts in the content. It becomes difficult to explain to them clearly in English, that is the reason why they resort to switching to Sepedi for clarity. They suggest that the mother-tongue is the best language to teach content subjects.

5.3.4 Personal experience

The researcher observed that learners do have problems in understanding when taught content subjects through the medium of English. She also observed that both learners and teachers are aware of the fact that English affects learning and teaching and continued usage of English as a medium of instruction disadvantage learners' performance. However, the responses in the questionnaires tended to contradict each other and this suggests that teachers acknowledge problems encountered because of English, but the status held by English in the world led them to respond otherwise.

The situation prevailing in Ghana was also observed by the researcher at Reholegile High School. Teachers code switched frequently to mother-tongue during lessons to help learners understand better. If they teach only in the English medium, pupils' participation or understanding during the lesson was affected because the learners become inactive and stopped to communicate with the teacher.

5.4 RECOMMENDATIONS

Based on the findings, the following recommendations are, therefore, made:

Language policy planners are also faced with a task to promote African languages. They should propose the use of mother-tongue medium from Grades 5 to 12. In addition, question papers should be translated into the mother-tongue to help non speakers of English during tests and examinations. They can also propose the use of mother-tongue medium from Grades 5 to 12. Question papers can also be translated to mother-tongue to help non speakers of English during tests and examinations. There is also a need for further research on the medium of instruction in other regions in Limpopo. The findings suggest that the content subject teachers, when answering the questionnaires, were contradicting themselves in their answers. They are aware of the problems in the language of instruction but they do not want the language of instruction to be changed, maybe because of the status it holds in government,

business and other sectors. Finally there is a dire need for workshops to inform people about the importance of learning in one's own language.

5.5 CONCLUSION

The main aim of the study was to establish whether or not English as a medium of instruction has any impact on the teaching and learning of Grade 12 learners. Previous research was reviewed and discussed thematically to show what has been done. It was found that mother-tongue or first language instruction is the best and second or foreign language instruction serves as a barrier to learning and teaching.

Methodology and procedures used in this study succeeded in the collection of data, and both the hypothesis and questions were answered. The data analysis confirmed the research results found by research previously conducted by Brock-Utne, Desai and Qorro (2004) in Tanzania, and also by Setati (2005) who found that there is code-switching in the teaching of Mathematics, as the English medium was not sufficient to explain some concepts. Therefore, the researcher concluded that mother-tongue education is the best opposed to English, which has a negative impact on the teaching and learning of content subjects in low English input context. However, there is a need for language planners, policy makers and all other decision makers to review indigenous languages as a possibility to improve the pass rate, especially in low resourced schools, in rural areas of the Limpopo Province.

Thus the Alternative Hypothesis 2 (H_2) is accepted, namely that English has a negative impact on the learning of content subjects in low English input contexts.

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APPENDICES

APPENDIX ONE

P O Box 46
Lebowakgomo
0737
06 June 2006

The Principal
Reholegile High School
Private Bag X 536
Koringpunt
0632

Dear Sir

RE: APPLICATION FOR CONDUCTING A RESEARCH PROJECT

I would like to conduct a research project at your school with your permission. Learners would be involved but time for the research will not interrupt or disturb the smooth running of the school.

I hope my request will be taken into consideration

Yours faithfully

.....

N.E Mogano(Ms)

APPENDIX TWO

P O Box 146
Lebowakgomo
0737
21 June 2007

Grade 12 Learners
Private Bag X 536
Koringpunt
0632

Dear Learners

RE: VOLUNTARY INVOLVEMENT IN THE RESEARCH PROJECT

I would like you to take part in the research project I am going to conduct at the school. It is not compulsory, so only those who are interested may come forward. Your names are not going to be used and your answers are going to be kept confidential. I am only interested in the marks you have obtained.

Yours faithfully

NE Mogano (Ms)

APPENDIX THREE

EFFECTS OF MEDIUM OF INSTRUCTION ON GEOGRAPHY

TESTS

Each test was worked out of 100

Table 1

Pre-test Results

Control group (English)	Experimental group (Sepedi)
30	35
28	28
28	27
25	27
24	27
23	27
23	25
22	25
20	25
19	23
19	22
19	20
19	20
19	19
18 Median	19 Median
18	19
15	18
15	15
15	15
15	15
15	14
15	14
14	13
13	12
12	10
11	10
10	08
10	08
06	06
Total 526 mean is 17.5%	Total 573 mean: 19.1%

