

**CHALLENGES IN TEACHING ISIXHOSA HOME LANGUAGE IN RURAL
EASTERN CAPE SECONDARY SCHOOLS**

**BY
HAZEL BUKIWE KAFU**

**Submitted in accordance with the requirements
For the degree of
DOCTOR OF EDUCATION
in the subject
CURRICULUM DESIGN AND DEVELOPMENT
at the
UNIVERSITY OF SOUTH AFRICA**

**PROMOTER: PROF FJ PRETORIOUS
JUNE 2018**

STUDENT NUMBER: 0 509 276 0

DECLARATION

I declare that “Challenges in teaching IsiXhosa home language in rural Eastern Cape secondary schools, submitted to the University of South Africa for the degree of Doctor of Education in Didactics, has not previously been submitted for a degree at this or any other university; that this is my work in design and execution; and that all material referred to has been acknowledged, including the information from published works of theses.

SIGNED

DATE

ACKNOWLEDGEMENTS

Firstly, and most importantly, I thank Jehovah the Almighty for granting me the wisdom, motivation and perseverance to complete this study. My heartfelt gratitude to my promoters, Professor FJ Pretorius and Dr A van Schalkwyk, who tirelessly guided me through the entire study. I feel indebted to my supervisor at work, Mrs Z Khuzwayo, for her support and encouragement during the writing of this thesis.

I wish to extend my gratitude to the senior secondary school principals who allowed me to conduct this study in their institutions, and the parents, the learners and the subject specialists who participated. I must also acknowledge the section head for curriculum management at Mbizana district, Mr Nyali, who allowed the researcher to conduct this research in the cluster centre for moderations.

I also wish to extend my gratitude to my colleagues at work, Mrs PX Jili and Mrs NA Tshobonga for their financial support, and Mr TE Gxwati for his emotional support. I owe gratitude to my son, Yondela, granddaughter, Lelethu, my mother, Eve Nokwanda, my nieces, Makaziwe, Makaviwe, Lweyiseko, who assisted in converting the pdf. document of appendixes to Word, and Amange.

My thanks also to my sisters, Babalwa and Noloyiso, and my brother, Silulami, for their patience, understanding and accepting my absence from the family. To Miss T Nokhele, the Skills Development Officer, my thanks for assisting in the bursary application in her section.

DEDICATION

I dedicate this thesis to my mother, Eve Nokwanda Kafu, my son, Yondela Mabhengu, my granddaughter, Lelethu, my brother, Silulami, my sisters, Babalwa and Noloyiso, and my nephews and niece, Makaziwe, Makaviwe, Lweyiseko and Amange.

I say to all of them, "Education is the key to success".

ABSTRACT

The purpose of this study was to investigate the challenges in teaching IsiXhosa home language in rural secondary schools. Learners from Grades 8 to 12 perform poorly in IsiXhosa grammar, essay writing, literature and oral work. The researcher sampled 40 learners from each of two senior secondary schools, eight parents and eight IsiXhosa subject specialists (two district based and six school based) to take part in the research. Data for this study were collected during cluster moderations in one of the secondary schools by using document analysis, interviews and questionnaires.

Qualitative and quantitative methods were used by the researcher to analyse IsiXhosa results from Grade 8 to Grade 12. Analysis of documents such as mark schedules and marks for formal and informal tasks gave evidence that learners perform poorly in grammar, literature, oral work and essay writing. Scarcity or non-availability of distinctions (levels 6 and 7) in Grade 12 final exams as well as in Grades 8 to 11 proves that the language demands special attention for its teaching and learning in the secondary classroom situation; the conclusions were therefore drawn and recommendations made.

KEY TERMS: African languages; official languages; scarcity of libraries; mother tongue; home language; standard language; Pondo dialect; language acquisition; disparity; illiteracy; improved teaching methods; multilingualism; cultural diversity; language policies; poor performance; technological development; Human Language Technologies.

TABLE OF CONTENTS

Declaration	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
Key terms	vi
List of Appendices	xviii
List of Tables	xx
List of Graphs	xxi-xxii
Acronyms	xxiii-xxv

CHAPTER 1: BACKGROUND OF THE STUDY

1. Introduction	1-2
1.2 Background to the study	2
1.2.1 Distribution of languages in the Eastern Cape	2-5
1.2.2 The legal frame work of the official languages in South Africa	5
1.2.3 A theoretical framework	6-7
1.2.4 A conceptual framework	7
1.3 Motivation and rationale of the research	7-8
1.4 Problem statement and sub-questions	8-9
1.5 Aims and objectives of the study	10-11
1.6 Research design and methodology	11
1.6.1 Research design	11-12
1.6.2 Research methodology	12
1.6.3 Research methods and procedures	12
1.6.3.1 Data collection techniques	12-13
1.6.3.2 Observation	13
1.6.3.3. Document analysis	13
1.6.3.4 Population and sampling	14
1.6.3.5 Data analysis	14
1.7 Ethical considerations	15
1.7.1 Validity	15
1.7.2 Reliability	15-16
1.7.3 Trustworthiness	16
1.8 Limitations of the study	16
1.8.1 Underlying assumptions	16-17
1.8.2 Delimitations	17-18
1.9 Definition of terms and concepts	18-20
1.10 Chapter division	20-21
1.11 Summary	21

CHAPTER 2: THE THEORETICAL AND CONCEPTUAL PERSPECTIVE OF THE STUDY

2.1 Introduction	22
2.2 The history of IsiXhosa	22
2.2.1 Missionary education	23-24
2.2.2 Home Language instruction in South Africa	24-25
2.2.3 Apartheid education system	25
2.2.3.1 Bantu education system	25-26
2.2.3.2 Bantustan education system	26
2.2.3.3 Transkei and Ciskei education systems	26
2.2.3.4 Post-Apartheid education system	27
2.2.3.5 Curriculum 2005 (C2005) and the Outcomes-Based Education (OBE)	27-28
2.2.3.6 Revised National Curriculum Statements (RNCS) and National Curriculum Statements (NCS)	28
2.2.3.7 Curriculum and Assessment Policy Statements (CAPS)	29-30
2.3 The importance of Home Language instruction for school children	30
2.3.1 The challenges facing IsiXhosa-speaking learners as a result of using English as a medium of instruction	31
2.4 The rationale for teaching IsiXhosa home language skills	32-33
2.5 The barriers which contribute to the poor performance of IsiXhosa home language in the rural Eastern Cape Secondary Schools	33-34
2.5.1 IsiXhosa Home Language and classroom performance of Grade 8 to 12 learners in Mbizana	34
2.5.2 Non-availability of proper language policies in rural secondary schools	34-35
2.5.3 Under-qualified and non-qualified IsiXhosa educators	35
2.5.4 Less attention paid to the monitoring and support at school level	35-36
2.5.5 Inadequate provincial and district training for IsiXhosa educators' development	36
2.5.6 Poor resourcing of rural secondary schools	36-37
2.6 The relationship of language and cognitive development: A Theoretical Framework	37
2.6.1 Vygotsky's theory of language acquisition	37-39

2.6.2	Piaget's theory on language development	39
2.6.3	The relationship of language and thought	40
2.6.3.1	Noam Chomsky's theory of language and thought	40
2.6.3.2	Benjamin Whorf and Edward Sapir's theory on the influence of language and thought	41-42
2.7	Language education in Singapore	42-43
2.7.1	Home Language Policy in Singapore	43-44
2.7.2	Official languages in Singapore	44
2.7.3	Higher Mother Tongue Language (HMTL) in Singapore	44-45
2.8	The Nigerian Policy in Education	45-46
2.8.1	The historical overview of the Nigerian Language Policy (NLP)	46-47
2.8.2	Home Language (HL) instruction in Nigeria	47
2.8.3	The Nigerian Language Policy (NLP) and its implementation	48
2.8.4	The Six Year Primary Project in Nigeria	48-49
2.8.5	The role of the mother tongue or the language of the immediate community in Nigerian national development after the Six Year Primary Project	49-50
2.9	South African educational and language laws which have been published concerning the development of Indigenous languages	50-51
2.9.1	The <i>Constitution of the Republic of South Africa</i> (Act 108 of 1996)	51
2.9.2	The Pan South African Language Board (PANSALB) (Act no 59 of 1995)	51-52
2.9.3	Language in Education Policy (LiEP) (14 July 1997)	52-53
2.9.4	National Language Policy Framework: Department of Arts and Culture (12 February 2003)	53-54
2.9.5	The South African Languages Bill: Revised Final Draft (04 April 2003)	54-55
2.9.6	The Implementation Plan: National Language Policy. Frame: Final Draft: Department of Arts and Culture (10 April 2003)	55-57
2.9.7	IsiXhosa Home Language: Curriculum and Assessment Policy Statements (CAPS) 2011 FET Band	57-58
2.9.8	Incremental Implementation of African Languages (IIAL): Draft Policy 2013	58
2.10	The purpose of the Framework	58
2.11	Summary	59-60

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction	61-62
3.2 Rationale for the Empirical Design	62
3.3 Research design	63
3.3.1 The descriptive research	64
3.3.2 The explanatory research	64-65
3.3.3 The qualitative research	65-67
3.3.4 The quantitative research	68-69
3.3.5 The mixed method approach	69-70
3.4 Research methods	70-71
3.4.1 The qualitative data collection methods	71
3.4.1.1 Observation	71-72
3.4.1.2 Interviews	72-74
3.4.1.3 Document analysis	74-75
3.5 The quantitative data collection methods	75
3.5.1 The structured interviews	75
3.5.2 Face-face interviews	76
3.5.3 Computer assisted interviews	76
3.5.4 Questionnaires (Self-administered)	76-77
3.5.4.1 Format of the questionnaire	77
3.5.4.2 Language used in the questionnaire	77
3.5.4.3 Advantages of using the questionnaires	77-78
3.5.4.4 Limitations of questionnaires	78
3.6 The research paradigm	78-79
3.6.1 Interpretive paradigm	79-80
3.6.2 The positivist paradigm	80-81
3.6.3 The post-positivism paradigm	81-82
3.7 The research approach	82-83
3.8 Research typology	83-84
3.9 The role of the researcher	84-85
3.10 Research sites	85-86
3.10.1 Research participants	86
3.11 Population	86-87
3.11.1 The sample and the sampling process in qualitative research	88

3.11.2	Non-probability sampling (Qualitative research)	88
3.11.3	Purposive sampling	88-89
3.11.4	Snowball sampling	89
3.11.5	Convenience sampling	89
3.11.6	Probability sampling	89-90
3.11.7	Cluster sampling	90
3.11.8	Stratified sampling	90
3.11.9	Systematic sampling	91-92
3.12	Document analysis	92-93
3.13	Measures of ensuring trustworthiness and reliability	93-94
3.14	Validity, credibility, reliability and trustworthiness	94
3.15	Recording of interview data and field notes	94-95
3.16	Triangulation	95
3.17	Ethical measures	96
3.17.1	Permission	96
3.17.2	Informed consent	96-97
3.17.3	Confidentiality and anonymity	97
3.18	Limitations of this research	97
3.19	Summary	98

CHAPTER 4: PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction	99-100
4.2 Research process	100
4.3 Data presentation	100-101
4.3.1 Data presentation of subject specialists and parents after observing IsiXhosa learner portfolios	102-103
4.3.2 The subject specialists' perceptions after moderating IsiXhosa SBA	103-106
4.3.3 The parents' perceptions concerning the low performance of their children in IsiXhosa	106-107
4.3.4 The learners' perceptions concerning the teaching of IsiXhosa	107
4.4 Interview Data Analysis	107
4.4.1 Subject specialists' interview questions and responses	107-114
4.4.2 IsiXhosa learners' interviews questions and responses	114-116
4.4.3 Parents' interview questions and responses	116-117
4.5 Analysis of performance in Grammar, Literature and Essay Writing	118-119
4.6 Results of data analysis collected from the learners through the use of Questionnaire	119-129
4.7 Results of data analysis collected from subject specialists through the use of questionnaires	130-142
4.8 Analysis of IsiXhosa term three results	143-149
4.9 Document analysis	149
4.9.1 Timetables	149
4.9.2 Language policies	150
4.9.3 Master portfolios	150
4.9.4 Mark schedules	151
4.9.5 Learner portfolios	151
4.10 Interview data	151-152
4.10.1 Unitising interview data	152
4.11 Summary	153-154

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	155
5.2	An overview of the study	155-156
5.3	Summary of research findings	156-157
5.3.1	Objective 1: To investigate the availability of resources used when teaching IsiXhosa	157-158
5.3.2	Objective 2: To check if the number of workshops planned for IsiXhosa are equal to those planned for Maths and Sciences	158-159
5.3.3	Objective 3: To verify the inclusion of IsiXhosa in extra classes.	159
5.3.4	Objective 4: To investigate the challenges met by the educators and learners in the teaching and learning situation	160
5.4	Research conclusions	160
5.4.1	Conclusion from qualitative data: - subject specialists' responses to Interviews	160-161
5.4.2	IsiXhosa learners' responses to interviews	161-162
5.4.3	Parents' responses to interview questions	162
5.5	Conclusion from quantitative data	162
5.5.1	Educators' responses to the questionnaire	162-163
5.5.2	Learners' responses to the questionnaires	163
5.6	Recommendations	163
5.6.1	Recommendation 1: The ECDoE should enforce the use of mother tongue Instruction from grade R to 3	163-164
5.6.2	Recommendation 2: IsiXhosa HL should be made compulsory from grade R to 12	164-165
5.6.3	Recommendation 3: The Department of Education should resource all schools with functional libraries	165-166
5.6.4	Recommendation 4: Professionally qualified educators who have majored in IsiXhosa should be employed by the Department of Education (DoE)	166
5.6.5	Recommendation 5: The National, Provincial and local Departments of Education should make a follow-up on the implementation of all language policies	166-167
5.6.6	Recommendation 6: The subject specialists and circuit managers	

	should monitor the availability of the levels of planning and forms of assessment in the master portfolios before teaching commences	167
5.6.7	Recommendation 7: 100% delivery of literature, grammar textbooks and IsiXhosa supplementary reading material should be done.	167
5.6.8	Recommendation 8: IsiXhosa inset programme should be in place	167-175
5.6.9	Recommendation 9: Private companies should support all rural schools with infrastructure such as broad-banding, connection to the internet and supplying schools with computers.	176-177
5.6.10	Recommendation 10: Private companies should support all rural schools in their attempts to be connected through broad-banding, computer skills acquisition and access to the internet	177-179
5.7	The contribution of this research	179
5.8	Possible further studies in this field	179-181
5.9	Conclusion	182

REFERENCES	183-215
LIST OF APPENDICES	216
Appendix i: Map of Bizana schools	216
Appendix ii: Copies of CAT and ICT programmes in the FET Band	217-220
Appendix iii: Questionnaire for the learners	221- 222
Appendix iv: Samples for learners' creative writing	223-227
Appendix v: Questionnaire for IsiXhosa subject specialists	228-229
Appendix vi: Grades 10-12 IsiXhosa curriculum	230-231
Appendix vii: Letter requesting to conduct interviews	232-233
Appendix viii: Informed parental consent	234
Appendix ix: Informed minor consent	235
Appendix x: Benefits to participants and others	236
Appendix xi: Observation schedule	237
Appendix xii: Grade 8 analysis of results	238
Appendix xiii: Grade 9 analysis of results	239
Appendix xiv: Grade 10 analysis of results	240-242
Appendix xv: Grade 11 analysis of results	243
Appendix xvi: Grade 12 analysis of results	244
Appendix xvii: SGB minutes	245
Appendix xviii: New education districts and local municipalities	246
Appendix xix: New education districts and former districts	247
Appendix xx New education clusters	248
Appendix xxi: Translated parents' interview questions	249

LIST OF TABLES

Table 1.1 IsiXhosa language distribution in the Eastern Cape	2-3
Table 1.2 IsiXhosa and SeSotho levels of instruction	4-5
Table 2.1 Increasing numbers of HMTL students (2015)	45
Table 3.1 Number of learners selected from each of the two participating senior secondary schools	91
Table 3.2 Number of learner portfolios per grade and the number of tasks done up to June	93
Table 4.1 Average learner performance of the two sampled schools in IsiXhosa papers 1, 2 and 3	102
Table 4.2 Findings in master and learner portfolios	104
Table 4.3 Analysis of performance in grammar, literature and essay	118
Table 4.4 Achievement levels and their corresponding bands	143
Table 4.5 Participants in the study	152

LIST OF GRAPHS

Graph 4.1 Use of IsiXhosa to teach Business Studies, Economics and Accounting	121
Graph 4.2 African languages have been put on par with English, Maths Afrikaans and Siences.	122
Graph 4.3 Learners have support material which helps in the development of IsiXhosa	123
Graph 4.4 There is increase of IsiXhosa resources since the introduction of NCS and CAPS	124
Graph 4.5 Learners make regular use of library material as references when given tasks in IsiXhosa	125
Graph 4.6 50% of corner libraries' material consist of IsiXhosa reading Material	126
Graph 4.7 Parents help their children with IsiXhosa homework	127
Graph 4.8 CASS has improved the learners' proficiency in IsiXhosa	128
Graph 4.9 Integration of LOs helps in the development of IsiXhosa as a language of instruction	129
Graph4.10 Integration of LOs helps in the learners' proficiency in IsiXhosa	130
Graph 4.11 Training of educators	131
Graph 4.12 NCS/CAPS compliant levels of planning documents	132
Graph 4.13 Evidence of integration of learning outcomes (LOs)	133
Graph4.14 NCS/CAPS compliant timetables	134
Graph4.15 Proof of moderations by SMT members	135
Graph 4.16 Effectiveness of teaching methods	136
Graph 4.17 Learner portfolios	137
Graph 4.18 The standard of language used in teaching and learning	138
Graph 4.19 Educators' exposure to modern technology	139
Graph 4.20 Empowerment of IsiXhosa educators	140
Graph 4.21 Implementation of new methods	141
Graph 4.22 Incentives to motivate learners	142
Graph 4.23 Participation of schools in language competitions	143
Graph 4.24 Analysis of Grade 8 term 3 results	145
Graph 4.25 Analysis of Grade 9 term 3 results	146
Graph4.26 Analysis of Grade 10 term 3 results	147

Graph 4.27 Analysis of Grade 11 term 3 results	148
Graph 4.28 Analysis of Grade 12 term 3 results	149

ACRONYMS

IIAL:	Incremental Implementation of African Languages
NLB:	National Language Bodies
PLC:	Provincial Language Council
MEC:	Member of the Executive Committee
HL:	Home Language
SBA:	School Based Assessment
HLT:	Human Language Technologies
CAPS:	Curriculum Assessment Policy System
CAT:	Computer Applications Technology
NCS:	National Curriculum Statement
PANSALB:	Pan South African Language Board
LoLT:	Language of Learning and Teaching
SMT:	School Management Team
FET:	Further Education and Training
ICT:	Information and Communication Technology
DDD:	Data Driven Districts
SGB:	School Governing Body
LiEP:	Language in Education Policy
SBA:	33School Based Assessment
HMT:	Higher Mother Tongue
MTL:	Mother Tongue Language
C2005:	Curriculum 2005
GET:	General Education and Training Band
ANA:	Annual National Assessment
DBE:	Department of Basic Education
FAL:	First Additional Language
SAL:	Second Additional Language
ATP:	Annual Teaching Plan
INSET:	Inservice Teacher Training
ATP:	Annual Teaching Plan
HOD:	Head of Division
NEEDU:	National Education and Evaluation Development Unit
LTSM:	Learner Teacher Support Material
LAD:	Language Acquisition Device
SWH:	Sapir and Whorf Hypothesis

HMTL: Higher Mother Tongue Language
NLP: Nigerian Language Policy
ECDoE: Eastern Cape Department of Education
QLTC: Quality Learning and Teaching Committee
NSC: National Senior Certificate
MTBBE: Mother Tongue Based Bilingual Education
QIDS-UP: Quality Improvement and Support Upliftment Programme
SAQA: South African Qualifications Authority
INSET: In-service Training
LO: Learning Outcome
SASAMS: South African Schools Administration and Management Systems

CHAPTER 1: INTRODUCTORY ORIENTATION

1 INTRODUCTION

Home language (HL) instruction from the Foundation Phase to the tertiary level has an advantage to its speakers because they come to school able to speak, understand and improve cognition in content subjects (Alexander, 2013:16). Unfortunately, in the rural Eastern Cape secondary schools mother tongue instruction in content subjects is far from being practised. All subjects with the exception of IsiXhosa are taught in English. The use of English as the language of teaching and learning (LoLT) is continuously bearing poor results in content subjects such as Mathematics, Physical Science, Accounting, Business Economics, Geography and Natural Sciences. As a result, there is a high drop-out rate from schools where, according to Gardiner (2008:16), only one in three learners reaches matric because of the language issue.

Poor language proficiency in the HL, IsiXhosa in this context, deprives the learners of their ability to meet the widest possible range of their needs such as writing stories, novels, drama, poetry and so on. IsiXhosa paper 3 is the worst performed by the five grades 8 to 12 in this study. Paper 3 is creative writing where the learners' writing skills have to be witnessed. Creative writing skills are key in answering grammar and literature where good spelling is expected. This poor HL performance has been proved in the diagnostic analysis of questions at the end of each assessment where poor spelling in creative writing is a major problem. (see appendix iv). The Data Driven District (DDD) known as Dashboard has repeatedly shown low performance of Gr 8 to 12 of IsiXhosa quarterly results (see table 4.17 in chapter 4). Parents have repeatedly complained about poor proficiency of their children in IsiXhosa. These complaints are aired in accountability meetings when parents are invited to fetch their children's reports at the end of each term (see the copy of SGB minutes in appendix xvii).

In this chapter, an overview of the study which investigates the poor performance of IsiXhosa by the rural secondary school learners is presented. The research question and

the aim of the study are briefly outlined. The methods of research and unfamiliar terms are clarified. Lastly, an overview of the structure of the research is briefly discussed.

1.2 BACKGROUND TO THE STUDY

1.2.1 Distribution of languages in the Eastern Cape

Almost 90% of the Eastern Cape Province is rural, consisting of twelve districts which have been aligned to the municipalities (see appendix xviii). Of these twelve municipalities, ten are predominantly rural and their schools are classified into primary schools, a few independent schools and secondary schools (see appendix i). There are only two metropolitan districts (urban), i.e. Buffalo City and Nelson Mandela. Their schools consist of special schools, independent schools (former model C) and public schools. IsiXhosa is spoken in all the twenty-four districts (old ones, before municipal re-alignment to twelve districts, see appendix xix), whereas SeSotho is spoken in three districts (see table 1.1 below).

Table 1.1: IsiXhosa language distribution in the Eastern Cape (Pluddermaun et al., 2005)

District	Percentage of IsiXhosa Speakers
1. Lady Frere	100%
2. Mount Ayliff	99%
3. Mount Frere	99%
4. Cofimvaba	99%
5. Qumbu	98%
6. Libode	98%
7. Idutywa	98%
8. Butterworth	98%
9. Mbizana	98%
10. Mthatha	94%

11. Lusikisiki	94%
12. Engcobo	95%
13. Queenstown	96%
14. King Williamstown	98%
15. Fort Beaufort	96%
16. Mount Fletcher	77% & 33% SeSotho speakers
17. Grahamstown	88%
18. East London	81%
19. Sterkspruit	83% & 17% SeSotho speakers
20. Maluti/ Matatiele	60% & 40% SeSotho speakers
21. Cradock	83%
22. Port Elizabeth	60%
23. Uitenhage	56%
24. Graaff-Reinet	23%

Table 1.1 shows that IsiXhosa is the most widely spoken language in the 24 districts, (fused to 12 municipal districts) (see appendix xviii). Pluddermann, Mbude-Shale and Wababa (2005:10) state that 80% of learners in the Eastern Cape have IsiXhosa as their home language. As shown in Table 1.1, Pluddermann et al. (2005:10) found that in Mount Fletcher, 33%, Sterkspruit, 17% and Maluti/Matatiele, 40% of learners are learning Sesotho as a home language.

One would expect that a home language (HL) would be performed more successfully than all subjects because Nyika (2015:2) claims that the learners are exposed to their mother tongue at home. The opposite occurs in the rural Eastern Cape secondary schools. Instead of getting level seven in their mother tongue, this level is achieved by a fraction of the total number of learners doing it (see table 4.12 in chapter 4). In rural schools, all learners are doing IsiXhosa and Sesotho as home languages (HL), i.e. at level 1. In addition, home language as reflected in the CAPS document (2011:13) provides for the mastery of basic communication skills required in social situations. The literacy skills, i.e.

listening, speaking, reading/viewing and writing/presentation are taught to empower the learners' understanding of the world in which they live.

The literacy skills such as reading and writing/presenting are the worst performed, despite the fact that the learners come to school capable of speaking the language (see table 4.13). When reading their essays, there is no appropriate use of parts of speech and the spelling is poor. As a result, the written essays in the learners' home language is marked red from the introduction to the conclusion (see appendix iv). Alexander (2013:38) witnesses that in the rural areas there are no libraries nor reading material such as IsiXhosa newspapers, story books, novels, drama and poetry (at school and at home) which could contribute to nurturing the learners' reading skills and the language development. Unequal distribution of resources such as libraries by the Department of Education is another fallacy which, as stated by Pahl & Rosewell (2012:12), contributes to the poor performance of the learners in their home language. If the rural schools can be prioritised in receiving the resources, the gap between the under developed mother tongue and English as LoLT would not be this wide.

The Language in Education Policy (LiEP) (1997:4) recognises South Africa's cultural diversity by recommending home language instruction in the classroom situation from Grades R to 3. In recognition of this diversity, IsiXhosa and SeSotho as the two African languages taught in the Eastern Cape are both offered at level 1 as shown in the table below (Pludderermann et al., 2008).

Table 1.2: IsiXhosa and SeSotho levels of home language (HL) instruction (CAPS document)

Grade	Home Language	Level
	IsiXhosa & SeSotho	1
9	IsiXhosa & SeSotho	1
10	IsiXhosa & SeSotho	1
11	IsiXhosa & SeSotho	1

12	IsiXhosa & SeSotho	1
----	--------------------	---

The above table shows that IsiXhosa speakers in the Eastern Cape as a whole and SeSotho speakers in the three districts, i.e. Maluti/Matatiele, Sterkspruit and Mount Fletcher, as found by Pluddermaun et al. (2005:15), learn these languages at Level 1 to secure their future and to ensure longevity. That is the reason the Bill of Rights of the Constitution of the Republic of South Africa (Act 108 of 1996) puts all languages on an equal footing as the following unit briefly outlines.

1.2.2 The Legal Framework of the official Languages in South Africa

The *Constitution of the Republic of South Africa*, Act 108 of 1996 (1996:4), gives official status to eleven languages. In South Africa a language acquires an official status by its use, for example, in public gatherings, notices, governmental and non-governmental documents (National Language Policy Frame Work: Implementation Plan: 2003:14). South Africa is a multilingual country with eleven official spoken languages. According to Ntombela (2001:25), African languages have an “unrecognised” status very different from English or Afrikaans. The disparity that existed between Afrikaans and English and the nine African languages prior to 1994 is currently still prevalent. The implication for African home language speakers is that they must be able to communicate either in Afrikaans or English as well as in their home language. This makes it a prerequisite for all African home language speakers to be multilingual. Pansalb News (2005(11)3) describes multilingualism as the ability to speak two or more languages.

In this context, IsiXhosa home language learners at secondary schools need good teachers in IsiXhosa so that they acquire the listening, speaking, reading and writing skills and use them with confidence. This study will focus specifically on the performance of IsiXhosa in secondary schools (Further Education and Training Band, i.e. Grades 8 to 12) in the rural Eastern Cape.

1.2.3 A Theoretical Framework

A theoretical framework, as witnessed by Marshall and Rossman (2011:36), locates the study within a particular perspective. By doing so, it provides a frame, thus locating a study within an appropriate theoretical paradigm informing and shaping the research problem.

In this study, Vygotsky's and Piaget's views on language acquisition will be discussed. Vygotsky's emphasis on acquiring four language skills such as summarising, questioning, clarifying and predicting through thinking are fundamental in the teaching and learning of IsiXhosa (Vygotsky, 1962:14). The four skills constitute the learner-centred methods of teaching in the classroom. One of the key problems for IsiXhosa learners is their inability to summarise a given text in paper 1; an even greater challenge is when learners have to analyse poetry or prescribed literature books.

Piaget (1952:35) also held a view that acquisition of basic skills, such as thinking, will assist learners in their discovery and development of new understandings. Thinking skills, as put forth by Vygotsky and Piaget, will assist learners in developing vocabulary in their mother tongue. In the context of isiXhosa learners, development of vocabulary will assist in developing IsiXhosa. This skill of vocabulary development is crucial to lexicography and Human Language Technologies (HLT) at tertiary level. Secondary school isiXhosa learners need to acquire the basic skills suggested by Piaget and Vygotsky so that they are capable of pursuing their studies in different fields of language development after the secondary school level.

The influence of three language theorists, Benjamin Whorf, Edward Sapir and Noam Chomsky, and their views on the relationship between language and thought will be highlighted. Chomsky (1957:19) agrees that children are good listeners and very capable of imitating adults as far as language acquisition is concerned. Sapir and Whorf have been credited for developing the most relevant explanation outlining the relationship between thought and language as discussed in unit 2.5.2.

The conceptual framework which is declared by Cooksey and McDonald (2011:10) as primarily a conception of what a researcher plans to study, will be briefly highlighted in the following unit.

1.2.4 A Conceptual Framework

A conceptual framework as seen by Billig (2013:19) assists the researcher in designing his/her study. It explains in a narrative form the main things to be studied, the key factors, concepts or variables and the presumed relationships. The conceptual framework is what a researcher wants to reveal about what is going on with the phenomena being investigated and why it is so.

Different challenges of IsiXhosa exist, such as the poor resourcing of schools, especially non-availability of the reading material, lack of capacity building on the part of IsiXhosa educators, poor monitoring of the language by the managers from the school level up to the national level and lack of support by means of bursaries towards assisting the educators who want to further their studies in IsiXhosa home language. These topics will be dealt with from unit 2.3.1 to 2.3.1.6.

1.3 MOTIVATION AND RATIONALE

Language skills in the teaching and learning situation are central in the learning of all subjects. Listening skills assist in problem solving, information synthesis, knowledge construction and the expression of ideas and opinions. On the other hand, reading and viewing assist the learners in developing proficiency with the aim of understanding a wide range of literary, non-literary and visual texts. Writing and presenting aim at producing competent writers who develop appropriate visual texts for a variety of purposes. Language structure enables the learner to construct whole texts such as stories, essays, letters and reports.

Matiwane (2010:3) supports the view that if the Department of Education pays attention to the thorough planning, monitoring and support of IsiXhosa teaching and learning in the rural areas, learners will achieve good quality results in their home language examinations. In addition, integration of all the language skills by IsiXhosa learners will be attained only if they have mastered them.

The researcher's findings from the study may be useful by:

- ❖ Assisting the learners in acquiring the language skills for academic learning across the curriculum.
- ❖ Acquiring the basic language skills i.e. listening, speaking, reading/viewing and writing/presenting.
- ❖ Expressing themselves orally and in writing their own views confidentially so as to be independent and analytical thinkers.
- ❖ Using their language in a wide range of texts, research and critiques.

IsiXhosa secondary school learners struggle to write even simple sentences in creative writing (see appendix iv). Comprehension in assessment of genres poses a problem because the learners are not capable of responding to questions as expected. Critical analysis in IsiXhosa literature is wanting and poetry is the worst of them. Kaschula (2014: (13) 19) reasons that, if the Department of Education can treat IsiXhosa like Mathematics and Sciences which are attended to by organising workshops and organising intervention strategies, mastery of IsiXhosa home language can be achieved by the learners.

1.4 PROBLEM STATEMENT

In the classroom situation, educators are struggling to assist IsiXhosa learners in the acquisition of the basic language skills. The non-availability of resources such as libraries with IsiXhosa reading material is a contributing factor. The three papers - creative writing, grammar and literature - are poorly performed in all quarterly exams. Analysis of results reveals several weaknesses, especially in creative writing and literature. Therefore, the study seeks to answer the following question:

What hinders the effective teaching and learning of IsiXhosa in rural secondary schools?

The Department of Education, as argued by Ramadiro (2013:5), has a role to play in improving the situation of poor home language achievement by rural secondary school learners. The Incremental Introduction of African Languages in South African Schools (IIAL, 2013:14) emphasises that all schools will be required to have qualified African language educators in rural areas. Resource provisioning and utilisation thereof will be the Department of Education's priority. In the light of the above, the following sub-questions were formulated:

- ❖ Do educators prepare their lessons in line with the Annual Teaching Plan? (ATP) (see unit 4.2.1 Q2 in chapter 4)
- ❖ Do all IsiXhosa educators possess qualifications to teach IsiXhosa? (see graph 4.11 and Q2, 4.2.1 in chapter 4)
- ❖ Is there a plan for the head of departments to monitor the teaching and assessment of IsiXhosa? (see unit 4.2.1, Q2, in chapter 4)
- ❖ Does the Department of Education treat IsiXhosa like Maths and Science in terms of workshops and intervention strategies? (see Q12 of 4.2.1 in chapter 4)
- ❖ How often do IsiXhosa home language educators attend developmental workshops/short courses per annum? (see graph 4.20 in chapter 4)

The aims and objectives of this study will be discussed in the following section.

1.5 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate the causes of the poor performance of rural secondary school learners in their mother tongue, IsiXhosa. The researcher aims at achieving the following objectives with the input, throughput and the output stipulated.

- ❖ To investigate the availability of resources used when teaching IsiXhosa (see appendix iii questions 3, 4, 5, 6 and responses in chapter 4, graphs 4.2-4.5).
- ❖ To compare the number of workshops planned for IsiXhosa to those planned for Maths and Science (see Q12 in unit 4.4.1 in chapter 4).
- ❖ To investigate whether IsiXhosa is catered for in extra classes such as Saturday, Winter and Spring schools (see Q12 in unit 4.4.1 in chapter 4).
- ❖ To provide evidence of the challenges met by the educators and learners in the teaching and learning situation (see responses of the learners in graphs 4.3-4.6 and the educators' responses in graphs 4.10-4.18 in chapter 4).

Input: The curriculum section and the languages department (at school) will develop the policy enforcing and monitoring mother tongue instruction from Grades R to 3 (The Foundation Phase). The Language in Education Policy (LiEP, 1997:2) and the IIAL draft policy (2013:5) will be the sources for the district's policy. Reference will be made to the Nigerian (Kwofie, 1985:23) and Singapore (Chua, 1995:36) language policies on how the two countries have implemented mother tongue instruction in their countries.

Throughput: The language officials in the curriculum section will liaise with isiXhosa language cluster leaders at schools. The teams for monitoring the implementation of the policy will consist of educators who lead clusters, district language officials and circuit managers. The team will have an itinerary for monitoring and reporting to the district top management on a quarterly basis (i.e. after every term's examination has been written). Initially the Foundation Phase (Grades R to 3) as the base of other phases (Intermediate,

Senior and FET Band) will start being implemented. Incremental implementation up to Grade 12 will be planned for by the team.

Output: Learners' proficiency in isiXhosa from the Foundation Phase will assist in getting good quality isiXhosa results at secondary school level. The latter will enable isiXhosa learners to register the language at tertiary level where its technological development in Human Language Technologies (HLT) requires students proficient in isiXhosa. Technological development of IsiXhosa by the speakers (like Afrikaans) will assist in using it as a medium of instruction in secondary schools, as Afrikaans is a living example in South Africa.

Quarterly results for IsiXhosa from Grades 8 to 12 will be analysed to check the quality of learner improvement.

1.6 RESEARCH DESIGN AND METHODOLOGY

In this study, the researcher has investigated the poor performance of rural secondary school learners in IsiXhosa. It means some statistics are involved, hence the use of the mixed method design. The combination of qualitative and quantitative research as reported by Hoadley (2009:87) has demonstrated that one approach would not be adequate to resolve the research question.

1.6.1 Research design

A research design as illustrated by Constantino (2008:63) is the logic of the masterplan of a research that throws light on how the study is to be conducted, serves to plan, structure and execute the research to maximise the validity of the findings and it is also an action plan of a researcher. Mackenzie and Knipe (2016(16):8) argue that a research design is the overall plan according to which the respondents of a proposed study are selected, including the means of data collection. Cameron (2011 (17) 12:261), summarises that a research design defines the type of the study, and gives the examples

such as the descriptive and explanatory designs in the qualitative method and experimental design in the quantitative method, which will be detailed in chapter 3 of the study.

