

**THE IMPACT OF LINGUISTIC COLONIALISM ON ACADEMIC  
ACHIEVEMENTS OF ZULU LEARNERS IN KWAZULU-NATAL**

**BY**

**SICELO ZIPHOZONKE NTSHANGASE**

**UNIVERSITY OF SOUTH AFRICA**

**30 November 2014**

**THE IMPACT OF LINGUISTIC COLONIALISM ON ACADEMIC  
ACHIEVEMENTS OF ZULU LEARNERS IN KWAZULU-NATAL**

**BY**

**SICELO ZIPHOZONKE NTSHANGASE**

**SUBMITTED IN ACCORDANCE WITH THE REQUIREMENTS  
FOR THE DEGREE OF**

**DOCTOR OF LITERATURE AND PHILOSOPHY**

**IN THE SUBJECT  
AFRICAN LANGUAGES  
AT THE**

**UNIVERSITY OF SOUTH AFRICA**

**PROMOTER: PROFESSOR S.E. BOSCH**

**CO-PROMOTER: DOCTOR N. MASUKU**

**30 November 2014**

## DECLARATION

**Student Number: 42080622**

I declare that **The Impact of Linguistic Colonialism on Academic Achievements of Zulu Learners in KwaZulu-Natal** is my own work. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references in the text and in the list of sources.

This study has not been submitted previously for any degree or examination to any other university.

A handwritten signature in black ink, appearing to read 'S. M. M. M.', written over a horizontal line.

**Signature**

30 November 2014

**Date**

## ACKNOWLEDGEMENTS

When the road is curvy and bumpy, I lift up my hands and go down on my knees, knowing that God, who is my guiding light, is watching over me. I was not alone on this journey; He was there. He held me by the hand and lifted me up when I stumbled and fell. Thank you, my Lord!

I started this project in 2009. It was not a walk in the park. There were times when I thought of giving up. In fact, I did give up for two years (2010 and 2011). Then I received an e-mail from Prof S.E. Bosch saying, “Mr Ntshangase, a lot has been happening lately on the topic you chose. I will be coming down to KwaZulu-Natal and would like us to meet to discuss your plans.” Due to unforeseen circumstances, Prof Bosch cancelled her trip, but her words stayed with me forever. I said to myself, “if she never gave up on me, why should I give up so easily?”

My utmost respect and gratitude goes to **PROFESSOR S.E. BOSCH** and **DOCTOR N. MASUKU** who took time from their busy schedules to provide guidance and words of encouragement when my road to academic success was slippery and seemingly unattainable.

This is a fulfilment of a promise I made to my parents at my graduation party after completing a Master of Arts degree in the year 2000. I promised them that I would not rest until I had completed a doctoral degree. This is for you Mr and Mrs Ntshangase.

To my late sisters: Thembeni Mathenjwa and Phaka Mngomezulu as well as my late brother, Sibongeleni Ntshangase – I have undying love for all three of you. To my sisters, Phumlile and Nokuthula; my younger brother, Sphelele; my daughters, Aphile and Thembisa; and my late son, Lindokuhle – you always put stars in my eyes, even during the darkest of nights. This degree is yours!

A special 'thank you' to the Durban Commercial College, Kloof High School, St Mary's D.S.G. and St John's College for contributing positively to my professional development as a teacher and academic. They have taught me to be the best that I can be and to put service before self and God before all.

How can I forget to thank all the participants in my study! I could not have done this without your willingness to partake in this study. I would also like to thank Bonita Sonqishe for all the emotional support. You are much appreciated.

Last but not least, I would like to extend my sincere appreciation to Cheryl Reid, Khethokuhle Mkhize, Mariette Harcombe, Margaret Collins, Mdu Msomi, Sibusiso Buthelezi, Sicebi Magoso, Sikhumbuzo Msomi and Sibonelo Thabede who were always readily available to help me with technical support. Thank you so much!

## ABSTRACT

In theory, the South African government advocates additive bilingual education over subtractive bilingual education. However, this study shows that subtractive bilingual education supersedes additive bilingual education mainly because the official African languages of South Africa are being marginalised and not utilised as languages of teaching and learning in schools. The majority of isiZulu speaking learners in KwaZulu-Natal are underperforming academically under a subtractive bilingual educational system. The findings of this study acknowledge that there are numerous contributing factors to this problem, but the most obvious is that isiZulu speaking learners are compelled to write their examinations in English.

This study employed a triangulation approach where various literary sources were consulted to illustrate how English has emerged as a dominant language on the local and global stage, and how this has affected the status and use of minority languages.

Qualitative approaches were used to gather data from Grade 10 to 12 isiZulu speaking learners who attend the so-called 'Black schools' in the district of Pinetown, in KwaZulu-Natal. Questionnaires and experimental tests were used as the main instruments for gathering data from learners. One-on-one interviews were conducted with educators and other relevant stakeholders. The observation technique was also utilised to monitor the behaviour of isiZulu speaking learners in both affluent and previously disadvantaged schools.

By examining Cummins' interdependency hypothesis (1979, 1996 and 2000) as a theoretical framework, this research study has proven that the continued use of English as the only language of teaching and learning in South African 'Black schools' has a negative impact on the academic achievements of the KwaZulu-Natal isiZulu speaking learners.

The study, therefore, calls for the introduction of a language policy that will promote dual bilingual education where both isiZulu and English are used as the languages of teaching and learning throughout the KwaZulu-Natal isiZulu speaking learners' scholastic years. The study has proven that this approach to education will facilitate better understanding of the subject matter and thus curb the high failure rate, especially in the so called 'Black schools'.

## KEY TERMS

- Linguistic colonialism and the hegemonic power of English
- Linguistic human rights
- Indigenous languages of South Africa
- Language policy and planning in education
- Language of teaching and learning
- Language attitudes
- Additive and subtractive bilingualism
- Developmental and dual bilingualism
- Cummins' interdependency hypothesis



# TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
Declaration.....	i
Acknowledgements .....	ii
Abstract.....	iv
Key terms.....	vi
List of figures.....	xi
List of tables.....	xi
<b>CHAPTER 1</b>	
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the study.....	1
1.2 Research problem and hypothesis of the study.....	3
1.3 Demarcation of the study.....	5
1.3.1 Language spoken by participants of the study.....	5
1.3.2 Geographical area where participants of the study live.....	5
1.3.3 Proximity of participants to the researcher.....	6
1.3.4 Benchmark of the study.....	7
1.4 Clarification of terms.....	9
1.5 Literature review.....	16
1.6 Method of research.....	17
1.6.1 Theoretical framework.....	17
1.6.2 Research designs.....	18
1.6.2.1 Questionnaires and experimental tests.....	18
1.6.2.2 Interviews.....	19
1.6.2.3 Observation technique.....	19
1.7 Structure of the thesis.....	19
1.8 Conclusion.....	20

## **CHAPTER 2**

<b>LITERATURE REVIEW.....</b>	<b>21</b>
2.1 Introduction.....	21
2.2 Linguistic colonialism and the hegemonic power of English.....	22
2.3 Language policy and planning in education.....	25
2.4 The South African Language Bill of 2011.....	30
2.5 Linguistic human rights.....	32
2.6 Attitudes toward the use of African languages as languages of teaching and learning.....	36
2.7 Bilingual or multilingual education.....	43
2.7.1 Additive and subtractive bilingual education.....	44
2.7.2 Factors influencing dual bilingualism in a bilingual or multilingual education.....	48
2.7.2.1 Motivation.....	48
2.7.2.2 The age factor in a bilingual or multilingual education.....	50
2.8 Conclusion.....	51

## **CHAPTER 3**

<b>RESEARCH METHODOLOGY.....</b>	<b>54</b>
3.1 Introduction.....	54
3.2 Theoretical framework.....	54
3.3 Method of research.....	57
3.3.1 Sampling.....	59
3.3.2 Research designs.....	60
3.3.2.1 Questionnaires and experimental tests.....	60
3.3.2.2 Interviews.....	61
3.3.2.3 Observation technique.....	63
3.4 Data analysis technique.....	64
3.5 Ethical considerations.....	65
3.6 Conclusion.....	66

## **CHAPTER 4**

<b>DATA PRESENTATION AND ANALYSIS.....</b>	<b>68</b>
4.1 Introduction.....	68
4.2 Questionnaires.....	69
4.3 Experimental tests.....	71
4.4 Analysis of learners' responses to questionnaires.....	74
4.5 Analysis of experimental tests.....	98
4.5.1 Learners' choice of languages in the experimental test .....	98
4.5.2 Learners' performance in the experimental test.....	99
4.5.3 Analysis of grammar and terminology usage in learners' essays.....	109
4.6 Analysis of data gathered through observation and interviews.....	123
4.7 Conclusion.....	131

## **CHAPTER 5**

<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>134</b>
5.1 Introduction.....	134
5.2 Summary of findings.....	135
5.3 Conclusion.....	141
5.4 Recommendations.....	142

## **BIBLIOGRAPHY..... 150**

## **APPENDICES..... 161**

APPENDIX A: Letter from UNISA.....	161
APPENDIX B: Letter from the KZN Department of Education.....	162
APPENDIX C: Letter to school principals.....	163
APPENDIX D: Letter to parents.....	164
APPENDIX E: Letter to learners .....	166
APPENDIX F: Learners' questionnaires.....	167
APPENDIX G: Experimental tests.....	172
APPENDIX H: Schools' responses to questionnaires.....	186

APPENDIX I: Learners' choice of languages in the experimental test.....	207
APPENDIX J: Learners' performance in the experimental test.....	209
APPENDIX K: Learners' essays.....	215
APPENDIX L: Field work checklist.....	221
APPENDIX M: Composite results of the experimental test.....	222

## LIST OF FIGURES

Figure 1.1: Map of Pinetown.....	7
Figure 2.1: Factors affecting dual language acquisition outcomes.....	49
Figure 4.1: A continuum illustrating different extremes of terminology used by learners.....	113

## LIST OF TABLES

Table 4.1: Details of research participants.....	70
Table 4.2: Learners' proficiency in isiZulu and English.....	77
Table 4.3: Learners' attitudes towards learning in isiZulu.....	77
Table 4.4: Learners' attitudes towards English as a language of teaching and learning.....	79
Table 4.5: Learners' views of the cause of poor performances in previously disadvantaged schools.....	81
Table 4.6: Learners' views of the importance of isiZulu.....	83
Table 4.7: Learners' views of the difference isiZulu can make on learners' lives.....	84
Table 4.8: Learners' views on the English language in general.....	86
Table 4.9: Learners' views of the idea of replacing English with isiZulu as the language of teaching and learning.....	88
Table 4.10: Learners' views of indigenous languages of South Africa.....	90
Table 4.11: Learners' choice of languages in the experimental test.....	99
Table 4.12: Seven levels of competence.....	100
Table 4.13: Marking rubric used for the experimental test.....	101
Table 4.14: Summary of learners' composite results according to academic competence levels.....	108

Table 4.15: IsiZulu terms used by learners in the experimental test.....	114
Table 4.16: Extract 1, taken from learners' essay.....	117
Table 4.17: Extract 2, taken from a learner's essay.....	121
Table 4.18: Extract 3, taken from two learners' essays.....	121
Table 4.19: Summary of 2013 matric results obtained by affluent schools.....	127
Table 4.20: Summary of 2013 matric results obtained by a township school.....	128
Table 4.21: Presentation of 2013 matric results obtained by learners per subject in a semi-rural school.....	129

# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

This research study analyses the impact of linguistic colonialism on academic achievement of isiZulu speaking learners in KwaZulu-Natal. In theory, South Africa is a multilingual country with a Constitution (Department of Justice and Constitutional Development, 1996: 4) that promotes the equal use of all the 11 official languages of this country. These languages are Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga (Pan South African Language Board [s.a.]). In practice, however, the official languages of South Africa do not enjoy equal status in schools, businesses, universities, and in many other sectors. English seems to be enjoying more status than the other official languages.

Since South Africa became a democratic country in 1994, there has been increased debate over the issue of using the indigenous languages of South Africa as languages of teaching and learning, but this has not been done yet. IsiZulu speaking learners in KwaZulu-Natal are only given instruction in their mother tongue during the foundation phases of their education. English is adopted as the primary language of teaching and learning when they pass grade 4. This leads to subtractive bilingualism and is detrimental to South Africa's diverse linguistic and cultural orientation.

Mother tongue (developmental) bilingualism is based on the premise that children will learn an additional language quicker if they are taught in their mother tongue in the foundation phases. Various scholars (Cummins, 2000; Oller & Eilers, 2002) present the argument that skills learnt in the primary language can be transferable to additional languages.

According to supporters of this viewpoint, young children learn a language more easily and successfully and that “for young children, a language is caught rather than taught; acquired rather than learnt” (Baker, 2011: 124).

The evidence of this study, however, disputes the existing study that young people are able to learn a language quicker than adults are. The study also challenges the South African government's approach to mother tongue-based bilingual education (developmental bilingualism) where the child's “L1 is used as the primary medium of instruction for the whole of primary school while L2 is introduced as a subject of study in itself to prepare students for eventual transition to some academic subjects in L2” (Ball, 2011: 21).

It seems that “research is in danger of perpetuating a young is better belief” about age and language learning because a number of scholars have conducted studies that advocate developmental bilingualism instead of dual bilingualism (Baker, 2011: 125).

On the contrary, this research study advocates bilingual education or a two-way bilingual education where two languages (i.e. isiZulu and English) are used side by side as the languages of teaching and learning throughout the scholastic years of isiZulu speakers in KwaZulu-Natal. This is also known as 'dual language instruction', in which both minority and majority languages are used as the media of instruction (Ball, 2011: 21).

It must be emphasised, though, that isiZulu is not a minority language in South African context. According to the 2011 census, which was released in 2012 (South African News, 2012: 1-4), isiZulu is the mother tongue of 22.7% of South Africa's population, followed by isiXhosa at 16%, Afrikaans at 13.5%, English at 9.6%, Setswana at 8% and Sesotho at 7.6%. The remaining official languages are spoken at home by less than 5% of the population each (op. cit.)



## 1.2 RESEARCH PROBLEM AND HYPOTHESIS OF THE STUDY

The majority of isiZulu mother tongue speakers in KwaZulu-Natal are underperforming academically. There might be numerous contributing factors to this problem, such as overcrowded classrooms, a limited choice of subjects due to a lack of trained teachers to teach a wide range of subjects, learners/teachers arriving late at school, truancy, the low morale of teachers/learners, lack of efficient school managers, lack of resource materials and facilities, poor staff development, poor parental involvement in their children's academic life, poor family structure, alcohol and drug abuse, unsafe environments, unhygienic environments, and teenage pregnancy. This study acknowledges that there are different factors leading to the high failure rate in previously disadvantaged schools.

Despite these factors, this research study aims to prove that the most obvious contribution to the poor performance of isiZulu speaking learners in KwaZulu-Natal is that these learners are compelled to write their examinations in English, a language they barely understand.

Most isiZulu speaking learners lack the understanding of basic as well as complex concepts when taught as English first additional language learners. They find it difficult to grasp the concepts presented to them in English; the language they understand at the level of first additional or second additional language. As a result of the poor interaction between the learner and the subject matter, they find it difficult to reach their maximum potential in various learning areas.

The hypothesis of this study declares that using isiZulu as the language of teaching and learning could contribute to a greater understanding of concepts in different subjects, and could thus push isiZulu speaking learners into reaching their maximum potential.

This study aims to provide scientific evidence that the continued use of English as the only language of teaching and learning in previously disadvantaged schools has a

negative impact on the academic success of isiZulu speaking learners in KwaZulu-Natal. The purpose of the study is to test the hypothesis that using isiZulu as the language of teaching and learning could improve the academic performance of KwaZulu-Natal isiZulu speaking learners.

The study will test the hypothesis by investigating the following key questions:

- Is South Africa promoting an additive bilingual education or subtractive bilingual education?
- How does the use of English as the language of teaching and learning affect the academic achievements of isiZulu speakers?
- How can the use of isiZulu, as a language of teaching and learning, improve the pass rate in the previously disadvantaged schools?
- Will dual bilingual education push isiZulu speaking learners in KwaZulu-Natal to reach their maximum potential where isiZulu and English are the languages of teaching and learning throughout the scholastic years of the learners?
- What are the learners' attitudes and beliefs towards the use of isiZulu as a language of teaching and learning?
- When given a chance to write the experimental tests in isiZulu, how did the isiZulu speaking learners fare?
- If English is a learning barrier, how is it possible that some isiZulu speaking learners from the previously disadvantaged schools in KwaZulu-Natal are able to achieve outstanding results in matric despite all the difficulties they face?

The answers to the abovementioned questions will contribute to a better understanding of the influence of English on the academic performance of isiZulu speakers in KwaZulu-Natal.

## **1.3 DEMARCATION OF THE STUDY**

This section is divided into four sub-sections, namely the language spoken by the participants, the geographical area where the participants live, the proximity of the participants to the researcher and benchmark of the study.

### ***1.3.1 Language spoken by participants of the study***

Participants of this study are primary speakers of isiZulu. The term 'Zulu learners,' used in the title of the study, represents the outer layer or what you can touch: the ethnic group. The term 'isiZulu speaking learners,' which is used throughout the study, on the contrary, represents the inner layer or what you cannot touch; the language these learners speak: the isiZulu language. The isiZulu language, which is the focus of this study, falls under the Nguni language group.

### ***1.3.2 Geographical area where participants of the study live***

The study focuses on schools in the Pinetown district in the greater Durban metropolitan area in KwaZulu-Natal. Specific attention is given to historically disadvantaged schools in the isiZulu speaking communities, and not on the traditionally Indian, Coloured or former Model C schools. The sample size is confined to 10 of the 793 schools in the district of Pinetown and 28 000 schools in the whole province of KwaZulu-Natal.

All the schools chosen were previously disadvantaged, and still are, according to the following characteristics:

- All learners in a school are black South Africans;
- English is offered as a first additional language;
- English acquisition is believed to be a problem for many learners;

- IsiZulu is often used to clarify complex concepts but all examinations, with the exception of isiZulu as a subject, are set and written in English;
- There is a lack of facilities such as computers, libraries, and science laboratories;
- The majority of teachers are isiZulu mother tongue speakers;
- These schools are generally not known for producing good matric results, although there are a few exceptional schools that are producing outstanding results.

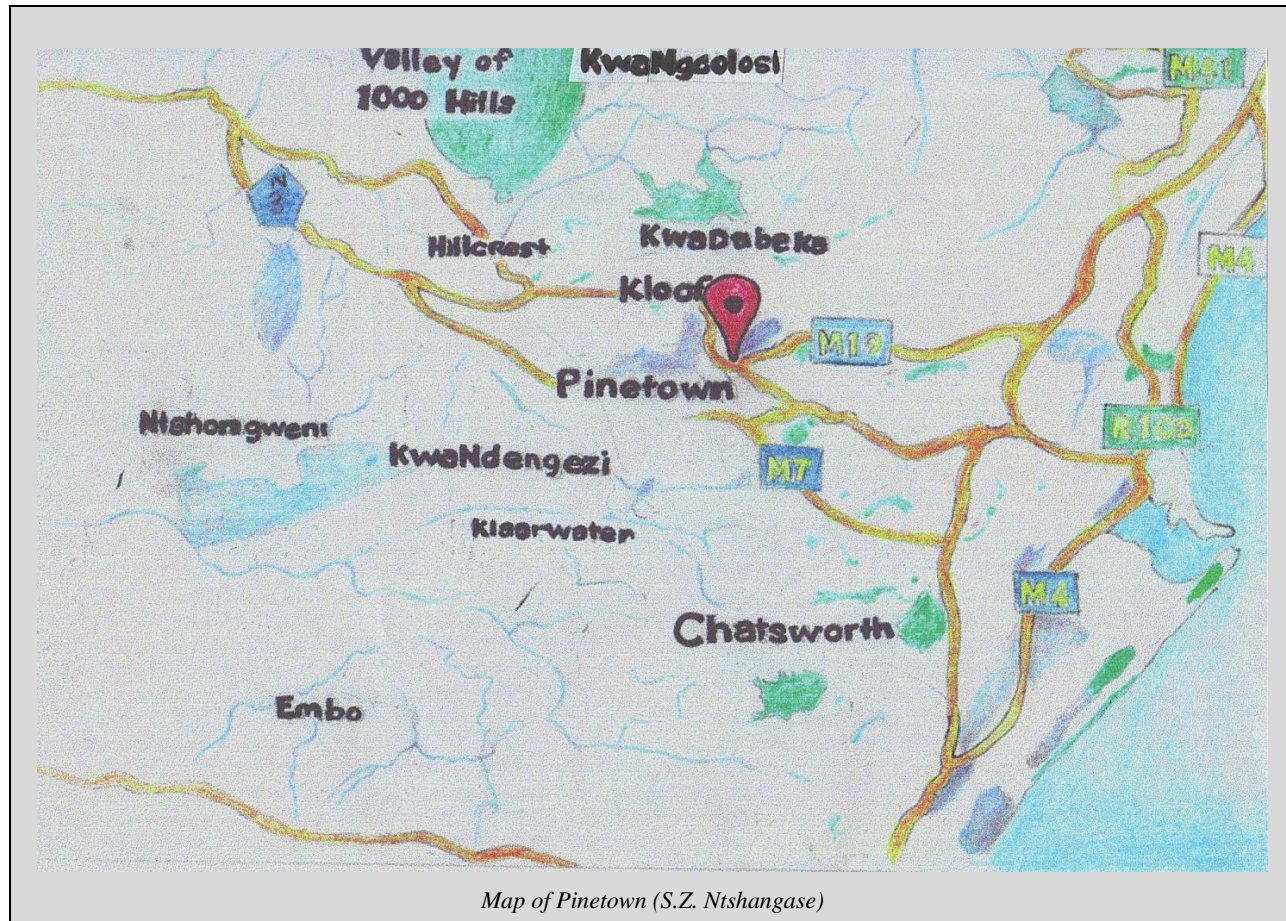
### ***1.3.3 Proximity of participants to the researcher***

The researcher resides and works in Kloof, which is a 10-minute drive to the city of Pinetown. As the schools that were chosen are not more than 15 kilometres from Kloof, they were easily accessible to the researcher. For example, the researcher was able to conduct interviews, distribute questionnaires and run experimental tests in two or three schools per day.

The previously disadvantaged schools in question are in semi-urban areas in townships like KwaNdengezi, KwaDabeka, Klaarwater and in semi-rural areas like Ntshongweni, KwaNgcolosi, KwaNqetho, Embo, Nteke and Zwelibomvu. These places, as shown on the following map of Pinetown, are closer to each other and are also closer to Kloof where the researcher resides.

KwaNqetho is not shown on the map because it falls under KwaNgcolosi. Nteke and Zwelibomvu are also not shown on the map because they fall under Klaarwater.

Figure 1.1: Map of Pinetown



### 1.3.4 BENCHMARK OF THE STUDY

The benchmark of this study discusses the matric results obtained by affluent and previously disadvantaged schools. In this specific study, by 'affluent schools' we mean private and former Model C schools. It is imperative to mention that affluent schools do not form part of this research study. The matric results of these schools are discussed solely with the intention of enforcing the research statement of this project. This study claims that the majority of isiZulu speaking learners in the previously disadvantaged schools, specifically isiZulu speaking learners in KwaZulu-Natal, are performing poorly academically (when compared to their counterparts who attend former Model C and

private schools), mainly because they are compelled to write all their subjects in English.

Former Model C and private schools in KwaZulu-Natal are performing well academically. All learners in these schools (both isiZulu speakers and non-isiZulu speakers) are advantaged because they all have English (which is the language of teaching and learning) as a first language. Although one cannot attribute a single factor to their consistent outstanding academic success, language does play a major role.

In 2013, for example, South African public schools (i.e. state/government schools, including both former Model C and previously disadvantaged schools) had a pass rate of 78.2% (Waywell, 2014: 1). The pass rate in KwaZulu-Natal public schools was 77.4% (ibid.). The learners in private schools who wrote examinations provided by the Independent Examination Board (IEB) had a pass rate of 98.56% nationally (Karolia, 2013: 1).

When comparing results obtained by the private schools with the results obtained by the public schools, especially the previously disadvantaged schools, one observes that the failure rate is much higher in the previously disadvantaged schools than in the affluent schools, where there might be one or no failures at all.

The picture painted above gives prominence to the significance of this study. The aim of this study, however, was not to draw a comparison between the former Model C and private schools with previously disadvantaged schools. It was aimed at investigating whether language forms a barrier to learning or not, specifically regarding the isiZulu speaking learners in KwaZulu-Natal.

It must also be emphasised that this study acknowledges that there are previously disadvantaged schools that are doing exceptionally well in their matric examinations, but those are just a drop in the ocean. The fact is that the majority of previously disadvantaged schools, especially the ones in the isiZulu speaking communities, are

underperforming academically, and this research study aims to prove, through scientific evidence, that language is the main contributor to this problem.

This study was decided upon for the aforementioned reasons. The focus was on isiZulu speaking learners and their ability to understand and interact with concepts of different learning areas (i.e. subjects) when they are offered or written in English.

One's response to such a situation is that government should pass a language policy that allows both isiZulu and English to be used jointly (dual bilingual education) as languages of teaching and learning. This should not only be implemented in the foundation phases (developmental bilingual education) as is currently the case, but throughout the scholastic years of isiZulu speaking learners in KwaZulu-Natal.

The intention of the research study was to examine the problem of the high failure rate in previously disadvantaged schools in KwaZulu-Natal in order to offer amicable solutions that will contribute to the betterment of our societies, especially in KwaZulu-Natal, where isiZulu speaking learners are deeply affected by the current situation. Cruger (2005: 1) encourages researchers to participate in activities that add value to their communities. This study aims to add significant value to the lives of isiZulu speaking learners in KwaZulu-Natal by substantiating the assertion that learners who have a desire to succeed in their academic pursuits need to learn in their primary languages so that they are able to unleash their maximum potential.

#### **1.4 CLARIFICATION OF TERMS**

It is very important that the terminology used in this study is understood in context. Some of the terms that are used frequently in this research are explained on the next page.

- **Cummins' Interdependence Hypothesis**

Cummins' (1996) theory of second language acquisition, which is used as the theoretical framework of this study, consists of two major dimensions:

- Basic interpersonal communication skills
- Cognitive academic language proficiency.

“Basic interpersonal communication skills refer to the informal language of conversation, often referred to as the language of the playground in that most children learn these skills through informal interaction with their peers” (Cummins 1996: 64). Cummins (ibid.) suggests that “it takes approximately two years of exposure for second language speakers to perform at this level.”

Cognitive academic language proficiency is more advanced than basic interpersonal communication skills as it is “associated with literacy and cognitive development” (Rodriguez & Higgins 2005: 237). It is a formidable task “to learn such skills as they are learned most often through formal instruction at school” (Cummins, 1996: 68). Cummins (ibid.) has shown that it takes a minimum of five years before a child's first additional language approaches academic proficiency in the home language.

- ***Indigenous languages***

'Indigenous languages' refers to the nine official African languages of South Africa i.e. isiZulu, isiXhosa, isiNdebele, Sepedi, Sesotho, Setswana, siSwati, Tshivenda and Xitsonga. These languages are also referred to as 'Bantu languages' since they are members of the Bantu language family of Africa (Taljaard & Bosch, 1998: 1). In this study, 'indigenous languages' and 'African languages' mean the same.



- ***Home, first and second additional languages***

The term 'home language' is defined in the new Curriculum and Assessment Policy Statement (Department of Basic Education, 2011: 8) as the language learners acquire first. "Home language level provides for language proficiency that reflects the mastery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum" (ibid.). According to Brand (2004: 1), a home language is a "language most often spoken at home, which is not necessarily the person's mother tongue". Since isiZulu is both the mother tongue and home language of the participants of this study, the terms 'mother tongue' and 'home language' are used interchangeably without any differentiation of the meaning.

The terms 'first' and 'second' additional languages are mainly used in the post-1994 curriculum in South Africa. The first additional language is the same as the second language. The second additional language is the same as the third language. Both the second and third languages can be learned unconsciously if the child socialises more often with speakers of the primary language, or they can often be learned consciously in a more formal environment such as the classroom. The child is more likely to make numerous grammatical errors when expressing himself/herself in an additional language.

For the purposes of this study, "any reference to home, first additional and second additional languages should be understood to refer to the level of proficiency and not the language as a mother tongue or non-mother tongue" (Department of Basic Education, 2011: 8). The terms that are used in this study are 'first additional language' and 'second additional language' and are used to refer to isiZulu speaking learners' level of proficiency in English. The terms 'second language and third language' are only used in direct quotations to ensure that they are not distorted by inserting the researcher's preferred terminology.

- ***The National Curriculum Statement***

When South Africa became a democracy in 1994, there was a need for transformation not only in politics but in education as well. The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provides for curriculum transformation and development in South Africa (Department of Justice and Constitutional Development, 1996: 12). The Constitution (op. cit.) further states that “everyone has the right to further education which the State, through reasonable measures, must make progressively available and accessible.”

The National Education Policy Act 27 of 1996 provided for the introduction of the National Curriculum Statement (NCS) to carry out the principles and values that underpin the Constitution of South Africa. In 2012, the Curriculum and Assessment Policy Statement (CAPS) of 2011 was introduced.

- ***Learning areas***

A learning area is defined in the National Curriculum Statement (NCS) (Department of Education, 2003: 6) as “the learning field that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (Grade 10-12).” The NCS referred to “schools subjects” as “Learning Areas”. Now the NCS-CAPS documents refer to them as “Subjects”. As such, the study will use the current terminology.

- ***Language of teaching and learning or medium of instruction***

The language of teaching and learning is the same as the medium of instruction. It is the language that learners are expected to use when learning or writing their assessments. These two terms are used interchangeably in this study.

- ***Linguistic colonialism or linguistic imperialism***

The terms 'linguistic colonialism' or 'linguistic imperialism' are used in this study to refer to the dominance of English over isiZulu. Phillipson (1992: 31-32) defines linguistic imperialism as “a linguistic concept that involves the transfer of dominant language to other people.” English linguistic imperialism is one example of linguicism, which is defined as “ideology, structures, and practices which are used to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language” (Phillipson, 1992: 47). The continued use of English, instead of isiZulu, as the language of teaching in learning South African 'Black schools' is therefore an example of linguistic colonialism.

- ***Language attitudes***

In the context of this particular study, 'language attitudes' refer to the feelings isiZulu speaking learners have towards the possibility of using isiZulu as the language of teaching and learning in KwaZulu-Natal. Mkhombo (2012: 8) defines language attitudes as “the feelings, reactions, beliefs or values people have about their language use, or other languages or varieties of a language.”

- ***Previously disadvantaged schools***

'Previously disadvantaged schools' broadly refers to Black, Coloured and Indian schools. However, in this study, the term 'previously disadvantaged schools' refers to schools in townships, semi-urban and rural schools where all learners are Black and all have English as an additional language. These schools are often called 'Black schools'. Usually, the teachers in these schools are also Black South Africans who studied English as an additional language.

- ***Language policy and language planning***

A language policy is a general law that guides a nation on which languages are to be used as official languages of the country. Language planning and language policy are linked in that language planning can lead to a new language policy and vice versa. According to Weinstein (1983: 33), “language planning is authorised by government, and can be viewed as a long term sustained conscious effort to alter a language itself or to change language functions in a society for the purpose of solving communication problems.”

- ***Bilingual or multilingual education***

In this research study, the term bilingual education is used to refer to the use of two languages as languages of teaching and learning (Ball, 2011: 14). The term multilingual education, on the other hand, is used to refer to the use of more than two languages as languages of teaching and learning (ibid.).

Two approaches to bilingual education are used in this study. They are developmental and dual bilingualism.

- ***Developmental bilingualism***

IsiZulu speaking learners in KwaZulu-Natal are taught in their mother tongue during the foundation phases but when they reach the senior phases, isiZulu is dropped as the language of teaching and learning in favour of English. This policy is called developmental bilingualism.

- ***Dual bilingualism***

Dual bilingualism, also known as two way bilingual education, is when both the minority and majority languages are used as media of instruction (Ball, 2011: 21). In the context of this study, it means that both isiZulu and English would be used as the languages of teaching and learning throughout the scholastic years of isiZulu speaking learners in KwaZulu-Natal.

- ***Additive and subtractive bilingualism***

According to de Jong (2011: 62), “a common distinction used to explain differences in multilingual competence attainment is whether languages are learned in additive or subtractive bilingual contexts.”

If both English and isiZulu were used as languages of teaching and learning and both enjoyed the same status in KwaZulu-Natal, it would be called 'additive bilingualism'. In an additive bilingual context, “the learning of the second language does not portend the slow replacement of it for the home or the other language” (Lambert, 1977: 18).

When compared to English, isiZulu is not valued as the language of teaching and learning in KwaZulu-Natal. This situation is known as 'subtractive bilingualism' and is in contrast to additive bilingualism (ibid.). Subtractive bilingualism is when one language is regarded as the societal language and the other language is assigned a low status (de Jong, 2011: 63).

- ***Hegemony***

'Hegemony' refers to a negative dominance of one culture over others. The dominance of English over African languages is an example of hegemony. Painter (2004: 2) observes that the “global importance of English resonates with the position this language is also assuming in South Africa, where despite an exemplary progressive

language policy granting official status to 11 languages, English is rapidly becoming hegemonic in public domains.”

## **1.5 LITERATURE REVIEW**

The kind of literature that was reviewed in this study was selected with the aim of depicting how the dominance or hegemonic power of English is undermining the use of minority languages in the local and global stage. The study is inspired by international, African and South African scholars who have researched intensively about the topic in question. For example, in his book, *Linguistic Imperialism* (1992), Robert Phillipson, tackles problems such as the diminishing or belittling of African languages and argues that Western countries use English to suppress the people of the former colonies. The high status enjoyed by English as a dominant or societal language and the fact that it is regarded as a pathway to success, has a direct impact on the demise or marginalisation of minority languages.

The discussion in this study was able to show that many governments in Africa are reluctant to use African languages in different spheres of life. Language policies in Africa, according to Phillipson (1992: 160 -163), did not change when many African colonies attained their independence. The post-colonial language policies adopted by many African governments are infringing on the citizens’ linguistic rights (op. cit.).

Some stakeholders in education (parents, teachers and learners) have negative attitudes toward the use of African languages as languages of teaching and learning. African children and parents prefer English as the language of teaching and learning even though African children perform badly in their examinations, as they cannot express themselves clearly in English (Murray, 2002: 437- 438).

It is also evident from the reviewed literature that age has little or no effect in the learning of the second language and that developmental bilingualism does not help the

African child. Hakuta (2001, 11-12) refutes the argument that children learn the second language faster than adults by stating that “evidence for a critical period for second language acquisition is scanty, especially when analysed in terms of its key assumptions.” Hakuta (ibid.) argues that “there is no empirically definable end point; there are no qualitative differences between child and adult learners; and there are large environmental effects on the outcomes.”

The full presentation of literature review is given in Chapter 2.

## **1.6 METHOD OF RESEARCH**

This section is sub-divided into two, namely: theoretical framework, which is based on Cummins' Interdependency Hypothesis and research designs such as questionnaires, experimental tests, interviews and observations. Methodologies utilised in this study help to investigate whether it is true or not that the continued use of English as the only language of teaching and learning in South African schools is detrimental to the academic performance of isiZulu speaking learners in KwaZulu-Natal.

### ***1.6.1 Theoretical framework***

This research study examines Cummins' interdependence hypothesis (1979, 1996 and 2000) which shows that “skills learnt in the primary language can be transferred to learning the second language.” Cummins (2000), in de Jong (2011, 75), argues that this outcome can be explained by thinking of the two languages as a “think tank reinforcing each other through interdependence and transfer, and not as two separate, isolated containers with limited capacity.”

Research conducted by Cummins (1996: 68) has shown that “it takes five to seven years” before a child could be able to use a first additional language to tackle more advanced academic concepts. Cummins' interdependence approach is examined and analysed in this study to establish whether the isiZulu speaking learners in KwaZulu-

Natal are able to develop from having basic interpersonal communication skills to a more advanced cognitive academic proficiency in English when they sit for their matric examinations, which are written in English.

### **1.6.2 Research designs**

This is mainly a qualitative study based on empirical field research methods, which involves going into the field to gather data. Quantitative research methods such as tables and numbers are only used to present the findings of the study, which are then analysed qualitatively. The qualitative research designs utilised in the study are summarised in the following sub-sections:

#### **1.6.2.1 Questionnaires and experimental tests**

The study employed both questionnaires and class tests as testing methods and a means of collecting data. The questionnaire determined how the study arrived at its conclusions and investigated the learners' attitudes towards isiZulu as a language or prospective language of teaching and learning alongside English.

Experimental tests were used to measure how well the isiZulu speaking learners understood the subject matter. Their proficiency in isiZulu and English was cross-tabulated with the results, thus providing evidence of the problem. The selected subjects were history and life orientation. Only Grade 12 learners were tested.

Strict confidentiality concerning all the participants was observed and the names of the schools were not mentioned. Letters of the alphabet were used to represent the names of the schools and the word 'learner' followed by a number was used to represent the learner's name. For example: School A, Learner 1. This was done for both the questionnaires and experimental tests.



### **1.6.2.2 Interviews**

The participants in this research study included learners and teachers. One-on-one interviews were used to collect data from the teachers and questionnaires and experimental tests were used to collect data from the learners. The teachers who were interviewed were from both the affluent and previously disadvantaged schools.

### **1.6.2.3 Observation technique**

The observation technique utilised in this study proved useful in gathering the required data on the behaviour of isiZulu speaking learners who attend both affluent and previously disadvantaged schools. The observation technique proved to be fruitful because it allowed the researcher to observe the isiZulu speaking learners “silently and taking notes while listening to every situation investigated” (Pratt & Swann, 2003: 46).

