AN EVALUATION OF THE IMPLEMENTATION OF THE NEW LANGUAGE-IN-EDUCATION POLICY IN SELECTED SECONDARY SCHOOLS OF THE LIMPOPO PROVINCE.

by

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SUMMARY

The elections of the democratic government in South Africa in 1994 led to the formulation of the new Language-in-education policy (LiEP), which was adopted by government in July 1997. This study evaluated the implementation of this policy in selected secondary schools of the Limpopo Province. In making this evaluation the study wanted to answer the question: How should schools implement the new LiEP in Limpopo Province?

The major findings of the study are that the new LiEP remains largely ignored and unimplemented in Limpopo Province. The status quo remains unchanged in most schools and English and Afrikaans continue to be the language of learning and teaching (LoLT) in all schools investigated. The study therefore argues that there is a serious discrepancy between policy and practice. The study concludes by making recommendation to address the problems identified and to provide guidelines on how the policy may be implemented in Limpopo Province, such as the gradual phasing in of African languages as LoLTs.

KEY TERMS:

Language policy, language proficiency, language practice, language preference, language in education, academic achievement, multilingual education, bilingual models, African languages, language attitudes.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

South Africa is a multilingual country with an estimate of about 25 languages (Webb and Kembo-Sure, 2000: 50). Eleven of these languages, namely, Afrikaans, English, Sepedi, Setswana, Sesotho, isiXhosa, isiZulu, isiNdebele, siSwati Tshivenda and XiTsonga have been accorded official status at national level (the Constitution, Act 108 of 1996). Since the democratic changes of 1994, much effort has been made to promote the use of these official languages, particularly the nine indigenous languages that have been marginalized during the colonial and apartheid period, in all government official domains. Whereas much has been achieved over the past thirteen years in promoting the use of these indigenous languages in different domains, their use in education remains a challenge. Accordingly, the government adopted the new LiEP in 1997 with the aim to promote multilingualism in education. This policy is informed by the Constitution (Section 29, Act 108 of 1996), which stipulates that "everyone has the right to receive education in the official language of their choice in public educational institutions where that education is reasonably practical".

In this study an attempt will be made to show the challenges that are faced with in this regard with particular reference to Limpopo Province. Limpopo province with its linguistic and socio-cultural diversity provides a good social laboratory to test the implementation of the new LiEP. The Polokwane Circuit is of special interest since it includes all types of schools, namely, ex-Department of education and training (ex-DET), ex-Model C, ex-Head of Department (ex-HOD) and the new schools and the different languages.

This chapter begins by identifying the research question, and then identifies the aims of the study. This will be followed by a discussion on the significance of this research and a brief description of the research methodology. The chapter will conclude by giving the scope of this dissertation of limited scope.

1.2 The research problem

1.2.1   Problem formulation

The new LiEP addresses two important language issues, namely, language as a subject of the study and as language of learning and teaching (LoLT). The challenge faced with implementing this policy is the use of several languages as LoLT rather than the teaching of these languages as subjects of study. In fact, at present, all the nine indigenous African languages are taught in most schools as subjects of study. It is particularly the use of the nine African languages as LoLT beyond foundation phase that remains a challenge. However, as several studies (Webb, 2003; Mutasa, 1999; Verhoef, 1999; Kamwangamalu 2000 and Hartshorne, 1995) point out, the language policies adopted during the colonial and apartheid era affected learners negatively with regard to language choices and use. During the apartheid era, for example, different languages in education policies were adopted ranging from mother-tongue education to bilingual education and English or Afrikaans medium only. As these policies were informed by the colonial or apartheid ideology, they were rejected by the majority of the South Africans, blacks in particular. This was evidenced by Soweto uprising in 16 June 1976 where a number of students died when they demonstrated or protested against the use of Afrikaans as medium of instruction in Black schools (Hartshorne, 1992: 203). But, on the contrary, the uprising was never for the use of African indigenous languages which were perceived as instruments of Bantu Education.

Although the South African government adopted a new LiEP in line with the democratic changes in 1994, very little research has been undertaken regarding its implementation (Kamwangamalu, 2000) particularly in the Limpopo Province. The implementation of the new LiEP raises questions of theoretical and a practical nature. Theoretically, the concept multilingual education, which is at the core of LiEP, has not been thoroughly investigated in South Africa. Even internationally, it is only during the past few decades that research has focused on multilingualism in education. In Limpopo Province, where multilingualism is a common feature of most schools, particularly those in urban centers such as Polokwane, the challenge is to establish LiEP models that address this linguistic reality. According to the South African Schools Act (SASA, 1996) each school governing body is supposed to design its own language policy. But what has happened so far is that in most schools, the status quo remains. Research shows that many secondary schools use English and Afrikaans as LoLT rather than African languages (Kamwangamalu 2001: 396). This is an indication that African languages continues to occupy low status in school education. From the foregoing, it is clear that South African schools, and in particular schools in Limpopo Province, should adopt more inclusive language in education policies, which will cater for all languages in accordance with both the Constitution and the LiEP requirements.

At a practical level, not enough research has been undertaken on how multilingual education may be implemented in the curriculum and in teaching and learning in the classroom situation. This problem is exacerbated by the linguistic complexity in most schools, especially schools in urban setting.

1.2.2   Background to the research

The Limpopo Province, one of the nine provinces in the Republic of South Africa, covers a total area of 134 520 square kilometers, and this figure constitutes only 10,2 percent of the total area of South Africa (Statistics South Africa, 2005: 3-4).

It shares borders with North West, Gauteng and Mpumalanga Provinces. It also shares borders with neighboring countries such as Botswana, Zimbabwe and Mozambique.

The 2001 Population Census indicates that the population of the Limpopo Province is 5 273 364 and this figure represents 11,8 percent of the total population in South Africa (Statistics South Africa, 2003: 6-7). Statistical evidence mentioned that 97,2 percent of the total population in the Limpopo Province represents Black Africans, 0,2 percent Coloured, another 0,2 percent Indians or Asians, whereas 2,4 percent represents whites (Statistics South Africa, 2003: 12).

The 2001 Population survey further evidenced that there are three major African languages spoken as home languages in the Limpopo province, namely, North-Sotho, with 52,1 percent speakers, Xitsonga (22,4 %) and Tshivenda (15,9%) (Statistics South Africa, 2003:16). There are other home languages spoken by people in this province such as Afrikaans (2,3%), English (0,5%), IsiNdebele (1,5%), IsiXhosa (0,3%), IsiZulu (0,7%), South-Sotho (1,3%), Setswana (1,6%), Siswati (1,1%) and other languages (0,3%) (Statistics South Africa, 2003: 16).

The home languages are concentrated in certain geographical regions (Krige et al, 1994: 139). For example, North-Sotho is concentrated in the former Lebowa homeland, Tshivenda around and in the former Venda independent state, where as Xitsonga is concentrated in the former Gazankulu homeland. These languages were official there.

Krige et al. (1994: 138) further state that Setswana speakers are concentrated in the area around Thabazimbi, that is, north-west of the Limpopo Province. IsiZulu and Siswati are spoken around Sekhukhune area and Mapulaneng area in the former Lebowa Homeland. IsiNdebele, which includes both Northern and Southern Ndebele, is spoken around Portgietersrus (now called Mokopane).

There are 4 614 primary and secondary schools, including both public and independent schools in the Limpopo Province. The total number of learners was estimated at 647 228 for the 2000 academic year. This figure constitutes 27,1 percent of the secondary school learners in South Africa as a whole (Statistics South Africa, 2000: 28).

Statistics South Africa (2000: 28) also revealed that the pass rate for grade 12 examinations for 1997, 1998 and 1999 were 35,0; 35,2 and 31,5 percent respectively. This indicates that the performance of grade 12 learners was below average.

1.2.3   Research questions

From the foregoing, this study addresses the following research questions with regard to the implementation of the new LiEP in Limpopo Province:

    a.   How should schools in Limpopo province implement the new LiEP?
    b.   What languages should secondary schools use as LoLT across the curricula in Limpopo and what languages should be taught as subjects in secondary schools?
    c.   What are the factors affecting the implementation of LiEP in Limpopo Province?

1.3 Aims of the study

This study aims to:
    a.   Explore the implementation of the new LiEP in selected secondary schools in the Limpopo province;
    b.   Elicit information about the actual understanding of the new LiEP by learners, teachers and principals;

c. Explore the attitude of learners, teachers and principals towards the use of African languages as LoLTs;

d. Make recommendations based on the findings for the implementation of LiEP in Limpopo Province.

1.4 Significance of the study

As the multilingual policy stipulated in the new LiEP is being tried for the first time in secondary schools, this study will give insight with regard to the challenges faced with its implementation in the Limpopo schools. The research is significant as there is always discrepancy in policy formulation and implementation. Often there is always a mismatch of policy as written on paper and in practice. The reason is that policy formulators often ignore what takes place in real situations and concentrate on political issues. This might be a reason why the status quo is maintained in most schools in South Africa despite the new LiEP.

This study is significant as it highlights the general understanding of the policy by stakeholders and identifies their attitudes towards the policy and its implementation. The findings and recommendations of this study also help to inform policy makers and those involved in policy implementation on factors that should be taken into consideration in the implementation of LiEP in Limpopo Province and implementation models that may be adopted. Thus, the findings of this study contribute significantly in the implementation of LiEP in Limpopo Province, and in schools in Polokwane circuit in particular. The models proposed might be used in schools that are in a similar situation. The study also gives insight into the theoretical aspects regarding the implementation of multilingual education in multilingual contexts.

1.5 Research methodology

To arrive at a more representative view of multilingual education, LoLT issues and their implementation at secondary schools, the study begins by undertaking a literature review. This was followed by an empirical research which was focused on seven secondary schools in Polokwane circuit of the Limpopo Province. These schools were selected on the basis of their location (in which socio-economic group location and whether in suburb or township), type of school (ex-DET, ex-Model C, ex-HOD or new government school), educator and learner composition (racial, ethnic or which cultural group). To ensure the elimination of biases the triangulation method was used because a variety of different forms of data collection; for example, observation, interviews and questionnaire were applied. This implies that both qualitative and quantitative approaches were applied in this research.

Two sets of questions were designed for both learners and principals. Both close- and open-ended questions were asked. These types of questions have been used to explore the implementation of the new LiEP in selected secondary schools and the attitude of learners, teachers and principals toward the use of African languages as LoLTs. Learners, teachers and principals responded to the same types of questions to elicit information and the actual understanding of the new LiEP. Most important, open-ended questions were also used to elicit affective responses.

The response from learners, teachers and principals were compared before drawing any conclusion. The responses were also compared to what has been observed formally and informally.

The findings, substantiated by the survey of the related literature (including work done by other scholars and policy documents) were then used to guide the researcher in making recommendations.

1.6 Research Organization

The presentation of this dissertation is organized into the following chapters:

Chapter 1: This chapter gives the background information, the purpose of the study, research problem and research design.

Chapter 2: This chapter covers the literature review and theoretical background on multilingual education. The chapter concludes by discussing multilingual education in South Africa and the related policy documents such the new LiEP and its implementation in the Limpopo Province.

Chapter 3: This chapter deals with research design and methodology. The chapter discusses the research approaches and the methods for data collection and data analysis.

Chapter 4: This chapter contains the findings, which are presented in a cohesive and comprehensive way.

Chapter 5: This chapter focuses on the discussion of the results presented in Chapter 4. It provides an interpretation of the findings and their implications for the implementation of LiEP in the Limpopo Province.

Chapter 6: This is a concluding chapter, which includes a summary of the research findings and the recommendations for the effective implementation of LiEP.

CHAPTER 2

LANGUAGE POLICIES IN EDUCATION

2.1 Introduction

The aim of this chapter is to review the literature on theories of language in education with a view to identifying strategies for the implementation of the new LiEP in South Africa. The implementation of LiEP has become the focus of interest and research in South Africa since 1994. Like most of the developing countries in Asia and Africa, South Africa is confronted with the challenge of overcoming the colonial language policies that entrenched the use of ex-colonial languages such as English and Afrikaans as LoLTs, on the one hand and the marginalization of indigenous languages on the other hand.

The chapter begins by discussing the concept 'multilingual education' and then review the literature with special reference to theories on this subject and the implementation models or strategies. Lastly, an analysis of the LiEP documents in South Africa will be made with special reference to Limpopo.

2.2 Multilingual education

2.2.1 The concept 'multilingual education'

As a point of departure, it is important to define the concept 'multilingualism'. Corson (1990) defines multilingualism as the recognition and the use of more than two languages in every sector of the community. A distinction can be made between individual and societal multilingualism. Webb (1998: 143) notes that multilingualism occurs both at the individual and the societal level. According to Webb (1998), individual multilingualism is a situation where one person speaks or knows three or more languages, while societal multilingualism occurs where

three or more languages are present in a community. In addition to this, Sridhar (1996: 47) also distinguishes between individual and societal multilingualism by stating that in the case of individual multilingualism the focus is on how one acquires and access these languages for using while in societal multilingualism the focus is on institutional dimensions such as the use of languages in a given society.

Multilingualism is common in Africa (Wurm, 1999). In South Africa, for example, people speak many languages in daily life. These languages are used in different domains such as interaction between family and friends, government administration, education, judiciary and in political and economic sectors. However, ex-colonial languages such as English are used in major domains, whereas indigenous languages are mainly used in lower domains.

The recognition of the multilingual nature of societies, in particular the importance of indigenous languages in developing countries, has led to the increased attention on multilingual education. Multilingual education may be defined as a situation where education is offered through the medium of many languages. According to UNESCO (2002), multilingual education may involve the use of at least three languages in education, that is, the mother tongue, a regional language or national language and an international language. In multilingual education one is encouraged to access education in both home language and a language of wider communication, which, is usually an ex-colonial language in most African countries.

According to Cenoz and Genesee (1998b: vii), multilingual education refers to a situation where more than two languages are used as LoLT. This includes bilingual education where two languages are used. This also includes educational programs that use languages other than the first languages of learners as LoLTs. Multilingual education programs aim at developing communicative proficiency in more than two languages. This means that the need for an individual to become

more competent in other languages than one's own language will be promoted by multilingual education.

2.2.2 Theories relating to multilingual education

Multilingualism is a debatable issue in many developing countries. The kind of research done on multilingual education involves the study of the different language policies adopted in multilingual states and their implementation in education. There are different theories relating to multilingual education.

2.2.2.1 Additive and subtractive multilingualism

According to Luckett (1993: 75), additive bilingualism refers to a situation where a learner gains competence in a L2 while L1 is maintained. She argues that this can only be realized if both L1 and L2 are valued and reinforced. She supports the idea that this additive bilingual approach has positive effects on a child's social and cognitive development. Luckett (1993:75) believes that if a child maintains his L1, it will be easier for him to master content in L2.

In contrast to the additive bilingual approach, there is the subtractive bilingual approach to education, which has to do with a situation where a child learns the L2 at the expense of the L1 (Luckett, 1993: 75). Luckett (1993) further states that this situation occurs when the L1 of the child is not valued and supported by the education system. As a result, this approach has a negative impact on a child's social and cognitive development. This implies that the child's L2 will not develop and as such he might not be able to make sound judgments about the content in L2.

The new LiEP of South Africa opts for the promotion of multilingualism through the additive approach to bilingualism (see 2.5 below). This implies that language

planners believe that skills learnt in L1 can be easily transferred to L2 if they are well developed.

The LANGTAG report (1996) emphasizes the promotion of multilingualism through additive bilingualism. This implies that the learning of the L2 without replacing the L1 is encouraged.

2.2.2.2 Bilingual/multilingual implementation models

There are a number of bilingual education models, such as immersion, transitional, plural multilingual, two-way dual language, maintenance and submersion programmes, that are adopted by other countries.

Immersion model

In an immersion model linguistic majority children with a high status mother tongue choose to be instructed through the medium of a foreign language (Skutnabb-Kangas & Cummins, 1988). This model has been successful in Canada where English-speaking parent were encouraging their children to learn through French. Children developed high-level competence in L2 (French) without replacing their L1 (English). This model is discouraged in South Africa because of lack of well-trained educators and lack of motivation to make learners cope in this situation. According to Macdonald (1990: 93), this model has been a failure in Anglophone countries because children do not have a sufficiently literate background or parental and cultural-environmental support for learning through the L2.

Plural multilingual model

In the plural multilingual model learners from different language backgrounds and nationalities use several LoLTs. A typical example of this model is the situation

where learners who were originally monolinguals have been exposed to many languages. The main aim is to help them to become multilingual so that they are able to participate in the European Union. This model is also referred to as the mainstream bilingual or multilingual model (Skutnabb-Kangas and Garcia, 1995). According to Skutnabb-Kangas and Garcia (1995), this is a form of additive multilingualism.

Two-way dual language model

In this model both majority and minority groups use their languages separately as LoLTs, e.g., bilingual immersion schools in California and the United State of America. Dolson and Lindholm (cited in Skutnabb-Kangas and Garcia, 1995) also call this model a two-way bilingual immersion model. The main objective of this model is to make learners bilingual and biliterate (Skutnabb-Kangas and Garcia, 1995). As these scholars state, this is another model of achieving additive multilingualism.

Maintenance model

In this model the minority learners use their languages initially as LoLT and move to the majority languages at a later stage where both their languages and the majority languages are used as LoLT. For example, some of the subjects learn through their L1 and the remaining subjects through L2. According to Skutnabb-Kangas and Garcia (1995: 227) this model is also referred to as the language shelter or heritage language model. Learners in this model experience a total transition to the use of the majority language occurs at a later stage. But it is believed that this is done when both languages are developed adequately to be able to function as LoLTs. The English-Afrikaans bilingual education used in South Africa before 1994 is the evidence for this model (Skutnabb-Kangas and Garcia, 1995)

Transitional model

In a Transitional model, learners move from the use of L1 to L2 over a period of time (Macdonald, 1990). This model has been successful in Europe because of the high level of proficiency of teachers in L2, parental involvement and acquisition in initial literacy in L1. The L2 is first introduced as a subject before being used as LoLT. Ex-DET schools follow this model in South Africa. In South Africa this model may be successful in ex-Model C schools because of the availability of learning and teaching facilities, high proficiency levels of educators and learners in the LoLT and active parental involvement than in ex-DET schools where all these resources and facilities are still limited.

Submersion model

In the Submersion model, children with a low status L1 are forced to learn through a foreign language (L2) with high status even though they have not reached high or sufficient proficiency in this language (Macdonald, 1990). This L2 is in most cases a L1 of a small percentage of learners and it occurs where the teacher does not understand the L1 of learners. Luckett also refer to this as subtractive bilingualism (1993: 75). In South Africa this model is adopted in almost all, if not all, ex-Model C schools.

2.2.2.3 Cummins' theories on language in education

According to Cummins (1978: 222), some learners may benefit from bilingual education, while some may not benefit in terms of functional bilingualism and academic achievement. Cummins (1978) therefore explains these differences by a set of hypotheses, namely, the threshold hypothesis and the interdependence hypothesis.

According to the Threshold hypothesis there is a minimum level of competence required for a child to develop in the L1 in order to gain cognitive development when exposed to L2 learning or instruction (Cummins 1978). This implies that high level of competence in L1 will lead to high level of competence in L2. Low level of L1 competence will then lead to the low level of L2 competence. This clearly indicates that if a child achieves high level of bilingualism in both L1 and L2, greater cognitive development will also be reached.

The Interdependence hypothesis states that the level of competence of L2 of a child depends on or is related to the level of competence in L1 before exposure to L2 for cognitive and academic language proficiency (CALP) achievement, whereas they are independent for basic interpersonal communicative skills (BICS) (Cummins, 1978). It means that the skills, knowledge, values and attitude developed in the L1 are transferred to the L2. This implies that if a child develops sufficient L1 skills, they will be transferred to L2 when the child is exposed to L2 instruction. Therefore Cummins (1978) concludes that it is necessary for a child to acquire CALP in L1 in order to transfer such skills in L2. This will in turn help a child to attain a high level of competence in both languages.

The hypothesis also states that if L1 competence cannot be well developed before introducing a child to L2 instruction, both languages may not develop to enable learners to attain high academic achievement. This is termed subtractive bilingualism by Luckett (1993: 75). Previous research by Macdonald (1990) also confirms that Black South Africans suffer because of the effects of subtractive bilingualism that is caused by a sudden change over to L2 before they reach CALP level in their L1. As a result pupils fail to acquire CALP in both L1 and L2.

This distinction explains why many children whose languages are of low status fail in schools because their communicative skills affect their inadequate cognitive and academic L2 skills.

The findings by researchers such as Macdonald (1990) who have applied the theory of Cummins are very relevant to any discussion concerning LiEP in South Africa. Schools must take these findings into account when choosing LoLT and language subjects. In other words, bilingual or multilingual education will only be successful when children successfully achieved what Cummins (1978) refers to as CALP in both languages.

Cummins argues that a successful bilingual programme will ensure that the learners achieve CALP in both L1 and ex-colonial language Luckett (1993: 75). This means that if a bilingual program has a positive effect on the cognitive development of a learner, it is successful.

The Interdependence theory has received criticism from scholars such as Genesee, (1984); Canale (1984); Spolsky (1984); Troike (1984) and Wald (1984). Critics state that it does not consider other factors that affect learner achievement such as cultural, social, political and attitudinal factors. It also does not separate schools according to socio-economic factors, which have a great influence on academic achievement. But this theory shows practical possibilities and as a result it is worth consideration together with other factors.

2.2.3 The role of multilingualism in education

Literature abounds with studies on the role of multilingualism in education. From these studies, two different views on the role of multilingualism in education may be identified. Multilingualism is viewed either as a barrier to learning and teaching or as a resource for learning and teaching.

Those scholars who regard multilingualism to be a barrier to learning and teaching believe that it prevents a learner from being proficient in the language of wider communication. Tokuhama-Espinosa (2003) believes that by learning more than one language, children can suffer "brain overload" and that multilingualism

can cause language problems such as stuttering or dyslexia. Darcy (1953) and Jensen (1962), cited in Cummins (1978) argue that multilingualism will impede the learning process because learners get confused at the end when they fail to acquire skills in any of the languages. They believe that a learner must learn through the L2 as early as possible in order for a learner to master this language and also for a learner to master L2 one must not use L1 as LoLT.

Another argument advanced against multilingualism in education is that it constitutes a barrier to learning in tertiary education (Brock-Utne, 2000: 178). It encourages the learning through L1 which in most cases is a minority language not used at the higher levels of education. However, according to Cummins (1986) such pupils will not have problems because if they acquired cognitive and academic language proficiency (CALP) in their L1 and if tertiary education is in L2, the skills will automatically be transferred to L2. This means that they will make academic progress. Therefore, it does not really matter whether the language used as LoLT is L1 or L2, what matters is whether a child reached CALP in L1 or not. The only problem is that pupil transit to the use of L2 before they reach CALP in L1 in primary schools. This leads to a situation where no language is mastered or what Lemmer (1993: 154) and Skutnabb-Kangas (1981) describe as semilingualism.

In contrast to the view that multilingualism creates a barrier to learning process, there are scholars such as Skutnabb-Kangas and Garcia (1995) who view multilingualism as a resource for learning and teaching. These scholars view multilingual education as a means to provide people with a more informed perspective about the issues involved in a particular country, on the one hand, and the global reality, on the other hand (Skutnabb-Kangas and Garcia, 1995: 224). According to Crawford (1996) different languages are a resource and they provide different windows on the world. This implies that multilingual education prepares an individual to confidently participate in a multilingual world. De Klerk (1995)

holds the same view and notes that bilinguals have a greater capacity to think abstractly.

Skutnabb-Kangas and Garcia (1995: 225) further point out that multilingual education is a means of improving opportunities in business and achieving success in a changing world. This means that learners will become responsible adults in the workplace and will succeed and become more productive. It also implies that they will have better opportunities in an interdependent society.

Multilingual education is also viewed as a means to a better understanding of different ethnolinguistic groups (Skutnabb-Kangas and Garcia, 1995: 225). In support of this view Genesee and Cloud (1998:3) point out that multilingualism is a step to understanding and appreciating differences. This implies that multilingual education will provide opportunities for learners to know and respect other ethnic, linguistic and cultural groups they interact with. As a result, learners will become responsible citizens of their various countries. Furthermore, multilingual education is viewed as a means for ensuring equality in education for all (Skutnabb-Kangas and Garcia, 1995; PanSALB 2001).

One scholar who has made an extensive study on this subject is Cummins. His research and theories deserve a separate discussion as they provide much insight to the role of multilingualism in education.

2.3. Multilingual education in South Africa

This section deals with how South Africa has appointed multilingualism in education. In this section, the LiEPs in South Africa are examined with particular reference to the Limpopo Province. Before attempting to discuss the language-in-education policies, the sociolinguistic profile of South Africa was discussed. The challenges facing the implementation of the new LiEP and the implications thereof were discussed.

2.3.1 Sociolinguistic profile of South Africa

South Africa with total populations of approximately 40, 5 million has between 25 and 80 languages (Webb and Kembo-sure, 2000: 50). Only 11 languages (two ex-colonial languages, which were official languages during the apartheid government and nine African languages, which were official at the regional level during that era) are given official status at national level (Webb and Kembo-sure, 2000: 50).

The languages are hierarchically tabulated below in table 2.1 according to the order from the larger number of speakers to the least. This table shows the official languages of South Africa, the total number of speakers of each language out of the total number of speakers (Markdata, 2001).

Table 2.1:   Languages of South Africa

Languages	**Speaker: No. of HL**	**% PanSALB 2001**
Zulu	9 200 144	22,9
Xhosa	7 196 188	17,9
Afrikaans	5 811 547	14,4
Pedi	3 695 846	9,2
English	3 457 467	8,6
Tswana	3 301 774	8,2
Sesotho	3 104 197	7,7
Tsonga	1 756 105	4,4
Swazi	1 103 193	2,5
Venda	876 409	2,2
Ndebele	586 961	1,5
Other Languages		0,6

Sources: South Africa census summary report, 2001(cited in Markdata, 2001: 3)

The official languages of South Africa are regionally based. This implies that they are concentrated in certain areas. For example, isiZulu in Kwazulu-Natal; isiXhosa in Eastern Cape; isiNdebele and siSwati in Mpumalanga; Setswana in Northwest Province and Northern Cape; Sepedi (North-Sotho), Tshivenda and Xitsonga in Limpopo Province; Afrikaans mainly in Western Cape; South-Sotho in Free State. English is spoken across the country and mostly in urban areas (Madiba, 1999). The map below shows the areas where these languages are concentrated in South Africa.
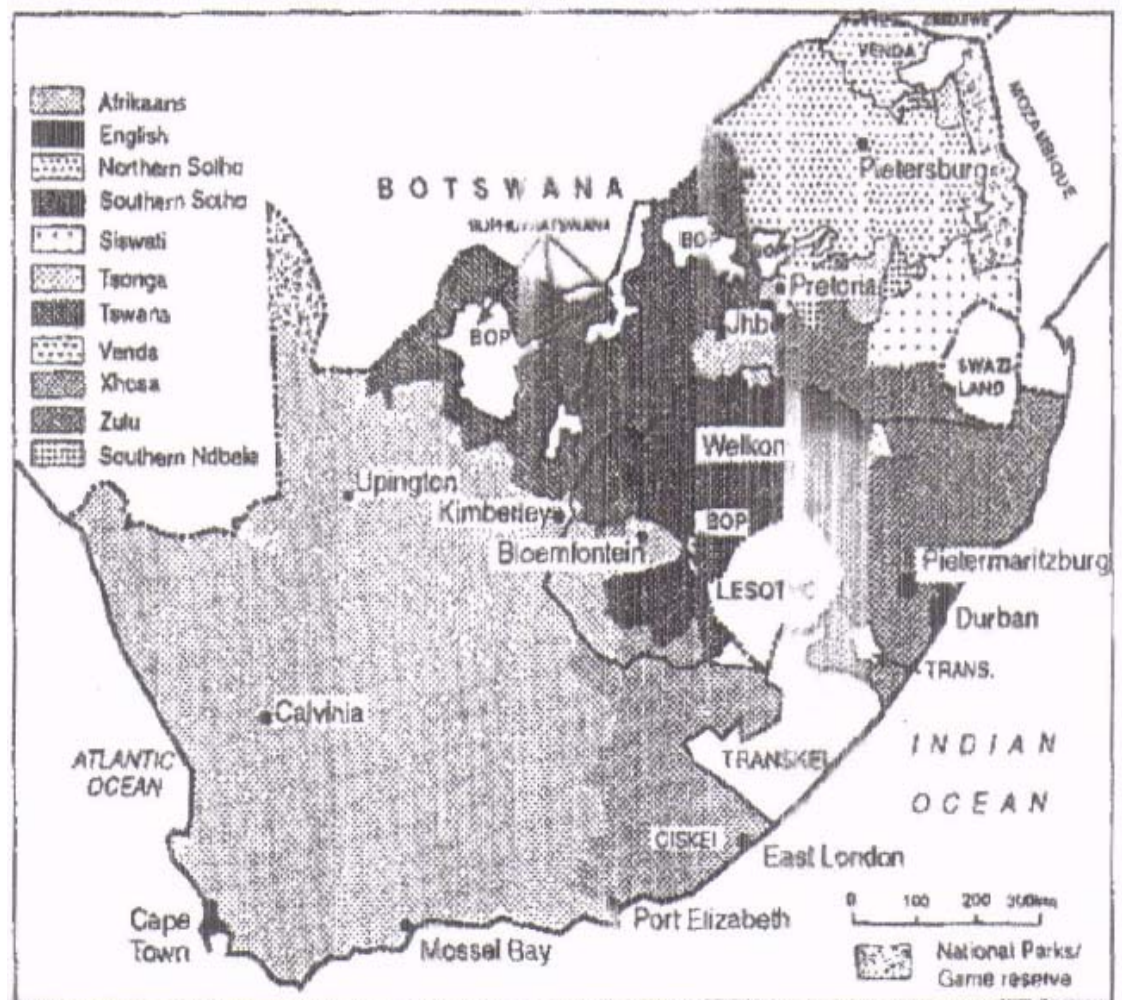
Figure 2.1: Dominant language distribution (*Language Atlas of South Africa 1990: 55*)

Almost all of South Africa's official languages are found in Gauteng Province. Moreover, some of these languages are major home languages in some neighboring states such as South-Sotho in Lesotho; siSwati in Swaziland; Setswana in Botswana, Ndebele and Venda in Zimbabwe (Madiba, 1999). Generally, Afrikaans and English perform high functions compared to African languages English and Afrikaans are used in secondary domains, such as government, administration, the courts, education, commerce, the media, with English gradually replacing Afrikaans), whereas African languages are used in primary domains such as interpersonal communication, and for religious and cultural purposes (Webb and Kembo-Sure, 2000: 46).

2.3.2 Language-in-education policy in South Africa

2.3.2.1 A brief historical overview

Before discussing the new LiEP in South Africa, we will briefly discuss the previous language-in-education policies and their effect on the current situation. As Hartshorne (1992: 186) argues, the education policies of a country reflect its political status, its tradition, values and its conceptions of the future. Hartshorne (1995: 306) further shows that such policies are also influenced by economic and social factors. South Africa is not an exception to this fact because the choice of languages and their status also seem to be mainly determined by political and economic factors (Hartshorne, 1992: 187).