1.6.2 Research methodology

Tashakkori and Teddlie (2003:80) define research methodology as the overall research approach chosen by the researcher, focussing on the steps in the research process, tools to collect and analyse data and procedures to be employed. The recognised data collection methods as witnessed by Saldana (2009:63) are qualitative and quantitative approaches which assist in collecting details of what transpires in the research area. The researcher has collected the information on poor isiXhosa performance by analysing documents such as quarterly mark schedules, learner portfolios, where creative writing marks are captured, i.e. school-based assessment (SBA) and master portfolios where marks are captured. The quantitative approach as reported by Alvesson & Skoldberg (2009:58) quantifies the problem and looks for projectable results, thus confirming findings from different data sources. The following section will briefly discuss this study's data collection techniques.

1.6.3 RESEARCH METHODS AND PROCEDURES

Research methods according to Cresswell and Clark (2011:31) are the theoretical procedures, experimental studies, numerical schemes and statistical approaches used by the researchers to collect data for a proposed study. In this study the researcher has used data collection techniques or instruments to be discussed in the following unit.

1.6.3.1 Data collection techniques

The mixed method design (qualitative and quantitative data collection methods) has been used because the results collected through the two approaches complemented each other. The qualitative data from the deficient performance in IsiXhosa creative writing,

literature and grammar results will be graphically represented in numerical level descriptors in chapter 4. The researcher used qualitative data collection instruments such as focus group interviews, observation and document analysis.

Focus group interviews, according to Baker and Edwards (2012:59), are used to collect descriptive data and cannot be measured numerically. As reported by Alvesson and Sandberg (2013:67), this is a research technique that collects data through interaction on a topic determined by the researcher and data is collected in a guided discussion. In this study, the researcher interviewed the parents in an accountability meeting where stakeholders are invited to the presentation of quarterly learner performance results by the school management team (SMT) and the school governing body (SGB).

1.6.3.2 Observation

Observation as noted by Silverman (2008:10) is a way of gathering data by watching behaviour, events or noting physical characters in their natural setting. The event of marking and capturing marks by IsiXhosa educators has been observed at the participating schools by the researcher during exam time. Observing the marking of the creative writing, particularly essays, attracted the researchers' interest hence learners' scripts in appendix iv have been sampled as proof of the glaring poor performance in paper 3.

1.6.3.3 Document analysis

Documents as argued by Charmaz (2014: 86) are a source of data as documentary evidence is compiled and retained. Documents include available material or data which are in existence prior to the research at hand. Viswambaran and Priya (2015:21) have identified two sources of documents, i.e. primary and secondary sources. The primary sources such as learners' scripts for IsiXhosa, learner portfolios, educators' master portfolios and quarterly mark schedules were analysed by the researcher as the primary sources available at the participating schools (see chapter 4).

1.6.3.4 Population and sampling

A population as illustrated by Bowen (2009: 9 (2) 31) is a collection of participants about which the research makes inferences. The focus of the researcher falls on this collection and he/she has an interest in an identified population. In this context, the researcher has used educators, IsiXhosa subject specialists, parents and IsiXhosa educators to participate in this study. The latter is a set of research participants which, according to O'Leary (2014:56), is selected from a population with the intention of representing the group under study.

From the two types of sampling, i.e. probability and non-probability sampling, this study has used probability sampling. Non-probability sampling as argued by Alvi (2016:14) refers to the action of generalising the findings to the total population from which the sample was taken. Probability sampling occurs when the purpose is to observe certain cases for a specific reason and random sampling is an example thereof. The researcher has randomly sampled 8 parents, 8 subject specialists, 8 educators and 80 learners as shown in table iv.

1.6.3.5 Data analysis

The aim of data analysis as postulated by Onwuegbuzie and Collins (2011:11) is to present, analyse and interpret data obtained from interviews, observation, document analysis and the questionnaires. It has to make sense of large amounts of information from different sources and offer explanations and interpretations thereof. In this study the researcher has made use of sequential analysis, i.e. quantitative data analysis preceded quantitative analysis. Data from the learner performance in paper 1 (grammar), paper 2 (literature) and paper 3 (creative writing) was analysed before the analysis of captured marks and level descriptors in graphical presentation (see chapter 4).

1.7 ETHICAL CONSIDERATIONS

Ethics as witnessed by Bogdan and Biklen (2007:56) is a set of moral principles which is widely accepted as rules and behavioural expectations about the correct conduct towards participants.

Participants in this study were informed from the onset of the research that their involvement was voluntary and that they were free to withdraw at any given moment. Confidentiality was maintained by not mentioning the participants by names. Parents were assisted by translating all the English terms which had to be used during their interview (see appendix xxi).

1.7.1 Validity

Validity as explained by Cresswell (2014:34) refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. It is the consistency of a researcher's measurement instrument or the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects.

The responses of educators in their questionnaires witness the poor results of IsiXhosa in paper 3, which affects the quality of performance in this home language, hence the scarcity of level 6 and 7 in the level descriptors (see graphs 4.24-4.28 in chapter 4).

1.7.2 Reliability

Tavalok and Dennick (2011(2)54) describe reliability as the extent to which an experiment, test or any measuring procedure yields the same result on repeated trials. This means the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances.

The instruments used to collect data in this study, i.e. interviews, questionnaires and observation, give evidence that is in line with the Grade 8 to 12 poor performance in IsiXhosa school-based assessment (SBA) and quarterly results (see graphs 4.24-4.28 in chapter 4).

1.7.3 Trustworthiness

To be trustworthy, declares Burmeister (2012: (25) 272), data collection techniques such as interviews, observation and questionnaires must be appropriate in collecting the most suitable data for content analysis. As illustrated by Cresswell (2014:39), the researcher should choose the best data collection instruments to answer the research questions. In this study, analysis of responses in the questionnaires and interviews give a relevant response to the analysis of data so collected (see chapter 4).

1.8 LIMITATIONS OF THE STUDY

The study had limitations and constraints especially in the scarcity of basic resources such as money, time and personnel. Doing research at school, involving learners who are supposed to be in class and at home after school, was a great challenge. The Eastern Cape is predominantly rural and more than 50% of parents, as stated by Seliane (2011:12), are illiterate and semi-literate respectively. The challenge of illiteracy was experienced when parents had to be interviewed. Though the interviews were conducted in isiXhosa, illiterate parents did not understand other concepts when it comes to grammar and literature; hence it was impossible to design a questionnaire for them.

1.8.1 Underlying assumptions

In carrying out this research the researcher held the following assumptions:

The National Language Policy supports multilingualism in South African classrooms, but the slow progress to implement its contents has an adverse effect on the use of African languages because of:

- A. Disparity in language usage: The Department of Education has elevated English to a superior status in education and in mass gatherings (Moyo, 2003:20(2)152).
- B. Colonised African minds: Africans use English to communicate even where both interlocutors are Africans (Matlwa, 2007(7)10:29).
- C. Political influences: Prominent political leaders address political rallies and other mass gatherings in English rather than in their mother tongues. This confuses Africans who become reluctant to speak their languages because political leaders are their role models.
- D. Africans' failure to harmonise: The speakers of Nguni and Sotho languages have failed to harmonise by not choosing a common dialect that can be understood and used by the speakers and users of that particular language group (Moyo, 2003:20(2)158).
- E. Delayed implementation of the National Language Policy Framework: 2003: Implementation Plan. Prinsloo (2007:34) argues that there is slow progress in terminology development of IsiXhosa to assist rural populations in benefiting from the achievements of political, economic, education and business enterprises.

1.8.2 Delimitations

This study focused on the poor performance of IsiXhosa by secondary learners in the rural Eastern Cape secondary schools. It was guided by Simon and Goes (2013:4) who point out that delimitations are choices made by the researcher concerning what the study will exclude and the reasons thereof. The study did not investigate why the Provincial Language Council does not intervene after having received several reports of poor quality results of IsiXhosa in secondary schools and made no follow-up in implementing the

National and Provincial language policies that encourage development of the previously marginalised languages because this has been covered by other researchers.

The researcher found difficulty in contacting the Special Interest Group for Language and Speech Technology Development at the University of South Africa owing to the distance between the researcher and the group. This group deals with the computational morphology of African languages to assist in their development towards becoming the languages of instruction in the teaching and learning situation. The researcher was also limited by the scarcity of advanced technological devices for processing the analysis of IsiXhosa quarterly results.

1.9 DEFINITION OF TERMS AND CONCEPTS

Different terms relevant to the research are clarified as follows:

African Languages: Refers to nine African Languages (Nguni languages, Sotho languages, Tshivenda and XiTsonga) spoken in different provinces in the Republic of South Africa and the Eastern Cape.

ATP: Annual Teaching Plan: The scheme of work in every subject, planned on a weekly basis.

CAPS: Curriculum and Assessment Policy Statement implemented in 2011. It is a revision of the National Curriculum Statement (NCS).

CAT: Computer Applications Technology: A learning area dealing with advanced computer applications from Grades 10 to 12.

DDD: Data Driven Districts: An Information System called Dashboard that analyses learner performance in different subjects on a quarterly basis.

Executive: A body with official and governing powers.

FET Band: Further Education and Training Band comprising Grades 10 to 12.

HLT: Human Language Technologies: The field which deals with the development of automated description of word forms or a computational morphological analyser for African languages.

ICT: Information and Communications Technology: The basic computer study.

LoLT: Language of Learning and Teaching.

NCS: National Curriculum Statement implemented in 2003.

PANSALB: Pan South African Language Board which was established in 1995 (Act no. 59), mainly to promote multilingualism.

PLC: Provincial Language Committees responsible for language usage in the nine provinces.

Professional: Competent, skilled, expert, proficient, polished.

Promote: To raise to a higher rank.

Secondary schools: Classes from Grades 8 to 12. In this study, special reference is made to the FET Band.

SBA: School Based Assessment: Tests set by educators and written in the classroom, before quarterly tests.

SGB: School Governing Body: Parental component, teacher component and student component form this structure to assist in school governance; it is the mouthpiece of the community.

SMT: School Management Team: The principal, deputy principal and the heads of department form a SMT at school.

In conclusion, the structure of the research from chapters 1 to 5 is set out in the following discussion.

1.10 CHAPTER DIVISION

Chapter 1

Chapter 1 deals with the background of the research, awareness of the problem, aim of the research, the research design and the programme of study.

Chapter 2

A theoretical background to the study is provided in this chapter. Concerning language acquisition, theorists such as Vygotsky, Piaget, Sapir and Whorf's inputs are discussed. A literature review on efforts to improve mother tongue learning in Nigeria and Singapore has been tabled.

Chapter 3

The qualitative research design comprising the selection and sampling of interviewees who were interviewed during data collection will be dealt with in this chapter. Questionnaires were also used to gather relevant information from the learners, subject specialists and educators. Subject advisors and educators, as personnel who are practically involved in the teaching and learning situation, were also be interviewed.

Observation of IsiXhosa marking was done by the researcher. All this is discussed in this chapter.

Chapter 4

Chapter 4 deals with the findings of the research after responses from the questionnaires had been collected and interviews conducted. Analysis of information gathered from interviews and questionnaires will be tabulated. The educators' and learners' views concerning the African languages and especially IsiXhosa poor performance will be discussed.

Chapter 5

This final chapter will give a critical evaluation of the study. In conclusion, recommendations about the current and future plans to improve the teaching and learning of IsiXhosa and all African languages for their continual viability in all public sectors will be highlighted.

1.11 SUMMARY

Chapter one is an overview of the study where the legal framework of the official languages, the theoretical framework and the conceptual framework were briefly highlighted. The motivation of the study, the rationale, the problem statement, the research design and the research methods were presented. Data collection techniques have also been proposed in this chapter. Lastly, the ethical considerations, limitations definition of concepts and the chapter division were clarified.

Chapter two will discuss the theoretical and the conceptual perspective of the study.

CHAPTER 2: THE THEORETICAL AND CONCEPTUAL PERSPECTIVE OF THE STUDY

2.1 INTRODUCTION

This chapter attempts to place the research into a context-based approach to an appropriate theory which constitutes a theoretical and conceptual framework for it. The discussion starts by outlaying the politico-historical context of IsiXhosa, the importance of home language instruction for learners and the home language instruction in South Africa prior to 1994, the rationale for teaching IsiXhosa home language skills, challenges emanating from using English as a medium of instruction and the barriers contributing to the poor performance of IsiXhosa in the Eastern Cape rural secondary schools. Two psychologists' views on language development, i.e. Lev Vygotsky's and Jean Piaget's, will be highlighted. The language theorists' views such as Noam Chomsky, Benjamin Whorf and Edward Sapir concerning language acquisition and thought will also be brought into light. Some countries share a similar view to South Africa's in their mother tongue implementation. Nigeria and Singapore will be briefly discussed in the light of the above.

2.2 THE HISTORY OF ISIXHOSA

IsiXhosa is one of the Bantu groups of African languages which forms part of the larger Niger-Congo language family. According to Nomlomo (2010:12), the language is one of the Nguni group, IsiSwati, IsiZulu and IsiNdebele. The arrival of the missionaries in 1820 as reported by Erlank (1999:(31)42) was the introduction of formal education in Xhosaland as discussed in paragraph 2.1.2. They pioneered the introduction IsiXhosa in written form for the first time. The primary purpose of the missionaries was to assist the converted amaXhosa in reading and understanding the scriptures in their mother tongue.

2.2.1 Missionary education (1823-1948)

At the time of the arrival of the missionaries, the AmaXhosa had no written form of their language. As Erlank (1999 : (31)45) indicates, the missionaries had to acquire the language, master the clicks and adapt their alphabet to represent the unfamiliar sounds of IsiXhosa. The establishment of Lovedale in 1823 played a role in developing IsiXhosa as a written language. The majority of missionaries, Welsh (1998:63) argues, lacked formal western education; however, they succeeded in learning to speak and write IsiXhosa. The first principal of Lovedale was William Govan, a Scotsman. According to Mtuze (1989:8), he spent a few months learning IsiXhosa and he was assisted by Rev Bennie, who always translated into IsiXhosa on occasions where amaXhosa attended.

Curricula at Lovedale which included studying Greek and Latin, as illustrated by Erlank (1999:(31)36), were not relevant to the Africans and would hardly benefit them. As reported by Welsh (1998:31), civilised Africans studied English, Science, Scriptures and Arithmetic, and had to translate and impart their knowledge to other Africans in isiXhosa, the skill which would have developed IsiXhosa, if it had continued up to the present moment.

In 1824 John Bennie, as indicated by Thompson (1990:76), wrote the first IsiXhosa vocabulary, thus setting the scene for the establishment of a printing press which was known as the Lovedale Press. Thompson (1990:81) notes that, through this press, IsiXhosa had by the early twentieth century developed the strongest African literary tradition in the country. The most famous authors in this tradition, as postulated by Mtuze (1989:63), were Rubusana, Soga, Mqhayi, Jordan, Jolobe and Sinxo. When the scholars were able to read, they were sent to the central schools. Some AmaXhosa converts became evangelists and interpreted English sermons to IsiXhosa for the missionaries and that, according to Erlank (1999 : (31)81), had a great impact on the AmaXhosa community. As a result, more AmaXhosa attended the missionary schools and became ordained priests such as Tiyo Soga who made his mark in the revision of the IsiXhosa Bible in the

late 1860s. Others converted and learned AmaXhosa and became teachers who, according to Erlank (1999:(31)54), taught whosoever showed an inclination to learn.

According to Erlank (1999:(31)76), Ross brought a printing machine in 1826 which printed more IsiXhosa grammar books and translations of the Bible into IsiXhosa. He compiled a systematic vocabulary of IsiXhosa, produced the first IsiXhosa spelling book, word list and grammar, and wrote several readers. Boyce (1979:284) provides evidence that educationists in the missionary era believed that there should be greater emphasis on mother tongue instruction, less academic and more practical work, and more importance given to the AmaXhosa's own culture. Mtuze (1989:56) points out that over the centuries changes occurred in the missionaries' foundation of developing and using IsiXhosa as a medium of instruction when teaching was controlled by the governments that followed the regime as will be outlined in the following discussions.

2.2.2 Home language instruction in South Africa prior to 1994

Prior to the Afrikaner rise to power, as reported by Angogo (1978:(9)2:4), African children received the first four years of primary instruction in their mother tongue. As the separate development concept advanced, reports Angogo (1978:(9)2:8), black children continued throughout the seven years of primary schooling. Irrespective of the segregation policy, mother tongue development and multilingualism assisted learners up to tertiary level with sound proficiency in their mother tongue, English and Afrikaans. According to Dalvit, Murray and Terzoli (2009:(46)13), multilingualism was a necessity for survival because Africans had to communicate in English internationally and bond with all the provinces in Afrikaans and different mother tongues.

The problem, as stated by Paul (1948:65), occurred when the apartheid regime divided the language body for Bantu (blacks) into seven bodies, four for the Nguni group and three for the Sotho group. The task of the language board for Bantu languages (home languages/mother tongues), states De Wet and Wolhuter (2009:(29) 363), was to standardise the respective Bantu languages, and come up with scientific concepts and

technologies for them. According to Angogo (1978:(9) 2:11), if the latter was accomplished, African languages would be instruments for communication in high functional formal contexts such as media of instruction in education as is the case in Singapore (the Higher Mother Tongue (HMT) and the Mother Tongue Language (MTL)).

The higher the development of learners' linguistic skills, the higher their ability to acquire, process and use information, (i.e. cognitive academic language proficiency) which will assist in making a contribution to the country's economy. The downturn of results in black education, as witnessed by Paul (1948:120), was the introduction of a policy that reduced mother tongue instruction from the seven years of primary education to three years. Different education systems which had a negative impact on the development of IsiXhosa will be discussed in the following paragraphs.

2.2.3 Apartheid education system

As stated by Welsh (1998:45), when the Nationalist government came into power in 1948, missionary schools had to apply for private status and subsidies to them ceased. Everything that the missionaries had established educationally was disestablished by the Nationalist government. The policy of segregation, as reported by Boyce (1979:281), was introduced; hence the birth of the Bantustans and the Bantu education system which will be outlined in the following paragraphs.

2.2.3.1 Bantu education system

The introduction of policies of separation between whites and non-whites prevailed during the apartheid regime. Thompson (1990:62) indicates that Bantu education introduced vernacularisation of the medium of instruction in African primary schools. The government officials' argument was that the media of instruction would gradually be extended to secondary schools and training institutions. The Eiselen Commission, as stated by Mahlasela (1973:12), was established in 1949 to investigate the issues of Bantu education in South Africa. The Commission recommended that the vernacular should be

the medium of instruction for at least the duration of the primary school years. The government accepted the recommendations and the *Bantu Education Act* (Act No 47 of 1953) was passed by parliament. Boyce (1979:280) provides evidence that the government then chose English and Afrikaans as the official languages and accorded them equal rights by the Constitution. At the same time, Bantustans which were the creation of the apartheid government, came into power. For this study the Transkei and Ciskei systems for IsiXhosa speakers will be briefly stated in the following paragraphs.

2.2.3.2 Bantustan education system

The Transkei and Ciskei were founded as a result of the segregation policy of the Nationalist government. According to Boyce (1979:280), the Transkei was proclaimed as the first Bantu national home and in 1963 Transkei obtained self-government and independence in 1976. The Ciskei followed suit and both Bantustans had English and Afrikaans as official languages.

2.2.3.3 Transkei and Ciskei education systems

The Transkei and Ciskei were both AmaXhosa homelands during the apartheid regime. According to Jafta (1971:46), both IsiXhosa-speaking areas had attained self-governing status and independence thereafter. They had their laws and constitutions resembling the Bantu education system where English and Afrikaans were the official languages. As stated by Jafta (1971:56), IsiXhosa was offered as a subject, but was never developed as the missionary education had paved the way for IsiXhosa development and use as a medium of instruction. Boyce (1979:287) reports that poor administration of resources and closing down of the missionary schools affected the development of IsiXhosa because the Nationalist government withdrew its subsidies and only a few Roman Catholic schools survived on their own. Bantustans and self-governing states became part of the new South African government in 1994 and the new education system for all races was established.

2.2.3.4 Post-apartheid education system

When the new government came into power in 1994, the Constitution of the new republic (Act 108 of 1996) committed itself to redressing the imbalances of the past. Amongst them was the promotion and development of the nine indigenous languages, thus bringing them on a par with English and Afrikaans. By this promotion, section 6 of the Constitution was providing 11 official languages for the respect and tolerance of South Africa's linguistic diversity. The new education system had to implement the language policies which will be discussed in sections 2.7.3 to 2.7.8 followed by an overview of the education systems and the part they have played in addressing the language issues.

2.2.3.5 Curriculum 2005 (C2005) and Outcomes-Based Education (OBE)

Lemmer (2010:53) argues that the new proposal of C2005 and Outcomes-Based Education as an approach to the new curriculum allowed for indigenous languages to be used as media of instruction. The language policies discussed from sections 2.7.3 to 2.7.8 promote multilingualism and the Language in Education Policy (LiEP) emphasises that learners must be taught in their mother tongue.

The *South African Schools Act* (Act 84 of 1996) section 6(2) gives the School Governing Bodies (SGBs) the right to determine the language of teaching and learning at all schools they govern, subject to the Constitution of the Republic of South Africa. Webb (2004:28(2)149) declares that SGBs unfortunately have no proper understanding of policy formulation and also do not have information relevant to policy selection. The Department of Basic Education (2010:68) discovered that in rural areas SGB members are illiterate, semi-literate and a few are literate parents; hence these SGB members are unable to decide about the language of instruction (LoLT) at their respective schools.

The thinking in C2005, as pointed out by Nomlomo (2010:120), was that learners learn best in their mother tongue. Contrary to the latter statement, English still dominates and is still used as the language of learning and teaching in primary schools, secondary

schools and tertiary institutions respectively. Alexander (2005:(2) 9:36) discovered that the lack of implementing the development and upliftment of indigenous languages tends to negate the principles contained in language policies planned and reduces them to mere lip service.

Less training of educators, as discovered by Lombard (2007:146), owing to the lack of resources, caused confusion and contradiction because there cannot be outcomes without sufficient resources. Jansen (1999:56) complained about the complexity of the curriculum when compared with its demands and likelihood of successful implementation; hence there were poor outcomes contrary to what is proclaimed by the approach. Poor language skills both in LoLT and mother tongue as a result of C2005 were criticised because learners could not read, write or count and C2005 had to be replaced by the Revised National Curriculum Statements (RNCS) in 2004.

2.2.3.6 Revised National Curriculum Statements (RNCS) and National Curriculum Statements (NCS)

In June 2000, the report of the Review Committee formed after the complaints about OBE, as stated by Jansen (1997:17(2)10), forced the Council of Education Ministers to revise OBE and introduce RNCS in the General Education and Training Band (GET) and NCS in the Further Education and Training Band (FET). A ministerial project was established to draft RNCS. The RNCS had to build on the vision and values of the Constitution. In 2004 it was introduced in the Foundation Phase. According to Tollefson and Tsui (2004:86), it aimed at creating literate and multi-skilled learners by implementing the language policies which the C2005 failed to do. Likewise, RNCS was wanting because, as witnessed by Webb (2004:150), it put little emphasis on subject matter knowledge and quality assessment. It failed to implement the language policies, let alone mother tongue instruction from Grades R to 3 as stipulated in the RNCS Grades R-9 (2003:4). The RNCS was codified to the Curriculum and Assessment Policy Statements (CAPS) by the Review Report on NCS in 2009.

2.2.3.7 Curriculum and Assessment Policy Statements (CAPS)

Curriculum 2005, NCS and RNCS did not satisfy the requirements of the democratic South Africa; hence the introduction of CAPS in January 2012 from Grades R to 3 and Grade 10 in the FET Band. Mandatory training started in 2011 with the aim of adding a greater degree of coherence as it sought to strengthen the NCS. Educators were trained in in-service courses and CAPS was gradually implemented in Grades 4 to 9 in 2013. As stipulated in Curriculum News (2011:14), CAPS had to be implemented in Grade 12 in 2014. CAPS stipulates cognitive levels and accompanying skills to be attained by a learner in every concept taught. CAPS is monitored by the Annual National Assessment (ANA) in Grades 3, 6 and 9. The Home Language (HL) or (mother tongue) in Grade 3 is assessed by ANA and has been performed above 50% nationally. ANA has not assessed the Home Language in Grade 9 and mother tongue instruction has started to be implemented from Grades R to 3.

Publication of a draft policy, Incremental Introduction of African Languages in South African Schools Draft Policy 2013 (IIAL), is directed at strengthening African language teaching to improve learning outcomes. Poor learning outcomes in South Africa, as outlined in IIAL (2013:5), are to a great extent the result of poor language proficiency and utility. The draft policy IIAL (2013:6) agrees that very little or nothing has been done up till now by institutions, broader civil society or the education sector to address the African languages development problem.

Lombard (2007: 11 (1) 46) discovered that scarcity of resources and infrastructure to assist in the development of indigenous languages still poses a great concern in the education system. In trying to address the matter, as an initial stage, the Department of Basic Education (DBE) (2010:4) works with publishers to ensure that approved textbooks and readers are available to support IIAL in the Home Language and the First Additional Language (FAL) respectively.

DBE and CAPS workbooks are available for both HL and FAL for all official languages. The IIAL draft policy (2013:7) requires all learners to offer an African language at FAL level. Implementation of home language instruction, as declared by Lemmer in Lemmer and Van Wyk (2010:78), is evident in Afrikaans and English learners whose performance up to Grade 12 is superb, unlike Africans who are instructed in a foreign language.

2.3 THE IMPORTANCE OF HOME LANGUAGE INSTRUCTION FOR LEARNERS

All countries in the world, especially the developed nations, have language policies which emphasise mother tongue instruction with the aim of reducing poor performance at school, improving parental involvement in education, and promoting multilingualism. Khosa (2012:41) agrees that mother tongue instruction creates opportunities for students to develop effective cognitive skills. A living example is from one of the developing countries such as Singapore where Higher Mother Tongue (HMT) runs from primary level to college level. This has assisted Singapore in helping students to develop literacy skills which, according to the Ministry of Education in Singapore (2012:(08)7), provide a strong foundation as the students progress on their educational journey.

A developed mother tongue system as agreed to by the Ministry of Education in Singapore (2012:(08)9) has given Singapore the opportunity of being ranked as one of the world's best performing school systems and students are ranked among the top in reading (with 8.5% rate of illiteracy compared with 45% in South Africa), Maths and Science.

Unlike South Africa, as Lafon and Webb (2008:51) comment, the poor development of indigenous languages or home languages has resulted in the use of English as a medium of instruction from primary to tertiary level as will be outlined in the following discussion.

2.3.1 The challenges facing IsiXhosa-speaking learners emanating from using English as a medium of instruction

In South Africa the high prestige of English, as illustrated by Probyn (2009:12(2)125), and the negative social connotation of the African languages in high function public contexts has led to a strong preference for English as a medium of instruction. School Governing Bodies adopt a language-in-education policy in which English is an official medium of instruction. Such a policy, according to Nkosana (2011:11(1)131), presents a serious problem since black learners' English language proficiency, especially in rural areas, is not adequate for using it as a language of learning.

Black learners in rural areas such as Mbizana have no exposure to English because nobody speaks it at home; thus English acts as an obstacle to the educational development of black learners. When compared to the peers of other population groups, Nomlomo (2010:119) alludes that 90% of African learners are currently doing worse in Mathematics, Physical Science, Accounting and other content subjects. Furthermore, when we compel students to learn in these subjects in a language in which they are not proficient, Webb (2004:28(2)161) claims we are taking away their right and thus making language a barrier to their access to knowledge. The Eastern Cape Province always comes last in matriculation results. The LoLT is a barrier to the learners because more than 90% of learners come from remote rural areas with no exposure to English (Republic of South Africa).

Language, argues Stroud (2003:6(1)23), signifies a person's identity and cultural values, but it does not do so with learners from rural areas because their African languages have not been developed such that they have specialised concepts and terminologies of skills and knowledge in which they can be applied. For African languages to be developed, advises Prah in Kamwendo, Jankie and Chebane (2009:19), transfer of knowledge and terminology is possible only if terminologies have been developed for those intending to follow scientific and technical developments; and Africans do have the capacity to develop their own terminologies given the chance to develop their skills technologically.

2.4 RATIONALE FOR TEACHING ISIXHOSA HOME LANGUAGE SKILLS

The home language level as pronounced by Nyika (2014:111 (1) 2:2) provides for language proficiency that reflects the mastery of basic interpersonal skills required in social situations and the cognitive skills essential for learning across the curriculum. Emphasis is put on the listening, speaking, reading, and creative writing skills at this language level which will be discussed in the following unit.

(i) Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners, according to Prinsloo and Heugh (2013:3), collect and synthesize information, construct knowledge, solve problems and express ideas and opinions. Critical listening skills enable learners to recognize values and attitudes embedded in texts and to challenge biased and manipulative language. All these oral communication skills are conveyed through the appropriate use of language structures. The learning of language structures should help successful communication and be linked to the functional uses of language in different settings, e.g. expressing one's thoughts or feelings.

(ii) Reading and viewing are central to successful learning across the curriculum as well as for full participation in society and the world of work. Meiers and Buckley (2010) are of the opinion that learners develop proficiency in reading and viewing a wide range of literacy and non-literacy texts, including visual texts. The understanding and interpretation of written and visual materials are determined by the learner's knowledge of language structures, conventions and their own experiences. Language structures help learners to understand the way in which texts are structured. Learners must apply pre-reading, reading and post reading strategies that assist them to comprehend and interpret a wide range of texts. Learners require vocabulary through reading a wide variety of texts.

(iii) Creative writing and presenting, declare Lighthown and Spada (2006:5), allow the learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables the learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who use their skills to develop and present appropriate written, visual and multimedia texts for a variety of purposes. (Note the example of a text in appendix iii). Knowledge of language structures should be taught for constructing texts in their contexts of use. The application of language structures should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which the learners learn to read and write at school. Zimmerman and Smit (2014:34(3):6) stress that language structures such as synonyms, antonyms and conjunctions should be integrated with writing, presenting, reading and speaking.

(iv) Language structures and conventions: Language teaching ensures that grammar must be taught in context. From the passages/texts read by the learners, grammar has to be approached contextually. Failure to penalise the learners for poor spelling in grammar and literature has resulted in the learners' worst spelling mistakes in creative writing.

Rural schools SGBs have a challenge when it comes to making language policies. The level of literacy is a contributing factor that denies parents the right to choose the language of instruction in their schools as will be outlined in the following section.

2.5 THE BARRIERS WHICH CONTRIBUTE TO THE POOR PERFORMANCE OF ISIXHOSA HOME LANGUAGE IN THE RURAL EASTERN CAPE SECONDARY SCHOOLS

According to Tshotsho (2013 (3) 13:42) inequalities in South Africa have resulted in two public schooling systems - one functional for the wealthy urban schools (25%) and the other the impoverished rural schools (75%). Urban schools are well established and better resourced than rural schools. As stated in section 2.2.1, the use of English as the

medium of instruction due to the underdevelopment of IsiXhosa is contributing to the under-performance of matric results in the rural secondary schools. Due to the above reasons, the following sections will discuss factors which contribute to the poor performance of IsiXhosa in the rural secondary schools where the home language is spoken.

2.5.1 IsiXhosa home language and classroom performance of Grades 8 to 12 learners in Mbizana

From C2005 up to CAPS, performance in IsiXhosa from Grades 8 to 12 has been questionable because of the learners' poor performance in their mother tongue. In C2005 the outcry was about the learners' inability to read, write and count; these problems still prevail despite good language policies which, according to the Department of Basic Education (2010:12), are not implemented.

Poor learner performance in IsiXhosa in different assessment programmes is aggravated by their inability to write meaningful sentences, they have poor spelling and punctuation is alarming (see appendix xvi). In chapter 4, analysis of isiXhosa performance for Grades 8 to 12 learners is analysed from tables 4.5.1 to 4.5.5. IsiXhosa learners are not capable of achieving levels 6 and 7 descriptors to show outstanding achievement in their mother tongue. In the Grade 12 final results, level 7 is rarely attained owing to the

Even a 100% pass rate in IsiXhosa, comments Nomlomo (2010:119), shows poor quality performance in this mother tongue when it comes to an analysis of the final marks according to the level descriptors (see Tables 4.5.1 to 4.5.5).

2.5.2 Non-availability of proper language policies in rural schools

LiEP, SASA, IIAL and Chapter 2 of the Constitution of the Republic of South Africa are the legal framework to be used by the SGBs when drafting the schools' language policies. SASA (section 38 (1)) gives the SGB members the right to choose the school's language

of instruction. All schools are expected to have their language policies in line with the relevant legislative framework mentioned above. School policies including the language policy are crafted by the educators, because the supportive legal framework is written in English. Unfortunately for the rural schools, the level of literacy of the parents, including those in the SGB, is low or illiterate, hence the parent interviews had to be translated into IsiXhosa (see appendix xxi). For the welfare of any subject, Kahl, Hofman and Bryant (2013:21) advise that the policy must state clearly the qualifications expected from the educators who will be teaching the language as the following unit will state.

2.5.3 Under-qualified and non-qualified IsiXhosa HL educators

Almost 80% of the participants have not majored in the language at tertiary level. They have passed levels 1 and 2 in their degrees, diplomas and certificates. There are no incentives such as bursaries to assist the home language educators in furthering their studies at tertiary level. 20% of the participants have majored in IsiXhosa in their degrees. No participant has honours, masters nor a doctorate in IsiXhosa or is studying towards these. Even those who are not participants are not furthering their studies in the language despite the fact that they teach it. Even the universities have the least number of educators furthering their studies in these African languages as Bush, Joubert, Kiggundu, and van Rooyen (2009:3-4) witness. This is due to the demotivation of treating the language separately from those called scarce skills subjects, such as Maths, whereas the basic language skills such as reading and writing are dying (see appendix iv).

2.5.4 Less attention paid to the monitoring and support at school level

The district officials such as the subject specialist, advises Gill (2008):62(2)108), have to guide, monitor, support and supervise the teaching and learning of a home language. Unfortunately, when support visits are done, the focus is always on Maths and Science, and little or no attention is paid to IsiXhosa home language. At the beginning of each year, school readiness teams demand the schools' operational plan, the annual teaching plan (ATP), the assessment plan encompassing the school-based assessment (SBA) and

formal assessment and the school-based moderation plan. The departmental heads (HoDs) have to monitor syllabus coverage on a weekly basis in line with the ATP. This monitoring is expected to make teaching and learning of IsiXhosa effective and efficient but in vain.

2.5.5 Inadequate provincial and district training for IsiXhosa educators' development

From the provincial to the district level, recommends the National Education and Evaluation Development Unit (NEEDU) report (2013:79), secondary schools' IsiXhosa language educators ought to attend refresher courses/workshops as in-service programmes to improve their teaching skills. It is the district's duty to ensure that all schools have resources such as set books for drama, short stories, novels, poetry, a variety of grammar books, newspapers and different types of fiction to expose the learners to the use of their mother tongue. Learner Teacher Support Material Committees at district and school levels must place orders for all the reading material six months before the next academic year to accommodate delays which might be caused by the out of print material. Failure to place orders on time results in learners sharing books which denies the learners exposure to the reading material in their spare time.

2.5.6 Poor resourcing of rural secondary schools

Unequal distribution of resources to urban and rural schools has put rural secondary schools on the lowest level of performance as matric results always show the predominantly rural provinces on the last three from the bottom, Eastern Cape being the last one for twenty-four consecutive years.

IsiXhosa radio and TV lessons are supposed to be organised by e-learning to supplement the teaching and learning of the mother tongue. All subjects are catered for in e-learning programmes, not Maths and Sciences only, as the focus is on them thus failing the home

language educators by denying them the necessary skills to assist in improving their teaching in the classroom.

Menzelwa (2018:7(25)1) reports that out of 5270 schools in the Eastern Cape only 554 have libraries. Out of this 554 only 216 are secondary schools in the urban areas and the villages of the former Transkei and Ciskei. Therefore, rural secondary school learners have no libraries where their reading skills can be developed by being exposed to a variety of IsiXhosa reading material.

2.6 THE RELATIONSHIP BETWEEN LANGUAGE AND COGNITIVE DEVELOPMENT: A THEORETICAL FRAMEWORK

The following sections will highlight various psychologists' and theorists' views on the relationship between language and cognitive development. Among these are Lev Vygotsky, Jean Piaget, Noam Chomsky and Sapir Whorf.

2.6.1 Vygotsky's theory on language acquisition

Vygotsky's (1939:19) theory stresses the fundamental role of social interaction in the development of cognition. In addition, he views the use of signs (sign language), and symbols as mediators of human cognition. This psychologist maintains that children need to master a set of mental tools in language acquisition. As such he places more emphasis on the role of language in cognitive development which, according to him, results from the internalisation of languages. He claims that in our action of speaking we use language as a tool for developing thought and, simultaneously, we develop language through thought. He also stipulates that thought and languages are initially separate systems from life itself (Vygotsky, 1978:23).