The observation technique was used to perceive how learners communicated with each other and with their teachers. The learners did not know that they were being observed. Mouton (2001: 148) highlights the strengths and limitations of this technique. The strengths include “high construct validity; in depth insights” and established “rapport with research subjects” (ibid.) while the limitations include a “lack of generalisability of results and non-standardisation of measurement” (ibid.). Since this research study focuses specifically on isiZulu speaking learners in KwaZulu-Natal, the findings cannot be generalised to all isiZulu speaking learners in South Africa.

## **1.7 STRUCTURE OF THE THESIS**

This thesis will be divided into the following five chapters:

- Chapter 1 provides background information to why indigenous languages should be used as languages of teaching and learning alongside English. The chapter also gives the rationale and reasons for undertaking the study.

- Chapter 2 presents a literature review of the impact of linguistic colonialism and how the language of teaching and learning affects learners whose mother tongue is not the medium of instruction.
- Chapter 3 gives an elaborated discussion of the theoretical framework and research designs, as well as the methodologies that were employed in the study.
- Chapter 4 gives an analysis and discussion of the data or information collected in the fieldwork of the study.
- Chapter 5 concludes, interprets and summarises and the findings of the study. Recommendations for further research are also presented in this chapter.

## **1.8 CONCLUSION**

In the introduction and background of this study, it was mentioned that the indigenous languages of South Africa are still marginalised and that the South African government indirectly or directly promotes subtractive bilingual education instead of additive bilingual education. This research is deemed to be unique because it challenges existing research that seems to promote mother-tongue developmental bilingualism instead of dual bilingualism throughout the scholastic years of the second language learners.

The statement of the research problem declared that the majority of isiZulu mother tongue speakers in KwaZulu-Natal are underperforming academically due to English being a major barrier to learning. The study acknowledges that there are other contributory factors to poor academic performances of isiZulu speaking learners in KwaZulu-Natal. However, the main contributing factor to high failure rate is language.

The benchmark of this study gives a clear indication that learners from previously disadvantaged schools are not doing well academically when compared to learners from former Model C and private schools. The demarcation of the study is clearly defined, with specific focus on previously disadvantaged schools that are attended by isiZulu speaking learners only. The clarification of terms, methods of research and structure of the thesis are also discussed in this chapter.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

It was highlighted in the previous chapter that South African learners, according to the Constitution (Department of Justice and Constitutional Development, 1996: 12), are entitled to be taught in the language of their choice. In practice, however, this is not happening in South African schools, especially not in previously disadvantaged schools. The reason why the linguistic rights of South African learners are not respected is because the majority of South Africans still regard English as a dominant or societal language (Madileng, 2007: 1).

The high status enjoyed by English as the societal language puts more pressure on most South African parents to encourage their children to develop proficiency in English (op. cit.). The hegemonic power of the English language is also illustrated by Egan and Farley (2004: 57) who indicate how the non-English speaking communities try hard to master the English language just because they assume that proficiency in English will create job opportunities for them. The ability to speak, read, write and understand English is often associated with “being educated”; a ticket to a better life in this world (Edwards and Newcombe, 2006: 140).

This study investigates the impact of linguistic colonialism on academic achievement of isiZulu speaking learners in KwaZulu-Natal. It is, therefore, crucial that the kind of literary work consulted during the course of the study is able to illustrate how English has emerged as a dominant language, and how this has affected the status and use of minority languages in the local and global stage.

The chapter begins by citing international scholars, such as Phillipson, who have written extensively about linguistic imperialism and the hegemonic power of English. It then

narrows its focus, drawing examples from the countries of Africa such as Zimbabwe and Mozambique. The chapter ends by drawing specific examples in South Africa. It is showing how the hegemonic power of English has affected the official African languages of South Africa such as Sesotho, isiNdebele, and isiXhosa.

## **2.2 LINGUISTIC COLONIALISM AND THE HEGEMONIC POWER OF ENGLISH**

In his book, *Linguistic Imperialism* (1992), Robert Phillipson, a professor of English in Copenhagen, Denmark, analyses how and why English became dominant. Phillipson explores the spread of English from a historical viewpoint and how the language was used as an instrument of foreign policy by major English speaking countries (op. cit.). Phillipson tackles problems such as the marginalisation or belittling of African languages and argues that Western countries use English to suppress the people of the former colonies (including South Africa) (op. cit.).

Phillipson does not only focus on the marginalisation of minority languages in Western countries but also talks extensively about this phenomenon in African countries. Language policies in Africa, according to Phillipson (1992: 160-163), did not change when many African colonies attained their independence. African democracies still preferred to use the languages of their former colonial masters in different spheres of life, even in the post-colonial era (op. cit.). Phillipson believes that the World Bank has the upper hand in the marginalisation of minority languages in the postcolonial era because the World Bank has been doing trade in the languages of the former colonial masters and ignoring minority languages at all cost (op. cit.). Stiglitz (2002: 291-292), as an insider in the World Bank, concurs with Phillipson by stating that the bigger countries that share common interests, have gone all the way to ensure that they safeguard their interests even if it means marginalising or degrading the minority groups.

Explaining how English has attained its hegemonic status on the global stage, Phillipson (1992: 226-230) declares that the marginalisation of minority languages is done in the name of globalisation and free trade. However, this free trade, according to Phillipson

(op. cit.), is not free because it favours only the strong countries; those that are weak suffer in the process. Phillipson observes (op. cit.) that both democratic and undemocratic governments use English at the expense of minority languages when they conclude their day-to-day business.

Rothkoff (1997: 45) agrees with the argument mentioned above by asserting that the United States of America is doing all in its power to ensure that if the world has to move forward in terms of global development, it has to do so according to the terms and conditions that are conducive to America. America sees to it that this global development is achieved using nothing but English, and minority languages end up suffering in the process (ibid.).

Bourdieu (2001: 84) extends the argument by asserting that:

globalisation serves as a password while in reality it is just a valid excuse by strong nations, such as the United States, to extend the entire world economic and cultural model that favours these powers most, while simultaneously presenting it as a norm, a requirement, and a fatality, a universal destiny, in such a manner as to obtain adherence or at the least, universal resignation.

It is quite clear that the super powers are using globalisation to justify their actions of imposing their hegemonic influence over vulnerable communities (Hardt & Negri, 2000: 32-33). Instead of having global trade conducted in different local languages, these super powers opt to suppress the minority languages and promote the dominance of English at all cost (Cameron, 2002: 70).

According to Phillipson (1992: 47), it is hard for progressive or critical linguistic activists to deal with the structural and cultural inequalities by ensuring that local or minority languages are elevated to the same status as English on the global stage. Phillipson (1992: 235-238) is of the opinion that it is not fair that countries such as the United States and United Kingdom are able to “communicate, negotiate, trade, and be culturally productive in their mother tongue, whereas others have to use second or foreign languages.” Phillipson (op. cit.) also challenges the United States and United

Kingdom for not investing “substantially in foreign-language education, whereas virtually all other education systems are obliged to in order to access the global economy and cultural industries.”

As a result of linguistic inequalities, minority languages do not make it on a global market. They end up being replaced by the so-called 'global languages' (Painter, 2004: 02). Phillipson (1992: 238) argues that:

such inequity is largely unrecorded and unquantified, since the structural and ideological underpinning of global linguistic hegemony tends to be regarded as legitimate, despite the massive economic and cultural advantages this gives the English speaking world.

It is not only the global market that is entrenching the hegemonic power of English worldwide, and specifically in Africa, but schools are proactive culprits as well because African children are taught in European languages such as English (Marzui, 2004: 54). African countries find it hard to break the shackles of colonisation by introducing language policies that would elevate the status of indigenous African languages (ibid.).

Even in the post-colonial era, Africans are still obliged to use the languages of their former colonial masters. Maluleke (2005: 44) asserts that the colonisers' language features as a form of cultural imperialism that dominates the cultural life of the indigenous people.

Maluleke uses South Africa as a specific example. According to him (ibid.) over the years, South Africa became infamous for its innovative form of colonialism called Apartheid or Separate Development, which was a home-made colonialism that not only robbed indigenous people of their socio-political and economic freedom, but also relegated them to the status of sub-humans and disempowered their languages by giving official status to English and Afrikaans only (ibid.).

The dehumanisation and degradation of Africans, especially their languages, did not end when apartheid was democratically erased in 1994. This kind of dehumanisation and degradation took on a new shape in post-apartheid South Africa. In his article, entitled *Lift the boom of language*, Alexander (2003: 6) observes that language in post-apartheid South Africa favours only the people who are fluent in English. The group or class of educated Africans who are proficient in English, according to Alexander (ibid.), are destined to benefit financially as they stand a chance to be employed in skilled jobs and receive good salaries due to their proficiency in English (op. cit.). Alexander (ibid.) argues that proficiency in English, therefore, creates a class division.

### **2.3 LANGUAGE POLICY AND PLANNING IN EDUCATION**

The controversial issue of language policy and planning during the pre- and post-colonial eras has been problematic not only in African countries but in Western countries as well. Hornberger (1990) in Ricento (2006: 25-26) observes that while language policy and planning have been in existence for many years, it is thought that the term 'language planning' was first used in scholarly literature 55 years ago by Haugen in his study of language standardisation in Norway.

By language policy and planning we do not only refer to grammatical entities. Haugen (1959: 8) observed that:

language policy and planning is not only the preparation of a normative orthography, grammar and dictionary for the guidance of writers and speakers in a non-homogenous speech community, but is more about the choices people or institutions make as to which languages they want to use.

The choice of which languages to use seems to have favoured certain linguistic communities at the expense of others. Minority languages for example, are the ones that end up marginalised or tossed aside. Ricento (2000: 198) explains that minority communities struggle to elevate the status of minority languages because of an agreement reached by European sociolinguists that major European languages, such

as English and French, should receive preferential treatment when conducting formal business and that minority languages should serve other functions.

Children in schools and communities suffer because of language policies made by the major countries of the world. Failure to acknowledge difference in diversity not only disregards the experiences of the child and those of his/her family and community; it also undermines the child's self-image (Rasool & Curtis, 2000: 231-232). Our future as people depends on the mutual respect that we show to other cultures and languages (op. cit.).

The most important gesture of respect to other cultures is to allow children in school to be taught in their mother tongues. Akinnasso (1988: 98) believes that mother tongue education shows cultural recognition and facilitates good understanding of the subject matter. Cummins (1984: 452) argues that the use of the child's home language in education is beneficial to the child's academic growth because it:

is the very lifeblood of human self-awareness, the carrier of identity, the safe respiratory of a vast array of affective and cognitive templates making up the total web of personality.

African languages, like many other minority languages in the world, have received less recognition in schools and other spheres of life. English seems to be enjoying more status than African languages. African languages have been marginalised mainly because people do not recognise them as languages of upward mobility, and job interviews are never conducted using African languages even if the person is applying for a job in an African language department (Mutasa, 2006: 219).

The language policy and language planning issue that dominated public discourse during pre- and post-colonial Africa has still not been resolved (Makanda, 2009: 6). Schools have always been the architects and fosterers of linguistic colonialism because they have been promoting the languages of the former colonial masters at the expense of African languages (ibid.).



The marginalisation of African languages did not only happen in the precolonial era, but also happened in the post-colonial era. Makanda (2009: 14-15) insists that:

this kind of treatment has been carried over into the post-colonial era where African languages still play second fiddle to foreign languages if one looks at the position or status of African languages in education from primary level to university, parliament, media and written literature as well.

If African children were caught conversing in their mother tongues on the school premises they were subjected to corporal punishment, which was the highest form of physical abuse and a dehumanising experience (op. cit.).

Regarding which language policy to use, Makanda (2009: 16) reiterates that African countries have been reluctant to pass language policies that would elevate the status of indigenous African languages. Instead, African countries have 'adopted the easy way out' by promoting the continued use of the languages of the former colonial masters at the expense of the indigenous African languages (ibid.).

Makanda uses Mozambique as an example of a country that, after attaining independence in 1975, decided to not teach children in their mother tongues (ibid.). On the contrary, the post-independent Mozambican government opted to declare Portuguese as the country's official language and the language of teaching and learning in schools, through the policy of assimilation (ibid.).

In addition, studies done by Magwa (2008), Makanda (2009) and Nyaungwa (2013) show that Zimbabwe, a neighbouring country of South Africa, has also been battling with the issue of language policy for decades.

The study done by Magwa in 2008 shows the unwillingness of the Zimbabwean government to pass the languages policy that would elevate African languages, as languages of teaching and learning. Magwa (2008: 137) asked respondents of his survey whether they thought the Zimbabwean government was doing enough to elevate

the status of African languages and his respondents thought that there was a lack of political will on the part of the government to elevate the status of African languages. Magwa's respondents justified their responses by indicating that “the absence of a clear comprehensive national language policy in Zimbabwe was a covert indication that the Government is not willing to develop African languages” (ibid.). This shows that the Zimbabwean government “does not realise that promoting the use of African languages in Zimbabwe will contribute to the empowerment and improvement of the socio-cultural status of the indigenes” (Magwa, 2008: 138).

The study done by Makanda (2009) confirms Magwa's argument that Zimbabwe lacks a clear language policy in education. Comparing the Rhodesian Education Act with the current Zimbabwean Education Act, Makanda (2009: 57-58) observes that the use of the word 'may' in the Zimbabwean Education Act has resulted in schools opting to use English instead of the Zimbabwean indigenous African languages such as Shona and isiNdebele. Makanda (op. cit.) corroborates Hungwe (2007) by quoting clause 62(2) of the 1996 Education Act which provides that prior to the fourth grade, either Shona or isiNdebele may be used as a language of teaching and learning depending upon which language is more commonly spoken and better understood by the learners. Makanda (2009: 57-58) believes that:

in the Rhodesian Act there was a clearly-stipulated clause on what language was to be used as the medium of instruction compared to the present government's non-prescriptive and lukewarm approach where authorities have got options to use any of the three main languages.

Nyaungwa (2013, 172) concurs with Magwa and Makanda that although in theory, the Zimbabwean Education Act allows for mother tongues to be used as languages of teaching and learning in Zimbabwean schools, this policy has not been implemented in practice (ibid.). According to Nyaungwa (ibid.), Zimbabwean children are still taught in English, which is the language of the former colonial master. Nyaungwa (ibid.) recommends “that government enforces this policy even though it doesn't go all the way as desired.”

South Africa is also not immune to the language policy issue. Several language policies have been introduced in South Africa since the Dutch settled in the Cape in 1652 (Bekker, 2007: 99). According to Mogashoa (2013: 69), “after the British took control of the Cape Colony in 1814 an Anglicisation policy was introduced.” This policy was introduced with the aim of replacing Dutch with English (ibid.). Mogashoa (ibid.) observes that ultimately both English and Dutch became official languages after the establishment of the Union of South Africa in 1910 till Afrikaans replaced Dutch after 1925.

When the Nationalist Party assumed power in 1948, a mother-tongue policy was introduced and the Bantu Education Act of 1953 was passed (ibid.). This legislation advocated separate schools for Whites, Blacks, Indians and Coloureds. In 1976, the Afrikaans Medium Decree of 1974 forced all Black schools to use both Afrikaans and English as the languages of teaching and learning (ibid.). The resistance of Black students to the use of Afrikaans led to the 1976 June 16 Soweto student uprising which ultimately made English the only language of teaching and learning in the so-called 'Black schools' (ibid.).

In theory, the democratically elected government of South Africa has after 1994 adopted a multilingual language policy that caters for the diverse needs of the people of South Africa (Mogashoa, 2012: 69). However, in practice, English has continued to dominate as the language of teaching and learning (ibid.). The English-dominated education system seems to “have produced an elite bilingual social group whose cultural identities are constructed through their successful investments in an English-medium education and a mastery of the English language” (Lin & Martin, 2007: 51). This simply means that South Africa is still faced with the challenge of reversing the gains of the colonial language policies that promoted the languages of the former colonial masters, such as English and Afrikaans, as languages of teaching and learning (Mabiletja, 2008: 9).

The current state of affairs where English is used as the only language of teaching and learning in South African schools seems to be benefiting only the few. According to the

study conducted by Taylor and Coetzee (2013), South African children are performing poorly on international assessments. The Progress in International Reading Literacy Study (PIRLS) surveys of 2006 and 2011 as well as the Trends in International Mathematics and Science Study (TIMSS) surveys of 1995, 1999, 2003 and 2011 have consistently showed that South Africa's performance is amongst the lowest of all the countries that wrote the assessments (op. cit.). It is difficult to state how the language factor contributes to poor academic performance of South African children, given the fact that language disadvantages are so strongly correlated with other contributory factors such as historical inequalities, socio-economic background, geography, the quality of school management and the quality of teachers (op. cit.). There is, however consensus amongst academics and ordinary citizens of South Africa that language, and in particular the language policy, is a key determinant of academic performance (op. cit.).

It is the linguistic right of every child to be taught in the language that he/she understands well. Ndhlovu (2008: 138-139) argues that “if for political and economic reasons, a person is denied access to a language that is crucial to ensuring his/her upward social mobility, then that person's right to language will have been violated and they will have suffered a form of marginalisation.”

While the South African government advocates for multilingualism in theory, in practice, most public and private institutions do not use African languages to conduct their day-to-day businesses and parents still prefer their children to be taught in English, which is the language of the former colonial masters (Mutasa, 2006: 219).

## **2.4 THE SOUTH AFRICAN LANGUAGE BILL OF 2011**

The South African government has a constitutional obligation to ensure that the languages of this country are treated equally. This section on the South African Language Bill of 2011 is presented with the intention of testing whether the South African government is indeed fulfilling its mandate.

On the 12<sup>th</sup> of October 2011, the South African Language Bill was published in *Government Gazette* No. 34675. This Bill was introduced in order to regulate the use of various official languages of South Africa by different government departments (The South African Language Bill, 2011: 2).

Responding to the Language Bill of 2011, Alexander (2012) gives a critical view on how and why the Bill was passed. According to Alexander (2012: 1- 4), “the South African Language Bill was first drafted in 2003 by officials of the then Department of Arts, Culture, Science and Technology, as the judicial counterpart of the National Language Policy Framework.” Alexander (op. cit.) believes that the 2011 Language Bill is lacking credibility because “it does not have the force of law” and was endorsed by Cabinet and has been minimally used by “government departments and provinces as a guide to implementation of language policy consistent with the section 6 provisions of the constitution.”

According to Alexander (2012: 1- 4), the South African Language Bill was passed only because, a North West lawyer, named Cerneels Lourens, based in Brits, took government to court on this issue in 2010. Alexander (op. cit.) argues that it was Lourens' law suit that ultimately compelled the South African government to comply “with the court order issued by the North Gauteng High Court in Pretoria in 2010, putting the appropriate Act on the statute book by March 16, 2012.”

The South African Department of Arts and Culture, headed by the then Minister Paul Mashatile, in complying with the court order, took “a literal, minimalist position by only addressing section 6 (4) of the constitution” (op. cit.). In terms of this section, the national and provincial governments, through legislation, must regulate and monitor their use of official languages (op. cit.). Alexander (2012: 1- 4) argues that:

by restricting itself to this aspect of section 6 (4) of the Constitution, the government is, in effect, reneging on its duties with respect to section 6 (2) and 6 (3), as well as the rider to section 6 (4), which states that without detracting from

the provisions of subsection (2), all official languages must enjoy parity of esteem and must be treated equitably.

Alexander (2012: 3) is not convinced that this Bill will curb the dominance of English or Afrikaans in conclusion of day-to-day government dealings. This Bill, according to Alexander (ibid.), is a middle-class policy that benefits those who are more or less proficient in English, or who are aspiring to become so and have the means to do so.

Alexander (2012: 4) concludes by saying that the time has come for government to commit truly and honestly to the principles of democracy by promoting multilingualism in all spheres of life and to reconsider the compromises of 1994. South Africa, according to Alexander (ibid.), must craft a framework that will take us beyond mere rhetoric and beyond the desire of most middle-class people to be some kind of Black English or American men and women.

Alexander (2012: 4) believes that South Africa should allow our diversity to flourish; and that can only happen if all official languages of this country are enjoying the same status and if they are used equitably in all spheres of life. This will eventually heal the scars left by apartheid and ultimately unite us in diversity (ibid.).

The new language framework Alexander (2012: 4) is talking about should ensure that the linguistic rights of all the citizens of this country, enshrined in our Constitution (1996), are respected. The following sub-section addresses those linguistic rights.

## **2.5 LINGUISTIC HUMAN RIGHTS**

Two kinds of interest in linguistic human rights can be distinguished according to Rubio-Martin (2003: 56):

- Expressive interest in language as a marker of identity.
- Instrumental interest in language as a means of communication.

The expressive (or non-instrumental) linguistic right means that an individual should have the right to speak his/her language of birth at any given time and to anyone without any fear of victimisation (ibid.).

The instrumental linguistic right, on the other hand, means that a language should not be a barrier or a factor that prevents an individual from engaging meaningfully “in public institutions, the democratic process, and enjoyment of social and economic opportunities that require linguistic skills” (ibid.).

Scholars and language experts cannot find common ground on what does and does not constitute linguistic human rights. Skutnabb-Kangas (2000) in Ricento (2006: 273) is of the opinion that linguistic human rights should “fulfil people's basic needs and that “no state (or individual or group) is supposed to violate them.”

The Universal Declaration of Linguistic Rights, article 25 (UNESCO, 1996) gives a broader encompassing of linguistic human rights. It declared that:

all communities are entitled to have at their disposal all the human and material resources necessary to ensure that their language is present to the extent they desire at all levels of education and within their territory: properly trained teachers, appropriate teaching methods, text books, finance, buildings and equipment, traditional and innovative technology (UNESCO, 1996: 9).

Institutions of learning also have a major role to play in ensuring that the linguistic human rights of students are guaranteed. Skutnabb-Kangas (2000) in Ricento (2006: 277) believes that “without binding educational linguistic human rights most minorities have to accept subtractive education.” Subtractive language learning denies learners an opportunity to learn in their mother tongue because only the dominant/majority language is used as the language of teaching and learning (ibid.).

Assimilationist subtractive education is genocidal, and media and institutions of learning are “direct agents in linguistic and cultural genocide and behind them are

the world's economic, techno-military, and political systems” (Skutnabb-Kangas. *ibid.*).

Stressing the significance of linguistic rights in education, De Waal et al. (1999: 438) believe that it is the right of every individual to receive an education in the official language or languages of his/her own choice in any institution of learning. To guarantee the linguistic rights of learners, De Waal et al. (*ibid.*) assert that a state must consider all reasonable alternatives, including single medium institution, taking into account – equity; practicability; and the need to redress the results of the past racially discriminatory laws and practices.

Studies carried out in Africa show that African governments do not respect the linguistic rights of learners (Williams, 1998). Williams' study on 1,500 students in Grades 1 to 7 in Zambia and Malawi, shows that “large numbers of Zambian pupils (who had all their education in English) have very weak or zero reading competence in both English and their mother tongue” (*op. cit.*). The Malawian “children (taught in local languages during the first four years, with English as a subject) had slightly better test results in English than the Zambian students.” Williams concluded that “there is a clear risk that the policy of using English as a vehicular language may contribute to stunting, rather than promoting academic and cognitive growth” (Williams, 1998: 63-64).

African countries, unlike their global counterparts, are finding it difficult to identify a single language as the medium of instruction (Mwamwenda, 1995: 161). These countries are failing to capitalise on the diversity of their people as a means of promoting linguistic rights and multilingualism (*ibid.*).

Mwamwenda (1995: 169) singles South Africa out as an example of an African state that finds it difficult to introduce a single language policy that will satisfy the needs of its diverse citizenry. A dispute over the implementation of a single educational policy in South African schools has not yet been settled, although language rights are entrenched in the constitution (*ibid.*).



Mwamwenda (ibid.) explains that the issue of language policy in South Africa is complex because the country currently has 11 official languages as opposed to the previous government's two (English and Afrikaans). English, according to Mwamwenda (ibid.), enjoys preferential treatment in different formal dealings and this current situation needs an urgent restructuring or modification.

The hegemonic power of English in South Africa goes beyond a mere guarantee of individual linguistic rights to something more serious, as it also influences the way South African learners perform in schools. Desai (2001) conducted a study in which isiXhosa-speaking Grade 4 and 7 learners were given a set of pictures which they had to put in the correct order. Then they had to describe the pictures in both isiXhosa and English. Desai noted how easy it was for the children to express themselves in isiXhosa rather than in English (Desai, 2001: 321).

The denial of individual linguistic rights is influenced by two main claims or assumptions. The first claim that seems to confound notable scholars is that minorities are somehow reluctant (unable or unwilling) to learn the majority/dominant language (Kymlicka & Patten, 2003: 12). The second claim is that it could be disastrous to allow minority communities to use their mother tongues as languages of teaching and learning (Skutnabb-Kangas (2000), in Ricento, 2006: 280).

Skutnabb-Kangas (ibid.) extends the argument by saying that these claims are in most cases not true, but they have been “part of the assimilationist myths leading to linguistic and cultural genocide instead of linguistic human rights.” According to Skutnabb-Kangas (ibid.), an educational linguistic right includes the right to learn in both your mother tongue and in an official dominant language in what is called dual bilingualism (ibid.).

The claims mentioned above are analysed in the following section by looking specifically at the attitudes toward the use of African languages as languages of teaching and learning.

## **2.6 ATTITUDES TOWARD THE USE OF AFRICAN LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING**

The hegemonic power of English, in most cases, is propagated by the attitudes people have or project towards African languages, especially about the prospect of using them as languages of teaching and learning (Dalvit et al., 2009: 34). The negative attitudes towards African languages often emanate from a number of myths that people hold (Benson, 2005: 7-8). Generally, there is no scientific proof to justify or prove the validity of these myths but most policy makers tend to base their thinking on them when they pass language policies (op. cit.).

Some of the myths people hold about language are as follows:

- that a single language will unify a nation (Hornberger, 2002:31-32);
- that local indigenous languages lack depths to express modern concepts, especially in the field of academia (Benson, 2005: 7);
- that using English as a language of teaching and learning will improve first additional language speakers' proficiency in English (Alidou et al., 2006: 10);
- that in order to master a target language one must start learning it while still very young (UNESCO, 2008: 2); and
- that indigenous languages of Africa lack the 'buying power' or the 'market value' which render them unfit to be used as languages of trade (Orman, 2008: 95).

The aforementioned sets of myths are apparently the reason why African parents are sending their children to school so that they master the English language, at the expense of local indigenous languages. Research, however, shows that the majority of African children are not doing well academically because they cannot express themselves clearly in English (Murray, 2002: 437-438).

African students and parents prefer English as the language of teaching and learning because English is seen as a language of aspiration and of wider communication (op.

cit.) However, learning through a language that is not one's first language or mother tongue, reduces the chances of reaching one's maximum potential (op. cit.).

Studies conducted by Zimbabwean scholars show that our neighbouring country, Zimbabwe, is facing the same challenges as South Africa when it comes to attitudes toward the use of African languages as languages of teaching and learning (Magwa, 2008; and Nyaungwa, 2013).

The findings in Magwa's study show that more than 80% of the respondents opted for English only for all the subjects (Magwa, 2008: 151). According to Magwa (ibid.), the general assumption is that English is inherently superior and better suited for education.

Nyaungwa's study (2013) also paints a dim picture on the possibility of using African languages as languages of teaching and learning. The results of Nyaungwa's study (2013: 158) reveal that 61.7% of the primary school teachers in the survey were in favour of the use of English as the language of teaching and learning in Zimbabwean schools while 38.3% were in favour of the Zimbabwean indigenous African language, Shona. For the same token, the survey revealed that 68.1% of the secondary school teachers were in favour of the use of English as the language of teaching and learning in schools while 31.9% were in favour of Shona (ibid.). Eighty per cent of the teachers who majored in Shona at a teachers' training college and who are supposed to be custodians of an African language, were in favour of the use of English as the language of teaching and learning in schools (ibid.). The overall result of Nyaungwa's study was that 63.4% of both primary and secondary school teachers were in favour of the continued use of English as the language of teaching and learning in schools while 36.6% were in favour of Shona (ibid.).

South Africa has a similar attitude to Zimbabwe towards the use of African languages as languages of teaching and learning and this negative attitude is posing a serious problem in South Africa (Makhathini, 2011: 70-71). In South Africa, "English and in

some cases Afrikaans, are considered the languages of higher mobility or a gateway to job opportunities” (op. cit.).

English and Afrikaans are regarded highly because they are more developed in terms of terminology than the African languages of South Africa that are yet to undergo two processes: status planning and corpus planning (Makhathini, 2011: 114). The phrase 'status planning' means that African languages will have to be elevated to a higher status (equal to English) if they are to be used as official languages (ibid.). 'Corpus planning', on the other hand, refers to the scientific or technical process of developing terminology considering the cognitive, linguistic and communicative dimension of the term that is being developed (Maseko, 2011: 99).

The official African languages of South Africa lag behind with regard to terminology development (Statistics South Africa, 2010: 02). This is a cause for major concern and points to an urgent need for terminology development in African languages, especially if these languages are to be used as languages of teaching and learning in South African schools (ibid.).

Studies conducted by South African scholars such as Maluleke (2005); Mamabolo (2005); Nkosi (2008); and Mkhombo (2012) paint gloomy pictures of the indigenous languages of our country. Using Xitsonga as the focus of his research study, Maluleke (2005: 43) discovered that English is viewed by thousands of Xitsonga mother tongue speakers as an economic resource and as the key to success. Xitsonga mother tongue speakers are doing all they can to acquire fluency in English rather than in Xitsonga because Xitsonga is seen as a language without value when it comes to upward mobility (ibid.).

Maluleke (2005: 99) extends the argument by emphasising that since South Africa attained its democracy in 1994, the attitude of the Xitsonga mother tongue speakers towards their language has changed. These people are no longer keen to learn to speak, write and read the Xitsonga language properly, as they would rather put all their

efforts to becoming fluent in English, even if it means sacrificing their own language (ibid.).

Before Maluleke concluded his study in 2005, Mutasa (2003: 33-34) had already realised that Xitsonga mother tongue speakers had become part of the problem by preferring to learn English at the expense of Xitsonga. By preferring to learn English at the expense of African languages, Africans seem to be proactive in destroying their own languages (op. cit.).

Maluleke (2005:13), however, is of the opinion that Africans are not the only architects of the destruction of their languages. Maluleke (ibid.) believes that English mother tongue speakers are the prime movers in the linguistic domination of English over the Xitsonga language. The English mother tongue speakers have succeeded, amongst other things, in making Africans feel ashamed of and abhorrent of their own indigenous languages (ibid.).

The marginalisation of African languages is propagated by the belief that they cannot be used as languages of social and economic development, only English can (Maluleke, 2005: 42). Maluleke (2005: 49), however, disputes the claim by arguing that any language is capable of satisfying the communicative needs of a speech community. Maluleke (ibid.) therefore, does not support the idea that Xitsonga represents all that is traditional, while English epitomises modernity.

It is of vital importance that Africans learn to speak English, but the ability to speak English does not necessarily mean that one has to discard one's mother tongue. People should rather retain their mother tongue because South Africa will benefit greatly if all South Africans were language practitioners who are not only bilingual, but multilingual (Maluleke, 2005: 62). The Xitsonga mother tongue speakers must, therefore, strive to be bilingual by retaining Xitsonga while communicating in English when it is appropriate (ibid.).

In conclusion, Maluleke (ibid.) requests South African citizens, especially the youth, to take pride in learning their languages. This, according to Maluleke (ibid.), will not only redress the language imbalances of the past, but will also instill linguistic patriotism in the nation that was deeply affected by the discriminatory laws of apartheid.

Research conducted by Mamabolo (2005) also shows a lack of interest in learning African languages, especially isiNdebele, which was the focus of his study. Learners do not only portray this lack of interest – even the educational system seems reluctant to support the idea of teaching and learning isiNdebele (Mamabolo, 2005).

In his research, Mamabolo (2005: 45) tries to identify problems pertaining to the status of isiNdebele and how it is taught in the South African schools. Mamabolo (2005: 47) discovered that most isiNdebele mother tongue teachers have tertiary qualifications, however, none were given the choice of isiNdebele as a subject at any teacher training college or university because isiNdebele, unlike the other African languages, was only recognised quite recently as an official language of South Africa (ibid.). This, according to Mamabolo (ibid.), has had a major constraint in elevating the status of isiNdebele in South African schools. This shows that the education of teachers was inadequate within the languages domain, particularly regarding isiNdebele, (ibid.).

A number of factors seem to contribute to the problem isiNdebele is facing (Mamabolo, 2005: 47-48). Mamabolo also indicates that there were issues linked to the curriculum and instructions, where teachers provided little or no professional preparation (op. cit.). There was also an inappropriate curriculum and there were insufficient textbooks and instructional materials, for example (op. cit.). A number of isiNdebele educators felt that things were better when they taught isiZulu prior to the introduction of isiNdebele as a school subject, because they faced many difficulties (op. cit.).

Mamabolo (2005: 65) concludes by saying that so far, isiNdebele as a medium of instruction, does not only face the shortage of resource materials and teachers who are adequately trained to teach it, but also lacks the scientific and technical terminology and

vocabulary required by a modern society. Mamabolo (2005, 64) suggests that a revision of teaching methods must be intensified and the teachers concerned should be committed to the language and motivate learners to take pride in learning their mother tongue.

Motivated by the results obtained by learners at the Kgadime Matsepe High School in Sesotho sa Lebowa, Nkosi (2008) did a Master of Arts dissertation in sociolinguistics titled *Language variation and change in a Soshanguve high school*. According to Nkosi (2008: 1), learners who register for Sesotho sa Lebowa at the Kgadime Matsepe High School do not perform as expected in the subject, although one would expect them to excel in their first language, which they speak on a daily basis.

Nkosi (2008: 1) discovered that learners at the Kgadime Matsepe High School are not forced to do Sesotho sa Lebowa, they study it of their own free will. This, according to Nkosi (ibid.), should motivate these learners to excel in the subject. However, from 2002-2005 only one learner managed to achieve an A symbol.

In an endeavour to understand why learners of Sesotho sa Lebowa are underperforming in the subject, Nkosi (2008: 68) discovered that there is a lack of interest and commitment by both educators and learners because outside the classroom environment they forget that they are Sesotho sa Lebowa speakers due to the multilingual and multicultural communities in which they live. Above all, learners think that Sesotho sa Lebowa has a limited vocabulary that hinders their academic performance in the language (ibid.).

Mkhombo (2012) examined the contributory factors underpinning the underperformance of isiZulu first language learners at Ekurhuleni in the province of Gauteng. Mkhombo analysed the academic results of Grade 12 learners in the Ekurhuleni South District and discovered that although most of the Ekurhuleni secondary schools obtain a 100% pass rate in isiZulu home language, these results are not of a high standard considering that isiZulu is the language that learners have spoken since the day they uttered their first

words (Mkhombo, 2012: 4). Mkhombo (ibid.) believes that these results should be better than what they are at present.

Mkhombo (2012: 75) discovered that the cause of the poor performance by isiZulu learners at the Ekurhuleni High School is that these learners live in multilingual and multicultural townships. In most cases, instead of using pure isiZulu, these learners would code switch to Tsotsitaal, English, Afrikaans and other African languages, which had a major impact on their written and oral work (ibid.).

However, their environment is not the only reason that isiZulu learners at the Ekurhuleni High School perform badly in isiZulu (Mkhombo, 2012: 80). The attitudes that learners, parents and educators have toward the learning and teaching of isiZulu as a subject contributed to the learner's poor performance (ibid.). According to Mkhombo (ibid.), black South Africans of all linguistic backgrounds prefer to use English in their day-to-day dealings. Mkhombo (ibid.) warns that “this tendency waters down the people's pride in their indigenous languages, to a degree that they do not see the worth of their languages, especially in education.” Mkhombo (ibid.) is convinced that unless people change their attitudes toward African languages, these languages will never be taken seriously as languages of teaching and learning and that this will have a direct and indirect impact on the lives of African children.

Mkhombo (2012: 83-84) concluded by challenging the employment criteria for isiZulu language teachers at the Ekurhuleni High School by asking learners and parents to change their attitudes toward isiZulu. According to Mkhombo (op. cit.), educators who do not have the necessary qualifications should not be offered employment to teach isiZulu even if it is their mother tongue. Both parents and educators should positively encourage their children to take pride in learning their mother tongue because they are its future custodians (op. cit.). If schools and the Department of Education work hand in hand to promote African languages, the dream of a multilingual South Africa will be fulfilled (op. cit.).



## 2.7 BILINGUAL OR MULTILINGUAL EDUCATION

This section gives a detailed presentation of bilingual or multilingual education. It explains what bilingual or multilingual education is and analyses examples of bilingual education such as additive and subtractive bilingualism as well as mother tongue (developmental) and dual bilingualism. It also presents factors influencing dual bilingualism such as motivation and the age factor in bilingual or multilingual education.

There are two conflicting ideas on what bilingual or multilingual education is (de Jong, 2011, 49):

- the holistic or pluralist view of bilingualism, and
- the fractional (assimilationist) view of bilingualism.

The holistic view of bilingualism encourages educators and researchers to consider an individual's linguistic repertoire as an integrated, interconnected whole (ibid.). Bilingual or multilingual education asserts that people will develop their languages according to their different needs for the two languages and/or the different social functions of these languages (Grosjean, 1989: 4). According to Grosjean (ibid.), “bilinguals are not two monolinguals in one person.”

Studies on holistic bilingualism show that language knowledge depends on the context in which each language has been learned (Oller & Eilers, 2002; Oller, Pearsons & Cobo-Lewis, 2007). According to de Jong (2011: 51), multilingual repertoires reflect multilingual abilities according to different skills (listening, speaking, reading and writing), communicative functions and domains where the languages are used (home, school and community).

The fractional view of bilingualism, on the other hand, is the total opposite of holistic bilingualism. The fractional bilingual view treats each language as a separate system because of the belief that a bilingual is an individual with a native-like control of two or more languages (Bloomfield, 1933: 56). This view of language proficiency, according to

de Jong (2011: 51), uses linguistic criteria of what are considered clearly identifiable and fully developed language systems that are generally assumed to be those of educated native speakers.