South Africa adopted several languages in education policies since 1652 when the Dutch was adopted as a language of education and was used to teach the Khoi and San children (Bekker, 1999). When the British government took over the control of the colony, a new policy of Anglicization was adopted with a view to replace Dutch by English between 1806 and 1848. However, after the establishment of the Union Government in 1910, both Dutch and English were recognized as the

official languages. In 1925 Afrikaans, which replaced Dutch was assigned official status alongside English (Bekker, 1999 and Hartshorne, 1992: 191-194).

In 1948, mother-tongue policy was introduced following the National Party ascendancy to power and the introduction of Bantu education in 1953 (Hartshorne, 1989: 89-90). The mother-tongue policy stipulates that education should be in mother tongue progressively until the eighth year of the primary school. It further stipulates that the first official language be introduced in the second year of schooling as subject and the second official language in the fourth year. The mother-tongue policy was vehemently opposed by speakers of African languages as it forms part of Bantu education which was aimed at promoting ethnic division and an inferior education among the Africans.

After the adoption of the Bantu Education Act of 1953, a new language policy was laid down. Afrikaans was then introduced alongside English both as compulsory subjects in the secondary schools (Hartshorne, 1992: 197). Both of them were also used as LoLT in Black secondary schools. This means that some subjects were taught through Afrikaans and others through English. This policy approach led to the resistance to Afrikaans as LoLT, which in turn resulted in Soweto uprising in 1976. Black South Africans perceived the apartheid mother-tongue policy as discriminatory and oppressive. According to Heugh (1999: 302), mother-tongue education was interpreted as a mechanism to prevent access to power. After Soweto uprising, the use of mother-tongue instruction was limited the fourth year of schooling in black schools and a switch to English thereafter (Hartshorne, 1992: 204). Thus, English became the dominant language in education and it was perceived by the majority of blacks as the language of liberation.

Following the election of the new democratic government in 1994, the government adopted a multilingual language policy, which is stated in section 6 of the Constitution (Act 108 of 1996). In this section 6 (1) of the constitution

English, Afrikaans and nine African languages, namely, isiZulu, isiXhosa, isiNdebele, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, and Xitsonga are given equal official status. One of the main objectives of the policy is to elevate the status and advance the use of these African languages against the background of the past discriminatory language policies.

The constitution (1996) promotes the implementation of a multilingual policy in various domains including education. The Constitution was influenced by the LANGTAG report (1996: 125-8) which identified the language-related needs for South Africa and made recommendations about language policies across different domains including education. LANGTAG strongly supported the widespread use of African languages in all spheres including education. Amongst others, LANGTAG (1996: 125-8) made recommendations to conduct surveys identifying home languages for the target group; language proficiency; language attitudes; availability and provision of resources; involvement of NGOs and SADC on training facilities; language syllabuses; and classroom language practices that will show how far the multilingual education is practiced and also guide the government and the DoE in particular, on their implementation plan. The report does not, however, address the issue of using English, as LoLT and therefore, it does not address the issue of equality in education.

The Constitution (1996) also makes provision for the establishment of an independent body, the Pan South African Language Board (PanSALB) with the responsibility to, amongst others, provide and monitor the implementation of multilingualism policy in South Africa. PanSALB, therefore, monitors implementation of language policies, including the new LiEP by ensuring that the languages are developed and used equally and that no one violates another's rights.

Concerning language use in education, Chapter 2 of the Constitution of 1996, which contains the Bill of Rights (Section 29), guarantees equal educational opportunities by stipulating that:

> (2) Every one has the right to receive education in the official language of their choice in public education where it is reasonably practical. In order to ensure the effective access to and implementation of this right the state must consider all reasonably educational alternatives, including single-medium institutions, taking into account: (a) equity; (b) practicability; and (c) the need to redress the results of the past racially discriminatory laws and practices (The Constitution, Act 108 of 1996).

Although this Section of the Bill of Rights is commendable, it is full of what Bamgbose (1991: 111) regards as escape clauses and gives the impression of a declaration without implementation. This bill is not specific enough because it does not say exactly what should happen or what language should be used for each target group. Instead, the bill stipulates that learners may choose any official language where it is reasonably practical. It does not specify which situation is practical and which is not. In addition to this, it states that the government must consider alternatives such as single medium institutions, which implies possibly a lack of commitment to promoting multilingualism.

2.3.2.1 The new Language-in-education policy (LiEP)

As already indicated, the new LiEP was adopted by government in 1997. Its formulation was informed by the past language in education policies and the Constitution and other policy frameworks such as the National Education Policy Act (Act 27 of 1996) and the South African Schools Act of 1996 (DoE, 1997). Since this policy is the central focus of this study, it will be discussed in detail in the following sections.

The main aims of the Ministry of Education in formulating the new LiEP are outlined in the LiEP policy document as follows:

1) to promote full participation in society and the economy through equitable and meaningful access to education

2) to pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education.

3) to promote and develop all official languages

4) to support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language, as well as Alternative and Augmentative Communication;

5) to counter disadvantages resulting from different kinds of mismatches between home languages and languages of learning and teaching;

6) to develop programmes for the redress of previously disadvantaged languages

According to Vijnevold (1999 cited in Barkhuizen 2002), the core of the new LiEP statements are the following two principles, namely,

1) Redressing past linguistic imbalances and encouraging educational multilingualism; and

2) Ensuring linguistic freedom of choice for learners in terms of languages as subjects and LoLT.

Accordingly, the new LiEP makes the following provisions with regard to languages as subjects in schooling education:

1) All learners shall offer at least one approved language as a subject in Grade 1 and Grade 2.

2) From Grade 3 (STD 1) onwards, all learners shall offer their language of learning and teaching and at least one additional approved language as subjects.

3) All language subjects shall receive equitable time and resource allocation.

The following provisions are made with regard to languages of learning and teaching:

1) The language(s) of learning and teaching in a public school must be (an) official language(s). Learners have the right to apply for the provision of the LoLT, taking into consideration issues of practicability. The policy sets out procedures to be followed and also provides mechanism for resolving dispute regarding discrimination on admission on the basis of language.

From these provisions, it is clear that the new LiEP seeks to promote multilingualism, the development of all official languages, and respect for all official languages in South Africa. The policy document (DoE, 1997: 4) obligates schools to promote multilingualism by stating that governing bodies must stipulate how they will promote multilingualism through using more than one LoLT, and/or by offering additional languages as fully-fledged subjects, and/or apply special immersion or language maintenance programmes.

The new LiEP seeks to promote the maintenance of home language while providing access to and effective acquisition of additional languages in education. The language policy is therefore, intended to enforce the use of mother tongue alongside other languages of wider communication such as English (Heugh, 2000). This is what has become commonly known as additive multilingualism in South Africa. The policy is clear on how additive multilingualism should be attained.

The policy is also aimed to countering disadvantages resulting from any kind of mismatches between home language and LoLT and to achieve non-linguistics goals such as building a non-racial nation in South Africa, The policy also seek to ensure that no one is discriminated at school by not using their languages as LoLT or by not offering their languages as subjects.

To enforce additive multilingualism, the policy requires that learners must pass at least two languages in Grade 12. One of these languages to be passed in Grade 12 should be a home language. The policy provides support for singe-medium schools, but it encourages schools to provide for more than one LoLT where the need arises (DoE, 1997).

Although LiEP is commended by many language planning scholars, it has several shortcomings. The first shortcoming is that it does not provide any implementation model with regard to LoLT (Webb, 2002a). The second shortcoming is that the policy stipulates that the governing bodies must formulate the language policies for their schools. The problem with this provision is that it does not state how they must go about doing this. It gives no direction (Webb, 2002a). The school governing bodies are delegated with this task as they are the ones who know the language situations around their schools better. But if they were given guidelines with regard to policy formulation and implementation, it would be easier for them to formulate policies and develop their implementation plans. Thirdly, the policy does not ensure additive multilingualism at secondary level as learners are only required to have a pass in at least two official languages which could be easily be English and Afrikaans. Lastly, the policy does not show how the problems of negative attitude towards African languages and their underdevelopment will be addressed (Webb, 2002a).

However, despite the problems mentioned above the new LiEP shows a democratic approach to language in education planning because it is inclusive of all official languages. Its main challenge is on the implementation as different

provinces have different linguistic complexities. The linguistic situation in provinces such as Limpopo seems to be more complex in view of the high number of major official languages. More on this will be discussed in the following section.

2.4 Limpopo Province

The 2001 census provides the following statistical data for languages that are spoken as home languages in Limpopo Province.

Table 2.2: Languages of Limpopo Province

Home language	Population	Home language within province
Afrikaans	122 532	2,3
English	28 939	0,5
IsiNdebele	78 618	1,5
IsiXhosa	14 225	0,3
IsiZulu	34 358	0,7
Sepedi	2 750 175	52,1
Sesotho	69 370	1,3
Setswana	83 130	1,6
SiSwati	57 703	1,1
Tshivenda	839 704	15,9
Xitsonga	1 180 611	22,4
Other	14 278	0,3
Total	5 273 642	100,00

(Source: Statistics South Africa, 2001)

From the table above it is clear that the majority of languages spoken as home languages in the Limpopo Province are North Sotho, Xitsonga, and Tshivenda. Despite the three dominant African languages in this province, other African

languages such as Setswana, isiNdebele, and isiZulu are also spoken, but they constitute a very small percentage of the population. However, Webb (2002(a): 185) argues that the choice of LOLT in schools of this province does not coincide with their home languages. When comparing their home languages with their choice of the LoLT, he confirms that about 50,8% of learners choose English rather than their home languages. The relationship between home language and LoLT in this province shows the attitude of pupils and parents towards English and their home language.

Owing to the multilingual situation of this province, the implication for developing a multilingual language policy is that it would be reasonably practicable for more than 88, 8% of the population to have at least a bilingual education in English and one African language such as North Sotho, Tshivenda and Xitsonga.

Several academics (for example, Meyer, 1995 & 1998; Webb, 2002a; National Centre for Curriculum Research and Development (NCCRD, 2000)) have undertaken studies on language in education policy in this province. The study by Meyer (1998), for example, shows that there is a difference between what teachers report about their language practices in class and what they actually do. In this study, it was established that most teachers and learners in secondary schools in the Limpopo Province rely on English for the purpose of writing, but for interaction they use a combination of languages. The majority of teachers show the strong preference for English as LoLT. However, Meyer (1998) noted that in practice teachers and learners continue to employ both English and their primary languages in class, especially in ex-DET schools. Another study on language use in education was conducted in four provinces of South Africa, including Limpopo by the National Centre for Curriculum Research and Development (NCCRD, 2000), clearly shows that language is one of the main factors that leads to poor academic performance and high failure rate. Thus, there is a need for schools in the Limpopo Province to implement the new LiEP to

ensure equity of access, linguistic human rights and success in schooling education.

2.5 Conclusion

This chapter gave a brief review of the literature on theories of language in education. Various strategies for the implementation of the new LiEP in South Africa were identified.

It began by discussing the concept 'multilingual education' and then reviewing the literature on this subject, in particular Cummins' theory. Various models of bilingual education were examined and their relevance to the situation in South Africa was considered.

 Lastly, the LiEP document was analysed and the implementation of this policy in Limpopo was considered.

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction

This chapter focuses on the selection of the research approaches and methodologies employed in this study. Three types of research approaches are discussed, namely, qualitative, quantitative and triangulation research approaches. This is followed by the discussion of the research instrument. The research instruments include questionnaire, interviews and observations. Lastly, the focus will be on sampling.

3.2 Research approaches

3.2.1. Qualitative method

Qualitative research relies on the collection of non-numerical data, such as words and pictures (Johnson and Christensen, 2000: 312). This research methodology is employed in this research project because it is empirical in nature. This means that the research is based on observations (Johnstone, 2000: 24). This methodology relates to methods of research that seek to describe and analyse the culture and behaviour of groups of people (Saville-Troike, 1989: 119). The methodology is suitable because this study is aimed at investigating language use and attitude in relation to the implementation of the LiEP.

In this study the qualitative research methodology was employed because of the nature of the data needed. Some data was collected by unstructured or open-ended interviews and some was collected by structured interviews. The data are in the form of words. Teachers were interviewed and tape-recorded. (Bogdan & Biklen, 1992: 3).

Generally, qualitative research methodology was chosen because the researcher spent time in the field (schools); data included interview transcripts (to be discussed below in 3.3.2); field notes; personal documents where possible and other official records; and the study is data driven than hypothesis driven. This implies that generally this research methodology is employed when formulating theory rather than testing a theory.

Qualitative methodology has both advantages and disadvantages. In this research project, the researcher is the key instrument (Johnstone, 2000). This research methodology has the following advantages: the presence of the researcher in the field makes the findings valid because the researcher understands some behaviour by being there, the researcher is able to get more detailed information because follow-ups may be done where response is not clear, there is wide range of methods to collect data such as interviews, observations and document analysis, and that the analysis is simple because the data are descriptive.

This methodology also has disadvantages. The presence of the researcher in the field may influence the results because the participants may change their behaviour if they are aware of what the researcher actually needs. The second disadvantage is that this methodology is time consuming and expensive because the researcher has to spend some time in the field (Bogdan and Biklen, 1992: 2). The researcher in this project spent some months in the schools because of the time schedule of the participants. Chick and McKay (2001) have the following to say in this regard:

> Because we did not have more time for fieldwork, we may have
> focused too quickly, and therefore, failed to capture data that might
> have yielded greater insights and better understanding.

Another disadvantage is that if the researcher is careless data that are more than one can manage can be collected. If data are more, it may be difficult to codify and analyse. To overcome this difficulty more structured questions are asked.

This method was however, employed in this research project, despite the above-mentioned disadvantages.

3.2.2 Quantitative method

Quantitative approach has the following general characteristics: data are numerical, where tables and graphs are mostly used to explain the trends of the findings; the questionnaire is the main instrument used for data collection; structured interviews and observations may be employed in this approach and data are analysed statistically (Give a source where you get this ideas).

This methodology was employed in this project to investigate the languages used in the schools and at home, the languages preferred by learners and teachers to be LoLT, the languages proficiency of learners and the number of schools implementing the new LiEP.

Like qualitative methodology, this approach also has advantages and disadvantages. Most important about this methodology is that it is time-saving. Many respondents can be reached within a short period of time, and there is less chance for researcher's influence on the behaviour of the respondents (to be discussed later).

Unlike qualitative data, the quantitative data may not be enough since the researcher has no time to make follow-ups. This may occur because an instrument such as the questionnaire was mainly used. This instrument in many cases does not contain names of the respondents. This makes it difficult to find them if you want to make a follow-up. Another disadvantage is that most people are unable to interpret numerical data.

Taking into account the advantages and disadvantages of both methods, namely qualitative and quantitative, a triangulation method is therefore employed.

3.2.3 Triangulation method

According to Mouton and Marais (1988: 91) triangulation refers to the use of multiple methods of data collection, analysis and interpretation. Bailey (1987: 263) defines triangulation as a means that the correct data are gathered by comparison of the results of two or more methods. This implies that triangulation methodology involves the use of both qualitative and quantitative methods of data collection (Leedy, 1993: 143). This method is chosen in order to increase reliability of the results and to counterbalance the limitations of each method (Mouton and Marais, 1988: 91).

3.3 Data collection

This section focuses on the instruments used to collect data in schools. Different instruments were used to collect data. The instruments used are questionnaires, interviews and observations.

3.3.1 Questionnaire

According to Bailey (1987: 496), a questionnaire is a list of questions to be answered by the survey respondents. He states that a questionnaire is a self-administered instrument where a respondent is left to fill it alone as opposed to an interview where the researcher talks to the respondents. The respondents respond to the questionnaire in their own time without being helped by the researcher.

Principals were given the questionnaire to fill in rather than interviews because of their limited time or full schedule. They were busy running examinations. Due to this reason, principals had no time for long interviews. They were interviewed after they have filled the questionnaire, particularly when the researcher wants to clarify some facts they make in their response to the questionnaire. They responded to questionnaires at their own time.

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Learners were in this study given questionnaires to fill in their answers. This approach had the advantage that many learners could be reached within a very short period of time (Chiwome and Thondhlana, 1992: 251). In this survey the questionnaires for learners were returned on the same day that they were distributed in different schools. Learners were not allowed to take questionnaires home.

Questionnaires are advantageous because they are able to reveal beyond the physical reach of the researcher. By filling the questionnaire, the respondents may tell what the researcher may not be able to note (Leedy, 1993: 187). Another advantage is that it is easy to fill in answers and the data are easier to compare (Robinson, 1996: 76). In this survey some questions have alternatives to choose from, whereas some have spaces to fill in answers.

However, the disadvantage of this method is that not all questionnaires may be returned to the researcher (Chiwome and Thondhlana, 1992: 251). In this research, however, only four questionnaires were not returned. A further disadvantage of this method is that the respondents may fail to understand some of the questions and they may as such give wrong or irrelevant information.

It is important therefore that questionnaires are well formulated. Questionnaires may be formulated in two ways, namely, open-ended questions and closed questions.

Open-ended questions

Bailey (1987: 120) defines an open-ended question as a survey question in which no answer categories are provided. For this type of question the respondents are given spaces to fill their answers. This type of questions has several advantages (Bailey, 1987: 120). Firstly, the researcher can get new ideas and information, which are not included in the alternatives. Secondly, the researcher can use these

questions for complex issues. (In this research project this type of question was used for investigating the issue of language preference and the implementation of the new LiEP). Thirdly, the respondent can answer in details and can clarify and qualify the answers. This will help the researcher to get all the necessary information and it will be easier for understanding the data. Fourthly, these types of questions can be used when there are too many categories of answers to list, such as question 8 in the learners' questionnaire (see appendix), which is about the language they prefer as LoLT in and the reasons for their preference. This means the learners may give their own answers to add to the alternatives given. Fifthly, the respondents can express their feelings fully. This implies that the respondents will be allowed to say what they really think rather than be channeled to answer in a certain way. Lastly, it enables the respondents to respond in any way and the data become rich (Johnson and Christensen, 2000: 131).

However, open-ended questionnaires are not without disadvantages. Firstly, the researcher may collect irrelevant information and the respondents may give unnecessary information. Secondly, the researcher needs certain skills to interpret and make the data reliable. Lastly, this type of questionnaires requires much more time to give an appropriate response. It further requires more paper and it may be more costly.

Close-ended questions

Johnson and Christensen (2000: 131) define close questionnaires as the type of questionnaires which requires respondents to choose from a limited number of responses predetermined by the researcher. According to Bailey (1987: 118) this type of questionnaires forces the respondents to answer in one of the response categories provided. He calls this a forced-choice or fixed-response. This type of question is usually employed to get statistics.

This type of questionnaires has several advantages. Firstly, according to Bailey (1987: 118-119) answers to this type of question are standard and can be compared with one to the other. This implies that it is easier to compare the data. Secondly, answers are easy to answer and to code and this saves time and money. Lastly, minimum number of irrelevant answers is received, as alternative answers are limited.

According to Bailey (1987: 119) this type of questionnaires has the disadvantage that respondents may find it easy to guess answers in cases where they do not know the answer. This may cause the data to be unreliable. The respondent may feel frustrated if enough options are not given. A further problem of this type of questionnaires is that the questions may be misinterpreted resulting in the respondent giving wrong information. The respondents may make a wrong choice when meant to choose another alternative.

To minimize the effects of these disadvantages of both types of questions, the researcher should employ both open-ended and close-ended questions in the same research project.

3.3.2 Interviews

The interview is a method of data collection in which the researcher (interviewer) puts questions to a research participant (interviewee) (Johnson and Christensen: 2000: 140). During interviews an interview schedule is used to direct the interviews and to specify the kind of information needed for the research.

In this study in-person interviews were conducted with teachers in order to gain insight about the issues of language proficiency, preference, and practice and language policy implementation in schools. In this case, direct contact between the researcher and the respondent was made (Johnson and Christensen, 2000: 140).

Structured interviews were used in this survey in the sense that the interview schedule was used to guide the process. The schedule was structured in the form of a set of standardized questions. This makes it easier for the data to be codified. The aim of using an interview schedule is to allow the respondents the freedom to discuss the issue in their own terms, but at the same time not to allow them to wander far from the topic. In interviews, if a particular topic comes in, which is of interest to the study, the researcher allows the respondent to substantiate it. Depending on the direction that the interview had taken, the order of questions, as indicated on the schedule was not adhered to. In a number of ways, often for the purpose of clarification, questions were also often rephrased.

This method of data collection also has its advantages and disadvantages. Bailey (1987: 174-176) summarizes the advantages as follows:

Firstly, the interviewer can guide the conversation if the interviewee tends to get out of the point. This implies that it is unlikely for the researcher to collect wrong information. Secondly, more information can be gathered by this method as the researcher can make follow-ups and can allow the interviewee to elaborate on some points.

Secondly, irrelevant answers can be eliminated because where the interviewee does not understand the question the researcher may clarify the question. Lastly, the interview guide is used. It helps the researcher to codify and to ensure that the findings are reliable. This implies that the researcher may rephrase other questions to see if the respondents will give the same answers to check for validity.

The disadvantage that Bailey notes with interviews is that they are time consuming and expensive to conduct. In this project, interviews were arranged with at least four teachers per school to ensure full collection of data and to allow for checking of the information with the participants to ensure reliability of the

information. Reliability of information was also judged by asking similar questions from several people in schools and comparing their answers, and by relating information collected through interviews and observation.

The validity of the interview guide was ensured by matching the information collected with that contained in the policy document, school language policy and by verification with the principals.

Interviews were conducted with teachers because they are the ones who directly disseminate knowledge to the learners. They have in-depth information regarding problems the learners experience with the LoLT; they are also the ones who must ensure the implementation of a new LiEP in schools. Teachers must be able to use home languages of their learners or the languages which learners are proficient in order to help them understand their schoolwork. The teachers' attitude also plays a role in the use of that language as LoLT.

The interviews were tape-recorded and transcribed. This means every word from the tape was written down. The transcribed material was then read through several times. Recurring themes and problems were identified. The number of overlapping questions and repetition of the response ensured the validity of the results. On completion, the problems were clustered under the heading: language proficiency; language preference; language practice and language policy awareness.

3.3.3 Observation

In order to ensure that the data are valid and reliable, observations of the events in the natural setting (school) were employed. Johnson and Christensen (2000: 147) state that people do not always behave like they say. To add to this, Leedy (1993: 185) states that

> We learn some truth by observing the events taking place in the world
> around us.

Therefore, observation is employed to measure the extent to which data are reliable.

In this study, an observation guide was used to control data. Non-participant observations were made in this research project because the observer does not form part of the community under investigation. According to Saville-Troike (1989: 121) non-participant observation is carried out on the site, which is explicitly constructed to allow unobtrusive observation.

This method of data collection is used to check if the information gathered from teachers, learners and principals through the questionnaires and interviews is reliable and valid. During observations, the researcher gathered and recorded data about the behaviour related to language proficiency, preferences, practices and language policy implementation rather than obtaining a report about them. This method of data collection is both qualitative and quantitative because verbal data were gathered and a checklist was used.

This method was used in contrast to the participant observation method, which is mostly employed in a speech community where the researcher is born. The researcher who applies participant observation can study the same group without the group realizing that she is conducting research about the group (Saville-Troike, 1989: 121).

The advantage of participant observation is that investigated group cannot change behaviour. This implies that they are not likely to be influenced by the presence of the observer. Unlike in non-participant observation where the participants try to behave themselves because the researcher is present. The other advantage is that even if the group can realize that the observer is investigating, the chances of

changing behaviour are limited since the researcher is an acceptable member of the community.

One disadvantage of participant observation is that the researcher may forget that certain activities need to be noted because of full participation in the group.

This method of data collection is generally time-consuming because the observer needs to be in the field many times to discuss the recurring behaviour of the investigated group.

Despite the disadvantages mentioned above, non-participant observation is used in this survey to crosscheck the reliability and validity of the data.

 Notepad, pencil and tape-recorder were used to make sure that all of the behaviours are taken note of.

3.4 Reliability and validity

3.4.1 Reliability

Reliability refers to consistency or stability. (Johnstone, 2000: 61). According to Johnson and Christensen (2000:100), reliability refers to the consistency or stability of the scores we get from tests and assessment procedures. In this research project, asking learners, teachers and principals similar questions ensures the reliability of the findings. Sometimes one question is changed or rephrased in the same questionnaire or interview for this reason.

3.4.2 Validity

According to Johnson and Christensen (2000: 106), validity refers to the judgment of the appropriateness of interpretations and actions we make based on scores we

get from a test or assessment procedure. This implies that the instrument the researcher selects must produce accurate data. The interest of teachers and principals in this survey ensured the validity of the findings. Learners were also clearly interested in the survey because most wanted to respond to the questionnaire.

3.5 Sampling

According to Johnson and Christensen (2000: 156), sampling is the process of drawing a sample from a population for research purposes. They further state that when we sample, we study the characteristics of a subset selected from a large group in order to understand the characteristics of the larger group.

Bailey (1987: 82) and Melville and Goddard (1996: 29) also define a sample as a subset of the total population. This means that it is not necessary to investigate the entire population, but the researcher must ensure that the sample must be representative and accurate. This implies that sampling is all about reducing the population to a manageable and representative size. Sampling is advantageous because it saves time and money, but only if the above-mentioned factors are observed.

3.5.1 Sampling size

As this investigation in this study is about the language use and attitude towards other languages in the schools of the Polokwane Circuit in the Capricorn District of the Limpopo Province and their influence on the implementation of the new LiEP, this section focuses on which schools were selected. The schools in the Limpopo Province form an area of interest of the researcher. According to Bailey (1987: 82) a population is any group that is subject to research interest.

As a result of the nature and the purpose of the study, time and financial constraints, the researcher will not focus on the whole of South Africa. Only Limpopo Province was selected. This province was selected on the grounds of its linguistic diversity. Excluding Gauteng, this is the most multilingual province compared to other provinces in South Africa. In this province Northern Sotho, Xitsonga and Tshivenda are main spoken languages, whereas English and Afrikaans are mainly functional languages. A small proportion of the population in this province speaks other languages such as Siswati, isiNdebele, Setswana, isiZulu, Afrikaans and English (NEPI, 1992: 21). Another reason for selecting this province is that it is the place of residence of the researcher.

This province is divided into seven districts from which Capricorn District was selected. This district was selected according to the criteria of accessibility and its representative character. In this district all of the main languages and other languages mentioned above are spoken. There is ex-Model C, ex-DET, ex-HOD, new schools and independent schools.

In this district there were six circuit offices from which Polokwane Circuit was selected. Polokwane Circuit serves six sub-circuits. This sub-circuit was selected on its representative character and accessibility. This sub-circuit was located near the place of residence of the researcher and all the languages stated above are spoken within this area.

In this sub-circuit seven out of 21 schools were selected according to the criteria below:

Firstly, in almost all schools the above-mentioned languages (Northern Sotho, Xitsonga, Tshivenda, English, and Afrikaans) are spoken, so the schools represent the languages spoken in the community.

Secondly, they were selected so as to represent all the different types of public schools: ex-Model C, ex-DET, ex-HOD and new schools.

Thirdly, these schools were located in the same sub-circuit. This makes it easier to travel from one school to another.
Fourthly, these schools were selected because of their physical location so as to be representative of the different ethnic groups. As they were situated in different locations where Coloureds, Blacks, Whites and Indians predominate, they were able to represent a broad spread of the population.

Fifthly, the schools were selected according to learner and teacher composition. They have learners and teachers from different ethnic, racial and cultural groups.

Lastly, the schools were selected on the grounds of the type of infrastructure and resources in them. Some of these schools have good infrastructure and better facilities than others.

The following table shows the nature and the general characteristics of the selected schools. The names of the schools were not used to avoid the identity of the participants in accordance with research ethics.

Table 3.1 below summarizes the characteristics of the various selected schools.

Table 3.1: Characteristics of the selected schools

School	Location	Socio-economic status	Ex-Department	HL	LoLT	Enrolment	Teachers
A	Coloured area	Middle, low & unemployed	Ex-DET	All official languages	English & Afrikaans	900	25
B	Black township	Middle, low & unemployed	Ex-DET	All official languages except Xhosa, English & Afrikaans	English	832	26
C	White area	Middle income	Ex-Model C	All official and other languages	English	942	33
D	White area	Middle income	Ex-Model C	All official and other languages	English & Afrikaans	788	40
E	White area	Middle income	Ex-Model C	English, Afrikaans & S. Sotho	Afrikaans	1381	50
F	Indian area	Middle income	Ex-HOD	All official languages except Xhosa, S. Sotho & Swati	English	510	36
G	Black suburb	Middle income	New	All official languages	English	940	40

3.5.2 Selection of participants

3.5.2.1 Teachers

Language and content subject teachers were involved as participants in the study. They were selected on the basis that they are the ones who must implement the new LiEP in schools. Because of time factor, only four teachers per school were being interviewed: two language subjects' teachers and two content subjects' teachers. In the case of language teachers one ex-colonial language (English) and one African language teacher were interviewed and observed where applicable. Where African languages were not offered, only ex-colonial language teachers were interviewed and observed.

3.5.2.2 Learners

Learners were selected on the ground that they are the ones who are directly affected by the implementation of the policy. In it learners have been given the right to choose the LoLT and may choose their home language if they wish. The enrolment in these schools is large therefore the sample has not been chosen according to percentages. Usually about 50 learners per school were chosen.

Grades 8, 9, 10 and 11 were investigated. Other grades such as Grade 12 were not included because learners were writing end of year examination during the time when the survey was conducted.

3.5.2.3 Principals

Principals were involved in the study because they are the ones who have the responsibility to ensure that together with educators and learners they implement the policy. Principals have the statistics of the home languages of their learners and educators. They are the ones who must monitor implementation process in

their respective schools. They must also ensure that all necessary information about the language policy is communicated with all stakeholders (learners, teachers and parents) in the schools.

3.5.3 Sampling method

In case of learners random sampling was employed to avoid bias (Melville and Goddard, 1996: 31). According to Babbie (1990: 75), a random selection process is the one in which each element has an equal opportunity of being selected, independent of any other event in the selection process. To avoid bias, every fifth learner and only three learners in each row were selected to make sure that every learner has an equal opportunity of being selected.

3.6 Conclusion

This research focuses on the justification of the use of the methodologies employed in this research project and the implementation of each methodology. The reason for the choice of the research methodology and the selection of participants are also explained in this chapter. The main focus is to explain the nature of the study and the methodology related to it.

In this research project the use of triangulation methodology, which involves both quantitative and qualitative approaches to data collection, analysis and interpretation, ensures both reliability and validity. The use of triangulation methodology proved useful for limiting the effects of the disadvantages of the two research methods.

Three instruments were used to collect data, namely, observations, interview and questionnaires. These instruments proved to be valuable for collecting qualitative and quantitative data.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This chapter deals with the presentation and analysis of the research findings. Results from all three instruments, namely questionnaire, interview and observation, are presented and analyzed separately.

The main issues investigated in this study are language practice in schools, language proficiency, language preference and language policy awareness and implementation in different school categories, namely, ex-Model C, ex-DET, ex-HOD and New schools. The results from school categories will be presented and analyzed separately and a brief comparison of the results from these school categories will be given at the end of the chapter.