Vygotsky's support of social interaction as basic to the cognitive development in language acquisition emphasises the fact that society needs to be involved in the child's education. For example, learners' exposure to IsiXhosa in society will contribute to their acquisition

and development of their home language. He also promotes small groups reading together whereby learners will share what they have read with others. This research takes into account the poor performance in reading and comprehension of secondary school learners which is probably the result of failure to expose learners to a variety of IsiXhosa reading materials. The scarcity of libraries in rural schools (such as Mbizana), as witnessed by Mhlana (2011:23), is a major contributing cause of poor reading and comprehension skills in IsiXhosa. Vygotsky (1978:22) pronounces that significant learning by the learner occurs through social interaction with a skilful teacher or parent who 'transmits' useful information to the learner. Then, language becomes a powerful tool of intellectual adaptation.

In classroom applications, Vygotsky (1962:57) discovered reciprocal teaching which assists in improving a learner's ability to learn from text. In this teaching method, the four skills of summarising, questioning, clarifying and predicting are acquired. These four skills are fundamental in the teaching of IsiXhosa home language because they constitute learner-centred methods in the classroom.

In addition to the acquisition of the four skills, Vygotsky (1962:51) argues that the home language assists students in becoming fast learners as it is critical for learning and performance activities. He therefore supports the principle that the mother tongue should be used as a medium of instruction. He is of the opinion that using their mother tongue in interaction with others, outside and inside the classroom, learners communicate thoughts, and through verbalising those thoughts combine their experiences with those of others, thus embarking on a continual lifelong learning process.

In line with these arguments, Vygotsky's (1978:56) theory places emphasis on language development in the classroom and like all socio-cultural researchers he places language in a central position. The fact that Vygotsky highlights home language instruction in the learners' education brings forth the view of vocabulary development which will accelerate classroom performance in their mother tongue. Mother tongue instruction assists in the process of social shaping whereby learners will participate in societal issues without any

language barrier. The following discussion will focus on Piaget, another psychologist, who shares views similar to those of Vygotsky. As reported by Wink and Putney (2002:16), both psychologists concentrated on intellectual development but each pursued this interest from different socio-cultural paths.

2.6.2 Piaget's theory on language development

Wink and Putney (2002:20) ascertain that Piaget was primarily interested in knowledge formation. Piaget's theory is a theory of construction occurring in the individual's mind. He claims that cognitive development stems from independent explorations in which children construct knowledge of their own. According to Piaget (1959:31), thought comes before language, as he maintains that language depends on thought for its development. The same applies in the case of IsiXhosa development, as the learners' thought can be empowered by exposing them to a variety of reading materials, including electronic reading materials, which they can explore independently and come up with their discoveries.

Infants, as reported by Piaget (1952:43), are born with the basic material for intellectual development. Piaget's main focus (1967:61) is on motor reflexes and sensory abilities. He believes that young learners are curious and actively involved in their own learning and the discovery and development of new understandings. As a result, he emphasises self-initiated discovery. Similar to Vygotsky, Piaget (1967:32) also believes that language and thought are related and that they develop together. However, his later studies as reported by Behr, Erlanger and Nicholas (1980: (92)14) opposed the latter fact, stating that language is not enough to explain thought, because the structures that characterise thought have their roots in action.

2.6.3 The relationship between language and thought

The following sections briefly discuss the language theorists' views on the relationship between language and thought, namely Noam Chomsky, Benjamin Whorf and Edward Sapir.

2.6.3.1 Noam Chomsky's theory of language acquisition

Chomsky (1957:41) originally believed that the Language Acquisition Device (LAD) is a series of syntactic universals found in all languages. These structures are inborn. According to Chomsky (1965:18), the mechanism of language acquisition is formulated from innate processes. These processes compel children to listen attentively to speech sounds and also imitate adults. Chomsky (1977:31) proposes that all children share the same internal constraints which closely characterise the grammar they are going to construct. He points out that since we live in a biological world there is no reason for supposing the mental world to be an exception; accordingly, he emphasised that language and cognition are separate abilities in the mind as opposed to Sapir and Whorf's hypothesis which will be discussed in section 2.4.2.

Chomsky (1977:40) argues that there is a critical age for acquiring a language as is true for the overall development of the human body. According to Chomsky (1977:43), every child has a LAD which encodes the major principles of a language and its grammatical structures into the child's brain. He further relates that children have to learn new vocabulary and apply the syntactic structures from LAD to construct sentences. The LAD triggers at the age of six months and at one year, when the child can produce the first words.

Chomsky's theory applies to all the languages because they all have nouns, verbs, consonants and vowels. He agrees that every language is extremely complex but children become fluent within five or six years regardless of their intellectual ability. The following section discusses the two language theorists' views of language and thought.

2.6.3.2 Benjamin Whorf and Edward Sapir's theory on the influence of language on thought

Many theories were put forward to explain language, learning and cognition of the developing child. Among these theories is the Sapir and Whorf Hypothesis (SWH) of interaction between language and cognition which, according to Franklin, Drwonikou, Bevis, Davie and Regier (2008:105(9)3222), has been controversial. Experiments as cited by Franklin et al. (2008:105(9)3223) have confirmed that there is an interaction between language and cognition. Whorf (1956:23) argues that language largely determines the way in which human beings perceive and think about their world. Ellisworths (1992:65) indicates that Whorf further maintains that language is a programme and guide for mental activity; according to him, language as such controls the world view and plays an active role in the process of cognition. As regards different languages, Whorf (1956:27) states that different languages have different world views; hence different opinions emerge from different language speakers world-wide.

Sapir (1985:72) argues that there are no two languages that have similarities to be considered as the same social reality. Kay and Kempton (1984 :(86)69-70) declare that Sapir and Whorf describe two hypotheses about the relationship between language and thought:

1. The first hypothesis is the linguistic hypothesis, which states that the language differences cause differences in the minds of people who use that language.
2. The second hypothesis is that the structure of human cognition is determined by the categories and structures that already exist in language. This means language affects thought through syntax and semantics which shape or limit the ways individuals perceive them.

Sapir (1961:22) is convinced that grammar and lexicon in a language determine that there is a conceptual representation of the user's language. Both theorists are credited with

developing the most relevant explanation outlining the relationship between thought and language. Whorf (1956:53) concludes that language improves communication, expands the mind with the abstraction, shapes culture and can build verbal concepts.

The conclusion of the two theorists is supported by the example of how Singapore and Nigeria deal with mother tongue use in the classroom to shape the children's cultures in their respective countries, as pointed out in the following sections.

As the psychologists and theorists have witnessed above, different countries hold different perspectives and views as far as mother tongue instruction and multilingualism are concerned. The researcher identified two countries which have policies similar to South Africa on mother tongue instruction and multilingualism, namely Singapore and Nigeria. The reason for identifying the two countries is the relevance of their home language implementation policies to what the researcher envisages for IsiXhosa at Mbizana senior secondary schools. According to the Ministry of Education in Singapore (2012:(08)6), the country has the best example of home language instruction and Higher Mother Tongue (HMT) policy from primary to college level, hence it is ranked among the world's best performing school systems, as discussed in section 2.5.

2.7 LANGUAGE EDUCATION IN SINGAPORE

In this country the government recognises four official languages: English, Malay, Mandarin and Tamil. According to Khan (2014:2(4)2), every ethnic group is ascribed an official mother tongue by the government. Mother tongue is regarded as a way to preserve unique cultural values in a multicultural society. Official status is accorded to these languages so as to grant linguistic and cultural recognition to the multi-ethnic population.

As Dixon (2005:6) reports, more than 20 dialects were altogether identified by the Singaporeans in 2004. As Singapore views dialects as another variety of a language, one's dialect is inscribed on each of their identity cards. These dialects are falling into

disuse as many are rarely used by the mass media and are generally only spoken by the elderly.

In Singapore, secondary school students are required to master two official languages, one of the ethnic mother tongue and English. English is learned as a first language and the ethnic mother tongue as a second language. Mother tongue is seen as a way to preserve unique cultural values in the multicultural society. Khan (2014:2(4)6) states that the English used in Singapore is different from standard English spoken in the United Kingdom, and is referred to as Singlish.

Similar to South Africa, Singapore's bilingual policy gives dominance to English as an official and administrative language. Proficiency in English, as identified by Soh, Too and Tan (2012:9), has granted Singaporeans greater access to global opportunities. The same applies to South Africa, where English has been mainly adopted for access to the political and economic world. Parliamentary proceedings, according to Chiuan (2003:44), are carried out in English. This includes the legislation and government websites that are also published exclusively in English. As regards the parliamentary proceedings, slight differences occur between Singapore and South Africa. For example, the province of KwaZulu-Natal does use IsiZulu in parliamentary proceedings, although this is rarely practised (Focus Interactive, 2003:14(2)34).

2.7.1 Home language policy in Singapore

Singapore's home language policy is based on Vygotsky's theory of language development. Singapore's Higher Mother Tongue (HMT) policy, as stated by Khan (2014:2(4) 3), requires all Singaporeans or Singapore permanent residents to study their mother tongue from primary school to tertiary level. HMT is of a higher level of difficulty to assist students to achieve higher proficiency in their respective mother tongues. As discovered by Khan (2014:2(4)4), HMT encourages students to develop advanced skills in their mother tongue, among which are digital media such as electronic learning. Consequently, there are textbooks for different subjects offered from primary to tertiary

(college) level written in the students' respective mother tongues. This implementation of mother tongue instruction in Singapore, according to Soh, Too and Tan (2012:5), is pedagogically sound and improves the students' ability to make a contribution to the country's economy.

2.7.2 Official languages in Singapore

As discussed by Subhan (2007), Singapore is a racially and linguistically diverse city-state. It has four official languages, i.e. English, Mandarin, Malay and Tamil. Dixon (2005:44) avers that the history of these languages dates back to British colonial rule in 1819-1942 where most schools taught in one of the four languages. After World War II the government encouraged the Singaporeans to be fluent in both English and their mother tongue. The Ministry of Education Media Centre (2007:13) points out that mother tongue refers to the official language assigned to a racial group, i.e. Mandarin for Chinese, Malay for Malays and Tamil for most Indians and as such they are used as media of instruction in different primary years of schooling in Singapore.

In 1966 the bilingual education policy was introduced. As clarified by Gupta (2013:19), English could be taught as a first or second language. English became popular, resulting in mother tongue being taught only as an academic subject.

Differences exist between South Africa and Singapore in the case of official languages. South Africa has eleven official languages and Singapore has four. Unlike South Africa, in Singapore mother tongue is offered at a higher level called Higher Mother Tongue Language (HMTL) up to university level

2.7.3 Higher Mother Tongue Language (HMTL) in Singapore

Higher Mother Tongue Language is an optional subject which, according to the Ministry of Education Centre (2013 :(21)10:21), is offered to eligible students at primary and

secondary school levels. The number of students taking HMTL has increased as shown in Table 2.1 below.

Table 2.1: Increasing number of HMTL students (2015) (Ministry of Education)

Languages	% of primary school leaving exams (PSLE)		% of students at O level	
	2003	2012	2003	2012
Higher Chinese	21.6%	27.4%	18.2%	30.1%
Higher Malay	5.7%	8.3%	8.3%	10.7%
Higher Tamil	15.1%	11.5%	11.5%	24.7

Students who have satisfied the requirements for mother tongue at O level are allowed entry to local universities. Contrary to Singapore, South African indigenous languages' registration, as witnessed by Nomlomo (2007:183), is continuously dwindling, leaving doubts of how Africans can be involved in the development of African languages if they have not studied them at tertiary level.

Nigeria is the second country chosen by the researcher which is exemplary in implementing mother tongue instruction like Singapore.

2.8 THE NIGERIAN POLICY IN EDUCATION

Another country that addresses mother tongue instruction and multilingualism is Nigeria which has an extreme linguistic diversity as it is home to more than 500 languages. Out of these dialects, Olagbaju and Akinsowon (2014:5(9) 2) inform us, the Nigerian Policy in Education has three official languages, namely Ibo, Hausa and Yoruba. As Olagbaju and Akinsowon (2014 : (4) 1:3) put it, the Nigerian Policy in Education stipulates that the medium of instruction in the lower primary school should be the mother tongue of the immediate environment. Nigerian society is heterogeneous in the sense that students are

exposed to several regional languages (dialects) at an early stage. According to Mohammed and Zarruk (1992:4), other than their own mother tongue, Nigerian children learn English and one of the major languages, i.e. either Hausa, Igbo or Yoruba.

Nigerian Policy in Education is based on Piaget's theory on language development. Olagbaju and Akinsowon (2014:5(9)4) agree with The National Policy in Education that the Nigerian primary school children should be taught in their mother tongue. A survey conducted amongst the Nigerian teachers concerning the positive impact of mother tongue instruction showed that 70% of the teachers supported mother tongue instruction. The reason for this support, according to Adesina and Okewole (2014:4(10)6), is that the learners easily interpret information obtained properly and correctly, they use the information effectively and efficiently and it allows the learners to develop and manipulate skills easily and quickly.

2.8.1 The historical overview of the Nigerian Language Policy (NLP)

To implement their language policy, as discussed by Mohammed and Zarruk (1992:6), the Nigerian Language Policy compels the seven years of primary schooling to be characterised by the use of the mother tongue of the immediate community as the medium of instruction. Mohammed and Zarruk (1992:4) maintain that the Nigerian Language Policy prescribes the mother tongue or the language of the immediate community as the medium of instruction in primary schools. Local languages taught by Nigerians are used in literacy programmes across the country. Literacy in minority mother tongues is attended to and sustained by learning to read, write and count. These successes, as reported by Adesina and Okewole (2014:4(10)4), have led to the support of the major and more developed languages in these communities, i.e. Hausa, Igbo and Yoruba.

From secondary to tertiary level, French is offered as a subject, but not as an official language. Olagbaju and Akinsowon (2014:5(9)3) report that numbers registering for French are surprisingly dwindling annually.

2.8.2 Home language instruction in Nigeria

Primary learners in Nigeria are instructed in their home language. The major languages such as Hausa, Yoruba and Igbo have, according to Yoyole (2004:(09)58), been developed such that textbooks in other subjects are written in these major home languages. The outcome, as argued by Yoyole (2004:(09)59), is that in the first six schooling years, children suffer no learning deficiencies in any subjects. If so, the six-year project has proved that learning is more easily conducted in the mother tongue than in any other language. The results of this project as tabled in Yoyole's (2004:(09)59) report show that the primary learners taught in Yoruba performed far better than learners taught in a foreign language such as English.

Similar to South Africa, both Nigeria and Singapore promote home language development by applying it as a medium of instruction at the lower levels of learning. Similar views are held in Nigerian, Singaporean and South African language policies as far as bilingualism and multilingualism are concerned. In South Africa, argues Busch (2010:24(4)289), most government schools offer English as the First Additional Language (FAL), and, where applicable, Afrikaans as a Second Additional Language (SAL).

The mother tongue languages are, however, compulsory at secondary level in all government schools. Some government schools might also offer a foreign language such as French or German as an additional subject. This also applies to private schools in South Africa where many learners are from different countries. Busch (2010:24(4)290) claims that in private schools English and Afrikaans as well as any foreign languages are offered in line with the schools' language policies. The following discussion elucidates how the Nigerian Language Policy (NLP) is implemented.

2.8.3 The Nigerian Language Policy (NLP) and its implementation in Nigeria

According to Mbah (2012:3(10)48), the NLP has a guiding principle in the teaching, learning and official use of different languages in the country: languages spoken by Nigerians, i.e. indigenous languages referred to as Nigerian languages, and languages spoken in Nigeria within the shores of Nigeria, irrespective of whether being spoken or not by Nigerians. Official recognition is also given to English, French and Arabic. English is the language of conducting official business as is the case in South Africa.

As postulated by Adesina and Okewole (2014:4(10)5), the NLP is currently in line with the major language policies in the world, especially by according official status to the three foreign languages, and the ability to accommodate language of the immediate community, i.e. indigenous languages that co-exist with Igbo, Hausa and Yoruba. The development of the mother tongue preparing it to be the medium of instruction played a major role in Nigeria as the following discussion on a six-year primary project will state.

2.8.4 The Six-Year Primary Project in Nigeria

Essien (2007:149) reports that after attaining independence in 1960, the Nigerian government was influenced by the Six-Year Primary Project (a survey) whereby primary school Language of Teaching and Learning (LoLT) was to be the mother tongue for six years. One of the major indigenous languages, Yoruba, was used in the project. As explained by Adesina and Okewole (2014:4(10)5), five curriculum areas were selected for the project for the experiment: Science, Mathematics, Social and Cultural Studies, Arts and Yoruba Language. This project was directed at adopting Yoruba as the medium of instruction. The project was launched in 1970 with experimental and control classes.

The Ife-Six Year Primary Project experiment has shown in Nigeria that initial teaching in mother tongue yields greater dividends later for the learner than initial teaching in a second language. Kingsley (2016:2(4)3) emphasises the fact that the relevance of mother tongue instruction has assisted the primary level of education in achieving a

constructivists' classroom environment in Nigeria, i.e. the learners actively create, interpret and re-organise knowledge in individual ways.

For the uniformity of orthographic conversions to be followed, Essien (2007:145) notes that the Yoruba versions of all materials produced had to be audited within a single framework. On-the-job training for teachers was provided during workshops. Yoyole (2004:60) comments that the Yoruba Language writing panel was selected from universities, teacher training colleges, schools and the local community. Yoyole (2004:65) reports that Yoruba was developed by borrowing items from other languages, taking into consideration the principle of lexical expansion to meet specific fundamental needs of various disciplines such as Mathematics and Science. The results of this project are discussed next.

2.8.5 The role of mother tongue or language of the immediate community in Nigerian national development after the Six-Year Primary Project

In the final examinations, it was found that the learners who were taught in Yoruba performed better in all the subjects than those taught in English. According to Bamgbose (1976), this result shows that the mother tongue is a more effective medium of instruction than a second or foreign language. The results of this project revealed that the role of the mother tongue is to set the tone to be used for the customs or culture of the child's immediate environment. Ige (1999:74) concurs that the mother tongue also eases the difficulties of the child as the project demonstrated that teaching and learning are more easily conducted in the mother tongue than in any other language.

The Nigerian child's competence in English, as declared by Udoh (1993:89), continues to decline progressively because the child grows up in favour of the mother tongue or the language of the immediate environment. The child's school mates and playmates generally influence the language of the child much more than that of the parents. Mother tongue instruction, according to Ige (1999:32), makes the educator and the child feel at home with the learning situation. As established by Odiase (1993:23), the language continues to develop through the use, extension, blending and creation of concepts in the

language as a utilitarian and technical register. The developed terms and registers may, if well propagated, complement or serve as international registers where the concepts are novel.

Currently, in Nigeria intensive workshops sessions for mother tongue educators are planned in line with the National Policy on Education which recommends that the Nigerian primary school child should be taught in his or her mother tongue. As cited by Olagbaju and Akinsowon (2014:5(9)4) these workshops expose the educators to the modern techniques of language teaching through effective teaching methods.

The following discussion will table the different South African education laws which have been published with the aim of developing, promoting and bringing all the previously disadvantaged African languages on a par with English and Afrikaans.

2.9 SOUTH AFRICAN EDUCATION AND LANGUAGE LAWS PUBLISHED ON THE DEVELOPMENT OF ISIXHOSA

The *Pan South African Language Board (PANSALB) Act No. 59 of 1995*; Language in Education policy; the *Constitution of the Republic of South Africa*; National Language Policy Framework: Department of Arts and Culture; the South African Languages Bill: Revised Final Draft; and the Implementation Plan: National Language Policy Framework were drafted to provide for the recognition of multilingualism, and to give African languages (Nguni languages, Sotho languages, TshiVenda and XiTsonga) an official status. The National Language Policy Framework (2003:21) gives guidelines on different techniques to be implemented to assist in the development of African languages, such as involvement in developing dictionaries and terminology standardisation, machine assisted translation, spell checkers, etc.

The following discussion gives a brief overview of each of the policies above. All the language policies discussed below abide by the legal framework for the development and

promotion of the previously marginalised African languages, as detailed in Act 108 of 1996, the *Constitution of the Republic of South Africa*.

2.9.1 The *Constitution of the Republic of South Africa* (Act 108 of 1996)

Section 6 of the *Constitution of the Republic of South Africa* (Act No. 108 of 1996) determines the language rights of citizens, which must be honoured through national language policies. The Bill of Rights (Act No. 108 of 1996:12) states clearly that the historically marginalised African languages in South Africa should be practically elevated and given equal status to English and Afrikaans. This can be achieved by planning syllabi that encourage task-based assessment methods. The Curriculum Assessment Policy Statements (CAPS) which was introduced in 2011 in line with the Bill of Rights (Act No. 108 of 1996) is the latest curriculum that promotes commitment to learners and competence of educators in the teaching and learning situation. It further advises provincial governments to use the language preferences of their residents. All official languages must enjoy parity of esteem and must be treated equitably (Know your Constitution, 2001:10). Furthermore section 6(5) of the *Constitution of the Republic of South Africa* (Act No. 108 of 1996) provides for the establishment of the Pan South African Language Board (PANSALB) to see to the development of African languages and promotion of multilingualism as will be discussed below.

2.9.2 The Pan South African Language Board (PANSALB) (Act No. 59 of 1995)

The government of the Republic of South Africa established PANSALB (Act No. 59 of 1995) and has passed policies and laws which help in implementing the promotion and the development of the previously marginalised African languages.

One of the functions of the Board is to undertake studies relating to language development (PANSALB News, 2005:(11)1). PANSALB maintains that the value of any language is determined by its economic, social and political feasibility. This means the use of African languages in economic, political and education domains will promote their

status for their international recognition (The Implementation Plan: Language Policy Framework; Final Draft: Department of Arts and Culture, 2003:4).

PANSALB has established fourteen National Language Bodies (NLBs) and nine Provincial Language Committees (PLCs). The Eastern Cape PLC advises on language issues in its province, for example, advises the MEC for Education for the purpose of promoting the use of the provincial languages (IsiXhosa included) through the Province. It furthermore advises the Language Board on requests and has to work in close collaboration with the provincial MEC for Education and Arts and Culture (PANSALB News, 2005:(11)2).

The most important role of the National Language Bodies (NLBs) as stipulated in the PANSALB (Act No. 59 of 1995:15) is to advise PANSALB on the strategies that will assist in the development of the previously marginalised African languages, their status, language planning and language in education, lexicography, and development of literature and research unit (PANSALB Act 59, 1995:1). The Language in Education Policy (1997:2) is among the South African language policies that encourage the development of all African languages as the following discussion postulates.

2.9.3 Language in Education Policy (LiEP) (14 July 1997)

The Language in Education Policy (1997:3) supports multilingualism, thus recognising South Africa's cultural diversity. It strives to help develop all official languages, putting emphasis on the previously marginalised languages. It creates an environment in which respect for African languages is encouraged. Mother tongue speakers have the right to express themselves in their own languages. According to Wright (2012:123), parents have the right to choose the language for being a medium of instruction for their children at school. Home language instruction is recommended in the Foundation Phase, i.e. from Grades R to 3 (Language in Education Policy, 1997:5). Currently the Department of Basic Education (2010:7) comments that all learners in senior secondary public schools study

the home language as their first language, but owing to the under development of African languages they are not used as media of instruction (as is the case in Singapore.)

Depending on the school's language policy, the Home Language and the First Additional Language or the Language of Learning and Teaching (LoLT) should receive greater instruction time (Exploring the RNCS in the Senior Phase, 2005:86). The resources such as reading material are distributed to satisfy the needs of the expected learning outcomes. Webb (2004:150:28(27)2) argues that the fair treatment of all languages encompasses the protection, promotion of fulfilment and extension of the individual's language rights and language of communication in the education situation.

The Eastern Cape Department of Education, as reported by Mhlana (2011:45), also explores ways of sharing scarce human and physical resources, i.e. educators qualified in advanced computer applications to assist in teaching translation as part of the syllabus in IsiXhosa in Grades 10 to 12. This is hampered by non-availability of computers, printers and internet facilities that would help learners use their home language in computer programmes such as Microsoft Publisher when making invitations, writing obituaries, writing e-mails, and so on as part of creative writing in paper 1 of IsiXhosa from Grades 10 to 12 (Djete, 2008:138:32(20)2). In the FET Band in the Mbizana district the mentioned resources are available in 50% of schools for computer studies and computer applications technology only (CAT). The National Language Policy Framework that will be discussed in the following section fully agrees with the Language in Education Policy (1197:2) by encouraging multilingualism and the development of African languages.

2.9.4 National Language Policy Framework: Department of Arts and Culture (12 February 2003)

The National Language Policy Framework (2003:10) highlights the fact that African languages must be determined by their educational, business/economic, social and political usage. If African languages lose their value in the four spheres, their status diminishes. To promote the standard of IsiXhosa, the Eastern Cape Province has

formulated its language policy in line with the National Language Policy Framework, taking cognisance of the regional languages and community preferences as stated in the Constitution (Act 108 of 2001:5). When addressing secondary school public gatherings, communication is in the preferred official language of the target audience; for example, IsiXhosa must be used if the audience are Xhosas in the Mbizana district (Somniso:2007:27(1&2):67). However, this does not necessary happen in reality. English is used to address the gatherings even if it consists of IsiXhosa speakers.

Section 3 of the Framework stresses human capacity building. The National Language Bodies facilitate the training of personnel in translation, editing and interpreting for establishing operational guidelines on quality issues. As agreed to by the African Information Society Initiative (AISII, 2008:3), machine assisted translation, memories and a spell checker for the indigenous languages support the language facilitation activities. The latter is also in line with the Human Language Technologies (HLT) programme which also deals with spell checkers, automatic text translation, etc. Terminology and lexicography tabled by Bosch, Pretorius and Jones (2007:16 (2) 140) accelerate the development of terminology in the official languages and that of a national term bank which is accessible to language practitioners and the Department of Education's language section.

The National Language Policy Framework preceded the South African Languages Bill (04 April 2003) which is the revised final draft on the promotion of African languages. The latter complements the language policy framework as will be shown in the following discussion.

2.9.5 The South African Languages Bill: Revised Final Draft (04 April 2003)

The revised final draft ensures equity as far as the eleven official languages are concerned. This equity is maintained by the establishment of language units that monitor the implementation of these regulations. The language units speed up the identification of priority areas for the development of the indigenous languages by standardising terms

borrowed from other languages, developing dictionaries on hard copies and software that studies spell checkers in computers (Alberts, 2011:(21)30; Mhlana, 2011:63).

The Eastern Cape provincial language unit tables an annual report to parliament through the national departments and the National Council of Provinces. These reports contain complaints received from and problems encountered by the public concerning violation in the use of African languages. Courts of laws as stated in this bill (04 April 2003:10) have to grant remedies where appropriate; for example, the remedy to eradicate non-compliance with the language policy at certain private and public (government) schools where Africans are not allowed to speak their languages but are compelled to communicate in English. The most important part of any draft policy is the implementation process. The following discussion will encompass the implementation plan in the development of African languages.

2.9.6 The Implementation Plan: National Language Policy Framework: Final Draft: Department of Arts and Culture (10 April 2003)

One of the fundamentals of this Implementation Plan Framework is to ensure that African languages development in the education situation is actively used in a range of contexts such as translation, interpreting, etc. Considering the fact that provinces use their prescribed official languages according to the target group, every school, as enhanced by the New African Languages Policy (2013:2), has a right to choose an African Language as a medium of instruction and communication.

To accommodate the diversity of cultures in South Africa, any individual's home language should be respected in the education situation where there are different races. This has the implication that learners should not be barred from speaking their mother tongue under any circumstances (The Implementation Plan: National Language Policy Framework, 2003:5-7).

The key focus areas for implementation include the establishment and development of products such as IsiXhosa dictionaries printed as hard copies, on-line/electronic dictionaries, spell checkers, etc. These dictionaries, according to Alberts (2011:(21):25), clarify standardised terms in African languages. The use of standardised terms will help proficient IsiXhosa speakers to develop their language technologically; hence the introduction of Information and Communication Technology (ICT), Computer Applications Technology (CAT) and Computer Studies in the FET Band (i.e. Grades 10 to 12) by the NCS (see appendix ii).

Facilitation of electronic learning in the FET Band is in line with the Implementation Plan: National Language Policy Framework's (2003:15) pronouncement on language technology. The latter encompasses development of indigenous languages word processors whereby an IsiXhosa text-to-speech system has been developed for commercial and academic purposes. According to Mhlana (2011:149), this development assists learners from disadvantaged rural areas.

African languages development has been accomplished by the Institutions for Higher Learning such as the University of South Africa where Human Language Technologies has developed IsiXhosa, IsiZulu, etc. and spell checkers. Also, bilingual dictionaries and terminology banks for African languages' standardised terms have been developed as the milestone for their enhancement. An IsiXhosa operating system has already been developed by UNISA, together with African Languages Word Nets (Bosch et al., 2007: 16 (2)144).

In the FET Band learners are exposed to and trained in programming languages such as Delphi, Visual Basic and C++ to help them in developing their home languages at tertiary level. Such exposure encourages IsiXhosa learners to value and take part in home languages development for use in the business, economic and educational sectors (Djiete, 2008:(32)2:140). For a start, NCS in the FET Band (in the Eastern Cape) has introduced Delphi as a simple programming language in Computer Science from Grades 10 to 12 (NCS Computer Applications Technology Grades 10-12, 2003:17). Integration

of IsiXhosa learning outcomes with ICT, Computer Studies and CAT learning outcomes will prepare IsiXhosa learners for Language Technology at tertiary level (Mhlana, 2011:56).

Provincial language councils, as witnessed by Mhlana (2011:55), are training African language educators in ICT where computer software such as word processing, programming, terminology management systems and translation are provided for. This training enhances their language teaching in computer equipped schools. The process will gradually reach all schools, but electricity is a priority as only more than 50% of rural schools have an electricity supply such as Eskom, generators and solar panels.

With the assistance of universities and universities of technology which are currently offering African language technology, the technological development of African languages is being promoted. As cited by Desai (2012:66), these universities have played a role in designing Information and Communications Technology syllabi for senior secondary schools. Computer Applications Technology and Information and Communication Technology offered in the FET Band from Grades 10 to 12 prepare IsiXhosa learners to engage themselves in Computational Linguistics at tertiary level. Computational Linguistics is one of the courses offered at Stellenbosch University, for example (Moyo, 2003:20(2)145-146).

2.9.7 IsiXhosa HL: Curriculum and Assessment Policy Statement (CAPS) 2011 FET Band

In the Curriculum and Assessment Policy Statement (2011:8) it states that language is a tool for thought and communication. This is supported by Vygotsky's and Piaget's theories on language acquisition. Through language, cultural diversity can be constructed, altered, broadened and refined; hence the development of IsiXhosa for economic, educational and political uses. Home language provides for language proficiency in teaching the listening, speaking, reading and writing skills. These skills, as described by Vygotsky

(1939:19), will provide the learners with the ability to create, imagine and empower their understanding of their life-world.

2.9.8 Incremental Implementation of African Languages (IIAL): Draft Policy: 2013

By 2014 all South African schools are expected to include an African language in their curricula. Training and resources to implement the teaching of African languages at schools, as discussed by Jumo (2012:(25)4), will be prioritised. Provinces will choose African languages prevailing in their respective areas. For example, IsiXhosa and SeSotho will be taught in the Eastern Cape. The poor performance of Grades 6 and 9 in literacy in the Annual National Assessment (ANA) and Grade 12 National Senior Certificate (NSC), as stated in the Incremental Implementation of African Languages: Draft Policy (2013:5), is to a great extent the result of poor language proficiency and utility. The IIAL Draft Policy (2013:6) aims at gradually promoting economic empowerment; and therefore, expanding opportunities for the development of African languages.

2.10 THE PURPOSE OF THE FRAMEWORK

The framework as postulated by Cooksey and McDonald (2011:13) guides the researcher in formulating the research problem, establishing theoretical coherence, organising research design and implementation of the research techniques identified to be relevant and fruitful for the study. Starting from the history of IsiXhosa in the hands of the Missionaries, different syllabi of the different eras and the current syllabus, the framework has given the clear picture of how the language has been handled and that the mother tongue instruction is given priority in countries such as Singapore and Nigeria as discussed in units 2.71 and 2.8.

2.11 SUMMARY

The history of IsiXhosa as one of the Nguni languages which was developed by the missionaries from 1823 was highlighted at the beginning of this chapter. Missionary education paved the way for Western education by establishing Lovedale as an institution for higher education and Lovedale Press where IsiXhosa material was printed and developed for the first time.

The apartheid regime affected many missionary schools such that the majority closed and few of them were left. Bantu education and Bantustan education systems emerged during the apartheid regime. English as the medium of instruction prevailed in this era, as it did in the Bantustans. Little was done to develop indigenous languages when they were used as media of instruction at primary level, but the then political instability in South Africa disrupted the endeavour to develop these languages.

In 1994 the new South Africa was born and different curricula starting with C2005, NCS and RNCS were introduced. Changes from one curriculum to another's revised versions were influenced by the shortcomings of the prevailing one, especially the implementation of language policies which failed from the first C2005. CAPS was introduced in 2012 with the IIAL Draft Policy where all schools are expected to introduce an African language, starting from Grade R and gradually progressing up to Grade12.

This chapter discussed the views of two psychologists, i.e. Lev Vygotsky (1962) and Jean Piaget (1959), as far as learners' language skills acquisition is concerned. Also discussed in this chapter were the theories of Noam Chomsky, Benjamin Whorf and Edward Sapir on the influence of language and thought. They agree with Piaget and Vygotsky that language improves communication, expands the mind with abstractions and can build on verbal concepts.

In line with this study the psychologists' and the theorists' views support the fact that IsiXhosa needs learner participation where they will apply their thinking skills in the

classroom so as to develop their mother tongue. Their views give assistance to educators on how to encourage learners to participate in the classroom learning activities after reading, by asking purposeful questions to become active learning participants in classroom activities.

Two countries' language policies were discussed in this chapter. Singapore has some similarities with South Africa, i.e. English being used as the language of communication in public events, multilingualism and a slight difference in the treatment of mother tongue teaching. Nigeria has home languages as the media of instruction from the lower levels of schooling and three foreign languages which were accorded official status; English also prevails as a medium of instruction at secondary and tertiary levels respectively. Nigeria and Singapore have displayed the importance they attach to mother tongue development for the purpose of using it as a medium of instruction.

Nigeria has done this by engaging in a Six-Year Primary School Project, whose results proved that mother tongue instruction supports learners in performing better in all subjects, instead of when learners are taught in a second or foreign language. In Singapore, the use of the four official languages as media of instruction in the primary school years influenced the increase in the number of learners studying HTML at universities owing to the capacity of the mother tongues.

South Africa's government policies and legislation on mother tongue instruction appear well on paper, but implementation falls short; hence the poor performance of the FET Band learners in IsiXhosa. Despite the legislation and education language policies that show sound support of African languages development, chapter 4 will give the analysis of IsiXhosa results from Grades 8 to 12, showing learner performance in their home language in three terms (quarters) of the year.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents a detailed description and justification of the research methodology employed in the study. The main aim of this study was to investigate the poor performance of IsiXhosa by the rural Eastern Cape secondary school learners. Furthermore, it aimed to encourage mother tongue instruction from the primary to the senior secondary school level. To achieve this goal, isiXhosa speakers must perform at their best in IsiXhosa at matric level so as to qualify in developing their mother tongue at tertiary institutions. By doing so, they will be capable of pursuing their studies in Human Language Technologies (HLT) for the technological development of isiXhosa as supported by the Implementation Plan: National Language Policy Framework: Final Draft (2003:10(04)14). HLT assists in the development of African languages for their viability in all public services.

The researcher employed qualitative and quantitative research approaches (mixed method) in the investigation of poor performance in IsiXhosa in the rural Eastern Cape secondary schools. According to Cresswell and Clark (2011:77), qualitative research uses descriptive words to analyse and interpret research results and quantitative research quantifies the problem, taking into account its prevalence by looking for projectable results. The qualitative research approach will be discussed as it uses observation, interviews and document analysis which apply in this research. The quantitative approach in the form of questionnaires was used to collect the data that assisted in the analysis of views from the learners, IsiXhosa educators and subject specialists. Teddlie and Tashakkori (2009:46) are of the opinion that the quantitative approach quantifies the problem by generating numerical data that can be transformed into usable statistics.