A number of terms such as balanced, ambilingual, equilingual, maximal bilingual, and systematical bilingual have been developed to describe bilingual individuals with different skills in each language (op. cit.). Dominant bilingual, receptive or productive bilingual, and semi-bilingual indicate uneven skill levels between the first and second language (Wei, 2000: 6-7). Semi-lingualism, in particular, is another term that continues to inform a fractional view of bilingual children (de Jong, 2011: 52).

Developmental and dual bilingual approaches are examples of a bilingual education. Developmental bilingualism is when the child's home language is used as the language of teaching and learning in the foundation phase "of the child's primary school education" while the child's first additional language "is introduced as a subject" to lay a foundation for the ultimate "transition to some academic subjects" in the first additional language (Ball, 2011: 21). On the contrary, dual bilingualism, also known as two way bilingual education is when "both the minority and majority languages are used as media of instructions" (ibid.).

### ***2.7.1 Additive and subtractive bilingual education***

Two terms that are used repeatedly in a bilingual educational discourse are subtractive and additive bilingualism. Subtractive bilingualism is when one language enjoys a high status as the dominant or societal language, and the other language, which is the minority language, is being marginalised or assigned a low status (Lambert, 1977: 18). Learning the societal language is achieved at the expense of the minority language because it requires the second language learners to replace their ethnic language with the national language (ibid.).

Subtractive bilingualism is achieved when there is a shift or transition from a mother tongue to second language learning. The South African government is using this kind of education model. Non-native speakers of English are temporarily allowed to use their mother tongue until they are believed to be proficient enough to learn in the second language (Baker, 2006: 221). The idea behind transitional bilingual education models is to increase the use of the second language while proportionately decreasing the use of the mother tongue in the classroom (ibid.).

Transitional bilingual education may follow either the early or late exit type. The early exit type allows learners to receive maximum help for two years while using the mother tongue while the late exit type allows around 40% classroom teaching in the mother tongue until children are in Grade 6 (Baker, 2006: 221). These transition models were inherited from the colonial language policies and are detrimental to the academic success of second language learners in Africa because they do not necessarily fit the African context where the majority of people speak African languages (Skatum & Brock-Utne, 2009:16).

The South African government has chosen an early exit model where non-native speakers of English begin to learn in English as early as Grade 4 with the hope that by the time they reach Grade 7 they will be able to converse and write their examinations in English. Baker (2006: 215) calls an early-exit transition to a dominant language a weak subtractive bilingual model because it deprives a child an opportunity to thrive in both the minority and dominant languages.

A system where both societal and minority languages are used in the wider society is called 'additive bilingualism' (Lambert, 1977: 18). In an additive bilingual system, "learning a second language does not portend the slow replacement of the minority language with the societal or dominant language" (ibid.).

Additive bilingual education helps second language learners to develop proficiency in both the societal and the minority languages because both languages receive attention

in school and society (de Jong, 2011: 63). If a school cannot afford dual bilingualism and is using a subtractive system, that school must ensure that the language that is eventually dropped as the language of teaching and learning in favour of the dominant or societal language continues to enjoy the same status even when it is only studied as a subject (ibid.) Governments should play a major role in protecting minority languages by passing language policies that will enforce equal treatment of both societal and minority languages (ibid.). The socio-political context, therefore, is an important variable that regulates the way languages are treated in societies (ibid.).

Prinsloo (2011: 5) defines additive bilingual education as “a form of bilingualism in which the person's home language is maintained while adding competence in another language.” This point is emphasised by Alidou et al. (2006: 61) who proclaim that “the major goal of additive bilingual education is to produce a bilingual with a high level of proficiency in the home language and a high-level proficiency in the second language.” Alidou et al. (ibid.) go further to explain that “this goal is achieved through either using the home language as a medium throughout (with the second language taught well as a subject) or using the home language plus the second language as two (dual) mediums to the end of school.” The home language is not eliminated as a language of instruction (op. cit.). According to Mwamwenda (2004:152), there are cognitive and affective benefits for those children whose first language is respected in school. From the above exposition, it can be seen that additive bilingual education is a strong form of bilingualism and Baker (2006: 228) advocates for its use as it has bilingualism, biliteracy and biculturalism as its intended outcomes.

Research shows that learners do not cope well academically when the minority language is subtracted by the dominant or societal language as the language of teaching and learning, especially when both languages are not fully developed (Baker, 2006: 2221). In the case where both languages are not fully developed, semi-lingualism may be the end product, which may have major consequences on the academic results and behaviour of second language learners (Saneka, 2014: 128). The children who developed semi-lingualism cannot speak intelligibly in both their mother tongue and

second language (ibid). These children sometimes develop behaviours such as crying loudly or using physical violence when their will is thwarted or denied by adult or other children (ibid.).

Semi-lingual learners also demonstrate poor problem solving skills because problem solving is linked to the ability to understand and use language as a problem-solving device (Saneka, 2014: 170). Problem solving requires the ability to communicate with others so that there can be joint attention to solving a problem (ibid.). The children with semi-lingualism (if the mother tongue has been subtracted) exhibit the greatest behavioural problems and seem to experience difficulty in sustained shared thinking and using symbolic thoughts (ibid.). Unless vocabulary in both languages is consciously developed, children could start to prefer one language over another at school, as finding words to express thoughts and feelings could be a great struggle (ibid.).

If the education system is not additive but subtractive, children seem to get the message that English is more valuable than their mother tongue and non-native speakers of English who have limited proficiency in English could get extremely frustrated and angry (Saneka, 2014: 174). The frustration is because most of the children find it difficult to ask or answer questions and build their own hypotheses or problem solving abilities in English (ibid.). As a result, teachers tend to be very directive in their way of teaching and have to impose strict discipline to maintain the children's attention (ibid.). Saneka challenges teachers to rethink their understanding of misbehaviour because sometimes children are confused by what constitutes appropriate or inappropriate behaviour due to a lack of appropriate words to use or an understanding of acceptable cultural norms (ibid.).

It is, therefore, the responsibility of the teacher to deduce the sense of what the child intends to say by building the child's limited language proficiency with words to express the intention of the child according to the meaning deduced within the learning context, while building the conceptual understanding of the child in both the mother tongue and second language using an additive dual bilingual education model (Saneka, 2014: 175).

## **2.7.2 Factors influencing dual bilingualism in bilingual or multilingual education**

This section presents two factors that influence dual bilingualism in bilingual or multilingual education, namely motivation and age.

### **2.7.2.1 Motivation**

Numerous studies have been concluded in trying to understand why some learners excel academically, despite a language barrier. These studies have arrived at the conclusion that attitudes and motivation play a crucial role in the success or failure of individual learners in learning a second language (Baker, 2001; 2006; Cenoz, 2009; and Dornyei, 1998).

Explaining how motivation influences academic success or failure, Dornyei (1998: 117) declares that motivation provides impetus for an individual to attain proficiency in a language. Dornyei (ibid.) believes that without motivation, even intelligent individuals cannot accomplish long-term goals, and neither a good education system nor good teachers are enough on their own to ensure the sound academic success of that particular individual.

Some people try harder to learn a language because they want to interact or integrate with the native speakers of that particular language. This is called integrative motivation (Baker, 2011: 128). On the other hand, some people learn the language because the language in question is regarded as a pathway in fulfilling life requirements such as passing examinations, securing a decent job, or assisting their children who attend a bilingual schooling environment (ibid.). This is called instrumental motivation (ibid.).

It is obvious that individuals have different needs or motives for learning a language. Researchers and scholars should try to identify the real motives driving people to learn a language instead of making assumptions, because any study that concludes that

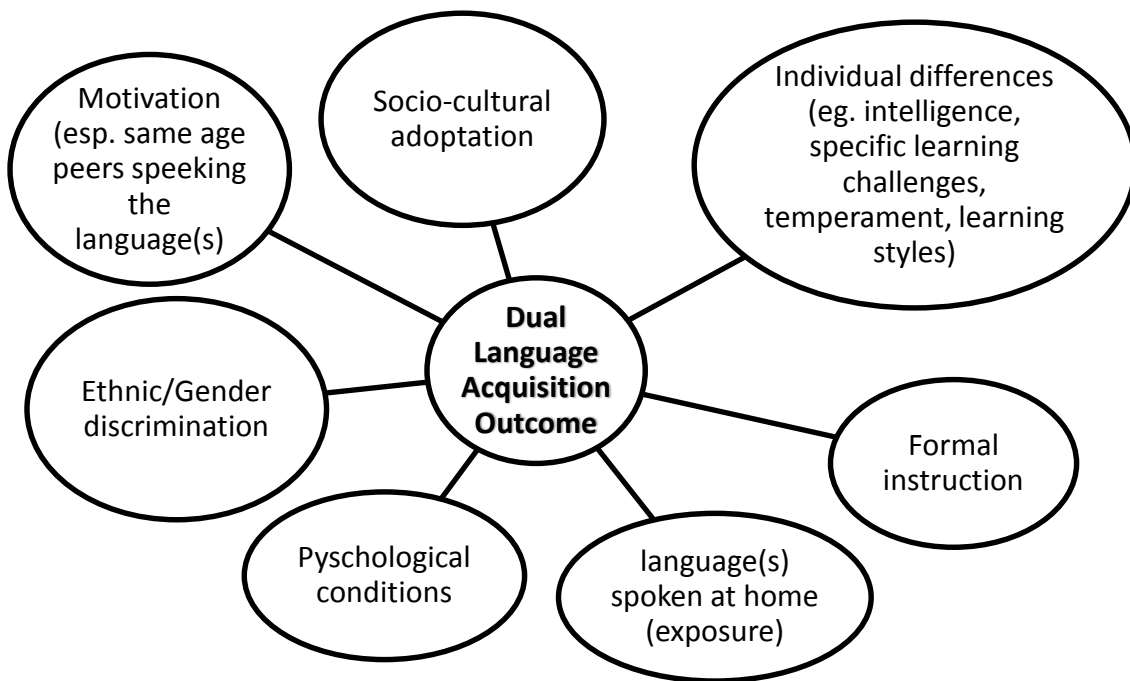
second language learners have integrative motive to learn English may suggest that such research tends to be reductionist and static in its approach (Pavlenko, 2002: 281).

Studies have shown that “with sufficient motivation, exposure, periods of formal study, and opportunities for practice, children can ultimately succeed in attaining proficiency in several languages” (Ball, 2011: 18).

However, contrary to the general view, research has shown that young children do not soak up languages like a sponge but that proficiency in an additional language takes years to master (ibid.).

“The length of time and eventual outcomes of second language learning depends on a number of factors” (Ball, 2011, 46). Some of these factors are illustrated in the diagram, given below in figure 2.1, which was adapted from Ball.

*Figure 2.1: Factors affecting dual language acquisition outcomes (adapted from Ball, 2011: 46)*



### **2.7.2.2 Age factor in a bilingual or multilingual education**

A theme that has stirred an intensive debate amongst scholars and researchers is the relationship of age in learning a second language and success in gaining language proficiency (Baker, 2011, 124).

According to Ball (2011: 19), “there is a common misconception that young children have the ability to acquire a second or additional language faster than older children.” The advocates of this point of view claim that the lower the age at which a second language is learnt, the greater the long-term proficiency in that language (Baker, 2011: 121). Baker refutes the claim that young children's proficiency in a second language is “caught rather than taught and acquired rather than learnt” (ibid.).

There are a number of scholars and researchers who are of the opinion that learning a second language at a younger age yields better results, in such a way that the entire pool of research is in danger of accepting this belief as a watertight or conclusive fact (Baker, 2011: 125).

Marinova-Todd et al. (2000), Singleton (2003), Singleton and Ryan (2004) and Cenoz (2009) in Baker (2011, 124) dispute the claim that young learners are more efficient in learning a second language than older learners. The claim that young learners learn the second language quicker than older learners is “simplistic and untenable” when one considers the fact that there are many factors involved in learning a second language (ibid.). It is true that “children who learn a second language in childhood do tend to achieve higher levels of proficiency than those who begin after childhood” but this difference may not be attributed to age (ibid.). On the contrary, the difference of proficiency between the younger and older learners may be “related to social contexts in which the language is acquired as well as the psychology of individual learning (e.g. motivation and opportunity)” (ibid.).



A research study conducted by Cummins (1996: 68) has shown that “it takes five to seven years before a child's second language approaches the academic proficiency of the home language.” Hakuta (2001, 11-12) refutes this argument by stating that “evidence for a critical period for second language acquisition is scanty, especially when analysed in terms of its key assumptions.” Hakuta (op. cit.) argues that “there is no empirically definable end point; there are no qualitative differences between child and adult learners; and there are large environmental effects on the outcomes.”

Hakuta (op. cit.) concludes by arguing that the claim made by numerous researchers and scholars that young children learn a second language easier and faster than adults is incorrect. This is the reason why this particular research study sought to test whether the subtractive bilingual education system that the South African government adopted is or not disadvantaging the isiZulu speaking learners of KwaZulu-Natal.

## **2.8 CONCLUSION**

The literature reviewed in this chapter shows that a number of factors lead to the dominance or hegemonic power of English. However, the main reason is that English is viewed as a language of socio-economic upward mobility. It was mentioned in this chapter that the Western countries and the World Bank play a major role in perpetuating the idea that English is superior to other languages.

There is unwillingness of African governments to adopt a language policy that will elevate African languages to languages of teaching and learning. It was shown that this is not just a South African phenomenon, but also many other African countries experience the same problem.

There is evidence that African languages still have a long way to go if they are to be valued as languages of teaching and learning. The high status enjoyed by English as a

dominant or societal language and the fact that it is regarded as a pathway to success, has a direct impact on the demise or marginalisation of other languages.

African languages are yet to undergo a process of terminology development if they are to be used as official languages in different spheres of life, especially in education. The discussion in the chapter was able to show that many governments are reluctant to promote bilingual or multilingual education. South Africa, according to literature reviewed in this study, is counted amongst those governments that are reluctant to promote bilingual or multilingual education because of the subtractive bilingual education system that the government is practising in schools.

Some stakeholders in education (parents, teachers and learners) have negative attitudes toward the use of African languages as languages of teaching and learning. The black population prefers studying in English rather than in an African language mainly because English is perceived as a language of upward social mobility.

It was demonstrated that not all first additional language learners are able to excel academically. Nevertheless, there are a few exceptions, despite their lack of proficiency in English. However, that does not change the fact that English has remained unattainable for the majority of South Africans.

It is also evident from the reviewed literature that age has little or no effect on the learning of the first additional language and that developmental bilingualism advocated by the South African government does not help the African child. In a report released in June 2010, researchers from UNESCO and the Association for the Development of Education in Africa dispute the generally-held assumptions in many African countries that using a home language as the language of teaching and learning is impossible and unproductive. The evidence produced by UNESCO indicates that an additive bilingual or multilingual education, including using a home language as a language of teaching and learning, in conjunction with the dominant or societal language, yields better results

than a subtractive bilingual education where the home language is eventually dropped in favour of the international language.

There is no doubt that there are numerous socio-political factors leading to the learners' poor academic performances, such as under-qualified teachers, poverty and an inadequate supply of learning materials and books. The literature reviewed in this study, however, shows that language plays a crucial role in the poor academic achievements of the learners whose mother tongue is not a language of teaching and learning. Against the background of what a number of researchers, sociolinguists, educationists, language experts, human rights scholars and lawyers mention above, this chapter has evidently shown that multilingualism in Africa remains a dream that is yet to be realised by the African child.

The next chapter (i.e. Chapter 3) gives an elaborated discussion of the theoretical framework, research designs and methodologies that were employed in the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter laid the foundation for this chapter, which focuses mainly on research methodology. Methodologies utilised in this chapter help to investigate whether it is true or not that the continued use of English as the only language of teaching and learning in South African schools is detrimental to the academic performance of isiZulu speaking learners in KwaZulu-Natal. The chapter starts by examining and analysing Cummins' interdependency hypothesis which is the theoretical framework of this study. Qualitative research designs such as questionnaires, experimental tests, interviews, and observation were utilised to gather data for the development of this study. Quantitative research designs containing statistical data were also used to the extent of simple calculation of data for findings.

#### **3.2 THEORETICAL FRAMEWORK**

This research study examines Cummins' interdependency hypothesis (1979, 1996 and 2000). The study conducted by Cummins shows that “the skills learnt in the home language can be transferred to the learning of the second language” (2000). Cummins (1979, 1996 and 2000) in de Jong (2011, 75) argues that this outcome can be explained by thinking of the two languages as a “think tank reinforcing each other through interdependence and transfer, and not as two separate, isolated containers with limited capacity”.

Cummins' (1996) theory of second language acquisition consists of two major dimensions:

- Basic interpersonal communication skills
- Cognitive academic language proficiency.

“Basic interpersonal communication skills refer to the informal language of conversation, often referred to as the language of the playground in that most children learn these skills through informal interaction with their peers” (Cummins 1996: 64). Cummins (ibid.) suggests that “it takes approximately two years of exposure for second language speakers to perform at this level.”

Cognitive academic language proficiency is more advanced than basic interpersonal communication skills as it is “associated with literacy and cognitive development” (Rodriguez & Higgins 2005: 237). It is a formidable task to learn such skills as they are “learned most often through formal instruction at school” (Cummins, 1996: 68).

Since cognitive academic language proficiency is more complex and technical than basic interpersonal communication skills, the isiZulu speaking learners who are participants of this research study, are expected to demonstrate a high level of proficiency in English when they sit for their examinations. The isiZulu speaking learners in KwaZulu-Natal are expected to handle demanding academic tasks and they are required to step outside the familiarity of their everyday life-world and carry out tasks that are only minimally supported by familiar contextual or interpersonal cues (Cummins, 1996: 68).

Rodriguez and Higgins (2005: 237) state that although there is a conceptual difference between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, they are developmental in nature in that Cognitive Academic Language Proficiency is developed after Basic Interpersonal Communication Skills. Cummins (1996: 68) has shown that it takes “five to seven years” before a child's first additional language approaches academic proficiency in the home language.

Let us first look at what is meant by home language and first additional language as defined in the Curriculum and Assessment Policy Statement (Department of Basic Education, 2011: 8):

- Home language is the language first acquired by learners while first additional language is the language learnt in addition to one's home language. Home language level provides for language proficiency that reflects the mystery of interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum.
- The first additional language level assumes that learners do not necessarily have any knowledge of the language when they arrived at school. The focus in the first few years of school is on developing the learners' ability to understand and speak the language and develop basic interpersonal communication skills. In grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learnt in their home language.
- In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage, the majority of children are learning through the medium of their first additional language, which is English, and should be getting more exposure to it. Greater emphasis is therefore given to using the first additional language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects such as science, and others.

The Curriculum and Assessment Policy Statement (Department of Basic Education, 2011: 9) asserts that “by the time learners enter Grade 10, they should be reasonably proficient in their first additional language with regard to both interpersonal and cognitive academic skills.” According to the Curriculum and Assessment Policy Statement (ibid.), “the reality is that many learners still cannot communicate well in their additional language at this stage.”

The transition from isiZulu to English (developmental bilingualism) that we witness in previously disadvantaged schools is informed by Cummins' study which envisages that by the time second language learners reach grade 7 they should be able to speak English with ease. This would help them develop to more advanced academic proficiency in the language when they sit for their final examinations in high school (ibid.). Developmental bilingualism is opposite to dual bilingualism, which encourages the use of two languages throughout the scholastic years of second language learners. A switch from isiZulu to English as a medium of instruction is promoting subtractive instead of additive bilingualism.

Thus, by applying Cummins' hypothesis, the following observations can be made:

- If the isiZulu speaking learners in KwaZulu-Natal have not achieved cognitive academic proficiency in English, it means that they might not be well equipped to write all their examinations in English, as they are currently compelled to do by the education system.
- If an isiZulu speaking learner is not well equipped in English, in terms of his or her cognitive academic language proficiency, it might be unlikely for that learner to excel academically.
- If an isiZulu speaking learner does not do well academically, he/she might not succeed in life, which could be avoided if both isiZulu and English are used alongside (i.e. dual bilingual education) as languages of teaching and learning.

Since the South African education system is informed by Cummins' interdependency hypothesis, her theory was deemed suitable for this study. Cummins' interdependency hypothesis, therefore, is examined and analysed in this study to test whether the isiZulu speaking learners in KwaZulu-Natal are able to develop from basic interpersonal communication skills to more advanced cognitive academic language proficiency in English when they sit for their matriculation examinations, which are written in English.

### **3.3 METHOD OF RESEARCH**

This is a qualitative study, based on empirical field research methods. Qualitative research methods were utilised in order to understand why the isiZulu speaking learners in KwaZulu-Natal are underperforming academically.

Maree (2010: 51) observes that unlike quantitative methods, qualitative research methodology is not concerned about generating statistical data or trying to discover numeric data that the researcher will utilise in trying to support a hypothesis, or on weighing the size of a problem. On the contrary, qualitative research focuses on describing and understanding the problem within their naturally occurring context (ibid.).

In developing this study, different means and sources of collecting data were utilised such as the use of textbooks, articles, research papers, dissertations, questionnaires, experimental tests, interviews and observation. The method of utilising different means and sources of collecting data is called the 'triangulation approach'. By using this approach, the researcher was able to collect a range of facts about the problem that is being studied, and was able to compare these facts in order to present a solid argument at the end the study.

The triangulation approach helped the researcher to have “a clear understanding of the problem” (Thurmond, 2001: 254) and “to determine areas of agreement as well as areas of divergence” (Guion et al., 2002: 1) in the data that was collected.

These methods of collecting data were utilised with the intention to understand why the majority of isiZulu speaking learners in KwaZulu-Natal are underperforming academically. These learners are expected to write all their examinations in English, the language they understand at first or second additional language. It is also important to know how learners feel about the prospect of using isiZulu as the language of teaching and learning in previously disadvantaged schools in KwaZulu-Natal.

It must be emphasised that although quantitative research methods such as tables and numbers are used, for example, to present data collected through experimental tests, less importance is given to how well the KwaZulu-Natal isiZulu speaking learners performed on those tests, but on why they performed the way they did.

Quantitative research designs such as numbers and statistics, therefore, were used in this study with the intention of maximising objectivity of the findings (McMillan and Schumacher, 2006: 23).



### **3.3.1 Sampling**

The purpose of this study is to investigate the possibility of using indigenous languages as languages of teaching and learning in South African schools. Since there are 480,000 schools in South Africa (Puru, 2011), this study concentrated on the province of KwaZulu-Natal, which is one of nine provinces in the country. The study focused on isiZulu, as it is the dominant African language spoken in KwaZulu-Natal and one of the nine official African languages in South Africa.

There are 28 000 schools in KwaZulu-Natal (Department of Basic Education, 2014). In order to draw a sample of schools in KwaZulu-Natal, a cluster sampling technique was employed and the following steps were followed:

- The district of Pinetown, which has 536 quintile 1 to 3 schools (i.e. non-fee paying schools) and 257 quintile 4 and 5 schools (fee-paying schools), including primary and secondary schools (Department of Basic Education, 2014) was chosen, due to their proximity to the researcher's residence.
- Underperforming schools in Pinetown were identified.
- Ten schools were selected. All fall under quintile 1 to 3, which means that they are non-fee paying schools. All 10 schools chosen are high schools.

The sampled schools are historically disadvantaged schools, and participants in the study are exclusively isiZulu speaking learners who attend isiZulu community schools – not traditionally Indian, coloured or former Model C schools.

The characteristics of historically disadvantaged schools, according to this specific study are as follows:

- All the learners in a school are black South Africans.
- English is offered as a first additional language.
- English acquisition is believed to be a problem for many learners.

- IsiZulu is often used to clarify complex concepts, but all examinations, with the exception of isiZulu as a subject, are set and written in English.
- There is a lack of facilities such as computers, libraries and science laboratories.
- The majority of teachers are isiZulu mother tongue speakers.
- These schools are generally not known for producing good matric results, although there are few exceptional schools that are producing outstanding results.

The schools in question are found in KwaZulu-Natal, in the district of Pinetown, in semi-urban areas or townships such as KwaNdengezi, KwaDabeka, Klaarwater; and semi-rural areas such as Ntshongweni, KwaNgcolosi, KwaNqetho, Embo, Nteke and Zwelibomvu.

### **3.3.2 Research designs**

This is a qualitative study based on empirical field research methods, which involves going into the field to gather data. Qualitative research designs, which are utilised in the study, are presented in the following sub-sections.

#### **3.3.2.1 Questionnaires and experimental tests**

The study employed both questionnaires and class tests to collect data. The questionnaires were designed to measure the learners' attitudes towards the use of isiZulu as the language of teaching and learning. The questionnaire determines how the study arrived at its conclusions and investigates the learners' attitudes towards isiZulu as a language or a prospective language of teaching and learning alongside English (dual bilingualism).

According to McMillan and Schumacher (2006: 194), the technique of collecting data through questionnaires is popular amongst researchers. It is a popular technique mainly because it is economical, has the same questions for all research participants and can guarantee confidentiality of the subjects being researched (ibid.). Rosnow and

Rosenthal (1999: 123) believe that the popularity of questionnaires is based on the fact that they are convenient to administer because researchers can collect data from a large group of people at a very short space of time, without having to spend a lot of money in travelling to and from the area where the research participants are.

Using questionnaires in this study had the advantage of allowing the respondents time to think about their answers. It is therefore likely that the responses they gave were a true reflection of their thoughts or feelings. The disadvantage of using questionnaires is that some (although very few) questionnaires were not returned.

Experimental tests were also used with the intention of measuring the respondents' level of understanding of the subject matter and their proficiency in either isiZulu or English, thus providing clarity on the problem. The selected subjects were History and Life Orientation. Only Grade 12 learners sat for the test. The test question papers were written in both English and isiZulu and learners were given a choice to write in the language they preferred. The aim was to test the learners' language preferences and whether their choice of language would have an impact on how they expressed themselves in the test, or not.

Experimental tests not only helped determine whether learners were able to express themselves clearly, they also helped in identifying some key elements such as grammar and expression. The full analysis of these elements is given in Chapter four.

### **3.3.2.2 Interviews**

This study utilised semi-structured interviews with the intention to identify contributory factors to poor academic achievement of isiZulu speaking learners in KwaZulu-Natal. Participants in this research study are stakeholders in education, which include learners and teachers. Only the teachers, however, formed part of the one-on-one interviewing process of this study. Data from learners was collected using questionnaires and experimental tests.

The teachers who were interviewed were from both affluent and previously disadvantaged schools. The semi-structured interview questions aimed at getting teachers' views of what contributes to poor academic performance of isiZulu speaking learners in previously disadvantaged schools in KwaZulu-Natal.

Semi-structured interviews were utilised with the intention to get a clear picture of participants' beliefs and perceptions about the issue under discussion (Greeff, 2005:296). Collecting information from more than one teacher was a significant way to triangulate qualitative research data of the study. This helped to strengthen and to enhance the overall findings of the study.

The interviews comprised of open ended questions, covering the following themes associated with the issue under investigation:

- Degree of learners' understanding of the subject matter when conveyed through the medium of English only;
- Degree of learners' understanding when teachers explain the subject matter in both isiZulu and in English (code switching);
- Learners' difficulties in tackling examination questions (including degree of understanding of instructions and perceived reasons why understanding was lacking); and
- How all these learners' difficulties impact on their final matric results.

To guarantee their confidentiality, interviewees were interviewed on a one-on-one basis without the inclusion of any technological devices such as videos or tape recorders. The advantage of this method of collecting data is that it puts the people who are interviewed at ease allowing them to say whatever is on their minds without any fear of victimisation. The disadvantage of using this technique is that if the researcher is not a quick writer some crucial details of what the interviewee is saying may be missed. Fortunately, the researcher was able to pen everything that the interviewees said and to

ask the interviewee to repeat what was said if there were any missing details. This made the one-on-one interviewing process even more preferable.

### **3.3.2.3 Observation technique**

Observation according to McMillan and Schumacher (2011: 43), is a very distinctive qualitative technique of gathering information because it gives a researcher an opportunity to observe phenomena as they occur naturally over an extended period of time. Strydom (2002: 280) believes that observation is a distinctive qualitative data collection technique because information gathered through this approach cannot be reduced to quantitative numerical or statistical data. In participant observation, the researcher becomes part of the world of the people he or she plans to investigate, gets to know and be known and trusted by them (Bogdan and Biklen, 2006: 2). The researcher will then keep a detailed written record of what is heard and observed (ibid.).

The researcher of this study has taught isiZulu as a first and second additional language in affluent schools from 2002 to date. During the past 12 years, the behaviour of the isiZulu-speaking learners in these schools has been actively observed and their academic progress has been monitored. This research study has also provided a chance to observe the behaviour of isiZulu speaking learners in previously disadvantaged schools and to examine how their behaviour differs from learners who attend affluent schools.

Consequently, the researcher has been instrumental in the data gathering process and been actively involved in the changing and real-world situation of isiZulu speaking learners in both the affluent and previously disadvantaged schools before, during and after the change occurs (Maree, 2010: 79).

The isiZulu speaking learners were unaware that they were being observed or studied. The observation technique is, therefore, appropriate because the researcher was able

to observe and evaluate these learners “in a silent mode, taking hand notes” without their knowledge (Pratt & Swann, 2003: 46).

This technique was used in this study to observe which language learners used to communicate with each other when they were not in class, and whether they used the same language when they communicated with their teachers. Learners did not know that they were being observed because that might have made them change their behaviour or the language in which they communicated.

The observation technique was used in this study in order to gain in-depth insight into the behaviour of isiZulu speaking learners in both affluent and previously disadvantaged schools. However, this technique is limited by a “lack of generalisability of results and non-standardisation of measurement” (Mouton, 2001: 148).

### **3.4 DATA ANALYSIS TECHNIQUE**

Although this is a qualitative study, it does incorporate simple quantitative elements such as tables, which are used to present quantitative data. These quantitative data are then explained in detail in a qualitative form. There was no way that the use of quantitative data could have been avoided in this study. Saunders et al. (2000: 326) state that “virtually all research will involve some numerical data or data that could usefully be quantified to help you answer your research question(s).”

Information from both the questionnaires and experimental tests were presented and analysed qualitatively as well as quantitatively. Data gathered from questionnaires, for example, were presented using an abbreviated type of Likert scale (3 options) in order to render responses. Learners had to indicate in their responses whether they agree, disagree or do not know. The same pattern was used for the experimental tests where learners’ results were recoded according to a percentage or level of academic performance they achieved. The researcher, however, would always describe in detail the results obtained from the different sources.

The use of quantitative data, therefore, does not change the fact that this is qualitative research. That is the reason why quantitative data are analysed according to the principles of qualitative research. As this is qualitative research, the intent is not to generate quantitative or statistical evidence of isiZulu learners who are underperforming academically. On the contrary, this study looks at the causes of the problem. It therefore answers the 'why' question and then suggests amicable solutions to the problem.

### **3.5 ETHICAL CONSIDERATIONS**

Since this study “deals with real people in real-world circumstances, and involves closed and open communication among the people involved” (Winter, 1996: 16-17), the researcher had to observe certain rules or ethics. These sets of rules or ethics guide researchers on what is right or wrong, proper or improper when doing a fieldwork research (McMillan & Schumacher 2006: 142).

Since this is a qualitative research where the researcher had to collect data from real people in real situations, it was imperative to obtain consent from the participants involved and to ensure that their confidentiality, anonymity and privacy were preserved and respected (McMillan & Schumacher 2006: 333).

In ensuring that all the ethics were observed, the researcher was first granted ethical clearance by the Higher Degrees Committee of the Department of African Languages of the University of South Africa to proceed with the research study (see Appendix A).

Secondly, a letter from the KwaZulu-Natal Department of Education was obtained. This letter set rules to be followed when the researcher started conducting the research in the selected schools (see Appendix B).

Thirdly, the researcher had to meet face-to-face with the principals of the schools involved. This was done with the aim of explaining verbally the researcher’s intentions for visiting the schools. To formalise the process, the researcher presented the principals with a written letter requesting the permission to conduct research in their

schools (see Appendix C). Once the principals agreed in principle for the research to be conducted in their schools, letters to both parents and learners were handed out (see Appendices D and E).

Letters to parents were sent out with reply slips which parents would sign to indicate whether they agreed or disagreed to their children taking part in the research (see Appendix D). Obtaining a consent from parents was crucial because the learners who are subjects of investigation in this study are under 18 years of age.

The procedures and rules pertaining involvement in the study were clearly stated and communicated to all participants. The emotional, psychological and physical safety of the participants, due to participation in this study, was guaranteed. The participants who took part in the study did that voluntarily and in clear conscience since they were never forced to do so. Participants were given the option to withdraw at any point when they felt that they no longer wanted to participate in the study (see Appendix E).

Furthermore, in this study precautional measures were taken to preserve the confidentiality and identity of the participants. To observe confidentiality, the names of all schools and participants were not mentioned in the study. For the readability of results, letters and numbers were used to represent the names of the school and the learners, for example, school A, or learner 1.

### **3.6 CONCLUSION**

The focus of this chapter was on the methodology employed to develop the study. Cummins' interdependency hypothesis, which is the theoretical framework of this study, was examined. Cummins' theory suggests that second language learners first have to develop their basic communication skills before they acquire cognitive academic skills in a second language that are more advanced and the skills learnt in the primary language are transferred to second language learning. Cummins believes it takes two to three years for second language learners to be able to converse in the target language and



that it takes five to seven years before they acquire more advanced academic proficiency in that language. It was for this reason that Cummins' theory was deemed suitable for this study, which was to test whether isiZulu speaking learners are able to develop proficiency in English when they sit for their final examination, especially the matriculation examination.

The South African educational system adopted Cummins' interdependence approach with the hope that isiZulu speaking learners would be able to converse in English when they reach Grade 7 and be able to handle advanced questions in English when they reach high school.

Instead of adopting dual bilingualism where both isiZulu and English are used as the languages of teaching and learning, the South African Department of Education opted for mother tongue (developmental) bilingualism, where isiZulu is used as the language of teaching only in the foundation phases in order to give way for English to be used as the medium of instruction in the later phases of the isiZulu speakers' academic lives. By enforcing this language policy, the South African Education Department was entrenching subtractive instead of additive bilingualism either indirectly or directly.

The chapter also mentioned how a triangulation approach, where different sources such as textbooks, articles, dissertations and qualitative research designs such as questionnaires, experimental tests, interviews, and observation were utilised to gather data for the development of this study. The data collected during the fieldwork-study is presented in tables and then discussed or analysed using a qualitative approach to answer the 'why' question instead of giving quantitative or statistical evidence of how isiZulu speaking learners perform academically.

The chapter ended by highlighting the ethics that were considered prior to, during and after data were collected. The data that was collected is analysed in Chapter 4.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

This chapter provides illustrations, interpretations, and discussion of data. The data presented and analysed in this chapter were collected using research methodologies that included qualitative research designs such as questionnaires, experimental tests, interviews and observation as discussed in Chapter 3. The questionnaires were used to obtain a good perspective of what the isiZulu speaking learners of KwaZulu-Natal feel about the prospect of using African languages as languages of teaching and learning. The experimental tests were administered to investigate whether the isiZulu speaking learners of KwaZulu-Natal are able to express themselves clearer when they write in isiZulu or in English. The observation technique was employed with the aim of monitoring isiZulu speaking learners' behaviour when they converse amongst themselves or with their teachers. The interviews were carried out to investigate what teachers think the causes of high failure rate in previously disadvantaged schools are.

The aforementioned forms of accessing information supplied sufficient data to assess the impact of linguistic colonialism on academic achievement of isiZulu speaking learners in KwaZulu-Natal. Analysis was done by means of frequencies, distributions, and percentages that were supported by graphs, tables and discussions.

The qualitative research designs mentioned above were employed in this study in order to answer the key questions posed in Chapter 1, and repeated here for the sake of convenience:

- Is South Africa promoting an additive bilingual education or subtractive bilingual education?

- How does the use of English as the language of teaching and learning affect the academic achievements of isiZulu speakers?
- How can the use of isiZulu, as a language of teaching and learning, improve the pass rate in the previously disadvantaged schools?
- Will dual bilingual education push isiZulu speaking learners in KwaZulu-Natal to reach their maximum potential where isiZulu and English are the languages of teaching and learning throughout the scholastic years of the learners?
- What are the learners' attitudes and beliefs towards the use of isiZulu as a language of teaching and learning?
- When given a chance to write the experimental tests in isiZulu, how did the isiZulu speaking learners fare?
- If English is a learning barrier, how is it possible that some isiZulu speaking learners from the previously disadvantaged schools in KwaZulu-Natal are able to achieve outstanding results in matric despite all the difficulties they face?

The aforementioned questions are not answered in chronological order but as the narrative unfolds or through the analysis of data collected during the fieldwork study.

## **4.2 QUESTIONNAIRES**

All questionnaires were administered between May and June 2013 and February and March 2014. The questions, which were asked in the questionnaires, are in line with the questions of this study (mentioned in the introduction above). These questions were crafted with the aim of getting answers from learners on the following issues:

- The learners' proficiency in isiZulu and English.
- The learners' attitudes toward the use of African languages as languages of teaching and learning.
- The learners' views on the cause of the high failure rate in previously disadvantaged schools.

- The importance of isiZulu and the difference it can make in the lives of isiZulu speaking learners.
- The learners' view of English in general (see Appendix F for the full questionnaire).

The table below provides full details on who the participants are, where and how they were selected and how many agreed to partake in the study.