In presenting the results, questions are changed to statements. The purpose of the question will also be stated in each case for the first category presented. The questions and their results will not be discussed in the same sequence as they appear in the questionnaire or on the interview schedule. Firstly, learner's questionnaire results will be presented by using tables. Where possible, results from various questions will be combined in a single table. The findings are presented according to home languages and grades to allow for comparison.

Secondly, interview results will be presented. The teachers' interview transcripts will be given in the appendix. Lastly, results from questionnaires and interviews with school principals will be presented. The findings in each category will be corroborated by observations that were made during field work.

In presenting the results, each school is represented by a particular letter. Letters A to G are used to represent schools as described in Chapter 3. All decimals are rounded off to one decimal place. If the number is zero after comma, it is left out. The languages are presented in some tables in their abbreviated forms as follows:

Afr (Afrikaans), Eng (English), Zulu (isiZulu), N-Sotho (North-Sotho), S-Sotho (South-Sotho), Swati (siSwati), Tsonga (Xitsonga), Venda (Tshivenda), Ndebele (isiNdebele), Tswana (Setswana), Xhosa (isiXhosa) and AL (African Languages).

4.2 Results from learners

4.2.1 Learners' portfolio in Ex-DET schools

This section focuses on the presentation of the findings from the questionnaires sent to learners in ex-DET schools (see Appendix 1 for questionnaire), which includes school A and B. School A is located in a predominantly coloured area just outside the city (Polokwane), whereas school B is located in a black township near the city.

4.2.1.1 Home language of learners (Q4)

Home language in this research project refers to the language that respondents grew up with or the language that the learner knows best and uses most. This language may be the respondent's mother tongue.

The aim of this question is to find out the extent to which home languages influence the choice of LoLT and the implementation of new LiEP. Home language may also influence language use, attitude and proficiency in LoLT.

Table 4.1: Home language by grade

Home language	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	12	46,2	0	0	4	31,3	0	0	16	15
English	0	0	0	0	1	3,1	1	3,6	2	1,9
N-Sotho	11	42,3	15	71,4	19	40	26	92,8	71	66,4
S-Sotho	0	0	3	14,3	0	0	0	0	3	2,8
Venda	0	0	1	4,8	1	3,1	0	0	2	1,9
Tswana	0	0	0	0	1	3,1	0	0	1	0,9
Tsonga	0	0	1	4,8	1	3,1	0	0	2	1,9
Afr +AL	1	3,8	0	0	0	0	0	0	1	0,9
Eng +Afr	1	3,8	0	0	3	9,4	0	0	4	3,7
Eng +AL	1	3,8	1	4,8	0	0	0	0	2	1,9
Eng +Afr +AL	0	0	0	0	0	0	1	3,6	1	0,9
Other	0	0	0	0	2	6,2	0	0	2	1,9
Total	26	24,3	21	19,6	32	29,9	28	26,2	107	100

The overall results show that 66,7% of the respondents in these schools are North-Sotho-speakers, 20, 6% are Afrikaans-speakers, 2,8% are both English and African language speakers, 1,9% speak English, Tshivenda, Xitsonga and other languages respectively, whereas 0,9% speak Setswana, both Afrikaans and African language, and a combination of all English, Afrikaans and African language respectively.

This implies that North-Sotho and Afrikaans are the major home languages of the respondents in these schools.

4.2.1.2 Home area of learners (Q5)

This section focuses on the area where the respondents live.

80% of the learners in School A live in the residential area (which is a coloured area) where this school is located, whereas 20% come from a black township near the town.

100% of the respondents in School B come from the Black township surrounding the town in which this school is located.

Generally, learners who attend ex-DET schools come from the surrounding township and the coloured area.

4.2.1.3 Language of learning and teaching (LoLT) (Q6)

100% of the respondents in School A use both English and Afrikaans as official LoLTs (dual-medium school), whereas 100% of the respondents in School B use English for this purpose. School A is therefore a bilingual school.

4.2.1.4 Understanding proficiency in LoLT (Q7)

The purpose of this question is to establish the degree to which learners are proficient in understanding the LoLT. The respondents were requested to indicate how well they understand the LoLT. They were given four options to choose from: very well, which indicates that the learner understands the language extremely well; well, which indicates that the learner has a good understanding of the language; a little, which shows that the learner has a limited understanding in the language; and not at all, which indicates that the learner does not understand the language. The same scale is used when investigating speaking, reading and writing proficiencies.

Table 4.2: Understanding LoLT by grade

Grade	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	11	42,3	14	53,8	1	3,8	0	0	26
9	8	38	10	47,6	2	9,5	1	4,8	21
10	8	25	20	62,5	3	9,4	1	3,1	32
11	9	32,1	19	67,9	0	0	0	0	28
Total	36	33,6	63	58,9	6	5,6	2	1,9	107

The overall results show that 58,9% of the respondents in these schools claim to understand LoLT well, 33,6% claim to understand it very well, 5,6% claim to have a little understanding, whereas 1,9% claim to have no understanding. This means that 92,5% of the respondents claim to be highly proficient in understanding LoLT, whereas 5,6% claim to have a limited proficiency. The table (4.2) shows that the level of understanding tends to increase in the higher grades.

Table 4.3 below shows the distribution proficiency in LoLT by home language. This table indicates that 59,1% of Afrikaans-speakers claim to understand LoLT well, whereas 40,9% claim to understand it very well. This translates into 100% of Afrikaans-speakers who claim to be highly proficient in understanding LoLT. The reason for this high proficiency may be the fact that the LoLT is Afrikaans, which is the home language of these respondents.

50% of English-speakers claim to understand the LoLT very well, whereas 50% claim to understand it very well. This means that 100% of these speakers claim to be highly proficient in understanding LoLT (English), which is the respondents' home language. English-speakers include the Indians who claim that this language is their home language.

Table 4.3: Understanding LoLT by home language

Home language	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	9	40,9	13	59,1	0	0	0	0	22
English	1	50	1	50	0	0	0	0	2
N-Sotho	18	27,7	41	63,1	4	6,2	2	3,1	65
S-Sotho	3	60	2	40	0	0	0	0	5
Venda	1	50	1	50	0	0	0	0	2
Tswana	1	100	0	0	0	0	0	0	1
Tsonga	1	50	0	0	1	50	0	0	2
Afr +AL	0	0	1	100	0	0	0	0	1
Eng +Afr	0	0	2	66,7	1	33,3	0	0	3
Eng +AL	1	100	0	0	0	0	0	0	1
Eng+ Afr +AL	1	100	0	0	0	0	0	0	1
Other	0	0	2	100	0	0	0	0	2
Total	36	33,6	63	58,9	6	5,6	2	1,9	107

63,1% of North-Sotho respondents claim to understand LoLT well, 27,7% claim to understand it a little, whereas 3,1% claim to have no understanding of LoLT. This translates into 90,8% of North-Sotho-speakers who claim to be highly proficient in understanding LoLT.

60% of South-Sotho-speakers claim to understand LoLT very well, whereas 40% claim to understand it well. This translates into 100% of these speakers who claim to be highly proficient in understanding LoLT. None of LoLTs are their home language.

50% of the Tshivenda-speakers claim to understand LoLT very well and well respectively. This implies that 100% of these speakers claim to have high proficiency in understanding LoLT.

100% of Setswana-speakers claimed to be highly proficient in understanding LoLT, since they claim to understand it very well.

100% of both Afrikaans-and African language-speakers, both English and African language and other languages speakers respectively claim to be highly proficient in understanding LoLT, since all of them indicate that they understand LoLT well.

50% of Xitsonga-speakers claim to understand LoLT very well, which means that they claim to be highly proficient, whereas another 50% claim to have a little understanding of LoLT, which means that they have limited proficiency.

66,7% of both English-and Afrikaans-speakers claim to understand LoLT well, which translates into having high proficiency, whereas 33,3% claim to have average proficiency.

100% of speakers of a combination of all English, Afrikaans and African language claimed to understand LoLT very well. This implies that they claim to be highly proficient in understanding LoLT.

The overall results show that the majority (92,5%) of these respondents claim to have high proficiency in LoLT, whereas 5,6% claim to have average proficiency. Only 1,9% claims to have no competent at all.

4.2.1.5 Spoken proficiency in LoLT (Q8)

This question evaluates the degree of proficiency of learners in speaking LoLT. The presentation is done by comparing speaking proficiency in grades and home

language. Table 4.4 below illustrates the distribution of speaking proficiency in LoLT in ex-DET schools.

Table 4.4: Speaking proficient in LoLT by grade

Grade	Speaking proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	9	34,6	15	57,7	2	7,7	0	0	26
9	5	23,8	14	66,7	2	9,5	0	0	21
10	7	21,9	18	56,3	7	21,9	0	0	32
11	8	28,6	19	67,9	1	3,6	0	0	28
Total	29	27,1	66	61,7	12	11,2	0	0	107

The overall results show that the majority (61,7%) of the respondents in these schools claim to speak LoLT well, 27,1% claim to speak it very well, whereas 11,2% claim to speak it a little. This implies that 88,8% claim to have high proficiency, whereas 11,2% claim to have average proficiency in the spoken LoLT.

Table 4.5 below shows the distribution of the proficiency in speaking LoLT by home language. It indicates that the majority (59,1%) of Afrikaans-speaking respondents claim to speak the LoLT well, 36,4% claim to speak it very well, whereas 4,5% claim to speak it a little. This translates into 95,5% of the respondents who claim to be highly proficient in the LoLT. The reason for these results may be that Afrikaans is one of the languages used as LoLT in School A and this means that many learners learn through their home language.

50% of English-speakers claim to speak the LoLT well, whereas another 50% claim to speak it very well. This implies that 100% of these speakers claim to be highly proficient in speaking the LoLT. English is the main LoLT in these

schools. This means that the English-speaking respondents learn through their home language.

Table 4.5: Speaking LoLT by home language in ex-DET schools

Home language	Speaking proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	8	36,4	13	59,1	1	4,5	0	0	22
English	1	50	1	50	0	0	0	0	2
N-Sotho	16	24,6	40	61,5	9	13,8	0	0	65
S-Sotho	1	20	4	80	0	0	0	0	5
Venda	0	0	1	50	1	50	0	0	2
Tswana	1	100	0	0	0	0	0	0	1
Tsonga	1	50	0	0	1	50	0	0	2
Afr +AL	0	0	1	100	0	0	0	0	1
Eng +Afr	0	0	3	100	0	0	0	0	3
Eng +AL	1	100	0	0	0	0	0	0	1
Eng +Afr +AL	0	0	1	100	0	0	0	0	1
Other	0	0	2	100	0	0	0	0	2
Total	29	27,1	66	61,7	12	11,2	0	0	107

The majority (61,5%) of the respondents who are North-Sotho-speakers claim to speak the LoLT well, 24,6% claim to speak it very well, whereas 13,8% claim to speak it a little. This translates into 86,1% of the respondents who claim to be highly proficient in speaking the LoLT, whereas 13,8% claims to have low proficiency.

The majority (80%) of South-Sotho-speakers claim to speak the LoLT well, whereas 20% claim to speak it very well. This implies that 100% of this people claim to be highly proficient in speaking the LoLT.

50% of Tshivenda-and Xitsonga-speakers respectively in these schools claim to speak the LoLT well, whereas, another 50% claim to speak it a little. This implies that 50% of these speakers are highly proficient and 50% have a low level of proficient.

100% of Setswana-speakers claim to be highly proficient in speaking the LoLT, since they indicate that they speak LoLT very well.

The overall results show that 88,8% claim to have high proficiency, whereas 11,2% claim to have average proficiency in speaking LoLT. This compares well with the results by grade.

4.2.1.6 Reading proficient in LoLT (Q9)

The purpose of question 9 is to establish the level of proficiency of learners in reading the LoLT in ex-DET schools. Table 4.6 below shows the distribution of the level of proficiency in reading LoLT per grade.

Table 4.6: Reading proficiency in LoLT by grade

Grade	Reading proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	8	30,8	14	53,8	4	15,4	0	0	26
9	9	42,9	12	57,1	0	0	0	0	21
10	9	28,1	19	59,4	4	12,5	0	0	32
11	13	46,4	12	42,9	3	10,7	0	0	28
Total	39	36,4	57	53,3	11	10,3	0	0	107

The overall results indicate that the majority (89,7%) of the respondents in these schools claim to read the LoLT with high competency and 10,3% claim to have low proficiency.

Table 4.7: Reading proficiency in LoLT by home language

Home language	Reading proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	4	18,2	15	68,2	3	13,6	0	0	22
English	0	0	2	100	0	0	0	0	2
N-Sotho	28	43,1	30	46,2	7	10,8	0	0	65
S-Sotho	1	20	4	80	0	0	0	0	5
Venda	0	0	2	100	0	0	0	0	2
Tswana	1	100	0	0	0	0	0	0	1
Tsonga	1	50	0	0	1	50	0	0	2
Afr +AL	1	100	0	0	0	0	0	0	1
Eng +Afr	0	0	3	100	0	0	0	0	3
Eng+ AL	1	100	0	0	0	0	0	0	1
Eng +Afr +AL	1	100	1	0	0	0	0	0	1
Other	1	50	1	50	0	0	0	0	2
Total	39	36,4	57	53,3	11	10,3	0	0	107

This table (4.7) indicates the distribution of the level of proficiency in reading LoLT by home language of the respondents. It indicates that the majority (68,2%) of Afrikaans-speaking respondents claim to read the LoLT well, 18,2% claim to read it very well, whereas 13,6% claim to read it a little. This implies that 86,4% of the respondents claim to have high proficiency in reading the LoLT, whereas 13,6% claim to have low proficiency in reading the LoLT.

100% of respective speakers of English, Tshivenda, and both English and Afrikaans claim to read LoLT well. This implies that they claim to be highly proficient in reading the LoLT.

46,2% of North-Sotho-speakers claim to read the LoLT well, 43,1% claim to read it very well, whereas 10,8% claim to read it a little. This translates into 89,3% of the respondents who claim to have high proficiency in reading the LoLT and 10,8% of the respondents who claim to have a lower level of proficiency.

The majority (80%) of South-Sotho-speakers claim to read the LoLT well, whereas 20% claim to read it very well. This translates into 100% of South-Sotho-speaking respondents who claim to be highly proficient in reading LoLT.

100% of the Setswana and the groups of bilingual speakers respectively claim to read the LoLT very well. This means that 100% of these speakers claim to be highly proficient in the LoLT.

50% of Xitsonga-speakers claim to read the LoLT well, whereas another 50% claim to read it a little.

50% of speakers of other languages claim to read the LoLT very well, whereas another 50% claim to read the LoLT well. This translates into 100% of these speakers who claim to have high proficiency in reading the LoLT.

The overall results show that many respondents of different home languages in these schools claim to have high proficiency in reading the LoLT. However, observations clearly indicate that the learners have reading problems.

4.2.1.7 Writing proficiency in LoLT (Q10)

Question 10 is aimed at establishing the degree of proficiency in writing LoLT in schools. The learners were requested to show how well they write the LoLT. Table 4.8 below shows the distribution of writing skills in ex-DET schools per grade.

Table 4.8: Writing proficiency in ex-DET schools by grade

Grade	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	9	34,6	13	50	4	15,4	0	0	26
9	8	38,1	12	57,1	1	4,8	0	0	21
10	7	21,9	21	65,6	4	12,5	0	0	32
11	10	35,7	14	50	4	14,3	0	0	28
Total	34	31,8	60	56,1	13	12,1	0	0	107

The overall results indicate that the majority (56,1%) of the respondents in these schools claim to write the LoLT well, 31,8% claim to write it very well, whereas 12,1% claim to write it a little. This implies that 87,9% of the total respondents claim to have high proficiency in writing the LoLT. These results are not really comparable with the observations because it was noted that there were many mistakes made when learners filled in the questionnaires.

Table 4.9 below indicates that the majority (63,6%) of Afrikaans-speakers claim to write the LoLT well, 22,7% claim to write it very well, whereas 13,6% claim to write it not too well. This translates into 86,3% of the respondents who claim to be highly proficient in writing LoLT, whereas 13,6% claim to have low proficiency.

50% of English-speakers claim to write the LoLT very well and another 50% claim to write it well. This implies that 100% of these speakers claim to have high proficiency in writing LoLT.

The majority (55,4%) of North-Sotho-speakers claim to write the LoLT well, 33,8% claim to write it very well, whereas 10,8% claim to write it a little. This means that 89,2% of these speakers claim to have high proficiency in writing LoLT, whereas 10,8% claim to have average competence.

Table 4.9: Writing proficiency in LoLT in ex-DET schools by home language

Home language	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	5	22,7	14	63,6	3	13,6	0	0	22
English	1	50	1	50	0	0	0	0	2
N-Sotho	22	33,8	36	55,4	7	10,8	0	0	65
S-Sotho	3	60	1	20	1	20	0	0	5
Venda	0	0	1	50	1	50	0	0	2
Tswana	0	0	1	100	0	0	0	0	1
Tsonga	0	0	2	100	0	0	0	0	2
Afr +AL	0	0	0	0	1	100	0	0	1
Eng +Afr	0	0	3	100	0	0	0	0	3
Eng+ AL	1	100	0	0	0	0	0	0	1
Eng +Afr +AL	1	100	0	0	0	0	0	0	1
Other	1	50	1	50	0	0	0	0	2
Total	34	31,8	60	56,1	13	12,1	0	0	107

The majority (60%) of South-Sotho-speakers claim to write the LoLT very well, 20% claim to write it well, whereas another 20% claim to write it a little. This

translates into 80% of the respondents who claim to have high ability of writing the LoLT, whereas 20% claim to have average ability.

50% of Tshivenda-speakers claim to be highly proficient in writing the LoLT, since they indicate to write the LoLT well, whereas another 50% claim to have average proficiency.

100% of the respondents who speak Setswana, Xitsonga and both English and Afrikaans respectively claim to write the LoLT well, which means they claim to be highly proficient.

100% of both English and African language, a combination of English-, Afrikaans- and African language-speakers respectively, claim to be highly proficient in writing LoLT, because they claim to write it very well.

100% of both Afrikaans- and African language-speakers claim to have average proficiency in writing LoLT.

50% of speakers of other languages claim to write LoLT very well and another 50% claim to write it well. This translates into 100% of these speakers who have high proficiency in writing LoLT.

The overall result shows that the respondents claim to be highly proficient in writing the LoLT, only a few claims to have low proficiency. The respondents make grammatical and spelling mistakes such as the following:

- They (teachers) are more <u>eneegetic</u> to be taught in French.
- I think we should be taught in <u>many case</u>, so that we can get used to the language and learn to speak it <u>flowently</u>.
- I wish we should <u>tolk</u> more of English because it is an international language and it is easy to understand than the other languages.

- We either use English or Sepedi but Afrikaans <u>you</u> don't mostly speak it because most <u>of students can't speak it</u>.
- In order to pass <u>a term</u>, you have to pass Sepedi, which is unfair to learners coming from different cultures.
- I think languages are essential to our live <u>us we growth</u> we meet different people with different social beings.
- English is the language (policy) it is practiced but not by a few people. But we don't <u>practise afrikaanse</u>.
- With learners and teachers because friends can always <u>laogh</u> at you for <u>miss entepretation</u>. Some of the learners understand you can't really speak the language because it is not your mother <u>toung</u>.
- Spelling and <u>pronounsation</u>.
- My information is that always be <u>spesific</u> and teach learners what they want to know.
- They are <u>understoode</u>.
- It's good to know <u>people care I feel great</u>.
- I <u>observe</u> appropriately with my language.
- I think that <u>their</u> must have a policy.
- Sometimes <u>deficalt</u> words.
- <u>A</u> English first language because I can do the subjects in English and I have no problem.
- I've learned <u>alot</u> about language.
- I love my language <u>cause</u> I like it.
- And <u>paniesh</u> the rude children.
- The teachers that teach <u>as</u> in English are not doing well because I am in Afrikaans class.

The response for question 7 to 10 indicates that learners in these schools claim to have high proficiency in understanding, speaking, reading and writing LoLT (English/Afrikaans), which when compared to the mistakes (such as those quoted

above) show that they have an average proficiency in writing English. This means that the results do not match with the claim that learners make.

4.2.1.8. Problems regarding LoLT (Q12)

Question 12 is aimed at identifying the problems which learners have concerning the LoLT in ex-DET schools. Learners were requested to indicate if they had problems or not. They had a choice between yes (if they have a problem) and no (if they don't have a problem). In case where they indicate to have problems, they must indicate the kind of problems they have.

Table 4.10: Problems in LoLT in ex-DET schools by grade

Grade	Problems in LoLT				
	Yes	%	No	%	Total
8	9	34,6	17	65,4	26
9	8	38,1	13	61,9	21
10	8	25	24	75	32
11	1	3,6	27	96,4	28
Total	26	24,3	81	75,7	107

The overall results show that 75,7% of the respondents in these schools claim to have no problems regarding the LoLT, whereas 24,3% claim to have problems. These are generally more problems in the lower grades.

This table 4.11 below indicates that five groups experiencing problems with the LoLT:

- 22,7% of Afrikaans-speakers claim to have problems.
- 24,6% of North-Sotho-speakers claim to have problems.
- 40% of South-Sotho-speakers claim to have problems. This group appears to have the most problems.
- 50% of Tshivenda-and Xitsonga-speakers claim to have problems.
- 33,3% of both English-and Afrikaans-speakers claim to have problems.

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All other groups claim to have no problems.

Learners who claim to have problems with regard to LoLT, state the following as their problems:

- Spelling and pronunciation;
- Understanding Afrikaans;
- "Difficult to read, learn and write Afrikaans;"
- "Many people can't help because they cannot understand Afrikaans;"
- "I am Venda, so I find English a bit challenging;"
- Reading problem;
- "I don't understand English very well/ spelling/ Afrikaans, when we don't understand things they don't explain to us correctly;"
- "The teacher can't speak Afrikaans but teach us."

Table 4.11: Problems regarding LoLT in ex-DET schools by home language

Home language	Problems in LoLT				
	Yes	%	No	%	
Afrikaans	5	22,7	17	77,3	22
English	0	0	2	100	2
N-Sotho	16	24,6	49	75,7	65
S-Sotho	2	40	3	60	5
Venda	1	50	1	50	2
Tswana	0	0	1	100	1
Tsonga	1	50	1	50	2
Afr +AL	0	0	1	100	1
Eng +Afr	1	33,3	2	66,7	3
Eng+ AL	0	0	1	100	1
Eng +Afr +AL	0	0	1	100	1
Other	0	0	2	100	2
Total	26	24,3	81	75,7	107

Instead of giving their problems, many informants indicate their attitude towards certain languages, more especially Afrikaans because most learners who claim to have problems with Afrikaans as LoLT do not use it as LoLT, they only learn it as a language, or they may have misunderstood the question.

4.2.1.9 Language use in different situations (Q11)

The main aim of this question was to establish the extent to which learners are exposed to the LoLT. This question was not asked the same way in both ex-DET schools because the first school was a pilot school, therefore the findings will be presented separately.

In School A, which was a pilot school, learners were requested to say how often they use the LoLT at school. Four alternatives were given: sometimes, often, seldom and never.

Table 4.12: Use of LoLT at school by grade.

Grade	Use of LoLT at school								
	Sometimes	%	Often	%	Seldom	%	Never	%	Total
8	5	35,7	9	64,3	0	0	0	0	14
9	7	58,3	4	33,3	1	8,3	0	0	12
10	6	30	12	60	2	10	0	0	20
11	3	20	12	80	0	0	0	0	15
Total	21	34,4	37	60,7	3	4,9	0	0	61

The majority of the learners indicate that they often use the LoLT when they are in a formal interaction with the teacher, but when they are in an informal interaction they use the home languages.

Table 4.13 below indicates that the majority (54,5%) of Afrikaans-speakers often use LoLT at school, whereas 40,9% sometimes use them and 4,5% seldom use them.

50% of English-speakers sometimes use these languages at school, whereas another 50% often use these languages these languages at school.

Table 4.13: Use of LoLT at school by home language

Home language	Use of LoLT at school								
	Sometimes	%	Often	%	Seldom	%	Never	%	Total
Afrikaans	9	40,9	12	54,5	1	4,5	0	0	22
English	1	50	1	50	0	0	0	0	2
N-Sotho	8	28,6	19	67,9	1	3,6	0	0	28
Venda	0	0	1	50	1	50	0	0	2
Tsonga	0	0	1	100	0	0	0	0	1
Eng +Afr	1	33,3	2	66,7	0	0	0	0	3
Eng+ AL	1	100	0	0	0	0	0	0	1
Eng +Afr +AL	1	100	0	0	0	0	0	0	1
Other	0	0	1	100	0	0	0	0	1
Total	21		37	60,7	3	4,9	0	0	61

The majority (67,9%) of North-Sotho-speakers often use these languages at school, 28,6% sometimes use these languages, whereas 3.6% seldom use them.

50% of Tshivenda-speakers often use the LoLT at school, whereas another 50% rarely use these languages at school.

100% of Xitsonga-and other languages-speakers respectively, often use the LoLT when they are at school.

100% of speakers of both English and African language and speakers of all English, Afrikaans and African language respective speakers sometimes use the LoLT when they are at school.

The majority (66.7%) of both English-and Afrikaans-speakers often use the LoLT at school, whereas 33,3% sometimes use these languages at school.

To establish how often learners use the LoLT at school, in School B, they were asked to indicate the language or languages they use when communicating with their teachers, when writing notes and when writing test and also when talking to their friends both at school and at home. The results are presented below:

Table 4.14 Language use with teacher by grade

Language use	Grade								
	8	%	9	%	10	%	11	%	Total
Afrikaans	0	0	0	0	1	8,3	0	0	1
English	11	91,7	7	77,8	7	58,3	10	76,9	35
N-Sotho	0	0	1	11,1	0	0	0	0	1
Eng + AL	0	0	0	0	3	25	2	15,4	12
Eng +Afr +AL	1	8,3	1	11,1	1	8,3	1	7,7	13
Total	12	100	9	100	12	100	13	100	46

The total response (95,7%) indicates that English is the major language used by learners when communicating with their teachers.

Table 4.15 below indicates that the majority (78,4%) of North-Sotho-speakers use English when talking to their teachers, 10,8% use both English and African languages, 5,4% use a combination of English, Afrikaans and African language. 2,7% use North Sotho, whereas another 2,7% use Afrikaans.

The majority (80%) of South-Sotho-speakers use English when talking to their teachers, whereas 20% use three languages, namely, Afrikaans, English and African language.

100% of Setswana-speakers, and bilingual speakers of both Afrikaans- and African language (South-Sotho) speakers respectively use English when communicating with their teachers.

100% of Xitsonga-speakers use all three languages: English, Afrikaans and African language when talking to their teachers.

100% of speakers of languages other than English, Afrikaans and African languages use both English and African language to communicate with their teachers.

Table 4.15 Language use with teacher by home language

Home language	Language use with teacher										
	Afr	%	Eng	%	N-Sotho	%	Eng +AL	%	Eng +Afr +AL	%	Total
N-Sotho	1	2,7	29	78,4	1	2,7	4	10,8	2	5,4	37
S-Sotho	0	0	4	80	0	0	0	0	1	20	5
Tswana	0	0	1	100	0	0	0	0	0	0	1
Tsonga	0	0	0	0	0	0	0	0	1	100	1
Afr +AL	0	0	1	100	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	1	100	0	0	1
Total	1	2,2	35	76,1	1	2,2	5	10,9	4	8,7	46

The overall results indicate that English is the main language which learners use to communicate with teachers. The reason may be that English is used as the LoLT in this school.

Table 4.16 below shows languages used by respondents for communicating with their friends.

Table 4.16 Language use with friends by grade

Grade	Language use with friends (%)						
	Eng	N-Sotho	S-Sotho	Eng +Afr	Eng +AL	Eng +Afr +AL	Total
8	25	50	8,3	16,7	0	0	12
9	33,3	44,4	0	11,1	11,1	0	9
10	8,3	66,7	0	0	25	0	12
11	30,8	38,5	0	0	23,1	7,7	13
Total	23,9	50	2,2	6,5	15,2	2,2	46

The overall results indicate that 47, 8 % of learners use English when communicating with each other, and 50 % use North-Sotho.

Table 4.17 below indicates that the majority (54,1%) of North-Sotho speakers use their home language, North-Sotho, when talking to their friends; 24,3% use English to communicate with their friends, 13,5% use both English and an African language, 5,4% use both English and Afrikaans, whereas 2,7% use a combination of English, Afrikaans and an African language.

The results show that English, North-Sotho and South-Sotho languages are the major languages spoken by South-Sotho-speakers with their friends. This indicates that South-Sotho-speakers are more multilingual than North-Sotho-speakers.

Table 4.17 Language use with friends by home language

Home language	Language use with friends (%)					
	Eng	N-Sotho	S-Sotho	Eng +Afr	Eng + AL	Eng +Afr +AL
N-Sotho	24,3	54,1	0	5,4	13,5	2,7
S-Sotho	20	20	20	20	20	0
Tswana	0	100	0	0	0	0
Tsonga	0	0	0	0	0	0
Afr +AL	0	100	0	0	0	0
Other	100	0	0	0	0	0
Total	23,9	50	2,2	6,5	15,2	2,2

100% of Setswana-speakers and bilingual speakers (Afrikaans and an African language) use North-Sotho to communicate with their friends.

Table 4.18 below indicates languages that are used for taking notes.

Table 4.18: Language use for notes by grade

Grade	Language use for notes										
	Afr	%	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
8	0	0	9	75	0	0	1	8,3	2	16,7	12
9	0	0	9	100	0	0	0	0	0	0	9
10	1	8,3	7	58,3	1	8,3	0	0	3	25	12
11	0	0	12	92,3	1	7,7	0	0	0	0	13
Total	1	2,2	37	80,4	2	4,3	1	2,2	5	10,9	46

The total response indicates that the majority (80,4%) of the respondents in this school use English when writing notes, 10,9% use a combination of three

languages, namely, Afrikaans, English and African language; 4,3% use both English and Afrikaans, whereas 2,2% use both English and African language, and Afrikaans respectively.

Table 4.19: Language use for notes by home language

Home language	Language use for notes										
	Afr	%	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
N-Sotho	0	0	30	81,1	2	5,4	1	2,7	4	10,8	37
S-Sotho	0	0	5	100	0	0	0	0	0	0	5
Tswana	0	0	0	0	0	0	0	0	1	100	1
Tsonga	0	0	1	100	0	0	0	0	0	0	1
Afr +AL	1	100	0	0	0	0	0	0	0	0	1
Other	0	0	1	100	0	0	0	0	0	0	1
Total	1	2,2	37	80,4	2	4,3	1	2,2	5	10,9	46

Table 4.19 indicates that 81,1% of North-Sotho-speakers use English when writing notes, 10,8% of them use a combination of three languages, namely, Afrikaans, English and African language, 5,4% use both Afrikaans and English, 2,7% use both English and an African language.

100% of South-Sotho, Setswana and the other language group, use English when writing notes.

100% of Xitsonga-speakers use a combination of Afrikaans, English and African language when writing notes.

100% of speakers of both Afrikaans and African languages use Afrikaans when writing notes.