A research design according to Flick (2007: 45) is a plan that describes how, when and where data for the study are to be collected and analysed. In this study phenomenology which, as described by Buchanan and Bryman (2007:31), includes details for enhancing

the internal and external validity of the study has been used by the researcher. Research instruments such as the questionnaires, interviews and observation have been applied by the researcher in collecting data.

Triangulation has also been applied in the study because several methods were used to explore the causes of poor performance in IsiXhosa to increase the probability of depth and accuracy in the study. Some difficulties were experienced during the research process and these will be dealt with in the limitations of the study. Research was conducted after consultation with the heads of the institutions who took part by assisting with the collection of written documents such as timetables, learner portfolios and master portfolios.

3.2. RATIONALE FOR EMPIRICAL RESEARCH

In this study the researcher uses the mixed method design. Cresswell and Clark (2011:57) report that qualitative and quantitative methods could both be combined to elaborate on the results obtained through their mixed use. Proof that IsiXhosa is poorly performed in Grades 8, 9, 10, 11 and 12 was discovered in the analysis of the results for the three terms of the year (i.e. the March, June and September tests respectively).

According to Cresswell (2009:43), the qualitative and the quantitative combination suggests that mixed method investigations may be used by converging numeric trends from quantitative data and specific details from qualitative data. The latter is evident from the results of learners' marks analysis in the three quarterly tests, which are complemented by the responses from the learners' and subject advisors' questionnaires (see Tables 4.3 and 4.4).

The researcher also observes that the research requires a mixed method investigation in order to identify variables that may be measured through the simultaneous use of the quantitative and the qualitative methods. The performance of learners in the learner

portfolios and the response of the subject advisors, as far as the development of IsiXhosa in the classroom situation is concerned, complement each other (see Table 4.3.1 (d)).

3.3 Research design

A research design, as argued by Mackenzie and Knipe (2016 : (16):8), is the overall plan that describes how, when and where data are to be collected and analysed. It is the logic of the master plan that throws light on how the study is to be conducted. To maximise the validity of the findings Cresswell (2013:75) states that the research design serves to plan, structure and execute the study.

The details for enhancing the internal and external validity of the study are included in the research design. It has a description of how the sample is to be identified and is concerned with the practical arrangements of getting an answer to the research question. A detailed plan according to which research is undertaken is followed, thus, according to Cameron (2008:123), providing the researcher with a clear research framework.

The main function of a research design, as reported by Betz and Fassinger in Altmaier and Hansen (2011:240), is to enable the researcher to anticipate what the appropriate research decisions are likely to be and to maximise the validity of the eventual results. In addition, Constantino (2008:323) agrees that a research design focuses on the end-product and all the steps in the process to achieve the outcome.

The research design, as mentioned by Cohen, Manion and Morrison (2007:53), is seen as a mixed-bag approach that implies choosing from different alternatives and options to ensure that the research purpose and perspectives are clarified and achieved. The latter point bears witness that the research design is a functional plan in which certain research methods such as descriptive, explanatory and experimental procedures are linked together to acquire a reliable and valid body of data for empirically grounded analysis, conclusions and theory formulation (Donmoyer, 2008:72).

The following section will outline the descriptive and explanatory research which plays a major role in the qualitative research design.

3.3.1 The descriptive research

The descriptive research as argued by Cameron and Molina-Azorin (2011 (19) 3: 259) attempts to systematically describe a situation, problem, phenomenon, service or programme. It provides information about living conditions of a community or describes attitudes towards an issue. It finds out about what is going on in that particular phenomenon. It also provides an accurate and valid representation of the factors or variables that are relevant to the research question.

In this study, the poor resourcing of schools with IsiXhosa reading material and non-availability of libraries in approximately 90% of rural Eastern Cape secondary schools describes the conditions of teaching without resources. Non-availability of reading material such as IsiXhosa newspapers is at its worst in rural secondary schools and, as Taylor (2008:4) argues, it leads to the poor acquisition of reading and writing skills in IsiXhosa.

Data collected in qualitative research are always in the form of words or pictures rather than in numbers. Description, according to Morgan (2007(1) 1:59), can be abstract or concrete.

In the following section, the explanatory research is briefly discussed in line with the qualitative research design.

3.3.2 The explanatory research

The explanatory or analytical research as viewed by Cameron (2011(17)2:260) is structured in nature. It identifies causal links between factors or variables that pertain to

the research problem. It also attempts to clarify why and how there is a relationship between two or more aspects of a situation phenomenon.

The researcher has used qualitative and quantitative research designs, i.e. mixed methods, so as to maximise the validity of the findings as will be discussed in the following section.

3.3.3 The qualitative research

Creswell and Plano Clark (2007:23) view qualitative research as an umbrella term used to refer to several research strategies that share certain characteristics. The collected, analysed and interpreted data are rich in description of people, places and conversations but are not easily handled by statistical procedures as is the case in quantitative research. It presents facts in a narration with words.

Qualitative research focusses on life as it is lived in real life situations. This, according to Creswell in Tashakkori and Teddlie (2010:51), calls for inductive reasoning where specific subjects will be observed in their natural settings and generalisations made. The marking of IsiXhosa creative writing was observed in a district central marking centre, where the markers identified the problems of learners when doing the diagnostic analysis of the poorly achieved questions. The aim of qualitative research as postulated by Cameron and Miller (2007:40) is to establish the socially constructed nature of reality. Bazeley in Tashakkori and Teddlie (2010:448) notes that qualitative research uses descriptive data where the researcher describes a phenomenon with words rather than with numbers. The learners' inability to spell IsiXhosa in creative writing is an example of the latter characteristic of the qualitative research.

Writers such as Creswell and Plano Clark (2007:55) have listed the following qualitative research characteristics:-

- ❖ It is usually conducted in natural settings: - This research method is concerned with life as it is lived and the researcher seeks an understanding of lived

experiences in real situations. The researcher also goes to the particular setting under study because he/she is concerned with the context. Tashakkori and Teddlie (2010a:75) argue that it is important to know where, how and under what circumstances data produced by subjects came into being. In this study, the researcher went to eight rural secondary schools where IsiXhosa is taught as the first language, to the marking centres where diagnostic analysis is done, to the moderation centres, where quarterly results are compared, rated and moderated and to the school -based accountability meetings where stakeholders and parents are invited on a quarterly basis.

- ❖ The researcher is the key instrument: - The researcher depends on what he/she sees and hears and, according to Johnson and Onwuegbuzie (2007(1)2:119), much rests on his/her powers of observation and listening. A qualitative researcher requires observational skills, especially skills for interviewing and showing understanding of the interviewee. In this study, the researcher has dealt with semi and illiterate parents who require good listening and interpersonal skills.
- ❖ There is extensive use of descriptive data: - Official documents such as learner portfolios, master portfolios, marked IsiXhosa scripts for the three papers and quarterly mark schedules gave the researcher the descriptive data. The above-mentioned documents have unlocked a more comprehensive understanding of what is being studied.
- ❖ The emphasis is on process rather than on product: - Qualitative researchers, as noted by McMillan and Schumacher (2006:107), are interested in how understandings are formed, how meanings are negotiated and how roles are developed. In this study, the researcher wanted to know how CAPS is implemented as far as the teaching of IsiXhosa is concerned and where the pupils have deviated hence their poor performance as seen in their mark schedules.
- ❖ It goes from the specific to the general, i.e. inductive logic: - Neuman (2006:44) concurs that concepts, insights and understanding are developed from patterns in data. Theory develops after the researcher has spent time with his subjects and has collected data. In the process, comments Denzin (2009:86), the researcher is

not putting together a puzzle whose picture is already known, but the picture is being constructed as the researcher collects and examines the parts.

- ❖ The search for meaning is often evident: - The researcher requires information regarding the assumption people make about their lives and what they take for granted. The emphasis is on how the subjects experience, feel, interpret and structure their own world.
- ❖ Analysis frequently takes place at the same time as data collection:- Flexibility in qualitative research as witnessed by Alverson and Sandberg (2013) occurs throughout the collection and analysis of data. Categories and concepts are developed during the course of data collection.
- ❖ Studies may be designed and redesigned:- All methods associated with qualitative research, illustrates Tashakkori and Creswell (2008(2)1:5), are characterised by their flexibility. This means researchers may wish to modify concepts as the collection and analysis of data proceeds.
- ❖ Qualitative methods are humanistic:- Qualitative researchers, as mentioned by Ridenour and Newman (2008:32), attempt to get well acquainted with people they study and their circumstances; hence in this study the researcher had to be well acquainted with the IsiXhosa educators, subject specialists, learners, SMT members and parents.
- ❖ Qualitative researchers emphasize validity in their research:- Qualitative methods claims Brannen (2008:61) are designed to ensure a close fit between data and what people actually say and do. The researcher attempts to find first-hand knowledge of social life unfiltered through concepts, operational definitions and rating scales.
- ❖ Qualitative research is a craft:- According to Creswell and Clark (2007:54), qualitative research is time consuming, practical and needs one's skills. The researcher has guidelines to follow and the research methods serve the researcher.

To gain more insight in this study, a descriptive and exploratory research were used so as to know what is going on with IsiXhosa performance in the Eastern Cape rural secondary schools and why it is so.

The researcher has also used the quantitative research method which will be outlined in the following section.

3.3.4 The quantitative research

Quantitative research as viewed by Garuth (2013:67) is explaining phenomenon by collecting numerical data that are analysed using mathematically based methods or statistics. In quantitative research, the researcher collects numerical data which can be analysed by using statistics. This means, according to Berman (2008:19), that qualitative research is about collecting numerical data to explain a particular phenomenon. In this study, poor performance of rural learners in isiXhosa was analysed by using data captured after finalising mark schedules where IsiXhosa, grammar, literature and creative writing marks were captured. The level descriptors (from level 1, the lowest, to level 7), which indicate the worst and the best performances in the language will be shown in chapter 4.

Tashakkori and Teddlie (2008:110) contend that the quantitative method has the following characteristics:-

- ❖ It is relatively close to Physical Science.
- ❖ It uses statistical methods to determine associations and differences between variables.
- ❖ Data analysis proceeds by getting the statistical breakdown of the distribution of the variables.
- ❖ It is more formalised and explicitly controlled than the qualitative approach.
- ❖ The researcher is an objective observer.
- ❖ The data gathering instrument contains items that should measure characteristics of the population.

- ❖ Standardised pre-tested instruments guide data collection thus ensuring the accuracy, reliability and validity of data.
- ❖ The normal population distribution curve is preferred over a non-normal distribution.
- ❖ Data obtained are organised using tables, graphs or figures to consolidate large numbers of data to show trends, relationships or differences among variables. In this study, chapter four displays the tables and graphs which analyse data gathered by questionnaires and graphical presentation of marks from mark schedules.
- ❖ Researchers can repeat the quantitative method to verify or confirm the findings in another setting.
- ❖ Advanced digital or electric instruments are used to measure or gather data from the field.
- ❖ Quantitative models or formula derived from data analysis can predict outcomes. Then scenarios can be constructed using complex mathematical computations with the aid of computers.

The mixed method research is discussed in the following section.

3.3.5 The mixed method

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected sequentially or concurrently. Collected data, declares Sandewolski (2008:339), are given priority and involve integration of the data at one or more stages in the process of research.

The mixed method research collects, analyses and mixes both quantitative and qualitative data in a single study or series of studies. Its central premise, as reported by Yin (2006(13)1:46), is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. The quantitative method gave a better understanding of poor performance in IsiXhosa

because of the numerical data in the mark schedules of each term (quarter). The qualitative approach alone is not enough and hence a second method was used to enhance the former method.

The mixed method approach assisted the researcher in eliminating biasness and in forming a trustworthy conclusion. Tashakkori and Teddlie (2006) view that the strength of each method is exploited when using both methods and this creates a better understanding of the issue under investigation. Mixed method research as postulated by Thomas (2003:23) has the following characteristics:-

- ❖ It is useful for studying large numbers of people.
- ❖ Data collection using some quantitative methods is relatively quick.
- ❖ It provides precise quantitative data.
- ❖ It is useful for obtaining data that allow quantitative predictions to be made.
- ❖ It may have higher credibility with many people in power.
- ❖ Data are usually collected in naturalistic settings in qualitative research.
- ❖ Qualitative approaches are responsive to local situations, conditions and stakeholders' needs.
- ❖ Describe phenomena in rich detail as they are situated and embedded in local contexts.
- ❖ Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur.
- ❖ It is useful for describing complex phenomena.

3.4 RESEARCH METHODS

This strategy of enquiry, as investigated by Bryman (2007:20), moves from underlying assumptions to research design and data collection. As such, Clark and Creswell (2008:116) comment that research methods are tools that help the researcher to obtain data that will assist in answering the research question. These are tools and techniques used to collect and analyse data.

Creswell and Tashakkori (2007a:109) define the research methods as techniques or procedures used to gather and analyse data related to some research questions. Interviews, direct observation, and analysis of documents have been used by the researcher in this study to collect data related to the research question. Data collection methods, as reported by Creswell, Plano and Clark (2007:28), assist the researcher in obtaining the standardised information from all respondents in the sample of the study. These three techniques are basic and unassuming because, according to Mertens (2005:13), they elevate watching to the status of participant observation. So, in this research, going to the participating schools, discussion with SMTs and SGBs, observing IsiXhosa educators and subject specialists, and moderating learner and master portfolios has proved that participant observation amongst the three techniques is an overall approach to inquiry and a data gathering method.

In the following unit, both qualitative and quantitative data collection techniques will be briefly outlined.

3.4.1 The qualitative data collection methods

Grbich (2007:83) reports that data collection methods assist the researcher to obtain standardised information from all the participants in the study. These methods as reported by Morse and Niehaus (2009:54) focus on all relevant data whether immediately quantifiable on a standardised scale or not. Scott and Sutton (2009 (3) 2: 165) report that the quantitative data collection methods offer richly descriptive reports of individual perceptions, beliefs attitudes, views and feelings. The qualitative data collection methods employed in this study are observation, interviews and document analysis which will be discussed in the following unit.

3.4.1.1 Observation

Observation, according to Bazeley (2010:455), is a fundamental and critical method which entails the systematic noting and recording of events, behaviours and artefacts in the social setting chosen for the study. Direct observation as postulated by Creswell (2009:112) has the advantage of getting the information from natural or unplanned events. Creswell (2013:22) also witnesses that observation is the systematic recording, description, analysis and interpretation of people's behaviour. Direct observation during the marking of IsiXhosa in the marking centre has assisted the researcher in gathering the relevant information when diagnostic analysis is completed and the causes of poor performance are identified.

In this research all the participants were observed in their natural settings which is the school (used as a centre for moderation and where master and learner portfolios were observed in the participating schools) where parents, learners and subject specialists met. When each school term ends, parents and stakeholders are invited to be informed about the schools' progress by the SMT. The researcher gathers data regarding the final mark schedules in such meetings. During the cluster and district moderations, the researcher observed and took notes when the subject specialists interacted with the educators about IsiXhosa performance. The advantages of participant observation as agreed upon by Greene (2007:117) are as follows:-

- ❖ It blends in a natural way.
- ❖ It gives the researcher access to the same places, people and events as the subjects.
- ❖ It gives access to documents relevant to the role, including confidential reports. In this study, mark schedules serve as an example of confidential reports which the researcher was given access to.
- ❖ It facilitates the use of mechanical aids such as tape recorders or cell phones and cameras.
- ❖ It provides personal first-hand experience of the role and thus heightens understanding of it.
- ❖ It makes a worthwhile contribution to the life of the institution.

The researcher also observed and took notes when the learners and the subject specialists were responding to their questionnaires.

3.4.1.2 Interviews

A research interview, according to Macmillan and Schumacher (2006:12), is a two-person conversation conducted for the specific purpose of collecting research-relevant information. Data, according to Baker and Edwards (2012:92), can be collected using unstructured interviews (in-depth interviews), semi-structured (in explanatory research) interviews, focus group interviews, and formal interviews. In section 3.3.2. The researcher outlines the types of interviews that have been used in this study.

In-depth interviews, also called “a conversation with purpose” by Denscombe (2008 (2) 3: 279), is a data collection method which is more much like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participants’ meaning perspective. In this study, the parents’ interviews had to be a conversation so as to get the responses relevant to the research.

Focus group interviews usually consist of 6-12 people. Major and Savin-Baden (2010:39) concur that the researcher acts as a facilitator rather than an interviewer. As a facilitator, he/she starts with a clear theme communicated to the participants and a set of agenda items. Focus group discussions should be taped and permission for doing so should be received prior to the event. The facilitator should ensure that everybody talks. The researcher had to be a facilitator with the subject specialists’ session of interviews, because the responses to the challenges in the teaching of IsiXhosa can be obtained from the subject specialists who are responsible for its success in the classroom.

Formal interviews: - Pawson (2008:15) reports that formal interviews go into the depths of reality of the situation and discover subjective meanings and understandings. In this study, interviews were conducted by means of pre-set questions where participants gave

their perceptions of what they witnessed during the accountability meetings and during moderations.

The researcher in this study has used semi-structured interviews. The selected participants, i.e. parents, subject specialists and learners, were interviewed on separate occasions. In the case of parents, interviews were conducted in IsiXhosa because they do not understand English and they can only be comfortable and confident when expressing themselves in their mother tongue. These interviews were done after the accountability meeting, whereby parent representatives in the SGB and in the Quality Learning and Teaching Committee (QLTC) were interviewed. The semi-structured interviews were appropriate for this study because they allowed more scope for open-ended answers (See the interview questions for parents, subject specialists and learners in sections 4.2.1 to 4.2.3 in chapter 4).

3.4.1.3 Document analysis

Documents according to Charmaz (2014:9) documents are a useful source of data in qualitative research, but they have to be treated with care. The most used are official documents, personal documents and questionnaires. In this study official documents such as timetables and mark schedules, and personal documents (learner and master portfolios) were used. The documents have to be contextualised within the circumstances of their construction and Suri and Clarke (2009 (79) 412) advise that the researcher doesn't have to take such documents at face value but to find out how they were constructed and how they are used and interpreted. Documents can help to reconstruct events and give information about social relationships. Such documents are SGB minutes after parents have been informed about their children's performance in an accountability meeting (see Appendix xvii). School reports also give an evaluation of pupils' progress as, according to Pratt (2008 (11) 492), they are cultural products which might tell us more about the teachers and about the school than about the pupils. Portfolios serve as vehicles for monitoring and documenting learners' learning growth. They provide a

collection of different examples of work demonstrating learners' failure, achievements and experiences.

The researcher had to observe how marks are recorded and captured electronically, before the computer using SASAMS software processes and come out with the final computerised mark schedule. Also, subject specialists had to assure that timetables are CAPS compliant. These documents gave the researcher useful information in line with the research question in chapter 1. Document analysis (in chapter 4, section 4.7) of the sampled learner and master portfolios gave the researcher the opportunity to see whether learner marks reconciled with those captured in the master portfolios.

The following section discusses the quantitative methods of collecting data.

3.5 The quantitative data collection methods

Quantitative research as postulated by Walter, Lareau and Ranis (2009:38) is concerned with testing hypotheses derived from theory and/or being able to estimate the size of a phenomenon of interest. In quantitative research, data, as illustrated by Creswell and Clark (2011:93), are collected in the form of numbers and structured data collection instruments are used. These instruments produce results that are easy to summarise, compare and generalise. In this study, mark schedules for the five grades show learner performance in IsiXhosa by level descriptors which are graphically presented in chapter 4, thus comparing and giving a summary thereof. Quantitative data collection instruments, as cited by Teddlie and Tashakkori (2009:110), are face-face interviews, questionnaires, structured interviews and computer assisted personal interviews.

3.5.1 The structured interviews

In these interviews, according to Kayle (2007:19), the researcher asks a standard set of questions. This task, according to Baker and Edwards (2012:10), permits the researcher to have a well-defined role for designing a questionnaire. Questions are structured such

that the language used is clearly understood by the respondents. O’Cathain (2009:3 (1) 4) reasons that structured interviews provide a systematic collection of data, especially if the interview is standardised. The researcher used structured interviews to probe the respondents’ reasoning and to reduce the variation in responses.

3.5.2 Face-to-face interviews

These interviews enable the researcher to establish rapport with potential participants and therefore gain their co-operation. It yields the highest rates in survey research. At the same time, Cartright and Hardy (2012:77) agree that face-to-face interviews allow the researcher to clarify ambiguous answers and, when appropriate, seek to follow up. The researcher used this method successfully because all the respondents had to answer questions as if it was a conversation.

3.5.3 Computer assisted interviews

The interviewer, according to Collins and O’Cathain (2009 (3) 4), brings a lap-top or hand-held computer to enter the information directly into the data base. Bazeley (2010:30) concurs that computer assisted interviews save time in processing the data and also save the interviewer from carrying around hundreds of questionnaires. The researcher used this method (a laptop) to type the unrecorded responses from the parents.

3.5.4 Questionnaires (self-administered)

Self-administered questionnaires are fruitful in the presence of the researcher. Greene (2007:2 (2) 191) reports that self-administered questionnaires enable any queries or uncertainties to be addressed immediately with the questionnaire designer. It typically ensures that all questions are completed and filled in correctly. Data can be gathered from many respondents simultaneously.

The researcher used a questionnaire as a research instrument for collecting data from the subject specialists and learners (see Appendices iii and v). Cresswell (2009:46) contends that a research instrument should assist in collecting accurate, consistent and reliable data from the participants. For accurate and consistent data, the instrument must be clearly constructed and relevant to the participants' level of knowledge of the subject matter in the case of learners' questionnaires (see Appendix iii). Thirteen carefully constructed questions were drawn up for the subject specialists and ten for the learners. The questionnaires required responses ranging from *Strongly Agree, Agree to Disagree* for both the learners and the subject specialists. The explanation of the questionnaire was given in IsiXhosa to the 80 learners who were selected from Grades 8 to 12.

3.5.4.1 Format of the questionnaire

Concerning the format of a questionnaire, Hanson (2008:42 (1) 101) advises that: -

- ❖ The researcher should ask more closed than open ended questions for ease of analysis.
- ❖ The researcher to ensure that every issue has been explored exhaustively, and should decide on the content and explore it in depth and breadth.
- ❖ The data acquired must answer the research question.
- ❖ Single sentences must be used in each item whenever possible.
- ❖ Responses required in open ended questions must be clarified.
- ❖ The researcher must avoid leading and threatening questions.

3.5.4.2 Language used in the questionnaire

Mertens (2005:67) emphasises that the: -

- ❖ The researcher must avoid jargon and strive to be unambiguous and clear in the wording.
- ❖ The sentences must be kept in the present tense wherever possible.

- ❖ The readability of the questionnaire including the writing abilities of the respondents must be considered by the researcher.

3.5.4.3 Advantages of using the questionnaire

- ❖ Questionnaires do not put much pressure on respondents' emotionality.
- ❖ They are practical, ensure anonymity and they save time.
- ❖ Large amounts of information can be collected from a large number of people in a short period of time and, relevantly, in a cost-effective way.
- ❖ Results of questions can be quickly qualified through a software package.
- ❖ Can be analysed more scientifically and objectively than other forms of research.
- ❖ When data has been quantified, it can be used to compare and contrast other research.

3.5.4.4 Limitations of questionnaires

- ❖ Questionnaires as cited by Mertens (2007:31) cannot be administered in the case of illiterate and uneducated people. This has been the case in this study. The parents were only interviewed because they are literate or semi-literate.
- ❖ There is no way to tell how truthful a respondent is being.
- ❖ The results cannot tell how much thought a respondent has put in.
- ❖ The respondent may be forgetful or not thinking within the full context of the situation.
- ❖ Questionnaires lack the flexibility of interviews.

3.6 THE RESEARCH PARADIGM

According to Morgan (2007:1 (1)49), a paradigm is a matrix of beliefs and perceptions, a set of common beliefs and agreements shared among scientists about how problems should be understood and addressed. It is a way of breaking down the complexity of the real world and of how the world works, how knowledge is extracted from this world and

how one is to think, write and talk about this knowledge. As agreed upon by Tashakkori and Teddlie (2003:46), paradigms are the foundations of theory as they give direction on how theory building can move forward in a meaningful way.

Paradigms, as viewed by Cameron and Miller (2007:68), underlie all efforts at theory building and knowledge production because they embody the main philosophical assumptions that guide the research. Tashakkori and Teddlie (2003:87) say that within a paradigmatic framework claims are made about what knowledge is, how one knows, what values are attached, the way in which we study the phenomena and what the phenomena are written about.

According to Stange, Crabtree and Miller (2006: 29), a paradigm addresses fundamental assumptions such as beliefs about the nature of reality (ontology) and the assumptions about the methodologies. Mertens (2005:72) comments that researchers in education are typically guided by positivism, interpretivism and critical science research orientations.

The following section will discuss the interpretive paradigm, the post positivism paradigm and the positivist paradigm.

3.6.1 The interpretive paradigm

The purpose of the interpretive approach, as discovered by Walsham (2006(15)3:327), is to describe and interpret the phenomena of the world in an attempt to get shared meaning with others. Mertens (2005:7) describes a paradigm as a collection of logically related assumptions, concepts or propositions that give direction to how theory building can move forward to orientate thinking and research. Argued by Fazhogullari (2012:6(1)44), interpretivism is a research paradigm covering areas such as knowledge, language and ethics, and was hence considered by the researcher to assist in her studies. For this study to be fully effective, an interpretive paradigm which combines qualitative and quantitative approaches was used.

In this interpretive approach, the researcher is a vital instrument as he/she is fully involved as an instrument of data collection. Weber (2004 (28:1) v) maintains that reality is understood through language, knowledge is acquired through discovery and there are multiple realities which require multi methods for understanding them.

In the light of the above, the researcher discovered that poor IsiXhosa language acquisition by the learners really bars them from studying the language at tertiary level because they lack the necessary skills such as writing and reading.

Following the views of Howell (2013:45) who claims that the interpretive social research emphasises the complexity of human beings and attempts to construct and understand their worlds, the researcher conducted interviews and observations with the research participants. The advantage of this paradigm, witnesses Wooton (2014:21), is that it can be implemented in individual and small groups in naturalistic settings.

According to Dewey (1948:54), the pragmatic method is primarily a method of settling metaphysical disputes and traces their respective practical consequences. In all, when judging ideas, Anchor (2006:64) advises that we should consider their empirical and practical consequences which will assist in deciding which action to take next as one attempts to better understand real world phenomena, in this case, an educational phenomenon of the poor performance of Grades 8 to 12 learners in their mother tongue, IsiXhosa.

The positivist paradigm is outlined in the following section.

3.6.2 The positivist paradigm

The dominant paradigms that guided early educational psychological research, as agreed upon by Saldana (2015:12), were positivist. Their philosophy is that there is an objective reality that researchers should try to uncover when conducting research. Rice and

Haywood (2011 (6) 2:329) concur that positivists pose the argument that only those phenomena that are observable can validly be identified as knowledge. Shaw (2009:87) is of the opinion that the best way of generating knowledge is through scientific methods in which things are meaningful if they are observable and verifiable.

The researcher gathered relevant data from eight rural secondary schools where teaching and learning take place. Learner portfolios, master portfolios and three terms' mark schedules where the performance of IsiXhosa was recorded were collected and data analysed (see chapter 4) to draw conclusion arising from IsiXhosa learners' unacceptable performance in the three papers written in the three quarterly tests. The researcher visited the sampled schools, was supplied with the analysed performance by IsiXhosa educators and educator master portfolios collected by the heads of Home Languages.

A positive view was employed in the study, using the advice by Munro (2008:95) that it brings a clear conceptualisation of concepts, the measurement of observable behaviour and control of context and variables using statistical techniques as mentioned in the above paragraph. The researcher used questionnaires to test the views of learners, the educators' views and the subject specialists' views about the conditions which have led to the poor achievement of IsiXhosa, especially the creative writing.

The following section will give an overview of the post positivism paradigm.

3.6.3 The post-positivism paradigm

Post-positivists as viewed by Silverman (2008:430) claim that values and perspectives are important considerations in the search for knowledge. The post-positivists work in naturalistic settings instead of experimental conditions. Post-positivists use primary quantitative methods together with elements of qualitative methods

Mixed methods research, according to Cohen et al. (2007:63), should use a method and philosophy that attempts to fit together the insight provided by the qualitative and

quantitative research into a workable solution as attempted by the researcher when observing learner assessment in IsiXhosa and analysing their marks on a quarterly basis in this study. The consideration of the classical pragmatists such as Dewey (1948:29) is recommended to improve communication among researchers and also to improve their knowledge. Dewey (1948:43) states that pragmatism sheds light on how research approaches can be mixed fruitfully, resulting in ways that offer the best opportunities for answering significant research questions, such as the statement of the research problem in chapter 1 of this study.

Both qualitative and quantitative methods were used in this study. Questionnaires were administered to the learners, IsiXhosa educators and IsiXhosa subject specialists respectively. By using the multi strategy research, this paradigm was suitable and reliable for the research.

3.7 The research approach

In this study, the researcher uses the mixed method approach (qualitative and the quantitative approaches). According to Mcleod (2008:45), the combination of the two approaches allows more insight to be gained in resolving the research problem. Cresswell (2009:76) argues that mixed approaches provide a comprehensive analysis of the research problem whereby information is integrated in the interpretation of the overall results. In line with this study, learner portfolios, master portfolios and mark schedules for the three terms were collected by the researcher from the participating schools as natural settings, preparing for their analysis.

The mixed method approach as supported by Bergman (2011 :5)100) tends to base knowledge claims on pragmatic grounds such as consequence-oriented, problem-centred and pluralistic. It also employs strategies of enquiry that involve collecting data either simultaneously or sequentially to best understand the research problem. The data collection, according to Feilzer (2010 (4) 12), involves gathering both numeric information (see analysis of Grades 8 to 12 results from table 4.27 to table 4.31 in chapter 4) on

instruments, for example, as well as text information, so that the final data base represents both qualitative and quantitative information.

Visiting the field of research to collect data, according to Teddlie and Tashakkori (2009:15), creates an opportunity to make a direct observation, especially during interviews. In this study, observation during interviews and document analysis gave the researcher the intended authentic results. Just because parents do not understand English, they were all interviewed in IsiXhosa (see appendix xvii).

3.8 Research typology

Typology, as cited by Harrits (2011 (5)153), is a classification of phenomena under study into structural types across languages. It deals with cross linguistic comparison, and also the study of patterns that occur systematically across languages. Its goal, according to Greene (2007:16), is to define the situation possible in human language. Phenomenological approaches are based on a paradigm of personal knowledge and subjectivity, emphasising the significance of personal perspective and interpretation.

Harrits (2011 (5) 159) claims that phenomenological research is powerful in understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of presumed assumptions and conventional wisdom. It overlaps with other essentially qualitative approaches and seeks to describe rather than explain. Phenomenological methods, as illustrated by Holroyd (2001 :(1)1:6), are particularly effective in exposing the experiences and perceptions of individuals. It is used as the basis for practical theory and informs and supports policy and actions.

Phenomenological and epistemological approaches are seen by Groenewald (2004:3(1)4:19) as based on a paradigm of personal knowledge and subjectivity; hence they emphasise the importance of personal perspective and interpretation. Knight and

Ruddock (2008:39) point out that a researcher's epistemology is literally his/her theory of knowledge which serves to decide how the social phenomenon will be studied. In this study the researcher was concerned about the underperformance in IsiXhosa by Grades 8 to 12 learners as the phenomenon which contributes to the slow pace of the language being developed to the level of being used as a medium of instruction.

Leedy and Amrod (2010:58) describe epistemology as the possible ways of gaining knowledge of social reality. Epistemology, as reported by Babbie (2007:54), talks about how what is assumed to exist can be known. It is the study of our method of acquiring knowledge and Babbie (2007:61) provides evidence that it encompasses the nature of concepts, the construction of concepts, the validity of the senses' logical reasoning as well as thoughts, ideas, memories and emotions. This means that epistemology, as demonstrated by Mastura (2013:68), is concerned with how our minds are related to reality and whether relationships are valid or not. In summary, Gaber and Gaber (2007:29) conclude that epistemology is the explanation of how we think.

3.9 THE ROLE OF THE RESEARCHER

The researcher identified the research site(s) where the research relevant to the study was conducted. As mentioned by Bryman (2007:16), informed voluntary consent was obtained from the participants once they received information about the project. After obtaining approval for conducting a research in this study, all the participants were informed in writing. Because some participants were minors, i.e. the learners, written consent was obtained from their parents (see Appendix ix).

Brewer and Hunter (2006:66) advise that before approaching the identified research site, the researcher must get permission from the head of the institution which has also been involved in this study (see Appendix vii). All participants, insists Denzin (2009:52), must be informed in good time about the questionnaire they will be responding to. Data collection methods such as questionnaires (see Appendices iii and v) must be prepared to get the relevant and reliable data. All the participants must be assured of their safety.

Research plans, according to Creswell and Tashakkori (2007:110), must contain adequate provision to protect the privacy of participants and the confidentiality of the data collected. If the participants, as cited by Plano Clark and Creswell (2008:32), are likely to be vulnerable to coercion or undue influence, the researcher's plan should provide for additional appropriate safeguards to protect their rights and welfare. All the participants' rights in this study were protected such that parents' interviews were conducted in IsiXhosa, the only language they understood and their mother tongue (see Appendix xix). This assisted in making the parents feel at ease and to respond to the interview questions with confidence.

Proper documentation with immediate relevance, according to Creswell and Tashakkori (2007(a):109), is the basis for archiving what will be considered for re-use by other researchers. In this study, documents such as learner portfolios, master portfolios and mark schedules for the three terms (quarters) of the year were analysed and the data collected from the documents were analysed.

3.10 RESEARCH SITES

A research site as mentioned by Bazeley (2010:449), is a location where research takes place, meaning that it's where data are collected. The study was conducted at Bizana which is rural and previously disadvantaged. It has thirty-four secondary schools which offer IsiXhosa as a first language. The researcher works at the district office and schools were easily accessible. The district has eight circuits and the researcher manages one of these circuits where the participating schools were identified. The following are the sites where the participants were identified and where data collection took place.

- (i) The two participating secondary schools.
- (ii) The district marking centre.
- (iii) The district moderations centre.

The research took place at a moderation centre where sampled educator master portfolios and learner portfolios were moderated. Cresswell (2009:156) advises considering different situated settings when studying teachers' and learners' perspectives. To consider them in different social settings, the moderation centre (where participating schools had their quarterly performance of learners moderated by the district subject specialists) for Grades 9 and 12 was used because the two grades write external examinations at the end of the year. To assist in collecting data simultaneously and accommodating parents in a once-off process, Grades 8 to 11 were also included in the moderation centre. Grades 8 to 11 are moderated internally at school by the School Management Teams (SMTs) and the researcher observed these internal moderations in the different participating schools.

3.10.1 Research participants

This selection was conducted after consulting two School Management Teams (at their respective schools) consisting of the heads of department, the deputy principals and the principals from two different schools. All the participants were gathered at a moderation centre where learners' and educators' work had to give evidence of African languages development in line with the language policies. The moderation centre was the best research site where analysis of learners' work and educator master portfolios was done by all the subject specialists present. The researcher also made a random selection of eight parents (four females and four males) to take part by being interviewed in their mother tongue, IsiXhosa (see Appendix xxi).

3.11 POPULATION

Population as defined by Howell (2013:19) is generally a homogeneous group of individual units, and a sample/proportion of a larger group. It contains definite strata that are approximately equal in size and appear in different proportions within the population. Population consists of discrete clusters with similar characteristics. Amongst the population used in this study, parents are a distinct group, because they have not been

educated and thus they could not be interviewed in English. The units within each cluster are as heterogeneous as units in the overall population. An example of such units in this study was that of learners whose characteristics cannot be the same as those of the parents, educators and subject specialists. Only three parents were semi-literate and thirteen were illiterate, unlike their children who were currently in the level of secondary education. The educators and the subject specialists are professionals who are graduates and some had senior degrees and masters' degrees respectively.

Bryman (2008:12) reports that all members that meet a specification or a specified criterion serve as a population in the study, and it is a sample or a proportion of a larger group. The educators, learners, subject specialist and parents are the population which have participated in this study. All the participants' home language is IsiXhosa and hence they were identified as a population to participate in the study. The researcher as stated by Fetterman (2008:59) must identify information-rich key participants who will participate in the research process until the relevant data have been obtained to draw meaningful conclusions. Sampling was done by the researcher so that the above-mentioned groups of people are represented as will be discussed in the following section.

Bernard and Ryan (2010:38) are of the opinion that a researcher must consider doing the selection such as age, performance, gender and experience. Criterion-based selection (i.e. the learners who obtained the highest scores in IsiXhosa, the median and the lowest scores) was used by the researcher to collect information from the stratified population such as subject advisors, educators, parents and learners.