*Table 4.1: Details of research participants*

Demarcation of study	<ul style="list-style-type: none"> <li>• The study focuses on schools around the Pinetown district, in the greater Durban Metropolitan in KwaZulu-Natal.</li> <li>• These are historically disadvantaged schools found only in the isiZulu speaking communities, not in the traditionally Indian or coloured communities.</li> <li>• The sample size is confined to 10 of 793 schools in the district of Pinetown and 28 000 schools in the whole of KwaZulu-Natal.</li> <li>• The schools in question are found in semi-urban areas or townships such as KwaNdengezi, KwaDabeka, Klaarwater and semi-rural places such as Ntshongweni, KwaNgcolosi, KwaNqetho, Embo, Nteke and Zwelibomvu (cf. Figure 1.1).</li> </ul>
Number of targeted schools	10
Number of schools that agreed to fill in the questionnaire	6
Number of schools that did not agree to fill in the questionnaire	4
Targeted grades	10 to 12
Number of questionnaires per school	School A – 50 administered 46 returned; School B – 150 administered 150 returned; School C – 29 administered 28 returned; School D – 24 administered 23 returned; School E – 40 administered 35 returned; and School F – 34 administered 21 returned
Grand total of questionnaires for all schools	327 administered 303 returned

Selection criteria	<ul style="list-style-type: none"> <li>• The selected schools fall under quintile 1 to 3, which are non-fee paying schools because learners who attend them are from poor communities.</li> <li>• All learners in a school are black South Africans.</li> <li>• English is offered as a first additional language.</li> <li>• English acquisition is believed to be a problem for many learners.</li> <li>• IsiZulu is often used to clarify complex concepts but all examinations, with the exception of isiZulu as a subject, are set and written in English.</li> <li>• The selected schools lack facilities such as computers, libraries and science laboratories.</li> <li>• The majority of teachers are isiZulu mother tongue speakers.</li> <li>• The schools selected for this study are generally not known for producing good matric results.</li> </ul>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Six out of the ten schools agreed to fill in questionnaires and they were very enthusiastic about the topic being studied. The learners' responses to questionnaires posed a number of questions that needed critical answers such as:

- Why do isiZulu speaking learners, despite having a good command of isiZulu, still not consider isiZulu as a language of academia that can open doors for them in future?
- What or who is standing in the way?

Answers to these questions will be provided later in the analysis.

### 4.3 EXPERIMENTAL TESTS

During June and July 2013, six of the ten schools mentioned in Table 4.1 agreed to write the experimental test. The other four schools were not prepared to write the experimental test for various reasons such as being pressed for time because they were busy with mid-year examinations. The letter that the Department of Education issued (see Appendix B) stipulated that classes should not be disturbed by this research. The

four schools that declined to write the experimental test used that as a leverage to excuse themselves from participating in this study.

The other six schools that agreed to write the experimental test were excited about the opportunity. They regarded the test as a good revision exercise for the learners in preparation for their mid-year examinations.

Two school subjects were selected, namely History and Life Orientation. These subjects were selected as they formed part of the researcher's university studies and would therefore be uncomplicated to assess and mark. The test comprised of four essay questions; the learners had to choose one essay from two topics in both subjects. Each essay counted 30 marks. As the learners had to write two essays, there were 60 marks in total. The themes covered in History were *Black Consciousness* and the *June 16 student uprising*. The themes covered in Life Orientation were *democracy* and *personal identity*. Both the History and Life Orientation questions were on one question paper divided into two sections: Section A for the History questions and Section B for the Life Orientation questions. Since the test was on one paper out of 60 marks, the results of the two subjects were not analysed separately. The 60 marks were converted into 100, and the results were analysed as a percentage that the learners at all the schools obtained in the test.

Since it was only the Grade 12 History class (not Grade 10 to 12) that was targeted, the total number of learners who wrote the experimental test is 181. Each school had a single History class. Life Orientation is compulsory to high school learners in South African schools. Therefore, the History class that was chosen to write the History test is the same that wrote Life Orientation (see Appendix L for the number of learners who wrote the experimental test per school). This, therefore, answers a question that might arise as to why there is such a discrepancy between the number of learners who completed the questionnaire (i.e. 303 learners) and the number of learners who sat for the test (i.e. 181 learners).

The questions asked in the History section (Section A) are given below. These questions were extracted from the Department of Education national History paper of March 2011, which was a supplementary paper. Since the experimental test question paper was written in both English and isiZulu, the isiZulu translation is also provided.

1. Discuss the influence of the Black Consciousness Movement on the Soweto uprising of 1976.

*(Xoxa kabanzi ukuthi ukuzigqaja ngokuba ngumuntuomnyama kwaba namuphi umthelela ezidubedubeni zabafundi eSoweto ngonyaka ka-1976.)*

(30)

**OR**

2. Using all the sources and your own knowledge, write an essay for inclusion in the international media on the importance of the Black Consciousness Movement in South Africa's liberation struggle.

*(Ngokusebenzisa ulwazi oluthola kumitapolwazi onikezwe yona futhi nangolwazi lwakho nje, bhala i-esity ezoshicilelwa ephepandabeni elifundwa umhlaba wonke uchaze ngokubaluleka kokuzigqaja kwabantu abamnyama nokuthi kwabamba liphi iqhaza ekuqumbeni phansi umbuso wobandlululo eNingizimu Afrika.)*

(30)

The questions asked in the Life Orientation section (Section B) are given below. These questions were based on themes covered in the Grade 12 Life Orientation syllabus.

1. When looking at your own life, do you think democracy has a true meaning to you as person? Elaborate.

*(Uma ubheka eyakho impilo, ucabanga ukuthi inkululeko noma intando yeningi iyabonakala kweyakho impilo? Chaza kabanzi.)*

(30)

**OR**

2. Are you proud of who you are, what you are and where you come from?

Elaborate.

*(Ingabe unakho yini ukuziqhenya njengomuntu onguyena, ngalokhu oyikona empilweni, kanye nalapho oqhamuka khona? Chaza kabanzi.)* (30)

The question paper, with all the sources accompanying it, is provided in Appendix G at the end of this study. The tests were written in a controlled environment for the duration of two lessons. The question paper was set in both English and isiZulu and learners were free to write in the language of their choice.

#### **4.4 ANALYSIS OF LEARNERS' RESPONSES TO QUESTIONNAIRES**

The questionnaire had 18 questions (cf. Appendix F). Questions 1 to 17 of the questionnaire are tabulated and discussed in detail. Question 18 required learners to write about their general feelings on the use of indigenous languages as languages of teaching and learning. The learners' responses to this particular question were not presented in a table but were rather summarised and discussed in paragraph form.

- ***Learners' proficiency in isiZulu and English***

The kinds of questions that were asked in this part of the questionnaire were crucial to this study because the whole study is based on the hypothesis that should isiZulu speaking learners be afforded an opportunity to learn and write their examinations in isiZulu, they might be able to unleash their maximum academic potential. It is, therefore, important to know the proficiency level of these learners in isiZulu.

The question enquiring about the respondent's proficiency in English was incorporated into this part of the questionnaire because the researcher did not want to assume that these learners are not proficient in English just because it is not their mother tongue. Bilingual or multilingual people could be proficient in both their mother tongues and additional languages. It was therefore important to know whether these learners fell into



that category or not. This information had to come from the participants and not from the assumptions of the researcher.

The learners' proficiency in isiZulu and English is shown in the table below. The results are based on responses by all 303 learners who partook in the study.

*Table 4.2: Learners' proficiency in isiZulu and English*

FOCUS	Total % of learners who agree	Total % of learners who disagree	Total % of learners who don't know
I speak isiZulu well.	77%	5%	18%
I write well in isiZulu.	75%	10%	15%
I read well in isiZulu.	75%	4%	21%
My listening skills are very good in isiZulu.	40%	31%	29%
My English is NOT good enough to do all my subjects in English.	46%	30%	24%

Table 4.2 shows us that 77% of the learners were of the opinion that they speak isiZulu very well whereas 18% of them were not certain whether they speak isiZulu well. Only 5% of the learners indicated that they could not speak isiZulu well.

Seventy five percent of the learners were positive that they write isiZulu well, 15% were not sure whether they write isiZulu well and only 10% indicated that they could not write isiZulu well. Learners' reading skills in isiZulu seemed to be very good. Seventy five percent of the learners agreed that they can read isiZulu well, 21% were uncertain and only 4% indicated that they cannot read isiZulu well.

Forty percent of the learners were confident that they have very good listening skills in isiZulu, 29% were uncertain and 31% indicated that their listening skills in isiZulu were not good. When asked whether they were proficient in English or not, 24% of the learners were uncertain, 46% of the learners agreed that their English is not good enough to do all their subjects in English, and 30% of them were definitely sure that their English is good.

Using Cummins' interdependency hypothesis, one would be almost certain that the learners who indicated that they speak, write or have good listening skills in isiZulu, might have developed from basic interpersonal communication skills to more advanced cognitive academic language proficiency in isiZulu. This implies that these learners might have no difficulty expressing themselves if they are afforded an opportunity to write their examinations in isiZulu. To verify this, experimental tests were conducted during the fieldwork. The results are discussed immediately after the analysis of the learners' response to the questionnaires.

- ***Learners' attitudes towards learning in isiZulu***

In the previous sub-section, it was shown that the majority of learners indicated that their proficiency in isiZulu is good. A bystander might assume that if a learner were proficient in a particular language, that learner would aspire to learn all his/her subjects in that language. The learners' attitudes towards isiZulu were investigated in this study with the aim of discovering whether that is the case with isiZulu speaking learners in KwaZulu-Natal. Learners' attitudes towards learning all their subjects in isiZulu are presented in the next page.

*Table 4.3: Learners' attitudes towards learning in isiZulu*

FOCUS	Total % of learners who agree	Total % of learners who disagree	Total % of learners who don't know
I can do better if I could learn and write all my subjects in isiZulu.	29%	43%	28%
IsiZulu must replace English as the language of teaching and learning.	73%	9%	18%
I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	47%	29%	24%
Our teachers explain better if they explain in isiZulu than in English.	74%	15%	11%

The information presented in Table 4.3 shows that 29% of the learners were convinced that they could do better if they do all their learning areas in isiZulu, 28% were unsure and 43% believed that they would not do better if isiZulu was used as the medium of instruction.

Nine percent of the learners opposed the idea of replacing English with isiZulu as the language of teaching and learning, 18% were uncertain and an overwhelming majority of 73% wished that isiZulu could replace English as the language of teaching and learning. Surprisingly, when asked whether they would rather study all their subjects in isiZulu and learn how to translate their knowledge into English rather than study everything in English, only 47% agreed, whereas 73% had previously supported the idea of replacing English with isiZulu as the medium of instruction. This depicts a big discrepancy in the learner's actual feelings about this issue as 24% were unsure and only 29% remained steadfast and adamant that they would not be happy if they were to do all their subjects in isiZulu instead of in English.

Asked whether they feel that their teachers explain better in isiZulu than in English or when they are code-switching, the majority viz. 74% of the learners agreed, only 15% disagreed whereas 11% of the learners were uncertain.

It is the right of an individual to receive education in a language of his/her choice. However, the national examination papers do not grant learners that right, since the isiZulu-speaking learners in KwaZulu-Natal are expected to write their examinations in English. Denying isiZulu speaking learners the choice in which language they want to use when sitting for an examination is infringing on their linguistic rights and is a “form of marginalisation” (Ndhlovu, 2008: 138–139).

- ***Learners' attitudes towards English as a language of teaching and learning***

Cummins (1996: 64-68) believes that it takes two to three years for first additional language learners to be able to converse in the target language and that it takes five to seven years before they acquire more advanced academic proficiency in that language.

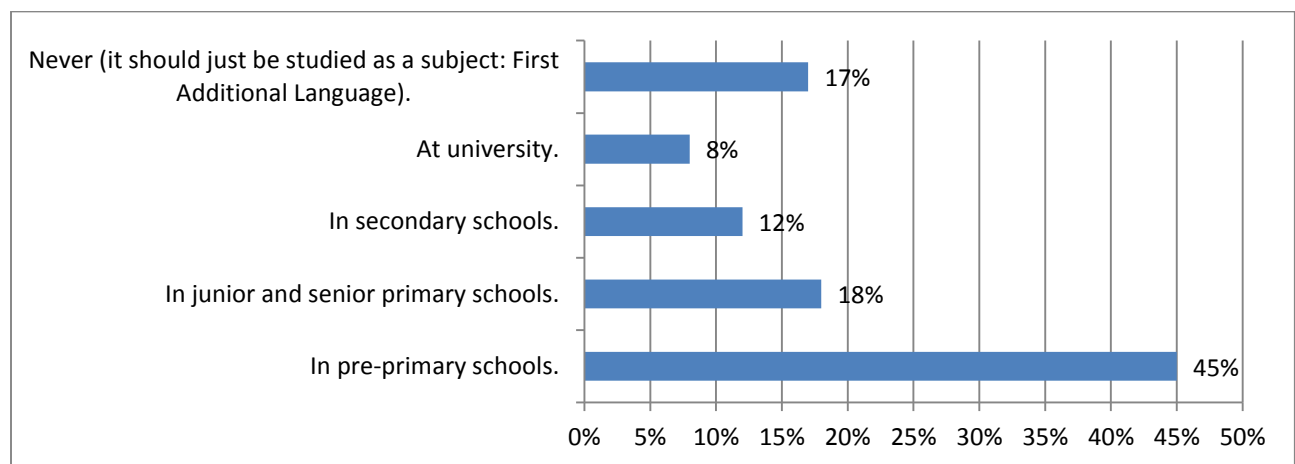
The South African educational system adopted Cummins' interdependence approach with the hope that isiZulu speaking learners would be able to converse in English when they reach Grade 7 and that they would be able to use English to handle advanced questions when they reached high school (Department of Basic Education, 2011: 8).

It was mentioned in the previous chapters that there are unfounded or generally accepted assumptions that it is easier to master a first or second additional language when you are still young (Ball, 2011: 19). The holders of this belief argue that when a first or second additional language is learnt at a very young age, the possibility is that proficiency in that particular target language would have permanent outcomes (Baker, 2011: 121). Baker (ibid.), however, does not believe that young children have the ability to master the target language faster and easier than their adult counterparts.

There are a number of scholars who believe that learning a target language while still very young would always yield good results. Most of published or unpublished research studies seem to be advocating the claim that children are more capable than adults in learning a first or second additional language (Baker, 2011: 125). This, as a result, has created reluctance in challenging these claims, which many scholars are beginning to accept as undeniable facts (ibid.).

This study is not following the trend that is why it wanted to hear from learners themselves what they think of the age factor in first additional language learning. The learners' views on what age or level English can be introduced as a language of teaching and learning are presented in Table 4.4. The table shows the total % of learners who agree that English should be introduced as the language of learning and teaching in various stages.

*Table 4.4: Learners' attitudes towards English as a language of teaching and learning*



As indicated in Table 4.4, the majority of learners (45%) felt that English should be introduced as the language of teaching and learning straight from pre-primary schools; 18% felt English should be introduced in junior and senior primary school, 12% said English should be introduced in secondary schools, and 8% preferred that English be introduced later i.e. in universities. Seventeen percent of the learners supported the idea of never introducing English as a language of teaching and learning.

Many learners (45%) thought that introducing English as the medium of instruction as early as pre-primary school would help the isiZulu speaking learners to grow confidence in the language, and thus equip them with the cognitive academic language proficiency skills, required in order to excel academically. The problem with this belief is that isiZulu speaking learners in the so-called 'black schools' are not taught by English native speakers and the communities where these learners come from do not speak English at all; they speak isiZulu. The implications of this belief poses are explained below.

The challenge encountered by isiZulu speaking learners in previously disadvantaged schools is that they have too little or no form of 'modelling' because they do not get exposure to English native speakers (Bandura, 1989: 46). The lack of exposure to English makes it difficult and in most cases impossible for isiZulu-speaking learners in the previously disadvantaged schools in KwaZulu-Natal to develop the cognitive academic language proficiency skills required to excel in all their subjects, which they write in English. Perhaps, if these learners were able to interact on a daily basis with English native speakers, they would be able to master the language or advance their acquisition skills in English, which is their second language (Clark & Clark, 2008: 104).

Against the background of what has been illustrated above, one wonders whether, under the current situation, the isiZulu speaking learners would ever be able to excel academically if the modelling facet of learning is not applicable to them, since both their teachers and communities do not speak English on a daily basis. It makes one wonder whether it is wise to deny these learners an opportunity to write their examinations in isiZulu, the language they speak every day.

- ***Learners' views of the cause of poor performances in previously disadvantaged schools***

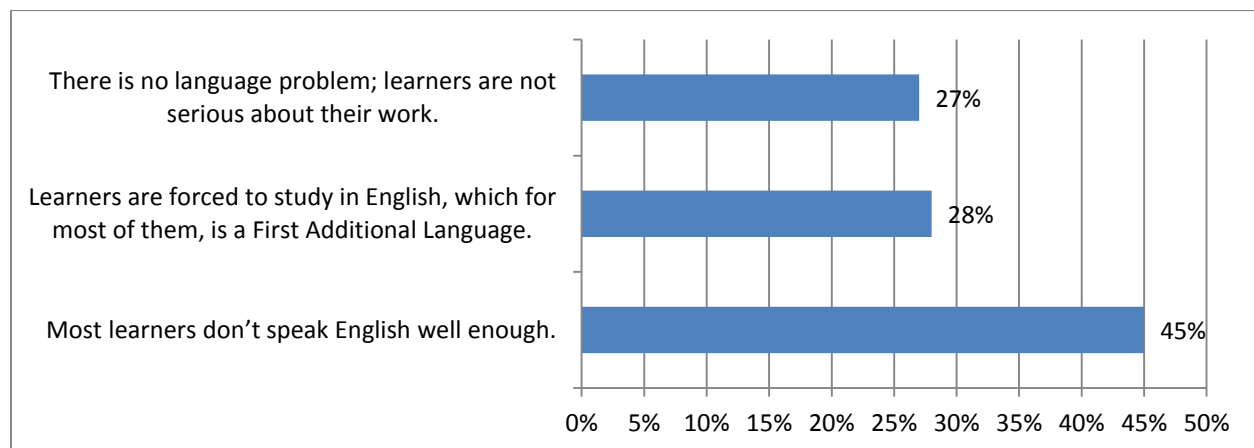
A number of factors contribute to the high failure rates in previously disadvantaged schools. These factors include:

- overcrowding due to the limited number of schools;

- limited choice of subjects due to the shortage of qualified teachers;
- teenage pregnancy, drugs and alcohol abuse by school children due to peer pressure and lack of role models in the community;
- lack of facilities (books) and resources that support learners due to the lack of finances, finances used for purposes for which they are not intended or principals misusing the norms and standards capital;
- poor parental involvement in the academic spheres of their children and parents not attending teacher/parents' meetings;
- inefficient school managers and lack of staff development programmes because teachers' unions apparently appoint management staff for political gain.

As the learners may be unaware of the above factors, it is important to know their views of the cause of poor performances in previously disadvantaged schools. These are presented in Table 4.5.

*Table 4.5: Learners' views of the cause of poor performances in previously disadvantaged schools*



The information presented in Table 4.5 shows that 27% of the learners object to the idea that English is the cause of the high failure rate in the townships and rural schools. These learners feel strongly that there is no language problem at all and that the learners are just not serious about their work.

However, 45% of the learners are of the opinion that the cause of poor performance in disadvantaged schools is that most learners do not speak English well, 28% of the learners believe that poor performance is caused by the fact that learners are forced to study in English, which is the language they understand at a first additional level.

There must be an element of truth in what 27% of the learners say, namely that some learners do badly because they are lazy. Understanding learners' state of mind in relation to learning behaviour may help to clarify why the majority of isiZulu speaking learners find it difficult to function well when their school subjects are conducted in English.

It might be possible that the self-efficiency (can this be done, can I do it and self-regulation) goals, plans, and perseverance of these learners are low (Huitt, 2006: 5). Here, one needs to understand the psychological and emotional effect of learning all one's subjects in the language that one barely understands.

- ***The importance of isiZulu***

Before a language is elevated to the status of being used as the language of teaching and learning, its speakers must first regard it highly. It was for this reason that these questions about how isiZulu speaking learners feel about the importance of isiZulu in society were incorporated into the questionnaire.

Learners' views of the importance of isiZulu in the society are presented in Table 4.6. Here, learners were allowed to tick more than one box. We are, therefore, looking at the percentage of learners who ticked the same box of the question asked, instead of adding all boxes from top down, to make a scale of 100%.



Table 4.6: Learners' views of the importance of isiZulu

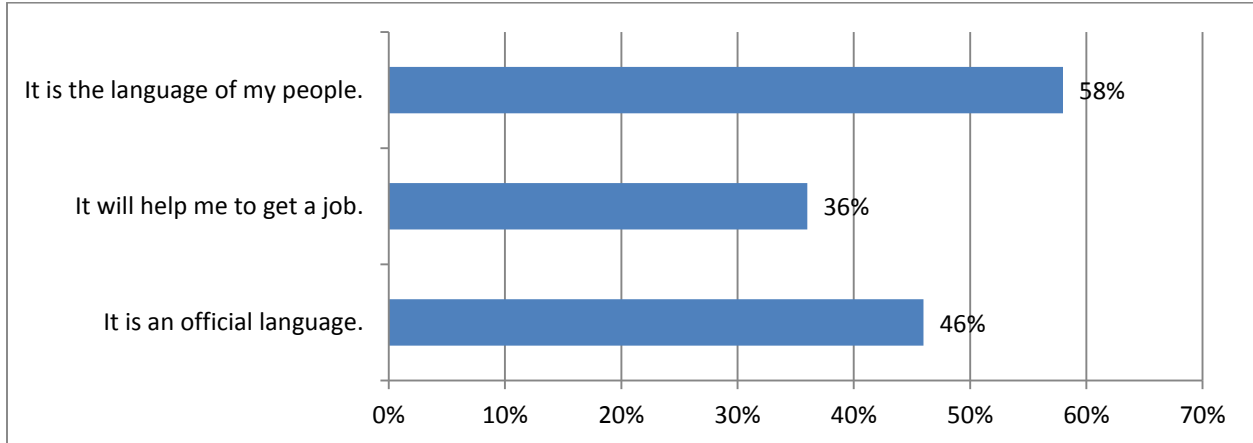


Table 4.6 clearly illustrates that the majority of learners acknowledged the significance of isiZulu. Forty six percent of learners based the significance of isiZulu on the fact that it is one of the 11 official languages of South Africa, 58% believe isiZulu is important because it is the language of their people, and 36% are convinced that isiZulu can open job opportunities for them.

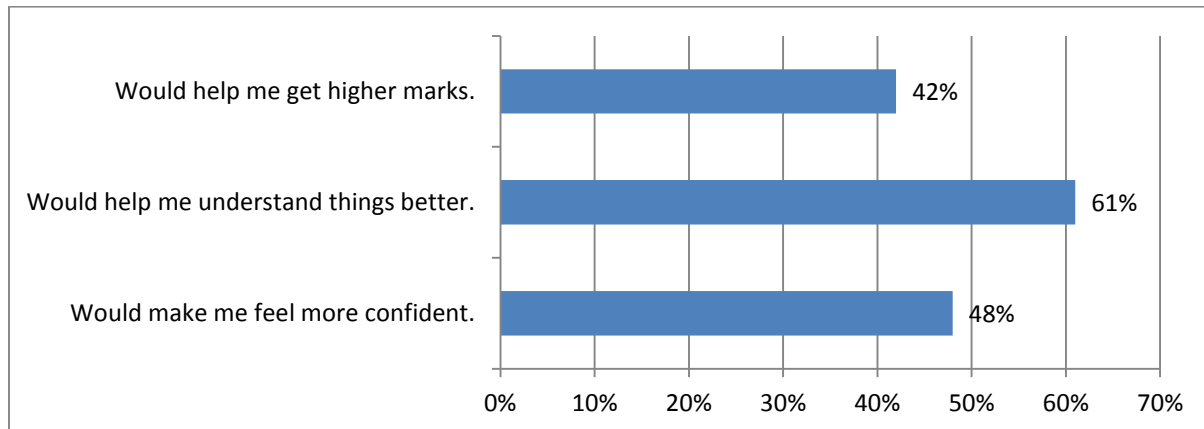
The above-mentioned figures show that the isiZulu speaking learners, who were the participants of this study, think highly of the language. This lays a good foundation for an argument that if learners regard isiZulu highly, it would be beneficial to isiZulu speaking learners if isiZulu were used alongside English as the language of teaching and learning.

- ***The difference isiZulu can make to learners' lives***

The following questions were included in the questionnaire because the researcher wanted to know whether the isiZulu speaking learners who are participants in this study, think that their mother tongue can change their lives or not. The learners' views on what difference learning in isiZulu can make to their lives are presented in Table 4.7. Here, learners were allowed to tick more than one box. We are, therefore, looking at the

percentage of learners who ticked the same box of the question asked, instead of adding all boxes from top down, to make a scale of 100%.

*Table 4.7: Learners' views on the difference isiZulu can make to their lives*



The information presented in Table 4.7 paints a very confusing picture because 61% of the learners agreed that learning in isiZulu will make them understand the subject matter better and 48% indicated that learning in isiZulu would boost their confidence. However, only 42% of the learners believe that learning in isiZulu would push up their grades. This is contradictory, because if one understands better, surely one should be able to get higher marks.

Obviously, a fear of the unknown is projected in the responses provided by these learners. Perhaps, this fear is justified, considering the lower status isiZulu and the other African languages of South Africa have been afforded in education, business and public spheres at large. African languages have never been tried seriously and tested as languages of academia. It is, therefore, not surprising that isiZulu speaking learners are a little afraid to trudge on a road that has never been travelled.

The isiZulu speaking learners in KwaZulu-Natal are not the only ones who have that fear. By using mother tongue languages as languages of teaching and learning only in the foundation phases and substituting them with English as the medium of instruction

in the later phases, our government is hesitant to take a broader stance to implement a language policy where both isiZulu and English are used in dual bilingual education as languages of academia. Government is promoting subtractive instead of additive bilingualism – an approach that does not benefit the isiZulu-speaking learners of KwaZulu-Natal.

- ***How learners view the English language in general***

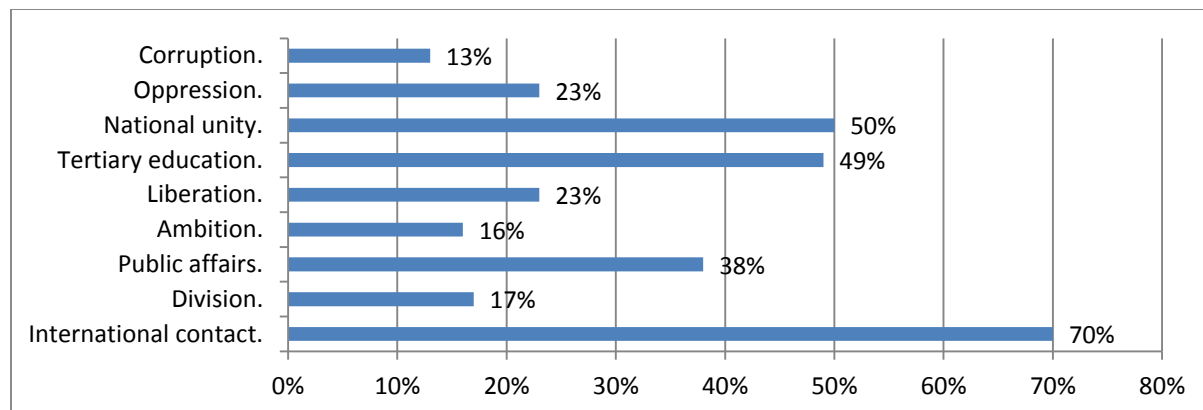
A lot has been said about the hegemonic power of English on the local and global stage. Some critics of the dominance of English are of the opinion that it is being used by Western countries to marginalise local indigenous languages. The marginalisation of local indigenous languages is according to Phillipson (1992, 41-42) placing more emphasis on the use of English on the local and global stage, thus minimising the significance of local indigenous languages. Phillipson does not only deal with the language issue in the Western countries but also writes extensively about language policies in the post-colonial era in Africa (Phillipson, 1992: 48-59).

When African countries attained their independences, one could have expected them to do something about their language policies, especially in education. African governments, however, did nothing to change their language policies (op. cit.). African democracies and majority of their citizens still preferred to use the languages of their former colonial masters in different spheres of life, even when they were supposed to be free from the shackles of colonialism (op. cit.). Phillipson (1992, 160-163, 235-238) believes that the World Bank is playing a major role in the marginalisation of local indigenous languages in the postcolonial era because the World Bank has been doing trade in the languages of the former colonial masters instead of promoting local indigenous African languages.

It is against this background, therefore, that it was deemed necessary to hear what isiZulu speaking learners have to say about the English language and its hegemonic power in the world.

The learners' general views of the English language are presented in Table 4.8. Here, learners were allowed to tick more than one box. We are, therefore, looking at the percentage of learners who ticked the same box of the question asked, instead of adding all boxes from top down, to make a scale of 100%.

Table 4.8: *Learners' views on the English language in general*



It is imperative to note how learners view English in a holistic or broader sense. Table 4.8 depicts how learners view English in general. Seventy percent of the learners believe that English is significant because it is the language of international contact. Quite interestingly, 50% of the learners are convinced that English will forge some kind of national coherence or unity, 49% believe that one needs English in order to pursue tertiary studies, 38% believe that public affairs or dealings require one to be good in English, 23% are of the opinion that English liberates people, 23% are convinced that oppression and English are somehow intertwined, 16% believe that English is a language of ambitious people, 13% think corruption and English go hand in hand, and 7% view English as the language that fosters division amongst the people.

Some people work harder at learning a language because they want to interact or integrate with the native speakers of that particular language. This is called integrative motivation (Baker, 2011: 128). On the other hand, some people learn the language because the language is regarded as a pathway to fulfilling life requirements such as passing examinations, securing a decent job, or assisting their children who attend a

bilingual school (op. cit.). This is called instrumental motivation (op. cit.). It is obvious that individuals have different needs or motives for learning a language. Researchers and scholars should try to identify the real motives that drive people to learn a language instead of making assumptions, because any study that concludes that second language learners have an integrative motive to learn English may suggest that “such research tends to be reductionist and static in its approach” (Pavlenko, 2002: 281). What drives isiZulu speaking learners to learn English is highlighted below, and was presented in the analysis of learners’ views on the English language in general (cf. Table 4.8).

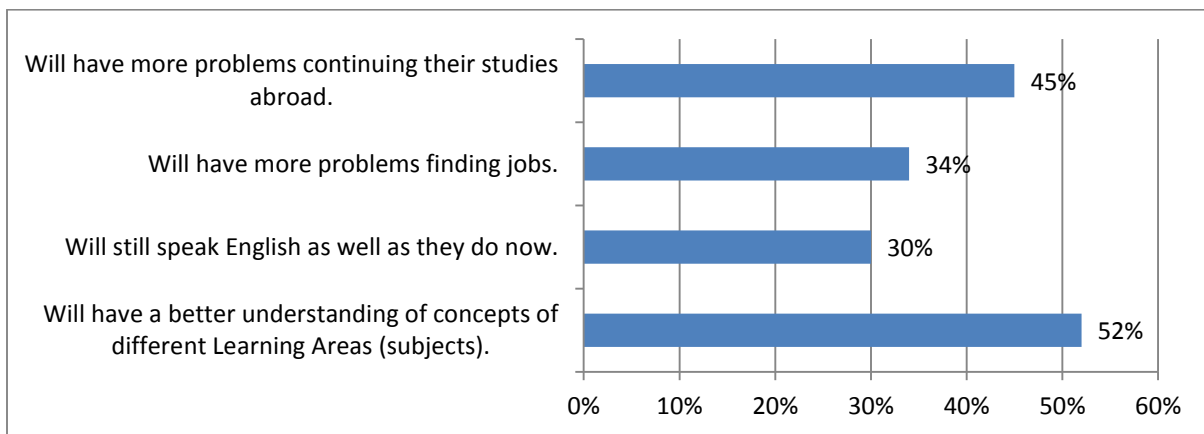
The IsiZulu speaking learners in previously disadvantaged schools learn English so that they can be able to write and pass their examinations. That is their immediate motivation. Their long-term motivation would be to secure a decent job. Integration with English native speakers will probably happen when these learners enter the workforce or attend institutions of higher learning. Therefore, it seems that the isiZulu speaking learners in KwaZulu-Natal have an instrumental motive rather than an integrative motive for learning the second language. However, whatever their motives are, the fact remains that only a few are able to excel academically due to the lack of proficiency in English. It is, therefore, quite obvious that the motivation for isiZulu speaking learners to learn English is influenced mainly by the circumstances in which they find themselves – circumstances that are not static but change over time.

- ***What if English is replaced by isiZulu as a language of teaching and learning?***

South Africa is using a subtractive bilingual education system where English enjoys a high status as the dominant or societal language and isiZulu is being marginalised or assigned a low status (Mbambo, 2005: 76-83). In South Africa, learning English is achieved at the expense of isiZulu because English replaces isiZulu as the language of teaching and learning.

What if the situation were reversed and English were replaced by isiZulu as the language of teaching and learning? Would this have a positive outcome in the lives of isiZulu speaking learners? These questions are answered in Table 4.9. Here, learners were allowed to tick more than one box. We are, therefore, looking at the percentage of learners who ticked the same box of the question asked, instead of adding all boxes from top down, to make a scale of 100%.

*Table 4.9: Learners' views of the idea of replacing English with isiZulu as the language of teaching and learning*



The information presented above in Table 4.9 indicates that 34% of the learners feel that they will have difficulty in finding jobs if they do all their subjects in isiZulu, 52% believe that if isiZulu becomes the language of teaching and learning, they will understand concepts much better than they do now, 45% feel that pursuing their studies in other countries would be problematic should they learn all their subjects in isiZulu, 30% think whether isiZulu becomes a medium of instruction or not it would not have any major influence on their proficiency in English; they would still speak English as they do now.

The learners' fears that it would be difficult to study abroad and to find employment if isiZulu replaces English as the language of teaching and learning is understandable. However, the current situation, where English is used as the only language of teaching and learning, is not helping them to excel academically either. If they do not excel

academically, they also do not stand the chance of furthering their studies locally and abroad, and their prospects of finding a job without a good education are very slim.

The solution to the problem is using both English and isiZulu as languages of teaching and learning. This kind of dual bilingual education system will ensure that learners are exposed to both English and isiZulu. A system where both languages are used in the wider society is called additive bilingualism (Lambert, 1977: 18). In an additive bilingual system, learning English will not portend the slow replacement of isiZulu with English.

Additive bilingual education helps second language learners develop proficiency in both the societal and the minority languages because both languages receive attention in school and society (de Jong, 2011: 63). If a school cannot afford dual bilingualism and is using a subtractive system, that school must ensure that the language that is eventually dropped as the language of teaching and learning, in favour of the dominant or societal language, continues to enjoy the same status, even when it is only studied as a subject (ibid.)

According to de Jong (ibid.), governments should play a major role in protecting minority languages by passing language policies that will enforce equal treatment of both societal and minority languages. The socio-political context, therefore, is an important variable that regulates the way languages are treated in societies (ibid.).

The following sub-section encompasses all official African languages of South Africa. Learners are asked to project their views about the possibility of using these languages as languages of teaching and learning.

- ***Learners' views of indigenous languages of South Africa***

Previous studies have concluded that both African parents and children are not in favour of using African languages as languages of teaching and learning (Murray, 2002:

437-438). African students and parents prefer English at the expense of local indigenous languages because it is seen as a language that creates job opportunities, locally and internationally (op. cit.) African parents and children are apparently ignoring research which shows that learning through a language that is not one's first language or mother tongue reduces the chances to unleash one's maximum potential academically (op. cit.).

The following kinds of questions were included in this part of the questionnaire to test whether isiZulu-speaking learners in KwaZulu-Natal share the abovementioned views when it comes to using African languages as the languages of teaching and learning. The learners' views of using indigenous languages as languages of teaching and learning are presented in Table 4.10.

*Table 4.10: Learners' views of indigenous languages of South Africa*

FOCUS	Total % of learners who say 'yes'	Total % of learners who say 'no'
Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	47%	53%
Do you think it will be easy to develop study materials in indigenous languages?	35%	65%

As depicted in Table 4.10, 53% of the learners do not recommend the use of indigenous languages across South Africa as the languages of teaching and learning in place of English, 47% believe that it would be a good thing.

Sixty five percent of learners believe that it would not be an easy task to develop study materials in indigenous languages. Only 35% of them have faith that the process of developing study materials in indigenous languages will be easy.



It is true that developing study materials in African languages will not be an easy task, but by the same token it does not mean that it will be impossible. Granted, the cost of developing study materials in African languages will be high, but this cost is nothing compared to the cost of the loss of human resources due to the high failure rate in previously disadvantaged schools. A lot has to be done to develop isiZulu and other African languages if they are to be used as languages of academia. The cost of developing African languages would, however, be lesser than the envisaged gains.

The marginalisation of African languages is propagated by the belief that they cannot be used as languages of social and economic development, only English can (Maluleke, 2005: 42). However, Maluleke (2005: 49) disputes the claim by arguing that any language is capable of satisfying the communicative needs of a speech community. It is of vital importance that Africans learn to speak English, but the ability to speak English does not necessarily mean that one has to discard one's mother tongue. People should rather retain their mother tongue because South Africa will benefit greatly if all South Africans were not only bilingual, but multilingual (Maluleke, 2005: 62).

Resources such as books and study guides are already available in English. What is needed now is to translate them into various African languages of South Africa so that they benefit all the citizens of this country. This will come at a high cost in the beginning, but it will bear unimaginable gains in the long run because it will curb the high failure rate in previously disadvantaged schools. Translating from the already available pool of English books will lessen the pressure of having to develop new terms in isiZulu.

- ***Learners' responses to question 18 of the questionnaire***

The following responses were selected as being representative of the 303 responses that the researcher received. The researcher could not include all 303 responses because they were basically reinforcing what is written below.

Learners were asked to present their views briefly on the prospect of using isiZulu as a language of teaching and learning instead of English (see Appendix F). Some learners were against the idea while others supported it. Those who opposed the idea thought that English would open job opportunities for them and that proficiency in English facilitates interracial and intercultural relations. Those who supported the idea thought that English is the main reason why many learners fail the matriculation examination because they are unable to express themselves clearly in English.