Table 4.20: Language used for tests by grade

Grade	Language use for tests								
	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
8	7	58,3	0	0	1	8,3	4	33,3	12
9	8	88,9	0	0	1	11,1	0	0	9
10	8	66,7	1	8,3	0	0	3	25	12
11	10	76,9	1	7,7	0	0	2	15,4	13
Total	33	71,1	2	4,3	2	4,3	9	19,6	46

Table 4.20 indicates languages used for writing tests.

It is clear that English is the major language in this school used when writing tests, as 71% use English only and all other groups use a combination of English and their other languages.

Table 4.21: Language use for tests by home language

Home language	Language use for tests								
	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
N-Sotho	27	73	2	5,4	0	0	8	21,6	37
S- Sotho	3	60	0	0	2	40	0	0	5
Tsonga	0	0	0	0	0	0	1	100	1
Tswana	1	100	0	0	0	0	0	0	1
Afr +AL	1	100	0	0	0	0	0	0	1
Other	1	100	0	0	0	0	0	0	1
Total	33	71,7	2	4,3	2	4,3	9	19,6	46

Table 4.21 indicates that the majority (73%) of North-Sotho-speakers use English only when writing tests, 21,6% use a combination of English, Afrikaans and African language, whereas 5,4% use both English and Afrikaans

The majority (60%) of South-Sotho-speakers use English when writing tests, whereas 40% use both English and African language.

4.2.1.10 Use of LoLT at home (Q12) in School A

Table 4.22: Use of LoLT at home by grade

Grade	Use of LoLT at home								
	Sometimes	%	Often	%	Seldom	%	Never	%	Total
8	7	50	7	50	0	0	0	0	14
9	6	50	4	33,3	0	0	2	16,7	12
10	10	50	7	35	3	15	0	0	20
11	11	40	7	46,7	2	13,3	0	0	15
Total	29	47,5	25	41	5	8,2	2	3,3	61

Table 4.22 indicates that 50% of the respondents in Grade 8 sometimes use LoLT when they are at home, and another 50% claim to use it often at home.

The majority (50%) of the respondents in Grade 9 claim to use LoLT sometimes when they are at home, 33,3% claim to use these languages often at home, whereas 16,7% never use these languages at home.

50% of the respondents in Grade 10 claim to use LoLT sometimes at home, 35% claim to use these languages often at home, whereas 15% seldom use these languages.

40% claim to use LoLT sometimes when they are at home, 46,7% claim to use these languages often when they are at home, whereas 13,3% seldom uses these languages.

The overall results indicates that the majority of the respondents do not always use LoLT when they are at home, it may be with friend or family, 41% often use them at home. Only 8,2% seldom uses LoLT at home, whereas 3,3% never uses them at home.

Table 4.23: Use LoLT at home by home language

Language use	Use of LoLT at home								
	Sometimes	%	Often	%	Seldom	%	Never	%	Total
Afrikaans	11	50	10	45,5	1	4,5	0	0	22
English	2	100	0	0	0	0	0	0	2
N-Sotho	13	46,4	12	42,9	2	7,1	1	3,6	28
Venda	0	0	0	0	1	50	1	50	2
Tsonga	1	100	0	0	0	0	0	0	1
Eng +Afr	0	0	3	100	0	0	0	0	3
Eng + AL	1	100	0	0	0	0	0	0	1
Eng +Afr +AL	0	0	0	0	1	100	0	0	1
Other	1	100	0	0	0	0	0	0	1
Total	29	47,5	25	41	5	8,2	2	33	61

Table 4.23 indicates that the majority (50%) of Afrikaans-speakers sometimes use LoLT at home, 45,5% often use them at home, whereas 4,5% seldom use these languages at home.

100% of English, Xitsonga, both English and African language, and other language speakers respectively, claim to use LoLT sometimes when they are at home.

100% of both English-and Afrikaans-speakers often use LoLT, which are both English and Afrikaans when they are at home.

100% of speakers of a combination of English, Afrikaans and African language speakers seldom use LoLT when they are at home.

46,4% of North-Sotho-speakers sometimes use LoLT at home, 42,9% often use them, 7,1% seldom use these languages, whereas 3,6% never use them at home.

50% of Tshivenda-speakers seldom use LoLT at home, whereas another 50% never use these languages at home.

The general implication is that there are home language speakers of LoLT who sometimes do not use these languages when they are at home, and there are other respondents who are not exposed to these languages at home.

In school B learners were asked to state the language or languages that they use when communicating with their family members. This indicates if learners are exposed to LoLT at home or not. Table 2.24 below indicates the languages that are spoken in the families of the respondents.

Table 4.24: Language use with family by grade

Grade	Language use with family								
	N-Sotho	%	S-Sotho	%	Eng +AL	%	AL + Other	%	Total
8	10	83,3	1	8,3	1	8,3	0	0	12
9	7	77,8	1	11,1	1	11,1	0	0	9
10	7	58,3	0	0	4	33,3	1	8,3	12
11	10	76,9	0	0	3	23,1	0	0	13
Total	34	73,9	2	4,3	9	19,6	1	2,2	46

The overall results show that North-Sotho is the main language spoken by 73,9% of the respondents in this school; 19,6% speak English and African language, 4,3% speak South-Sotho, whereas 2,2% speak both African language and other languages. This clearly indicates that African languages are used in more families than at school.

Table 4.25: Language use with family by home language

Home language	Language use with family								
	N-Sotho	%	S-Sotho	%	Eng +AL	%	AL + Other	%	Total
N-Sotho	30	81,1	0	0	7	18,9	0	0	37
S-Sotho	2	40	2	40	1	20	0	0	5
Tswana	1	100	0	0	0	0	0	0	1
Tsonga	0	0	0	0	0	0	1	100	1
Afr +AL	1	100	0	0	0	0	0	0	1
Other	0	0	0	0	1	100	0	0	1
Total	34	73,9	2	4,3	9	19,6	1	2,2	46

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The total response shows that many, but not all of the respondents use their home languages to communicate with their family members.

4.2.1.11. Language preference (Q13)

The purpose of this question is to find out the language that learners prefer to be used as LoLT. This will indicate their attitude toward the language used as LoLT at their schools and the attitude to their home languages.

Table 4.26: Language preferred by learners

Preferred LoLT	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	5	19,2	2	9,5	4	12,5	1	3,6	12	11,2
English	13	50	12	57,1	22	68,8	24	85,7	71	66,4
N-Sotho	1	3,8	3	14,3	1	3,1	1	3,6	6	5,6
Venda	0	0	0	0	1	3,1	1	3,6	2	1,9
Zulu	1	3,8	1	4,8	1	3,1	1	3,6	2	1,9
Eng +Afr	4	15,4	1	4,8	1	3,1	0	0	6	5,6
Eng +AL	1	3,8	2	9,5	0	0	0	0	3	2,8
Eng +Afr +AL	1	3,8	0	0	0	0	0	0	1	0,9
ALs	0	0	0	0	2	6,3	0	0	2	1,9
None	0	0	0	0	1	3,1	1	3,6	2	1,9
Total	26	24,3	21	19,6	32	30	28	26,2	107	100

The overall results indicate that the majority (66,4%) of the respondents in these schools prefer English, 11,2% prefer Afrikaans, 5,6% prefer North-Sotho; 5,6% prefer a combination of both English and Afrikaans. 2,8% prefer a combination of both English and African language. Very small minorities prefer other African languages. These findings clearly show that English is the most preferred language.

Table 4.27 below indicates that the majority (45,5%) of Afrikaans-speakers prefer to be taught in English, 27,3% prefer to be taught in their home language

(Afrikaans), 18,2% prefer a combination of English and Afrikaans, whereas 4,5% prefer North-Sotho. Another 4,5% did not answer this question.

Table 4.27 Language preference in ex-DET schools by home language

Home language	Preferred LoLT (%)										
	Afr	Eng	N-Sotho	Venda	Zulu	Eng +Afr	Eng +AL	Eng +Afr +AL	ALs	None	Total
Afr	27,3	45,5	4,5	0	0	18,2	0	0	0	4,5	20,6
Eng	50	50	0	0	0	0	0	0	0	0	1,9
N-Sotho	4,6	76,9	7,7	0	1,5	1,5	3,1	1,5	1,5	1,5	60,7
S- Sotho	0	60	0	0	20	0	20	0	0	0	4,7
Venda	50	0	0	50	0	0	0	0	0	0	1,9
Tswana	0	100	0	0	0	0	0	0	0	0	0,9
Tsonga	0	50	0	0	0	0	0	0	50	0	1,9
Afr +AL	0	100	0	0	0	0	0	0	0	0	0,9
Eng +Afr	33,3	33,3	0	0	0	33,3	0	0	0	0	2,8
Eng +Afr	0	100	0	0	0	0	0	0	0	0	0,9
Eng +Afr +AL	0	0	0	0	100	0	0	0	0	0	0,9
Other	0	100	0	0	0	0	0	0	0	0	1,9
Total	11,2	66,4	5,6	1,9	1,9	5,6	2,8	0,9	1,9	1,9	100

50% of English-speaking respondents prefer to be taught in Afrikaans, whereas another 50% prefer English, which is their home language.

The majority (76,9%) of North-Sotho-speakers prefer to be taught in English, which is a foreign language, 7,7% prefer to be taught in their home language, 4,6% prefer Afrikaans, 3,1% prefer both English and African language, whereas 1,5% prefer isiZulu, both English and Afrikaans, a combination of all African languages respectively. The remaining 1,5% did not answer this question.

60% of South-Sotho-speakers prefer to be taught in English, whereas 20% prefer isiZulu and both English and African language respectively.

50% of Tshivenda-speakers prefer to be taught in Afrikaans, whereas another 50% prefer their home language.

100% of Setswana, both Afrikaans and African language, both English and African language and other language speakers respectively prefer to be taught in English.

50% of Xitsonga-speakers prefer to be taught in English, whereas another 50% prefer a combination of all African languages.

33,3% of both English- and Afrikaans-speakers prefer to be taught in English and Afrikaans, English and both English and Afrikaans respectively. This implies that they prefer to be taught in their home languages.

100% of speakers of a combination of Afrikaans, English and African languages speakers prefer to be taught in Tshivenda.

The overall results show that most of the speakers of languages other than English prefer to use English as LoLT in ex-DET schools.

Table 4.28: Reasons for preferred LoLT

Reasons	Preferred LoLT (%)								
	Eng	N-Sotho	Zulu	Eng +Afr	Eng +AL	Eng +Afr +AL	ALs	None	Total
To be respected	11,4	50	0	0	0	0	50	0	13
To get jobs	51,4	0	0	100	66,7	0	0	0	45,7
To get things you want	22,9	50	100	0	0	100	0	0	23,9
Not sure	14,3	0	0	0	33,3	0	50	100	17,4
Total	76,1	4,3	2,2	2,2	6,5	2,2	4,3	2,2	100

This table indicates the reasons why learners prefer to be taught in the languages they have mentioned. This includes the findings in school B only, since this provision was not given to school A, which was a pilot school.

The majority (51,4%) of learners who prefer to be taught in English associate its knowledge with getting paying jobs, 22,9% associate it with getting everything you want, 11,4% associated it with being respected by other people. 14,3% of the respondents are not sure about why they prefer this language.

50% of the respondents who prefer North-Sotho associate it with being respected by other people, whereas another 50% are not sure about the reason for their choice.

100%of those learners who prefer isiZulu associate it with getting better things you want.

100% of learners who prefer to be taught in both English and Afrikaans associate a mastery of these languages with getting better jobs.

66,7% of the respondents who prefer to be taught in both English and African language associate knowledge of these languages with getting better paying jobs, whereas 33,3% are not sure about the reasons for their preference.

100% of learners who prefer to be taught in a combination of English, Afrikaans and African language associate these languages with getting things you want in life.

50% of the respondents who prefer to be taught in all African languages associate them with being respected by other people, whereas another 50% are not sure about the reason.

The overall results indicate that the majority (45,7%) of the respondents in this school associate the use of a language as LoLT with getting better jobs, 23,9% with getting things you want, 13% with being respected, whereas 17,4% do not have reasons for their choice.

Learners also gave other reasons for their preferred LoLT. These reasons include the following:

IsiZulu

- Many South Africans speak in Zulu.

English

- I know it better
- You communicate with all people
- International language

English and African language

- To understand most/very well
- I can speak anywhere

All African languages

- So that I can know all South African languages

4.2.1.12 Languages taught as subjects (Q14 &15)

The purpose of the question was to establish if other languages are offered at these schools and the level at which they are offered. The response indicates that in school A only English and Afrikaans are offered at both primary and additional levels. But in School B three languages, namely, North-Sotho primary language, English first additional language and Afrikaans second additional language are offered. In School A, speakers of languages other than English and Afrikaans choose between English primary and Afrikaans additional, or English additional and Afrikaans primary, whereas in School B all learners study North-Sotho as primary language and the other two languages as additional languages are offered.

4.2.1.13 Language policy awareness (Q16)

This question is aimed at establishing whether the schools have language policies or not. This also ascertains if the learners are aware of the language policies of their schools.

Table 4.29: Language policy awareness in ex-DET schools by grade

Grade	Language Policy Awareness						
	Yes	%	No	%	Uncertain	%	Total
8	8	30,8	18	69,2	0	0	26
9	15	71,4	5	23,8	1	4,8	21
10	8	25	21	65,6	3	9,4	32
11	6	21,4	22	78,6	0	0	28
Total	37	34,6	66	61,7	4	3,7	107

The overall results show that 61,7% of the respondents in these schools claim to have no language policies, 34,6% claim to have language policies, whereas 3,7% are uncertain.

4.2.1.14 Interview results

The interviews consisted of open-ended questions to be answered by teachers. The direction was given so that the interviewees do not give irrelevant information. For this reason interview schedule was used. In ex-DET schools eight interviewees responded to interviews because we had only two ex-DET schools in the survey, four in each school.

Themes were selected to codify the findings. The following table summarizes the response to interviews.

The table below (4.30) clearly shows that the majority (50%) of teachers claim that learners in this type of school perform well in their LoLT, even though they learn through ex-colonial languages, namely English and Afrikaans. This means that their understanding, speaking, reading and writing proficiency is high. Only 25% of teachers claim that learners' performance in these languages is still improving and poor respectively.

Teachers also claim that their schools are under resourced because they do not have enough material to use in the process of teaching.

The majority (75%) of teachers prefer to teach in English or their learners to learn in English. The following responses were drawn from the interviews with regard to the issue of the choice of LoLT:

"I prefer English because I studied in English. I speak English. Terms are studied in English. I find Afrikaans term very difficult, I keep on referring to know the meaning of words."

Table 4.30: Interview results from ex-DET schools

Theme	Number of those responded (8) to themes	
	Frequency	Percentage
1: General performance of learners		
Understanding	4	50
Improving	2	25
Poor	2	25
2: Availability of Learner Support Material (LSM)		
Available	1	12,5
Unavailable	7	87,5
3: Language preference		
English	4	50
Afrikaans	1	12,5
Both English and Afrikaans	2	25
African language	1	12,5
4: Language policy awareness		
We have language policy as applied	3	37,5
No language policy	2	25
Not sure	3	37,5
5: Issues of multilingualism		
Multilingual policy is good	8	100
It is not good	-	-
6: Implementing new LiEP		
Implementable	4	50
Not implementable	4	50

This response reveals that the teacher believes that the choice is between English and Afrikaans only.

"I prefer to teach in Afrikaans because is my mother tongue. The learners generally do not have any problem with this language. The problem is that African language speakers have problem of pronunciation."

"It is difficult to choose. I prefer both English and Afrikaans because I am equally knowledgeable."

"I have a feeling that African languages must be promoted, but my problem is that these languages are not used in many occasions and even in tertiary institutions English and Afrikaans are medium of instruction."

"I prefer English because learners will be able to communicate everywhere."

"I prefer to use Sepedi to make learners understand."

"I prefer English because textbooks are written in English."

Concerning the issue of language policy awareness 37, 5% are uncertain about the issue, and another 37, 5% claim to have language policy because they have languages that are selected to be used and learnt in school. They have never seen a written document. Only 25% claim to have no language policy.

100% of teachers agree to the issue of multilingualism because they believe that it is enriching and involving. They state that learners will be able to participate internationally; know other peoples' languages and they will fit in tertiary education.

Regarding the issue of implementing new LiEP in ex-DET schools, 50% of teachers claim that the policy is not implementable. Another 50% claim that it is implementable. Some comments are as follows:

"Yes, it is possible. It is a matter of dignity. It needs commitment. It must be implementable. Anything written in English can be translated to other languages."

"…The school still implements the old policy because the number of African languages is a problem for implanting a new policy."

All schools in this category prefer English to be LoLT, but practically they employ both English and African languages. The respondents in this category of schools are not aware of the language policies in their schools.

4.2.2 Language profile of learners in Ex-Model C Schools

This section deals with the presentation of findings from ex-Model C schools. The same symbols and/ or acronyms used in the above section were also used in this section. This includes three schools: School C, School D and School E.

4.2.2.1 Home language (Q4)

Table 4.31 below indicates the home languages of the respondents.

Table 4.31: Home language by grade

Home language	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	18	40,9	16	47,1	17	43,6	21	46,7	72	44,4
English	6	13,6	3	8,8	6	15,6	4	8,9	19	11,7
N-Sotho	8	18,2	14	41,2	8	20,5	10	22,2	40	24,7
S-Sotho	5	11,4	1	2,9	3	7,7	3	6,7	12	7,4
Tswana	0	0	0	0	0	0	1	2,2	1	0,6
Venda	3	6,8	0	0	1	2,6	1	2,2	5	3,1
Tsonga	0	0	0	0	0	0	1	2,2	1	0,6
Eng +Afr	0	0	0	0	2	5,1	1	2,2	3	1,9
Eng +Other	2	4,5	0	0	1	2,6	1	2,2	4	2,5
Other	2	4,5	0	0	1	2,6	2	4,4	5	3,1
Total	44	27,2	34	21	39	24,1	45	27,8	162	100

The overall results indicate that Afrikaans (44% of speakers), North-Sotho (24,7%) and English (11,7%) are the main home languages of learners in the three schools.

4.2.2.2 Home area (Q5)

The responses of the learners to this question indicate that learners come mainly from the suburbs near the city, namely, Flora Park, Bendorp, Fauna Park, Sterk Park, etc and the township around the city, Seshego.

4.2.2.3 Language of learning and teaching –LoLT (Q6)

These three schools use different official LoLTs. School C uses English for learning and teaching, School D uses Afrikaans, whereas School E uses both English and Afrikaans.

4.2.2.4 Understanding proficiency in LoLT (Q7)

Table 4.32: Understanding LoLT in ex-Model C schools by grade

Grade	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	25	56,8	18	40,9	1	2,3	0	0	44
9	20	58,9	11	32,4	3	8,8	0	0	34
10	24	61,5	12	30,8	3	7,7	0	0	39
11	34	75,6	11	24,4	0	0	0	0	45
Total	103	63,6	52	32,1	7	4,3	0	0	162

Table 4.32 illustrates the extent to which the respondents claim to understand the LoLT.

The overall results indicate that the majority of learners in all grades, lower and higher grades claim to have high understanding and only a small percentage claim to have a low level of understanding.

Table 4.33 below indicates that 68,1% of Afrikaans speaking respondents claim to understand the LoLT very well, 29,2% claim to understand it well, whereas 2,8% claim to understand it a little. This implies that 97,3% claim to have a good understanding of the LoLT, whereas 2,8% claim to have a low level of understanding.

Table 4.33: Understanding LoLT in ex- Model C schools by home language

Home language	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	49	68,1	21	29,2	2	2,8	0	0	72
English	14	73,7	5	26,3	0	0	0	0	19
N-Sotho	23	57,5	12	30	5	12,5	0	0	40
S-Sotho	6	50	6	50	0	0	0	0	12
Tswana	1	100	0	0	0	0	0	0	1
Venda	1	20	4	80	0	0	0	0	5
Tsonga	1	100	0	0	0	0	0	0	1
Eng +Afr	3	100	0	0	0	0	0	0	3
Eng + Other	3	75	1	25	0	0	0	0	4
Other	2	40	3	60	0	0	0	0	5
Total	103	63,6	52	32,1	7	4,3	0	0	162

The majority (73,7%) of English-speakers claim to understand the LoLT very well, whereas 26,3% claims to understand it well. This translates into 100% of the respondents who claim to have a high level of understanding the LoLT.

57,5% of North-Sotho-speakers claim to understand the LoLT very well, 30% claim to understand it well, whereas 12,5% claim to have little understanding. This implies that 87,5% claim to have a high level of understanding, whereas 12,5% claim to have a low level of understanding of the LoLT.

50% of South-Sotho-speakers claim to understand the LoLT very well, whereas another 50% claim to understand it well. This means that 100% of the respondents claim to be highly competent in understanding the LoLT.

100% of Setswana-speakers, Xitsonga-speakers, and speakers of both English and Afrikaans claim to have a high level of understanding of the LoLT.

80% of Tshivenda-speakers claim to understand the LoLT well, whereas 20% claim to understand it very well, which means that 100% of the respondents who claim to have a high level of understanding of the LoLT.

75% of both English-speakers and speakers of other languages claim to understand the LoLT very well, whereas 25% claim to understand it well. This implies that 100% claim to have a high level of understanding the LoLT.

60% of speakers of other languages (including languages spoken outside the borders of South Africa) claim to understand the LoLT well, whereas 40% claim to understand it very well. This implies that 100% claim to have a high level of understanding the LoLT.

The total response shows that the majority of speakers of both African languages and either Afrikaans or English languages claim to have a high level of understanding of the LoLT.

4.2.2.5 Speaking proficiency in LoLT (Q8)

Table 4.34: Speaking proficiency in the LoLT in ex-Model C schools by grade

Grade	Speaking proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	26	59,1	17	38,6	1	2,3	0	0	44
9	18	52,9	15	44,1	1	2,9	0	0	34
10	23	59	14	36	2	5,1	0	0	39
11	29	64,4	16	35,6	0	0	0	0	45
Total	96	59,3	62	38,3	4	2,5	0	0	162

Table 4.34 above indicates the level of spoken proficiency the respondents claim to have in the LoLT.

The overall results show that 59,3% of the respondents in these schools claim to speak the LoLT very well, 38,3% claim to speak it well, whereas 2,5% claim to speak it a little.

Table 4 35: Speaking proficiency in LoLT in ex-Model C schools by home language

Home language	Speaking proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	52	72,2	18	25	2	2,7	0	0	72
English	10	52,6	9	47,4	0	0	0	0	19
N-Sotho	16	40	22	55	2	5	0	0	40
S-Sotho	4	33,3	8	66,7	0	0	0	0	12
Tswana	0	0	1	100	0	0	0	0	1
Tsonga	1	100	0	0	0	0	0	0	1
Venda	3	60	2	40	0	0	0	0	5
Eng + Afr	3	100	0	0	0	0	0	0	3
Eng + Other	3	75	1	25	0	0	0	0	4
Other	2	40	3	60	0	0	0	0	5
Total	94	58	64	39,5	4	2,5	0	0	162

Table 4.35 indicates that

- 72,2% of Afrikaans-speakers claim to speak LoLT(English and/or Afrikaans) very well, 25% claim to speak it well; whereas 2,7% claim to speak it a little. This implies that 97,2% of these respondents claim to have high proficiency in speaking the LoLT.

- 52,6% of the respondents who speak English as their home language claim to speak the LoLT very well, whereas 47,4% claim to speak it well. This implies that 100% of these speakers claim to be highly proficient in speaking the LoLT.

- 55% of North-Sotho-speakers claim to speak the LoLT well, 40% claim to speak it very well, whereas 5% claim to speak it a little. This implies that 95% of these speakers claim to be highly proficient in speaking the LoLT.

- The majority (66,7%) of South-Sotho-speakers claim to speak the LoLT well, whereas 33,3% claims to speak it very well. This implies that 100% of these speakers who claim to be highly proficient in speaking the LoLT.

- 100% of Setswana-speakers claim to have high proficiency in speaking LoLT.

- The majority (60%) of Tshivenda-speakers claim to speak the LoLT very well, whereas 40% claim to speak it well. This implies that 100% of these speakers claim to be highly proficient in speaking the LoLT.

- 100% of Xitsonga and both English- and Afrikaans respective speakers claim to speak the LoLT very well. This means that they claim to have high proficiency in speaking the LoLT.

- 75% of both English- and other language speakers claim to speak the LoLT very well, whereas 25% claim to speak it well. This translates into 100% of these speakers who claim to be highly proficient in speaking the LoLT.

- 60% of speakers of other languages claim to speak the LoLT well, whereas 40% claim to speak it very well. This means that 100% of these speakers claim to have high proficiency in speaking the LoLT.

The overall results indicate that many learners, including African language speakers claim to have high speaking proficiency and only few of them claim to have low proficiency.

4.2.2.6 Reading proficiency in LoLT (Q9)

Table 4.36: Reading proficiency in LoLT in ex-Model C schools by grade

Grade	Reading proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	24	54,5	17	38,6	2	4,5	1	2,3	44
9	17	50	13	38,2	4	11,8	0	0	34
10	21	53,8	16	41	2	5,1	0	0	39
11	28	62,2	17	37,8	0	0	0	0	45
Total	90	55,5	63	38,9	8	4,9	1	0,6	162

This table (4.36) shows the reading proficiency of the respondents in ex-Model C schools.

The overall results indicate that the majority (94,4%) learners in all four grades claim to have high reading proficiency as compared to only 5,6% of respondents in these grades who claim to have low reading proficiency.

Table 4.37 below indicates that
- 52,8% of Afrikaans-speakers claim to read LoLT very well, 38,9% claim to read it well, 6,9% claim to read it a little, whereas 1,4% claim to have no ability to read this language. This means that 91,7% of these

respondents claim to have high proficiency in reading the LoLT, whereas 6,9% claim to have low proficiency.

Table 4.37: Reading proficiency of learners in ex-Model C schools by home language.

Home language	Reading proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	38	52,8	28	38,9	5	6,9	1	1,4	72
English	13	68,4	4	21,1	2	10,5	0	0	19
N-Sotho	21	52,5	18	45	1	2,5	0	0	40
S-Sotho	6	50	6	50	0	0	0	0	12
Tswana	0	0	1	100	0	0	0	0	1
Venda	3	60	2	40	0	0	0	0	5
Tsonga	1	100	0	0	0	0	0	0	1
Eng + Afr	3	100	0	0	0	0	0	0	3
Eng + Other	2	50	2	50	0	0	0	0	4
Other	3	60	2	40	0	0	0	0	5
Total	90	55,5	63	38,9	8	4,9	1	0,6	162

- The majority (68,4%) of English-speakers claim to read the LoLT very well, 21,1% claim to read it well, whereas 10,5% claim to read it a little. This implies that 89,5% of these respondents claim to be highly proficient in reading the LoLT.

- 52,5% of North-Sotho-speakers claim to read the LoLT very well, 45% claim to read it well, whereas 2,5% claim to read it a little. This implies that 97,5% of these respondents claim to be highly proficient in reading the LoLT.

- 50% of South-Sotho-speakers claim to read the LoLT very well, whereas another 50% claim to read it well. This implies that l00% of these speakers claim to have high proficiency in reading the LoLT.

- 100% of Setswana-speakers claim to be highly proficient in reading the LoLT.

- 60% of Tshivenda-speakers and other language speakers respectively claim to read the LoLT very well, whereas 40% of these respondents claim to read the LoLT well. This implies that 100% of these speakers claim to be highly proficient in reading LoLT.

- 100% of Xitsonga, and speakers of both English- and Afrikaans-speakers respectively claim to be highly proficient in reading the LoLT.

- 50% of both English- and other languages speakers claim to read the LoLT very well, whereas another 50% claim to read it well. This implies that 100% of them claim to be highly proficient in reading the LoLT.

The overall results indicate that the majority of both African language and ex-colonial languages claim to have high reading proficiency only 4,9% of these speakers claim to have average proficiency.

4.2.2.7 Writing proficiency in LoLT (Q10)

Table 4.38 below illustrates the level of writing proficiency in the LoLT in ex-Model C schools.

Table 4.38: Writing proficiency in LoLT in ex-Model C schools by grade

Grade	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	19	43,2	20	45,5	5	11,4	0	0	44
9	17	50	11	32,4	6	17,6	0	0	34
10	20	51,3	14	35,9	5	12,8	0	0	39
11	18	40	27	60	0	0	0	0	45
Total	74	45,7	72	44,4	16	9,9	0	0	162

The overall results show that the majority (90,1%) of the respondents in all grades claim to be highly proficient in writing the LoLT, whereas 9,9% claim to have low proficiency

Table 4.39 below illustrates that

- 45,8% of Afrikaans-speakers claim to write the LoLT very well, 36,1% claim to write it well, whereas 18,1% claim to write it a little. This implies that 81,9% claim to be highly proficient in writing the LoLT.

- The majority (63,2%) of English-speakers claim to write the LoLT very well, whereas 36,8% claims to write it well. This implies that 100% of these speakers claim to have high proficiency in the LoLT.

- 55% of North-Sotho-speakers claim to write the LoLT well, 40% claim to write the LoLT very well, whereas 5% claim to write it a little. This translates into 95% of these speakers who claim to be highly proficient in writing the LoLT.

Table 4.39: Writing proficiency in LoLT in ex-Model C schools by home language.

Home language	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	33	45,8	26	36,1	13	18,1	0	0	72
English	12	63,2	7	36,8	0	0	0	0	19
N-Sotho	16	40	22	55	2	5	0	0	40
S-Sotho	5	41,7	7	58,3	0	0	0	0	12
Tswana	0	0	1	100	0	0	0	0	1
Tsonga	0	0	1	100	0	0	0	0	1
Venda	1	20	3	60	1	20	0	0	5
Eng + Afr	2	66,7	1	33,3	0	0	0	0	3
Eng + Other	2	50	2	50	0	0	0	0	4
Other	3	60	2	40	0	0	0	0	5
Total	74	45,7	72	44,4	16	9,9	0	0	162

- The majority (58,3%) of South-Sotho-speakers claim to write the LoLT well, whereas 41,7% claims to write it very well. This implies that 100% of these speakers claim to be highly proficient in writing the LoLT.

- 100% of Setswana- and Xitsonga-speakers respectively claim to write the LoLT well, which means that they claim to have high proficiency in writing the LoLT.

- 60% of Tshivenda-speakers claim to write the LoLT well, 20% claim to write it very well, whereas another 20% claim to write it a little. This implies that 80% of these speakers claim to be highly proficient in writing the LoLT, whereas 20% claim to have low proficiency.

- The majority (66,7%) of both English- and Afrikaans-speakers claim to write the LoLT very well, whereas 33,3% claim to write it well. This translates into 100% of the respondents who claim to be highly proficient in writing the LoLT.

- 50% of both English- and other language speakers claim to write the LoLT very well, whereas another 50% claim to write it well. This implies that 100% of these speakers claim to be highly proficient in writing the LoLT.

- 60% of speakers of other languages claim to write the LoLT very well, whereas 40% claim to write it well. This means that 100% of these speakers claim to be highly proficient in writing the LoLT.

The overall results show that the majority of all African languages and ex-colonial languages (English and afrikaans) have high writing proficiency and few respondents have average writing proficiency.