The target population for this study was Grades 8 to 12 learners from the two participating schools, subject specialists and parents. Merriam (2009:45) declares that a population is a group of people or individuals that have one or more characteristics in common to which the results of the study are applied. For the reliable results of this study, secondary school IsiXhosa learners, i.e. Grades 8 to 12, IsiXhosa subject specialists and IsiXhosa-speaking parents were targeted. In Mbizana there are thirty senior secondary schools and all of them offer IsiXhosa as a home language. The Pondo dialect which is spoken at home

(AmaMpondo being one of the Xhosa groups) prevails at Mbizana and the Pondo dialect is different from the standard IsiXhosa offered at school. For example, in standard IsiXhosa there is the phoneme “sh” which is “tsh” in the Pondo dialect.

3.11.1 The sample and the sampling process in qualitative research

A sample as described by Gray (2007:49) is a selection of units from a defined population. This means, the prime goal must be relevant representativeness in sample selection. Nevertheless, in qualitative and quantitative research there is no single rule that can be used to determine the sample size.

Fink (2003:72), declares that data collection cannot take place without the selection or sampling of individuals to participate in research. In this study, the parents, learners, IsiXhosa educators and IsiXhosa subject specialists were sampled to take part in the study. The nature of the research, i.e. quantitative or qualitative or both has guided the researcher towards the sampling of the research participants.

According to Kalton (2007:20), there are two major types of sampling procedures available to researchers, i.e. probability and non-probability sampling. In this study, the researcher has used the two types of probability sampling, stratified sampling and cluster sampling, because of their convenience to the rural population.

3.11.2 Non-probability sampling (Qualitative research)

Non-probability sampling methods as defined by Mingers (2003:15) aim to construct a sample that can generate the most useful insights to be gained by the researcher into the study’s particular focus. When selecting, the researchers may be choosing not only which people to include in their study, but what time, place, events or interactions.

In the following section, the examples of non-probability sampling are discussed.

3.11.3 Purposive sampling

Maxwell (2005:9) describes purposive sampling as judgemental sampling as it selects participants because they have particular characteristics that interact with the researcher. The population is randomly selected based on a particular characteristic. The individual characteristics are selected to answer necessary questions about a certain matter or product. The researcher made use of this sampling when selecting the subject specialists and IsiXhosa educators because both are directly involved in the teaching and learning of IsiXhosa and can give answers on the challenges facing the language.

3.11.4 Snowball sampling

Biesta (2010:66) comments that snowball sampling is a useful choice of sampling strategy when the population you are interested in studying is hidden or hard to reach, e.g. drug addicts. The researcher builds on the basis of contacts suggested by other participants. In this study, the researcher had difficulty in sampling parents, because they never understood the purpose of being sampled and questioned in teaching and learning matters, so it was not easy to reach them.

3.11.5 Convenience sampling

In convenience sampling, Natasi and Hitchcock (2010:16) state that the sample is selected primarily on the basis of what the researcher is able to access. One of the strongest rationales for this method is when the group or phenomenon under study is generally difficult to access but the researcher is able to establish a sufficient degree of contact or trust with particular participants to conduct a variable project. The learners' sampling features here, the researcher had to assure the learners that the study is aiming at assisting them in their studies and researcher had to access what they assist with through interviews and responding to a questionnaire. (See appendix iii and unit 4.2.2)

3.11.6 Probability sampling (Quantitative research)

Probability sampling as postulated by Denscombe (2008 (2) 3 :280) is used when a researcher is seeking a strong correspondence between his/her research population and the sample drawn. The stronger the correspondence, the greater the degree of probability or confidence and the more valid are the generalisations about the research population drawn from the sample. Quantitative research uses sampling based on theories of probability from Mathematics called probability sampling.

Probability sampling techniques used by the researchers are briefly outlined in the following section.

3.11.7 Cluster sampling

Bryman (2006:51) reports that a cluster is a group of population elements, constituting the sample unit instead of a single element of population and it contains final sampling elements. The primary goal of sampling is to get a representative sample, or a small collection of units or cases from a larger collection of population. From this sample, the researcher studies a smaller group and produces accurate generalisation about the larger group. Researchers, as mentioned by Johnson, Onwuegbuzie and Turner (2007 (1) 2 : 121), focus on the specific techniques that will yield highly representative samples. Cluster sampling was used by sampling eight parents representing IsiXhosa speaking community of Mbizana and eighty grade eight to twelve learners from more than ten thousand learners of the same grades in the district.

3.11.8 Stratified sampling

According to Sandewolski (2009 (31) 3:194) stratified sampling means to classify or separate people into groups according to some characteristics e.g. rank, income, education or ethnic background. The researcher in this study has used stratified sampling, i.e. parents who are illiterate and semi-literate, learners who learn IsiXhosa as a home

language, IsiXhosa educators and IsiXhosa subject specialists. The various groups used in the study belong to different economic classes hence stratified sampling was used by the researcher.

3.11.9 Systematic sampling.

Systematic sampling is also called ordinal sampling by Greene (2007:17). It includes selection of sampling units in sequences separated on lists by the interval of selection. For the sampling of parents, this was not used by the researcher in the study because of the rural situation where the study was conducted. For sampling the educators and the subject specialists' systematic sampling was applied by the researcher.

In Mbizana, standard IsiXhosa is offered as a home language in thirty senior secondary schools. The study targeted eighty learners from two senior secondary schools. The number of learners in all senior secondary schools was too high to be involved in the research; hence only two secondary schools participated as will be shown in the following table.

Table 3.3.1: Number of learners selected from each of the two participating, senior secondary schools

Grades	No of Learners in School A	No of Learners in School B	Total
8	5	5	10
9	5	5	10
10	10	10	20
11	10	10	20
12	10	10	20
5 grades	40	40	80

The table above shows that from the two senior secondary schools 40 learners were selected randomly to participate in the research. From Grades 8 and 9 five learners from each school were selected and from Grades 10 to 12 ten learners were selected to participate in the study.

Eight parents (i.e. four parents from each participating school) were identified to take part in the research. As Mbizana is one of the rural and disadvantaged areas, only two parents were literate, one was semi-literate and five were illiterate. The latter fact compelled the researcher to conduct in IsiXhosa and no questionnaire was administered to the parents due to their level of literacy. Eight IsiXhosa subject specialists were identified to assist the researcher in getting the reliable information from schools.

3.12 DOCUMENT ANALYSIS

Documents used in research as argued by Charmaz (2014:36) are written communication which shed light on the phenomenon that the researcher was investigating. Mays, Pope and Popay (2005:81) comment that documents are a lens to interpret events in order to gain insight into the relationship between written and unwritten, past and present, spoken and visual data.

In this study, the documents analysed in schools were learner portfolios, master portfolios, time tables, mark schedules and IsiXhosa paper 3 (creative writing). When analysing these documents, the researcher observed that:-

- ❖ IsiXhosa paper 3 (creative writing) from grades 8-12 was a cause for concern. In all the participating schools, the learners' spelling was poor: they cannot spell the three to five consonantal words e.g. tsh, ntsh and ntshw (see appendix iv, p.203).
- ❖ Educator master portfolios captured creative writing marks which revealed poor performance of learners in creative writing (see appendix iv, p 206).
- ❖ Time tables were CAPS compliant. Mother tongue was allocated a maximum of five-six hours – an hour more than all subjects (see appendix ii, p 6-7).

- ❖ Mark schedules were captured by SASAMS and the level descriptors finalised (see appendices xii-xvi).

Table 3.3.2: Number of learner portfolios per grade and the number of tasks done up to June (CAPS document)

Home Language	Grade	Number of Learner Portfolios	Number of Formal Tasks per Assessment Programme
IsiXhosa HL	8	10	2 half year
IsiXhosa HL	9	10	2 half year
IsiXhosa HL	10	20	2 half year
IsiXhosa HL	11	20	3 half year
IsiXhosa HL	12	20	4 half year
TOTAL	5 grades	80	

The above table shows the number of expected half-yearly formal tasks per grade. Grades 8 and 9 have few IsiXhosa formal tasks up to June (see Appendix vi, Assessment Programmes for Grades 8-12).

3.13 MEASURES FOR ENSURING TRUSTWORTHINESS AND RELIABILITY

Denzin and Lincoln (2011:68) agree that trustworthiness is the credibility of description, conclusion, explanation, interpretation or other form of accountability in research. Trustworthiness shows the extent to which the researcher's findings approximate reality. The instruments (such as questionnaires) used for collecting data, direct observation during interviews and data analysis assisted the researcher in getting reliable data from the participants, thus contributing to the validity and reliability of this study.

Kumar (2012:35) contends that reliability is the consistency of a measurement, or the degree to which an instrument measures the same way every time it is used under the same conditions with the same subjects; thus the repeatability of the researcher's measurement. According to Welman, Kruger and Mitchell (2007:76), a measure is considered reliable if a person's score on the same test given twice is similar. The questions given to the learners and subject specialists were clear, precise and concise. The researcher made it a point that the learners clearly understood what was required of them.

3.14 VALIDITY, CREDIBILITY, RELIABILITY AND TRUSTWORTHINESS

Researchers are required to produce valid and reliable knowledge in an ethical manner. These four terms, validity, credibility, reliability and trustworthiness, are concerned with the truthfulness of the research findings. Trustworthiness as witnessed by Gelo, Braakmann and Benetka (2008:6) can be measured by how accurately the study reflects the participants' views on the research.

An instrument is valid only if it can measure what it is intended to measure. As postulated by Kumar (2012:40), validity refers to whether the research actually measures what it intends to measure. To ensure this, the researcher designed the data collection instruments in such a way that they were logically consistent and covered all the aspects of the content to be covered. According to Jang, McDougall, Pollon, Herbert and Russel (2008:40), an adequate number of questions in questionnaires is drawn up; thereafter, observation schedules are drawn up such that they could incorporate sufficient characteristics covering all relevant aspects of the concept under study.

To enhance credibility, reliability, validity and trustworthiness of the study, the following procedures were undertaken by the researcher:

3.15 RECORDING OF INTERVIEW DATA AND FIELD NOTES

During interviews, the researcher collected data by taking notes. Taking notes as viewed by Mertens (2010:8) provides material for reliability checks and grouping together of similar themes and the capability of readiness. Reading the scripts several times assisted the researcher in comparing the captured data so as to clear up ambiguities and misunderstanding. It was possible to record the subject specialists during interviews, but the parents refused, and the researcher had to respect their right and took notes instead.

3.16 TRIANGULATION

Triangulation is the use of two or more methods of data collection for a research. Morgan (2007 (1) 1 :61) sees triangulation as an examination of a social phenomenon from different angles. According to Cresswell and Clark (2007:73), triangulation is the strength of qualitative research because it uses several methods to explore an issue, thus increasing the likelihood of data depth and accuracy. Hussein (2009:(1)39) comments that triangulation is a process in which multiple methods of data collection are used so as to increase the reliability of observation. In this study, the researcher used a number of data collecting instruments such as interviews, observation, questionnaires and analysis of documents. By employing different data collecting instruments, the researcher wants to increase the validity of the study. Denzin and Lincoln (2011:42) agree that triangulation is an effective way to overcome most of the weaknesses of each method used at the same time; the strengths of each method can be enhanced by the strengths of other methods. In line with the latter statement, in this study the results which were obtained from the analysis of documents such as mark schedules gave a clearer picture of learner performance than the results which were obtained from the questionnaires and interviews.

Triangulation was also used by the researcher to strengthen the confidence of the research findings by collecting data using multiple methods which, according to Tichapondwa (2013:110), pave the way for more credible and dependable information. Interviews, questionnaires and observation, were used to collect data which validated the

research results in this study. This means, information was obtained from different respondents and verifying the gathered data to ensure that trustworthiness and validity prevailed. With triangulation, the researcher was able to establish the credibility of the findings.

3.17 ETHICAL MEASURES

Writers such as Hammersley (2007: 30 (3) 6) describe ethical issues as anything that relates to accuracy, confidentiality, consultation, rights of access and continuity of purpose. Bryman (2006 (6) 10) advises the researchers to be sensitive to ethical principles because of the nature of their topics, face-to-face interaction, data collection, design and reciprocity with participants.

The researchers, according to Clark (2005:15), should have a strict code of ethics and exhibit good manners. Informed consent and the protection of subjects from harm are the two issues which Welch and Welch (2004:558) stipulate as dominant.

The researcher in this study adhered to the prescripts and considerations highlighted in the following section:-

3.17.1 Permission

The researcher got permission from the Chief Education Specialist (Curriculum) and from the school principals of the participants. The aim of the research was clearly stated and the authorities such as the SMT and the SGB were assured that the research will declare the report of the findings (see Appendix vii).

3.17.2 Informed consent

The procedures in which individuals choose whether to participate or not in an investigation are termed 'informed consent' by Leech and Onwuegbuzie (2009 (43) 2

:269). Individuals as reported by Tashakkori (2003b:93) choose whether to participate or not in a study and have to submit an informed consent form to participate. In the case of interviews, states Walsh and Dowwe (2005 (50) 2 : 209), the participants need to be informed about the process and be assured of their privacy and that their participation is voluntary. The researcher informed the participants about the processes, that their participation was voluntarily and that they could withdraw at any time.

3.17.3 Confidentiality and anonymity

Before the start of all the research processes, the participants were assured of confidentiality and anonymity. The participants were assured that their identities would be kept confidential by not using any participants' names. The parents' right to refuse recording was respected and they were not recorded.

3.18 LIMITATIONS OF THIS RESEARCH

Limitations as cited by Fink (2003:59) are potential weaknesses in a study and are out of the researcher's control. They limit the extent to which a study can go and this sometimes affects the end results and conclusions that can be drawn. Delimitations, according to Denzin (2009 (9)1:6), are those characteristics that limit the scope and define the boundaries of a study. They include the choice of objectives, the research question, variables of interest and theoretical perspectives that you adopt and the population a researcher chooses to investigate.

Financial constraints were the worst limitation in conducting this study. The movement from one school to another to collect data was challenging because the educators in secondary schools are always engaged and occupied in their daily programmes.

Parents' illiteracy posed another great challenge. The researcher had to explain several times the purpose of the research before engaging in the process of interviews. They refused to be recorded, hence the researcher opted for taking notes. The learners had

problems when it came to responding to the questionnaire. Their level of English forced the researcher to spend a lot of time with them to give clarity to the requirements.

3.19 SUMMARY

In this chapter the researcher discussed the mixed methods design (qualitative and the quantitative research) which assists in getting the required responses in the natural settings of the individual. The research design, which is a plan to show how the study was conducted, outlined exploratory research and the descriptive research. The mixed methods approach where the qualitative and the quantitative research methods were used assisted to maximise the validity of the study's findings.

Data collection methods such as interviews, observations, questionnaires and responses to the questionnaires proved to be the most relevant techniques to collect the required information. It also focused on the structure of the questionnaire, selection and random sampling of interviewees. Triangulation was used to explore sets of data from different perspectives of teaching and learning IsiXhosa in the classroom situation. Interpretive, positivist and post-positivism were the paradigms which have been briefly discussed in this chapter.

The factors which have negatively affected this research were raised. Finally, the ethical procedures and limitations of the study were highlighted.

The next chapter will focus on the discussion of the findings resulting from the data collected by the researcher.

CHAPTER 4: PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

Poor performance in IsiXhosa by the rural senior secondary school learners is the major barrier which delays the development of the language. With the view that IsiXhosa is the learners' mother tongue, one wonders why they cannot achieve the highest levels of competence, i.e. descriptions 6 and 7 (see Appendices xii-xvi). As seen in table 4.1, creative writing is a cause for concern, i.e. the learners' poor writing skills, poor spelling and poor language structure use. This chapter aims at presenting, analysing and interpreting data obtained from the interviews, observation, document analysis and the questionnaires. The study set out to address the following objectives:

- ❖ To explore whether the educators prepare IsiXhosa lessons in line with the ATP (see unit 4.4.1, Q2).
- ❖ To explore whether all educators are in possession of relevant qualifications to teach the language (see unit 4.4.1 Q11).
- ❖ To determine whether the HODs for IsiXhosa have a monitoring plan for the language (see unit 4.4.1 Q).
- ❖ To investigate whether the Department of Education treats IsiXhosa like Maths, Science, English and Afrikaans, in terms of workshops and intervention strategies (see graph 4.2).
- ❖ To check if the provision or plan is made by the Department of Education to expose IsiXhosa educators to developmental short courses (see unit 4.5, graphs 4.19-4.20).

In this chapter the findings of the research are presented and discussed. The data relates to responses gathered from the questionnaires, interviews, analysis of the five grades'

marks for the three assessments done during the three quarters and is informed by records collected through qualitative and quantitative research. Data was collected from two senior secondary schools. Interviews, questionnaires and observations are sources from which data were collected. Learners from Grades 8 to 12 together with the subject advisors were sampled to be respondents of the questionnaire.

The process of data analysis was done by collecting mark schedules for the three quarters from the two participating schools. To clarify certain aspects in some instances, brief discussions of these perceptions are given.

4.2 RESEARCH PROCESS

The researcher collected the questionnaires from the learners and educators who participated in the study. All the participants responded as expected to the questionnaires. The responses have proved that IsiXhosa home language has many challenges in the teaching and learning situation in the rural Eastern Cape secondary schools.

The interviews were conducted successfully although with difficulty. The parents had to be interviewed in IsiXhosa because of their challenge in English (see appendix xxi). They also refused to be recorded and the researcher recorded the subject specialists interview session only. Presentation and analysis of data will be tabled in the following units.

4.3 DATA PRESENTATION

Data collection instruments such as questionnaires, interviews, observation and document analysis have been used by the researcher to gather all the information relevant to the study. Questionnaires and interviews were the main data collection instruments. Parents' interviews were done in IsiXhosa and the researcher translated them into English. Parents' illiteracy forced the researcher to conduct their interviews in their mother tongue so as to understand what was required of them.

The researcher also observed the marking of IsiXhosa whereby the learners were not penalised for spelling and poor language structure use in Grammar (paper 1) and in Literature (paper 2), hence they perform better in both papers. If they had to be penalised, the performance would be worse in IsiXhosa. It is only in Creative Writing (paper 3) that the learners get penalised for poor spelling and poor use of language structures as seen in Appendix iv.

Data collected using questionnaires for the learners and the subject advisers also gave the reasons for underperformance by learners in IsiXhosa owing to a number of factors analysed in graphs 4.1 to 4.7. The questionnaire items were coded and entered on data sheets. The researcher used graphs to present data as stated in graphs 4.8 to 4.16 and then used descriptive statistics to describe and analyse data.

The three terms' mark schedules of the participating schools were amongst the documents which the researcher spent a lot of time in analysing and the results showed that the learners in the five grades performed poorly in IsiXhosa as their mother tongue and the language spoken at home.

The tables (4.3 to 4.30) showing the information gathered by use of the questionnaires, parents' interviews, mark schedules observation and their analysis were used as the main media of data presentation. From these tables, the patterns and relationships between and among respondents were discerned and described. Data collected from document analysis was restricted to the descriptive level of research studies. Together with the data collected from questionnaires, statistical analysis was also applied.

Thus, in this study, a mixed methods approach was used. Data presentation was done showing how respondents felt about the variables and sub-variables drawn up to answer the research questions mentioned in chapter 1.

4.3.1 Data presentation of subject specialists and parents after observing IsiXhosa learner portfolios

The researcher used the quantitative method to present the collected data during moderations. In order to arrive at the performance of the participating learners in the five grades, mark records from IsiXhosa educators' master portfolios for the three terms (January-March, April-June and July-September) were analysed and the results are displayed in Table 4.1.

Performance in grammar, literature and essay writing was the focal point during moderations as revealed in the following table.

Table 4.1: Average learner performance of the two sampled schools in IsiXhosa papers 1, 2 and 3 (Appendix xiv)

IsiXhosa content	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total average performance per paper
Grammar (Paper 1)	40%	47%	51%	55%	55%	50%
Literature (Paper 2)	30%	38%	39%	50%	52%	42%
Essays (Paper 3)	40%	36%	38%	48%	49%	42%
Total average performance per class	37%	41%	43%	51%	52%	45%
Level descriptors	2	3	3	4	4	3

Table 4.1 shows that the Grade 8 learners' average was 40% in grammar, 30% in literature and 40% in essay writing (creative writing) and the total average performance for Grade 8 in IsiXhosa is 37%. This is level 2 when rated in level descriptors. Grade 9 learners achieved 47% in grammar, 38% in literature, 36% in creative writing and 41% total average class performance, which is level 3. Grade 10 learners achieved 51% in paper 1, 39% in paper 2 and 38% in paper 3, and had a 43% class average thus attaining level 4. Grade 11 went up to 55% in paper 1, 50% in paper 2, and 48% in paper 3, and their class average was 51% at level 4. Grade 12 as the first grade to write the external National Senior Certificate (NSC) had 55% in paper 1, 52% in paper 2 and 49% in paper 3, and their class average was 52% and their level descriptor was 4. The average learner performance in the three papers is rated as moderate achievement, i.e. below 50%, and the rating code is 3. This is a weak achievement for one's home language. Language in context (Grammar) was performed better than in papers 2 and 3.

After analysing the five grades' performance in the three papers, the subject specialists had to analyse the school-based assessment tasks recorded in the educators' master portfolios. Their findings are analysed in Table 4.1.3 below.

4.3.2 The subject specialists' perceptions after moderating IsiXhosa SBA

As far as the teaching approaches are concerned, the subject advisors discovered that they are not contributing as expected towards the development of IsiXhosa. From the sampled educator portfolios, it was discovered that the level of questioning in the school based assessments was low for the level of the learners (low order questioning). In response, when the learners are given projects and assignments, they fail to come up with vocabulary and terms which enrich the language as recommended by the NCS (2003:13-14). The latter is associated with the parents' and grandparents' failure to assist learners with their homework owing to illiteracy. Another contributing factor is the shortage of teaching and learning aids (especially reading material) used when teaching IsiXhosa (Rodseth, 2002:(20)103).

The subject advisors' findings after moderating the learner portfolios and master portfolios from Grade eight to Grade twelve are tabulated in table 4.1.3.

Table 4.2: Findings in master and learner portfolios

Learning outcomes Gr-8-9	Learning outcomes Gr-10-12	Master Portfolios	Learner Portfolios
LO 6 (Learning Outcome) Grammar Language Structure and use	LO 4 Grammar Language	In the lesson plans, the relevant outcomes from Gr 8-12 were evident and were NCS and CAPS compliant. Forms of assessment were adhered to, questions and memoranda were available.	Daily exercises, including homework, were available but the performance is poor especially in the figures of speech. As a result the level descriptors in IsiXhosa go from level 1 to level 5, and there are few or no learners who attain level 6 or level 7.
LO2 Literature	LO2 Literature	Response to text was planned in different literature genres from Gr-8-12. Question papers and	Evidence of marked literature exercises was found in the learners'

		<p>memoranda were available as evidence of continuous assessment.</p>	<p>portfolios. Rubrics and ratings were NCS and CAPS compliant.</p> <p>Learner progress is not up to expectations because question analysis shows that learners cannot critically analyse poetry, novels, drama and short stories, especially in Grade 12.</p>
<p>LO4 (Learning Outcome) Written Work</p>	<p>LO4 Written Work</p>	<p>Different forms of writing were planned according to the NCS and CAPS languages assessment guidelines. The requirements for the two terms were satisfactory.</p>	<p>The different forms of writing were marked and gave evidence of poor performance in writing styles and language development.</p> <p>The glaring problems are poor spelling, lack of sequence when writing essays,</p>

			programmes, obituaries etc.
LO 1 & 3 Oral work	LO 1 Oral work	From Gr 8-12 LO1 i.e. reading and LO2 speaking, were assessed and the performance is poor due to the lack of good presentation skills when presenting prepared and unprepared topics.	Oral work is recorded in the master portfolio only.

Table 4.1.3 reveals the findings in the master portfolios for IsiXhosa educators. Performance in formal and informal tasks proved that learners from the five participating grades are poor in oral work, written work, grammar and literature.

The parents also had to express their views concerning the approaches used to develop IsiXhosa as will be seen in the following discussion.

4.3.3 The parents' perceptions concerning the low performance of their children in IsiXhosa.

As cited by Aitchison and Harley (2006:(39) 94), 61% of parents in the Eastern Cape rural areas are illiterate, 20% are semi-literate and 19% are literate. Despite their lack of knowledge as far as the teaching of IsiXhosa is concerned, they disapprove of the different approaches used in teaching this language. This is witnessed when the learners are given opportunities to research and come up with African language terms which enrich the spoken language in the classroom and in the learners' real lives, where they

do not understand the idiomatic expressions used in their communities. Therefore, their writing skills cannot be up to expectations. Appendix iv shows their marked essays (where their spelling in the home language is very weak) and proves the latter point.

If the teaching of this home language can be improved by developing the teachers' skills and upgrading their competence levels, the learners will be able to read with understanding. The parents have noticed that the worst performance in IsiXhosa is in reading where their children cannot read and understand the text they are exposed to.

The following discussion will reveal the learners' views on the development of their home language (IsiXhosa).

4.3.4 The learners' perceptions concerning the teaching of IsiXhosa

The learners in the rural areas as pronounced by Gardiner (2017:9) know that they are always presented in negative terms due to the poor background of the rural situation. They are aware that their schools are degraded and the limited resources for teaching and learning aggravate the situation. They know that more than 90% of rural secondary school learners in the Eastern Cape cannot get university entrance due to their poor performance in all the subjects.

They are very uncomfortable when oral assessment is done because their reading is poor, and they have difficulties when it comes to presenting prepared and unprepared topics in their own home language. They feel that exposure to a variety of IsiXhosa reading material will improve their literacy level.

4.4 INTERVIEW DATA ANALYSIS

Subject specialists, parents and learners were interviewed; their questions and responses are discussed in the following sections.

4.4.1 Subject specialists' interview questions and responses

Eight IsiXhosa subject specialists were interviewed for this study. The researcher and IsiXhosa subject specialists discussed Grades 8-12 students' performance in the language as analysed in graphs 4.24 to 4.28. The two sessions of discussions took place at a district moderation centre. Discussions for Grades 8-10 took place at a cluster moderation centre. Those for Grade 12 took place at the district moderation centre because it is an external class. These discussions were done in the middle of the research because they had to complement the research findings.

Q1. As a subject specialist, do you have a plan to check readiness of IsiXhosa language educators (availability of all resources such as grammar books and recommended set books) before teaching commences at the beginning of each year?

All specialists agreed that at the end of each academic year the School Management Teams do plan for readiness for the following academic year. All heads of languages together with their subordinates in the department prepare their master portfolios so that their contents are in line with CAPS, and the latter document must be available in each educator's master portfolio. All schools must have CAPS compliant time tables, assessment programmes, learning programmes and the Annual Teaching Plan (ATP). The problem lies with the delivery of text books and set books. Almost every year there is a shortage of text books and set books due to the poor delivery system of the province. This affects the syllabus coverage because some novels and drama books require more teaching time.

One subject specialist commented about the disadvantage of the shortages of text books that force the schools to buy more papers so as to make copies of the books. The schools' financial resources are exhausted before the end of the financial year, thus forcing the parents to pay some funds to meet the school halfway. All subject specialists complained about the sharing of books which disadvantages the learners, because they cannot access the books in their spare time due to staying at different places.

Q2. How often do you visit schools to check the implementation of the teaching plan and the assessment plan of IsiXhosa Home Language (HL)?

The subject specialists stated that the support visits are planned to be done on a daily basis (following their weekly itineraries) to the secondary schools, targeting those with the worst performance in IsiXhosa (see Appendix iv). The shortage of office based IsiXhosa subject specialists results in failure to visit schools on a daily basis. Sometimes they end up being assisted by English specialists where the focus has to be on the method of language teaching. Assessment is not done on a daily basis, because there is no assessment plan hence the learner portfolios have few class works and home works.

Another contributing factor is the shortage of educators who have majored in IsiXhosa home language. The reason for the declining numbers of educators who have majored in their home language is the non-availability of bursaries to assist students who want to major in a home language at university level.

Q3. Which problems are encountered by IsiXhosa educators in the classroom situation?

The subject specialists have discovered that the learners are very poor in spelling. This is the case from Grade 8 to Grade 12. Essay writing poses the worst problems (see Appendix iv). All the subject specialists agreed that non-availability of libraries is a contributing factor to the literary genres and thus learners have no or little reading materials. They depend on the recommended set books in poetry, drama, short stories or novels and these literature books are scarce, and learners have to share them, thus denying their individual freedom to read in one's spare time.

Q4. How do you assist the educators who lack skills in teaching IsiXhosa home language?

Two IsiXhosa subject specialists responded: "Developmental courses are prepared for such educators by the curriculum section in the district. A follow up is done, after analyzing

the learner performance in a formal assessment. The affected schools are visited by subject specialists from other districts to render support including the provincial assistance from the curriculum section”.

All subject specialists agreed that they have noticed from Dash Board (DDD which captures and analyses mark schedules on a quarterly basis) and Data Driven Districts’ analysis shows that more than 50% of learners who perform poorly in their mother tongue have a poor foundation from the lower levels of schooling.

One subject specialist said that Grade 8-10 learners’ inability to master literacy skills hampers them at their secondary school level (see Appendix iv). This Grade 10 learner’s essay has no meaning and there is not a single correct sentence. Viewed from this example, it is not usually possible to remediate pupils if the intervention is too late, e.g. at senior secondary school level.

Q5. In language competitions organized by the curriculum section (in the district office), what do you notice about the reading skills of the competitors?

All specialists were of the opinion that Grade 8 and 9 learners’ reading is always the poorest (see appendix xii). The absence of a reading culture in rural communities worsens the reading skills of the rural secondary school learners. As a result, the three to five consonantal phonemes such as tsh (ukutsha), ntsh (intshontsho), and ntshw (intshwaqane) are poorly pronounced or the learner becomes stuck when coming across these words. Differently in English, the same words are pronounced with ease, e.g. ukutsha, to be burnt. This witnesses the failure to expose the learners to reading activities at school due to the non-availability of libraries, newspapers and magazines. Recommended corner libraries in the classrooms are not available as a result of the lack of funds and donations. All the specialists agreed that teaching and learning can improve if the resources are available.

The subject specialists were of the opinion that rural schools are at a disadvantage when it comes to the distribution of resources resulting in the high levels of inequality of educational opportunities. What is practiced in the urban areas by the business sector, such as assisting schools with their basic needs financially or by offering to build schools, is not applicable in the rural society. Rural schools solely depend upon the government grant which does not cater for all the schools' requirements. Reading material such as newspapers is offered for free in the urban schools, but the same companies who are such good Samaritans cannot assist the rural schools by donating newspapers to them.

Q6. In your observation as a subject specialist, is there any integration of IsiXhosa with computer applications technology (CAT) in Grades 10 to 12?

All the subject specialists agreed that there is no integration, because in schools which offer computer applications technology there were no arrangements to accommodate isiXhosa exercises to be practiced on computers, e.g. visual texts for information. They also emphasized that the learners are expected to make charts, maps, graphs, tables, diagrams, posters and pamphlets and Microsoft Publisher is the only programme which can assist the learners to make modernized posters and charts. Concerning written text for information, they confirmed that the learner is expected to write obituaries, brochures, and invitations. The subject specialists also advised about practicing the written interpersonal texts which are modern forms of communication, citing an e-mail which is one of the exercises expected to be done in Outlook with the availability of internet facilities.

All Microsoft programmes are an added advantage to IsiXhosa learners because visual texts, written texts and written interpersonal texts demand the use of computers. Computer literate IsiXhosa educators and accommodation of learners in the computer lab for the above-mentioned exercises will assist in the development of the language.

Q7. In literature, which genre poses challenges to the learners?

Three of the specialists agree that the problematic genre in literature is poetry. Language educators must teach the critical analysis of the poetry so as to make the learners the writers of poems. According to the subject specialists, the learners from the senior phase have not been exposed to poetry and at secondary level they struggle to cover what was not attended to in their lower levels of schooling. From Grade 8 up to Grade 10 the learners score low marks in poetry and improvement is seen in Grades 11 and 12 respectively. They also complained about the failure of appropriate inspection and monitoring by the government officials in the lower levels of schooling which has resulted in poor teacher performance and poor learner standards and results.

Five of the specialists were of the opinion that class discussions in the study of literature texts must be planned such that grammar exercises are approached in context and are better understood by the learners.

Q8. As a subject specialist in isiXhosa, what should be the focus in the teaching of language structure?

Four specialists suggested that grammar should be taught in context, e.g. when dealing with comprehension. The major problem is the shortage of textbooks and skilled language educators. Even if the qualified educators are available, the problem of learners who cannot read and spell their mother tongue properly is a cause for concern; hence as seen in Appendix iv a learner scores 6.8% in IsiXhosa grammar which is his mother tongue.

Four specialists said that the language structure should be linked with functional uses of language in different social settings such as social events. If our learners can acquire rich language used in social events they are exposed to (especially in the deep rural areas), they can develop essays and learn to write poetry and short stories. By engaging the learners in this exercise, the writing skills will be improved and developed.

Q9. Is the media material available to support in the development of the home language?

Three of the specialists agreed that newspapers and magazines are supportive in the development of the language. Eastern Cape is predominantly rural. The rural secondary school learners therefore are from schools which have no exposure to media so newspapers and magazines are a scarce resource.

Five of the specialists complained that radio talks, television shows and documentaries are not available in the rural classes because of the lack of resources. Senior secondary schools have no media libraries where television can be viewed during relevant programmes such as documentaries and talk shows. With no media centers and internet connections, learners in these rural schools have little opportunity to discover ideas and information for themselves. Even in the absence of a library, internet connection can assist the learners in downloading all the information they require.

Q10. What challenges are posed by the scarcity of libraries and internet with isiXhosa reading material?

Six of the specialists reported that the learners experience the problem of writing poor essays without enriched language such as idioms. Visual texts for information, written texts and written interpersonal texts require computer applications, but the latter are not applicable in 80% of the rural schools. Learners become computer illiterate and this is a disadvantage when they are at tertiary level. Non-availability of libraries is disadvantaging the reading skills and the skill to search for information.

Two of the specialists complained that the scope of the learners becomes limited, especially in searching for information in the web which can bear good results in supporting language development.

Q11. What have you noticed concerning IsiXhosa educators' major subjects in their qualifications?

One of the subject specialists said, "The BEd qualifications in 80% of IsiXhosa educators have no indigenous languages as major subjects. The diplomas passed after matric do not have the indigenous languages levels suitable to teach in the FET band. Other educators have only passed level one in the mother tongue in their diplomas." One, added that, "currently, there is no IsiXhosa educator who is furthering his/her studies in the language from the honours level, let alone the masters and doctoral level."

Q12. Why is IsiXhosa not included in extra classes such as winter schools, morning classes and evening classes?

"Mh! Despite the poor performance of the learners in IsiXhosa, when planning for extra classes, this language has never been included. The argument is that poor performance in this mother tongue cannot be equal to that of Maths and Sciences which are prioritised as the scarce skills subjects".

4.4.2 IsiXhosa learners interview questions and responses

The researcher used semi-structured interviews to get data about the barriers experienced by the learners in the classroom situation. The researcher conducted interviews with the learners in the beginning of the research because they are at the centre of the teaching and learning situation and are the ones who are seriously affected by the weakness in their home language.

Q1. Do you receive isiXhosa set books and grammar books before teaching commences in January?

The learners from the five grades, i.e. 8, 9, 10, 11 & 12 stated unanimously that very few set books and textbooks are delivered. Insufficient copies are delivered and the learners

are forced to share these or the HL teacher makes copies. Sharing books poses many problems because the learners stay separately. Syllabus coverage is affected resulting in other genres not being taught. For example, sometimes poetry books with recommended poetry are not available up to the time of the final examinations. This yields poor results in IsiXhosa home language.

Q2. How often do you write homework and class work?

90% of the learners stated that the homework is allocated for three days and the classwork is done daily. Sharing of textbooks in congested classes contributes to the poor performance of learners because slow learners are adversely affected by the fast ones. Also, completing homework is a challenge because the learners stay in different places. Almost 50% of the learners end up not doing homework or are forced to do it at school in the morning.

Q3. Do you receive any feedback after writing a formal test?

95% agreed that in some tests they receive feedback but in some they do not. The reasons they mentioned was that of overcrowding. They also mentioned that the result of the latter is poor performance when they write exams at the end of the quarter. They brought into consideration that sometimes their class work remains unmarked and there is no remedial work to assist some of them who have problems such as spelling.

Q4. Does your school have a library with isiXhosa reading material?