#### **Learner 1**

IsiZulu is better than English. We will pass if we learn in isiZulu. I prefer isiZulu to English.

#### **Learner 2**

I say no because if we replace English with isiZulu our dreams of finding good jobs will be dashed.

#### **Learner 3**

There are subjects that you cannot teach or write in isiZulu, subjects like Mathematics.

#### **Learner 4**

In some cases, it would be better if teachers could explain in isiZulu when they teach subjects like Mathematics, Business Studies, Economics, etcetera because it becomes harder for us, learners, to understand if our teachers use only English.

**Learner 5**

We must learn English because those who will seek to study or work abroad will need it. We must, however, not forget our home languages.

**Learner 6**

English helps us to communicate with people from all walks of life.

**Learner 7**

Writing examinations in isiZulu will take a longer time than usual because isiZulu words are longer than English words.

**Learner 8**

That would be a bad idea because English is easier than isiZulu. It is easy to learn all subjects in English.

**Learner 9**

It is easy to learn in English, it is just that learners are not serious about their studies.

**Learner 10**

Replacing English with isiZulu will be bad to some extent. It would be bad because it will make it difficult for us to communicate with people from other races. It would be good because it can make us do much better academically. I suggest that we should be taught in both isiZulu and English so that we become proficient in both languages.

**Learner 11**

In tertiary institutions, you will have a big problem if your English is poor.

**Learner 12**

We are forced to write our examinations in English, while our counterparts (English speakers who go to private and former model C schools) find it easier in life because they write their examinations in their mother tongues. Learning in isiZulu will not only help us obtain better marks, but will also help educators teach with confidence and explain things clearly, in the language that both educators and learners understand better.

**Learner 13**

Learning in isiZulu will help us understand well. But we still need to learn English as an additional language. This will facilitate good communication and interracial interactions.

**Learner 14**

It is a fact that English is not our home language. It is, however, not English that is a problem. In fact, it is not a problem at all. If you want to learn English you can. The problem is that learners do not want to learn.

**Learner 15**

I think we need to learn in both English and isiZulu. Both languages must be used as languages of teaching and learning; examination papers must be written in both languages, and learners must have a choice of which language they want to write their examinations in.

**Learner 16**

It would be better if teachers could mix English and isiZulu when teaching, in order to make things easier for us and to facilitate better understanding of the subject matter.

**Learner 17**

English is not a problem, learners are lazy.

**Learner 18**

English is difficult to understand and words are hard. I would like to be taught and examined in isiZulu, the language I understand better.

**Learner 19**

Sometimes if you cannot speak English you cannot get a good job because the White people do not understand isiZulu.

**Learner 20**

Many books are written in English, not in isiZulu. Learning in isiZulu would mean that books would have to be rewritten and that would come at a cost. It will also be time consuming to translate existing English books into isiZulu.

**Learner 21**

If you do not understand English you have no future. If you want to succeed you must be able to speak English.

**Learner 22**

Pupils who want to learn in isiZulu must be afforded the opportunity to do so. And those who want to learn in English must not be denied that right. This is what democracy is all about.

**Learner 23**

English is the key language. It is a language that is used worldwide. It would be hard to study and work in other countries if you speak bad English.

**Learner 24**

Replacing English with isiZulu will make learners understand different subjects very well but they will have difficulty in finding jobs because interviews are conducted in English.

**Learner 25**

Many learners are not good in English. They actually find it a very difficult language. So, I think it would be better if they learn all their subjects in isiZulu.

**Learner 26**

It is not all learners who are isiZulu speakers who cope well in isiZulu. English is simple and easier to understand. IsiZulu on the other hand is complex and complicated. IsiZulu has a pool of words that are difficult to comprehend. Some of these words only become meaningful when they are translated into English. It would be hard for learners to adjust into the use of isiZulu as the medium of instructions, especially in subjects like Mathematics, Physical Science, Geography and many others. English makes life easier for everyone and it facilitates good communication with people of other races.

### **Learner 27**

Yes, isiZulu is my home language, but it will never really help me in finding a good job.

### **Learner 28**

English is used to understand and communicate with people who come from different racial and cultural backgrounds. It also brings more opportunities in terms of finding good jobs. So, English must not be replaced with isiZulu as a language of teaching and learning.

### **Learner 29**

We live in communities that speak isiZulu. We go to schools which are predominantly populated by isiZulu speakers, even our teachers are first language speakers of isiZulu and yet we are forced to learn all our subjects in English, the language that many of us do not use at all, let alone understand. This is not fair and someone has to put a stop to this.

### **Learner 30**

Learning all subjects in isiZulu will facilitate better understanding of concepts.

It is imperative to understand the fears of isiZulu speaking learners (highlighted above) in context of what is happening in the world at large. While English is a global *lingua franca*, it does not mean that the minority communities should sacrifice their own languages just because they want to thrive in English. Minority communities have a duty to empower themselves and to be aware of distorted truth and ideologies that dominate society (Littlejohn, 1992: 249). The distorted truth in this context is that isiZulu speaking learners cannot make it in life if they do all their subjects in isiZulu. The global view is that in order to succeed in life, you need to study all your subjects in English.

The dominance and hegemonic status of English on the local and global stage does not only undermine the use of indigenous languages in all facets of life; it is also a hindrance to the academic success of isiZulu speaking learners in KwaZulu-Natal. The following analysis of data collected through the experimental tests confirms this statement.

#### **4.5 ANALYSIS OF EXPERIMENTAL TESTS**

This section is divided into the following three sub-sections:

- Learners' choice of languages;
- Learners' performance in the experimental test;
- Analysis of grammar and terminology usage in learners' essays.

##### ***4.5.1 Learners' choice of languages in the experimental test***

The question paper was written in both isiZulu and English and learners had a choice to write either in isiZulu or in English.

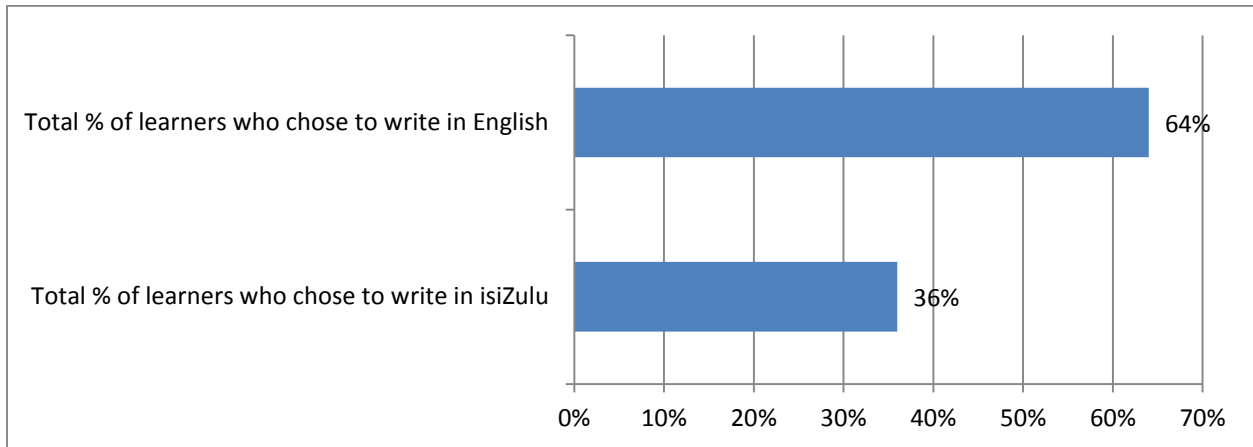
This was done to test the learners:

- attitudes towards the use of isiZulu as a language of teaching and learning; and
- proficiency in both isiZulu and English.

Table 4.11 depicts the learners' choice of languages in the experimental test at all the schools. The learners' choice of languages per school is given in Appendix I.



Table 4.11: Learners' choice of languages in the experimental test



There were 181 learners who wrote the experimental test; 116 (64%) of these learners chose to write in English rather than in isiZulu. Only 65 (36%) of the learners chose to write in isiZulu.

The learners' choice of languages in the experimental test must be understood in context of the generally held view that in order to succeed in life one must do all one's subjects in English. It is quite evident that linguistic colonialism is deeply entrenched in the minds of these learners because they do not realise that the continued use of English as the only language of teaching and learning is a hidden force that is disadvantageous to them.

#### **4.5.2 Learner's performance in the experimental test**

The learners' essays that were required by the experimental test were marked using the Independent Examination Board (IEB, 2011) rubric, contained in the *National Senior Certificate Handbook: Implementation: Grade 12 History Subject Guidelines*. This rubric was used because it clearly outlines all the seven levels of competence i.e. from number one, which is the bottom level, to number seven, which is the highest level. These levels will be used to analyse the learners' performances in the experimental test of this study.

The rubric used to mark the work of learners focuses on three main skills i.e. content, style of writing, and language usage. Learners have different abilities in demonstrating these skills which is why it was imperative, for the purpose of this study, to use a rubric that would show all seven levels of competence, described in Table 4.12.

*Table 4.12: Seven levels of competence*

Rating percentage	Rating code	Description of competence
80 - 100 %	7	Outstanding achievement
70 - 79 %	6	Meritorious achievement
60 - 69 %	5	Substantial achievement
50 - 59 %	4	Adequate achievement
40 - 49 %	3	Moderate achievement
30 - 39 %	2	Elementary achievement
0 - 29 %	1	Not achieved

*Source: Independent Examination Board (2011)*

The results analysed in this section are composite results of the learners' performance in the experimental tests. The results per school are found in Appendix J. The complete table showing the learners' composite results of the schools that wrote the experimental test is presented in Appendix M.

Each level of competence was analysed using the IEB standard rubric that was designed specifically for that particular level of competence. The rubric is given in Table 4.13.

Table 4.13: Marking rubric used for the experimental test

Competence Levels	Development of argument Answer generally characterised by...	Evidence Answer generally characterised by...	Style of writing Answer generally characterised by...	Structure Answer generally characterised by...	Main impression
Level 7 80-100	Argument clearly set out in introduction and conclusion and sustained throughout the body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments.  No gaps in knowledge (do not penalise according to a set list of facts). No unnecessary 'facts' thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout.  Often characterised by 'flair' – interesting and easy to read.	Clear introduction, body and conclusion	The question has been fully answered from start to finish!  Essay is Interesting, exciting and logical.  As complete an answer as can be expected from an 18 year old writing under examination conditions.
Level 6 70-79	Argument has minor lapses and/ or certain aspects of the question are not adequately dealt with.  Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work.  There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	Candidate has made a good attempt to learn the work and has a generally clear understanding of the time period but perhaps has struggled to link this knowledge consistently and/or in depth to

		Does not fully explain relevant issues and events.			the specific question. OR Candidate understands the question carefully but there are some important gaps in evidence.
<b>Level 5</b> <b>69-60</b>	Candidate might 'tag on' focus without much depth.  OR One aspect of the question is dealt with thoroughly but the other <b>crucial</b> aspect/s are thinly dealt with.	Includes accurate, relevant evidence but there are a few important omissions.  OR A lack of depth of explanation and understanding.	Generally formal, fluent and accurate throughout.	Introduction, body and conclusion present.	Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to 'tag on' focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.
<b>Level 4</b> <b>50-59</b>	Focus is not clear and/or is intermittent. There is some tagged-on focus.  OR One aspect of the question is dealt with satisfactorily but the other <b>crucial</b> aspect/s are almost completely ignored.	Includes some accurate, relevant evidence but there are important omissions.  There is some waffle with repetition of certain evidence	Satisfactory in that it is legible and largely fluent.  Perhaps, some colloquial or inaccurate use of language or sentence construction.	Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, e.g. Only one or two very long paragraphs.	Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the

					evidence.
Level 3 40-49	<p>Little attempt to focus – does not even ‘tag on’ focus.</p> <p>Perhaps, glimpses of implied focus.</p> <p>OR</p> <p>One aspect of the question is dealt with superficially but the other <b>crucial</b> aspect/s are completely ignored.</p>	Includes a little accurate, relevant evidence and there are many important omissions.	<p>Style of writing is weak.</p> <p>Essay is difficult to read and there are many grammar and language errors.</p>	Possibly a weak attempt at structure but many problems, e.g. Introduction not a paragraph, only one paragraph in the body.	<p>The candidate does not really understand the specific question or the relevant issues. Argument is very shallow.</p> <p>Perhaps, there is some relevant and accurate evidence in an attempt to answer the question.</p> <p>Style of writing is simplistic although there may be an attempt to structure the essay.</p>
Level 2 39-30	<p>Candidate makes little attempt to focus – does not even ‘tag on’ focus. Perhaps, the occasional glimpse of implied focus.</p> <p>OR</p> <p>One aspect of the question is dealt with very superficially and the other <b>crucial</b> aspect/s are completely ignored.</p>	Evidence Includes a smattering of accurate, relevant evidence and there are huge important omissions.	<p>Style of writing is very weak. (Be careful not to penalise second language students).</p> <p>Essay is very difficult to read and there are many grammar and language errors.</p> <p>Much shallow repetition.</p>	Little to no formal structure although some sign of accurate sentence construction.	<p>The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information.</p> <p>This candidate might have mixed up information but there is a</p>

					smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.
Level 1 0-29	Perhaps some very vague implied focus.	Zero to extremely little evidence.	Very weak style of writing.	No structure.	This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.

*Source: Independent Examination Board (2011)*

The analysis of the learners' composite results is discussed, starting from the highest level, which is level 7, to the lowest level, which is level 1.

- ***Academic competence level 7***

This is the first and highest level of competence from top to bottom. Learners who performed at this level were expected to demonstrate outstanding competences in the skills shown in Table 4.13.

Only 22% of the learners managed to perform at level 7, which is an outstanding achievement (80-100%). Nineteen percent of those learners wrote in isiZulu and 3% of the learners who performed at this level wrote their test in English. This shows a huge discrepancy of 16% between the learners who chose to write in isiZulu and those who chose to write in English.

Learners who chose to write in isiZulu were able to express themselves clearly, whereas those who chose to write in English struggled with grammar. Depth of content and a good style of writing made the 3% of learners who wrote in English perform at this level. These exceptional cases might have been influenced by factors such as individual intelligence, hard work, “levels of access to or participation in a learning community, or because of the amount of mediation they receive from experts or peers, and because of how well they make use of that help” (Saville-Troike, 2006: 116).

The isiZulu speaking learners, who were sampled for this study, all come from communities that speak only isiZulu. However, some of them were able to overcome their predicament of having to write all their subjects in English and still perform at their best due to their own self-efficiency and self-regulatory reflexes. Nevertheless, it is evident from the results projected above that the majority of isiZulu speaking learners perform poorly because they are expected to write all their subjects in English. The 3% of learners who chose to write in English and managed to perform at this level is not good enough, and is cause for concern.

The analysis of the learners' essays is provided in a separate sub-section at the end of the analysis of the learners' composite results (see sub-section 4.5.3). Specific examples or extracts from the learners' essays are supplied and analysed by looking at different linguistic and grammatical technicalities such as the command of vocabulary and the correct use of terminology, syntax and semantics, orthography, and other aspects of grammar. This was analysed in a separate sub-section because its significance in this study demands full attention.

- ***Academic competence level 6***

This is the second level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.

Seventeen percent of learners performed at rating number six, which is a meritorious achievement (70-79%). Eleven percent wrote in isiZulu and 6% wrote in English. On this rating scale, there is a discrepancy of 5% between the learners who chose to write in isiZulu and those who wrote in English. Again, those who wrote in isiZulu are more prevalent.

- ***Academic competence level 5***

This is the third level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.

Sixteen percent of the learners performed at rating number five, which is a substantial achievement. Substantial achievement is between 60% and 69%. Thirteen percent of the learners who performed at this level wrote in English and 3% wrote in isiZulu. The performance scale is starting to demonstrate a massive change in competence levels. As we go down the competence levels, the scale begins to show a decrease in the number of learners who wrote in isiZulu, as many of them had performed at level seven and six, and there is an increase in the number of learners who chose to write in English.

- ***Academic competence level 4***

This is the fourth level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.



It is cause for concern that a large number of learners who performed at rating number four chose to write in English. Rating four is between 50% and 59% and it is considered an adequate achievement, which is equivalent to an average performance. Twenty two percent of the learners performed at this level, 19% of whom wrote their test in English and 2% wrote in isiZulu. There is a discrepancy of 17% between the learners who wrote in English and those who wrote in isiZulu. This is a cause for concern.

- ***Academic competence level 3***

This is the fifth level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.

Only the learners who wrote their test in English performed at rating number three, which is considered moderate achievement and is between 40% to 49%. At university level, this is a fail but at a high school level, it is a pass or moderate achievement. Fourteen percent of the learners passed at this level. This is also a cause for concern.

- ***Academic competence level 2***

This is the sixth level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.

Rating number two is called elementary achievement and is between 30% and 39%. At high school, learners can perform at this level and still pass. The 6% of learners who performed at this level were only the ones who chose to write their test in English. This is a cause for major concern.

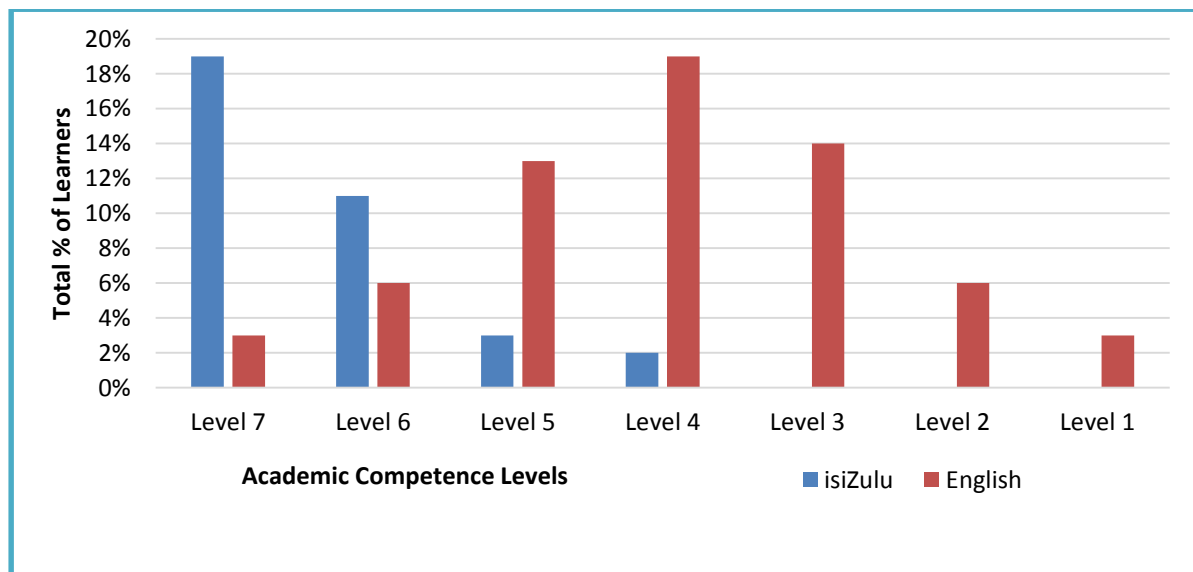
- **Academic competence level 1**

This is the seventh and last level of competence from top to bottom. Learners who performed at this level were expected to demonstrate the skills provided in Table 4.13.

Rating number one is called 'not achieved' and is between 0% and 29%. At high school, a learner is considered to have failed if he/she has performed at this level. This is actually a dismal failure. The 3% of learners who performed at this level wrote in English. These learners failed to express themselves clearly in English. The results may have been better should they have chosen to write in isiZulu instead of English.

The composite results of learners' performance in the experimental test are summarised in Table 4.14 below.

*Table 4.14: Summary of learners' composite results according to academic competence levels*



Nygotsky's *Sociocultural Theory of the Mind* (1978) helps us understand why learners who chose to write their experimental tests in English performed poorly in comparison to those who wrote theirs in isiZulu. The theory of development from a Vygotskian point of view (1978) suggests that a child's background and socialisation has a major bearing on

his/her 'cognitive development' (Seng, 1997: 4). The child's cultural roots and the way he/she interacts with the members of his/her community, especially the peers, have a major influence on the child's personal growth (Clark & Clark, 2008: 104). Interaction with the members of the community, therefore, is regarded as a way of creating a conducive climate for a child to grow intellectually and emotionally (op. cit.).

Clark and Clark (2008: 104) concur with this view. They maintain that second language acquisition is facilitated by interaction between the learner and a more proficient English speaker. Through interaction with more able English speakers, second language learners have access to models of language structure and are given an opportunity to practice what they learn and consequently, improve their second language acquisition (op. cit.).

Analysis of learners' essays is provided in the sub-section below. Specific examples or extracts from learners' essays are furnished and analysed by looking at different linguistic and grammatical technicalities such as the command of vocabulary, the use of correct terminology, syntax and semantics, orthography, and other aspects of grammar. This is done with the aim of demonstrating the strengths and weaknesses that learners evidenced in both isiZulu and English when they wrote the experimental test.

#### ***4.5.3 Analysis of grammar and terminology usage in learners' essays***

It was mentioned in the analysis of learners' composite results that learners who chose to write in isiZulu did exceptionally well in the experimental test. The lowest level of competence was level four, which is between 50% and 59%. A large number of these learners managed to perform at levels seven, six and five, which are the top three levels of competence.

The above-mentioned learners performed at their best for a number of reasons, for instance, their command of isiZulu as a language was good. These learners were able

to use the right terms in the right context. In the History section for example, one could have expected learners to battle with terminology, especially in the terms that do not feature in the news or media (TV, radio and newspapers) every day; terms such as 'black consciousness', 'universal suffrage', and many others.

In their endeavours to think of the correct terms to use in the right context, learners had to use isiZulu terms that already exist; the terms that were developed by isiZulu language experts who employed the techniques of borrowing, coining, compounding, and combining different words. These techniques are discussed in more detail below. Some terms are given as examples per technique. Further examples and how learners used the terms in context are given in Table 4.15.

- ***Borrowed terms that learners used in the experimental test***

In their essays, isiZulu speaking learners were able to use lexical items that are borrowed from English. The lexical items that isiZulu speaking learners used “are borrowed and adapted to the grammatical system of isiZulu and are assigned to noun classes” (Ngcobo, 2013: 21). These lexical items are also called adoptives because they have to undergo a process of “phonological assimilation to the isiZulu system” (ibid.). After assimilation to the linguistic structures of isiZulu, these lexical items, especially the adopted nouns are classified in different isiZulu noun classes “that usually accommodate adoptives, namely classes 1a/2a, 5/6 and 9/10” (Poulos and Msimang, 1998: 91). Class 8 is not mentioned by Poulos and Msimang. Class 7/8 is also used to accommodate adoptives as can be seen in examples such as ‘*isipanela*’ (spanner), ‘*isipikili*’ (nail) and ‘*isikelo*’ (scissors) which are all adoptives, and are accommodated in class 8.

<b>Examples:</b> <i>izinyunyana</i> (unions)	>	class 10
<i>iphalamende</i> (parliament)	>	class 5
<i>izitelaka</i> (strikes)	>	class 8

The lexical items '*izinyonyana*, '*iphalamende*' and '*iziteleka*' are commonly used amongst isiZulu communities in such a way that the majority of isiZulu learners are probably not even aware that they are borrowed nouns. This would simply mean that these lexical items have undergone the process of institutionalisation, which means that "borrowed words came to be generally used in society such that they are listed in dictionaries" (Bauer, 1988: 67).

There are loan words such as '*irandi*' (rand) and '*idola*' (dollar) that isiZulu speaking learners used in their essays. Although '*irandi*' and '*idola*' have been assimilated to the linguistic structure of isiZulu, they still sound foreign. This simply means that these terms have only undergone the process of lexicalisation, which "refers to the situation where a loan word is still recognised as a foreign word" (Ngcobo, 2013: 23). Lexicalisation is therefore an opposite of institutionalisation (ibid.).

Some isiZulu learners would use different noun prefixes for the same terms. Due to the fact that one term has been institutionalised while the other has been taken as it is from English, and only isiZulu noun prefix was added to it, would ultimately make those terms fall to different noun classes.

<b>Examples:</b> <i>izinyonyana</i> (unions)	>	class 10
<i>ama-union</i> (unions)	>	class 6

These variations in speech are usually caused by sociolinguistic factors "such the level of education, social class, age, gender, religion, etc." (Ngcobo, 2013: 23).

In the context of this study, it is clear that the variation in speech is caused by the geographical position since some isiZulu learners live in townships and others live in rural or semi-rural areas, as described in the demarcation of the study. It can be assumed that learners who come from townships are likely to use '*ama-union*' whereas learners who come from semi-rural and rural areas could possible use '*izinyonyana*.'

Learners who decided to prefix an isiZulu noun prefix to an English word did so either because they did not think of the correct standardised isiZulu term to use or because there is no standardised lexical item.

<b>Examples:</b> <i>ama-e-tolls</i> (class 6)	>	no standardised term
<i>ama-born frees</i> (class 6)	>	no standardised term
<i>i-democracy</i> (class 5)	>	standardised term = <i>intando yeninigi</i>
<i>i-peer pressure</i> (class 5)	>	standardise term = <i>ingcindezi yontanga</i>

- ***Coined terms that learners used in the experimental test***

The majority of isiZulu speaking learners were able to use the coined terms that are standardised and already in circulation in isiZulu communities and dictionaries. Coined lexical items are words that “have been formed from a native perspective of what the borrowed object or phenomenon might mean” (Ngcobo, 2013: 22).

<b>Examples:</b> <i>umnotho</i> (economy)	>	class 3
	>	coined from the verb ‘ <i>notha</i> ’ (get rich)
<i>intuthuko</i> (development)	>	class 9
	>	coined from the verb ‘ <i>thuthuka</i> ’ (to develop).

- ***Compound terms that learners used in the experimental test***

Most of the words isiZulu speaking learners used in their essays are terms that isiZulu language experts had developed through the process of compounding, which is joining two words to form a new lexical item. “Compounding also affects prefixation” because

the new lexical items are formed by prefixing isiZulu noun class prefixes “for every compound headed by a verb” (Bosch and Pretorius, 2011: 151)

- Examples:** *umbusazwe* (politics) > class 3  
 > class prefix *um-* + *busa* (rule) + *izwe* (country)
- izakhamuzi* (citizens) > class 8  
 > class prefix *izi-* + *akha* (build) + *umuzi* (house)

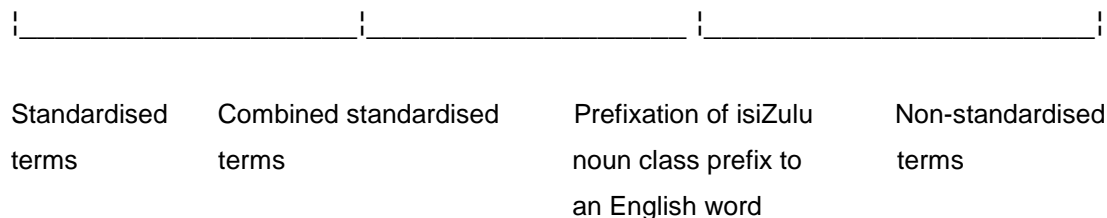
- ***Terms that learners used by combining different words***

Here learners were able to think of the correct terms to use in the right context by simply combining different types of standardised terms or words. It takes someone with a good knowledge of the language to exercise this skill because one does not only recall the standardised terms but also joins them by using correct grammatical links such as possessive concords, and many others.

- Examples:** *ilungelo likawonkewonke lokuvota* (universal suffrage) > class 5  
*ukuziqhenya ngokuba mnyama* (black consciousness) > class 15

The terminology that was used by learners in their experimental test can be summarised by means of a continuum.

*Figure 4.1: A continuum illustrating different extremes of terminology used by learners*



The above-mentioned continuum is illustrated in Table 4.15, which contains a list of terms that learners used in the experimental test. These terms were randomly selected from various learners' essays. They were selected from both sections (History and Life Orientation). The third column describes how learners used the terms in context.

Table 4.15: IsiZulu terms used by learners in the experimental test

English terms	Standardised isiZulu terms	How learners used the terms in context
Infrastructure	<i>ingqalasizinda</i>	<i>Impilo yami ayikho ngcono ngoba uhulumeni uyahluleka ukwakha ingqalasizinda</i> (My life is not better because government is failing to build infrastructure).
Development	<i>intuthuko</i>	<i>Impilo yami ayinayo inqubekela phambili ngoba intuthuko ayikho endaweni yangakithi</i> (I see no progress in my life due to a lack of development in my community).
trade unions	<i>izinyunyana</i>	<i>Izinyunyana zothisha ziteleka njalo okwenza siphazamiseke emsebenzini wethu wesikole</i> (Teachers' strikes that are organised by trade unions are detrimental to our academic success).
Poverty	<i>ububha</i>	<i>Impilo yami ayikashintshi ngoba ububha busihlasele emphakathini engiphuma kuwona</i> (My living condition is still the same due to poverty).
Politics	<i>umbusazwe</i>	<i>Intsha yabona isidingo sokuthi izibandakanye kwezombusazwe</i> (The youth saw the need to involve themselves in politics).
Constitution	<i>umthetho-sisekelo</i>	<i>Umthetho-sisekelo waleli lizwe uyalivikela ilungelo lami lokuvota</i> (My right to vote is enshrined in the constitution of this land).
Citizens	<i>izakhamuzi</i>	<i>Izakhamuzi zaseNingizimu Afrika sezinenkululeko</i> (The citizens of South Africa have freedom now).
Corruption	<i>inkohlakalo</i>	<i>Izimpilo zethu ngabe zingcono ukuba uhulumeni ophethe awugcwele inkohlakalo</i> (Our lives would be much better if the current government was not full of corruption).
Economy	<i>umnotho</i>	<i>Iziteleka zenza ukuthi umnotho wezwe lethu wehle</i> (Strikes cripple our country's economy)



English	Combined standardised isiZulu terms	How learners used the terms in context
universal suffrage	<i>ilungelo likawonkewonke lokuvota</i>	<i>Impilo yami manje isihamba kahle njengoba uwonkewonke esenelungulo lokuvota into eyayingekho kuqala</i> (Now my life is much better because of the universal suffrage, a right to vote that some people did not have before).
Apartheid laws	<i>inqubo-mgomo kahulumeni wobandlululo</i>	<i>Inqubo-mgomo kahulumeni wobandlululo wawucindezela amalungelo abantu abamnyama</i> (The apartheid laws were oppressing black people).
black consciousness	<i>ukuziqhenya ngokuba mnyama (in the test the term which was used is: ukuzigqaja ngokuba mnyama)</i>	<i>Ukuziqhenya ngokuba mnyama yikho okwenza abafundi basukume, balwe nalokho okwakuhlangozwa ngumbuso wangaleso sikhathi ukuthi bafundiswe ngesiBhunu</i> (Black consciousness had a direct impact on the students' protest against the use of Afrikaans as the medium of instruction).
Equality	<i>amalungelo alinganayo</i>	<i>Ngingasho ukuthi impilo yami isigcono manje ngoba sinamalungelo afanayo</i> (The equality that exists in our societies makes my life better now).
service delivery	<i>ukulethwa kwezidingongqangi emphakathini</i>	<i>Impilo yami ayikho ngcono ngoba uhulumeni uyahluleka ukuletha izidingo-ngqangi emphakathini</i> (My life is not better because government is failing to bring service delivery to our community).
Black Economic Empowerment	<i>ukubeka Abantu abamnyama phambili</i>	<i>Uhulumeni kumele inze ngcono izimpilo zethu ngokuth abeke abantu abamnyama phambili ngoba yibo abahlukumezaka ngezikhathi zobandlululo</i> (Government must improve our lives by implementing Black Economic Empowerment projects to redress the imbalances of the past).
Progress	<i>inqubekela phambili</i>	<i>Impilo yami ayinayo inqubekela phambili ngoba intuthuko ayikho endaweni yangakithi</i> (I see no progress in my life due to a lack of development in my community).
Sexism	<i>ukucwasa ngokobulili</i>	<i>Abesifazane eNingizimu Afrika basabhekene nenselelo enkulu yokucwaswa ngokobulili</i> (The struggle against sexism in South African is yet to be won).
freedom of speech	<i>ilungelo lokuveza uvo lwami</i>	<i>Impilo yami ingcono manje ngoba nginelungelo lokuveza uvo lwami</i> (My life is much better now because of my freedom of speech).
Communism	<i>inqubo yamadlela-ndawonye</i>	<i>Kungaba ngcono eNingizimu Afrika uma kungaba khona inqubo yamadlela-ndawonye</i> (It would be better if South Africa had adopted communism as an ideology).

English terms	Non-standardised isiZulu terms	How learners used the terms in context
electronic toll gates (e-tolls)	<i>ama-e-tolls</i>	<i>Nanka nama-e-tolls athe chithi saka iGoli lonke.</i> (Now we have e-tolls in Johannesburg).
municipality rates	<i>ama-rates</i>	<i>Amanzi nama-rates amba eqolo.</i> (Water and municipality rates are very expensive).
born-frees	<i>ama-born-frees</i>	<i>Abantu abasha abazalwe emva kuka-1994 babizwa ngama-born-frees.</i> (The born-frees are South African young people who were born after 1994).
anti-viral drugs (ARV)	<i>ama-ARVs</i>	<i>Badla inyawupe okuyizidakamizwa ezixutshwe nama-ARVs.</i> (They take the 'nyawupe' drug, which is mixed with ARVs).
Tenders	<i>ama-tender</i>	<i>UHulumeni kumele uqede uhlelo lwama-tender ngoba kuzuza abambalwa kulona.</i> (Government should do away with the tender system because it benefits only the few).
<i>Black Economic Empowerment</i>	<i>i-Black Economic Empowerment</i>	<i>Manje sekungcono ngoba i-Black Economic Empowerment isisiza abantu abamnyama ukuthi bakwazi ukuba namabhizinisi.</i> (The situation is much better now because Black Economic Empowerment help Black people to start businesses).
<i>Civil Engineer</i>	<i>i-Civil Engineer</i>	<i>Uma ngiqeda isikole ngifuna ukuba i-Civil Engineer.</i> (When I finish school I want to be a Civil Engineer).
Standardised isiZulu terms that learners could have used	Prefixation of isiZulu noun class prefix to an English word	How learners used the terms in context
Izinsalelo	<i>ama-challenges</i>	<i>Intsha yanamuhla ibhekene nama-challenges amaningi.</i> (The youth of today is facing a variety of challenges).
Izinhlelo	<i>ama-plans</i>	<i>Ukukhohlisana nabangani kungaphazamisa ama-plans akho elikusasa.</i> (Peer pressure can defer your future plans).
intando yeningi	<i>i-democracy</i>	<i>Impilo yami isingcono manje ngoba i-democracy isenza sibe namathuba amaningi empilweni kunabazali bethu.</i> (My life is much better compared to my parents' because of democracy).
ingcindezi yontanga	<i>i-peer pressure</i>	<i>Intsha ivumela i-peer pressure yingakho nje igcina ingenayo imfundo.</i> (Young people end up with no education because of peer pressure).
Ubandlululo	<i>i-Apartheid</i>	<i>I-Apartheid yaba nomthelela omubi ezimpilweni zabantu abamnyama baseNingizimu Afrika.</i> (Apartheid had detrimental effects on the lives of Black South Africans).

uMthethosivivinywa waMalungelo	<i>i-Bill of Rights</i>	<i>Emva kukua-1994 uma kuphuma i-Bill of Rights abantu besifazane bazithola sebenikwe amalungelo futhi sebelingana namadoda. (After 1994, the Bill of Rights empowered women and made them equal to men).</i>
Isabelozimali	<i>i-budget</i>	<i>UHulumeni kumele enyuse i-budget enikezwa uMnyango weZemfundo. (Government should increase budget allocated to the Department of Education).</i>
iSenzangakhona	<i>i-Affirmative Action</i>	<i>I-Affirmative Action isiza abantu abamnyama baseNingizimu Afrika ukuthi bathole amathuba okuphumelela empilweni. (Because of Affirmation Action, Black South Africans are now able to get better opportunities to improve their lives).</i>

When one reads the essays that the learners wrote in isiZulu, one is easily impressed by the choice of words that they used and the extensive knowledge of vocabulary they had. Their command of the language created a smooth flow of the argument. The style of writing makes one carry on reading.

Table 4.16 gives an extract taken from two learners' essays. These learners were able to express themselves with ease because they were using their mother tongue and, in return, they were able to obtain an outstanding set of results in both sections of the experimental test. Full copies of Learner 1's essays are provided in Appendix K.