4.2.2.8 Problems regarding LoLT (Q12)

Table 4.40: Problems regarding LoLT in ex-Model C schools by grade

Grade	Problems regarding LoLT						
	Yes	%	No	%	Uncertain	%	Total
8	3	6,3	41	93,2	0	0	44
9	5	14,7	29	85,3	0	0	34
10	3	7,8	36	92,3	0	0	39
11	3	6,7	42	93,3	0	0	45
Total	14	8,6	148	91,4	0	0	162

Table 4.40 indicates the number of respondents who claim to have problems regarding the LoLT.

The overall results indicate that 91,4% of the respondents in ex-Model C schools claim to have no problems regarding the LoLT, whereas only 8,6% claim to have problems.

Table 4.41: Problems regarding LoLT in ex-Model C schools by home language

Home language	Problems regarding LoLT						
	Yes	%	No	%	Uncertain	%	Total
Afrikaans	5	6,9	67	93,1	0	0	72
English	0	0	19	100	0	0	19
N-Sotho	6	15	34	85	0	0	40
S-Sotho	1	8,3	11	91,7	0	0	12
Tswana	0	0	1	100	0	0	1
Venda	1	20	4	80	0	0	5
Tsonga	0	0	1	100	0	0	1
Eng +Afr	0	0	3	100	0	0	3
Eng +Other	0	0	4	100	0	0	4
Other	1	20	4	80	0	0	5
Total	14	8,6	148	91,4	0	0	162

Table 4.41 indicates that

- 93,1% of Afrikaans-speakers claim to have no problems in the LoLT, whereas 6,9% claim to have problems.

- 100% of English, Setswana, Xitsonga, English and Afrikaans and both English and other language speakers respectively claim to have no problems concerning the LoLT.

- 85% of North-Sotho-speakers claim to have no problems concerning the LoLT, whereas 15% claim to have problems.

- The majority (91,7%) of South-Sotho respondents claim to have no problems concerning the LoLT, whereas 8,3% claim to have problems.

- 80% of Tshivenda and other languages respective speakers claim to have no problems with regard to the LoLT, whereas 20% claim to have problems.

The respondents who claim to have problems noted the following to be their problems:

1) "Afrikaans must be cancelled"(LoLT/ English);
2) "I don't understand Afrikaans well" (LoLT/English);
3) "Afrikaans tests I find difficult" (LoLT/English);
4) "The way in which to learn;"
5) "I hate the subject (Afrikaans), it should be removed or optional;"
6) Spelling.
7) "Understanding some Afrikaans words" (LoLT/ English).

Examples of language mistakes that are extracted from their questionnaires are as follows:

1) <u>Your</u> not allowed to use any other language except English <u>but they</u> are allowed to speak Afrikaans;
2) We should be taught how to speak fluent <u>afrikans;</u>
3) No our school is <u>actually really</u> good in <u>teaching our language I</u> have got no problems in any way;
4) People at my school speak fluently and are <u>well spoken;</u>
5) <u>I as a English</u> speaking Indian I would like to learn Sotho, this language fascinates me;

6) Putting more effort into other languages would be nice because there are 11 official languages so you will always find it <u>weth</u> to know certain languages used in your own country;

7) English as <u>an</u> language, brings to a understanding of different skills to people- so it is important for people to understand the language in different schools;

8) We <u>injoy</u> it;

9) Nothing to <u>shore;</u>

10) To be more <u>strick</u> regarding the language policy;

11) I still like to be taught in English because it is understandable and it is <u>a</u> <u>international</u> a language;

12) English is my first learning priority;

13) It is important and very difficult. I think it is good they offer <u>langages.</u> I think we should have a third <u>langage</u>, such as Sotho because this area is full of <u>Sothos;</u>

14) The <u>medium of language spoken</u> is English;

15) It's <u>very extremely</u> good;

16) <u>Whan</u> to learn more language;

17) It must be a bit harder and we must do more <u>assiments</u> in our classes;

18) I respect all the teachers because in English class you must talk English and in <u>a</u> Afrikaans class you must talk Afrikaans;

19) Because people talk Afrikaans and they talk <u>violents</u>; and

20) I can understand Afrikaans <u>that well</u>, so I wish they could at least talk more English <u>in the lines</u> or in the assembly

4.2.2.9 Language use in different situations (Q11)

Table 4.42 below indicates language use of respondents with families.

Table 4.42: Language use with family by grade

Language use with family	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	17	38,6	14	41,2	14	35,9	20	44,4	65	40
English	7	15,9	2	5,9	9	23,1	6	13,3	24	14,8
N-Sotho	7	15,9	6	17,6	4	10,3	7	15,5	24	14,8
S-Sotho	2	4,5	1	2,9	2	5,1	3	6,7	8	4,9
Tswana	0	0	0	0	0	0	1	2,2	1	0,6
Venda	1	2,3	1	2,9	0	0	1	2,2	3	1,9
Tsonga	1	2,3	0	0	0	0	0	0	1	0,6
Eng +Afr	2	4,5	3	8,8	4	10,3	2	4,4	11	6,8
Eng +AL	5	11,4	4	11,8	5	12,8	5	11,1	19	11,7
Eng +Afr +AL	0	0	3	8,8	1	2,6	0	0	4	2,5
AL + Other	1	2,3	0	0	0	0	0	0	1	0,6
Other	1	2,3	0	0	0	0	0	0	1	0,6
Total	44	27,2	34	21	39	24,1	45	27,8	162	100

The overall results indicate that 40% of the respondents in all surveyed classes in the schools use Afrikaans to communicate with family, 14,8% use English and North-Sotho respectively, 11,7% use both English and an African language, 6,8% use both English and Afrikaans.

Table 4.43: Language use with family by home language

Home language	Language use with family (%)												
	Afr	Eng	N Sotho	S Sotho	Tswana	Venda	Tsonga	Eng +Afr	Eng +AL	Eng +Afr + AL	N Sotho +Other	Other	Total
Afrikaans	88,8	1,4	0	0	0	0	0	9,7	0	0	0	0	44,4
English	0	94,7	0	0	0	0	0	5,3	0	0	0	0	11,7
N Sotho	0	0	57,5	5	0	0	0	0	30	7,5	0	0	24,7
S Sotho	0	0	0	50	0	0	8,3	0	33,3	8,3	0	0	7,4
Tswana	0	0	0	0	100	0	0	0	0	0	0	0	0,6
Venda	0	0	0	0	0	60	0	0	40	0	0	0	3,1
Tsonga	0	0	0	0	0	0	0	0	100	0	0	0	0,6
Eng +Afr	33,3	0	0	0	0	0	0	66,7	0	0	0	0	1,9
Eng + Other	0	50	25	0	0	0	0	0	0	0	25	0	2,5
Other	0	60	0	0	0	0	0	20	0	0	0	20	3,1
Total	40,1	14,8	14,8	4,9	0,6	1,9	0,6	6,8	11,7	2,5	0,6	0,6	100

Table 4.43 above indicates that

- 88,8% of Afrikaans-speakers use their home language to communicate with their family members, 9,7% use a combination of Afrikaans and English, whereas 1,4% use English only. This implies that 98,5% use Afrikaans when talking to their family.

- 94,7% of English-speakers use their home language, English, to communicate with their family members, whereas 5,3% use both English and Afrikaans.

- The majority (57,5%) of North-Sotho-speakers use their home language when talking to their family, 30% use both English and African language, 7,5% use a combination of English, Afrikaans and an African language, whereas 5% use South-Sotho.

- 50% of South-Sotho-speakers use their home language when talking to their family, 33,3% use both English and an African language, whereas 8,3% use Xitsonga and a combination of Afrikaans, English and African language respectively.

- 100% of Setswana-speakers use it when talking to their family.

- 60% of Tshivenda-speakers use their home language to communicate with their family members, whereas 40% use both English and African language.

- 66,7% of both English- and Afrikaans-speakers use the same languages to communicate with their family members, whereas 33,3% use Afrikaans.

- 100% of Xitsonga-speakers use both English and an African language.

- The majority (50%) of speakers of both English and other language use English to communicate with their family members, 25% use North-Sotho, whereas another 25% use both North-Sotho and other language. This implies that North-Sotho and English are the major languages spoken by these speakers.

- 60% of speakers of other languages use English to communicate with their family members, whereas 20% use both English and Afrikaans, and other language respectively.

The overall results indicate that the majority of learners of different languages use their home languages to communicate with their families.

Table 4.44: Language use with teacher by grade

Grade	Language use with teacher						
	Afr	%	Eng	%	Afr + Eng	%	Total
8	16	36,4	19	43,2	9	20,5	44
9	12	35,3	10	29,4	12	35,3	34
10	7	17,9	19	48,7	13	33,3	39
11	12	26,7	23	51,1	10	22,2	45
Total	47	29	71	43,8	44	27,2	162

Table 4.44 indicates the language use of the respondents when talking to their teachers.

Table (4.44) indicates that English and Afrikaans are the major languages used by learners in these schools to communicate with their teachers.

This table (4.45 below) indicates that

- The majority (61,1%) of Afrikaans-speakers use their home language when talking to their teachers, 37,5% use both English and Afrikaans, whereas only 1,4% use English. This implies that the biggest percentage of Afrikaans learners in these schools use their home language when talking to their teachers.

- The majority (94,7%) of English-speakers use their home language to communicate with their teachers, whereas 5,3% use both English and Afrikaans.

- 70% of North-Sotho-speakers use English when talking to their teachers, 27,5% use both English and Afrikaans, whereas 2,5% use Afrikaans only for this purpose. This implies that North-Sotho-

speakers in these schools use an additional language when communicating with their teachers.

Table 4.45: Language use with teachers by home language

Home language	Language use with teacher						
	Afr	%	Eng	%	Eng +Afr	%	Total
Afrikaans	44	61,1	1	1,4	27	37,5	72
English	0	0	18	94,7	1	5,3	19
N Sotho	1	2,5	28	70	11	27,5	40
S Sotho	1	8,3	9	75	2	16,7	12
Tswana	0	0	1	100	0	0	1
Venda	0	0	3	60	2	40	5
Tsonga	0	0	1	100	0	0	1
Eng +Afr	0	0	2	66,7	1	33,3	3
Eng +Other	0	0	4	100	0	0	4
Other	1	20	4	80	0	0	5
Total	47	29	71	43,8	44	27,2	162

- The majority (75%) of South-Sotho-speakers use English to communicate with their teachers, 16,7% use both Afrikaans and English, whereas 8,3% use Afrikaans. As in case of NorthSotho-speakers, South-Sotho-speakers also use an additional language to communicate with their teachers.

- 100% of Xitsonga, Setswana and both English and other language speakers respectively use English to communicate with their teachers, which is an additional language to both Xitsonga- and Setswana-speakers.

- 60% of Tshivenda-speakers use English when talking to their teachers, whereas 40% use both English and Afrikaans.

- 66,7% of speakers of both English and Afrikaans use English when talking to their teachers, whereas 33,3% uses both English and Afrikaans.

- 80% of speakers of other languages use English when talking to their teachers, whereas 20% use Afrikaans.

The overall results show that many African language speakers use English when talking to their teachers. English language speakers use their home language when communicating to their teachers.

Table 4.46 Language use with friends by grade

Language use with friends	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	17	38,6	14	47,1	11	28,2	16	35,6	60	37
English	15	34,1	4	11,8	10	25,6	8	17,8	37	22,8
N-Sotho	1	2,3	3	8,8	3	7,7	4	8,9	11	6,8
S-Sotho	1	2,3	0	0	0	0	4	8,9	5	3,1
Eng +Afr	2	4,5	2	5,9	6	15,4	8	17,8	18	11,1
Eng +AL	6	13,6	7	20,6	7	17,9	4	8,9	24	14,8
Eng +Afr +AL	2	4,5	1	2,9	1	2,9	1	2,2	5	3,1
Afr +AL	0	0	1	2,9	1	2,6	0	0	2	1,2
Total	44	27,2	34	21	39	24,1	45	27,8	162	100

Table (4.46) above indicates the language use of the respondents when talking to their friends

The overall results indicate that the majority of the respondents in all grades in the schools use Afrikaans, English and an African language to communicate with friends.

Table 4.47: Language use with friends by home language

Home language	Language use with friends								
	Afr	Eng	N-Sotho	S-Sotho	Eng +Afr	Eng +AL	Eng +Afr +AL	Afr +AL	Total
Afrikaans	79,2	4,2	0	0	15,3	0	1,4	0	72
English	5,3	73,7	0	0	21,1	0	0	0	19
N-Sotho	2,5	27,5	22,5	0	0	35	10	2,2	40
S-Sotho	0	16,7	0	25	8,3	50	0	0	12
Tswana	0	0	100	0	0	0	0	0	1
Venda	0	40	0	20	0	20	0	20	5
Tsonga	0	0	0	100	0	0	0	0	1
Eng +Afr	0	25	25	0	50	0	0	0	4
Eng + Other	0	66,7	0	0	0	33,3	0	0	3
Other	20	40	0	0	0	40	0	0	5
Total	37	22,8	6,8	3,1	11,1	14,8	3,1	1,2	162

Table 4.47 above illustrates that

- The majority (79,2%) of Afrikaans-speakers use this language when talking to their friends, 15,3% use both English and Afrikaans, 4,2% use English, whereas 1,4% use a combination of English, Afrikaans and African language.

- 73,7% of English-speakers use their home language when talking to their friends, 21,1% use both English and Afrikaans, whereas 5,3% use Afrikaans.

- 35% of speakers of North-Sotho use both English and African language to communicate with their friends, 27,5% use English, 22,5% use North-Sotho, 10% use a combination of English, Afrikaans and African language, whereas 2,5% use Afrikaans and both Afrikaans and African language respectively. This implies that these speakers mainly use Afrikaans and/or English when talking to their friends.

- 50% of South-Sotho-speakers use both English and African language when talking to their friends, 25% use South-Sotho, 16,7% use English, whereas 8,3% use both English and Afrikaans.

- 100% of Setswana-speakers use North Sotho when talking to their friends.

- 40% of Tshivenda-speakers use English when talking to their friends, 20% use South-Sotho, both English and African language and both Afrikaans and African language respectively.

- 100% of Xitsonga-speakers use South-Sotho-speakers to communicate with their friends.

- 50% of both English- and Afrikaans-speakers use the same languages when talking to their friends, 25% use English and North-Sotho respectively.

- 66,7% of both English- and other language speakers, use English to communicate with their friends, whereas 33,3% uses both English and African language.

- 40% of speakers of other languages use English and both English and African language respectively, to communicate with their friends, whereas 20% use Afrikaans.

The majority of learners use their home languages when speaking to their friends if they share a home language.

Table 4.48: Language use for notes by grade

Grade	Language use for notes										
	Afr	%	Eng	%	N-Sotho	%	Eng +Afr	%	Eng +AL	%	Total
8	15	34,1	20	45,5	1	2,3	7	15,9	1	2,3	44
9	15	44,1	14	41,2	1	2,9	2	5,9	2	5,9	34
10	11	28,2	20	51,3	0	0	7	17,9	1	2,6	39
11	15	33,3	25	55,6	0	0	5	11,1	0	0	45
Total	56	34,6	79	48,8	2	1,2	21	13	4	2,5	162

Table 4.48 indicates language the respondents use when writing notes.

The overall results show that English (with 48,8%) and Afrikaans (with 34,6%) are the main languages used for writing notes by learners in ex-Model C schools. A small percentage (1,2%) use North-Sotho for this purpose.

Table 4.49: Language use for notes in ex-Model C schools by home language

Grade	Language use for notes									
	Afr	%	Eng	%	N Sotho	%	Eng +Afr	%	Eng +AL	%	Total
Afrikaans	56	77,7	2	2,8	0	0	14	19,4	0	0	72
English	0	0	18	94,7	0	0	1	5,3	0	0	19
N-Sotho	0	0	34	85	2	5	2	5	2	5	40
S-Sotho	0	0	11	91,7	0	0	1	8,3	0	0	12
Tswana	0	0	1	100	0	0	0	0	0	0	1
Venda	0	0	2	40	0	0	1	20	2	40	5
Tsonga	0	0	1	100	0	0	0	0	0	0	1
Eng +Afr	0	0	3	75	0	0	1	25	0	0	4
Eng + Other	0	0	3	100	0	0	0	0	0	0	3
Other	0	0	4	80	0	0	1	20	0	0	5
Total	56	34,6	79	48,8	2	1,2	21	13	4	2,5	162

Table 4.49 indicates that

- 77,7% of Afrikaans-speakers use their home language to write notes, 19,4% use both English and Afrikaans, whereas 2,8% use English. This implies that 97,1% use Afrikaans for this purpose.

- The majority (94,7%) of English-speakers use their home language when writing notes, whereas 5,3% use both English and Afrikaans. This implies that 100% of these speakers use their home languages to write notes.

- 85% of North-Sotho speakers use English, which is an additional language when writing notes, whereas 5% use North-Sotho, both English and African language respectively. This implies that only 5% use their home languages for this purpose.

- 91,7% of South-Sotho speakers use English when writing notes, whereas 8,3% use both English and Afrikaans. This implies that 100% of these speakers use foreign languages for this purpose

- 100% of Setswana, Xitsonga and both English and other language speakers respectively use English when writing notes.

- 40% of Tshivenda-speakers use English and both English and an African language respectively, whereas 20% use both English and Afrikaans. This implies that 100% of these speakers use English when writing notes.

- The majority (75%) of both English- and Afrikaans-speakers use English when writing notes, whereas 25% use their home languages to do so.

- 80% of speakers of other languages use English when writing notes, whereas 20% use both English and Afrikaans, which indicate that English is dominant.

The overall results indicate that the majority of the respondents use English when writing notes and this is influenced by the fact that English is the official LoLT.

Table 4.50: Language use for tests in ex-Model C schools by grade

Grade	Language use for tests										
	Afr	%	Eng	%	N-Sotho	%	Eng +Afr	%	Eng +AL	%	Total
8	16	36,4	22	50	0	0	6	13,6	0	0	44
9	14	41,2	12	35,3	1	2,9	6	17,6	1	2,9	34
10	10	25,6	19	48,7	0	0	10	25,6	0	0	39
11	16	35,6	18	40	0	0	11	24,4	0	0	45
Total	56	34,6	71	43,8	1	0,6	33	20,4	1	0,6	162

The table (4.50) above indicates language the respondents use when writing tests.

The overall results show that the majority of the respondents in grades eight to eleven use English or Afrikaans when writing tests.

Table 4.51: Language use for tests in ex-Model C schools by home language

Grade	Language use for tests										
	Afr	%	Eng	%	N-Sotho	%	Eng +Afr	%	Eng +AL	%	Total
Afrikaans	54	75	1	1,4	0	0	17	23,6	0	0	72
English	0	0	16	84,2	0	0	3	15,8	0	0	19
N-Sotho	1	2,5	31	77,5	1	2,5	6	15	1	2,5	40
S-Sotho	1	8,3	9	75	0	0	2	16,7	0	0	12
Tswana	0	0	1	100	0	0	0	0	0	0	1
Venda	0	0	3	60	0	0	2	40	0	0	5
Tsonga	0	0	1	100	0	0	0	0	0	0	1
Eng +Afr	0	0	2	50	0	0	2	50	0	0	4
Eng + Other	0	0	3	100	0	0	0	0	0	0	3
Other	0	0	4	80	0	0	1	20	0	0	5
Total	56	34,6	71	43,8	1	0,6	33	20,4	1	0,6	162

Table 4.51 indicates that all learners indicates that they use their official LoLT (English and/or Afrikaans) when writing tests.

4.2.2.10 Language preference (Q13)

Table 4.52: Preferred LoLT in ex-Model C schools by grade

Grade	Preferred LoLT (%)											
	Afr	Eng	N-Sotho	S-Sotho	Tsonga	Venda	Zulu	Eng +Afr	Eng +AL	Other	None	Total
8	34,1	47,7	2,3	0	0	0	0	9,1	2,3	2,3	2,3	27,2
9	26,5	47,1	2,9	0	0	0	0	5,9	2,9	14,7	0	21
10	20,5	46,2	0	10,3	0	2,6	0	7,7	0	10,3	2,6	24,1
11	28,9	48,9	0	0	2,2	0	2,2	17,8	0	0	0	27,8
Total	27,8	47,5	1,2	2,5	0,6	0,6	0,6	10,5	1,2	6,2	1,2	100

The overall results show that English (47,5%) is the most preferred LoLT, followed by Afrikaans (27,8%) and a combination of English and Afrikaans (10,5%). This implies that ex-colonial languages (English and Afrikaans) are preferred above African languages.

Table 4.53: Preferred LoLT by home language

Home language	Preferred LoLT(%)											
	Afr	Eng	N-Sotho	S-Sotho	Tsonga	Venda	Zulu	Eng +Afr	Eng +AL	Other	None	Total
Afrikaans	61,1	6,9	1,4	4,2	0	0	0	15,3	1,4	9,7	0	44,4
English	5,3	73,7	0	0	0	0	0	5,3	0	5,3	10,5	11,7
N-Sotho	0	92,5	0	0	0	0	0	5	0	2,5	0	24,7
S-Sotho	0	75	0	0	0	8,3	0	8,3	0	8,3	0	7,4
Tswana	0	100	0	0	0	0	0	0	0	0	0	0,6
Venda	0	60	0	0	0	0	20	0	20	0	0	3,1
Tsonga	0	0	0	0	100	0	0	0	0	0	0	0,6
Eng +Afr	0	50	0	25	0	0	0	25	0	0	0	1,9
Eng +Other	0	100	0	0	0	0	0	0	0	0	0	2,5
Other	0	60	20	0	0	0	0	20	0	0	0	3,1
Total	27,8	47,5	1,2	2,5	0,6	0,6	0,6	10,5	1,2	6,2	1,2	100

Table 4.53 indicates that

- 61,1% of Afrikaans-speakers prefer to use their home language as LoLT, 15,3% prefer both English and Afrikaans, 9,7% prefer other languages, 6,9% prefer English, 4,2% prefer South-Sotho, whereas 1,4% prefer North-Sotho and both English and African language respectively.

- The majority (73,7%) of English-speakers prefer to be taught in their home language (English), 5,3% prefer Afrikaans, both English and Afrikaans, and other languages respectively, whereas 10,5% did not answer the question.

- 92,5% of North-Sotho-speakers prefer to be taught in English, 5% prefer both English and Afrikaans, whereas 2,5% prefer other languages. This implies that the vast majority of these speakers prefer to be taught in English.

- 75% of South-Sotho-speakers prefer to be taught in English, whereas 8,3% prefer Tshivenda, both English and Afrikaans and other languages respectively.

- 100% of Setswana-speakers and bilingual speakers of both English and other languages prefer to be taught in English.

- 60% of Tshivenda-speakers prefer to be taught in English, whereas 20% prefer isiZulu and both English and African language respectively.

- 100% of Xitsonga-speakers prefer to be taught in their home language (Xitsonga).

- 50% of bilingual speakers of both English and Afrikaans prefer to be taught in English, whereas 25% prefer South-Sotho and both English and Afrikaans respectively.

- 60% of speakers of other languages prefer to be taught in English, whereas 20% prefer North-Sotho and both English and Afrikaans respectively.

Table 4.54: Reasons for preferred LoLT

Reasons	Preferred LoLT (%)											Total
	Afr	Eng	N-Sotho	S-Sotho	Tsonga	Venda	Zulu	Eng +Afr	Eng +AL	Other	None	
Be respected	26,7	2,6	0	0	0	0	0	23,5	0	10	0	11,7
Get jobs	15,6	54,5	100	0	0	0	0	35,3	50	20	0	37
Get things	11,1	7,8	0	0	0	0	0	5,9	0	0	0	7,4
Not sure	44,4	18,2	0	75	100	100	100	11,8	0	40	50	29
Be respected & get job	0	9,1	0	0	0	0	0	5,9	9	10	50	6,2
Be respected & get things	0	0	0	0	0	0	0	5,9	0	0	0	0,6
Get job & things	0	2,6	0	25	0	0	0	0	0	0	0	1,9
Be respected & get job & things	2,2	5,2	0	0	0	0	0	0	50	0	0	3,7
No reason	0	0	0	0	0	0	0	11,8	0	20	0	2,5
Total	27,8	47,5	1,2	2,5	0,6	0,6	0,6	10,5	1,2	6,2	1,2	100

Table 4.54 indicates that 44,4% of the respondents who prefer to be taught in Afrikaans are not sure about the reasons for their choice, 26,7% associates knowing Afrikaans with being respected by other people, 15,6% associates it with getting better jobs, 11,1% associates it with getting good thing you want, whereas 2,2% associate knowing Afrikaans with being respected by other people, getting better jobs and getting things you want.

The majority (54,5%) of the respondents who prefer to be taught in English associate its knowledge with getting better paying jobs, 18,2% are not sure about the reasons for the preferences, 9,1% associate it with being respected by other people and getting better jobs, 5,2% associates it with being respected, getting better jobs and getting things you want, whereas 2,6% associate it with both getting better jobs and getting thing you want, and being respected by other people respectively.

100% of those speakers who prefer to be taught in North-Sotho associate it with getting better jobs.

75% of the respondents who prefer to be taught in South-Sotho are not sure about the reasons why they prefer this language, whereas 25% associates it with both getting better jobs and getting better things.

100% of the respondents, who prefer to be taught in Xitsonga, Tshivenda and isiZulu respectively, are not sure about the reasons for their preferences.

35,3% of the respondents who prefer to be taught in both English and Afrikaans associate these languages with getting better paying jobs, 23,5% associates them with being respected by other people, 11,8% are not sure with the reasons for their choice. 5,9% associates the knowledge of these languages with getting things you want, both being respected and getting better jobs, and both being respected and

getting things you want respectively. Another 11,8% did not give reasons for their preferences.

50% of the respondents who prefer to be taught in both English and African language associate them with getting better jobs, whereas another 50% associate them with all three reason, namely, being respected by other people, getting better jobs and getting things you want.

40% of those respondents who prefer to be taught in other languages (which include languages spoken outside the borders of South Africa) are not sure about their reasons. 20% associate them with getting better jobs, 10% with being respected, whereas another 10% associate them with both getting better jobs and being respected. 20% did not give reasons, which implies that they are not sure about them.

The overall results show that 37% of the respondents believe that learning through a language lead to a knowledge of language which in turn lead to getting better paying jobs; 11,7% associate LoLT with being respected by other people, whereas 7,4% associates it with getting thing you want. 29% are not sure about the reasons for their choice. The remaining percentages associate LoLT with a combination of these reasons.

4.2.2.11 Language taught as subjects (Q14 & 15)

In school C all learners study English Primary language and Afrikaans additional language, whereas in school D and E learners study English and Afrikaans either at primary or additional level.

4.2.2.12 Language policy awareness (Q16)

Table 4.55 Language policy awareness in ex-Model C schools by grade

Grade	Language policy awareness						
	Yes	%	No	%	Uncertain	%	Total
8	38	84,6	6	13,6	0	0	44
9	25	73,5	9	26,5	0	0	34
10	23	59	13	33,3	3	7,7	39
11	35	77,8	8	17,8	2	4,4	45
Total	121	74,7	36	22,2	5	3,1	162

This table indicates the language policy awareness of the respondents.

The overall results indicate that 74,7% of the respondents in these schools claim that their schools have a language policy, whereas 22,2% claim that they don't have a language policy.

4.2.2.13 Interview responses in ex-Model C schools

The table (4.56) below shows the interview results from teachers in ex-Model C schools.

In ex-Model C schools, 50% of interviewees claim that learners' performance is excellent, whereas 25% claim that learners perform poorly. Another 25% claim that learners' performance varies because some perform well, whereas others struggle.

83% claim indicated that the LSM is enough except for only 16, 7% who can make photocopies to ensure that teaching and learning proceed.

Table 4.56: Interview results in ex-Model C schools

Theme	Number of those responded (12) to themes	
	Frequency	Percentage
1: General performance of learners		
Understanding	6	50
Improving	3	25
Poor	3	25
2: Availability of Learner Support Material		
Available	10	83,3
Unavailable	2	16,7
3: Language preference		
English	9	75
Afrikaans	3	25
Both English and Afrikaans	-	-
African language	-	-
4: Language policy awareness		
We have language policy as applied	7	58,3
No language policy	2	16,7
Not sure	3	25
5: Issues of multilingualism		
Multilingual policy is good	7	58,3
It is not good	5	41,7
6: Implementing new LiEP		
Implementable	4	33,3
Not implementable	7	58,3

75% of the respondents prefer to teach in English. Their comments are as follows:

"Afrikaans, whether you are English, Tswana or whatever, you must use Afrikaans in my class. From my point of view Afrikaans is the best language to use in teaching." This respondent is an Afrikaans speaker.

"I think the child learns best in the language that he knows best and I think that is our aim, because if you are taught in the language that you don't understand you cannot understand what you are learning."

We are a specialized school, we have specialized subjects, like technical subject. We don't really; we can't accommodate other languages as well, because we already specialized. We are not just a general academic school. We specialize in technical subject. Maths and Science are compulsory. We don't have a space for a third other languages. There is no time for it."

This response show emotional feeling to this question of language preference. This shows that the respondent is negative to African languages at their school.

"English, because they have to be able to perform in English and so we need to give as much exposure to English as possible because that is not their primary language they need much exposure they can get. I grew up bilingual and I studied in English. English just come naturally."

"I prefer to use English in class because I have been using it for so long, over 12 years. I am actually Afrikaans speaker. I don't think I will ever be able to teach in Afrikaans, which is my mother tongue."

"I prefer to teach in English because I was taught in English."

58, 3% of the interviewees are only aware of the language policy when it is applied. 16, 7% claim to have a language policy, whereas 25% is not sure.

58, 3% of the respondents agree that the policy of multilingualism is good, whereas 41, 7% disagree. They commented as follows regarding the issue:
"…On paper it looks wonderful. I just don't know how one is going to do it in practice because there is no way one can learn more than ten languages. On paper

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it is wonderful to receive education in your mother tongue, but the choice is vested in parents. If they sent their children to English medium schools, they know that they forget about their mother tongue."

"…multilingualism is just on paper, but in practice we are not preparing anything. This affects lifestyles at home. Learners tends to speak English at home, even their parents support this. The value of languages goes down."

"English is the world language. But I agree that there must be a choice between other languages."

58, 3% disagree that the new LiEP is implementable. The respondents illustrated these by making the following comments:

"I agree that learners should be taught in their own language, but it is not possible to implement the policy. If you can think of textbooks, the materials and the teacher that need to be developed. In one class there is a variety of language spoken. It is impossible to cater them all."

"It is not possible to implement the policy because of a variety of languages spoken in this school. For example, we have French, Italians, German, Indians, Portuguese, etc. So we still implement the old policy, English only."

"I don't think it will be possible to implement the policy in school. There must be only one medium of teaching. The problem is that one teacher must be able to teach in Afrikaans, English and Sepedi."

"Yes, but it is going to take a long time."

"I personally think it won't be possible. Eleven languages, I think we can try it at regional level. I think there are too many languages."

The overall results indicate that the teachers are not ready to implement the new LiEP because they believe that learners had chosen their schools knowing that the LoLT is either English or Afrikaans and the number of African languages is abnormal for use as LoLTs.