All the learners agreed that there are no libraries in the rural schools except store rooms where books are kept safely. They specified that the only reading materials they have are the prescribed literature books and IsiXhosa grammar textbooks and, in the case of textbooks, the delivery is insufficient, and this shortage is recurring year after year.

Q5. If you do not have a library, where and how do you get references when given a research topic in isiXhosa?

We visit a municipal library in our small town, and if the references are not available, as the case mostly is, we end up not completing the task or have scanty information. There is also no internet available.

4.4.3. Parents' interview questions and responses

Q1. Do you assist your children with homework?

Two respondents: "Mh, we are illiterate and we cannot read any of the books", but added, "if we can be assisted in adult education so as to understand the basics of reading and writing, we would be able to understand our children's performance."

Three respondents were semi-literate and did not understand all that had been taught so as to offer assistance. They clarified that sometimes they notice that the written exercises have not been marked and the learner does not give the reason as to why they are unmarked.

Q2. Does the school invite you to the open school days concerning your child's performance?

"No, we are only invited when there is a crisis and when we fetch the reports on a quarterly basis. We request that the Department of Education must provide us with documents written in our home language. This will attract the us as parents and the communities' interest in all educational matters."

Q3. Does your child read magazines, newspapers and story books for enjoyment?

All the parents agreed that their children rarely read for enjoyment, as they cannot buy even the cheapest newspaper. Free copies offered in shops are meaningless to them. They do not want to make reading their culture. Non-availability of libraries at schools

contributes to this lack of interest in reading. In church, their children struggle even to read the Bible written in isiXhosa. In the discussion with the parents it seems that those parents with little formal education do not engage in reading and writing activities and this means their children grow in environments in which there are no books to read. As one parent stated, "The absence of reading material at our homes is extremely disadvantageous in the academic achievement of our children." Two parents who have worked in big cities as domestic workers witnessed that children in urban areas are used to reading books and newspapers.

Q4. Do you enrich your children's isiXhosa vocabulary by using idioms and proverbs when talking?

"We do, but our children do not understand isiXhosa idioms and proverbs. They cannot use them contextually as we do in our conversation as adults. Our main problem is that children get glued to television soapies and end up not getting the rich language by making conversations with the elderly. Gone are the days when the grannies used to gather the family and share stories of long ago, myths and legends which were educational in our times."

Q5. What is your view concerning the use of isiXhosa HL as the medium of instruction from Grades R- 12?

Responses: "Oh, if that is possible we can be glad because they will understand all subjects taught, the failure rate will decrease. Greater participation of parents and community will result because our language knowledge and culture will be valued." Generally, it seems the parents welcome the implementation of IsiXhosa as a language of instruction.

Another response was as follows: "English is dominating in all sectors, the language will have no role in the country's economy. In political gatherings, English is used to address people by Africans and a translator translates."

4.5 ANALYSIS OF PERFORMANCE IN GRAMMAR, LITERATURE AND ESSAY WRITING

During the cluster moderations, the subject specialists analysed the performance of the participating learners and were disappointed by the glaring weaknesses in the three papers as shown in Table 4.3.

Table 4.3 Analysis of performance in grammar, literature and essay writing (Appendix iv)

IsiXhosa	Gr-8	Gr-9	Gr-10	Gr-11	Gr-12
Grammar (Paper 1)	Poor in figures of speech, punctuation and comprehension	Poor in comprehension and punctuation	Poor in figures of speech	Inability to use idioms in context	Inability to use idioms in context
Literature (Paper 2)	Poor in understanding the theme.	Poor in poetry analysis	Poor in poetry analysis	Poor in summarizing novels	Poor in synthesizing after reading
Essays (Paper 3)	Poor in spelling and sentence construction	Poor in spelling, writing invitations, etc.	Poor in spelling and in writing	Poor in writing short and long	Poor in writing business letters, CVs,

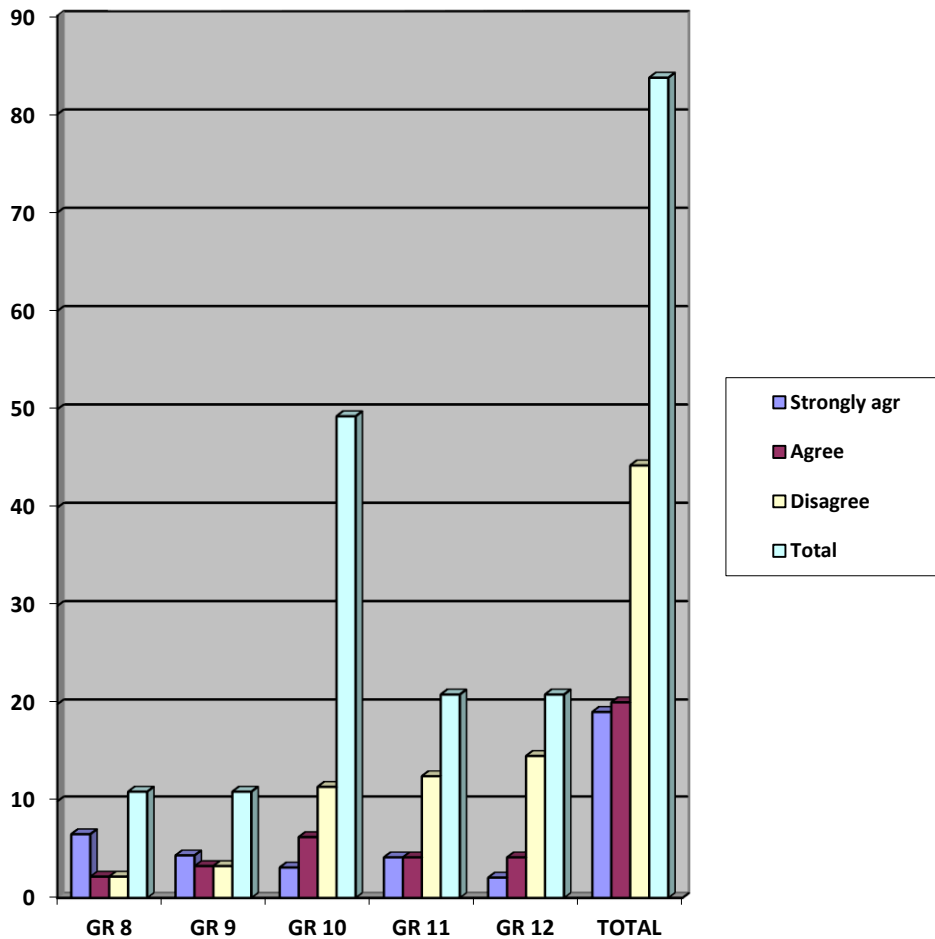
			different types of essays	transactional texts	agendas, etc.
--	--	--	---------------------------------	------------------------	------------------

In the analysis above, writing skills are a cause for concern in the five participating grades. The figures of speech in grammar and analysis of literature must be attended to. In Table 4.3 responses from learners are interconnected with the above poor performance in IsiXhosa (see Appendix iv).

4.6 RESULTS OF DATA ANALYSIS COLLECTED FROM LEARNERS VIA QUESTIONNAIRES

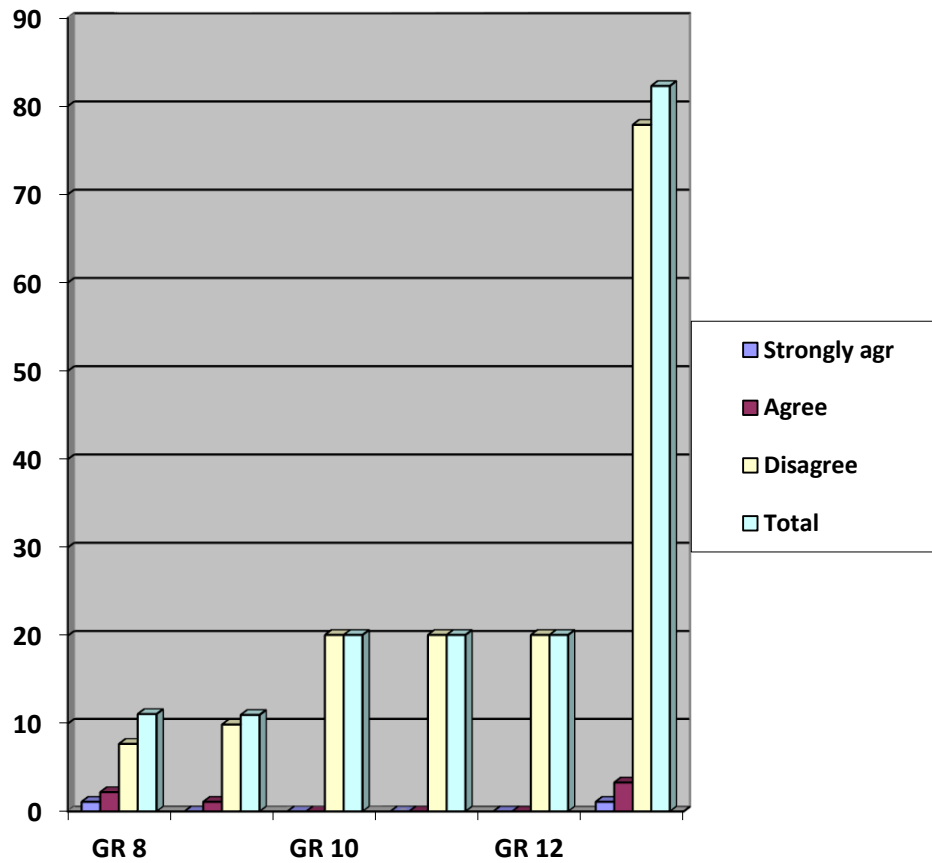
During cluster moderations, subject advisors and learners were given questionnaires to respond to. The following graphs show learner responses to their questionnaires.

Graph 4.1: Use of IsiXhosa to teach Business Studies, Economics and Accounting



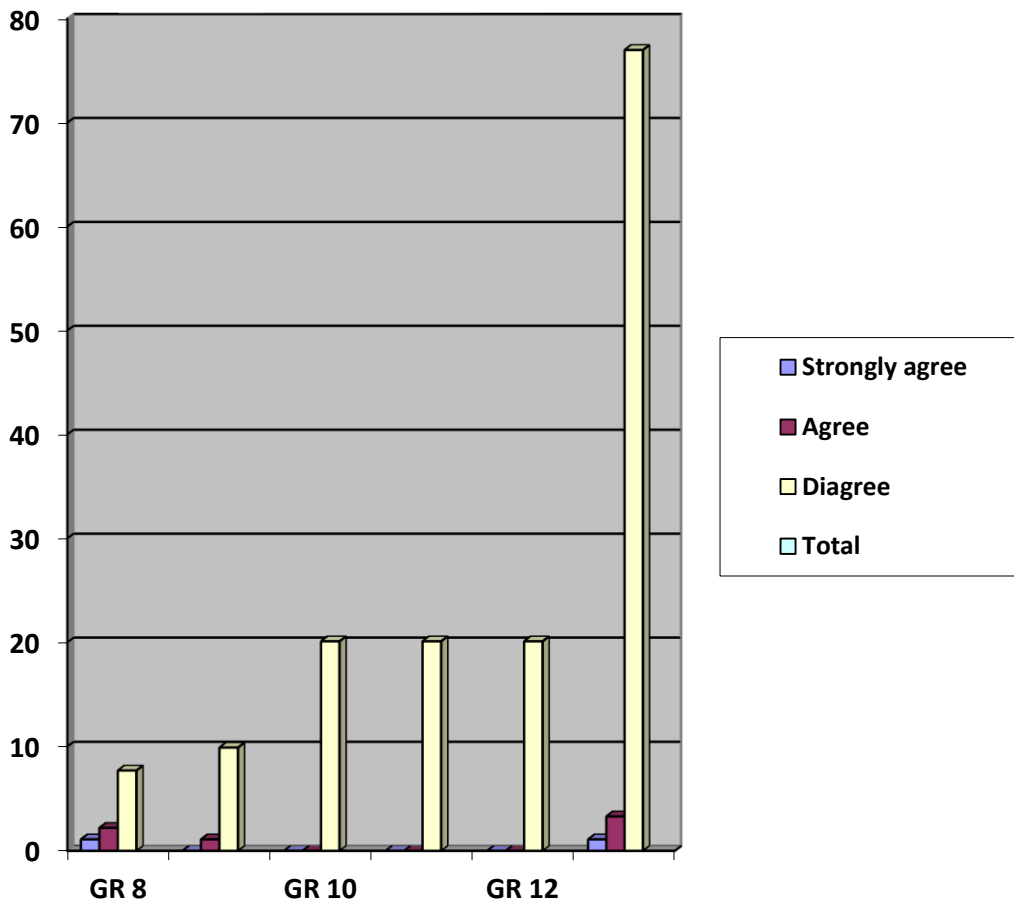
Graph 4.1 shows that 23.75% of the participants strongly agree with the use of IsiXhosa in teaching Business Studies, Economics and Accounting; 23.75% agree and 52.50% disagree. 52.5% disagree with teaching Economics, Business Studies and Accounting in IsiXhosa because they know very well that in the meantime even IsiXhosa reading material is scarce. Getting these subjects and text books written in their home language is still a myth as their educators clarified with them.

Graph 4.2: African languages have been put on a par with English, Maths, Afrikaans and Sciences.



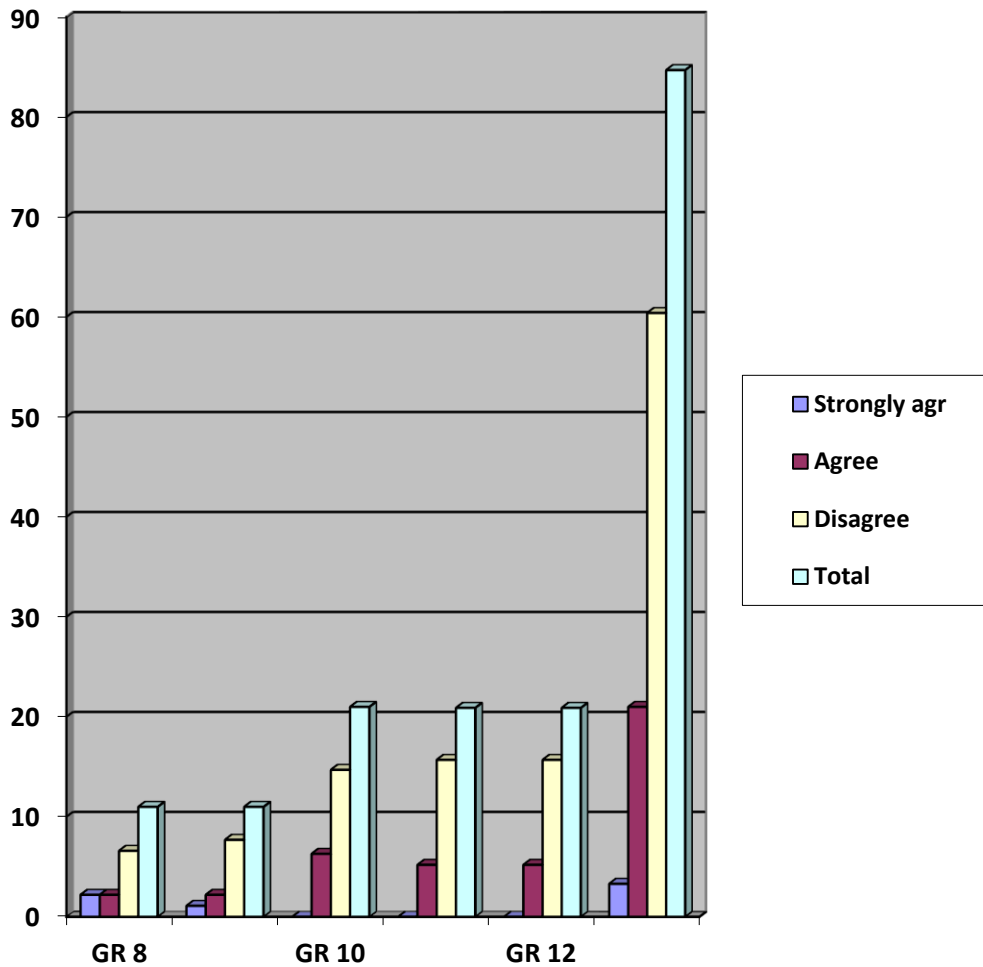
Graph 4.2 shows that 1.25% of the participants strongly agree that African languages have been put on a par with English and Afrikaans, 3.75% agree and 95% disagree. The reason for the last response is that all subjects are taught in English except IsiXhosa. All content subject are taught in English even in the rural secondary schools they are attending

Graph 4.3: Learners have support material which helps in the development of IsiXhosa



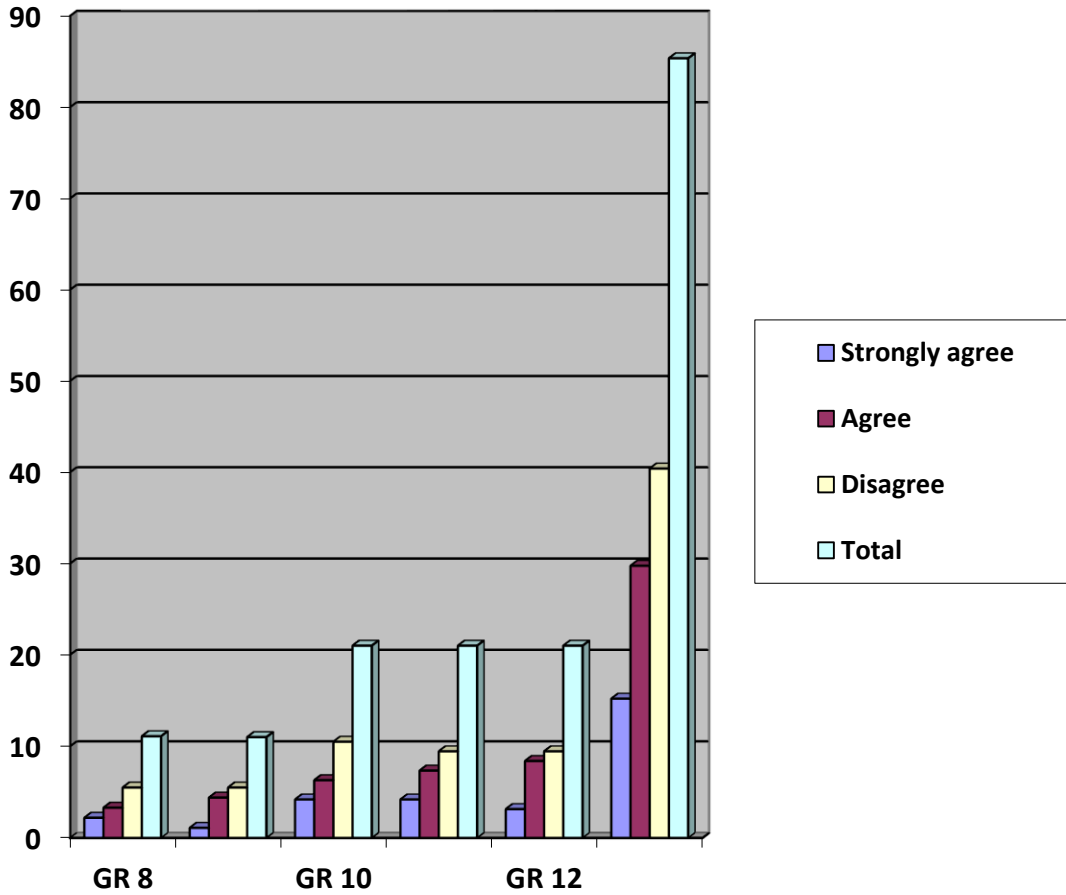
In graph 4.3, 24% of participants strongly agree that learners have learner support material that helps in the development of IsiXhosa, 3.75% agree and 95% disagree. The 95% disagreement supports what is currently prevailing in all rural secondary schools. IsiXhosa reading material such as newspapers and IsiXhosa novels, drama and poetry are not available for the learners to read and develop their language level. 98% of the rural secondary schools have no libraries and the 2% have mobile libraries with no provision of IsiXhosa reading material.

Graph 4.4: There has been an increase in IsiXhosa resources since the introduction of NCS/CAPS



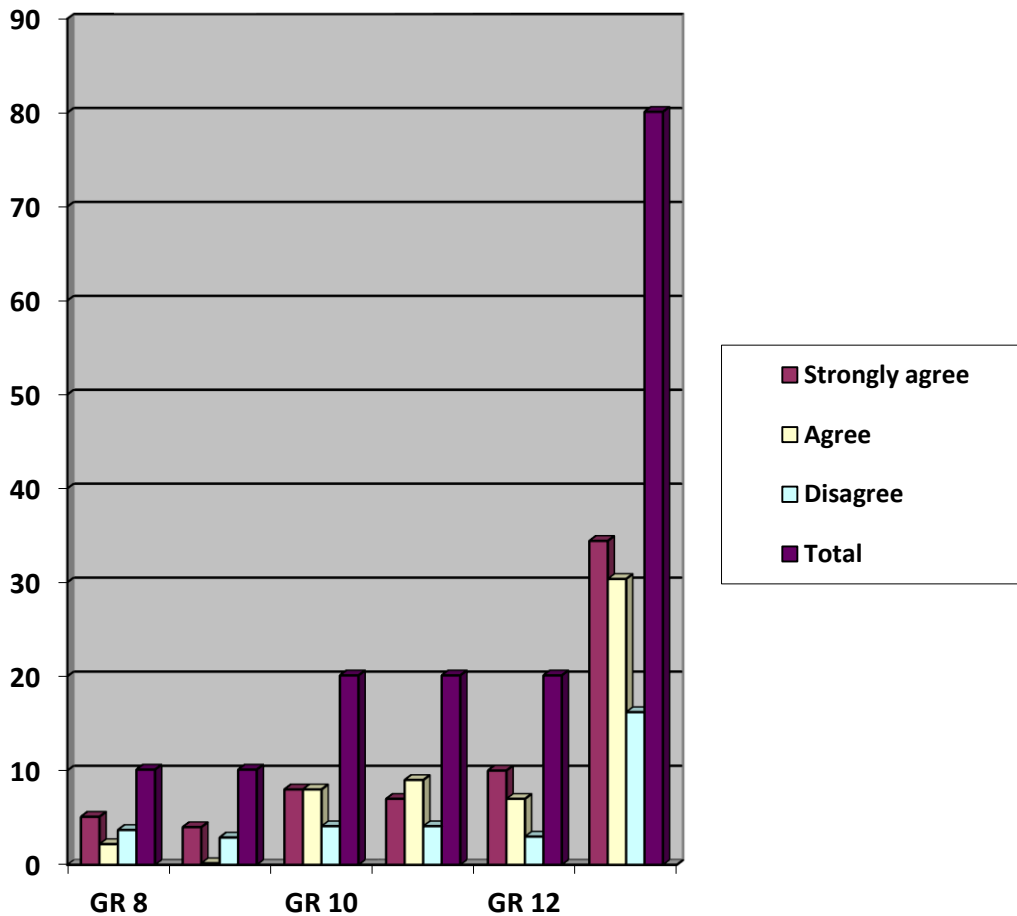
In graph 4.4, 3.75% of participants strongly agree that IsiXhosa resource material has increased since the introduction of NCS and later on CAPS; 25% agree and 71.25% disagree. IsiXhosa is a home language to almost 90% of the rural community in the Eastern Cape as shown in Table 1 in chapter 1. It should/could be expected then that IsiXhosa reading material such as newspapers, fiction and non-fiction be available in abundance in rural secondary schools.

Graph 4.5: Learners make regular use of library material as references when given IsiXhosa tasks



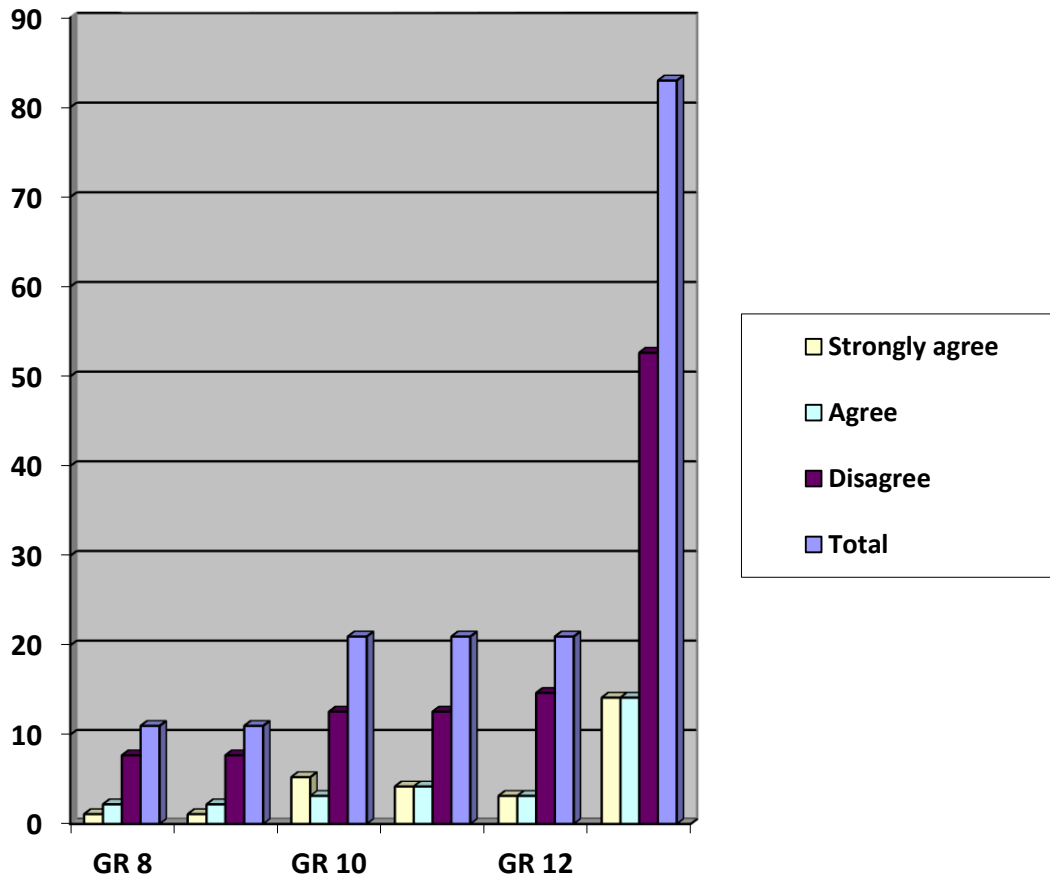
17.50% of the participants strongly agreed that learners make use of library material, 35% agreed and 47.50% disagreed. The poor results of creative writing as shown in table 4.1 prove that learners are not exposed to IsiXhosa reading material hence 47.5 % disagree.

Graph 4.6: 50% of corner libraries' material should consist of IsiXhosa reading material



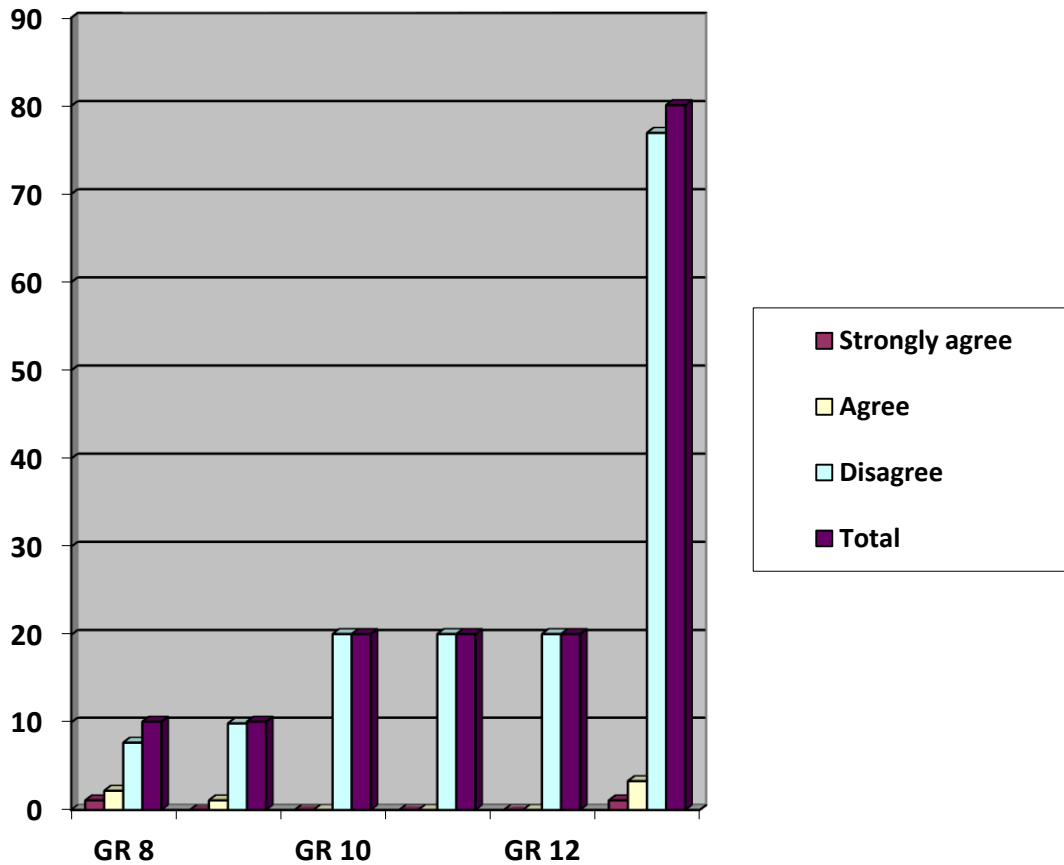
42.5% of participants strongly agree that corner libraries should consist of 50% IsiXhosa reading material, 37.5% agree and 20% disagree. The majority strongly agrees that corner libraries in the classrooms should consist of 50% IsiXhosa reading material, which is reasonable because the home language requires more books for the development of IsiXhosa learners' vocabulary.

Graph 4.7: Parents help their children with IsiXhosa homework



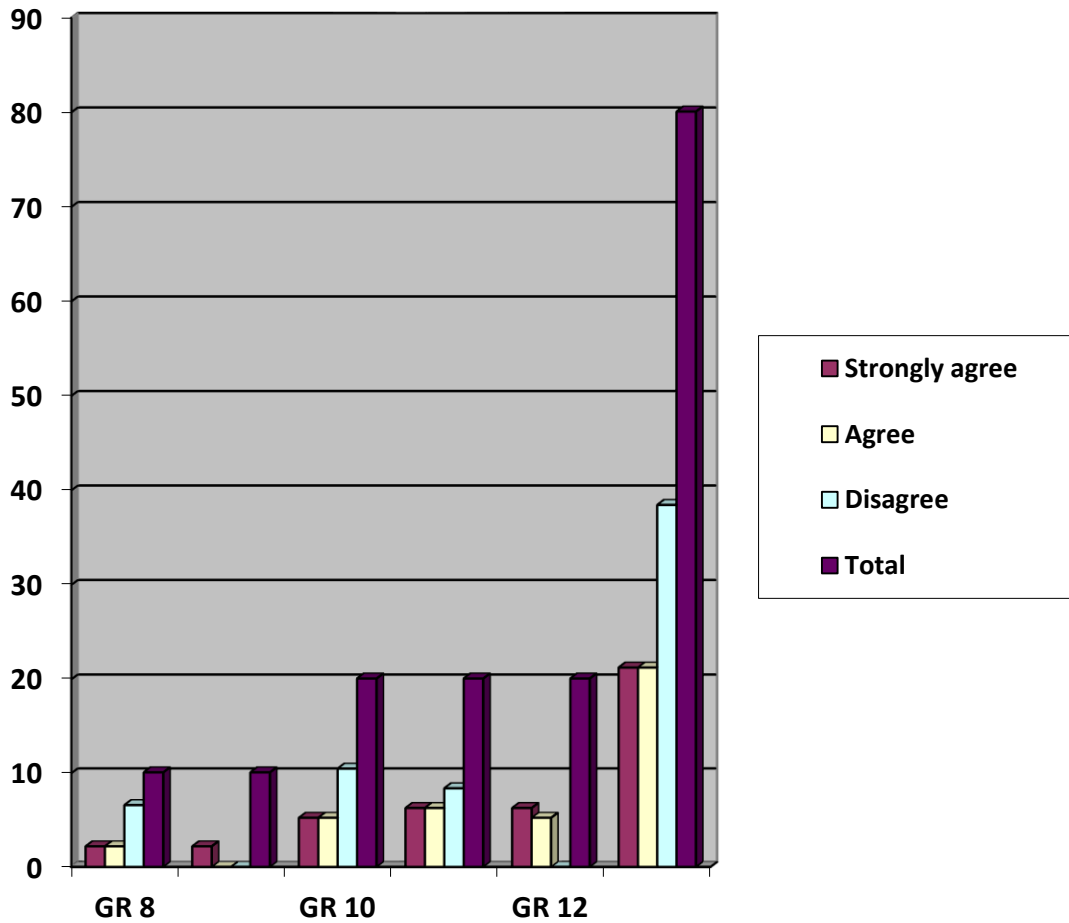
65% disagree that parents help with IsiXhosa homework, 17.50% strongly agree and the same percentage agree. 65% disagree because over 90% of parents in the rural areas are illiterate, 5% are semi-literate and 3% are literate. Illiterate parents are unable to assist their kids with homework and another contributing factor is that of child-headed families where kids live alone because of being orphans. Parents who work away from homes also leave kids alone with no adult to look after them and this poses a threat to their school work.

Graph 4.8: CASS has improved the learners' proficiency in IsiXhosa



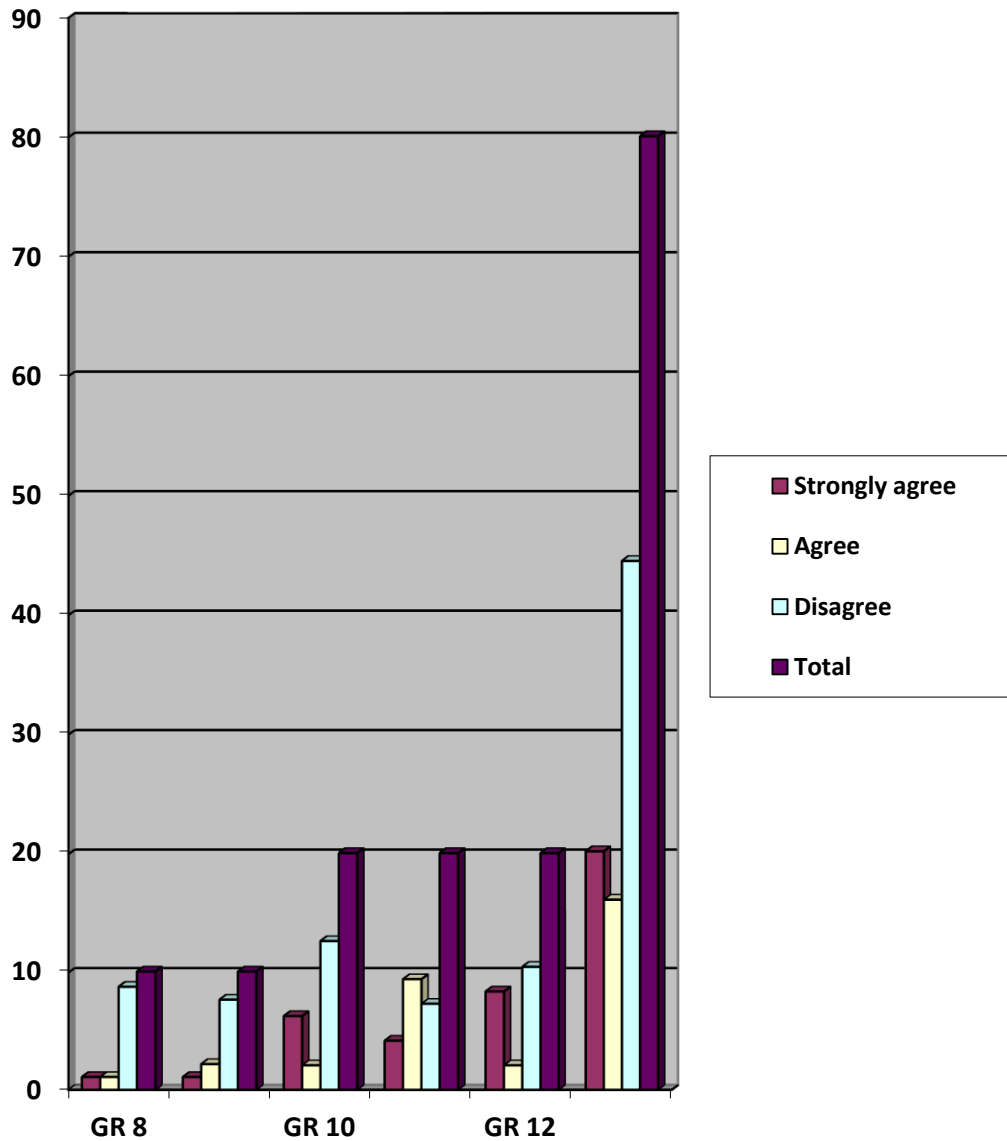
In graph 4.8, 1.25% of the participants strongly agree that CASS has improved the learners' proficiency in IsiXhosa, 3.75% agree and 95% disagree. Despite several assessment methods CASS included, learners' proficiency in IsiXhosa has not improved. Graph 4.1 above has shown how the five grades performed in the three papers. Appendix () shows the learners' oral marks where reading in the five grades has the lowest record.