APPENDIX FOUR

Table 2

Post-Test Results

Control group (English)	Experimental group (Sepedi)
47	74
47	66
45	66
44	61
43	61
43	60
41	60
40	58
40	56
40	54
36	52
34	52
34 Median	51 Median
32	50
31	48
30	46
28	46
26	45
26	45
26	43
23	42
22	39
22	36
22	34
18	32
18	32
17	30
13	30
10	23
08	16
Total 906 mean: 30.2%	Total 1408 mean: 46.9%

APPENDIX FIVE

CONTENT SUBJECT TEACHERS' QUESTIONNAIRE

During your years of teaching content subjects, you probably encountered a number of challenges and possibilities as an educator. The questionnaire intends to draw on your experience about the problems learners encounter in understanding content subjects. Be honest in your answer as there is no right or wrong answer. Do not put your name on the questionnaire. Your answers are needed for the purpose of this research. You are entitled to access the findings of this study. Your participation is voluntary.

Please tick or use an x sign on your preferred answer.

1. During my teaching, I found that using English as the medium of instruction was the main problem for learners to understand the content.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
2. My students had sufficient English input at school.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
3. My students used English in the schoolgrounds; that is, outside the English teaching periods.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
4. Students should be taught content subjects in their home language.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
5. My students had extra English input at home.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
6. My students understood the content when taught through English.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
7. My students would have understood better if and when taught in their mother-tongue.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
8. The language problem had to do with teachers' inability to understand and express themselves in English.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree

9. The language problem had to do with the learners' inability to understand and express themselves in English.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

10. For the future, I believe that the language of instruction should be changed for better literacy results.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

APPENDIX SIX

MOLEKWANA WA 3

MADULO/TULO MAGAENG

Potšišo 1

1. Mantšu ao a ageleditšwego ke dikarabo tša dipotšišo 1.1 – 1.10. Kgetha lentšu leo le sepelelanago le hlaloso yeo e filwego ka fase. Ngwala lentšu la nnete go lebana le nomoro ya hlaloso:

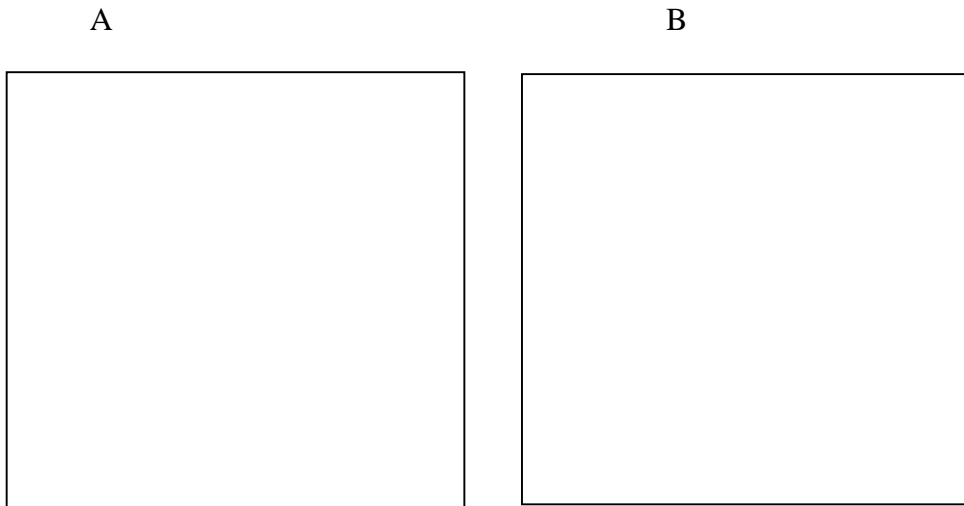
Mešomo ya bobedi, mešomo ya pele, polasa ya theko, madulo a lifelong leo le thapilego, madulo a lefelo le le omilego, madulo a magaeng, motse wa mothaladi, kamolete, motse wa sefapano, motse wa sediko goba sekwere, karolelano, sebopego, fefelo.