*Table 4.16: Extract 1, taken from learners' essay*

Learner 1	<p><b><u>History section:</u></b></p> <p><i>Iqembu le Black Conscious Movement lasekela kakhulu izibhelu zango 1976 ngoba zazilwisana nokucindezelwa kwabantu abamnyama ngenxa yobandlululo. Njengoba leli qembu lalizigqaja ngobumnyama lasusa izibhelu ngoba kuphoqwa abantu abamnyama ukuba bafunde ngesiBhunu. Lokhu yayikubuka njengenhlamba ikakhulukazi emiphakathini eyayikhuluma isiZulu nesiXhosa. Loku kuphoqwa kwakumelene nomgomo owawuseqhulwini kwi-Black Consciousness Movement, lowo okwawokuzigqaja ngobuzwe babantu abamnyama.</i></p> <p>(The Black Consciousness Movement was a stirring force behind the Soweto</p>
-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>uprisings of 1976. These uprisings were against racial discrimination of black people. The Black Consciousness Movement was the reason why Soweto students stood up against the use of Afrikaans as the medium of instruction in black township schools. Being forced to learn in Afrikaans was against what the Black Consciousness Movement stood for and was a direct form of racial discrimination against black people).</p> <p><b><u>Life Orientation section:</u></b></p> <p><i>Sengiyakwazi ukuthola imfundo noma ngingenayo imali yokufunda. Sengiyakwazi nokusebenzisa izinto zokungcebeleka ngenkululeko. Njengokuthi nje ngingabhukuda kunoma kuphi ngaphandle kokwesaba ukuthi ngizoboshwa. Akukho futhi ukucwasa ngokwendawo yokuhlala. Ngihlala yinoma yikuphi inqobo nje uma ngizokwazi ukumelana nezindleko ezihambelana naleyo ndawo. Nginelungelo lokuthi ngihlulelwe yinkantolo uma ngenze okungalungile futhi nakho ukuhlulelwa kwenzeka ngendlela egculisayo.</i></p> <p>(Now I get education even though I do not have money to pay for the fees. I can now use any recreation enmities without any fear of being arrested or victimised. I can also live anywhere I want to as long as I have the money to pay for living there. No one will discriminate against me purely because of the colour of my skin. I cannot be detained without trial or judged unfairly by any court).</p>
Learner 2	<p><b><u>History section:</u></b></p> <p><i>Umbono wami uthi izwe <b>leNingizimu</b> Africa ngabe alikho lapha elikhona namuhla ukube abantu abafana noBiko abazange basukume balwelwe inkululeko. UBiko wagquguzela abantu abamnyama ukuthi bazithande futhi balwele amalungelo abo. Abantu abasha abazalwe emva kuka-1994 babizwa ngama-<b>born-frees</b>. <b>Ama-born frees</b> kumele azi ngeqhaza elabanjwa ngabantu abafana NoBiko ekuletheni inkululeko.</i></p> <p>(I am of the opinion that this country, South Africa, could not have been where it is today if people like Biko did not stand against oppression and fought for freedom. Steve Biko promoted black consciousness and courage to</p>

stand for your rights. The born-frees who are young people who were born after 1994 should learn about people like Biko who contributed immensely for us to have the freedom that we have today).

**Life Orientation section:**

*Kungikhathaza inhliziyo **nenqondo** ukucabanga ukuthi thina njengabantu bakuleli lizwe salwela inkululeko ukuze sikwazi ukuthuthuka njengamanye amazwe kodwa sisalele emuva, sibanje yinhlupheko nenkohlakalo.*

*Inhlupheko elethwa nguhulumeni wona lo esamvotela **ngo 1994**.*

*Sathenjiswa izindlu, imisebenzi, imfundo ephakeme kanye namathuba okuzithuthukisa ezweni lethu nangaphandle kweNingizimu **Afica**. Kodwa emva kweminyaka engaphezu kweshumi nesishiyagalombili kuyabonakala ukuthi uhulumeni wethu uyahluleka.*

(It troubles my heart and my mind when I think of the sacrifices that were made for us to have the freedom that we have today. But we are still lagging behind in terms of development when compared to other countries.

We were promised houses, jobs, quality education and opportunities to develop ourselves, within and outside of South African borders. After more than 18 years into democracy, government is still failing to fulfil its promises).

There is no doubt that the choice of words used by learners above is good. However, having said that, there are some linguistic and grammatical aspects that learners failed to observe. For example, Learner 1 wrote '***iqembu le Black*** Consciousness Movement and '***izibhelu zango 1976***'. The word '*le*' if it is used on its own becomes a demonstrative, which means 'this'. In the context of the sentence above, the learners did not intend to use '*le*' as a demonstrative; he/she wanted to use it as a possessive, meaning 'of'. When '*le*' is used as a possessive, it is not separated from the noun or pronoun. For example, '*Ipeni lendoda*' (the pen of a man). If the possessive '*le*' precedes a noun that is taken from a foreign language; the two must be separated by a hyphen (-). For example, '***iqembu le-Black*** Consciousness Movement'. The failure of the learner to join the possessive '*le*' with the term '*black consciousness*' had a negative impact on the semantics or meaning of the whole sentence. According to isiZulu

orthography, the learner was also supposed to use a hyphen between '**zango**' and **1976** (i.e. **zango-1976**). This, however, does not influence the meaning of the whole sentence. However, grammatical errors like these are costly, especially when they are constantly repeated.

The learner also committed other non-grammatical errors that discredited his/her essay. For example, in the content, the learner's continued use of the word **iqembu** (party) discredits his/her knowledge of what Black Consciousness Movement is. This learner is under the impression that the Black Consciousness Movement was a political party whilst it was an ideology or philosophy that was aimed at instilling self-respect and pride amongst the black people of South Africa. It was a movement to decolonise the black people's state of mind or remove their sense of inferiority.

Learner 2 also committed some few grammatical and terminology errors. For examples, instead of writing '*izwe laseNingizimu Afirka*' the learner wrote '*izwe **leNingizimu Africa***.' The learner used the incorrect possessive concord. She/he also spelled 'Africa' as it is spelled in English. Furthermore, the learner did not separate 1994 with a hyphen. Regarding terminology, the learner decided to use '**ama-born-frees**' because he/she could not think of the correct term to use. Nevertheless, the majority of learners who chose to write in isiZulu were able to express themselves clearer than those who chose to write in English.

There were, however, isiZulu speaking learners who were able to write good essays in English, despite facing language challenges. Some of these learners were able to perform at the top three levels of competence. Although the essays had grammatical errors, the content was good and the style of writing was acceptable.

As an example, Table 4.17 shows an extract taken from one of the learners' essays. For the purpose of clarity, language and grammatical errors committed by the learner are highlighted in bold.

Table 4.17: Extract 2, taken from a learner's essay

Learner 1	<p>“The Black Consciousness which was the philosophy that was <b>emerged</b> by <b>Stive</b> Biko played a <b>significance</b> role in <b>inspirings</b> the students of 1976 in Soweto <b>for revolting for</b> what was not suitable to them as students.</p> <p>The message of Biko's philosophy appealed to the youth of 1976 as students were influenced by it to revolt or protest <b>for unconstructive</b> government policies <b>which was</b> very cruel to the students as they were forced to learn half of their subjects in Afrikaans....”</p>
-----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Although the extract of an essay given Table 4.17 is marked by few grammatical errors such as incorrect tenses, incorrect use of prepositions, spelling, and incorrect use of terminology, the essay was not extremely poor because one can get a sense of what the learner is trying to say.

There are, however, many examples of learners' essays that were substandard. These learners could not express themselves clearly in English. Their essays had a great number of grammatical errors which made it almost impossible to comprehend what they were trying to say. Table 4.18 shows how learners struggled to express themselves clearly in English. This is why many of them did not perform well in the experimental test. Language and grammatical errors committed by the learners are highlighted in bold.

Table 4.18: Extract 3, taken from two learners' essays

Learner 1	<p><b><u>History section:</u></b></p> <p>“The Black consciousness Movement is a philosophy that was formed by <b>Stev</b> Biko. The aim was to remove the <b>inferior staters</b> that was</p>
-----------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>impress</b> to the minds of the blacks...  This was <b>acause</b> in Soweto uprising where many students <b>were carry</b> <b>theie graveance</b> others were written To Hell with Afrikaans others were written Do not want Afrikaans. The police <b>man have</b> open fire...”</p> <p><b><u>Life Orientation section:</u></b></p> <p>“<b>Am</b> very proud of who I am and I appreciate that <b>ther</b> are people who are like Mr Biko who <b>fight</b> for our South Africa to be free from Apartheid laws that were <b>presented</b> by <b>white</b> people against <b>black south Africans</b>.  <b>This</b> apartheid laws were about to <b>prove blacks in an inferior position against</b> white...”</p>
Learner 2	<p><b><u>History section:</u></b></p> <p>“Black Consciousness was the <b>Philosophy to Promote. Self-esteem. In terms of to ensure</b> that Black people. <b>Cun be. a</b> prove themselves to <b>the form of</b> who they are...”  “<b>Infact</b> if you <b>wanna compared.</b> the civil right movement <b>also</b> the Black consciousness you could see that <b>they about a same position interms of compared</b> as well...”</p> <p><b><u>Life Orientation section:</u></b></p> <p>“As I know that that South <b>Africa. is</b> a country. <b>Which is. coming from. the. Apartheid. to me. it isn't easy to. Say they. is an a way of Success. cause. on the new South Africa. the things. are. Going to strong step by step.</b> For me I must say-<b>I can see. the. future. to my self and. also the country. that I belong to as well.</b>”</p>

The essays of learners 1 and 2 had a number of grammatical errors such as spelling, the incorrect use of tenses, the incorrect use of terminology and orthography, but the essay of learner 1 is much better than the essay of learner 2. At least with learner 1, one could guess where the argument was leading. Learner 2 did not know when to use small or capital letters, where to use a full stop or where a sentence began or ended. In fact, this learner did not even know what a sentence is. This made it extremely difficult



to comprehend what this learner was trying to say. Any second language learner is bound to make grammatical errors, but there should not have been so many. The essays mentioned and analysed above were written by the Grade 12 class of 2013. At the end of the year, these learners were expected to write all their examinations in English. It is, however, evident from what they had written (see examples in Table 4.18) that these learners find it difficult to express themselves clearly in English. Full copies of the learners' essays are furnished at the end of this study in Appendix K.

It became obvious that the majority of isiZulu speaking learners in KwaZulu-Natal are finding it difficult to express themselves in English. This has a direct impact on their academic achievements. IsiZulu speaking learners who attend affluent schools i.e. former Model C and private schools do not experience the same problem that is experienced by isiZulu learners who attend the previously disadvantaged schools. In the next section, it will be shown that data collected through observation does shed some light on what differentiates these types of learners. Data collected through interviews explain how this difference between isiZulu speaking learners who attend previously disadvantaged schools and those attending affluent schools impact on their academic achievements.

#### **4.6 ANALYSIS OF DATA GATHERED THROUGH OBSERVATION AND INTERVIEWS**

When the benchmark for this study was discussed in Chapter 1, it was mentioned that isiZulu speaking learners who attend affluent schools, which according to this study are former Model C and private schools, are doing well academically when compared to isiZulu speaking learners who attend previously disadvantaged schools.

It was, therefore, crucial for the purpose of strengthening the argument of this study that the behaviour of isiZulu speaking learners who attend affluent schools is also observed and that teachers of both affluent and previously disadvantaged schools are interviewed.

It must be emphasised, though, that isiZulu speaking learners who attend affluent schools are not part of the problem that is being studied in this study because those learners do well academically compared to isiZulu speaking learners who attend previously disadvantaged schools. These learners were also observed solely with the intention of discovering the difference between these two sets of learners (i.e. the ones who attend previously disadvantaged schools and the ones who attend affluent schools).

The researcher has been teaching isiZulu first additional language for almost 12 years: seven years in a former Model C school (2002–2009) and five years in a private school (2010 to present, 2014). The behaviour of isiZulu speaking learners in affluent schools is completely different from the behaviour of isiZulu speaking learners who attend the 10 previously disadvantaged schools that were visited during the months of June and July 2013 and February and March 2014, when the fieldwork was conducted. During the last 12 years as an isiZulu teacher in these affluent schools, the researcher observed that isiZulu learners in these schools do not speak isiZulu when they converse amongst themselves during breaks and even during isiZulu classes.

The demographics of these schools influence the behaviour of isiZulu speaking learners. Affluent schools are racially mixed, with learners coming from diverse linguistic and cultural backgrounds. The isiZulu teachers in these schools are mainly Zulus. The rest of the teachers do not speak isiZulu at all, and almost all of them are whites. This has a major impact on the medium of instruction and the language of communication. English is offered as a primary language and isiZulu is studied only as a first additional language. English is the language of teaching and learning and isiZulu is never used. Proficiency in English is therefore not a problem for the learners, including those whose mother tongue is not English.

This has positive consequences. The positive impact is that these learners are able to pass their final examinations because English is not a language barrier to them, unlike their counterparts who attend previously disadvantaged schools.

The behaviour of the isiZulu speaking learners in the 10 previously disadvantaged schools visited by the researcher was very different from the behaviour of the isiZulu speaking learners mentioned above. The researcher visited each school more than twice and each time it was noted that when learners converse amongst themselves, they use isiZulu, not English. The researcher was fortunate to note this because the schools were visited during breaks or lunch times. The learners were heard shouting, calling and conversing with each other only in isiZulu while participating in all sorts of activities in the schoolyard.

While in the staffrooms conversing with the teachers, the researcher noted that learners came at different times to converse with their teachers in isiZulu and that the teachers also conversed amongst themselves only in isiZulu.

As mentioned in the affluent schools, the demographics of these schools also play a major role in the language of communication although circumstances and consequences are completely different.

All the learners in the previously disadvantaged schools visited by the researcher were black South Africans whose mother tongue is isiZulu, and almost all the teachers were isiZulu mother tongue speakers. English, in these schools, is offered as a first additional language and isiZulu as a primary language.

English is supposedly a language of teaching and learning, but IsiZulu is often used to clarify complex concepts because English acquisition is believed to be a problem for many learners. This simply means that the language that the learners are exposed to on a daily basis both on and outside the school premises is isiZulu. Nevertheless, these learners are expected to write all their subjects in English.

It is not surprising therefore, that when the researcher did a follow-up interview with the teachers of both the affluent and previously disadvantaged schools to establish how their matriculants performed in 2013, there was a huge gap between the two sets of

schools. The matric results of both the affluent and disadvantaged schools are presented in Tables 4.19 to 4.21.

It must be emphasised again that it is not the aim of this study to draw a comparison between the matric results of affluent and previously disadvantaged schools. The matric results of these schools are discussed solely with the intention of enforcing the research statement of this project. This study claims that isiZulu speaking learners in previously disadvantaged schools in KwaZulu-Natal perform badly academically (when compared to their counterparts who attend former Model C and private schools), mainly because they are compelled to write all their subjects in English.

The former Model C and private schools in KwaZulu-Natal do well academically. Learners in these schools (both isiZulu speakers and non-isiZulu speakers) are advantaged because they all learn English (which is the language of teaching and learning) as a home language. Although one may not attribute a single factor to their consistent outstanding academic success, language does play a major role. Teachers' responses to the impact of language on academic performance of isiZulu speaking learners confirm the responses that were already made by learners to the questionnaire of this study.

From the interviews conducted about the matric results in both affluent and previously disadvantaged schools, it is evidently clear that the affluent schools do well academically when compared to the previously disadvantaged schools.

Table 4.19 reflects the 2013 matric results obtained by three affluent schools in KwaZulu-Natal. School A and B are former Model C schools and School C is a private school.

Table 4.19: Summary of 2013 matric results obtained by affluent schools

Schools	Short summary of 2013 matric results	
School A (Former Model C school)	Number of candidates who wrote Grade 12 final exam	218
	Bachelor degree passes	209
	Diploma passes	9
	Number of candidates who passed	218 (100% pass rate)
	Subject distinctions	567
School B (Former Model C school)	Number of candidates who wrote Grade 12 final exam	225
	Bachelor degree passes	173
	Diploma passes	52
	Number of candidates who passed	225 (100% pass rate)
	Subject distinctions	296
School C (private school)	Number of candidates who wrote Grade 12 final exam	102
	Bachelor degree passes	102
	Number of candidates who passed	102 (100% pass rate)
	Subject distinctions	370

The results of two schools given in Table 4.20 and Table 4.21 were requested from the schools that form part of this research project. These results were obtained as a follow up, after questionnaires and experimental tests were concluded. Analysing the final examination results of the schools is not part of this project.

The results were obtained, however, in order to check how those schools performed in the final examinations. Since the fieldwork-study was conducted in semi-rural and semi-urban (i.e. township) schools, it was decided that at least two matric results (one from a township school and one from a semi-rural school) would suffice.

School A, as illustrated in Table 4.20, gives an overall summary of the results obtained by the township school.

*Table 4.20: Summary of 2013 matric results obtained by a township school*

<u>School A</u> (township school)	Number of candidates who wrote Grade 12 final exam	131
	Bachelor degree passes	16
	Diploma passes	25
	Senior Certificates passes	63
	Number of learners who passed	104 (80% pass rate)
	Subject distinctions	10
	Number of candidates who did not pass	27
	Number of candidates who qualified for supplementary examinations from those who did not pass	17

School B, as illustrated in Table 4.21, gives a more detailed analysis of how learners performed in each subject. The results are spread across all seven levels of academic competencies.

*Table 4.21: Presentation of 2013 matric results obtained by learners per subject in a semi-rural school*

<b>Subject</b>	<b>Total Number of learners</b>	<b>80-100</b>	<b>70-79</b>	<b>60-69</b>	<b>50-59</b>	<b>40-49</b>	<b>30-39</b>	<b>0-29</b>	<b>Overall Pass %</b>
IsiZulu Home Language	90	08	31	35	14	02	00	00	100%
English First Additional Language	90	00	05	21	32	18	09	05	94%
Accounting	31	00	01	02	03	09	11	05	84%
Business Studies	31	01	02	04	08	09	03	04	87%
Economics	31	00	00	01	05	12	07	06	81%
Mathematics	30	00	01	00	02	02	04	21	30%
Maths Literacy	61	00	01	01	07	11	17	24	61%
Physical Science	23	00	00	01	04	03	04	11	52%

Geography	23	00	00	01	02	09	06	05	78%
Life Sciences	62	00	01	01	02	05	11	42	32%
Life Orientation	91	00	16	50	01	00	00	00	100%
History	23	00	01	01	02	02	11	06	74%
Music	14	00	00	01	03	10	00	00	100%
Tourism	91	00	02	10	22	21	28	08	91%

Table 4.21 gives a more detailed analysis of how learners in School B (semi-rural school) performed in each subject that is offered at the school. The results are spread across the seven levels of academic competencies, ranging from 0%-100%. What is noticeable from the results is that learners were only able to perform at level 7 (80%-100%) in isiZulu (8 learners) and in Business Studies (1 learner). The majority of learners performed at levels one to six, depending on the subject. There seems to be a pattern if one analyses the results of the experimental test (see sub-section 4.6.2) and the results illustrated in Table 4.21.

A comparison of the results obtained by the former Model C and private schools with the results obtained by the previously disadvantaged schools reveals a higher failure rate in the previously disadvantaged schools than in the affluent schools where there was one or no failures at all.



The picture painted above gives prominence to the significance of this study. However, the aim of this study was not to compare affluent and previously disadvantaged schools. It was to investigate whether language might be a learning barrier for the isiZulu speaking learners in KwaZulu-Natal specifically. The matric results of these schools were only discussed to show the level of unevenness that exists between affluent and previously disadvantaged schools.

#### **4.7 CONCLUSION**

This chapter revealed that some learners have negative attitudes toward the indigenous languages of the country. It shows that learners' attitudes towards isiZulu, for example, are influenced by the fact that the world in and outside the school environment does not (in practice) put a meaningful value on the use of African languages.

A large number of learners indicated that they are proficient in isiZulu. They believe that if isiZulu were used as the language of teaching and learning, many learners would be able to understand the subject matter much better. However, because isiZulu is not given an equal status to English in and outside the school environment, many learners indicated that they would prefer to learn in English, the language they understand at first or second additional level, rather than in isiZulu, the language they have a good command of.

Participants in this study speak isiZulu all the time in their communities, amongst themselves and with their teachers. English, which is currently the language of teaching and learning, is like a foreign language to these learners. It is, therefore, highly unlikely that these learners could perform at their best if they write their tests and examinations in the language in which they have no cultural ties or exposure.

The themes chosen in the experimental tests were already covered by the students in their matric syllabus. This meant that although these learners had already received guidance from their teachers, they still could not perform to their level best because they

battled to express themselves clearly in English. The majority of learners who chose to write their tests in isiZulu were able to unleash their maximum potential. This chapter demonstrated that some learners do acknowledge the importance of learning all their subjects in isiZulu, and that they believed that this would improve their academic performance.

The learners' responses to questionnaires indicated (almost with minimal contestation) the significance of English in fostering interracial and intercultural relations, but that does not justify the continued use of English as the only language of teaching and learning across the board. The results of the experimental tests showed that the current state of affairs is not of benefit to anyone. Learners who chose to write the test in isiZulu performed much better than those who wrote in English.

This chapter revealed that former Model C and private schools in KwaZulu-Natal do well academically. All the learners in these schools (both isiZulu speakers and non-isiZulu speakers) are advantaged because they all learn English (which is the language of teaching and learning) as a home language. Although one may not attribute a single factor to their consistent outstanding academic success, language does play a major role. In 2013, for example, South African public schools had a pass rate of 78.2% and private schools that wrote examinations provided by the Independent Examination Board (IEB) had a 98.6% pass rate nationally. The pass rate in KwaZulu-Natal public schools was 74.4%, but a huge percentage of these learners did not have entrance to a bachelor degree. The majority of those who did were from the former Model C schools, not the previously disadvantaged schools.

When comparing results obtained by the former Model C and private schools with results obtained by the previously disadvantaged schools, one sees that the failure rate is higher in the previously disadvantaged schools than in the affluent schools, where there might be one or no failures at all.

The picture painted above gives prominence to the significance of this study. The aim of this study, however, was not to draw a comparison between affluent and previously disadvantaged schools. On the contrary, it was aimed at investigating whether language might be a barrier to learning, specifically on isiZulu speaking learners in KwaZulu-Natal. The matric results of these schools were only discussed to show the level of unevenness that exists between affluent and previously disadvantaged schools.

It must also be emphasised that this study acknowledges that there are previously disadvantaged schools that are doing exceptionally well in their matric examinations, but those are just a drop in the ocean. One example of such schools is a school called Velangaye Comtech in Nkandla, KwaZulu-Natal, which achieves a consistent pass rate of about 90%, with many distinctions despite having 70% un- and under-trained teachers (Prew, 2013: 1). The fact is that the majority of previously disadvantaged schools, especially those found in the isiZulu speaking communities, are underperforming academically. This chapter proved empirically that language is the main contributor to this problem.

The lowest level of competence that was demonstrated by learners who wrote their experimental test in isiZulu was level four, which is between 50% and 59%. Many learners who chose to write in isiZulu managed to perform at levels five to seven. This is conclusive enough to substantiate the argument that the use of isiZulu as a language of teaching and learning can indeed push learners to reach their maximum potential.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The aim of the study was to address the problem of the high failure rate in previously disadvantaged schools in KwaZulu-Natal. The hypothesis of this study affirmed that using isiZulu as the language of teaching and learning could contribute to a greater understanding of concepts in different learning areas, and could thus push isiZulu speaking learners into reaching their maximum potential.

This research study examined Cummins' interdependence hypothesis (1979, 1996 and 2000) which shows that skills learnt in the home language can be transferred to learning the first and second additional language (2000). Cummins (2000), in de Jong (2011: 75), argues that this outcome can be explained by thinking of the two languages as a “think tank reinforcing each other through interdependence and transfer, and not as two separate, isolated containers with limited capacity.”

The findings of this research study agree with Cummins' (2000) theory that skills learnt in the primary language can be transferred to learning the first and second additional language. That is the reason why the study calls for the introduction of a language policy that will promote dual bilingual education where both isiZulu and English are used as the languages of teaching and learning in KwaZulu-Natal. The study has proven that this approach to education will facilitate better understanding of the subject matter and thus curb the high failure rate, especially in the so called 'Black schools'.

Research conducted by Cummins (1996) has shown that it takes five to seven years before a child's first additional language approaches academic proficiency in the home language. Cummins' interdependence approach was, therefore, examined and analysed in this study to establish whether the KwaZulu-Natal isiZulu speaking learners are able

to develop from having basic interpersonal communication skills to a more advanced cognitive academic proficiency in English when they sit for their matric examinations, which are written in English.

Research designs such as questionnaires, experimental tests, interviews and observations were utilised with the aim of gathering the data that was used to support the hypothesis of this study.

The findings will be summarised in this chapter by looking specifically at each question that was raised. The recommendations that are given at the end of the chapter were informed by the findings of this research study.

## **5.2 SUMMARY OF FINDINGS**

The findings of the study are summarised in this section by looking specifically at the literature review and the results of data gathered through the fieldwork-study. This is done by giving answers to each research question of this study.

- ***Is South Africa promoting an additive bilingual education or subtractive bilingual education?***

Instead of adopting dual bilingualism where both isiZulu and English are used as the languages of teaching and learning, the South African Department of Basic Education opted for mother tongue (developmental) bilingualism, where in the context of KwaZulu-Natal, isiZulu is used as the language of teaching only in the foundation phases in order to give way for English to be used as the medium of instruction in the later phases of the isiZulu speakers' academic lives. By enforcing this language policy, the South African Department of Basic Education was entrenching subtractive instead of additive bilingualism either indirectly or directly.

- ***How does the use of English as the language of teaching and learning affect the academic achievements of isiZulu speakers?***

A large number of learners (46%) indicated that they are not proficient in English. This was confirmed by the results of the experimental test. The majority of isiZulu speaking learners who chose to write their experimental tests in English instead of in isiZulu did not unleash their maximum potential. Some of them failed dismally because they could not express themselves clearly in English. These findings prove that the continued use of English as the only language of teaching and learning in previously disadvantaged schools is the main cause of poor academic performance of isiZulu speaking learners in KwaZulu-Natal.

The majority of isiZulu speaking learners (61%) believe that if isiZulu were to be used as the language of teaching and learning, many would be able to understand the subject matter much better. However, because isiZulu is not given an equal status to English in and outside the school environment, many learners indicated that they would prefer to learn in English, the language they struggle to understand, rather than in isiZulu, the language they have a good command of.

- ***How can the use of isiZulu, as a language of teaching and learning, improve the pass rate in the previously disadvantaged schools?***

The study demonstrated that a number of isiZulu speaking learners (46%) had difficulties to understand or interact with concepts in different subjects when they are presented and written only through the medium of English. The results of the experimental tests showed that the current state of affairs is not of benefit to isiZulu speaking learners of KwaZulu-Natal. Learners who chose to write the test in isiZulu performed much better than those who wrote in English.

The lowest level of competence that was demonstrated by learners who wrote their experimental test in isiZulu was level four, which is between 50% and 59%. The majority

of learners who chose to write in isiZulu managed to perform at levels five to seven of the marking grid. These findings are conclusive enough to substantiate the argument raised by the hypothesis of this study (see Chapter 1) that the use of isiZulu as a language of teaching and learning can indeed push the KwaZulu-Natal isiZulu speaking learners to reach their maximum potential academically.

This study revealed that isiZulu speaking learners who attend former Model C and private schools in KwaZulu-Natal do better academically than learners who attend previously disadvantaged schools. All the isiZulu speaking learners in the former Model C and private schools are advantaged because they all learn English (which is the language of teaching and learning) as a home language. Although one may not attribute a single factor to their consistent outstanding academic success, language does play a major role.

In 2013, for example, South African public schools had a pass rate of 78.2% and learners in private schools who wrote examinations provided by the Independent Examination Board (IEB) had a 98.56% pass rate nationally. The pass rate in KwaZulu-Natal public schools was 77.4%.

One's response to such a situation is that government should pass a language policy that allows isiZulu speaking learners in KwaZulu-Natal to be taught in their home language, not only in the foundation phases as is currently happening, but also throughout their scholastic years.

- ***Will dual bilingual education push isiZulu speaking learners in KwaZulu-Natal to reach their maximum potential where isiZulu and English are the languages of teaching and learning throughout the scholastic years of the learners?***

Asked whether they feel that their teachers explain better in isiZulu than in English, the majority (74%) of learners agreed. Only 15% disagreed whereas 11% of learners were

uncertain. This is one of the reasons why the study proposes a dual bilingual education system where both English and isiZulu are used as languages of teaching and learning throughout the schooling of the KwaZulu-Natal isiZulu speaking learners. This would assist both learners and teachers to understand and simplify complex concepts. If, for example, some concepts are difficult to understand in English, both teachers and learners can switch to isiZulu, and vice versa. The use of both isiZulu and English in the classroom would facilitate better understanding of the subject matter.

Examinations should also be set in both languages and learners should have a choice of which language they wish to use. This would ensure that the KwaZulu-Natal isiZulu speaking learners are able to excel academically in the same way as their counterparts, who attend former Model C and private schools.

Dual bilingual education would help the KwaZulu-Natal isiZulu speaking learners to develop proficiency in both isiZulu and English because both the languages would be receiving equal attention in school and society. This, as a result, would ensure that isiZulu speaking learners are able to express themselves clearly when they sit for examinations and that they are able to unleash their maximum potential.

- ***What are the learners' attitudes and beliefs towards the use of isiZulu as a language of teaching and learning?***

Learners were asked to present their views briefly on the prospect of using isiZulu as a language of teaching and learning instead of English. Some learners were against the idea while others supported it. Those who opposed the idea thought that English would open job opportunities for them and that proficiency in English facilitates interracial and intercultural relations. Those who supported the idea thought that English is the main reason why the majority of learners fail the matriculation examination because they are unable to express themselves clearly in English.



Learner 1 for example said: “IsiZulu is better than English. We will pass if we learn in isiZulu. I prefer isiZulu than English.” Learner 2 disagreed with learner 1 by saying: “I say no because if we replace English with isiZulu our dreams of finding good jobs will be dashed.” Learner 3 said: “There are subjects that you cannot teach or write in isiZulu, subjects like Mathematics.”

The researcher acknowledges the importance of English as an international language. That is the reason why the researcher does not support the idea of replacing English with isiZulu as the language of teaching and learning. The researcher believes that a dual bilingual education, where both isiZulu and English are used as languages of teaching and learning, will benefit the KwaZulu-Natal isiZulu speaking learners.

- ***When given a chance to write the experimental tests in isiZulu, how did the isiZulu speaking learners fare?***

The results of experimental tests carried out in this study have shown that the learners who wrote their tests in isiZulu were able to do better than those who wrote in English. For example, only 22% of learners managed to perform at rating number 7, which is an outstanding achievement (80%-100%). Nineteen percent of those learners wrote in isiZulu. Three percent of the learners who performed at that level wrote their test in English. This showed a huge discrepancy of 16% between the learners who chose to write in isiZulu and those who chose to write in English.

The learners who chose to write in isiZulu were able to express themselves clearly and to use the correct terminology by looking beyond the actual word and think deeply about the concept the word represented. They were able to analyse the features, the characteristics and even the functions of various concepts used in the experimental test. Once they had achieved that, these learners then had to think of a term that could be used equivalently to the concept that was being analysed. These learners were able to use the terms in a manner that was appropriate to the orthography, the phonology, syntax, morphology and semantics of the language.

In their endeavours to think of the correct terms to use in the right context, learners had to use isiZulu terms that already exist; the terms that were developed by isiZulu language experts who had employed the techniques of borrowing, coining, compounding, and combining different words. These techniques were discussed in detail in Chapter 4 and examples were given.

These findings, therefore, confirm or affirm the hypothesis of this study that by denying the KwaZulu-Natal isiZulu speaking learners an opportunity to write their examinations in isiZulu, if they choose to do so, the South African Department of Education is denying these learners an opportunity to excel academically. By not allowing the KwaZulu-Natal isiZulu speaking learners to write examinations in their mother tongue, the South African government is infringing on these learners' linguistic rights, which are enshrined in the Constitution of South Africa (Department of Justice and Constitutional Development, 1996: 12).

- ***If English is a learning barrier, how is it possible that some isiZulu speaking learners from the previously disadvantaged schools in KwaZulu-Natal are able to achieve outstanding results in matric despite all the difficulties they face?***

Numerous studies have been conducted in trying to understand why some learners excel academically, despite a language barrier. These studies have arrived at the conclusion that attitudes and motivation play a crucial role in the success or failure of individual learners in learning a first additional language (Baker, 2001; 2006; Cenoz, 2009; and Dornyei, 1998).

It is quite evident, therefore, that the isiZulu speaking learners of KwaZulu-Natal, who attain academic excellence despite a language barrier, are more determined or motivated than others.

The findings of this research, however, show that isiZulu speaking learners who excel academically despite the language being a learning barrier are few; they are just a drop in the ocean. For example, of 22% of learners who performed at level 7, which is between 80% and 100%, only 3% were learners who chose to write their experimental tests in English. These statistics prove that forcing the KwaZulu-Natal isiZulu learners to learn and write their examinations in the language that is not their home language is depriving them of an opportunity to unleash their maximum potential.

### **5.3 CONCLUSION**

This study was developed with the aim of investigating why isiZulu speaking learners who attend previously disadvantaged schools are underperforming academically and the impact English has on their poor performances. The hypothesis of this study was that should isiZulu speaking learners of KwaZulu-Natal be granted an opportunity to learn and to write their examinations in isiZulu, these learners would be able to perform to the best of their ability. The results of experimental tests that were administered during the fieldwork of this study have indeed confirmed this hypothesis because learners who chose to write their tests in isiZulu performed better than those who wrote in English.

A literature review as well as qualitative data collected during the fieldwork of this study has demonstrated that English is favoured by many people (both native and non-native speakers) as the dominant or societal language because it is believed to be a language of upward mobility. This, however, is achieved at the expense of African languages such as isiZulu.

The findings of this study have shown that after attaining independence, African countries did not change their language policies because they still conclude business through the languages of their former colonial masters. In South Africa, for example, the non-native speakers of English are expected to learn subjects such as History, Life

Orientation and many others, in English. This study has demonstrated that the majority of isiZulu speaking learners of KwaZulu-Natal, who were sampled for this project, have poor competency in English and yet are expected to write all their subjects in the language they understand at a first or second additional level.

The study, therefore, proposes that a radical change of language policy in education be made applicable to KwaZulu-Natal where both isiZulu and English could be used as languages of teaching and learning throughout isiZulu speaking learners' scholastic years. Unless this is done, democracy, equality and justice will have no significance in the lives of African children. This is not just a matter that requires an urgent response; it is also a matter of doing what is right. It is a matter of principle and principle warrants us to do what is right for the betterment of all humanity, not just the chosen few. The findings of this study warrant an immediate end to linguistic colonialism and linguistic genocide that seem to infringe on the linguistic rights of communities such as isiZulu speaking learners of KwaZulu-Natal.

#### **5.4 RECOMMENDATIONS**

The South African government should take heed of the following recommendations because, if implemented, there would be a major improvement in the performances of isiZulu speaking learners in KwaZulu-Natal.

- ***The need to introduce a new language policy in education***

Government has a responsibility to enact or legislate a language policy that will cater for the diverse needs of our country. It is, therefore, imperative that government consult with people who are experts in language policy and planning. People such as academics, language scholars and linguistic experts, who have an interest in the subject, can assist government to draft a language policy that will respect the linguistic

rights of all the citizens of this country. The language policy that government enacts should be informed by research.

South Africa, although in theory, is supposed to endorse diversity, in practice it does not. The current South African education system only allows the use of isiZulu as a language of teaching and learning in the foundation phases so that there is a transition to English medium instruction from Grade 4 to matric except when isiZulu is taught as home language.

The findings of the study revealed that not all isiZulu speaking learners who are in the Further Education Phase (Grade 10–12), have developed the required cognitive academic language proficiency skills in English. It is recommended, therefore that these learners should have the right to be taught and examined in isiZulu, which is their home language. If they decide to write their examination in English, it should be their choice, not because they are forced to do so by the educational system.

Setting national examinations in English only, therefore, does not promote multilingualism as the South African government policies advocate. On the contrary, it does the opposite by enforcing subtractive bilingualism instead of additive bilingualism, thus entrenching further linguistic and cultural imbalances in our society. This study proposes the use of both English and isiZulu as languages of teaching and learning. The examination question papers should also be set in both languages so that learners are given a choice of which language they prefer to use. This would not pose any problem in marking centres because the majority of the teachers who teach in previously disadvantaged schools in KwaZulu-Natal would be marking the learners' scripts.

- ***The need to respect the linguistic rights of isiZulu speaking learners***

In theory, the Constitution of South Africa advocates for the use and respect of all 11 official languages of this country. However, in practice, English seems to enjoy more status than other languages, especially the African languages. It is, therefore, against

the Constitution of this country to force the KwaZulu-Natal isiZulu speaking learners to write all their examinations in English. Government has the social responsibility to ensure that the linguistic rights of all its citizens are catered for. At the moment, the KwaZulu-Natal isiZulu speaking learners' linguistic rights are being violated as long as the education system forces them to write their examinations in English except the subject isiZulu Home Language.

This study proposes that isiZulu be used as a language of teaching and learning alongside English in what is known as dual bilingualism. IsiZulu speaking learners in previously disadvantaged schools in KwaZulu-Natal should choose whether they want to write their examinations in isiZulu or English. The researcher believes that if government allows the KwaZulu-Natal isiZulu speaking learners to write their examinations in isiZulu, it would send a strong message that government respects their linguistic rights.

The idea of using isiZulu as a language of learning and teaching has never been seriously tried and tested in South African schools. This simply means that isiZulu speaking learners' linguistic rights to write examinations in isiZulu has never been respected by the South African government. Government needs to give our learners the right to write all their subjects in the language of their birth.

The evidence of data collected from the fieldwork research has shown that the majority of isiZulu speaking learners in KwaZulu-Natal have a good command of isiZulu. Since there is consensus on the importance of English as the language of interracial and intercultural interaction, isiZulu speaking learners should be encouraged to learn English in the same way they learn isiZulu, and both languages should be treated as equals. Learning in both languages would ensure that isiZulu speaking learners become proficient in both languages and that they are not alienated from the global community. If, for example, they want to study abroad when they finish matric they could do so because they would be able to communicate in English. If they were not proficient enough in English, they would still have a better chance to pursue their studies in South

Africa. The dual bilingual education system would therefore open doors for the isiZulu speaking learners of KwaZulu-Natal, both locally and internationally.

- ***The need for changing people's negative attitudes towards the use of African languages as languages of teaching and learning***

There are generally held misconceptions that to succeed in life, one needs to learn all subjects in English. These are misconceptions because there are nations such as the Japanese, Chinese and Arabs who are very successful even though they learn in their own languages. The findings of this study have also shown that isiZulu speaking learners who chose to write their experimental tests in isiZulu performed better than those who chose to write in English. This amplifies the argument raised by the hypothesis of this study that should isiZulu speaking learners of KwaZulu-Natal be granted an opportunity to learn and to write their examinations in isiZulu, the high failure rate in previously disadvantaged schools would be a thing of the past.