Graph 4.9: Integration of LOs helps in the learners' proficiency in IsiXhosa



In graph 4.9, 26.25% of the participants strongly agree that integration of LOs within IsiXhosa has improved the learners' proficiency in their home language. 26.25% agree and 47.50% disagree.

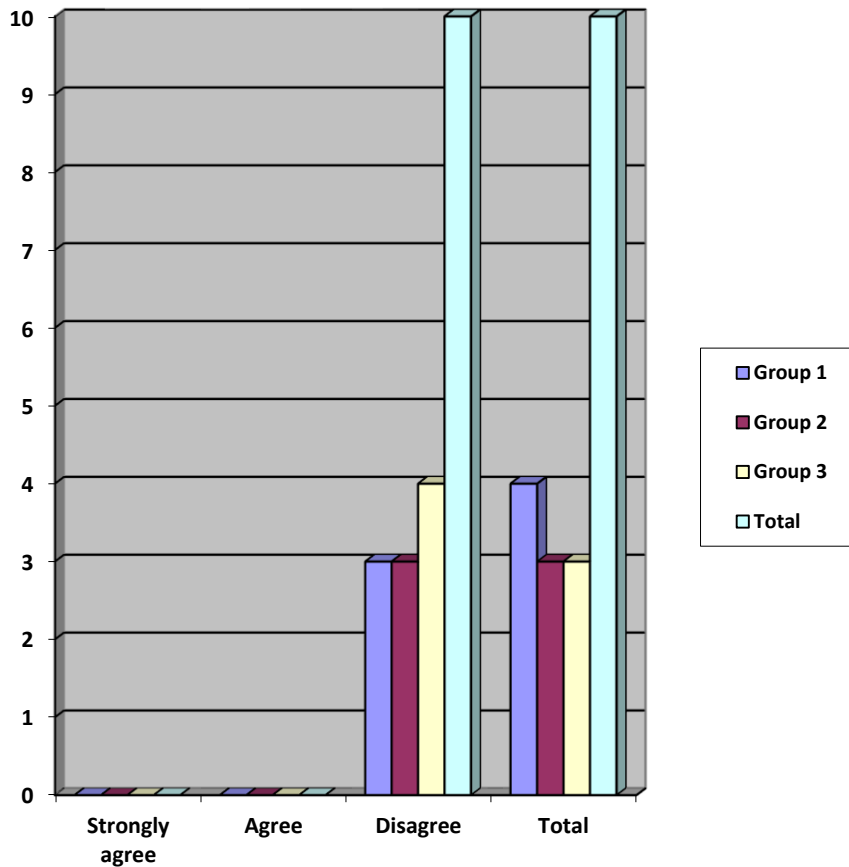
Graph 4.10: Integration of learning outcomes helps in the development of IsiXhosa



25% of participants strongly agree that integration of learning outcomes helps in the development of IsiXhosa, 20% agreed and 55% disagreed. Performance in the results of the three papers after exams reveals integration of learning outcomes had no effect on the learners' proficiency in IsiXhosa.

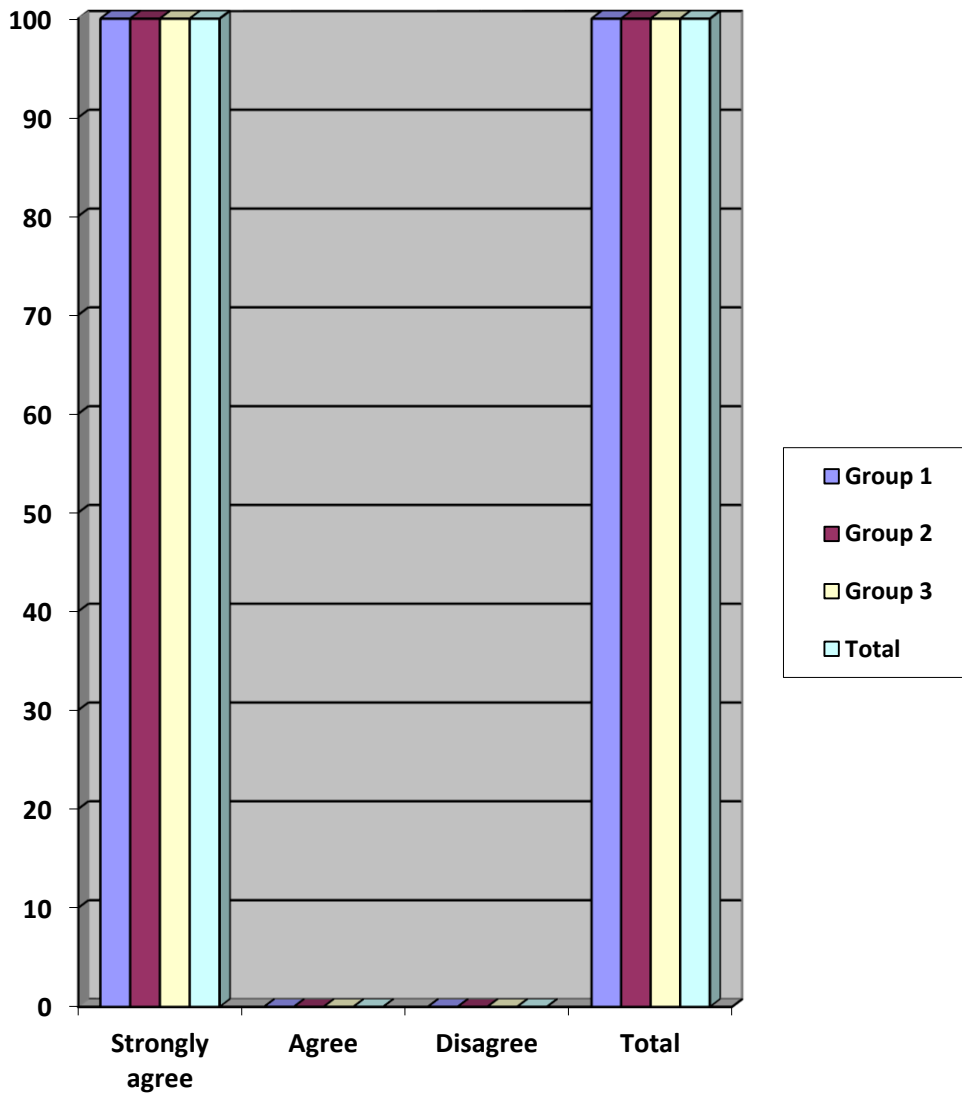
4.7 RESULTS OF DATA ANALYSIS COLLECTED FROM THE EDUCATORS VIA QUESTIONNAIRES

Graph 4.11: Training of educators



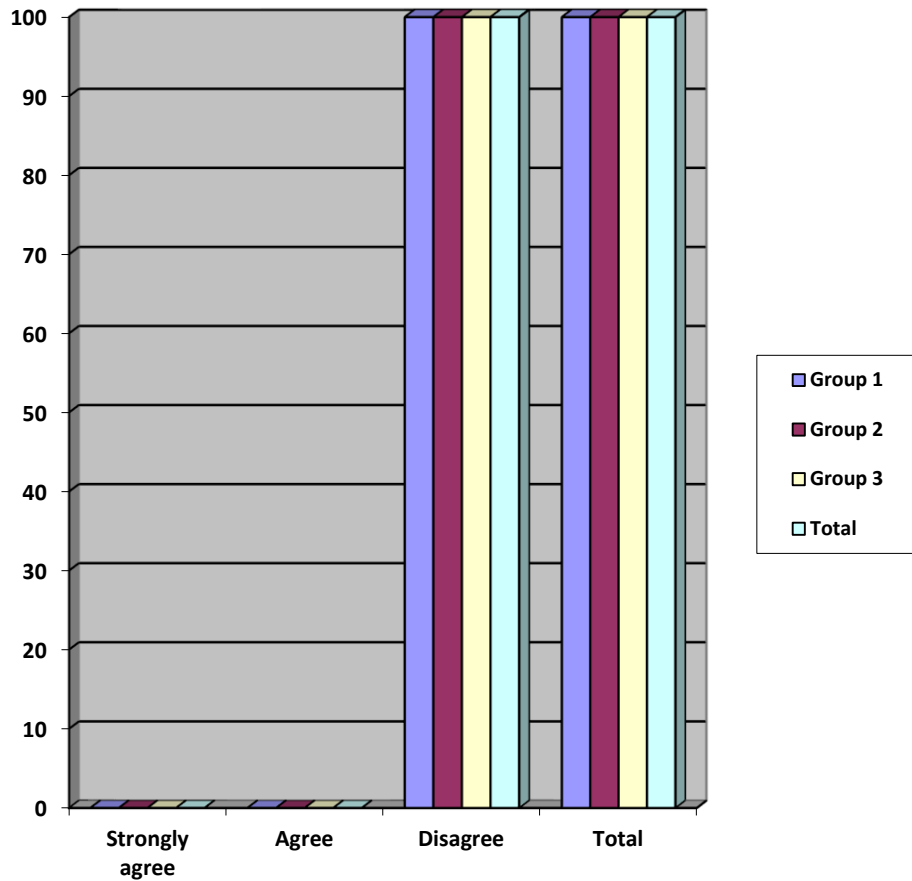
In graph 4.11, 60% of educators disagree that they were trained in the implementation of teaching methods that will help in the development of IsiXhosa in the classroom and only 20% agreed.

Graph 4.12: NCS/CAPS compliant levels of planning document



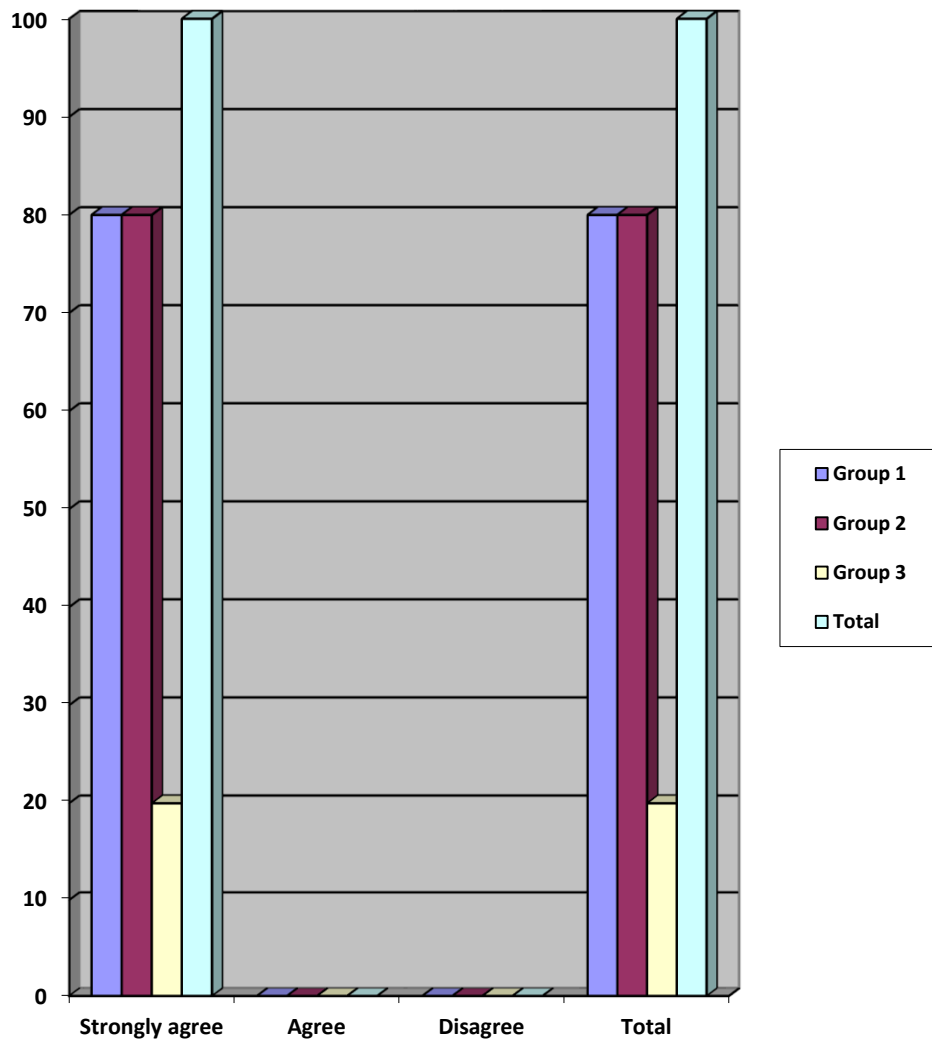
Graph 4.12 shows that 100% of educators strongly agree that educators' master portfolios contain NCS/CAPS compliant documents. Despite the correctness of the master portfolios, implementation that had to assist IsiXhosa learners in the acquisition of the language has failed as witnessed by their performance in graphs 4.1 to 4.10 above.

Graph 4.13: Evidence of LOs' integration within and across other learning areas



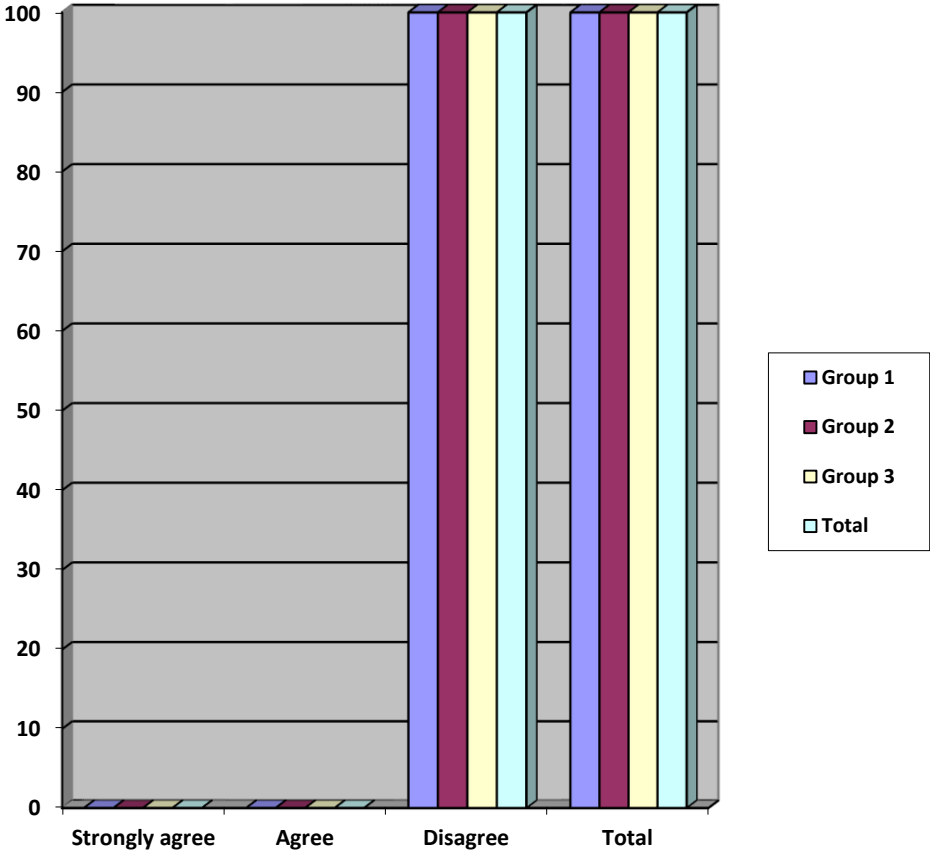
80% of educators in graph 4.13 disagree with the existence of evidence of integrating learning outcomes within and across other learning areas, 10% agree and 10% strongly agree.

Graph 4.14: NCS/CAPS compliant timetables



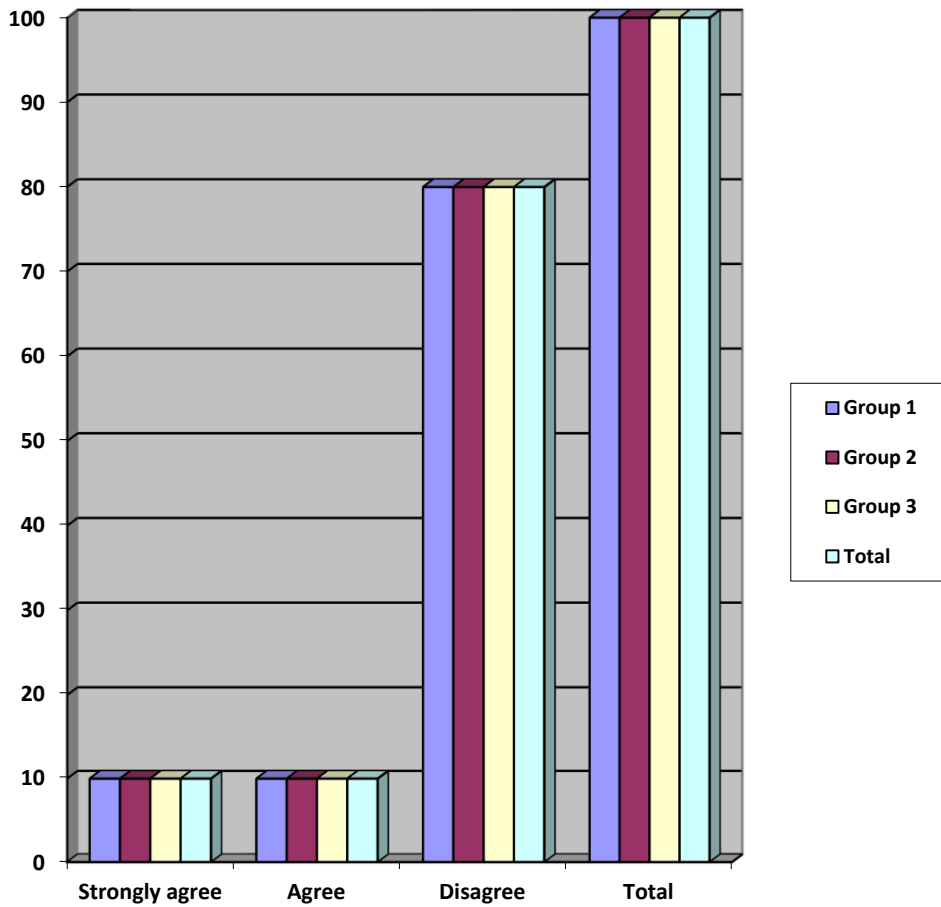
80% of the participants strongly agree that timetables are NCS/CAPS compliant, 10% agree and 10% disagree.

Graph 4.15: Proof of internal moderation by SMT members



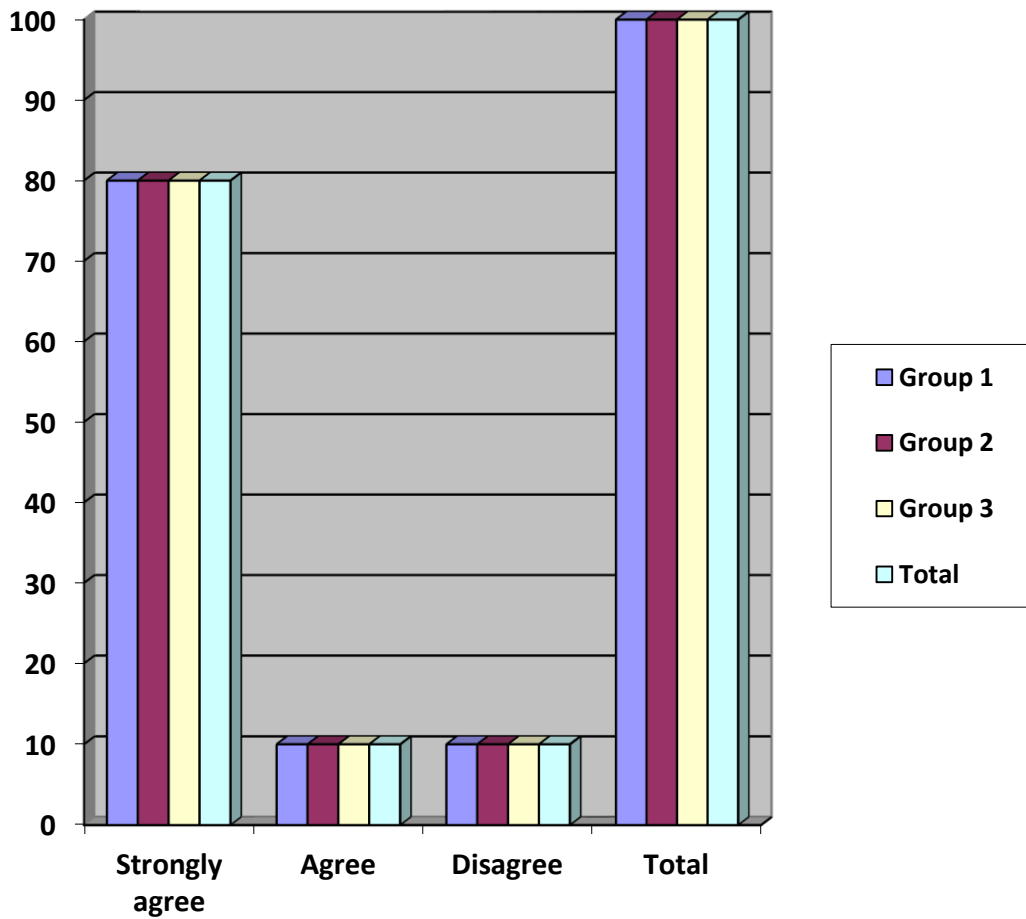
All the participants disagreed that learner portfolios are moderated internally. Amongst the management tools for the SMT, there was no evidence of internal moderation plans.

Graph 4.16: Effectiveness of teaching methods



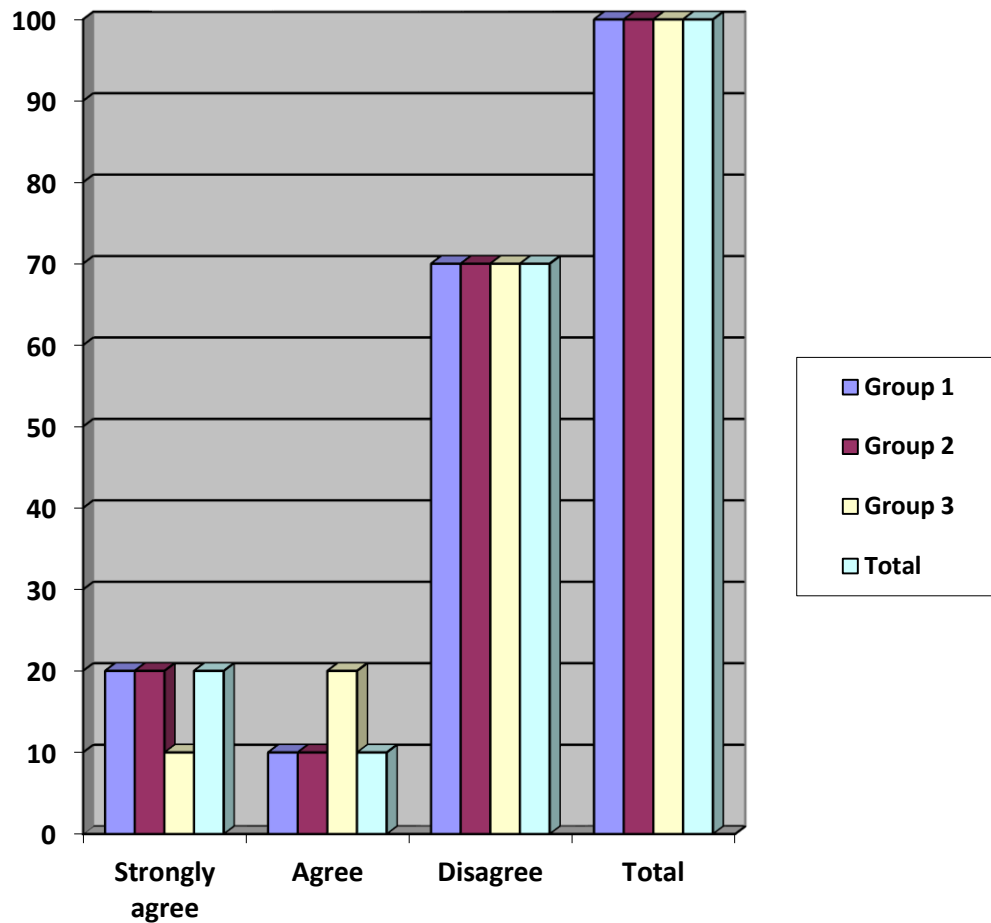
In graph 4.16, 10% of the participants strongly agree that the teaching methods are effective, 10% agree and 80% disagree. The results in the analysis of quarterly results show that teaching methods are ineffective, hence the poor performance of learners.

Graph 4.17: Learner portfolios



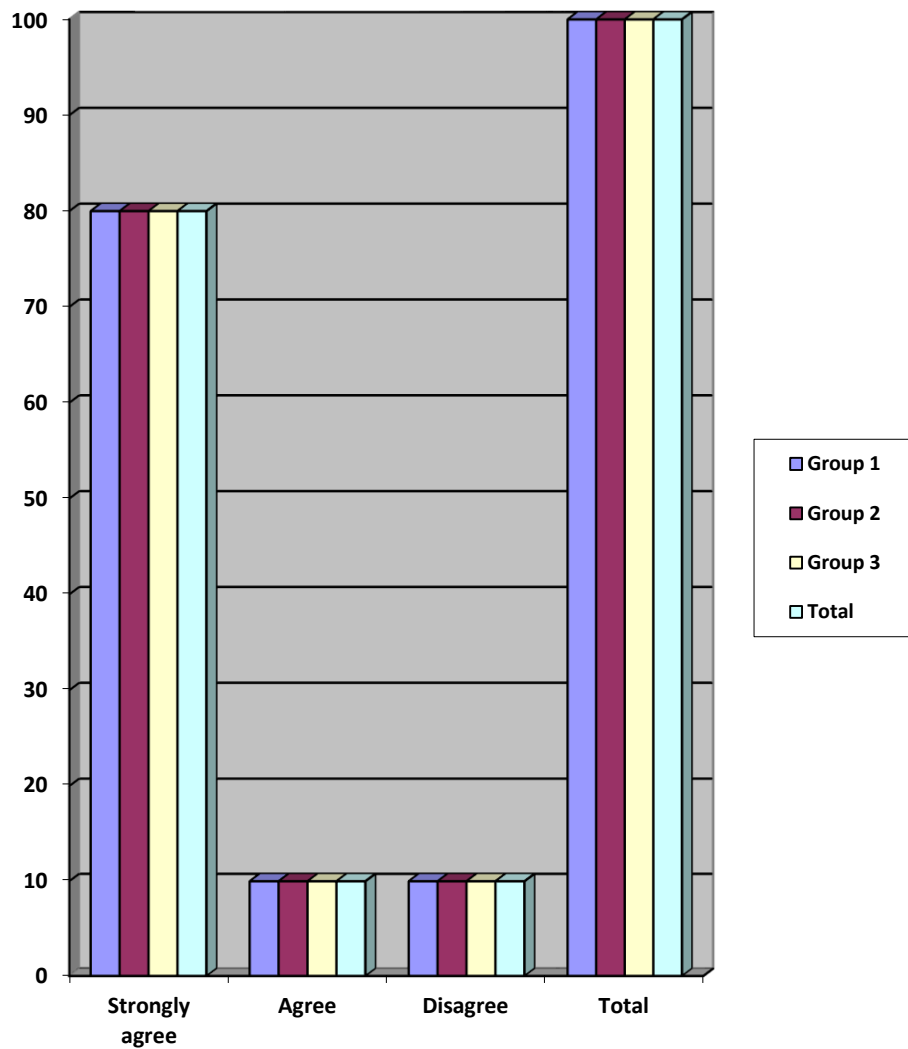
80% of the participants strongly agree that learner portfolios show evidence of constructive feedback on tasks done in IsiXhosa, 10% agreed and 10% disagreed.

Graph 4.18: The standard of language used in teaching and learning



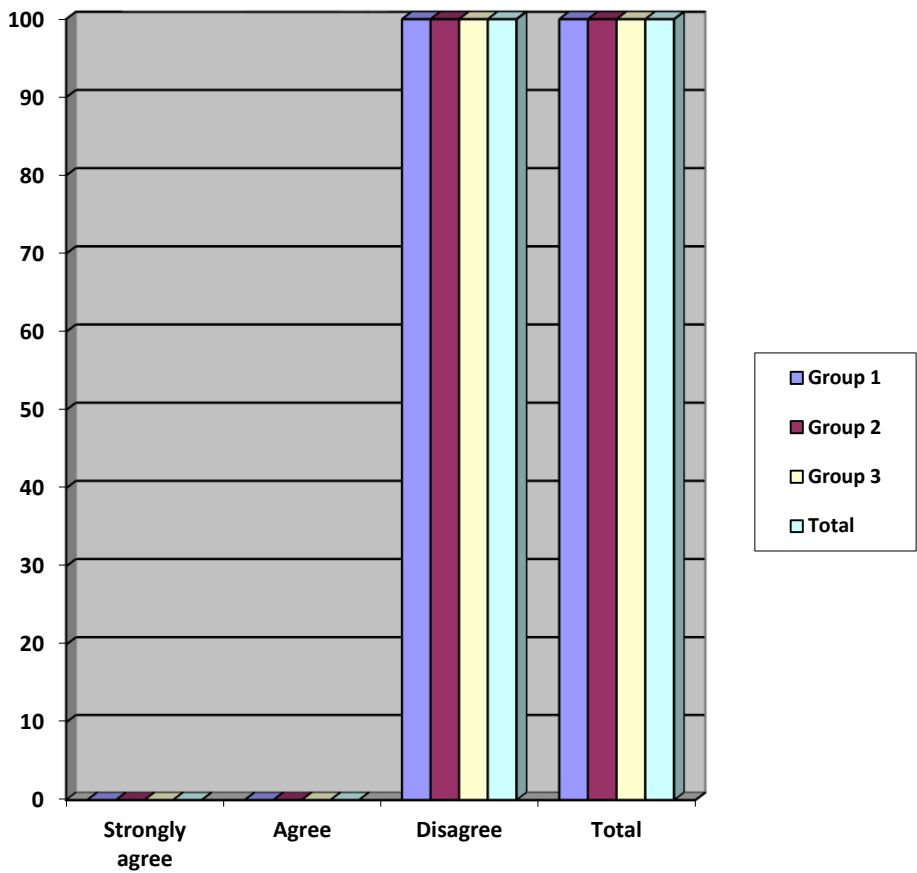
70% of the participants disagree with the statement that the standard of language used in the teaching and learning situation contributes to the promotion and development of IsiXhosa, 20% strongly agree and 10% agree. Non-availability of IsiXhosa reading material - fiction and non-fiction - and scarcity of libraries have contributed to the learners' poor language acquisition.

Graph 4.19: IsiXhosa educators' exposure to modern technology



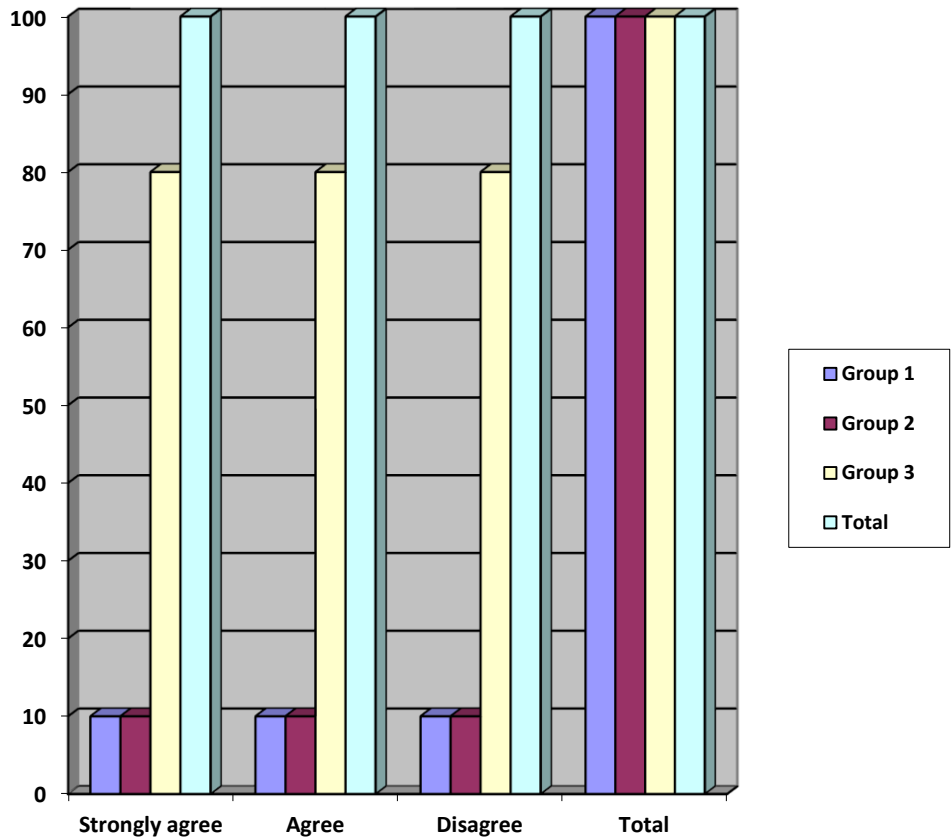
80% of the participants strongly agree that IsiXhosa educators' exposure to modern technology will assist in the development of the language, 10% agree and 10% disagree. Indeed, if only the plans are in place or provision to capacitate IsiXhosa educators in Information Technology and integration takes place in the classroom situation.

Graph 4.20: Empowerment of IsiXhosa language educators



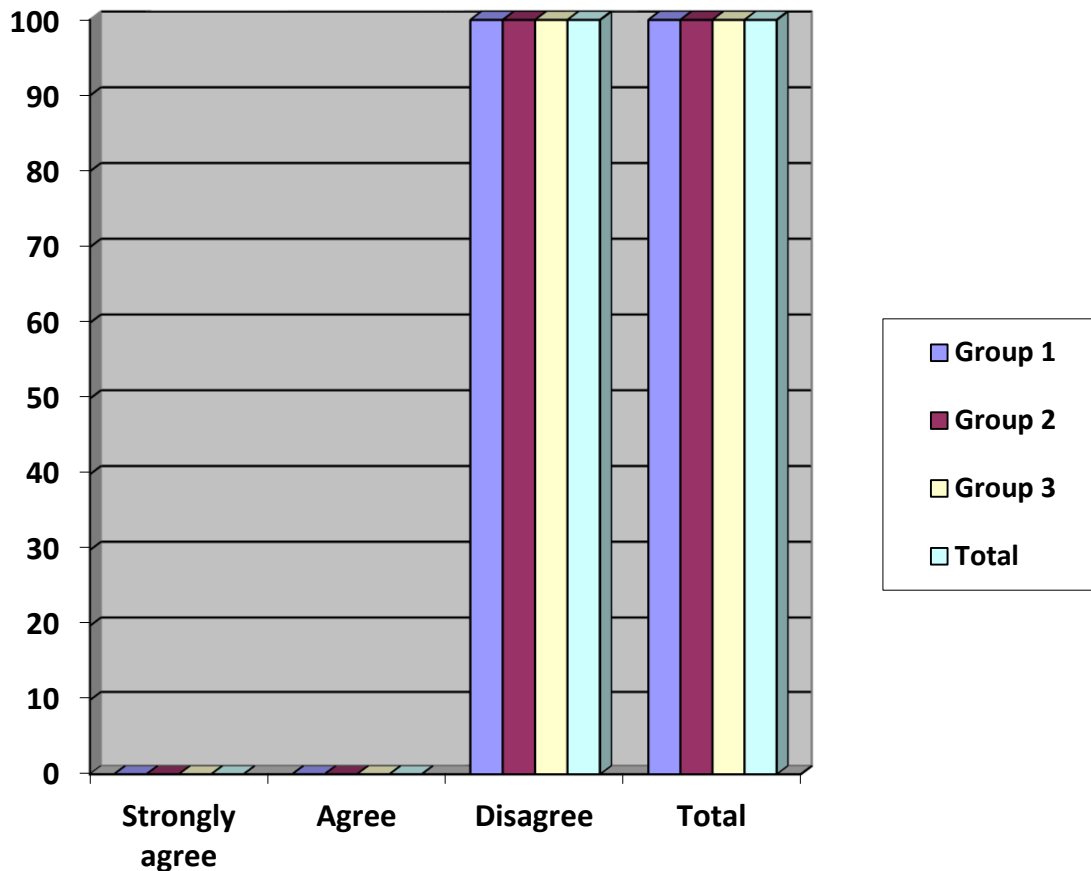
All participants disagreed that the educators are empowered in terminology development. IsiXhosa educators are not exposed to any form of development. Even the language bodies in the provinces and nationally have no input and plans in the capacity building of IsiXhosa educators.