- 1.1 Dintlo tša polasa tšeo dikgaoganego/tša theko.
- 1.2 Dintlo tša polasa tša seboka tše dipitlaganego.
- 1.3 Lefelo lele itšego le akaretšwago ke tuto/peakanyo.
- 1.4 Khudugo ya magaeng go ya ditoropong.
- 1.5 Madulo/Tulo eo e hwetšwago goba e laolwago ke go ba gona ga mothopo wa meetse.
- 1.6 Madulo ao dintlo tša gona di lego kgauswi le kgauswi ka thoko ya tsela.
- 1.7 Mešomo ya go swana le meepo, dikgwa le go rea dihlapa.
- 1.8 Dintlo goba madulo ao a dikuloga monoga.
- 1.9 Metse ya sebopego sa T, naledi ke mehlala ya mohuta wo wa metse
- 1.10 Seripa se se nyennyane sa tulo ya Magaeng.

[10 x 2 = 20]

Potšišo 2

Ithute dithalwa tša ka mo fase o arabe dipotšišo tše di latelago: **A** le **B** di emetše tulo ya magaeng

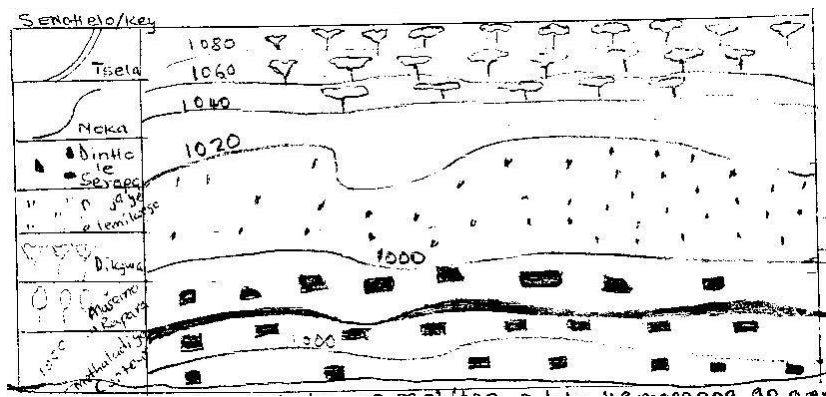


2.1.1 Efa mehuta ya mabitso a tulo ya magaeng ao a emetšego ke A le B. (2)

2.1.2 Efa mohuta wa mong wa naga/lefelo go lebana le mohuta o mongwe le o mongwe. (4)

2.1.3 Lebaka la madulo a A ke la boagišane mola B ke la mašelang/ekonomi: Fahlela mabaka a gago. (4)

2.2 Ithute fikara ye e emelago motse.



- 2.2.1 Ke mohuta ofe wa tulo o emetšwego ke fikara yeo ya ka godimo?
 efa lebaka la karabo ya gago (4)
- 2.2.2 Efa sebopego sa motse. (2)
- 2.2.3 Ke mabaka goba dilo dife tšeo di dirilego gore motse wo o be ka
 sebopego se? (2)
- 2.2.4 Ka boripana hlalosa boalo bja motse wo o lebeletše seswantšho
 sa ka godimo. (4)
- 2.2.5 Efa mabaka a mabedi ao a hlalago tulo ya sebopego se gore se
 be gona. (4)
- 2.2.6 Efa mohola le hlokego ya mohola go badudi ba tulo ye. (4)

Potšišo 3

Ithute setatamente o arabe dipotšišo tše di latelago:

Dinaga tšeo di tšwelago pele, mathata a magaeng gantšhi a bapetšwa le selo seo re rego ke Phokotšego ya batho magaeng. Phokotšego ya batho ke selo sa hlago seo se diragalago ka baka la tiragalo ya Toropofatšo. Mafelo a dipolase a tlogelwa ke batho bao ba hudugelago ditoropong ka nomoro e kgolo. Ge toropo e gola, go na le go ya fase ga nomoro ya batho mo magaeng.

- 3.1.1 Hlalosa Phokotšego ya batho Magaeng. (2)
- 3.1.2 Go reng batho ba bantšhi ba sa kgotsofatšwe ke bophelo bja magaeng?
 Efa mabaka a mabedi (4)
- 3.1.3 Ka baka la poelo ya phokotšego ya batho magaeng go eleleditšwe
 gore 50% ya batho ba Afrika Borwa yeo e tla be go e dulago ditoropong ka
 ngwaga wa 2010. Efa mabaka a 5 ao a go kago goba a tanyago batho

gore ba ye toropong. (10)

3.1.4 Hlalosa ka botlalo dipolelo tša phokotšego ya batho magaeng go

tša leago le ekonomi torotswaneng ye nnyane. (8)

3.1.5 Efa dika tša tulo yeo go yona phokotšego ya batho e dira galago

go yona. Dika tše 5. (10)

3.16 Efa ditsela tše 4 tšeo RDP e thušago go kaonafatša magae ka

Afrika Borwa. (8)

3.1.7 Hlalosa tše di latelago:

- a) Tulo/Madulo
- b) Karolelano (Phatlalatšo)
- c) Megalopolisi
- d) Motse

(8)

TOTAL = 100

APPENDIX SEVEN

Test No: 3 Rural Settlements

Question 1

1. The words in the following box below are answers for questions 1.1 – 1.10. Choose the word that best matches the descriptions that follow. Write only the correct word next to the number of the description.