It is, therefore, imperative to change the mind-set of people who believe that African languages cannot be used as languages of teaching and learning. The South African language policy of developmental bilingualism, where isiZulu is later substituted with English as the language of teaching and learning has negative effects in the minds of children. The findings of this study have shown that the majority of isiZulu learners are convinced that learning in English would guarantee them a good life. However, the findings have also shown that the majority of isiZulu speaking learners in KwaZulu-Natal are not fluent in English. This implies that they might not have a good life because their lack of fluency in English has a major impact on their academic achievement, especially at matric level.

This study acknowledges the significant role English has in societies. The study acknowledges that it is recommendable to learn to speak English but it is unjust to be forced to write all one's subjects in English, especially if one is not good in it. The truth is that the KwaZulu-Natal isiZulu speakers are not granted the option to choose whether to

write their examination in isiZulu or English. On the contrary, these learners are forced to learn and to write their examination in English, the language they understand at a first or second additional level.

It has been mentioned that learners who chose to write the experimental test in isiZulu did exceptionally well compared to those who wrote in English. The lowest level of competence according to the marking grid was level 4, which is between 50% and 59%. A large number of these learners managed to perform at level 7, 6 and 5, which are the top three levels of competence. There are a number of reasons why the above-mentioned learners performed at their best. One is that their command of isiZulu as a language was good. These learners were able to use the correct terminology in a manner that was appropriate to the orthography, phonology, syntax, morphology and semantics of the language. This simply means that if the African languages undergo a formal process of terminology development, it would not be a problem for learners to use that terminology because they already possess an intuitive knowledge of the language.

The study, therefore, proposes that perceptions about African languages be changed because the performance of the KwaZulu-Natal isiZulu speaking learners in the experimental test of this study demonstrated that any language can be used as the language of teaching and learning, and that one can still be the best that one can be even though one learns in one's own language.

The researcher believes that if our government could lead by example and elevate the status of African languages, people would soon change the way they feel about African languages. The strategies that government can employ to elevate the official African languages of South Africa are highlighted in the following sub-section, below.



- ***The need to promote the African languages of South Africa***

The findings of this study have shown that people have negative attitudes toward African languages. This, according to the recommendations of this study can be changed if government can execute its plans that are aimed at elevating the status of African languages. For example, the South African Language Practitioners' Council Bill that the Department of Arts and Culture gazetted on 14 June 2013 should not just exist on a piece of paper but should be operational. The Council has a responsibility to monitor the implementation of national language policies.

The South African Language Practitioners' Council should conduct extensive research on how the official African languages of South Africa can be developed, promoted and used in all spheres, especially in education. The findings of the South African Language Practitioners' Council should be made readily available to citizens of this country, so that everyone who is interested in the issue of elevating African languages can have access to those findings.

The findings of the Council should cover matters such as language standardization, development of dictionaries, terminology and literature. The Council, therefore, should act on both an advisory and a quality assurance basis pertaining to the elevation of the official African languages of South Africa. The council should also have regular meetings with the Ministries of Arts and Culture and the Departments of Basic and Higher Education. Members of the Council should also take part in teachers' workshops and staff development programmes. All of these activities would ensure that the South African Language Practitioners' Council does not only exist on paper but that its functioning and activities are visible in communities. This would have a positive impact on people and might ultimately change the way they view the African languages of this country.

Besides the active involvement of the South African Language Practitioners' Council, publishing companies, language experts, linguistic activists, academics, schools,

government, universities and corporate bodies also have a major role to play in elevating the status of indigenous languages of this country. This can be done by ensuring that study materials such as books, study guides and articles that are currently written in English, are translated into the different official African languages of South Africa. Language experts and academics can assist in translating these study materials. The South African Language Practitioners' Council should then have the power to validate those learning materials.

Government and corporate bodies can help to fund the projects. Publishing companies can also play a major role by ensuring that these study materials are published and distributed to various institutions of learning. These materials may come in different forms: hard copies or electronically. This would make it easier for both teachers and learners to have access to various educational materials. For example, both teachers and learners can download electronic books or study guides and save them on their phones, tablets and computers.

People who oppose the idea of using African languages as languages of teaching and learning are often concerned about the monetary cost instead of the envisaged gains. However, before the costs that may be incurred if indigenous languages are used as languages of teaching and learning can be considered, cognisance must be taken of how much money and human resources are wasted due to school and tertiary dropouts, who have the inability to find a job, mainly because they cannot speak English.

The perceived gains envisaged by this study is that if African children are given a chance to be educated in their mother languages in all their subjects at school, it is highly likely that an African child might achieve academic excellence and the high failure rate, especially in the townships and rural black schools, would be a thing of the past. The isiZulu speaking learners in KwaZulu-Natal, who were sampled for this study, have proved that writing in one's own language has indeed positive outcome. It is, therefore, government's responsibility to initiate projects that will involve different sectors of society. Government should challenge all the stakeholders to get involved

and fight for a common goal of elevating the status of African languages, thus promoting the linguistic rights of all the citizens of this country that are enshrined in the Constitution.

- ***The need to investigate the models that work for other countries***

South African scholars need to conduct studies that will examine the successes of countries such as Senegal, Mali, Burkina Faso, Benin and various other sub-Saharan countries that started the programmes of rehabilitating the African languages in the early 1980s (UNESCO, 2010: 21-30). These programmes were aimed at ensuring that these African countries become and stay academically and economically competitive on the local and global stage while using their home languages in all spheres, including education (op. cit.).

There is also a lesson to be learnt from the countries that are doing exceptionally well in education, one of which is Finland. This country is ranked number one in the world in terms of the quality of education. A few things, which make this country the best, are that all teachers are subject specialists and there is the minimum requirement of a master's degree in order to qualify as a teacher (Finnish Ministry of Education and Culture, 1998: 1-8). Candidates need to do well academically to be accepted to study teaching at university (op. cit.). Education in Finland is the same, regardless of the pupil's socio-economic background (op. cit.). All the citizens of this country have access to internet (op. cit.). Although Finland has a national curriculum, schools are free to design their own curriculum to fit the needs of a particular school (op. cit.). The relationship between teachers and government is based on mutual trust and teachers in this country are respected and well paid (op. cit.).

To be the best, one needs to learn from the best. South Africa, therefore, has a lot to learn from other countries. It does not mean that our country will cut and paste what other countries have done, but it means one should learn from them and then readjust what they have done in order to meet the needs and dynamics of our country.

## BIBLIOGRAPHY

- Akinnasso, F.N. (1988). Language education opportunities in Nigerian schools. *Educational review* 40: 89-103.
- Alexander, N. (2003). Lift the boom of language. *The Sunday Times*, 7 September 2003, p. A6.
- Alexander, N. (2012). <<http://mg.co.za/article/2012-02-03-language-denied-means-citizens-ignored=20>> Accessed on May 4, 2012.
- Alidou, H., Boly, A., Brock-Utne, B., Diallo, Y.S., Heugh, K. & Wolff, H.E. (2006). *Optimizing learning and education in Africa # - the language factor. A stock-taking research on mother tongue and bilingual education in sub-Saharan Africa*. Association for the development of education in Africa (ADEA). UNESCO Institute for Education.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3<sup>rd</sup> edition). Philadelphia: Multilingual Matters.
- Baker, C. (2006). *Foundations of Bilingual Education* (4<sup>th</sup> edition). Bristol: Multilingual Matters.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5<sup>th</sup> edition). Clevedon: Multilingual Matters.
- Ball, J. (2011). *Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years*. Paris: United Nations Educational, Scientific and Cultural Organisation.
- Bandura, A. (1989). Social cognitive theory. *Annals of Child Development* 6: 1-60.
- Bauer, L. (1988). *Introducing linguistic morphology*. Edinburgh: University Press.
- Bekker, I. (2007). *The history of the language question in South Africa and attitudes at Unisa*. *Language Matters* 14 (30): 99-112.
- Benson, C. (2005). The importance of mother-tongue based schooling for educational quality. Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative. UNESCO.
- Bloomfield, L. (1933). *Language*. New York: Holt.

- Bogdan, R.C & Biklen, S.K. 2006. *Qualitative research for education: An introduction to theory and methods (5th edition)*. Boston: Allyn & Bacon.
- Bosch, S.E. & Pretorius, L. (2011). Towards Zulu corpus clean-up, lexicon development and corpus annotation by means of computational morphological analysis. *South African Journal of African Languages*, 31(1): 138-158.
- Bourdieu, P. (2001). *Centre-feux 2: Pour un Mouvement Social Europeen (Counter fire 2: For a European Social Movement)*. Paris: Raisons d'agir.
- Brand, G. (2004) From racial to linguistic capitalism?  
<<http://www.oulitnet.co.za/taaldebat/lingcap.asp>> Accessed on 30 April 2014.
- Cameron, D. (2002). 'Globalisation and teaching of communication skills.' In D. Block and D. Cameron (eds.). *Globalisation and language teaching*. London: Routledge, pp. 67-82.
- Cenoz, J. (2009). *Towards Multilingual Education: Basque Educational Research from an International Perspective*. Bristol: Multilingual Matters.
- Clark, CT & Clark, I. (2008). Exploring and exposing a gap in L2 research: How sociolinguistic roles and relationships facilitate or frustrate second language acquisition. *Spanish Association for Anglo-American Studies* 30(1): 101-114.
- Cruger, M. (2005). The parent letter. *New York University Child Study Centre Journal* 3(7): 1-2.
- Cummins, J. (1979). Linguistic interdependency and educational development of bilingual children. *Review of Educational Research* 49: 222-251.
- Cummins, J. (1984) *Bilingual education and special education: Issues in assessment and pedagogy*. San Diego: College Hill.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. (2<sup>nd</sup> edition). Los Angeles: California Association for Bilingual Education.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Dalvit, L., Murray, S. and Terzoli, A. (2009). Deconstructing language myths: which languages of learning and teaching in South Africa? *Journal of Education*, 46, 33-56.

- de Jong, E.J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia: Caslon Publishing.
- Department of Arts and Culture. (2011). South African Language Bill. Cape town: Republic of South Africa.
- Department of Arts and Culture. SA Language Practitioners' Council Bill [B14-2013]: Department's responses to public submissions. < <http://www.pmg.org.za>> Accessed on 13 September 2014.
- Department of Basic Education. (2011). *National Curriculum Statement (NCS). Curriculum and Assessment Policy Statement (CAPS). Further Education and Training Phase Grade 10-12. English First Additional Language*. Cape Town: Republic of South Africa.
- Department of Basic Education (2011). NSC History/P1 12 DBE/Feb. – Mar. 2011. < <http://www.education.gov.za>> Accessed on 12 January 2013.
- Department of Basic Education. (2014). KwaZulu-Natal no fee schools. <<http://www.education.gov.za>> Accessed on 14 November 2014
- Department of Education. (1996). National Education Policy Act. *Government Gazette, Vol. 370, No.17118*.
- Department of Education. (2003). *National Curriculum Statement 10-12 (General)*. Pretoria: Department of Education.
- Department of Justice and Constitutional Development, Republic of South Africa. (1996). The South African Constitution. <<http://www.justice.gov.za/legislation/constitution/constitution.htm>> Accessed on 05 January 2009.
- Desai, Z. (2001). Multilingualism in South Africa with particular reference to the role of African languages in education. *International Review of Education* 47 (3-4): 323-39.
- De Waal, J; Currie, I & Erasmus, G. (1999). *The Bill of Rights handbook*. (2<sup>nd</sup> edition). Cape Town: Juta.

- Dornyei, Z. (1998). Western language ideologies and small-language prospects. In Grenoble, L.A. and Whaley, L.J. (eds.). *Endangered languages: Current issues and future prospects*. Cambridge: Cambridge University Press.
- Edwards, V & Newcombe, LP. (2006). Back to basics: Benefits of bilingualism to parents. In: Garcia, O, Skutnabb-Kangas, T & Torres-Guzmán, ME (eds.). 2006. *Imagining multilingual schools. Languages in education and globalisation*. Trowbridge: Cromwell Press Ltd, 137-149.
- Egan, D & Farley, S. (2004). The many opportunities of EFL training. *ProQuest Education Journals* 58(1): 54-61.
- Finnish Ministry of Education and Culture. (1998). Basic Education Decree 852. <<http://www.minedu.fi/opm/?Lang=sv>> Accessed on 12 July 2013.
- Greeff, M. (2005). Information collection: Interviewing. In: De Vos, AS, Strydom, H, Fouché, CB & Delport, CSL. 2005. *Research at grassroots: For the social sciences and human service professions*. (Third edition). Pretoria: Van Schaik.
- Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language* 36: 3-5.
- Guion, L.A., Diehl, D.C. & McDonald, D. (2002). Triangulation: Establishing the validity of qualitative Studies. <<http://edis.ifas.ufl.edu>> Accessed on 21 July 2013.
- Hakuta, K. (2001). A critical period for second language acquisition. In Bailey, D., Bruer, J., Symons, F., and Lichtman, J. (eds.). *Critical Thinking about Critical Periods*. Baltimore: Paul Brookers Publishing Company.
- Hardt, M & Negri, A. (2000). *Empire*. Cambridge: Harvard University Press.
- Haugen, E. (1959). Planning for a standard language in Norway. *Anthropological Linguistics* 1 (3): 8-21.
- Hornberger, N.H. (1990). Bilingual education and English-only: A language planning framework. *Annals of the American Academy of Political and Social Science* 508: 12-26.
- Hornberger, N. (2002). Multilingual language policies and the continua of biliteracy: an ecological approach. *Language Policy*, 1, 27-51. Kluwer Academic Publishers.

- Huitt, W. (2006). Social cognition. *Educational psychology interactive*. Valdosta, GA: Valdosta State University.  
<<http://chiron.valdosta.edu/whuitt/col/soccog/soccog.html>>  
Accessed on 29 August 2013.
- Hungwe, K. (2007) Language policy in Zimbabwean education: Historical antecedents and contemporary issues. *Compare A Journal of Comparative Education* 37(2): 135-149. <<http://eric.ed.gov/?id=EJ764040>> Accessed on 19 November 2014.
- Independent Examination Board. (2011). National senior certificate handbook: Implementation: Grade 12 History subject guidelines.< <http://www.ieb.co.za>>  
Accessed on 23 June 2013.
- Karolia, S. (2013). <<http://mq.co.za/article/2013-12-31-00-ieb-boasts-yet-another-increase-in-2013-matric-exam-pass-rates>> Accessed on 31 Dec 2013.
- Kymlicka, W. & Patten, A. (2003). Language Rights and Political Theory. *Annual Review of Applied Linguistics* 23: 3-21.
- Lambert, W.E. (1977). The effect of bilingualism on the individual: Cognitive and sociocultural consequences. In P.A. Hornby (ed.). *Bilingualism: Psychology, social and educational implications*. New York: Academic Press, pp. 15-29.
- Lin, A.M.Y & Martin, P.W. (2007). *Decolonisation, globalisation: Language in education policy and practice*. Clevedon: British Library Cataloguing in Publication Data.
- Littlejohn, S.W. (1992). Critical theories. In *Theories of human communications* (4<sup>th</sup> edition). Belmont: Wadsworth Publishing Company, pp. 238-59.
- Mabletja, M.M. (2008). An evaluation of the new language in education policy in selected secondary schools of the Limpopo Province. Unpublished master's dissertation Pretoria: University of South Africa.
- McMillan, JH & Schumacher, S. (2006). *Research in education. Evidence-based Inquiry* (Sixth edition). United States of America: Pearson Education, Inc.
- McMillan, J.H. & Schumacher, S. (2011). *Research in education: A conceptual introduction* (5th edition). New York: Haper Collins.
- Madileng, M.M. (2007). English as a medium of instruction: The relationship between motivation and second language proficiency. Unpublished master's dissertation. Pretoria: University of South Africa.



- Magwa, W. (2008). Planning for the future: Exploring possibilities of using indigenous African languages as languages of instruction in education – The Zimbabwean experience. Unpublished doctoral thesis. Pretoria: University of South Africa.
- Makanda, A.P.T. (2009). The language question in Africa: Zimbabwe case study. Unpublished master's dissertation. Pretoria: University of South Africa.
- Makhathini, F.N. (2011). The development of isiZulu language as an academic language for the teaching of fundamental concepts in Economics. Unpublished master's dissertation. Grahamstown: Rhodes University.
- Maluleke, M.J. (2005). Language as an instrument of power. Unpublished master's dissertation. Pretoria: University of South Africa.
- Mamabolo, J.M.S. (2005). Didactic and linguistic constraints pertaining to the teaching of Southern Ndebele. Unpublished master's dissertation. Pretoria: University of South Africa.
- Maree K. (2010). *First steps in research*. Pretoria: Van Schaik Publishers.
- Marinova-Todd, S.H., Marshall, D.B. & Snow, C.E. (2000). Three misconceptions about age in L2 learning. *TESOL Quarterly* 34 (1): 9-34.
- Marzui, A. (2004). *English in Africa after the Cold War*. Clevedon Hall: Multilingual Matters.
- Maseko, P. (2011). Intellectualisation of African languages with particular reference to isiXhosa. Unpublished doctoral thesis. Grahamstown: Rhodes University.
- Mbambo, T.P. (2005). The role of educators in promoting African languages indigenous culture in schools. Unpublished doctoral thesis. KwaDlangezwa: University of Zululand.
- Mkhombo, S.M. (2012). Factors influencing performance in the learning of isiZulu at Ekurhuleni South District secondary schools. Unpublished master's dissertation. Pretoria: University of South Africa.
- Mogashoa, T.I. (2013). Teaching and Learning Policies in South African Schools in the New Democratic Dispensation: A Critical Discourse Analysis. Unpublished doctoral thesis. Pretoria: University of South Africa.
- Mouton J. (2001). *How to succeed in your master's and doctoral studies. A South African guide and resource book*. Pretoria: Van Schaik Publishers.

- Murray, S. (2002). Language issues in South African education: an overview.  
In R. Mesthrie (ed.). 2000. *Language in South Africa*. Cambridge: Cambridge University Press, 434-448.
- Mutasa, D.E. (2003). The language policy of South Africa. What do people say?  
Unpublished doctoral thesis. Pretoria: University of South Africa.
- Mutasa, D.E. (2006). *African languages in the 21st century: The main challenges*.  
Pretoria: Simba Guru Publishers.
- Mwamwenda, T.S. (1995). *Educational psychology: An African perspective*. (2<sup>nd</sup> edition). Durban: Butterworths.
- Mwamwenda, T.S. (2004). *Educational psychology. An African perspective* (3<sup>rd</sup> edition).  
Sandton: Heinemann Publishers.
- Ndhlovu, F. (2008). Language and African development: Theoretical reflections on the place of languages in African studies. *Nordic Journal of African Studies* 17(2): 137-151.
- Ngcobo, M. (2013). Loan words classifications in isiZulu: The need for a sociolinguistic approach. *Multilingual Matters: Studies in the language of Africa*, 44:1, 21-38.
- Nkosi, D.M. (2008). Language variation and change in a Soshanguve high school.  
Unpublished master's dissertation. Pretoria: University of South Africa.
- Nyaungwa, O. (2013). Exploring the feasibility of using Shona as medium of instruction of teaching Science. Unpublished doctoral thesis. Pretoria: University of South Africa.
- Oller, D.K., & Eilers, R.E. (eds.). (2002). *Language and literacy in bilingual children*.  
Clevedon: Multilingual Matters.
- Oller, D.K., Pearson, B.Z., & Cobo-Lewis, A.B. (2007). Profile effects in early bilingual language and literacy. *Applied Psycholinguistics* 28: 191-280.
- Orman, J. (2008). *Language policy and nation-building in post-apartheid South Africa*.  
Vienna: Springer Science + Business Media B.V.
- Painter, D.W. (2004). English economics: Everyday accounts of language in South Africa. Paper presented at the 8<sup>th</sup> annual qualitative methods conference: Something for Nothing, pp. 1-8.

Pan South African Language Board.

<<http://www.southafrica.info/about/education/curriculum-180505.htm>>

Accessed on 2 March 2010.

Pavlenko, A. (2002). Russian emotion vocabulary in American learners' narratives.

Philadelphia: College of Education Temple University.

Phillipson, Robert. (1992). *Linguistic Imperialism*. Oxford University Press.

Poulos, G. & Msimang, C.T. (1998). *A linguistic analysis of Zulu*. Pretoria: Via Afrika.

Pratt J. & Swann J. (2003). *Educational research in practice continuum*. London

Publishers: New York.

Prew, M. (2013). Rural KwaZulu-Natal school gets A+ for pass rates.

<<http://mg.co.za/article>> Accessed on 28 November 2014.

Prinsloo, M. (2011). The odd couple: Diverging paths in language policy and

educational practices. *Perspectives in Education* 29(4): 1-9.

Progress in International Reading Literacy Study (PIRLS).

<<http://nces.ed.gov/surveys/pirls/>> Accessed on 18 November 2014

Puru, S. (2011). How many schools in South Africa? <<http://www.articlebase.com>>

Accessed on 19 August 2013.

Rasool, J.A. & Curtis, A.C. (2000). *Multicultural education in middle and secondary*

*classrooms*. Wadsworth: Thomson Learning.

Ricento, T. (2000). Historical and theoretical perspective in language policy and

planning. *Journal of Sociolinguistics* 4: 196-213.

Ricento, T. (2006). *An introduction to language policy. Theory and methods*.

Malden: Blackwell Publishing.

Rodriguez, CD & Higgins K. (2005). Preschool children with developmental and limited

English proficiency. *ProQuest Education Journals: Intervention in School and*

*Clinic* 40(4): 236-242.

Rothkoff, D. (1997). In praise of cultural imperialism? *Foreign Policy* 107: 38-53.

Rosnow, RL & Rosenthal, R. (1999). *Beginning behavioural research. A conceptual*

*primer* (Third edition). Upper Saddle River, New Jersey: Prentice Hall.

Rubio-Martin, R. (2003). *Language rights: Exploring the competing rationales*.

Cambridge: Oxford University Press.

- Saneka, N. (2014). Barriers and bridges: Child participation, second-language learning and the cognitive development of the young child. Unpublished master's dissertation. Pretoria: University of South Africa.
- Saunders, M., Lewis, P. & Thornhill, A. (2000). *Research methods for business students* (2<sup>nd</sup> edition). London: Financial Times, Prentice Hall.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Oxford: Cambridge University Press.
- Seng, S. (1997). Zone of proximal development and the world of the child. *The Educational Resource Information Centre (ERIC). Research across the disciplines: Educational Research Association of Singapore*.
- Singleton, D. (2003). Critical period or general age factor(s). In M. Mayo and M. Lecumberri (eds.). *Age and the acquisition of English as a foreign language*. Clevedon: Multilingual Matters.
- Singleton, D. and Ryan, L. (2004). *Language acquisition: The age factor*. (2<sup>nd</sup> edition). Clevedon: Multilingual Matters.
- Skattum, I. & Brock-Utne, B. (2009). Introduction. In Broke-Utne, B. and Skattum, I. (eds.). *Languages and education in Africa: a comparative and transdisciplinary analysis*. Oxford: Cambridge University Press.
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education – or worldwide diversity and human rights?* Mahwah, N.J.: Lawrence Erlbaum.
- South African Language Bill. (2011). As introduced in the National Assembly (proposed section 75); explanatory summary of Bill published in Government Gazette No. 34675 of 12 October 2011). <<http://www.info.gov.za>> Accessed on 29 May 2012.
- South African News. (2012). The languages of South Africa. <<http://www.southafrica.info>> Accessed on 19 November 2012.
- Statistics South Africa. (2010). Terminology development and maintenance strategy. <<http://www.statssa.gov.za>> Accessed on 25 August 2014.
- Stiglitz, J. (2002). *Globalization and its discontents*. New York: W.W. Norton & Company.

- Strydom, H. (2002). *Participatory action research-* In De Vos, A.S. (eds.). *Research at grassroots: For the social sciences and human science professions (2nd edition)*. Pretoria: Van Schaik.
- Taylor, S and Coetzee, M. (2013). Estimating the impact of language of instruction in South African primary schools: A fixed effects approach: Stellenbosch Economic Working Papers: 21/13.
- Taljaard. P.C. & Bosch S.E. (1998). *Handbook of isiZulu*. Pretoria: J.L.van Schaik.
- Thurmond, V. (2001). The point of triangulation. *Journal of Nursing Scholarship* 33(3): 254-256. < <http://www.ruralhealth.utas.edu.au/>> Accessed on 12 July 2013.
- Trends in International Mathematics and Science Study (TIMSS) surveys of 1995, 1999, 2003 and 2011. [http://www.iea.nl/publication\\_list.html?&no\\_cache=1](http://www.iea.nl/publication_list.html?&no_cache=1)> Accessed on 18 November 2014
- UNESCO. (1996). Universal declaration of linguistic rights. World conference on linguistic rights, Barcelona. <<http://www.unesco.org/most/innqo11.htm>> Accessed on 27 May 2012.
- UNESCO (2008). *Improving the Quality of Mother Tongue-based Literacy and Learning. Case Studies from Asia, Africa and South America*. Asia and Pacific Regional Bureau for Education. Asia-Pacific Programme of Education for All (APPEAL). Bangkok: UNESCO Bangkok.
- UNESCO. (2010). Why and how Africa should invest in African languages and Multilingual Education. An Evidence – and practice-based policy advocacy brief. <<http://www.Unesco.org/uii>> Accessed on 31 May 2012.
- Vygotsky, L.S. (1978). Mind in society: *The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge: Harvard University Press.
- Waywell, A. (2014). <http://www.enca.com/south-africa/matric-results-2013-pass-rate-now-782> > Accessed on 6 January 2014.
- Wei, L. (2000). Dimensions of bilingualism. In L. Wei (Ed.). *The Bilingualism Reader*. New York: Routledge, pp. 3-25.

Weinstein, B. (ed.). (1983). *Language policy and political development*. New Jersey: Alex Publishing Corporation.

Williams, E. (1998). *Investigating bilingual literacy from Malawi and Zambia* (Educational Research No. 24). London: Department for International Development. <<http://www.right-to-education.org/content>>  
Accessed on 27 May 2012.

Winter, R. (1996). *Action-research and the nature of social Inquiry: Professional innovation and educational work*. Aldershot: Gower Publishing Company.

Zimbabwe (1996). *Education Act 25: 04* (Revised Edition). Harare: Government Printers.

# APPENDICES

## APPENDIX A: Letter from UNISA



TO WHOM IT MAY CONCERN

2012-10-31

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

**Doctoral student: Mr S Z Ntshangase (Student number 4208-062-2)**

I, the undersigned, hereby confirm that Mr Ntshangase is a registered student in the Department of African Languages at Unisa, doing his doctoral degree under the supervision of Prof SE Bosch and Dr N Masuku. The title of his research is: The impact of linguistic colonialism on academic achievement of Zulu learners in KwaZulu Natal.

In order to gather his data he will be making use of both questionnaires and class tests in various schools. The questionnaires (for teachers and learners respectively) will seek to establish the attitudes towards the use of isiZulu as language of teaching and learning. The data will only be used for research purposes and will be kept strictly confidential. It would be appreciated if you could grant Mr Ntshangase the opportunity to gather the necessary data.

You are welcome to direct any queries either to myself or to the promoter, if necessary.

Yours sincerely

A handwritten signature in black ink that reads "G. Kosch".

Prof IM Kosch (Coordinator: Higher Degrees Committee)  
Department of African Languages  
PO Box 392  
UNISA  
0003  
[koschim@unisa.ac.za](mailto:koschim@unisa.ac.za)  
Tel: 012 429 8232

Prof SE Bosch (Promoter)  
Department of African Languages  
PO Box 392  
UNISA  
0003  
[boschse@unisa.ac.za](mailto:boschse@unisa.ac.za)  
Tel: 012 429 8253



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

## APPENDIX B: Letter from the KZN Department of Education



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/346

Mr SZ Ntshangase  
PO Box 178  
KLOOF  
3610

Dear Mr Ntshangase

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **THE IMPACT OF LINGUISTIC COLONIALISM ON ACADEMIC ACHIEVEMENT OF ZULU LEARNERS IN KWAZULU NATAL**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 January to 30 June 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Pinetown District)

Nkosinathi S.P. Sishi, PhD  
Head of Department: Education

2013/04/25  
Date

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 3921053 Fax : 033 392 11216

EMAIL ADDRESS: [Slindile.hadebe@kzndoe.gov.za](mailto:Slindile.hadebe@kzndoe.gov.za); CALL CENTRE: 0860 596 363;

...dedicated to service and performance  
beyond the call of duty

WEBSITE: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)



## APPENDIX C: Letter to school principals

May 2013

The School Principal

I am conducting research on the use of indigenous languages as languages of teaching and learning. This research is investigating whether the introduction of indigenous languages, like IsiZulu, as languages of teaching and learning, will or will not help in alleviating the level of high failure rate in KwaZulu-Natal, especially at Matric level.

You are kindly requested to allow your grade 10-12 learners to fill in questionnaires provided. The information will be treated with confidentiality, as stipulated in the enclosed letter from the Department of Education. With your permission, I would also like to conduct experimental tests in a Grade 12 History class. This class will write History and LO tests, written in both English and isiZulu in order to test the hypothesis of the study, which claims that learners could do better academically if they are allowed to be taught and examined in their mother tongues. I only need two lessons to run the tests. This can be done on any date your school will provide in the month of June.

Thank you

Yours Sincerely



Sicelo Ziphozonke Ntshangase (Mr)

Doctor of Literature and Philosophy Student

Department of African Languages (University of South Africa)

Promoters: Prof S.E. Bosch and Dr N. Masuku

## APPENDIX D: Letter to parents

May 2013

Dear Parents

I am conducting research on the use of indigenous languages as languages of teaching and learning. This research is investigating whether the introduction of indigenous languages, like IsiZulu, as languages of teaching and learning, will or will not help in alleviating the level of high failure rate in KwaZulu-Natal, especially at Matric level.

Learners are requested to fill in questionnaires and to write experimental tests in History and Life Orientation. Please fill in the reply slip provided on the next page to indicate whether you allow or disallow your child to partake in this study. The reply slip must be returned to school via your child.

Thank you

Yours Sincerely



Sicelo Ziphozonke Ntshangase (Mr)

Doctoral Student

Department of African Languages

University of South Africa

Promoters: Prof S.E. Bosch and Dr N. Masuku

---

## REPLY SLIP

I/We \_\_\_\_\_  
parent(s) of \_\_\_\_\_ a Grade \_\_\_\_\_ student at  
\_\_\_\_\_ hereby allow \_\_\_\_\_ or disallow \_\_\_\_\_  
(*tick what is applicable*) my child to take part in the study.

**Signature(s)**

**Date**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

## APPENDIX E: Letter to learners

May 2013

Dear Grade 10, 11 and 12 Learner

My name is Sicelo Ziphozonke Ntshangase. I am currently doing a Doctor of Literature and Philosophy degree in the field of African Languages at the University of South Africa (UNISA). I am conducting research on the use of indigenous languages as languages of teaching and learning. This research is investigating whether the introduction of indigenous languages, like IsiZulu, as languages of teaching and learning will or will not help in alleviating the level of high failure rate in KwaZulu-Natal, especially at Matric level.

You are kindly requested to take few minutes of your time and fill in the questionnaire provided on the next pages. You will also be requested to write experimental tests in History and Life Orientation. You are advised that you must not feel obligated to take part in the research and that should you feel the urge to withdraw at later stage, you are free to do so. Your invaluable input will be much appreciated.

Thank you

Yours Sincerely



S. Z. Ntshangase (Mr)

Doctoral Student

Department of African Languages

University of South Africa

Promoters: Prof S.E. Bosch and Dr N. Masuku

## APPENDIX F: Learners' questionnaire

*Part 1: Kindly tick ONLY ONE of the available options:*

	Agree	Disagree	Don't know
1. I speak isiZulu well.			
2. I write well in isiZulu.			
3. I read well in isiZulu.			
4. My English is NOT good enough to do all my subjects in English.			
5. I can do better if I could learn and write all my subjects in IsiZulu.			
6. IsiZulu must replace English as the language of teaching and learning.			
7. My listening skills are very good in isiZulu.			
8. I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.			
9. Our teachers explain better if they explain in isiZulu than in English.			

**Part 2: Kindly tick ONLY ONE of the available options**

<p><b>10. English should be introduced as the language of learning and teaching:</b></p> <p><input type="checkbox"/> in pre-primary schools.</p> <hr/> <p><input type="checkbox"/> in junior and senior primary schools.</p> <hr/> <p><input type="checkbox"/> in secondary schools.</p> <hr/> <p><input type="checkbox"/> at university.</p> <hr/> <p><input type="checkbox"/> never (it should just be studied as a subject: First Additional Language).</p>	<p><b>Tick</b></p> <hr/>
<p><b>11. The cause of poor performance in disadvantaged schools is:</b></p> <p><input type="checkbox"/> that most learners don't speak English well enough.</p> <hr/> <p><input type="checkbox"/> learners are forced to study in English, which for most of them, is a First Additional Language.</p> <hr/> <p><input type="checkbox"/> there is no language problem; learners are not serious with their work.</p>	<p><b>Tick</b></p>

Part 3: If you wish, you **MAY TICK MORE THAN ONE** of the available options

<i>12. IsiZulu is important:</i>	
• because it is an official language.	
• because it will help me to get a job.	
• because it is the language of my people.	
• other (specify in the space provided):	
<i>13. To study in isiZulu:</i>	
• would make me feel more confident.	
• would help me understand things better.	
• would help me get higher marks.	
• other (specify in the space provided):	

**14. English is the language of:**

	<b>Tick</b>		<b>Tick</b>
• International contact.		• Tertiary education.	
• Division.		• National unity.	
• Public affairs.		• Oppression.	
• Ambition.		• Corruption.	
• Liberation.		• other (specify in the space provided):	

**15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:**

	Tick
• will have a better understanding of concepts of different Learning Areas (subjects).	
• will still speak English as well as they do now.	
• will have more problems finding jobs.	
• will have more problems continuing their studies abroad.	
• other (specify in the space provided):	

**Part 4: Kindly answer YES or No to the following questions:**

	Yes or No
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	



*You are welcome to use the space provided below if you have other suggestions you may want to add.*

**18. MY VIEWS ON THE ISSUE OF REPLACING ENGLISH WITH ISIZULU AS THE LANGUAGE OF TEACHING AND LEARNING**

---

---

---

---

---

---

---

---

---

---

---

**END OF QUESTIONNAIRE**

**APPENDIX G: Experimental tests**

**1. ENGLISH VERSION**

**GRADE 12**

**HISTORY AND LIFE ORIENTATION  
EXPERIMENTAL TEST**

**JUNE 2013**

**DURATION : DOUBLE LESSON**

**MARKS : 60**

## SECTION A: HISTORY

### QUESTION 1: EXTENDED WRITING (ESSAY)

#### 1.1 THEME: BLACK CONSCIOUSNESS AND LIBERATION MOVEMENT IN SOUTH AFRICA

- Use Sources 1A, 1B and 1C to answer the following questions.
- Your essay should be about ONE page long.
- Answer ONE of the following questions: QUESTION 1.1.1  
OR QUESTION 1.1.2.

1.1.1 Discuss the influence of the Black Consciousness Movement on the Soweto uprising of 1976. (30)

**OR**

1.1.2 Using all the sources and your own knowledge, write an essay for inclusion in the international media on the importance of the Black Consciousness Movement in South Africa's liberation struggle. (30)

## SOURCE 1A

The extract below, taken from *Biko* by D Woods (Biko's friend), explains the philosophy of Black Consciousness.

Basically Black Consciousness directs itself to the black man and to his situation, and the black man is subjected to two forces in this country. He is first of all oppressed by an external world through institutionalised machinery (apartheid government forces) and through laws which restrict him from doing certain things, through heavy work conditions, through poor pay, through difficult living conditions, through poor education; these are all external to him.

Secondly, and this we regard as the most important, the black man in himself has developed a certain state of alienation (isolation), he rejects himself precisely because he attaches the meaning white to all that is good, in other words, he equates (views) good with white. This arises out of his living and it arises out of his development from childhood. When you go to school, for instance, your school is not the same as the white school, and the conclusion you reach is that the education you get there cannot be the same as what the white kids get at school. ... The homes are different, the streets are different, the lighting is different, so you begin to tend to feel that there is something incomplete in your humanity, and that completeness goes with whiteness.

## SOURCE 1B

The following is part of an interview with Murphy Morobe, a student activist at Morris Isaacson School, Soweto. He recalls the influence of Black Consciousness on his thinking. Taken from *Soweto A History*, by P Bonner et al.

[Because of Black Consciousness I became] more conscious of the situation of black people in this country and this township. I was able to go into town; I was able to see the contrast, the differences and all that raised questions in my mind. Amongst us, we began to develop a keen sense for wanting to discover more ideas about struggles, not only in this country, but also about what happened in other areas.