The overall response from the interviews with teachers indicates that they prefer English as LoLT. They seem to be not aware of the language policies in their schools. These teachers realize the languages when they are in use. They use official LoLT when they are in class for formal teaching.

4.2.3 Language portfolio of learners in Ex-HOD schools

4.2.3.1 Home language (Q4)

Table 4.57: Home language in ex-HOD schools by grade

Grade	Home language (%)								
	Eng	N-Sotho	S-Sotho	Tsonga	Eng +Afr	Eng +AL	Eng +other	Other	Total
8	25	8,3	25	8,3	25	8,3	0	0	24
9	50	50	0	0	0	0	0	0	24
10	83,3	16,7	0	0	0	0	0	0	24
11	42,9	21,4	0	0	7,1	7,1	7,1	14,3	28
Total	50	24	6	2	8	4	2	4	100

The table (4.57) shows the home language distribution in the school by grade.

The overall results as shown on this table reveal that 50% of the respondents are English home language speakers; 24% are North-Sotho-speakers, 8% are speakers of both English and Afrikaans; 6% are South-Sotho-speakers, 4% are other languages speakers, 2% are speakers of Xitsonga and speakers of both English

and other languages respectively. This implies that the majority of the respondents in this school use English as their home language. The reason for this is that predominantly Indian children attend the school. The major languages spoken by the respondents in this school are English, North-Sotho and South- Sotho.

4.2.3.2 Home area (Q5)

Many learners in this school come from this suburb, where the school is located. Indians dominate this area. Some learners come from around Polokwane area.

4.2.3.3 Language of learning and teaching (Q6)

The school use English as official LoLT. All learners indicate that they use English for learning in their school.

4.2.3.4 Listening proficiency in LoLT (Q7)

This question establishes the extent to which learners are proficient in listening the LoLT. This will show only self-reported responses.

Table 4.58: Listening proficiency in LoLT by grade.

Grade	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	5	41,7	6	50	1	8,3	0	0	12
9	8	66,7	2	16,7	2	16,7	0	0	12
10	2	16.7	10	83,3	0	0	0	0	12
11	6	42,9	8	57,1	0	0	0	0	14
Total	21	42	26	52	3	6	0	0	50

Table 4.58 indicates listening proficiency of the respondents in the LoLT

The overall results indicate that 52% of the respondents claim to understand English well, 42% claim to understand it very well, whereas 6% claim to understand it a little. This translates into 94% of the respondents who claim to be highly proficient in understating LoLT.

Table 4.59: Listening proficiency in LoLT by home language

Home language	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
English	11	44	13	52	1	4	0	0	25
N-Sotho	3	25	7	58,3	2	16,7	0	0	12
S-Sotho	0	0	3	100	0	0	0	0	3
Xitsonga	0	0	1	100	0	0	0	0	1
Eng + Afr	3	75	1	25	0	0	0	0	4
Eng + AL	2	100	0	0	0	0	0	0	2
Eng + other	0	0	1	100	0	0	0	0	1
Other	2	100	0	0	0	0	0	0	2
Total	21	42	26	52	3	6	0	0	50

Table 4.59 indicates the extent to which speakers of different home languages understand LoLT.

- It shows that 52% of English-speakers claim to understand the LoLT well, 44% claim to understand it very well, whereas 4% have a little understanding of this language. It is clear that 96% of the respondents claim to be highly proficient in understanding the LoLT, whereas 4% claim to have average proficiency.

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- The majority (58,3%) of North-Sotho-speakers claim to understand the LoLT well, 25% claim to understand it very well, whereas 16,7% claim to understand it a little. This implies that 83,3% of the respondents claim to have high proficiency, whereas 16,7% claim to have low proficiency.

- 100% speakers of South-Sotho, Xitsonga and both English and other languages respectively claim to have high proficiency in understanding LoLT, since they indicate to understand it well.

- 75% of both English and Afrikaans speakers claim to understand LoLT very well, whereas 25% claim to understand it well. This means that 100% of the respondents claim to be highly proficient in understanding LoLT.

- 100% of both English- and African languages-speakers and speakers of other languages respectively claim to understand LoLT very well, which implies that they are highly proficient.

4.2.3.5 Speaking proficiency in the LoLT (Q8)

Table 4.60: Speaking proficiency in LoLT by grade

Grade	Speaking proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	4	33,3	7	58,3	1	8,3	0	0	12
9	9	75	3	25	0	0	0	0	12
10	2	16,7	10	83,3	0	0	0	0	12
11	6	42,9	8	57,1	0	0	0	0	14
Total	21	42	28	56	1	2	0	0	50

Table 4.60 above shows the proficiency in speaking LoLT (English) by grade.

It is therefore, clear that the majority (56%) of the total respondents claim to speak English well, 42% claim to speak it very well, whereas 2% claim to have a little capability in speaking this language. It shows that 98% of the respondents claim to be highly proficient in speaking the LoLT, whereas 2% claim to have low proficiency.

Table 4.61: Speaking proficiency by home language

Home language	Speaking proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
English	13	52	11	44	1	4	0	0	25
N-Sotho	4	33,3	8	66,7	0	0	0	0	12
S-Sotho	1	33,3	2	66,7	0	0	0	0	3
Xitsonga	0	0	1	100	0	0	0	0	1
Eng + Afr	1	25	3	75	0	0	0	0	4
Eng + AL	0	0	2	100	0	0	0	0	2
Eng + other	0	0	1	100	0	0	0	0	1
Other	2	100	0	0	0	0	0	0	2
Total	21	42	28	56	1	2	0	0	50

Table 4.61 shows the proficiency in speaking LoLT by home language.

- It indicates that 52% of the respondents who speak English home language claim to speak the LoLT very well. This means they are proficient in their home language. 44% claim to speak the LoLT well, whereas 4% claim to speak it a little. This implies that 96% of these speakers claim to be highly proficient in speaking the LoLT, whereas 4% claim to have average proficiency.

- The majority (66,7%) of North-Sotho- and South-Sotho -peakers respectively claim to speak English well, whereas 33,3% claims to speak it very well. This translates into 100% of these speakers who claim to have high proficiency in speaking the LoLT.

- 100% of Xitsonga, both English and other language, and both English and African language respectively, claim to speak the LoLT well, which implies that 100% of these speakers claim to have high proficiency in speaking the LoLT.

- 100% of speakers of other languages claim to speak the LoLT very well, which implies that they claim to be highly proficient in that language.

- The majority (75%) of speakers of both English and Afrikaans claim to speak the LoLT well, whereas 25% claim to speak it very well. This translates into 100% of the respondents who claim to have high proficiency in speaking the LoLT.

4.2.3.6 Reading proficiency in the LoLT (Q9)

Table 4.62: Reading proficiency in LoLT by grade

Grade	Reading proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	4	33,3	6	50	2	16,7	0	0	12
9	6	50	6	50	0	0	0	0	12
10	3	25	7	58,3	2	16,7	0	0	12
11	7	50	7	50	0	0	0	0	14
Total	20	40	26	52	4	8	0	0	50

Table 4.62 indicates the reading proficiency of the respondents.

The overall results show that 92% of the respondents claim to be highly proficient in reading English and 8% claim to have low proficiency.

Table 4.63: Reading proficiency by home language

Home language	Reading proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
English	11	44	11	44	3	12	0	0	25
N-Sotho	3	25	8	66,7	1	8,3	0	0	12
S-Sotho	1	33,3	2	66,7	0	0	0	0	3
Xitsonga	0	0	1	100	0	0	0	0	1
Eng + Afr	0	0	4	100	0	0	0	0	4
Eng + AL	2	100	0	0	0	0	0	0	2
Eng + other	1	100	0	0	0	0	0	0	1
Other	2	100	0	0	0	0	0	0	2
Total	20	40	26	52	4	8	0	0	50

Table 4.63 above shows that

- 44% of English-speakers claim to read English very well; another 44% claim to read LoLT well, whereas 12% claim to read it a little. This implies that 88% of English speakers claim to be highly proficient in English, whereas 12% claim to have low proficiency.

- 66,7% of North-Sotho-speakers claim to read LoLT well, 25% claim to read it very well, whereas 8,3% claim to read it a little. This indicates that

91,7% of these respondents have a high reading proficiency, whereas 8,3% have low proficiency.

- The majority (66,7%) of South-Sotho-speakers claim to read English well, whereas 33,3% claim to read it very well, which implies that 100% of these speakers claim to be highly proficient in reading LoLT

All other groups of language speakers claim to be highly proficient in reading English, (namely, Xitsonga-speakers, speakers of both English and Afrikaans, speakers of both English and African language, speakers of both English and other language, and speakers of other languages.) The overall results show that speakers of other languages claim to be highly proficient in reading the LoLT.

4.2.3.7 Writing proficiency in the LoLT (Q10)

Table 4.64: Writing proficiency in LoLT by grade

Grade	Writing proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	3	25	9	75	0	0	0	0	12
9	6	50	5	41,7	1	8,3	0	0	12
10	2	16,7	10	83,3	0	0	0	0	12
11	4	28,6	10	71,4	0	0	0	0	14
Total	15	30	34	68	1	2	0	0	50

Table 4.64: indicates the writing proficiency of learners by grade.

The overall results show that 98% of the respondents claim to have high proficiency in writing English and 2% with low proficiency.

Table 4.65: Writing proficiency in LoLT by home language

Home language	Writing proficiency								
	Very well	%	Well	%	A little	%	Not at all	%	Total
English	8	32	17	68	0	0	0	0	25
N-Sotho	4	33,3	7	58,3	1	8,3	0	0	12
S-Sotho	0	0	3	100	0	0	0	0	3
Xitsonga	0	0	1	100	0	0	0	0	1
Eng + Afr	1	25	3	75	0	0	0	0	4
Eng + AL	2	100	0	0	0	0	0	0	2
Eng + other	0	0	1	100	0	0	0	0	1
Other	0	0	2	100	0	0	0	0	2
Total	15	30	34	68	1	2	0	0	50

Table 4.65 indicates that the majority of speakers of all language groups other than Nort- Sotho claim to be highly proficient in writing English.

4.2.1.8 Problems regarding LoLT (Q12)

Table 4.66 Problems regarding LoLT in ex-HOD schools by grade

Grade	Problems regarding LoLT						
	Yes	%	No	%	Uncertain	%	Total
8	3	25	9	75	0	0	12
9	0	0	12	100	0	0	12
10	1	8,3	11	91,7	0	0	13
11	1	7,1	13	92,9	0	0	14
Total	5	10	45	90	0	0	50

Generally, the results show that the majority (90%) of the total response claim to have no problems with the LoLT, whereas 10% claim to have no problems. The problems mentioned above reveal the attitude that learners have towards Afrikaans as a subject, but not as LoLT.

Table 4.67: Problems regarding LoLT in ex-HOD schools by home language

Home language	Problems in LoLT						
	Yes	%	No	%	Uncertain	%	Total
English	1	4	24	96	0	0	25
N-Sotho	2	16,7	10	83,3	0	0	12
S-Sotho	0	0	3	100	0	0	3
Xitsonga	1	100	0	0	0	0	1
Eng + Afr	1	25	3	75	0	0	4
Eng + AL	0	0	2	100	0	0	2
Eng + other	0	0	1	100	0	0	1
Other	0	0	2	100	0	0	2
Total	5	10	45	90	0	0	50

Table 4.67 indicates that

- 96% of English-speakers claim to have no problems concerning English as LoLT, whereas 4% of these speakers claim to have problems.

- The majority (83,3%) of speakers of North-Sotho claim to have no problems concerning the LoLT, whereas 16,7% claim to have problems.

- 100% of South-Sotho, both English and African language, both English and other language and other languages speakers respectively, claim to have no problems concerning the LoLT.

- 100% of Xitsonga-speakers claim to have problems regarding LoLT.

- The majority (75%) of both English- and Afrikaans-speakers claim to have no problems with LoLT, whereas 25% claim to have problems.

The total response indicates that most of the respondents in this school claim to have no problems regarding LoLT

4.2.3.9 Language use in different situations

Table 4.68: Language use with family in ex-HOD schools by grade

Language use with family	Grade									
	8	%	9	%	10	%	11	%	T0tal	%
English	5	41,7	6	50	10	83,3	7	50	28	56
N-Sotho	1	8,3	6	50	2	16,7	3	21,4	12	24
S-South	2	16,7	0	0	0	0	0	0	2	4
Tsonga	0	0	0	0	0	0	1	7,1	1	2
Eng +Afr	2	16,7	0	0	0	0	1	7,1	3	6
Eng +AL	0	0	0	0	0	0	2	14,3	2	4
Eng +Other	2	16,7	0	0	0	0	0	0	2	4
Total	12	24	12	24	12	24	14	28	50	100

The total response for the school shows that English (56%) and North-Sotho (24%) are the main languages used by learners when talking to their family (see table 4.68).

Table 4.69: Language use with family in ex-HOD school by home language

Home language	Language use with family (%)							
	Eng	N-Sotho	S-Sotho	Tsonga	Eng +Afr	Eng + AL	Other	Total
English	100	0	0	0	0	0	0	50
N-Sotho	0	100	0	0	0	0	0	24
S-Sotho	0	0	66,7	0	0	0	33,3	6
Tsonga	0	0	0	0	0	0	100	2
Eng + Afr	25	0	0	0	75	0	0	8
Eng + AL	50	0	0	0	0	50	0	4
Eng +Other	100	0	0	0	0	0	0	2
Other	0	0	0	50	0	50	0	4
Total	56	24	4	2	6	4	4	100

Table 4.69 indicates that

- 100% of English-speakers use their home language when talking to their family.

- 100% of North-Sotho-speakers use the same language (North-Sotho) when talking to their family.

- The majority (66,7%) of South-Sotho-speakers use their home language to communicate with their family, whereas 33,3% uses other languages for this purpose.

- 100% of Xitsonga-speakers use other languages to talk to their family.

- The majority (75%) of both English- and Afrikaans-speakers use these languages when communicating to their family, whereas 25% use only English for this purpose

- 50% of both English and African language speakers use the same languages to communicate with their family, whereas another 50% use English only.

- 100% of both English and other language speakers use English when talking to their family.

- 50% of other languages speakers use Xitsonga when communication with their family, whereas another 50% use both English and African language for this purpose.

The total response therefore, reveals that the majority (92%) of these respondents use their home languages when talking to their family.

Table 4.70: Language use with teacher in ex- HOD schools by grade

Grade	Language use with teacher						
	Eng	%	Eng +Afr	%	Eng +AL	%	Total
8	9	75	2	167	1	8,3	12
9	10	83,3	2	16,7	0	0	12
10	7	58,3	5	41,7	0	0	12
11	12	85,7	2	14,3	0	0	14
Total	38	76	11	22	1	2	50

The overall results show that 76% of the respondents in all investigated grades use English when communicating with their teacher, 22% use both English and

Afrikaans, whereas 2% use both English and an African language. It shows that English is the major language used at school (see table 4.70 above).

Table 4.71: Language use with teachers in ex-HOD schools by home language

Home language	Language use with teacher						
	Eng	%	Eng +Afr	%	Eng +AL	%	Total
English	20	80	5	20	0	0	25
N-Sotho	9	75	3	25	0	0	12
S-Sotho	1	33,3	2	66,7	0	0	3
Tsonga	0	0	0	0	1	100	1
Eng + Afr	3	75	1	25	0	0	4
Eng + AL	2	100	0	0	0	0	2
Eng +Other	1	100	0	0	0	0	1
Other	2	100	0	0	0	0	2
Total	38	76	11	22	1	2	50

Table 4.71 shows that

- 80% of English-speakers use English when talking to their teacher, whereas 20% use both English and Afrikaans.

- The majority (75%) of North-Sotho-speakers use English when talking to their teacher, whereas 25% use both English and Afrikaans.

- 66,7% of South-Sotho-speakers uses English and Afrikaans when talking to their teacher, whereas 33,3% use English.

- 100% of Xitsonga-speakers use both English and African language when communicating with their teacher.

- The majority (75%) of both English- and Afrikaans-speakers use English to communicate with their teacher, whereas 25% use their home language (English and Afrikaans) for this purpose.

- 100% of the remaining language groups use English only when talking to their teachers, (both English and an African language, both English and other language, and other language).

The general response indicates that the majority (75%) of the respondents use English to communicate with their teacher, 22% use both English and Afrikaans, whereas 2% use both English and African language. 36% of the respondents use an additional language to talk to their teacher.

Table 4.72: Language use with friends in ex-HOD schools by grade

Grade	Language use with friend										
	Eng	%	N-Sotho	%	S-Sotho	%	Eng +Afr	%	Eng +AL	%	Total
8	5	41,7	1	8,3	2	16,7	2	16,7	2	16,7	12
9	9	75	2	16,7	0	0	0	0	1	8,3	12
10	10	83,3	2	16,7	0	0	0	0	0	0	12
11	9	64,3	1	7,1	0	0	1	7,1	3	21,4	14
Total	33	66	6	12	2	4	3	6	6	12	50

The total response shows that 66% of the respondents in all grades school use English only when talking to their friends, 12% use North-Sotho; 12% use both English and African language respectively, 6% use both English and Afrikaans, whereas 4% use South-Sotho. This indicates that English is the major language spoken with friends (see table 73 above).

Table 4.73: Language use with friends in ex-HOD schools by home language

Home language	Language use with friends										
	Eng	%	N-Sotho	%	S-Sotho	%	Eng +Afr	%	Eng +AL	%	Total
English	25	100	0	0	0	0	0	0	0	0	25
N-Sotho	5	41,7	5	41,7	0	0	0	0	2	16,7	12
S-Sotho	0	0	0	0	2	16,7	0	0	1	33,3	3
Tsonga	0	0	0	0	0	0	0	0	1	100	1
Eng + Afr	1	25	0	0	0	0	3	75	0	0	4
Eng + AL	0	0	1	50	0	0	0	0	1	50	2
Eng +Other	1	100	0	0	0	0	0	0	0	0	1
Other	1	50	0	0	0	0	0	0	1	50	2
Total	33	66	6	12	2	4	3	6	6	12	50

It is clear from the table that the majority (68%) of the respondents use their home language when talking to their friends. English is the major language used for this purpose (see table 4.73).

Table 4.74: Language use for notes in ex-HOD schools by grade

Grade	Language use for notes				
	English	%	Eng + Afr	%	Total
8	11	91,7	5	8,3	12
9	7	58,3	1	41,7	12
10	12	100	0	0	12
11	13	92,9	1	7,1	14
Total	43	86	7	14	50

Table 4.74 indicates the language the respondents use for writing notes.

The overall results show that 86% of the respondents in this school use English only when writing notes, whereas 14% use both English and Afrikaans. This implies that English is the major language used when writing notes.

Table 4.75: Language use for notes in ex-HOD schools by home language

Home language	Language use for notes				
	English	%	Eng + Afr	%	Total
English	22	88	3	12	25
N-Sotho	10	83,3	2	16,7	12
S-Sotho	2	66,7	1	33,3	3
Tsonga	1	100	0	0	1
Eng + Afr	3	75	1	25	4
Eng + AL	2	100	0	0	2
Eng +Other	1	100	0	0	1
Other	2	100	0	0	2
Total	43	86	7	14	50

The total response shows that English is the main language used for writing notes by all language groups.

Table 4.76: Language use for writing tests in ex-HOD schools by grade

Grade	Language use for tests				
	English	%	Eng + Afr	%	Total
8	9	75	3	25	12
9	9	75	3	25	12
10	7	58,3	5	41,7	12
11	11	78,6	3	21,4	14
Total	36	72	14	28	50

It is clear that this table shows that English is the major language used for notes in these schools.

Table 4.77: Language use for writing tests in ex-HOD schools by home language

Home language	Language use for tests				
	English	%	Eng + Afr	%	Total
English	19	76	6	24	25
N-Sotho	9	75	3	25	12
S-Sotho	2	66,7	1	33,3	3
Tsonga	0	0	1	100	1
Eng + Afr	2	50	2	50	4
Eng + AL	2	100	0	0	2
Eng +Other	1	100	0	0	1
Other	1	50	1	50	2
Total	36	72	14	28	50

This table indicates that

- 100% of Xitsonga-speakers use both English and Afrikaans when writing tests.

- 100% of speakers of both English and African language, and speakers of both English and other languages, use English only when writing tests.

- The majority (76%) of English-speakers us their home language when writing tests, whereas 24% use both English and Afrikaans.

- 75% of North-Sotho-speakers use English for writing tests, whereas 25% use both English and Afrikaans. This implies that 100% of these speakers use English for this purpose.

- The majority (66,7%) of South-Sotho-speakers use English only for writing tests, whereas 33,3% use both English and Afrikaans.

The overall results show that all respondents use the LoLT when writing tests except in language subjects.

4.2.3.10 Language preferred for LoLT (Q13)

Table 4.78: Language preference by grade

Preferred LoLT	Grade									
	8	%	9	%	10	%	11	%	Total	%
Afrikaans	1	8,3	0	0	0	0	0	0	1	2
English	7	58,3	12	100	10	83,3	12	85,7	41	82
S- Sotho	2	16,7	0	0	0	0	2	14,3	4	8
Zulu	1	8,3	0	0	0	0	0	0	1	2
Eng +Afr	0	0	0	0	1	8,3	0	0	1	2
Eng +other	1	8,3	0	0	0	0	0	0	1	2
Other	0	0	0	0	1	8,3	0	0	1	2
Total	12	24	12	24	12	24	14	28	50	100

The overall results show that the majority (82%) of the school respondents prefer to be taught in English, 8% prefer South-Sotho, and the remainder use a mix of languages (Afrikaans, isiZulu, both English and other language)

Table 4.79 below shows the language preference of the learners by home languages.

- The majority (88%) of English-speakers prefer to be taught in English, 4% prefer South-Sotho, both English and Afrikaans, and other language respectively. These learners (12%) have no preference of English only as LoLT.

The majority (91,7%) of North-Sotho-speakers prefer to be taught in English, whereas 8,3% prefers isiZulu.

Table 4.79: Language preferred in ex-HOD schools by home language

Home language	Language preference (%)							
	Afrikaans	English	S-Sotho	Zulu	Eng +Afr	Eng +Other	Other	Total
English	0	88	4	0	4	0	4	50
N-Sotho	0	91,7	0	8,3	0	0	0	24
S-Sotho	33,3	0	66,7	0	0	0	0	6
Tsonga	0	100	0	0	0	0	0	2
Eng + Afr	0	50	25	0	0	25	0	8
Eng + AL	0	100	0	0	0	0	0	4
Eng +Other	0	100	0	0	0	0	0	2
Other	0	100	0	0	0	0	0	4
Total	2	82	8	2	2	2	2	50

- The majority (66,7%) of South-Sotho-speakers prefer to be taught in English, whereas 33,3% prefers Afrikaans.

- 50% of both English- and Afrikaans-speakers prefer to be taught in English, 25% prefer South-Sotho, and both English and other language.

- 100% of each of the following languages speakers prefer to be taught in English, namely, Xitsonga, both English and African language, both English and other language.

Learners were requested to give reasons for their preference. Alternatives were given, but learners were also free to give their own reasons.

Table 4.80: Reason for preferred LoLT

Reasons	Language preference (%)							
	Afrikaans	English	S-Sotho	Zulu	Eng +Afr	Eng +Other	Other	Total
To be respected	0	7,3	25	0	0	100	0	10
To get job	100	43,9	0	0	100	0	0	40
To get things	0	12,1	25	0	0	0	0	12
To be respected +get job	0	12,1	25	0	0	0	0	8
To get job + get things	0	4,9	0	0	0	0	0	4
To be respected, get job & things	0	2,4	0	0	0	0	0	2
Not sure	0	21,9	25	100	0	0	100	24
Total	2	82	8	2	2	2	2	100

Table 4.80 above indicates that the majority (43,9%) of the respondents who prefer to be taught in English, associate it with getting better jobs, 22% are not sure about the reason for their preference, 12,1% associate it with getting things you want, 7,3% associates it with being respected by other people, and both being respected and getting better jobs respectively; 4,9% associates it with both getting

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better jobs and getting things you want and 2,4% with all of the three reasons, (namely, being respected by other people, getting better jobs and getting things you want). All the respondents, who prefer to be taught in Afrikaans, and both English and Afrikaans respectively, associate these languages with getting better jobs.

All the respondents, who prefer to be taught in both English and other language, associate these languages with being respected by other people. It means that if you learn or learnt through these languages people will respect you.

All of the respondents, who prefer to be taught in isiZulu, and other languages respectively, do not have reasons why they prefer these languages.

25% of the respondents, who prefer to be taught in South-Sotho, associate the mastery of this language with being respected by other people, getting better jobs and getting things you want respectively. Only 25% are not sure why they prefer this language.

The total response shows that the majority (40%) of the respondents associate learning through a language with getting better jobs, 12% with getting things you want, 10% with being respected by other people, 8% with both being respected and getting better jobs, 4% with both getting better job and getting things you want, whereas 2% associate it wit all the three reasons.

Learners were allowed to give any another reason beside the alternatives given, but they did not give any other reason for their preference.

4.2.3.11 Language as subjects (Q14 & 15)

100% of the respondents indicate that they study English L1 and Afrikaans L2. These are the only languages offered at this school.

4.2.3.12 Language policy awareness (Q16)

Table 4.81: Language policy awareness in ex-HOD schools by grade

Grade	Language policy awareness						
	Yes	%	No	%	Uncertain	%	Total
8	7	58,3	4	33,3	1	8,3	12
9	9	75	3	25	0	0	12
10	7	58,3	3	25	2	16,7	12
11	11	78,6	1	7,1	2	14,3	14
Total	34	68	11	22	5	10	50

Table 4.81 indicates the awareness of the respondents in regarding language policy at their schools.

The overall results show that 68% of the respondents in this school claim to have a language policy; 22% claim to have no language policy, whereas 10% claim to be uncertain.

4.2.3.13 Ex-HOD interview results from teachers

The table (4.82) below shows the interview results from teachers in ex-HOD schools.

In this type of schools, we had only one school and interviewed at least four teachers.

75% of these teachers claim that the performance of learners in this school is improving, whereas only 25% claim that the performance is poor.

100% of the interviewees claim that the school has enough material to use in teaching and learning.

Table 4.82: Interview results from teachers in ex-HOD schools

Theme	Number of those responded (4) to themes	
	Frequency	Percentage
1: General performance of learners Understanding Improving Poor	3 1	75 25
2: Availability of Learner Support Material Available Unavailable	4	100
3: Language preference English Afrikaans Both English and Afrikaans African language	4	100
4: Language policy awareness We have language policy as applied No language policy Not sure	4	100
5: Issues of multilingualism Multilingual policy is good It is not good	3 1	75 25
6: Implementing new LiEP Implementable Not implementable	4	100

100% of these teachers prefer to use English because they use it as their home language. The majority of these teachers are Arabic language speakers, so in South Africa they claim to be English home language speakers.

"I prefer to teach in English. The language is used internationally, for business market, tertiary education and better as it is their home language. African languages still need to be developed in order to match the standard of English."

"I prefer to use English because I am English speaker. This is my home language and I enjoy it. This language is also important for job opportunities because many companies still adopt English and Afrikaans only language policy where they can't suit if they learn through other languages. They cannot go international with their home languages."

"I like English. It is an international language. Learners must like for abroad competitions. Tertiary education is also in English."

"I prefer to use English because is a common language, it is used everywhere. I am Sepedi speaker, but I don't think I can teach HSS in Sepedi. There are no textbooks written in this language."

This clearly indicates that the attitude towards English is 100% positive than other languages.

100% of the respondents claim that their school has a language policy.

75% of the interviewees agree to multilingualism policy in education, whereas 25% claim that it is not good because they have learners from diverse language background and they do not have material written in these languages. The respondents claim that they once introduced Sepedi (North-Sotho) as a subject, but learners were not interested in the language until it is cancelled. They also claim that they did not get support from the department of education by providing the relevant teachers.

100% of interviewed teachers in ex-HOD schools claim that the policy is implementable.

Many teachers in this category of schools prefer English to be LoLT and in practice they use it (English) when they are in a formal situation such as when they facilitate in the classrooms, but when they communicate with fellow techers who share the same home language they use their home languages. The teachers are well aware of the language policy of their school.

4.2.4 Language profile of learners in new Schools

This section deals with the presentation of findings from new schools under the new government. There is only one school of this type in the circuit. Only Grades 8, 10 and 11 participated in the survey because Grades 9 learners were busy with CTA examinations, so their schedule was full.

4.2.4.1 Home language (Q4)

Table 4.83: Home language in new schools by grade

Home language	Grade							
	8	%	9	%	10	%	Total	%
Afrikaans	1	6,3	0	0	0	0	1	2
English	1	6,3	0	0	0	0	1	2
N-Sotho	12	75	10	62,5	12	66,7	34	68
S-Sotho	1	6,3	0	0	2	11,1	3	6
Tsonga	1	6,3	0	0	0	0	1	2
Eng +AL	0	0	4	25	1	5,6	5	10
AL + Other	0	0	2	12,5	2	11,1	4	8
Other	0	0	0	0	1	5,6	1	2
Total	16	32	14	28	18	36	50	100

Table 4.83 indicates the languages used by the respondents as their home language.

The overall results indicate that the majority (68%) of the respondents is North-Sotho-speakers; 10% are speakers of both English and African language; 8% speak both North-Sotho and other language, and 6% speak South-Sotho, whereas 2% speak Afrikaans, English, Xitsonga or other languages.

4.2.4.2 Home area

Learners in this school come mainly from the Black suburbs near Polokwane, namely, Flora Park (in which the school is located), Sterk Park, Ivy Park, Fauna Park, Madiba Park and townships such as Seshego and Mankweng.

4.2.4.3. Language of learning and teaching (LoLT) (Q6)

All learners in this school use English as their LoLT.

4.2.4.4 Listening proficiency in LoLT (Q7)

Table 4.84: Listening proficiency in LoLT in new schools by grade

Grade	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	6	37,5	9	56,3	1	6,3	0	0	16
10	7	43,8	5	31,3	4	25	0	0	16
11	15	83,3	2	11	1	5,6	0	0	18
Total	28	56	16	32	6	12	0	0	50

Table 4.84 indicates the listening proficiency in the LoLT (English) by grade.

The overall results indicate that 56% of the respondents in these schools claim to understand the LoLT (English) very well; 32% claim to understand it well, whereas 12% claim to understand it a little. The implication is that 88% of the respondents claim to have a high listening proficiency in the LoLT.

Table 4.85 below indicates that

- 100% of English-, Afrikaans- and Xitsonga-speakers claim to have a high listening proficiency in the LoLT because they state that they understand the LoLT very well.

- 50% of North-Sotho-speakers claim to understand the LoLT very well; 41, 2% claim to understand it well whereas 8, 8% claim to understand it a little. This implies that 91, 2% claim to have a high listening proficiency in the LoLT. The majority (66, 7) of South-Sotho-speakers claim to understand the LoLT very well, whereas 33, 3% claim to understand it well. This means that 100% of these speakers claim to have a high listening proficiency in the LoLT.