Secondary activities, primary activities, isolated farmstead, site, wet-point settlement, dry-point settlement, town, rural depopulation, linear village, hamlet, crossroad village, round or square village, distribution, pattern, location.

- 1.1.1 Loose grouping of a few farmsteads.
- 1.1.2 Denser grouping of farmsteads.
- 1.1.3 The exact spot covered by a settlement.
- 1.1.4 Rural-urban migration.
- 1.1.5 A settlement in which the location is entirely determined by the occurrence of a water source.
- 1.1.6 A settlement in which the farmsteads are arranged close to one another along a road.
- 1.1.7 Activities such as mining, forestry and fishing.
- 1.1.8 In this type of settlement the farmsteads are around a centrally located village green.
- 1.1.9 A T-shaped and a star-shaped village are examples of this type of village.
- 1.1.10 The smallest rural settlement unit.

(10 x 2 = 20)

2. Study the sketches that follow and answer the questions:
A and B depict rural settlements

A

B



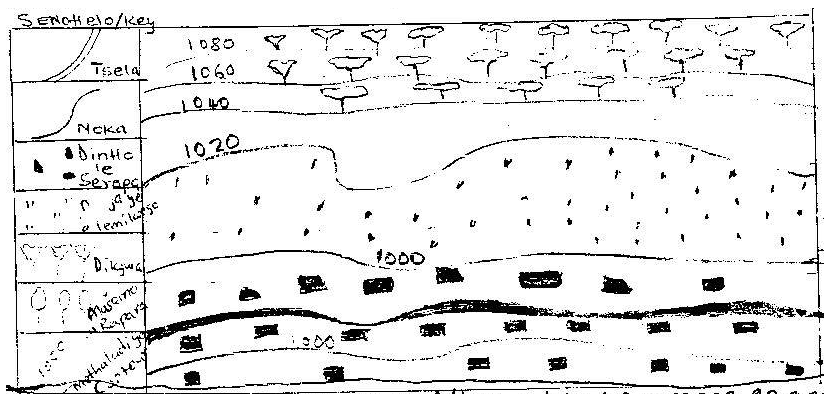
2.1.1 Name two types of rural settlements indicated by A and B (2)

2.1.2 Indicate the type of landownership associated with each type of settlement. (4)

2.1.3 The reason for the type A settlement is mainly social while B is economic. Briefly give reasons for this. (4)

2.2

Study the figure below representing a village



2.2.1 What type of settlement is represented by this figure? Give a reason for your answer. (4)

2.2.2 Name the shape of the village. (2)

2.2.3 What factor has mainly been responsible for the shape of this village? (2)

2.2.4 Briefly describe the layout of the village by referring to the diagram. (4)

2.2.5 Mention two factors that cause a settlement to develop into a certain shape.

2.2.6 Mention one advantage and one disadvantage for inhabitants living in this settlement. (4)

3. Study the statement and answer the questions that follow:

“In developmental countries or regions, rural problems are usually associated with the phenomenon of rural depopulation. Depopulation is the natural result of the process of urbanisation because the farming regions are abandoned by people who migrate to the cities in large numbers. While the cities grow, there is a decline in population numbers in rural areas”.

3.1.1 Explain the term rural depopulation. (2)

3.1.2 Why are so many young people becoming dissatisfied with life in rural areas? Give two reasons. (4)

3.1.3 As a result of rural depopulation, it is estimated that 50% of all South Africans will be living in the cities by the year 2010. List five pull factors that attract people to cities. (10)

3.1.4 Discuss the socio-economic consequences that rural depopulation will have on small towns. (8)

3.1.5 List five characteristics of settlements in which depopulation is occurring; (10)

3.1.6 Mention four ways in which the Reconstruction and Development Programme (RDP) helps to upgrade rural communities in South Africa. (8)

3.17 Define the following terms:

a) Settlement

b) Distribution

c) Megapolis

d) Village

(8)

TOTAL=100