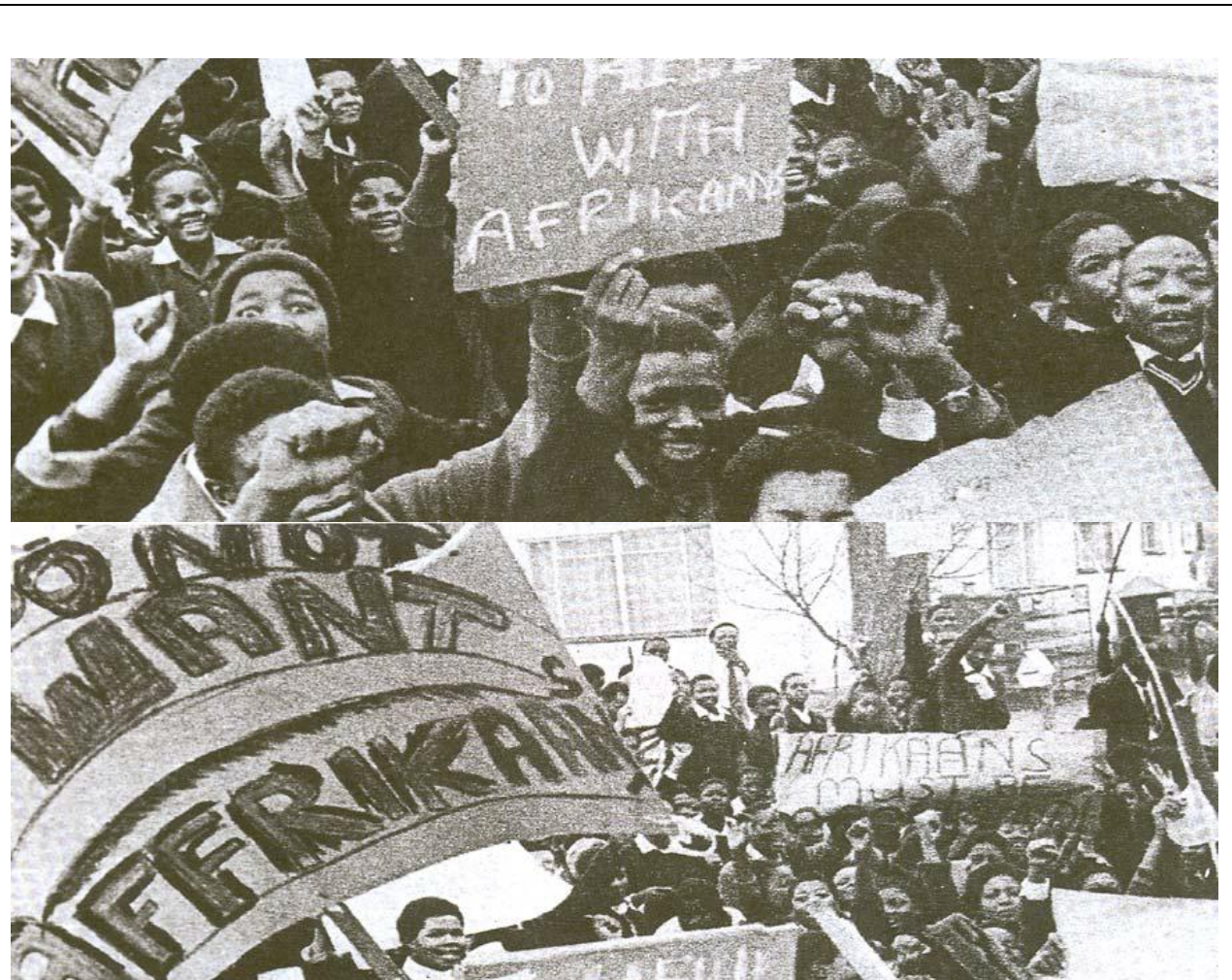
There was always a list published of books that were banned and for us it meant that whatever the government banned must be something good and it was part of our adventure as youngsters to actually go out to actively look for those books. The 1970s were not long after the major student uprising in France, Europe and the Civil Rights Movement and the Black Power Movement of the United States.

1974 was, of course, the year of the Portuguese defeat in Mozambique and Angola and, when that happened, I think it had a major boost on us. I remember trying to organise a meeting when many people were on the run, with the police all out to detain people. We all pretended to be swimmers and we had the meeting at the swimming pool in Orlando, dressed only in bikinis and swimming trunks. I must say it wasn't the most comfortable way to have a serious meeting but it was out of sight of the authorities.

**SOURCE 1C**

This source consists of a visual and a written source relating to the Soweto uprising.

**Visual source:** This is a photograph taken from *South Africa 1948 – 1994* by M Roberts. It shows students marching in Soweto on 16 June 1976.



**WE DO NOT WANT AFFRIKAANS!**

**TO HELL WITH AFRIKAANS!**

**Written source: The following is an extract of Steve Biko's comments on the role the philosophy of Black Consciousness played in the Soweto uprising. Taken from *Steve Biko Speaks for Himself in News and Letters*, November 1977.**

Where is the evidence of support among the younger generation for Black Consciousness? In one word: Soweto! The boldness, dedication, sense of purpose, and clarity of analysis of the situation – all of these things are definitely a result of Black Consciousness ideas among the young generation in Soweto and elsewhere. But this cannot be measured. For the power of a movement lies in the fact that it can indeed change the habits of people. This change is not the result of force but of dedication, of moral persuasion. This is what has got through to the young people. They realise we are not dealing with mere bread-and-butter issues.

## SECTION B: LIFE ORIENTATION

### QUESTION 2: EXTENDED WRITING (ESSAY)

#### 2.1 THEME: DEMOCRACY AND PERSONAL IDENTITY

- Your essay should be about ONE page long.
  
- Answer ONE of the following questions: QUESTION 2.1.1  
OR QUESTION 2.1.2.

2.1.1 When looking at your own life, do you think democracy has a true meaning to you as person? Elaborate. (30)

**OR**

2.1.2 Are you proud of who you are, what you are and where you come from? Elaborate. (30)

**TOTAL: 60**



**2. ISIZULU VERSION**

**IBANGA 12**

**ISIVIVINYO SEZOMLANDO NE-LIFE  
ORIENTATION**

**JUNI 2013**

**ISIKHATHI : AMALESINI AMABILI**

**AMAMAKI : 60**

## **ISIQEPHU A: EZOMLANDO**

### **UMBUZO 1: INDABA ENDE (I-ESEYI)**

#### **1.2 INDIKIMBA: UKUZIGQAJA NGOKUBA MNYAMA KANYE NOMZABALAZO WENKULULEKO ENINGIZIMU AFRIKA**

- Sebenzisa ulwazi oluthole kumtapolwazi 1A, 1B no-1C ukuphendula imibuzo elandelayo.
- I-esityi yakho kumele ibe yikhasi elilodwa vo.
- Khetha phakathi kombuzo 1.1.1 noma umbuzo 1.1.2.

1.2.1 Xoxa kabanzi ukuthi ukuzigqaja ngokuba ngumuntu omnyama kwaba namuphi umthelela ezidubedubeni zabafundi eSoweto ngonyaka ka-1976. (30)

#### **NOMA**

1.2.2 Ngokusebenzisa ulwazi oluthola kumitapolwazi onikezwe yona futhi nangolwazi lwakho nje, bhala i-esityi ezoshicelelwa ephepandabeni elifundwa umhlaba wonke uchaze ngokubaluleka kokuzigqaja kwabantu abamnyama nokuthi kwabamba liphi iqhaza ekuqumbeni phansi umbuso wobandlululo eNingizimu Afrika. (30)

## UMTAPOLWAZI 1A

Isiqeshane esingezansi sithathelwe embhalweni othi “Biko” owashicilelwa nguMmnumzane D. Wood (owayengumngani kaBiko), sichaza kabanzi ngokuzigqaja ngokuba ngumuntu omnyama.

Ukuzigqaja ngokuba ngumuntu omnyama kuqondiswe kuwo wonke umuntu omnyama kanye nesimo abhekene naso. Zimbili izingqinamba eziphawulekayo umuntu omnyama abhekene nazo. Okokuqala ukuthi umuntu omnyama ucindezekile, ucindezelwe yisimo esingekho ngaphakathi kuyena njengokucindezelwa nguhulumeni kanye nemithetho yakhe enegcindezi, isimo esingasihle semisebenzi, ukungaholi imali efanele, ukuphila ngaphansi kwezimo ezibuhlungu nezihlasimulisa umzimba kanye nemfundo engekho ezingeni. Konke lokhu izinto ezingekho phakathi kuyena umuntu omnyama.

Okwesibili nokubaluleke kakhulu ukuthi umuntu omnyama uzicindezela yena ngokuzikhipha inyumbazana, azibukele phansi ngokuba ngumuntu omnyama ngoba ecabanga ukuthi yonke into emhlophe ihambelana nobuhle. Lokhu kubangelwa yisimo sempilo umuntu omnyama aphila ngaphansi kwaso kusukela ebunganeni kuye ekukhuleni kwakhe. Isibonelo: uma ingane yomuntu omnyama iya esikoleni, iya esikoleni esingafani nesikole lapho okufunda khona ingane emhlophe. Ngakho ingane engqondweni yayo yakha isithombe sokuthi kwayona imfundo eyithola kulesi sikole izezingeni eliphansi kakhulu uma iqhathaniswa nemfundo etholwa yingane yoMlungu...Amakhaya nawo ahlukile, imigwaqo ihlukile, namandla kagesi ahlukile nangendlela okukhanyiswa ngayo. Ngakho konke lokhu kwenza umuntu omnyama azizwe engeyena umuntu ophelile, kube sengathi kukhona okungalungile ngokuba ngumuntu omnyama. Kwenza umuntu omnyama abone ukuthi kungcono ukuba nguMlungu.

## UMTAPOLWAZI 1B

Isigatshana esingezansi sicashunwe ezimpendulweni zohlabahide lwemimuzo noMurphy Morobe, isishoshovu samalungelo abafundi sase Morris Isaacson School, eSoweto. Lapha uMurphu ujejeza emuva abheke ukuthi ukuzigqaja nokuba ngumuntu omnyama kwaba namuphi umthelela ekucabangeni kwakhe. Sicashunwe kwi-*Soweto A History*, umbhali nguP Bonner et al.

Ukuzigqaja ngokuba ngumuntu omnyama kwangivula amehlo, kwangenza ngalugqonda kangcono usizi lomuntu omnyama kuleli lizwe kanye nasemalokishini. Ngavakashela amadolobha, ngabona umehluko okhona phakathi kwezindawo zabamhlophe nezabansundu. Lokho kwenza ukuthi ngizibuze imibuzo eminingi engqondweni yami. Mina nabanye saqala ukuba nogqozi lokufuna ukwazi kabanzi ngomzabalazo wenkululeko, hhayi nje kuphela lapha eningizimu Afrika kodwa kuyo yonke i-Afrika. Kwakunohlu lwezincwadi ezishicilelilwe ezazingavumelekile kuleli lizwe. Thina njengentsha lokho kwasenza sasola ukuthi kukhona okushaya amanzi ngokuvalwa kwalezo zincwadi, ngakho lokho kwasenza sazama ngamandla ethu onke ukuthi sizithole lezo zincwadi ukuze sizobona ukuthi yimaphi la maqiniso angaka afihlwayo. Iminyaka yangp-1970 yayilandela imibhikisho yaseFulansi, eYurophu, kanye nemibhikisho yamalungelo abantu abamnyama eMelika. Ngonyaka ka-1974 umbuso wamaPotukezi waqunjwa phansi e-Angola naseMzambiki. Lokho kwasinikeza isibindi nethemba. Ngikhumbula ngelinye ilanga ngizama ukubiza umhlangano, ngenkathi abantu behlakazekile, begcwele izinkalo namaphoyisa ethe chithi saka yonke indawo. Sahlangu eChibini lokwenziwa, okubhukudwa kulona, elalise-Orlando, sigqoke izingubo zokubhukuda yikhona amaphoyisa angeke asinake, ezocabanga ukuthi sasizibhukudela nje. Ngingasho nje ukuthi lowo kwakuwumhlangano okhululeke kakhulu kabi futhi sangakhathazwa yilutho.

## UMTAPOLWAZI 1C

Lo mtapolwazi uqukethe izithombe kanye nesiqeshana esichaza ngemibhikisho yaseSoweto.

**Isithombe:** Lesi sithombe sithathwe ebhukwini elithi *South Africa 1948 – 1994* elibhalw ngu-M. Roberts. Isithombe sikhombisa abafundi bebhikisha eSoweto ngomhla ka-16 kuJuni 1976.



**Umbhalo: Lo mbhalo ucashunwe lulokho okwashiwo nguSteve Biko mayelana ngokuzigqaja ngokuba ngumuntu omnyama.**

**(Ucashunwe ku-*Steve Biko Speaks for Himself in News and Letters*, Novemba 1977)**

Ubufakazi obunzulu bokuzigqaja ngokuba ngumuntu omnyama sikuthola kuphi? Impendulo ngegama elilodwa nje: eSoweto! Isibindi, ukuzimisela, ukuba nenjongo, nokwazi kabanzi ngesimo esibhekane naso-konke lokhu kungenxa yemfundiso yokuzigqaja ngokuba ngumuntu omnyama, okuvezwa ngabafundi baseSoweto nakwezinye izindawo. Kodwa lokhu akukapheleli ngoba amandla nobumqoka banoma yimuphu umzabalazo avezwa ukuthi kushintshe indlela abantu abacabanga ngayo. Lolo shintsho akumele lulethwe ngendlela yempoqo kodwa kumele kube umshikashika wokuzinikela kanye nowokuncenga. Loku sekungenile kwagxila entsheni. Intsha isibonile ukuthi asilwi nje kuphela impi yokuya ethunjini.

## **ISIQEPHU B: I-LIFE ORIENTATION**

### **UMBUZO 2: INDABA ENDE (I-ESEYI)**

#### **2.1 INDIKIMBA: INTANDO YENINGI NOKUZAZI UKUTHI UGUBANI**

- I-eseyi yakho kumele ibe yikhasi elilodwa vo.
- Phendula umbuzo 2.1.1 noma umbuzo 2.1.2.

2.1.1 Uma ubheka eyakho impilo, ucabanga ukuthi inkululeko noma intando yeningi iyabonakala kweyakho impilo? Chaza kabanzi. (30)

#### **MOMA**

2.1.2 Ingabe unakho yini ukuziqhenya njengomuntu onguyena, ngalokhu oyikona empilweni, kanye nalapho oqhamuka khona? Chaza kabanzi. (30)

### **ISAMBA: 60**

## APPENDIX H: Schools' responses to questionnaires

### School A

The presentation of responses by School A's learners is shown in the table furnished below.

School A was issued with 50 questionnaires and 46 were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	35	04	06
<b>2.</b> I write well in isiZulu.	37	02	05
<b>3.</b> I read well in isiZulu.	38	02	06
<b>4.</b> My English is NOT good enough to do all my subjects in English.	11	21	14
<b>5.</b> I can do better if I could learn and write all my subjects in IsiZulu.	14	24	08
<b>6.</b> IsiZulu must replace English as the language of teaching and learning.	09	33	04
<b>7.</b> My listening skills are very good in isiZulu.	39	02	05
<b>8.</b> I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	17	20	09



9. Our teachers explain better if they explain in isiZulu than in English.	34	07	03
----------------------------------------------------------------------------	----	----	----

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>		
_ in pre-primary schools.	16		
_ in junior and senior primary schools.	05		
_ in secondary schools.	08		
_ at university.	04		
_ never (it should just be studied as a subject: First Additional Language).	07		
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>		
_ that most learners don't speak English well enough.	08		
_ learners are forced to study in English, which for most of them, is a First Additional Language.	05		
_ there is no language problem; learners are not serious with their work.	28		

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>		
• because it is an official language.	31		
• because it will help me to get a job.	03		
• because it is the language of my people.	29		

<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	13
• would help me understand things better.	35
• would help me get higher marks.	14

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	32	• Tertiary education.	21
• Division.	03	• National unity.	20
• Public affairs.	14	• Oppression.	05
• Ambition.	07	• Corruption.	05
• Liberation.	04		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	24
• will still speak English as well as they do now.	07
• will have more problems finding jobs.	27
• will have more problems continuing their studies abroad.	25

<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	11	35
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	06	40

### **School B**

The presentation of responses by School B's learners is shown in the table furnished below.

School B was issued with 150 questionnaires and all were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	113	0	37
<b>2.</b> I write well in isiZulu.	108	02	40
<b>3.</b> I read well in isiZulu.	94	12	44
<b>4.</b> My English is NOT good enough to do all my subjects in English.	49	38	63

5. I can do better if I could learn and write all my subjects in IsiZulu.	58	41	51
6. IsiZulu must replace English as the language of teaching and learning.	40	61	49
7. My listening skills are very good in isiZulu.	96	16	38
8. I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	65	38	47
9. Our teachers explain better if they explain in isiZulu than in English.	120	19	11

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>
_ in pre-primary schools.	59
_ in junior and senior primary schools.	31
_ in secondary schools.	28
_ at university.	19
_ never (it should just be studied as a subject: First Additional Language).	10
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>
_ that most learners don't speak English well enough.	54
_ learners are forced to study in English, which for most of them,	14

is a First Additional Language.	
_ there is no language problem; learners are not serious with their work.	46

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>
• because it is an official language.	72
• because it will help me to get a job.	09
• because it is the language of my people.	84
<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	49
• would help me understand things better.	67
• would help me get higher marks.	45

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	88	• Tertiary education.	37
• Division.	10	• National unity.	47
• Public affairs.	25	• Oppression.	10
• Ambition.	12	• Corruption.	11
• Liberation.	21		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	50
• will still speak English as well as they do now.	28
• will have more problems finding jobs.	56
• will have more problems continuing their studies abroad.	35

<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	50	100
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	39	111

## School C

The presentation of responses by School C's learners is shown in the table furnished below.

School C was issued with 29 questionnaires and 28 were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	18	06	04
<b>2.</b> I write well in isiZulu.	16	05	07
<b>3.</b> I read well in isiZulu.	22	04	02
<b>4.</b> My English is NOT good enough to do all my subjects in English.	00	28	00
<b>5.</b> I can do better if I could learn and write all my subjects in IsiZulu.	06	18	04
<b>6.</b> IsiZulu must replace English as the language of teaching and learning.	05	18	05
<b>7.</b> My listening skills are very good in isiZulu.	18	04	06
<b>8.</b> I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	03	20	05
<b>9.</b> Our teachers explain better if they explain in isiZulu than in English.	03	17	08

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>
_ in pre-primary schools.	17
_ in junior and senior primary schools.	11
_ in secondary schools.	00
_ at university.	00
_ never (it should just be studied as a subject: First Additional Language).	00
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>
_ that most learners don't speak English well enough.	08
_ learners are forced to study in English, which for most of them, is a First Additional Language.	12
_ there is no language problem; learners are not serious with their work.	08

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>
• because it is an official language.	24
• because it will help me to get a job.	08
• because it is the language of my people.	20



<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	12
• would help me understand things better.	12
• would help me get higher marks.	07

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	25	• Tertiary education.	14
• Division.	06	• National unity.	14
• Public affairs.	11	• Oppression.	09
• Ambition.	03	• Corruption.	04
• Liberation.	03		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	16
• will still speak English as well as they do now.	09
• will have more problems finding jobs.	05
• will have more problems continuing their studies abroad.	13

<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	13	15
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	14	14

### **School D**

The presentation of responses by School D's learners is shown in the table furnished below.

School D was issued with 24 questionnaires and 23 were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	20	02	01
<b>2.</b> I write well in isiZulu.	22	01	00
<b>3.</b> I read well in isiZulu.	23	00	00
<b>4.</b> My English is NOT good enough to do all my subjects in English.	14	06	03

5. I can do better if I could learn and write all my subjects in IsiZulu.	18	04	01
6. IsiZulu must replace English as the language of teaching and learning.	08	07	08
7. My listening skills are very good in isiZulu.	22	01	00
8. I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	18	04	01
9. Our teachers explain better if they explain in isiZulu than in English.	20	02	01

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>
_ in pre-primary schools.	13
_ in junior and senior primary schools.	05
_ in secondary schools.	00
_ at university.	00
_ never (it should just be studied as a subject: First Additional Language).	05
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>
_ that most learners don't speak English well enough.	16
_ learners are forced to study in English, which for most of them,	05

is a First Additional Language.	
_ there is no language problem; learners are not serious with their work.	02

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>
• because it is an official language.	04
• because it will help me to get a job.	11
• because it is the language of my people.	08
<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	23
• would help me understand things better.	23
• would help me get higher marks.	20

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	20	• Tertiary education.	21
• Division.	05	• National unity.	20
• Public affairs.	21	• Oppression.	10
• Ambition.	02	• Corruption.	02
• Liberation.	05		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	22
• will still speak English as well as they do now.	18
• will have more problems finding jobs.	05
• will have more problems continuing their studies abroad.	22

<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	22	01
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	12	11

## **School E**

The presentation of responses by School E's learners is shown in the table furnished below.

School E was issued with 40 questionnaires and 35 were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	28	02	05
<b>2.</b> I write well in isiZulu.	25	05	05
<b>3.</b> I read well in isiZulu.	29	01	05
<b>4.</b> My English is NOT good enough to do all my subjects in English.	30	01	04
<b>5.</b> I can do better if I could learn and write all my subjects in IsiZulu.	25	04	06
<b>6.</b> IsiZulu must replace English as the language of teaching and learning.	16	06	13
<b>7.</b> My listening skills are very good in isiZulu.	28	02	05
<b>8.</b> I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	20	05	10
<b>9.</b> Our teachers explain better if they explain in isiZulu than in English.	28	02	05

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>
_ in pre-primary schools.	15
_ in junior and senior primary schools.	10
_ in secondary schools.	00
_ at university.	00
_ never (it should just be studied as a subject: First Additional Language).	10
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>
_ that most learners don't speak English well enough.	30
_ learners are forced to study in English, which for most of them, is a First Additional Language.	30
_ there is no language problem; learners are not serious with their work.	05

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>
• because it is an official language.	15
• because it will help me to get a job.	28
• because it is the language of my people.	35

<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	30
• would help me understand things better.	30
• would help me get higher marks.	25

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	28	• Tertiary education.	35
• Division.	10	• National unity.	35
• Public affairs.	25	• Oppression.	20
• Ambition.	12	• Corruption.	11
• Liberation.	21		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	28
• will still speak English as well as they do now.	20
• will have more problems finding jobs.	05
• will have more problems continuing their studies abroad.	25



<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	29	06
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	20	15

### **School F**

The presentation of responses by School F's learners is shown in the table furnished below.

School F was issued with 34 questionnaires and 21 were returned.

<b>FOCUS</b>	<b>No. of learners who agree</b>	<b>No. of learners who disagree</b>	<b>No. of learners who don't know</b>
<b>1.</b> I speak isiZulu well.	18	01	02
<b>2.</b> I write well in isiZulu.	19	00	02
<b>3.</b> I read well in isiZulu.	21	00	00
<b>4.</b> My English is NOT good enough to do all my subjects in English.	18	01	02

5. I can do better if I could learn and write all my subjects in IsiZulu.	16	03	02
6. IsiZulu must replace English as the language of teaching and learning.	10	04	07
7. My listening skills are very good in isiZulu.	19	01	01
8. I'd rather study all my subjects in isiZulu and learn how to translate my knowledge into English, than to study everything in English.	18	01	02
9. Our teachers explain better if they explain in isiZulu than in English.	20	00	01

<b>10. English should be introduced as the language of learning and teaching:</b>	<b>No of learners who agree</b>
_ in pre-primary schools.	18
_ in junior and senior primary schools.	02
_ in secondary schools.	00
_ at university.	00
_ never (it should just be studied as a subject: First Additional Language).	10
<b>11. The cause of poor performance in disadvantaged schools is:</b>	<b>No of learners who agree</b>
_ that most learners don't speak English well enough.	20
_ learners are forced to study in English, which for most of them,	20

is a First Additional Language.	
_ there is no language problem; learners are not serious with their work.	01

<b>12. IsiZulu is important:</b>	<b>No. of learners who agree</b>
• because it is an official language.	12
• because it will help me to get a job.	20
• because it is the language of my people.	21
<b>13. To study in isiZulu:</b>	<b>No. of learners who agree</b>
• would make me feel more confident.	20
• would help me understand things better.	20
• would help me get higher marks.	17

<b>14. English is the language of:</b>	<b>No. of learners who agree</b>	<b>English is the language of:</b>	<b>No. of learners who agree</b>
• International contact.	21	• Tertiary education.	21
• Division.	18	• National unity.	15
• Public affairs.	20	• Oppression.	16

• Ambition.	12	• Corruption.	06
• Liberation.	15		

<b>15. If isiZulu replaces English as the language of teaching and learning, Zulu learners:</b>	<b>No. of learners who agree</b>
• will have a better understanding of concepts of different Learning Areas (subjects).	20
• will still speak English as well as they do now.	09
• will have more problems finding jobs.	06
• will have more problems continuing their studies abroad.	18

<b>FOCUS</b>	<b>No. of learners who say 'yes'</b>	<b>No. of learners who say 'no'</b>
<b>16.</b> Would you recommend the use of indigenous languages across South Africa as the languages of teaching and learning instead of English?	18	03
<b>17.</b> Do you think it will be easy to develop study materials in indigenous languages?	15	06

## APPENDIX I: Learners' choice of languages in the experimental test

### **School A**

Number of participants	22
Number of learners who chose to write in isiZulu	08
Number of learners who chose to write in English	14

### **School B**

Number of participants	32
Number of learners who chose to write in isiZulu	15
Number of learners who chose to write in English	17

### **School C**

Number of participants	29
Number of learners who chose to write in isiZulu	13
Number of learners who chose to write in English	16

### **School D**

Number of participants	24
Number of learners who chose to write in isiZulu	07
Number of learners who chose to write in English	17

**School E**

Number of participants	40
Number of learners who chose to write in isiZulu	15
Number of learners who chose to write in English	25

**School F**

Number of participants	34
Number of learners who chose to write in isiZulu	07
Number of learners who chose to write in English	27

## APPENDIX J: Learners' performance in the experimental test

### School A

Percentage	Rating code	Description of competence	Number of those who wrote in isiZulu	Number of those who wrote in English
80-100 %	7	Outstanding achievement	02	00
70-79 %	6	Meritorious achievement	04	01
60-69 %	5	Substantial achievement	02	02
50-59 %	4	Adequate achievement	00	02
40-49 %	3	Moderate achievement	00	06
30-39 %	2	Elementary achievement	00	01
0-29 %	1	Not achieved	00	02
		<b>Total</b>	<b>08</b>	<b>14</b>

**School B**

<b>Percentage</b>	<b>Rating code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu</b>	<b>Number of those who wrote in English</b>
80-100 %	7	Outstanding achievement	07	01
70-79 %	6	Meritorious achievement	06	00
60-69 %	5	Substantial achievement	01	02
50-59 %	4	Adequate achievement	01	06
40-49 %	3	Moderate achievement	00	03
30-39 %	2	Elementary achievement	00	04
0-29 %	1	Not achieved	00	01
		<b>Total</b>	<b>15</b>	<b>17</b>



**School C**

<b>Percentage</b>	<b>Rating code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu</b>	<b>Number of those who wrote in English</b>
80-100 %	7	Outstanding achievement	10	00
70-79 %	6	Meritorious achievement	02	03
60-69 %	5	Substantial achievement	01	04
50-59 %	4	Adequate achievement	00	06
40-49 %	3	Moderate achievement	00	02
30-39 %	2	Elementary achievement	00	01
0-29 %	1	Not achieved	00	00
		<b>Total</b>	<b>13</b>	<b>16</b>

**School D**

<b>Percentage</b>	<b>Rating code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu</b>	<b>Number of those who wrote in English</b>
80-100 %	7	Outstanding achievement	05	00
70-79 %	6	Meritorious achievement	00	00
60-69 %	5	Substantial achievement	01	06
50-59 %	4	Adequate achievement	01	04
40-49 %	3	Moderate achievement	00	06
30-39 %	2	Elementary achievement	00	01
0-29 %	1	Not achieved	00	00
		<b>Total</b>	<b>07</b>	<b>17</b>

**School E**

<b>Percentage</b>	<b>Rating code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu</b>	<b>Number of those who wrote in English</b>
80-100 %	7	Outstanding achievement	10	01
70-79 %	6	Meritorious achievement	03	02
60-69 %	5	Substantial achievement	01	03
50-59 %	4	Adequate achievement	01	09
40-49 %	3	Moderate achievement	00	06
30-39 %	2	Elementary achievement	00	03
0-29 %	1	Not achieved	00	01
		<b>Total</b>	<b>15</b>	<b>25</b>

**School F**

<b>Percentage</b>	<b>Rating code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu</b>	<b>Number of those who wrote in English</b>
80-100 %	7	Outstanding achievement	00	03
70-79 %	6	Meritorious achievement	04	05
60-69 %	5	Substantial achievement	02	06
50-59 %	4	Adequate achievement	01	08
40-49 %	3	Moderate achievement	00	03
30-39 %	2	Elementary achievement	00	00
0-29 %	1	Not achieved	00	02
		<b>Total</b>	<b>07</b>	<b>27</b>

APPENDIX K: learners' essays

**Learner 1**  
name: ~~Davidson~~ ~~Black~~  
Grade: 13<sup>a</sup>  
Subject: History  
Question 1

(16/60) 27%  
SW

The Black consciousness Movement is a philosophy that was formed by Steve Biko. The aim was to remove the inferior status that was impressed to the minds of the black. When he realised that this inferior status impressed to the minds of black people can destroy South Africa image. He put his philosophy in to action. - Grammar  
- Expression

Steve Biko started to form South Africa student organisation (SASO) this organisation have cause a big impact because it had inspired the black South African students to fight against the use of Apartheid in school. - Grammar  
- Expression

This was a cause in Soweto uprising where many students were carry their grievance others were written to Hell with Afrikaners others were written do not want Afrikaners. The police man have open fire. - Grammar  
- Expression

Many student have lost their lives during that day it was 16 June 1976. Even the boy of 12 years old lost his life Hector Pieterson he was on the march with his sister when he end up losing Conscious. - Grammar  
- Expression

Content - 5/6      Structure - 2/4  
Language - 1/10

(08/30) The student in 16 June 1976 that lost their life fighting for our freedom make us to be proud

and gain inspired because today we are free  
we have rights as student of South Africa

### Section B

#### Question 2:

(2.1.2) I am very proud of who I am and I appreciate that they are people who are like Mr. Biko who fight for our South Africa to be free from Apartheid laws that were presented by white people against black South Africans. - Grammar  
- Expression

These apartheid laws were about to prove blacks in an inferior position against white then Steve Biko came with philosophy that empower and inspire black South African called Black consciousness movement. - Grammar  
- Expression

I am proud about my history as a South African because a person without a positive history is like a vehicle without an engine as a human you must know your history and be proud about it. - Grammar  
- Expression

No body today can express the inferior status in my mind because I know my history and I am proud about it and I know that there are people who lost their lives fighting for our freedom. - Grammar  
- Expression

Content - 5/16

Language - 01/10

Structure - 2/4

08  
30

Learner  
2

Section A

14  
60  
50%

23%

Content Structure

Question one.

1.1. Black Consciousness AND The Liberation Movement in (Soweto)  
in South Africa.

1.1.1. The essay is based on the influence of the Black Consciousness movement that were take place in Soweto uprising 1976.

- Black consciousness was the philosophy to promote self-esteem. In terms of to ensure that Black people can be a prove themselves to the form of who they are people in this country and this township. Unfortunately the B.C.M. was formed to ensure that the Black people should now their responsibility as Black colour. as well. The 1970s were not longer after major student uprising in infraction. - Grammar  
- Expression

- In fact if you wanna compared the civil right movement and also the Black consciousness you could see that they are about a same position in terms of compared as well. in 1974 of course the year that Portuguese defect in Mozambique and Angola when many people were running of through the B.C.M. as well. - Grammar  
- Expression

- The B.C.M. was to philosophy between the the youth of South Africa as well. Basically B.C.M. directed itself to the Black man and his situation and the Black man is subjected to two forces in this country. he is first oppressed unfortunately; must say that B.C.M. was to make their up uprising believe on their selfs. as well. - Grammar  
- Expression

Content - 4/10  
Language - 1/10  
Structure - 2/4

07  
30



Section B.

Questions 2.

This Essay is about Democracy and Personal Identity.

- As I know that that South Africa is a country which is coming from the apartheid to me it isn't easy to say they is an a way of success cause on the new South Africa the things are going to be strong step by step for me I must say - I can see the to the future to my self and also the country that I belong to as well. - Grammar  
- Expression

- Unfortunately I must say that I can see my self going through from where I am to be success cause if you see this time South isn't have enough development in terms of Education probably by myself I can reply with say if I could work hard from where I am now maybe The new will work for us cause if you remember the people were voted on 27 April 1994 through to ensure that the change has been alive to all of the South Africans Citizen. - Grammar  
- Expression

- by my on side I will recommended one man in South Africa that was take our country into the highest level for me I can say that we as South Africans through alot the past will never work from us us as for now we have to face with an future now in terms of to be succeeded as well by my side I must say that I can see: see my my self on the way success through the Voted of the of the 1994 Democracy was all about to built my future and also future for all as well. - Grammar  
- Expression

Content - 04/10  
Language - 01/10  
Structure - 2/10

07  
30



Learner  
3

53  
60

83%

ISISEPHU A

UMBULO 1 : UMBULO OMBE

1.1. Igumbu le Black Conscious Movement laseka Kakhulu izibhelo zango-1976 ngoba zazilwisana nokucindezelwa kwabantu abamnyama ngenxa yobandlululo. Njengoba leli gumbu lalizigqaja ngobumnyama, lasusa izibhelo ngoba kuphugwa abantu abamnyama ukuba bafunde ngesiBhunu. Lokhu yayikubeka njengenhlamba ikakhulukazi emphakathini eyayikhuluma isiZulu nesiXhosa. Lokhu kuphugwa kwakumelene nomgomo owawuseqhulwini kwi- Black Consciousness Movement, lowo okwawo ku zigqaja ngobuzwe babantu abamnyama.

Imizamo kaHulumeni yokucindezela ukukhula kwe-Black Consciousness Movement yaholela ekutheni kubashwe umholi waleli gumbu (uSteve Biko) owashonela ezandleni zamaphoyisa ngo-1977. Ngaleso sikhathi, IBCM yayifuna imfundo ehambisana nezidingo zabantu, hhayi evuna abamhlophe nengcinezelo. Ngalesi sikhathi -ke mhla ziye-16 ku-1976, izindimbane zabantu ezazihlala phambili amagqawu eBCM zagwala izitaladi zaseSoweto ziphethe izinqwembe ezithi 'Down with Afrikaans and Bantu Education'. Ngenkathi kubhikishwa, amaphoyisa adubula ebhekise esixukwini kwadubuleka uHastings Ndlovu no Hector Peterson bashona. Loba babengamalunga aqavile eB M, lokhu kwasusa uthuli lwezichwe olwasabalala lwagcwalala nakwezinye izindawo.

Kusukela ngalesi sikhathi -ke isiBhunu sathathwa njengolimi lomcinezeli. Ngenxa yemfundiso ye-BCM, abaningi othisha abamnyama abaxoshwa ekufundiseni ngoba bengaba ukufundisa ngesiBhunu.

Paragraphs!

content-16-16

language-8/10

structure-01/04

25  
30

ISIQEPHU 8  
Umbuzo 2 = Umbuzo omude

2.1.

2.1.1. Jebo, yangithinta ngezindlela ezimbili.

EVOKUBALA : Senginamalungelo nami engiwathokoze layo ngokomthethosisekelo. Sengenkululeko yokubeka imizwa yami ngokukhululeka. Sengiyakwazi ukuthola imfundo noma ngingenayo imali yokufunda. Sengiyakwazi nokusebenzisa izinto zokungcobeleka ngenkululeko. Njengokuthi nje ngingabhekisa kuNoma kuphi ngaphandle kokwesaba ukuthi ngizoboshwa. Akusekho futhi ukucwaswa ngokwendawo yokuhlala. Ngihlala yinoma yikuphi ingqo nje uma ngizokwazi ukumelana nezindleko ezihambelana naleyondawo. Nginelungelo lokuthi ngehlulelwe yinkantolo uma ngenze okungalungile futhi nakho ukuhlulelwa kwenzeka ngendlela eqalisanayo.

Ngakolunye uhlangothi intando yeningi isiyangicindezela ngoba sengikhokha kakhulu intela ngaphezu kwalokho engangikukhokha - ngesikhathi sengindezelo. Nanka - nje ama - e-tolls athe chithi saka iGoli lonke. Akhokhelwa yimi kodwa futhi angikwazi ukubeka izwi ngawo. Amanzi nama - rates amba eqolo! Uphethiloli unyuka mihla yonke kanti nokudla ezitolo kugugisa iphakethe. Njengoba ngikhululekile nje, nezigebengu zikhululekile ukuba zisine zizibethele empahleni yami le engiyijulukele kanzima. Uma ngike ngasithinta isigebengu, ngizobeka qete. Abazali bami bayesaba ukungijezisa uma ngonile ngoba ngizobabapha! Manje ngiyazibuza ukuthi kanti yini inkululeko?

Content -16

Language-10/10

Structure-2/4

28  
30

**APPENDIX L: Field work checklist**

<b>School known as:</b>	<b>No. of Questionnaires Given</b>	<b>No. of Questionnaires Returned</b>	<b>Grades which filled in the questionnaires</b>	<b>Number of learners who wrote the experimental test</b>	<b>Grades which wrote the experimental test</b>
A	50	46	10-11	22	12
B	150	150	10-12	32	12
C	29	28	12	29	12
D	24	23	12	24	12
E	40	35	12	40	12
F	34	21	12	34	12
G	-	-	-	-	-
H	-	-	-	-	-
I	-	-	-	-	-
J	-	-	-	-	-
<b>TOTAL</b>	<b>327</b>	<b>303</b>		<b>181</b>	

**APPENDIX M: Composite results of the experimental test**

<b>Rating Percentage</b>	<b>Rating Code</b>	<b>Description of competence</b>	<b>Number of those who wrote in isiZulu And %</b>	<b>Number of those who wrote in English And %</b>	<b>Total number of learners who performed at this level</b>	<b>The overall percentage showing number of learners who performed at this level</b>
80-100 %	7	Outstanding achievement	34 <b>19%</b>	05 <b>03%</b>	39	22%
70-79 %	6	Meritorious achievement	19 <b>11%</b>	11 06%	30	17%
60-69 %	5	Substantial achievement	06 <b>03%</b>	23 <b>13%</b>	29	16%
50-59 %	4	Adequate achievement	04 <b>02%</b>	35 <b>19%</b>	39	22%
40-49 %	3	Moderate achievement	00	26 <b>14%</b>	26	14%
30-39 %	2	Elementary achievement	00	10 <b>06%</b>	10	06%
0-29 %	1	Not achieved	00	06 <b>03%</b>	06	03%