Table 4.85: Listening proficiency in LoLT in new schools by home language

Home language	Understanding LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	1	100	0	0	0	0	0	0	1
English	1	100	0	0	0	0	0	0	1
N-Sotho	17	50	14	41,2	3	8,8	0	0	34
S-Sotho	2	66,7	1	33,3	0	0	0	0	3
Tsonga	1	100	0	0	0	0	0	0	1
Eng + AL	4	80	0	0	1	20	0	0	5
AL + other	2	50	1	25	1	25	0	0	4
Other	0	0	0	0	1	100	0	0	1
Total	28	56	16	32	6	12	0	0	50

- 80% of speakers of both English and African languages claim to understand the LoLT very well, which means that they claim to have high proficiency, whereas 20% claim to have a little understanding, which means that they have low level of proficiency.

- 50% of speakers of both North-Sotho and speakers of other language speakers claim to understand the LoLT very well, 25% claim to understand it well, whereas another 25% claim to understand it a little. This implies that 75% of these speakers claim to have a high listening proficiency in the LoLT, whereas 25% claim to have low level of proficiency.

- 100% of speakers of other languages claim to understand the LoLT a little. This means that they have low level of proficiency in this language.

The overall percent shows that the majority of respondents claim to have high level of understanding of spoken English.

4.2.4.4 Speaking proficiency in the LoLT (Q8)

Table 4.86: Speaking LoLT in new schools by grade

Grade	Speaking proficiency LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	1	6,3	14	87,5	0	0	1	6,3	16
10	5	31,3	9	56,3	2	12,5	0	0	16
11	9	50	8	44,4	1	5,6	0	0	18
Total	15	30	31	62	3	6	1	2	50

Table 4.86 indicates the speaking proficiency in the LoLT by grade.

The overall results show that the majority (62%) of the respondents in this school claim to speak the LoLT well; 30% claim to speak it very well, 6% claim to speak it a little, whereas 2% claim to be unable to speak the language at all. This translates into 92% of the respondents who claim to be highly proficient in speaking the LoLT.

Table 4.87: Speaking proficiency in LoLT in new schools by home language

Home language	Speaking proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	0	0	1	100	0	0	0	0	1
English	1	100	0	0	0	0	0	0	1
N-Sotho	9	26,5	23	67,6	1	2,9	1	2,9	34
S-Sotho	1	33,3	2	66,7	0	0	0	0	3
Tsonga	0	0	1	100	0	0	0	0	1
Eng +AL	3	60	2	40	0	0	0	0	5
AL + other	1	25	2	50	1	25	0	0	4
Other	0	0	0	0	1	100	0	0	1
Total	15	30	31	62	3	6	1	2	50

Table 4.87 indicates that

- 100% of Afrikaans- and Xitsonga-speakers respectively claim to speak the LoLT well, which means that they claim to be highly proficient in speaking the LoLT.

- 100% of English-speakers claim to be highly proficient in speaking the LoLT (English).

- The majority (67,6%) of the respondents who speak North-Sotho as their home language claim to speak the LoLT well, 26,5% claim to speak it very well, 2,9% claim to speak it a little, whereas 2,9% claim to be unable to speak it. This implies that 94,1% of the respondents claim to be highly proficient in speaking the LoLT.

- The majority (66, 7%) of the respondents who speak South-Sotho as home language claim to speak English well, whereas 33, 3% claim to speak it very well. This implies that 100% of the respondents claim to be highly proficient in speaking the LoLT.

- 60% of speakers of both English and African language claim to speak the LoLT very well, whereas 40% claim to speak it well. This implies that 100% of these speakers claim to have high proficiency in speaking the LoLT.

- 50% of speakers of both North-Sotho and other languages claim to speak the LoLT well, 25% claim to speak it very well, and another 25% claim to speak it a little. This implies that 75% of these speakers claim to be highly proficient in speaking the LoLT.

- 100% of speakers of other languages claim to have a low level of proficiency in speaking the LoLT

The overall results indicate that many African language speakers and speakers of English and Afrikaans claim to have high speaking proficiency and only few of them claim to have low proficiency.

4.2.4.6 Reading proficiency in LoLT (Q9)

Table 4.88: Reading LoLT in new schools by grade

Grade	Reading proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	6	37,5	8	50	1	6,3	1	6,3	16
10	3	18,8	8	50	4	25	1	6,3	16
11	8	44,4	9	50	1	5,6	0	0	18
Total	17	34	25	50	6	12	2	4	50

The table (4.88) indicates the level of reading proficiency in the LoLT.

The overall results show that 50% of the respondents in this school claim to read the LoLT well; 34% claim to read it very well; 12% claim to read it a little, whereas 4% claim to have no ability in reading the LoLT at all. This implies that 84% of the respondents who claim to be highly proficient in reading the LoLT and 12% claim to have low proficiency.

 Table 4.89 below indicates that

- 100% of Afrikaans- and Xitsonga-speakers respectively claim to read the LoLT well, which means they claim to be highly proficient in reading the LoLT.

- The majority (52,9%) of North-Sotho-speakers claim to read the LoLT well, 38,2% claim to read it very well; 5,9% claim to read it a little, whereas 2,9% claim to be unable to read the language at all. This implies that 91,1% of the respondents who claim to have high proficiency in reading the LoLT.

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Table 4.89: Reading proficiency in LoLT by home language

Home language	Reading LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	0	0	1	100	0	0	0	0	1
English	1	100	0	0	0	0	0	0	1
N-Sotho	13	38,2	18	52,9	2	5,9	1	2,9	34
S-Sotho	1	33,3	2	66,7	0	0	0	0	3
Tsonga	0	0	1	100	0	0	0	0	1
Eng +AL	2	40	2	40	1	20	0	0	5
N Sotho + other	1	25	1	25	2	50	0	0	4
Other	0	0	0	0	1	100	0	0	1
Total	17	34	25	50	6	12	2	4	50

- The majority (66, 7%) of the respondents who speak South-Sotho as their home language claim to read the LoLT well; whereas 33, 3% claim to read it very well. This means that 100% of these speakers claim to be highly proficient in reading the LoLT.

- 40% of both English- and African language-speakers claim to read the LoLT very well, 40% claim to read it well, whereas 20% claim to read it a little. This implies that 80% of the speakers claim to have a high proficiency in reading and 20% have a low proficiency in reading the LoLT.

- The majority (50%) of both North-Sotho and speakers of other languages claim to read the LoLT a little, 25% claim to read it very well, whereas another 25% claim to read it well. This implies that 50% of these speakers claim to be highly proficient, whereas another 50% claim to have low proficiency in reading the LoLT.

4.2.4.7 Writing proficiency in LoLT (Q10)

Table 4.90: Writing proficiency LoLT in new schools by grade

Grade	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
8	6	37,5	8	50	2	12,5	0	0	16
10	4	25	9	56,3	3	18,8	0	0	16
11	9	50	8	44,4	1	5,6	0	0	18
Total	19	38	25	50	6	12	0	0	50

Table 4.90 indicates the level writing proficiency of the respondents in these schools.

The overall results show that 50% of the respondents in this school claim to write the LoLT well, 38% claim to write it very well, whereas 12% claim to write it a little. This means that 88% claim to have high proficiency in writing the LoLT, whereas 12% claim to have low proficiency.

Table 4.91: Writing proficiency in LoLT in new schools by home language

Home language	Writing proficiency in LoLT								
	Very well	%	Well	%	A little	%	Not at all	%	Total
Afrikaans	0	0	1	100	0	0	0	0	1
English	0	0	0	0	1	100	0	0	1
N-Sotho	15	44,1	16	47,1	3	8,8	0	0	34
S-Sotho	1	33,3	2	66,7	0	0	0	0	3
Tsonga	0	0	1	100	0	0	0	0	1
Eng + AL	3	60	2	40	0	0	0	0	5
N-Sotho + other	0	0	3	75	1	25	0	0	4
Other	0	0	0	0	1	100	0	0	1
Total	19	38	25	50	6	12	0	0	50

Table 4. 91 indicates that all learners use LoLT (English) when writing tests except for language subjects.

4.2.4.8 Problems regarding the LoLT (Q12)

Table 4.92: Problems regarding the LoLT in new schools by grade

Grade	Problems regarding LoLT						
	Yes	%	No	%	Uncertain	%	Total
8	3	18,8	13	81,3	0	0	16
10	5	31,3	11	68,8	0	0	16
11	6	33,3	11	61,1	1	5,6	18
Total	14	28	35	70	1	2	50

Table 4.92 indicates the extent to which the respondents experience problems with the LoLT.

The overall results show that only 28% of the respondents claim to have problems with the LoLT. The rest (70%) claim to have no problems.

Table 4.93: Problems with regard to LoLT in new schools by home language

Home language	Problems with regard to LoLT						
	Yes	%	No	%	Uncertain	%	Total
Afrikaans	1	100	0	0	0	0	1
English	0	0	1	100	0	0	1
N-Sotho	8	23,5	26	76,5	0	0	34
S-Sotho	0	0	3	100	0	0	3
Tsonga	0	0	1	100	0	0	1
Eng + AL	2	40	3	60	0	0	5
N Sotho + Other	2	50	1	25	1	25	4
Other	1	100	0	0	0	0	1
Total	14	28	35	70	1	2	50

Table 4. 93 indicates that

- 100% of Afrikaans-speakers and speakers of other languages respectively claim to have problems with regard to the LoLT.

- 100% of English-, South-Sotho, and Xitsonga-speakers respectively claim to have no problems concerning the LoLT.

- The majority (76,5%) of North-Sotho-speakers claim to have no problems concerning the LoLT, whereas 23, 5% claim to have problems.

- 60% of speakers of both English and African language claim to have no problems concerning the LoLT, whereas 40% claim to have problems.

- 50% of speakers of both North-Sotho and other language claim to have problems regarding the LoLT; 25% claim to have no problems, whereas another 25% claim to be uncertain.

The learners seem to have lower levels of proficiency that they claim to have. They make errors with regard to sentence construction, spelling and reading pronunciation (as the observer noticed during observation). These errors are in the learners' questionnaires although they claim to be proficient in English. Some of the mistakes are illustrated in the sentences below.

1) Some pleople need to talk in English to improve the way the say and write the language and Afrikaans should be removed because its very useless nowa days;

2) We are forced to take African language as first language we are not given a chance to choose what language you want to do;

3) I don't realy understand Afrikaans, when we are taught Afrikaans there should be English subtitles or sometimes explain in English;

4) I want to improve my school and make it a better school in this province on country. And be represented in good manners;

5) When asking the teacher to teach in English he demands in Afrikaans period;

6) I wan our school to be a better school in this province or country.

7) We have different languages and different people's so that gives us the opportunity to learn more African language. And we wish to have even more languages;

8) I guess I feel as though English dominates a lot, to the extend that we forget to practice our own mother toungues and our schools seems to be condoning this.

4.2.4.9 Language use in different situation (Q1)

Table 4.94: Language use with family by grade

Language use with family	Grade							
	8	%	9	%	10	%	Total	%
Afrikaans	1	6,3	0	0	0	0	1	2
English	1	6,3	0	0	1	5,6	1	2
N-Sotho	13	81,3	10	62,5	13	72,2	36	72
S-Sotho	0	0	2	12,5	1	5,6	3	6
Tsonga	1	6,3	0	0	0	0	1	2
Zulu	0	0	1	6,3	0	0	1	2
Eng +AL	0	0	2	12,5	2	11,1	4	8
Eng +Afr +AL	0	0	1	6,3	1	5,6	2	4
Total	16	32	16	32	18	36	50	100

The overall results show that North-Sotho (72%) is the major language used with family in this school.

Table 4.95 below shows that

- 100% of Afrikaans-, English- and Xitsonga-speakers respectively use their home languages when talking to their family.

- The majority (85,3%) of North-Sotho-speakers use their home language when talking to family, 5,9% use both English and an African language, and a combination of English, Afrikaans and African language respectively, whereas 2,9% use South-Sotho.

- 66,7% of South-Sotho-speakers use North-Sotho when communicating with their family members, whereas 20% use North-Sotho, isiZulu and South-Sotho respectively.

- All speakers of both North-Sotho and other language use North-Sotho when talking to their family.

4.95 Language use with family in new schools by home language

Home language	Language use with family (%)								
	Afrikaans	English	N-Sotho	S-Sotho	Zulu	Tsonga	Eng +AL	Eng +Afr+ AL	Total
Afrikaans	100	0	0	0	0	0	0	0	2
English	0	100	0	0	0	0	0	0	2
N-Sotho	0	0	85,3	2,9	0	0	5,9	5,9	68
S-Sotho	0	0	66,7	33,3	0	0	0	0	6
Tsonga	0	0	0	0	0	100	0	0	2
Eng +AL	0	0	20	20	20	0	40	0	10
AL + Other	0	0	100	0	0	0	0	0	8
Other	0	100	0	0	0	0	0	0	2
Total	2	4	72	6	2	2	8	4	100

- All speakers of other languages use English when communicating with their family.

Table 4.96 below reflects the languages used by the respondents when talking to their teachers.

Table 4.96: Language use with teacher in new schools by grade

Grade	Language use with teacher										
	Eng	%	Eng +AL	%	Eng +Afr	%	Eng +Afr +AL	%	N-Sotho	%	Total
8	14	87,5	1	6,3	0	0	0	0	1	6,3	16
10	12	75	0	0	1	6,3	3	18,8	0	0	16
11	14	77,8	2	11,1	0	0	2	11,1	0	0	18
Total	40	80	3	6	1	2	5	10	1	2	50

The overall results show that the majority (80%) of the respondents in this school use English to communicate with teachers; the remainder uses various combinations of English, Afrikaans and an African language.

Table 4.97: Language use in new schools by home language

Home language	Language use with teacher										
	Eng	%	Eng +AL	%	Eng +Afr	%	Eng +Afr +AL	%	N-Sotho	%	Total
Afrikaans	1	100	0	0	0	0	0	0	0	0	1
English	1	100	0	0	0	0	0	0	0	0	1
N-Sotho	27	79,4	2	5,9	1	2,9	4	11,8	0	0	34
S-Sotho	3	100	0	0	0	0	0	0	0	0	3
Tsonga	0	0	0	0	0	0	0	0	1	100	1
Eng +AL	4	80	0	0	0	0	1	20	0	0	5
AL + Other	3	75	1	25	0	0	0	0	0	0	4
Other	1	100	0	0	0	0	0	0	0	0	1
Total	40	80	3	6	1	2	5	10	1	2	50

Table 4.97 indicates that

- 100% of speakers of Afrikaans, English, South-Sotho and other languages use English when talking to their teachers.

- The majority (79,4%) of North-Sotho-speakers use English to communicate with their teachers; 11,8% use a combination of English, Afrikaans and an African language; 5,9% use both English and an African language, whereas 2,9% use both English and Afrikaans.

- 80% of both English- and African language-speakers use English to communicate with their teachers, whereas 20% use a combination of English, Afrikaans and an African language.

- 100% of Xitsonga-speakers use both North-Sotho and other languages to communicate with their teachers.

- 75% of both North-Sotho and other language speakers use English when talking to their teachers, whereas 25% use both English and an African language.

The overall results show that the majority of learners in this category of schools use English to communicate with their teachers. The rest use a combination of English with other languages such as African languages and Afrikaans.

Table 4.98: Language use with friend in new schools by grade

Grade	Language use with friends (%)								
	Afr	Eng	N Sotho	Tswana	Zulu	Eng +AL	Eng +Afr +AL	N-Sotho +Other	Total
8	6,3	6,3	56,4	0	0	25	6,3	0	32
10	0	18,8	31,3	0	0	31,3	12,5	6,3	32
11	0	5,6	44,4	5,6	5,6	33,3	5,6	0	36
Total	2	10	44	2	2	30	8	2	100

Table 4.98 reflects the languages that respondents talk when communicating with their friends.

The overall results show that 44% of the respondents in this school use North-Sotho to communicate with their friends; 30% use both English and African language, 10% use English, 8% use a combination of English, Afrikaans and an African language, whereas 2% use Setswana, Afrikaans, isiZulu, and both North-Sotho and other language respectively. This indicates that North-Sotho and English are the major languages used with friends.

Table 4.99: Language use with friends in new schools by home language

Home language	Language use with friends (%)								
	Afr	Eng	N-Sotho	Tswana	Zulu	Eng +AL	Eng +Afr +AL	N-Sotho +Other	Total
Afrikaans	0	0	0	0	0	100	0	0	2
English	0	0	0	0	0	100	0	0	2
N-Sotho	2,9	8,9	55,9	0	0	26,5	5,9	0	68
S-Sotho	0	0	33,3	0	0	66,7	0	0	6
Tsonga	0	0	0	0	0	0	100	0	2
Eng +AL	0	40	0	20	0	20	20	0	10
N-Sotho +Other	0	0	50	0	0	25	0	25	8
Other	0	0	0	0	100	0	0	0	2
Total	2	10	44	2	2	30	8	2	100

Table 4.99 indicates that

- 100% of Afrikaans- and English-speakers respectively use both English and an African language when talking to their friends.

- The majority (55,9%) of North-Sotho-speakers use their home language when communicating with their friends; 26,5% use both English and African language; 8,9% use English, 5,9% use a combination of Afrikaans, English and an African language, whereas 2,9% use Afrikaans.

- 66,7% of the respondents who use South-Sotho as their home language use both English and an African language when talking to their friends, whereas 33,3% use North-Sotho.

- 100% of Xitsonga-speakers use a combination of Afrikaans, English and an African language when communicating with their friends.

The overall results indicate that many respondents use their home languages when communicating with their friends.

Table 4.100 below indicates the language the respondents use when writing notes.

Table 4.100: Language use for notes in new schools by grade

Grade	Language use for notes (%)						
	Eng	N-Sotho	Eng +Afr	Eng +AL	Eng +Afr +AL	N-Sotho +Other	Total
8	81,3	0	6,3	0	6,3	6,3	32
10	62,5	0	6,3	6,3	25	0	32
11	77,8	5,6	5,6	0	11,1	0	36
Total	74	2	6	2	14	2	100

The overall results show that English (74%) is the main language used for writing notes. Some learners use their home languages.

Table 4.101: Language use for notes in new schools by home language

Home language	Language use for notes (%)						
	Eng	N-Sotho	Eng +Afr	Eng +AL	Eng +Afr +AL	N-Sotho +Other	Total
Afrikaans	100	0	0	0	0	0	2
English	0	0	100	0	0	0	2
N-Sotho	73,5	2,9	2,9	2,9	14,7	2,9	68
S-Sotho	100	0	0	0	0	0	6
Tsonga	0	0	0	0	100	0	2
Eng +AL	80	0	0	0	20	0	10
N-Sotho +Other	100	0	0	0	0	0	8
Other	0	0	100	0	0	0	2
Total	74	2	6	2	14	2	100

This table indicates that

- 100% of Afrikaans, South-Sotho and both North-Sotho and other languages speakers respectively use English when writing notes.

- 100% speakers of English and other language use both English and Afrikaans when writing notes.

- 73,5% of North–Sotho-speakers use English to write notes; 14,7% use a combination of English, Afrikaans and an African language, whereas the remainder use various combination of English, Afrikaans and an African language.

- 100% of Xitsonga-speakers use a combination of English, Afrikaans and an African language.

- The majority (80%) of speakers of both English and an African language use English when writing notes, whereas 20% use a combination of English, Afrikaans and an African language.

Table 4.102: Language use for tests in new schools by grade

Grade	Language use for tests								
	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
8	14	87,5	0	0	1	6,3	1	6,3	16
10	8	50	2	12,5	1	6,3	5	31,3	16
11	13	72,2	0	0	0	0	5	27,8	18
Total	35	70	2	4	2	4	11	22	50

This table indicates the language respondents use when writing tests.

English is clearly the major language used for tests.

Table 4.103: Language use for tests in new schools by home language

Home language	Language use for tests								
	Eng	%	Eng +Afr	%	Eng +AL	%	Eng +Afr +AL	%	Total
Afrikaans	1	100	0	0	0	0	0	0	1
English	1	100	0	0	0	0	0	0	1
N-Sotho	23	67,6	2	5,9	1	2,9	8	23,5	34
S-Sotho	2	66,7	0	0	0	0	1	33,3	3
Tsonga	0	0	0	0	0	0	1	100	1
Eng +AL	4	80	0	0	0	0	1	20	5
N-Sotho +other	3	75	0	0	1	25	0	0	4
Other	1	100	0	0	0	0	0	0	1
Total	35	70	2	4	2	4	11	22	50

The overall results show that the majority of the respondents in this school use English when writing tests.

4.2.4.10 Language preference (Q13)

Table 4.104: Language preference in new schools by grade

Grade	Preferred LoLT (%)							
	Afr	Eng	Zulu	Eng +Afr	Eng +AL	All ALs	None	Total
8	0	81,3	6,3	6,3	6,3	0	0	32
10	6,3	81,3	0	6,3	0	6,3	0	32
11	5,6	77,8	5,6	0	0	0	11,1	36
Total	4	80	4	4	2	2	4	100

Table 4.104 indicates the language learners prefer to be taught in.

The overall results indicate that 80% of the respondents in this school prefer English as LoLT; 4% prefer isiZulu. The remainder prefer various combination of English and another language. 4% did not respond to this question.

Table 4. 105: Preferred LoLT in new schools by home language

Home language	Preferred LoLT (%)							
	Afr	Eng	Zulu	Eng +Afr	Eng +AL	All ALs	None	Total
Afrikaans	0	100	0	0	0	0	0	2
English	0	100	0	0	0	0	0	2
N-Sotho	0	82,4	5,9	5,9	0	0	5,9	68
S-Sotho	0	100	0	0	0	0	0	6
Tsonga	0	0	0	0	100	0	0	2
Eng +AL	0	80	0	0	0	20	0	10
N Sotho +other	25	75	0	0	0	0	0	8
Other	100	0	0	0	0	0	0	2
Total	4	80	4	4	2	2	4	100

Table 4.105 indicates the distribution of languages preferred to be LoLT by home languages.

- 100% of Afrikaans-, English- and South-Sotho-speakers prefer English as LoLT.

- !00% of Xitsonga-speakers prefer both English and Afrikaans as LoLTs.

- 100% of speakers of other languages prefer Afrikaans as LoLT.

- The majority (82,4%) of North-Sotho-speakers prefer to be taught in English, 5,9% prefer isiZulu and both Afrikaans and English respectively, and another 5,9% did not respond to this question.

- 80% of both English- and African language-speakers prefer to be taught in English, whereas 20% prefer all ALs.

- The majority (75%) of speakers of both North-Sotho and other languages prefer to be taught in English whereas 25% prefer to be taught in Afrikaans.

It is clear that English is the most preferred LoLT in this school. Other languages are not preferred for the reasons mentioned below (table 4.106)

Learners were also requested to give reasons why they prefer those languages. They were given reasons to choose from and they were also free to give any other reason for their preference.

Table 4.106: Reasons for preferred LoLT

Reasons	Preferred LoLT (%)							
	Afr	Eng	Zulu	Eng +Afr	Eng +AL	All ALs	None	Total
To be respected	0	20	0	50	0	0	0	2
To get jobs	50	15	0	0	0	100	0	34
To get things	0	10	100	50	100	0	0	16
Not sure	50	25	0	0	0	0	100	26
To be respected +get job	0	2,5	0	0	0	0	0	2
To get job + things	0	2,5	0	0	0	0	0	2
To get job + things+ be respected	0	2,5	0	0	0	0	0	2
Total	4	80	4	4	2	2	4	100

Table 4.106 indicates the reasons the respondents gave for preferring the different LoLTs:

- 50% of the respondents, who prefer to be taught in Afrikaans, associate it with getting jobs, whereas another 50% are not sure about their reasons for this.

- 37,5% of those respondents who prefer to be taught in English associate it with getting better jobs, 20% associate it with being respected by other people, 10% with getting things you want, 2% with a combination of all three reasons.

- 100% of the respondents who prefer to be taught in isiZulu associate it with getting things you want.

- 50% of the respondents who prefer to be taught in both English and Afrikaans associate them with being respected and getting things you want respectively.

- 100% of those who prefer both English and an African language as their LoLT associate them with getting better jobs.

- The general response shows that 34% of the respondents associate knowing a language with getting jobs, 18% associate it with being respected by other people, 16% with getting things you want, whereas 26% do not have reasons for their choice and some did not even respond to the question.

Other reasons given are summarized as follows:
1) I like it (isiZulu);
2) To be able to communicate (English); and

3) It is more understandable (English).

Surely the main reason for the LoLT is that you can learn better and understanding the work and be a successful learners. These learners seem to associate the LoLT with learning the language that is useful. There is no distinction between language as a language and using it as LoLT. This seems to be an issue that needs to be discussed.

4.2.4.11 Language taught as subjects (Q14 & 15)

Five languages are offered at this school. All of the respondents study three languages, namely, English (as additional language), Afrikaans (as second additional language) and one of the African languages (North-Sotho or Xitsonga or Tshivenda as primary language.

4.2.4.12 Language policy awareness (Q16)

Table 4.107 reflects the awareness of the respondents of the language policy at their school.

Table 4.107: Awareness of Language policy in new schools by grade

Grade	Language policy						
	Yes	%	No	%	Uncertain	%	Total
8	7	43,8	8	50	1	6,3	16
10	5	31,3	8	50	3	18,8	16
11	8	44,4	9	50	1	5,6	18
Total	20	40	25	50	5	10	50

The overall results indicate that the majority (50%) of the respondents in this school do not think that the school has a language policy, 40% claim that they have it, whereas 10% are not sure.

4.2.4.13 Interview results from new School.

Table 4.108: Interview results from new schools

Theme	Number of those responded (4) to themes	
	Frequency	Percentage
1: General performance of learners Understanding Improving Poor	3 1	75 25
2: Availability of Learner Support Material Available Unavailable	2 2	50 50
3: Language preference English Afrikaans Both English and Afrikaans African language	4	100
4: Language policy awareness We have language policy as applied No language policy Not sure	3 1	75 25
5: Issues of multilingualism Multilingual policy is good It is not good	4	100
6: Implementing new LiEP Implementable Not implementable	1 3	25 75

We had only one school investigated under this category. As a result, only four teachers were interviewed.

75% of the interviewees claim that learners in this school perform very well. Only 25% claim that the performance varies as some are struggling.

50% of the respondents claim that the LSM is enough whereas another 50% claim that there is a shortage of this material.

100% of the interviewees prefer to teach in English. The following are some of the reasons they stated for their preference:

"I prefer to use English in teaching because it is an international language."

"I prefer English to be used in other subjects because they are going to use it all over. I don't encourage them to use Sepedi because they will not be able to communicate with others. They must have a chance to go abroad."

"I prefer to teach through English because tertiary education is in English. My learners have different mother tongues but we encourage them to use English."

"I prefer English because is the only language I know in South Africa."

75% of the respondents claim to have a language policy because they have languages that they see applied in their school. They mention that each department has a policy and this means the policy will refer to the issue of language somewhere. The school uses English as LoLT and they teach at least five languages, namely, Afrikaans, English, Sepedi (North Sotho), Tshivenda and Xitsonga. Only 25% claim to be uncertain about the issue of language policy.

100% claim that the issue of multilingualism is good because they make comments such as follows:

"It is good to have multicultural society because we can learn from each other."

"I agree with multilingual policy, but some languages are not given a chance."

With regard to whether the policy is implementable or not, 75% claim that it is not possible to implement the policy because there are many African languages. They claim that if one use one African language some are going to complain because they also want their language to be used. Again, they mention reasons such as that book are only written in English and Afrikaans. They recommend that the department should provide the LSM in African languages before attempting to implement the policy.

4.3 Summary of the results

From the preliminary results, the general pattern of implementing the new LiEP is as follows.

4.3.1 Home language

The following table summarizes the home languages spoken by learners at school and compares the response by learners and principals.

The table (109) clearly indicates that generally, learners in these schools speak six major languages: two excolonial languages, namely English and Afrikaans, and four African languages, namely, North-Sotho, South-Sotho, Tshivenda and Xitsonga.

Table 4. 109: Home language in percentage

Home language	Learners' response	Principals' response
North-Sotho	42	42,6
Afrikaans	28,7	30,4
English	16,6	9,5
South-Sotho	6,2	6,1
Tshivenda	1,9	2,6
Xitsonga	1,4	3
Setswana	0,5	1,1
IsiZulu	-	0,6
IsiNdebele	-	0,7
IsiXhosa	-	0,2
SiSwati	-	0,2
Other	2,7	3

Although English is used as the preferred LoLT only 14,4% of teachers and 9,5% of learners are native speakers.

4.3.2 Language practice

The findings also reveal that learners generally use their home languages when talking to family and friends and they deviate from that only when friends speak a different language and when talking to their teachers.

The findings further show that learners use the LoLT, being either English or Afrikaans, or both when writing notes and tests. It is different in the case of writing notes and tests when an African language is taken as a subject because, then, the LoLT is the respective language.

The findings illustrate that 57,1% of the school use English only as LoLT; 28,6% use both English and Afrikaans, whereas 14,3% use Afrikaans only as LoLT. None of African languages is used as LoLT.

These findings coincide with Webb's (2002(b)) findings that revealed that English is reported to be the main LoLT in many schools (80%) in the Limpopo Province. Ex-Model C and ex-HOD schools do not offer any African language as subject. Only ex-DET and new schools do offer African languages (North-Sotho, Tshivenda and Xitsonga) as subjects. In ex-Model C and ex-HOD schools African language speakers learn English home language at the expense of their home languages.

4.3.3 Language proficiency

4.3.3.1 Listening proficiency

The findings show that the majority of speakers of African languages in ex-Model C, ex-DET, ex-HOD and new schools claim to have a high level of understanding of the spoken LoLT (English and/Afrikaans). But ex-Model C and ex-HOD respondents claim to have a higher level of understanding than those in ex-DET and new schools. It is also observed that learners in ex-Model C and ex-HOD understand English much better than those in ex-DET and new schools.

4.3.3.2 Oral proficiency

The findings indicate that the majority of the respondents, which includes African language speakers from ex-Model C, ex-HOD, ex-DET and new schools, claim to speak the LoLT (English and/or Afrikaans) competently. But the respondents in ex-Model C and ex-HOD schools claim to speak English seems to be more than that of learners in ex-DET and new schools. Observations evidenced that learners

in ex-Model C and ex-HOD schools are indeed more fluent than those in ex-DET and new schools.

4.3.3.3 Reading proficiency

The findings reveal that learners in ex-Model C and ex-HOD can read English well than those in ex-DET and new schools. Observations further evidenced that learners in new schools can read better than those in ex-DET schools.

4.3.3.4 Writing proficiency

The general trend is revealed that learners in ex-Model C and ex-HOD are more proficient in writing the LoLT than those in ex-DET and new schools. Many more spelling mistakes and grammatical errors are observed in ex-DET and new schools than in ex-Model C and ex-HOD.

4.3.4 Language preference

The findings indicate that the most preferred LoLT is English. The following table is used to compare the choice of English against African languages in the four types of school.

Table 4.110: Preferred LoLT in all schools

Type of school	Preferred language (%)	
	English	African language
Ex-DET	75,5	11,3
Ex-Model	59,2	5,5
Ex-HOD	86	10
New	86	3

Generally the findings show that the majority of African language speakers prefer English. These results indicate that the attitude towards the use of English as LoLT is positive, whereas it is negative towards African languages.

The respondents give different reasons to support their choices. English, which is the most preferred language is chosen because the respondents believe that it is an international language; it is a common language; it is universal; it is understandable; it is an official language; it enables people to communicate with each other; it is a world-wide language; companies use English; teachers are trained in English; textbooks, material and the internet are in English; English enables one to find jobs abroad; tertiary education is in English; and that African languages lack scientific and technological terms.

Many respondents believe that learning through African languages disadvantages learners who wish to proceed to tertiary education. They are also disadvantages in the market place and for international communication. Learners feel that their African languages have no value in education and as such they have to use other languages.

These findings suggest that language planners need to consider attitudes before formulating any language policy at any level.

4.3.5 Language policy awareness

The majority (57,5%) of the learners claim to have a language policy at school, 37,4% claim to have no language policy, whereas 5,1% claim to be uncertain.

It was shown during observations that not all learners were aware of the language policies at schools because they asked the researcher for an explanation of what a language policy means. It was clear that most learners based their response on the

issue of having a LoLT because they have a language used at school. They do not know that there is a language policy or anything about it.

These results correlate with the interviews with teachers because most were not sure if their schools had language policies. Those who claimed to have policies were not sure about the LoLT prescribed in the policy and also they were not sure about who had formulated the policy. They were also not sure about the issues of multilingualism or diversity that must be addressed in this language policy.

4.4 Concluding remarks

The findings generally show that the new LiEP is not implemented as it is intended to be. It further shows that it will take time for it to be successfully implemented. The problem is lack of support from the learners, teachers and parents. They seem not to support its implementation.

The findings further reveal that learners and teachers have negative attitudes towards the implementation of the new LiEP and positive attitudes towards English as LoLT.

The findings further indicate that the status quo is practiced. The schools still implement the old bilingual policy of Afrikaans and English only.

The results, therefore, reveal that there is a gap between the languages of the school and the home; and that there is a mismatch between policy and practice.

CHAPTER 5

DISCUSSION OF THE RESULTS

5.1 Introduction

The aim of this chapter is to discuss the results presented in Chapter 4. In discussing the results, a thematic approach will be used based on the trends emerging from the questionnaires and interviews, namely, language proficiency, language preference, language practice and language policy awareness and implementation.

In discussing the results language in education theories of scholars such as Cummins will be used. The chapter begins by looking at the home languages of learners and their implications for the implementation of LiEP in the different categories of schools, that is, ex-DET, ex-Model C, ex-HOD and the New schools. This will be followed by the discussion on the language preferences of learners, their proficiency in the LoLT and their language practices. Lastly, language policy awareness and implementation will be discussed. To ensure validity and correct interpretation of the findings, the findings from learners self-reporting, teachers and principal interviews.

5.2. Home languages

The results presented in the previous chapter clearly show that the majority of learners in these schools have an African language as their home language. Thus, the schools are generally multilingual since almost all 11 official languages are spoken in the four school categories. The majority of learners have Northern Sotho as their home language. This is not surprising since the circuit investigated is situated in an area densely populated by the North-Sotho-speaking people. This is followed by Afrikaans. The other languages including English are spoken by tiny minorities as home languages. However, the distribution of these languages

in different school categories is complex. These languages are more concentrated in certain areas and schools. For example, North-Sotho-speakers and Afrikaans speakers (Coloureds) are more concentrated in ex-DET schools, English and Afrikaans are more concentrated in ex-Model C schools, and Arabic language speakers in ex-HOD schools. This distribution of languages makes it difficult to have a uniform language in education for just one circuit. Even in one school, there is a high linguistic diversity which complicates language in education planning. The use of English as an LoLT, obviously benefit those learners that are in areas which have a high concentration of English speakers or middle class children whose parents have submerged them into the language. But for learners in ex-DET schools the majority of whom have North-Sotho or any other African language as a home language, the use of English as LoLT disadvantages them. These learners may experience some learning problems because they lack exposure to English outside the classroom.

Thus the implication of this profile is that learning might not be effective and progressive in ex-DET schools because learners have a language barrier to overcome as they have to learn through a language that they do not know well. The situation is different to those who are in ex-Model C schools because they are more exposed to LoLT (English) than those in ex-DET schools. This exposure to English will enhance effective, continuous and progressive learning in ex-Model C schools than in ex-DET schools.

5.3 Language preference

Although learners in different school categories have different home languages, the results indicate that the majority of learners have a positive attitude towards English and a negative attitude towards African languages.

However, there is a noticeable contradiction between language preference and language proficiency of learners in the schools in this investigation. Learners'

language preference seems to be in contradiction with reported language use with family, friends and even sometimes teachers in the classroom and outside the classroom

Although the majority of learners reported to using their home languages more than English, the majority would prefer to learn through English, which they associate with success. They believe that good things can only be achieved through the use of English. This is a clear indication of learners' and teachers' attitudes towards both English and African languages. Taking into account the reasons mentioned in the previous chapter for the preference of English and African languages, it is clear that there is a reason for these attitudes.

Language preference perhaps needs to be viewed from another perspective, namely the influence of the apartheid system on education. Research by other scholars indicates that the National Party passed The Bantu Education Act in 1953, which aimed at promoting Afrikaans as LoLT in Black schools and decreasing the use of English (Kamwangamalu, 1997:237). Bantu Education, segregated schools and only two official languages English and Afrikaans were allowed as LoLTs above Std 3 resulted in this negative attitude towards African languages. The Bantu Education system maintained Black learners' separateness from the white education system. The apartheid policies of bilingual education and mother-tongue education were oppressive and discriminatory because they were not democratic as they were imposed on Blacks without any consultation. The then government was not sensitive and flexible.

Despite the advantages associated with learning through the mother tongue, many Blacks perceived it as a means of preventing them access to more advanced learning as it prepared them for separate and inferior education (Kamwangamalu, 1997: 238). Black people felt that this education system imposed over them had no value. So these people perceived Afrikaans as the language of the oppressor and English as the language of liberation, hence, the Soweto uprising in 1976,

where Blacks ruled in favor of English. Even today many blacks as shown by the findings believe that English is the language of success, whereas African languages will take them back to separation of schools as in the apartheid era.

This perception led to the choice of English, which is also associated with getting jobs and international opportunities because during the apartheid period it was regarded as the language of prestige, commerce, technology, science, academics and the international world.

These people did not realise that knowing English does not necessarily mean having skills for work. People must acquire skills for doing a certain jobs apart from the knowledge of a language. Skills may be acquired through the use of any language, preferably the language one knows best which is usually the mother tongue.

One of the reasons given by both learners and educators in this study for their preference for English is that tertiary education is in English. Language policies of institutions favour the use of English and/or Afrikaans over African languages. All learners believe that they must go to different institutions to train for various work skills. So many institutions use English and/or Afrikaans as their language of tuition. This means that learners must have communicative skills and academic skills to use these languages if they want to go to such institutions. They do not realize that there skills are not only acquired through the use of these languages as LoLT. They may learn these skills (communicative and academic) through learning the language as a subject.

Another reason mentioned for the preference of English is that textbooks, learning material and the Internet are in English. The respondents believe that because the material is in English there is no other material to use in other languages. This implies that there is a need for textbooks to be published in African languages.

A further reason given for preferring English, as LoLT is that African languages lack scientific terms. This means that for these African languages to be used for this purposes words should be borrowed from other languages (or created) for things that are not originally from African cultures. For instance, English also borrowed words from Latin, Greek, French and other European languages, as they were the world languages then (Alexander, 1997: 85).

Similar findings are reported by De Wet (2002: 119) who confirms that the respondents perceive English as the most important language in many areas of life. The results of this study, therefore, serve to confirm that learners and teachers in all investigated schools believe that they can only achieve academic success through the use of English rather than other South African official languages.

These findings also tend to replicate the results of studies by Mutasa (1999: 90) and Webb (2002a: 185-186), who contend that 99% of the respondents preferred to be taught in English and similar reasons as above are given.

The findings of this research give grounds to challenge the results of Markdata (2001: 10) research that the average percentage of learners who prefer to use English is 12%, and PanSALB (2001: 20) rather found that 90% opt for mother tongue education.

 Many of the reasons given for the preference of English as LoLT are not really relevant to the issue of choosing a LoLT. For example, the reason that English is an international language and a common language in South Africa are not necessarily relevant to its use as LoLT. These reasons should not influence the choice of LoLT because what is important is that learners need to acquire skills, knowledge and values, which can be attained through the language which is best known by the learner, whether the language is international or not. Despite the reasons given above, it has been shown that this preference for a non-mother-tongue language is often detrimental, since the ex-colonial languages are

generally not known well enough to facilitate the full development of knowledge and cognitive skills.

5.4 Language proficiency in the LoLT

The research findings in this dissertation indicate that learners in different school categories have different proficiency levels in English which is the LoLT. These proficiency levels may be viewed from Cummins typology of conversational and academic proficiency. Learners in all the school categories claim to have a high level of conversational and academic proficiency. But from the researchers' observation it became clear that learners, especially those in ex-DET have a low conversational and academic proficiency. The report made by teachers also indicates that these learners have relatively lower conversational and academic proficiency.

On the basis of Cummins' typology of language proficiency (Cummins 1979: 16), it is clear that learners in ex-DET schools and new schools might experience a learning difficulty because they learn through the languages they do not know well. The results have shown that learners in these two types of schools have low level of proficiency than those in ex-Model C schools and ex-HOD schools.

The claims made by the learners are in contrast with the observations of the research and errors made in filling in the questionnaires and teachers' report. The findings indicate that learners make many grammatical and spelling errors when they write, as well as pronunciation errors when they speak. They do more oral work than written work in their classes. Learners must be engaged in more written work.

The findings revealed that the greatest numbers of errors are committed in ex – DET schools as opposed to ex-Model C schools. Moreover, the errors are made by learners in lower grades, rather than those in higher grades. This brings us to

the point that learners in ex-Model C are more likely to have higher academic proficiency than those in ex-DET schools.

Learners in ex–Model C schools are the most likely to acquire English academic skills because they have enough reading materials and in case of shortage they can photocopy some material. Those in ex-HOD schools, who are in turn more likely to acquire these skills than those in ex–DET schools are the most under resourced schools.

Research has shown that if learners are exposed to more reading material, they will learn how to write. They will learn how to spell words and how to construct sentences and different uses of words. Leibowitz (2004: 48) shows that many learners who are given the opportunity to write essays are likely to be more proficient than those who have limited opportunity and as a result they tend to do better than those who are not.

The implication of this lack of both conversational and academic proficiency by learners in both ex–HOD and ex–DET schools will in turn affect their academic achievement. This, in short, implies that learners in ex–DET and in ex–HOD schools will perform poorly because of lack of writing proficiency in the LoLT. The lack of reading proficiency and writing skill negatively impact on both cognitive and affective educational development.

The research has shown that learners in ex-Model C schools generally have a high conversational proficiency, which does not necessarily imply academic proficiency (Webb 2002b). Scholars such as Leibowitz (2004:47) and Cummins (1979) have found that students who are proficient in spoken English often performed poorly because they do not obey key conventions of academic discourse. This led him to conclude that proficiency in LoLT (English) is essential, but not a guarantee to success.

Educators and learners are not aware or do not admit that they lack adequate academic English skills, even though some educators agreed that the level of written competence of learners is affected by lack of reading material. But this differs from one school to the next. As they do not admit to the problem they may not address it.

The study attributes these differences in language proficiency between ex–DET and ex–Model C schools not only to lack of exposure to LoLT, but also to factors such as shortage of teachers, infrastructure, socio–economic status, etc.

On the basis of the level of academic language proficiency it should be stressed that a multilingual approach is essential to overcome all these. This level of proficiency of learners implies that the new LiEP should be employed to overcome this deficiency of competence in the LoLT. Since the new LiEP encourages the use of the language that the learner knows best, it means learners may be able to learn through African languages if they like.

5.5 Language practice

Learners in ex-DET schools reported to use their home languages more with teachers and with friends, but when they write tests they use LoLT (English and/or Afrikaans), than those in ex-HOD and ex-Model C schools who reported to using more English and/or Afrikaans when talking to their teachers than their home language because the teachers are from different language backgrounds and that these languages are their official LoLTs. In ex-DET schools, even though teachers and learners reported using English and/or Afrikaans as LoLT and show a high preference to these languages, in practice African languages were used in class to a greater extent and also in the teaching of English itself. As observed, teachers only use LoLT in formal recordings in these schools. This was observed mainly in lower classes (grades 8 and 9) in ex-DET schools. Learners in these grades have low proficiency level in English that they fail to comprehend the

subject matter. To assist learners to cope teachers resort to using code switching in classroom with the home languages as the matrix languages. The practice to use code-switching is not new. Meyer (1995), for example, also found that teachers in selected schools in Limpopo rely on code-switching to facilitate learning and teaching in class. According to Setati et al (2002: 134) code-switching is a productive strategy for teaching in a multilingual context and it also helps learners to develop proficiency in the LoLT. However, the problem with the use of code-switching in teaching and learning is that in examination question papers are not translated and learners are not allowed to mix languages when answering the questions. It could be useful if bilingual question papers were printed, i.e. the LoLT and home language, (where the home language is not used as LoLT).

The case is different in ex-Model C schools, because learners in these schools have a better understanding proficiency of the ex-colonial languages (English and Afrikaans) than those in ex-DET schools and most teachers in these schools are not proficient in the home languages of learners. The linguistic diversity in ex-Model C schools classes is remarkably high for teachers to accommodate all the home languages of students. Thus, English remains the more dominant in these schools. Although English is the dominant language in class, learners use their home languages outside class to communicate with friends in class they use their LoLT for writing notes and tests as well as for communication with their teachers. The interview with teachers and observations also proved this. The learners in this category of schools (ex-Model C) seem to be more motivated than those in ex-DET schools. According to Heugh (2000) motivation is very important. This implies that the learners and teachers in this category may not need to implement the new LiEP. The problem might be that there may be individual learners who are left behind.

Based on the findings about language practice, it is clear, that the new LiEP is not being fully and successfully implemented because in practice learners employ

home languages that are not being introduced as LoLTs. A major hindrance to successful implementation of the new LiEP is the preference or the attitudes of the learners. They seem to have negative attitudes towards the use of African languages.

5.6. Language policy awareness and implementation

It is clear from the findings that there is a general lack of awareness about the new LiEP. Both learners and teachers are not aware of the LiEP language policies of their schools and even what the new LiEP entails, since many asked for clarification of what is meant by a language policy.

During interviews, teachers kept on emphasizing that they have chosen a LoLT but they do not know where it is written and who the designers were. This implies that they are only aware of the language practice at their schools. Only interviews with principals revealed that they have language policies. As revealed by the principals not all stake holders such as teacher bodies and school governing bodies were involved in designing the language policies. The new LiEP clearly states that school governing bodies must formulate the language policies of their schools, but this seems to be not the case with the investigated schools.

The implication of the lack of knowledge or information about school policies and the new LiEP is that they cannot be properly implemented. The implementers must have knowledge of the principles of the new LIEP. It should be the responsibility of the representatives or officials of the DoE to ensure that they communicate with all stakeholders in such a way that they are all informed. For example, the DoE should organize workshops with the (school governing bodies) SGBs and educators to plan how they must implement the policy.

There is inadequate awareness about the effects of using one language over another. This became evident when learners, educators and principals stated their

preference for English and/or Afrikaans as the only LoLT at their various institutions. This also indicates lack of awareness of the importance of language policies and linguistic rights of other people such as learners and staff.

It also clear that the new LiEP cannot be implemented because parents are the ones who decide on which languages should be used as LoLT. Parents seem to prefer English, as it is an international language. From formal interviews with teachers and principals, it became clear that parents have no intention of sending their children to schools that employ African languages as LoLTs.

Moreover, some of the interviewees in ex-Model C schools indicated that they were in favour of promoting multilingualism, but the only problem is the number of languages involved, it could be a waste of time and money. They indicate that it is not practical to translate English to all the African languages. They think that the policy is only on paper, no action. The problem is that teachers see the implementation of this policy as the responsibility of the DoE, but not their responsibility. They do not regard this as their matter, where the department must support them. As a result of lack of knowledge they shift responsibility and this has the implication that until they redefine their responsibilities or roles, the new LIEP will never be implemented.

In ex-Model C and ex-HOD schools, no provision has been made for the promotion or development of African languages. These languages continue to be marginalized. In these schools African languages are not even offered as subjects. They are totally neglected. It is only in new schools and ex-DET schools where these languages are at least offered as subjects.

From this research, it also became clear that the policy is not implemented in many of the schools because the Department is incompetent in providing a good support and resources such as teachers and learning materials.

As Heugh (2000: 29) rightly points out, the lack of implementation of LiEP is also attributed to the lack of clear implementation plans from the Department of Education. It was only in 2006, when schools reopened, that MEC for Education, Doctor Aaron Motsoaledi, announce that all ex-Model C schools should introduce African languages as subjects. This decision led to conflicts between some parents, learners, teachers and the Department of Education in Limpopo Province, which resulted in the suspension of the principal of one school in the Polokwane circuit. The principal refused to introduce African languages on the ground that parents send their children to this school because they did not want them to learn African languages. He mentioned that they once introduced these languages but learners did not attend classes and that is why they were phased out. This is a clear indication of the attitude that teachers and parents have towards English and African languages, which led to a failure of the government and in particular the Department of Education to implement the new LiEP. It is clear that there is a lack of commitment and motivation to implement the new LiEP in ex-Model C schools.

5.6 Conclusion

Given the complexity of the language situation in the surveyed schools, the schools show that there is a very limited chance for the schools to fully implement the policy.

The findings suggest that if educators of the schools of the Limpopo Province and the parents of learners could be sensitive of the situation in their schools and the requirements of the approach to the new LiEP, they could be able to react in an informed way.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study by summarizing the findings and making appropriate recommendations.

The aim of the study was to analyse the implementation of the new LiEP in selected secondary schools in Polokwane Circuit in the Capricorn District of the Limpopo Province. The study consisted of the review of the relevant literature, the collection and analysis of data from learners, educators and principals. Based on the findings of the study, some conclusions are drawn.

6.2 Summary of findings

The findings reveal that the majority of learners in these schools are speakers of African languages; the most commonly used official LoLT is English, although it is spoken by only 9, 5% of learners and only 14, 4% of teachers as home language; learners have average proficiency in LoLT as observed; the most preferred LoLT is English; and that the majority 69,4% of schools including ex-Model C and ex-HOD do not offer African languages as subjects except for ex-DET and new schools (see Chapter 4).

The schools justify the non-implementation of multilingualism by the fact that learners and parents have negative attitude to African languages for not implementing LiEP. They also rely on the fact that tertiary education and businesses use English for formal communication.

This survey also shows that the proficiency in LoLT is not satisfactory. For example, learners seem to have a high understanding and speaking proficiency than reading and writing proficiency. The study further indicates that learners in ex-Model C and ex-HOD schools are more proficient than those in ex-DET schools and new schools. There are many reasons that could have influenced this situation. For instance, the majority of learners in both ex-Model C and ex-HOD schools come from areas of high and middle-income classes. Therefore, they are more exposed to English language through televisions, radios and newspapers than those in ex-DET schools.

These findings indicate that the schools are not implementing the policy. This also implies that the people who should be implementing the policy might not be interested in the new LiEP.

The overall implications of these research findings is that the new LiEP is in conflict with the interests of the majority of learners, teachers and parents as revealed in their response to the preferred LoLT. As a result, parents continue to send their children to English-medium schools. In essence, the policy is not employed as it was intended.

6.3 Recommendations

Based on the findings and the literature reviewed, the following recommendations to the government and the DoE are made:
1) The findings suggest that there must be pre-service training and regular in-service training in order to enable teachers to teach in African languages– and development, which will cater for the specific requirements of the new LiEP and its implementation.

2) The findings reveal that African languages are only offered as subjects in ex-DET and new schools. This also suggests that these languages should

be offered as compulsory subjects for mother-tongue speakers. All African-language speakers must learn at least one African language.

3) Teachers should be encouraged to use the home languages of their learners across the curriculum and assess them in those languages at secondary level.

4) In order to encourage them to use African languages there should be incentives such as awards and prizes that can be won by schools, teachers, principals and learners and African writers who perform well in African languages.

   Schools should also hold competitions for participating in activities such as reciting poems, making speeches, performing plays, and part-take in competitions in African languages to encourage the public use of these languages and promote writing in these languages.

5) Universities and colleges should be encouraged to facilitate the development of African languages by using them as tuition languages. This will also make schools to realize the important of these languages.

6) The government should subsidize teacher-training, it should also fund research in African languages, and it must also promote teachers who have knowledge of many languages. In this matter the DoE should collaborate with other departments to promote the use of African languages.

7) The findings reveal again that even if African languages are used as LoLT, there are no teaching and learning materials in disciplines other than languages. Thus, there is dire need for the development of teaching and learning materials such as textbooks, dictionaries to ensure quality and good standards of education across schools.

8) When the government still works on the development of African languages, code switching and borrowing may be used for learners to catch up the subject matter quickly. If teachers can use the home languages of learners or languages that they understand the best, learners will understand the knowledge they are required to acquire.

9) It was revealed from the findings that African languages are not used in education because they lack scientific terminology. This suggests that terminology should be developed in African languages. This further implies that there is a need for the development of translators, interpreters, editors and lexicographers.

10) Since the findings reflect that learners are used to learning in English and/or Afrikaans, though they are not proficient in either of these languages, it is suggested that question papers for content subjects be provided in two languages: LoLT and mother tongue (if not LoLT). This will help learners to interpret questions.

11) It was revealed that most of the respondents are not aware of the language policies either of the national or school. This implies that language awareness programs should be developed, implemented and monitored. Cultural awareness could be used to supplement language awareness programs be in schools or in communities.

12) Communities should also be educated concerning the role of language in education. They must know the importance of language in community and in life in order to make sound decisions about the language to be used in education of their children. The government must develop programs, which will address this issue. This is one way of trying to change the

attitude of people towards their languages. This may be in the form of competitions and campaigns.

13) The languages should be used in public and secondary domains such as in community meetings, political meetings, business transactions, in church, in the work place, government and administration, the judicial system, science and technology, the technical world, trade and industry, and the media. This will encourage their use in secondary schools.

14) To encourage the use of African languages in secondary schools, they should be one of the requirements for admission to tertiary institutions. As it was shown in the research findings, what takes place in tertiary institutions influences what occurs in secondary schools.

15) Schools language policies must be formulated by involving all parties, such as teachers, parents and learners. Schools draft their own statement regarding language policies. Their proposals should be submitted to the DoE. The DoE must also make follow-ups to schools.

16) The findings reveal that the new LiEP is not implementable because of the number of African languages. These findings suggest that when formulating a policy, the designers have to consider different linguistic situations, which may lead to different language policies for different groups. This implies that there should be a language policy that states without ambiguity, the languages to be used as LoLT for different groups through all levels of education.

17) Use of African languages as LoLTs in primary and secondary schools must be phased in progressively, as it was done with Curriculum 2005 (e.g. 2005 in Grade 8, 2006 in Grade 9 and so on).

18) To encourage the use of African languages in education, businesses must also use these languages. It is therefore recommended that all transactions to the client must be in their language. This should be enforced by the Bill of Rights

19) Meetings should also be addressed in the languages of the target groups.

20) In the meantime, knowledgeable teachers, academics and other department officials should formulate committees, which will help to prepare or translate material to use in schools. Teachers may form clusters at circuit level to help one another on the planning and implementation of the new LiEP and on the development of learning material, which could be used in this regard.

21) Schools must develop their own language plans in line with the new LiEP and the new curriculum, National Curriculum Statement (NCS) and must monitor its implementation and support teachers in doing this.

6.4 Limitations and further research

Based on the findings it is assumed that the study was able to explore the implementation of the new LiEP in the selected secondary schools of the Limpopo Province. The study indicated lack of sufficient knowledge and competence for putting the new LiEP into practice. This is understandable, considering various factors that came into play when the new LiEP was to be implemented. Many questions remain unclarified because the schools differ with regard to their location, learner-educator composition, and type of school and availability of resources that have great influence on policy implementation.

The other aim of the study was to elicit information about the actual understanding of the new LiEP. The study was able to find that many teachers and

learners do not understand well what the new LiEP entails. As a result teachers are not aware of the roles they have to play with regard to LiEP implementation. This implies that the implementers are not sure about which languages to choose and whether they will get support from the DoE by at least providing relevant Learner Support Material (LSM) and human resource.

It is also indicated that those schools which achieved a success was dependent only on the commitment, initiative and creativity of school or educators but not outside like from district, provincial or national DoE, which shows that the effort on the side of DoE at the above-mentioned levels is very limited.

The incompetence of the DoE to provide good infrastructure and other necessary elements to enhance the use of African languages as LoLT further determines the failure of the new LiEP.

Lastly, the study was aimed at establishing the attitude of learners and teachers towards the use of African languages as LoLT. The study, therefore, revealed that many learners and teachers have a negative attitude towards African languages as they prefer English.

Hopefully, by considering the findings of this research and paying attention to the recommendations above the situation can be successfully addressed. Further research need to be extended to the whole province to have a clear picture of the implications of the new LiEP.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR LEARNERS

Fill in the spaces provided and tick in the appropriate box:

SECTION A: LEARNER'S PROFILE

Name of the school:---

Grade:

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

Age:

13-15	
16-18	
19+	

Gender:

Male		Female	

Home language:

Afrikaans		Sepedi	
English		Sesotho	
isiNdebele		Setswana	
isiXhosa		Tshivenda	
isiZulu		Xitsonga	
siSwati		Other (specify)	

Home area:--

SECTION B: LANGUAGE USE

1. What is your language of learning and teaching (LoLT)?

Afrikaans	English	Sepedi	English & Afrikaans

Other (specify):--

2. How well do you understand the language(s) of learning and teaching?

Very well	Well	A little	Not at all

3. How well do you speak the language(s) of learning and teaching?

Very well	Well	A little	Not at all

4. How well do you read the language(s) of learning and teaching?

Very well	Well	A little	Not at all

5. How well do you write the language(s) of learning and teaching?

Very well	Well	A little	Not at all

6. What language(s) do you use in the following situations?

Languages	Talking to your family	Talking to your teacher	Talking to your friend	Writing notes	Writing tests
Afrikaans					
English					
isiNdebele					
isiXhosa					
isiZulu					
Sepedi					
Sesotho					
Setswana					
siSwati					
Tshivenda					
Xitsonga					

7. Do you have any problems concerning the language(s) of learning and teaching?

Yes		No	

If yes, state the kind of problem:---

8. Which language do you want to be taught in?--

Why?

Be respected by people	Get a job	Get things you want	Not sure

9. At what level do you study the following languages?

Languages	First language	Second language	Third language
Afrikaans			
English			
Sepedi			
Tshivenda			
Xitsonga			

10. Are there any other languages that you do in your school?

Yes		No	

If yes, state them and the levels of study:--

11. Do you have a language policy in your school?

Yes		No	

12. Give any information you wish to share with regard to language practice in your schools:---
----

APPENDIX B

INTERVIEW SCHEDULE FOR TEACHERS

SECTION A: TEACHER'S PROFILE

Name (optional):--

Gender:

Male		Female	

Age:

20-25	
26-30	
31-40	
41-45	
46+	

Academic qualification:--

Professional qualification:--

Teaching experience in years:--

Home language:---

Other language:--

Home area:---

Name of school:--

Type of school:

Ex-DET	
Ex-Model	
Ex-HOD	

Independent	

Language of learning and teaching:

English medium	
Afrikaans	
Dual medium (specify)	
Other (specify)	

Class statistics:

Grade	Subject	Enrolment	Period/week/cycle
8			
9			
10			
11			
12			

SECTION 2: QUESTIONS FOR EDUCATORS

1. What language(s) do you use for teaching your subjects?
2. How do you rate the performance of your learners in these languages/subjects?
3. Do you have enough material to use in the LoLT?
4. What language do you prefer to use in teaching? Why?
5. Which languages are spoken by your learners as home languages?
6. Do you have your own language policy as a school?
7. Who were involved in the process of formulating the school language policy?
8. In which language is the policy written? Why?
9. Do you regard people who communicate well in African languages rather than English as educated and employable?

10. Do you agree with the new LiEP on the idea of promoting multilingualism in schools?

11. Is it possible to implement such a policy in schools?

12. What in your opinion are problems limiting the implementation of the new LiEP?

13. Does your school still implement the old language policy, i.e English and Afrikaans only?

14. Do you think we can achieve equity in language use?

15. What are the advantages and disadvantages of using African languages in education?

Comments…………………………………………………………………………

APPENDIX C

QUESTIONNAIRE FOR THE PRINCIPAL

Fill in the spaces provided or tick where possible

SECTION A: PRINCIPAL'S PROFILE

Name of the school:--

Type of school:

Ex-DET	
Ex-Model C	
Ex-HOD	
New school	
Independent	

Language of learning and teaching (LoLT):

English medium	
Afrikaans medium	
Dual medium (specify)	
Other (specify)	

Enrolment:--

Name of principal (optional):--

Gender:--

Home language:--

Home area:--

SECTION B: LANGUAGE USE

1. How many classes are there in your school?

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

2. How many learners in each grade speak the following as home language?

Language	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Afrikaans					
English					
IsiNdebele					
IsiXhosa					
IsiZulu					
Sepedi					
Sesotho					
Setswana					
Siswati					
Tshivenda					
XiTsonga					
Other					

3. What is/are language(s) of learning and teaching (LoLT) per grade

LoLT	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Afrikaans					
English					
Sepedi					
Tshivenda					
Xitsonga					

English & Afrikaans					
Other (specify)					

4. How many teaching staff has the following as home or first language?

Afrikaans		English	
IsiNdebele		Sesotho	
IsiXhosa		Setswana	
IsiZulu		Tshivenda	
Siswati		Xitsonga	
Sepedi		Other (Specify)	

5. Which languages are taught as subjects? Please specify grade and level.

Language	Grade (e.g. 8-10)	Level(e.g. L1, L2, L3)
Afrikaans		
English		
IsiNdebele		
IsiXhosa		
IsiZulu		
Sepedi		
Sesotho		
Setswana		
Siswati		
Tshivenda		
XiTsonga		
Other		

6. Do you have extra lessons for language or enrichment classes offered to you learners and teachers?

Yes		No	

7. How would you describe the language situation at you school?

Developed		Developing		Underdeveloped	

8. How would you rate the support from the department with regard to the issue if language and learning?

Sometimes		Never		Continuous		Often	

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

Yes		No	

10. Who was/were involved in formulating the language policy at your school?--

11. In which language is the policy written? Why?--------------------------------
----

12. Do you regard people who communicate well in African languages rather than English as educated and employable?--------------------------------------
----

13. What language(s) is/are used in meetings with staff, learners and parents? Why?--
----

14. Do you agree with the language in education policy on the idea of promoting multilingualism in our schools and in South Africa as a whole? What can you say about this idea?--
----
----

15. Is it possible to implement such a policy at your school? Explain your reasons.---

16. What do you think are the problems that hinder the implementation of such a policy?--

17. Does your school still implement the old language policy, which is English and Afrikaans only? What do you say about it?----------------------

18. What are the advantages and disadvantages of using African languages in education?--

19. Did you receive any circular or document that explains when and how you should implement the language in education policy? Provide details.-------

20. Do you have any other information you would like to share with us about the language situation in your school?--