Graph 4.21: Implementation of new teaching methods



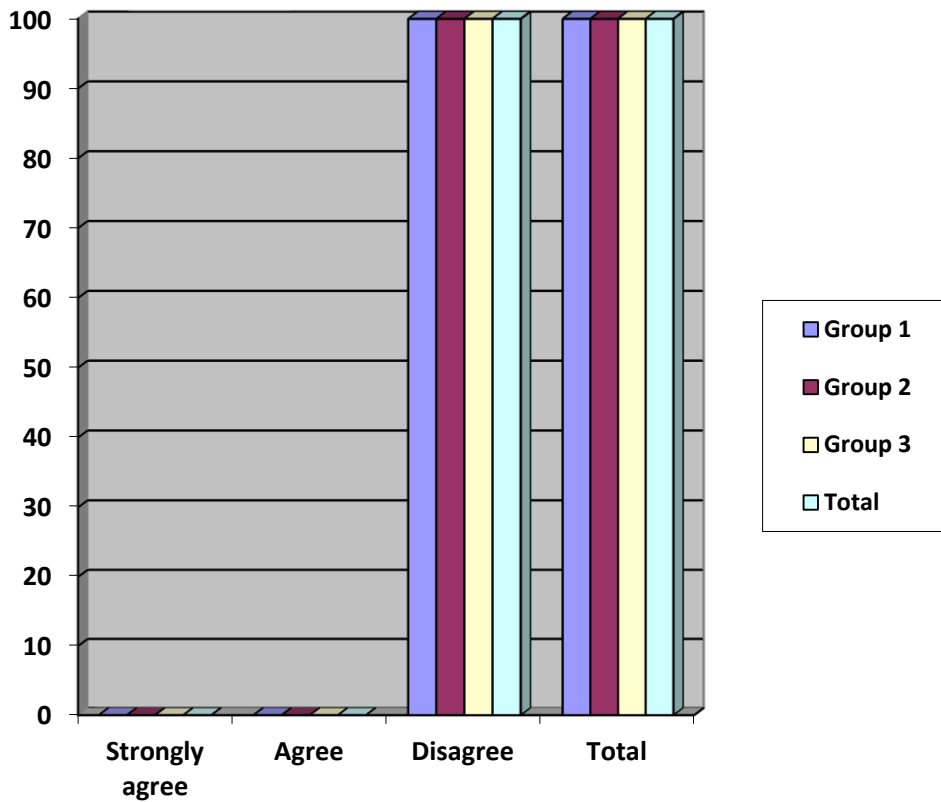
80% of the participants disagreed that the learners' proficiency in IsiXhosa has improved after implementing new teaching methods. Indeed, the methods have been improved, but capacity building of IsiXhosa educators has not been attended to or provided for by the Department of Education. IsiXhosa is not regarded as a critical subject like Maths and the Sciences which are budgeted for and have workshops provided on a quarterly basis.

Graph 4.22: Incentives are attracting learners to study their home language at tertiary level



All participants disagreed that there are incentives to attract learners to study IsiXhosa even at tertiary level. It is to the disadvantage of IsiXhosa educators because they cannot develop the level of knowledge further due to financial constraints. The Department of Education has no provision for supporting IsiXhosa educators in terms of getting bursaries to further their knowledge in the language.

Graph 4.23: All schools participate in language competitions



100% of the participants disagree that all the schools participate in language competitions. The subject specialists disagreed with the statement that all schools participated in language competitions. The final result from the educators' responses to their questionnaires show that there are a number of negative factors which contribute to the poor performance of learners in IsiXhosa in the classroom situation.

4.8 ANALYSIS OF TERM THREE ISIXHOSA RESULTS

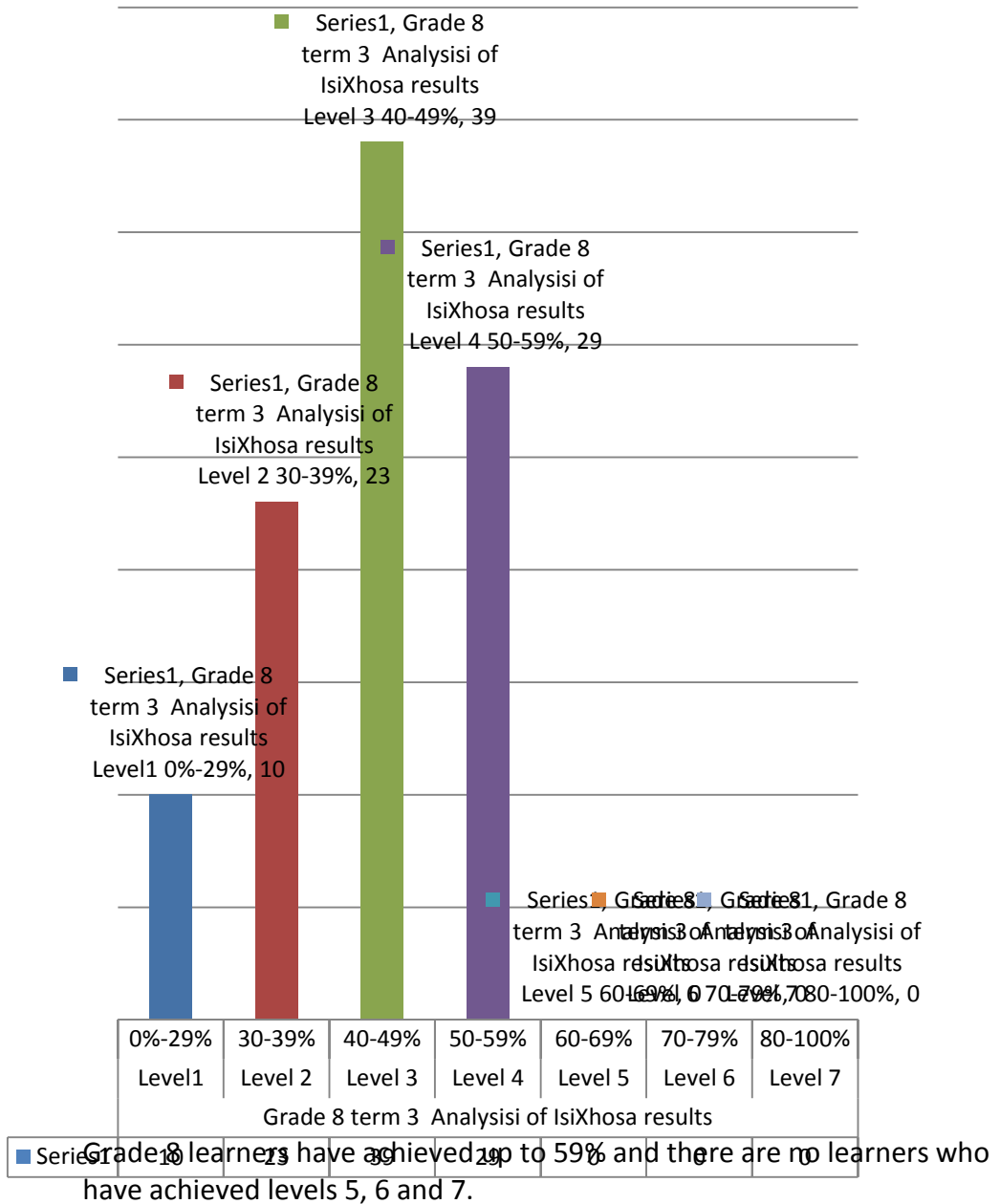
Responses in the questionnaires are in line with the analysis of home language results (IsiXhosa in this study). The following graphs show the results of IsiXhosa analysis of term 3, whereby learners cannot achieve level 6 and level 7 in their home language. The lowest score is 20%, i.e. level 1, and the highest score is 60%, i.e. level 5, thus giving an average of 40%. The majority of the class scored between 40% and 50% as shown in the graphs below. The graphs will be preceded by the achievement levels and their corresponding percentage bands in the following table 4.27.

Table 4.4 Achievement levels and their corresponding bands (Level descriptors)

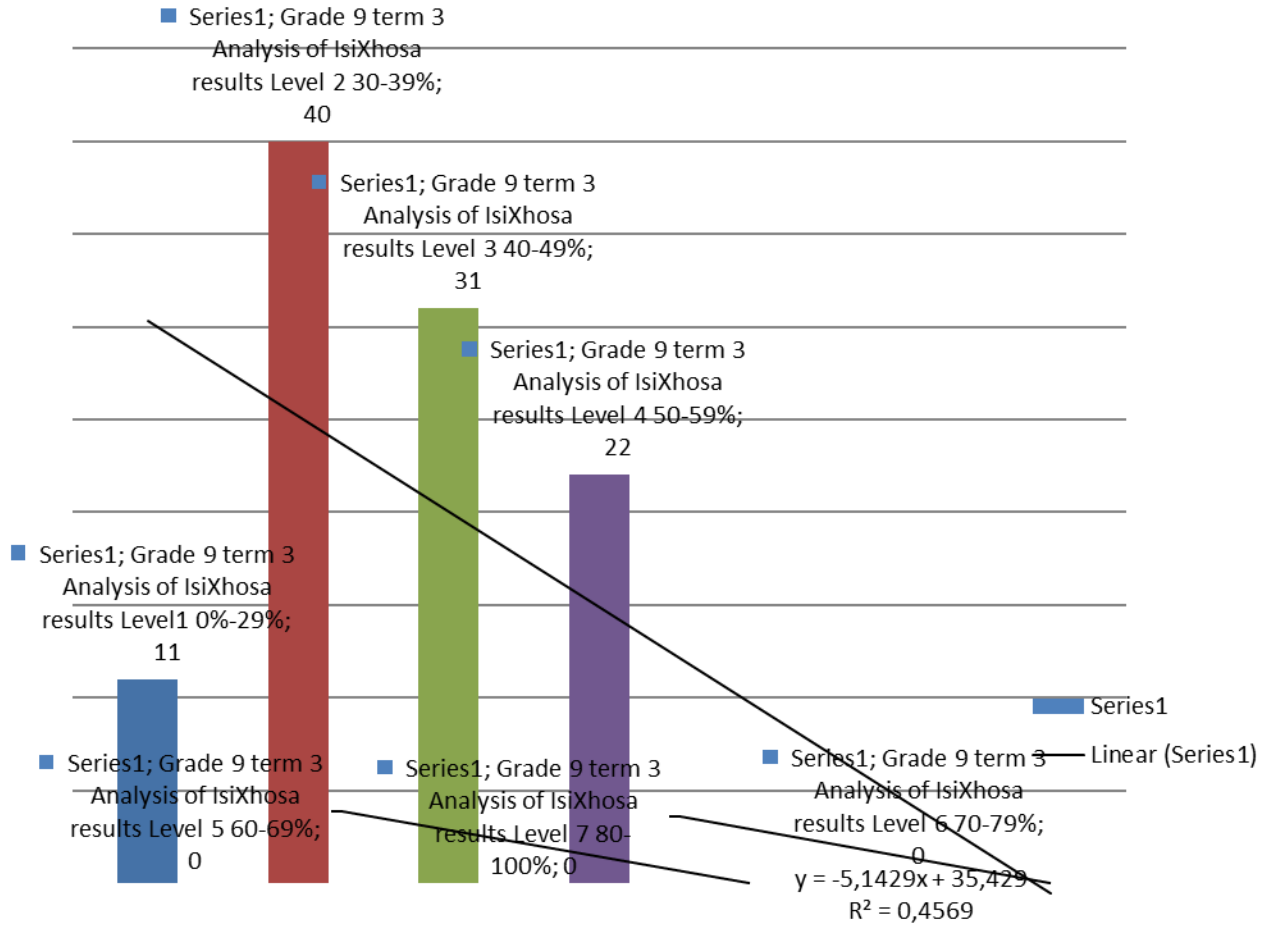
Rating code	Description of competence	Percentage
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

The expectation of achievement in one's home language is that, more than 80% of the class ought to achieve between meritorious and outstanding achievement respectively, but the following graphs in the tables below will show the opposite. The disappointing factor is that there are learners who achieved levels 1 and 2 in IsiXhosa, their home language (in the five grades) and were participants in the study.

GRAPH 4.24: GRADE 8 ANALYSIS



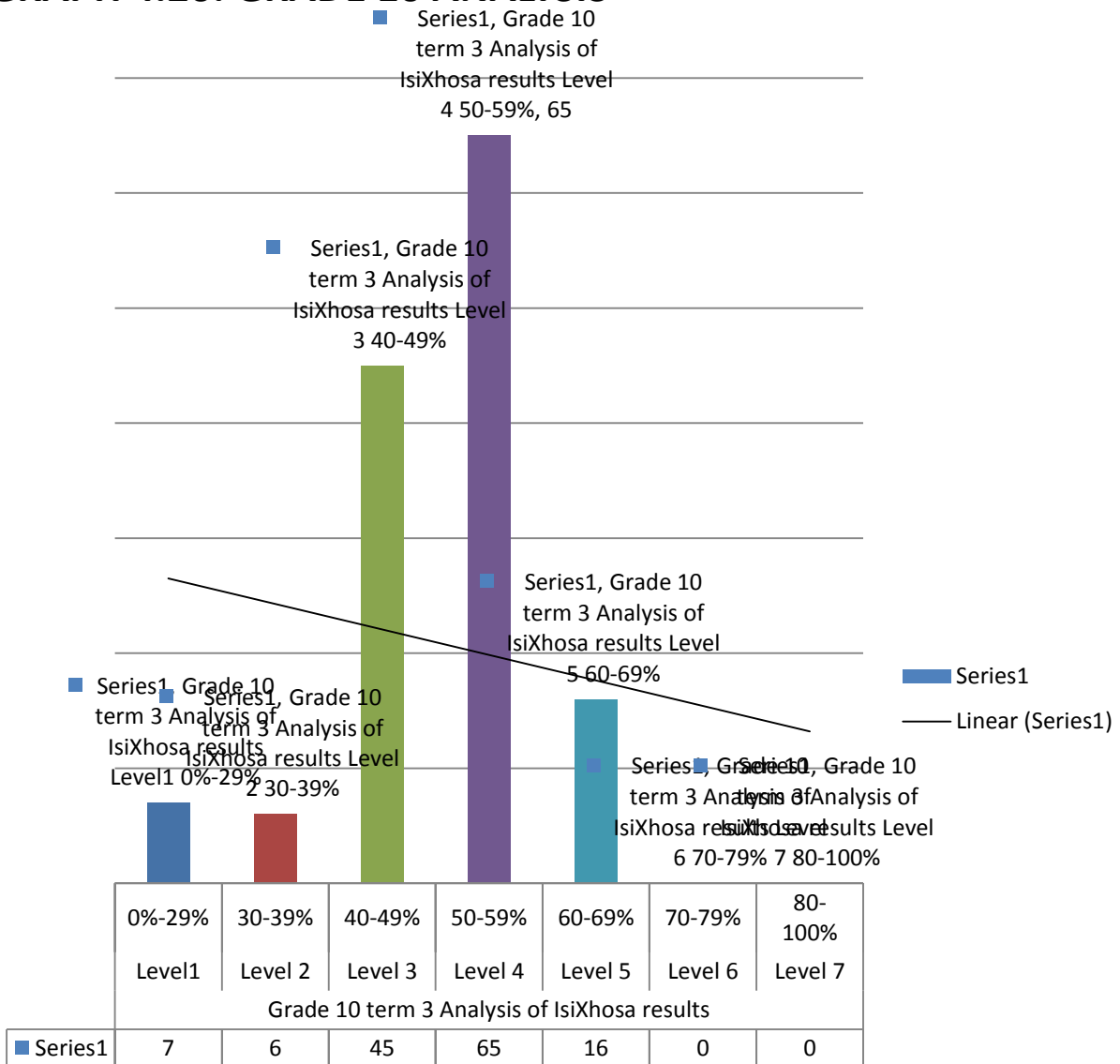
GRAPH 4.25: GRADE 9 ANALYSIS



	0%-29% Level 1	30-39% Level 2	40-49% Level 3	50-59% Level 4	60-69% Level 5	70-79% Level 6	80-100% Level 7
Grade 9 term 3 Analysis of IsiXhosa results							
Series1	11	40	31	22	0	0	0

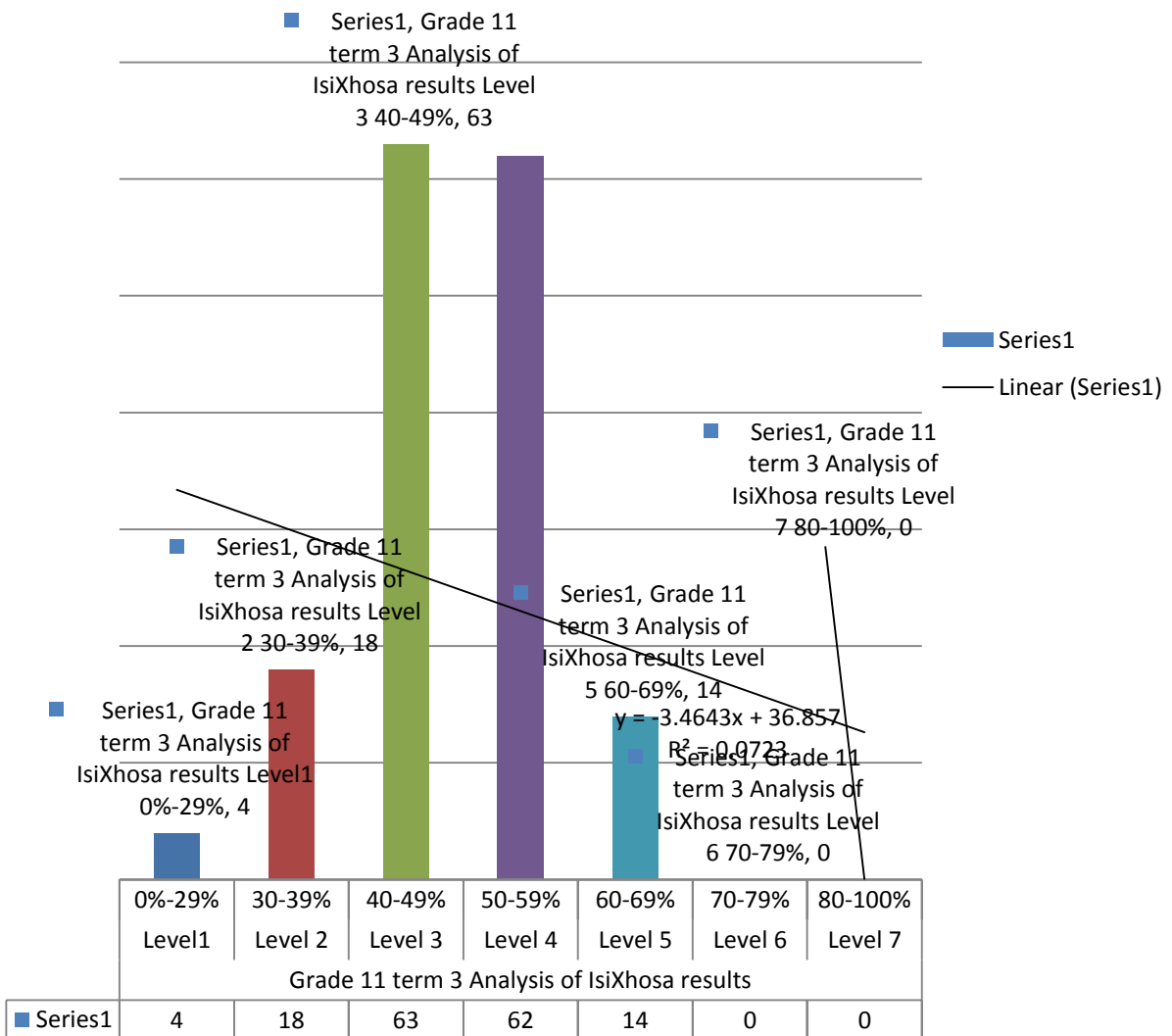
Grade 9 learners' achievement is up to 59%. There are no learners who have achieved level 5, 6 and 7.

GRAPH 4.26: GRADE 10 ANALYSIS



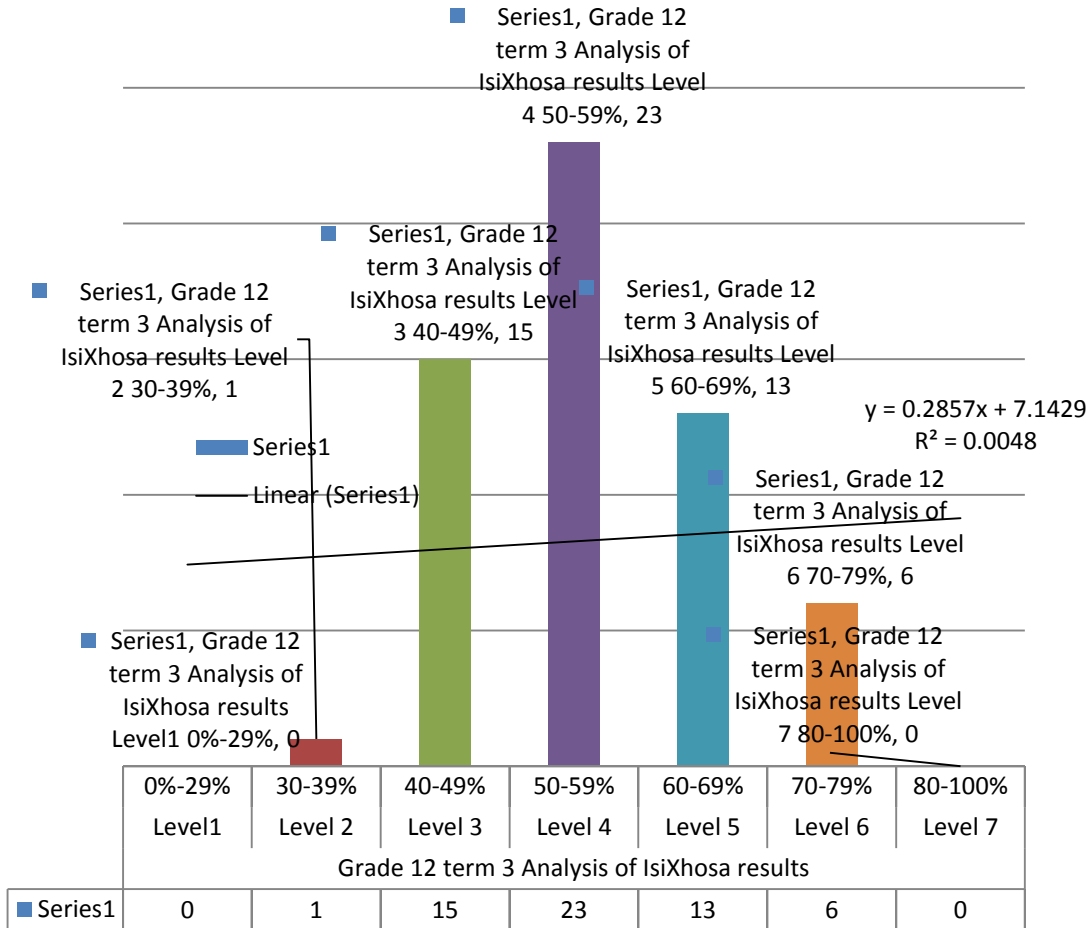
Grade 10 learners have achieved up to 69% and there is no learner who has achieved level 6 and 7 (see Appendix xv).

GRAPH 4.27: GRADE 11 ANALYSIS



In Graph 4.27, shows that in grade 11, no learners attained level 6 and level 7 in their home language, IsiXhosa. The majority of the class attained levels 3 and 4 respectively.

GRAPH 4.28: GRADE 12 ANALYSIS



The majority of learners in the five grades scored at 50% and below in their home language (IsiXhosa) and less than 15% of the classes scored above 60% to 79%. No learners or a fraction of the class is capable of getting level 7 which shows meritorious achievement. Grades 8 and 9 are the weakest classes in IsiXhosa because they score between 0 and 59% and no learner scored from 70% to 100%

Written documents such as timetables, learner and educators' master portfolios and language policies were also analysed as discussed in the following units.

4.9 DOCUMENT ANALYSIS

Research has shown that documents are an important source of data in many research designs. Gibson and Brown (2009:21) point out that when document analysis is used in a qualitative research, current documents and issues are the focal point. To this effect, this study has analysed fifty learner portfolios in the moderation centre. These were from sampled Grade 8 to Grade 12 learners.

The educators for both senior secondary schools were responsible for providing all the documents which were analysed during moderations. The mark schedules were analysed at the participating schools. The following documents were analysed during moderations to ascertain their compliance with NCS, CAPS and language policies.

4.9.1 Timetables

In the two randomly selected schools for this research, time-tables were NCS and CAPS compliant. Home languages were allocated four and half hours a week. More teaching time has been allocated to home languages as per the IILA and Language in Education Policy (see Appendix xvii). The timetables are all CAPS compliant when compared with the CAPS document. When the researcher observed these timetables with IsiXhosa educators at the participating schools, the educators supplied the researcher with their personal timetables from Grades 8 to 12.

4.9.2 Language policies

The rural schools have a challenge of parents who have a poor knowledge of the legislative framework. The same applies to the parents in the SGB, because of the low levels of literacy or being illiterate. According to SASA (chapter 3 section 20), SGB members are responsible for drafting the school policies of which the language policy is included. When analysing the language policies, it appeared that the parent component does not understand the contents because they are written in English and were never translated to them. Therefore, inefficiencies, weak management and accountability mechanisms resulted in having language policies which do not serve any purpose with regard to the teaching and learning of IsiXhosa as a home language.

4.9.3 Master portfolios

The planning in the master portfolios was in line with the NCS and CAPS requirements. The three levels of planning, i.e. the learning programme, the work schedule and the lesson plans were available. In the assessment records, there were oral assessment marks. In reading, almost over 80% of the learners scored low marks in all the participating grades. The learners' assessment records were available, bearing evidence of continuous assessment. There was evidence that the SMTs had done internal moderations before going to the cluster centre for external moderations. The schools had internal CASS moderation tools which held evidence of assessed written and oral work as stipulated in the NCS assessment guidelines for the Senior Phase and FET Band respectively (NCS Assessment Guidelines, 2008:11).

The researcher discovered that the SMT has an internal moderation programme whereby all classes are moderated internally before going for an external moderation. Every phase head has records that the marks in the mark schedule of each term have been moderated. Marks in the learner portfolios are compared to those in the master portfolios before a mark schedule can be compiled. After the mark schedules have been compiled, the SMT quality assures these documents in line with the examinations assessment instructions.

4.9.4 The mark schedules

The researcher got permission from the school principals so as to be able to view learner performance in the mark schedules of the participating schools. These documents gave a clear picture of the 3rd term results, inclusive of the school-based assessment (formal and informal tasks) and oral marks forming part thereof. Analysis of learner performance from table 4. 2.7 to table 4.3.1 is the term 3 performance of IsiXhosa from Grade 8 to Grade 12.

4.9.5 Learner portfolios

Ten learner portfolios were sampled from Grades 8 and 9. Twenty portfolios were sampled from Grades 10 to 12, i.e. the best performers, the moderate and the weakest performers. All the contents of the portfolios corresponded with the master portfolios' contents (see Appendix vii). This means the marks in the portfolios matched those captured by IsiXhosa educators in their master portfolios.

Formal and informal assessments were available in the learner portfolios (see Appendix vi). Informal assessment refers to homework and written classwork which count toward the learners' marks for each term. The learners' work was marked and had evidence of internal moderations whereby the phase head signs all the moderated learner portfolios. The learner performance was poor in creative writing; their essays in the five participating grades give proof thereof. The same applies in grammar and literature, but in these two papers the learners are not penalised for poor spelling, hence they seem to score better marks in both papers.

4.10 INTERVIEW DATA

Data from interviews were collected from the subject advisors, parents and learners. Table 4.7 displays the groups of participants.

Table 4.5: Participants in the study

Participants	Males	Females	Total
Subject specialists	4	4	8
IsiXhosa educators	4	4	8
Parents	4	4	8
Learners	40	40	80
Total	52	52	104

4.10.1 Unitising data

The researcher used copies of data from the participants to do the unitising with the purpose of exploring relationships among them. Teddlie and Tashakkori (2009:65) are of the opinion that to unitise data units one must read through transcribed interviews and observation notes. The units of data from subject advisors, parents and learners were grouped on the basis of similarity. Patterns of similarity with regard to African language promotion and development were grouped together, thus categorising them (O' Leary, 2014:112).

4.11 SUMMARY

This chapter dealt with the discussion of data collected through observation, interviews and questionnaires. These perceptions concur with the findings in the learner portfolios and the three terms' analyses of results for the five grades that participated in the research (Grades 8 to 12).

As stated in the introduction of this chapter, the aim of this study was an investigation to determine the factors that hamper and obstruct the development of IsiXhosa as the language of instruction for mother tongue IsiXhosa-speaking learners in the secondary schools of the Mbizana district in the Eastern Cape. The findings revealed that:

- Non-availability of libraries with a variety of IsiXhosa reading material results in the learners' poor reading communication and writing skills.
- Limited in-service training for IsiXhosa educators to improve their language teaching skills.
- Parents' illiteracy prevented their assistance to learners with the basic language skills, especially when given homework.
- IsiXhosa is not regarded as a critical subject, hence there are no extra classes planned for the language.
- Non-availability of bursaries for educators who want do further studies in IsiXhosa.

Data collected from parents, learners and subject advisors show that despite the new teaching methods implemented in teaching IsiXhosa, many strategies to assist in the development are required. Responses from questionnaires give evidence to the latter fact. Data collected after observing learner portfolios shows that from Grades 8 up to 12, grammar, literature and essay writing are performed poorly by more than 50% in every class.

In the next chapter the researcher will conclude this research by stating a critical evaluation of the study and making recommendations on the current and future plans to implement for the development of IsiXhosa as a medium of instruction in secondary schools.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The main purpose of this research was to investigate the barriers that prevent IsiXhosa to be used and implemented as a primary teaching language in the rural Eastern Cape secondary schools. This last chapter presents an overview of the whole study, a summary of the findings and conclusions. The recommendations for the effective ways of assisting in the development of IsiXhosa from the primary level to the secondary level will be outlined and, lastly, possible areas for further research will be recommended.

5.2 An overview of the study

Language teaching and learning in the classroom situation can only be successful if the physical and human resources are in place. The study investigated the barriers that prevent IsiXhosa to be used as a primary language of instruction in the rural Eastern Cape secondary schools. Data collection tools such as observation, questionnaires and interviews have witnessed that the scarcity of resources and the lack of in-set provision to educators contribute a lot to the poor performance of IsiXhosa learners. This research consists of five chapters, briefly summarised in the following paragraphs:-

In chapter 1, the following were highlighted: introduction, background of the study, motivation and rationale, research problem and sub-questions, aims and objectives of the study, research methodology and design. Data collection techniques and data analysis were briefly outlined. Literature review, validity, reliability, ethical considerations, trustworthiness and the limitations of the study were highlighted. The underlying assumptions, delimitations, definition of concepts and the outline of the chapters for the study were tabled.

Chapter 2 gave the theoretical perspective and literature review of the study. It started with the history of IsiXhosa, and gave information about how the missionaries pioneered to write IsiXhosa for the first time. Home language instruction prior to 1994 was discussed. This was followed by the apartheid education system, Bantu education system, Bantustan education system and the post-apartheid education system, i.e. Curriculum 2005, RNCS and CAPS. The relationship between the language and the cognitive development was

discussed. Under this topic, Vygotsky and Piaget's views on language cognitive development were highlighted. Language theorists such as Chomsky, Whorf and Sapir's views on the influence of language and thought were discussed. Two countries, i.e. Nigeria and Singapore, which have succeeded in implementing their mother tongue instruction policies, were tabled. The chapter closes by discussing the South African Education and the language policies and laws published on the development of African languages.

In chapter 3, the researcher outlined the research design and methods that were used to collect data from the participants. A mixed methods approach was used, i.e. qualitative and quantitative research methods. Sampling methods and instruments for data collection were discussed.

Chapter 4 presents the findings of the researcher. Data is analysed and the presentation of the findings was designed around the research question.

Chapter five presents an overview of the study, the summary of the findings, conclusion, recommendations and possible areas for further research.

5.3 SUMMARY OF RESEARCH FINDINGS

The synthesis of the findings in relation to the research aim and objectives in chapter 1 will be done in the following discussion. In exploring the barriers that prevent IsiXhosa to be implemented as a teaching language in the rural secondary schools, this research aimed at addressing the following objectives: -

- ❖ To investigate the availability of resources such as the variety of IsiXhosa novels, drama books, poetry and newspapers published in IsiXhosa which can be used when teaching IsiXhosa and as references when the learners have been given assignments (see table 4.6 to 4.9 in chapter 4).
- ❖ To increase the number of workshops planned for IsiXhosa as inset such that IsiXhosa educators become more empowered in teaching this home language and close the content gap that exists in the knowledge of the language (see table 5.1).

- ❖ To investigate whether IsiXhosa is catered for in extra classes such as Saturday, Winter and Spring classes (see unit 4.4.1 Q12).
- ❖ To provide evidence of the challenges met by the educators and learners in the teaching and learning situation (see unit 441, tables 4.21, 4.24 and 4.25)

In the following unit, the researcher will summarise the main findings on the study's objectives tabled in chapter 1 as follows: -

5.3.1 Objective 1: To investigate the availability of resources used when teaching IsiXhosa

Findings:

In line with this objective, the researcher discovered that the responses from the questionnaires and from the interview notes reveal that there are limited resources when it comes to the teaching and learning of IsiXhosa. In Mbizana District (Alfred Ndzo East), the thirty rural secondary schools have no libraries where IsiXhosa reading material ought to be kept. The learners depend upon the grammar books and literature books such as drama, prose and poetry as their only reading material.

Gardiner (2008:18) has witnessed that the poor resourcing of IsiXhosa teaching and learning material in the Eastern Cape secondary schools is the main cause of the poor performance of learners in their home language. This poor resourcing starts from the Foundation Phase which prepares the learners for the secondary school learning, hence the learners' level of home language acquisition is very low. There are no libraries where there are a variety of reading material such as novels, drama, short stories, poetry and newspapers published in IsiXhosa. Various newspapers published in IsiXhosa (for example, Pondo News), are available in the market, but there is nobody to take the initiative of bringing them to schools.

The failure to provide resources for IsiXhosa as seen by Bamgbose (2011:5) is a result of defective language planning. Funding for the implementation of the language policy is not visible, and the same applies with the awarding of bursaries to students who want to major in their home language (African language).

Unless advocacy of African languages development is done and monitored in the rural communities where these languages are spoken, they will continue to have a lower status when compared with dominant foreign languages. Non-implementation of language policies, as alluded to in unit 2.2.2 by Nomlomo (2007:119), is one of the factors of defective language planning where the implementation steps, procedures and adequate provision of funds for all the processes stultify the policy. Nomlomo (2007:119) also highlights that if penalty measures for poor spelling can be applied in grammar and literature, the face value of 100% IsiXhosa pass rate can dwindle to less than 50% pass rate in this home language.

5.3.2 Objective 2: To bring on par the number of workshops planned for IsiXhosa to those planned for Maths and Science

Findings:

Languages according to the Western Cape Education Department (2006:45) carry cultural loads and history, and they shape how people think and understand the world. They develop our cognitive and cultural intellectual capacities as Piaget and Vygotsky agreed in the literature reviewed in chapter 2. For the learners to achieve the expected language development, their educators must undergo regular training in the language concerned. That is why the subject specialists' responses to the questionnaire on the provision of equal plans for Maths, Science and IsiXhosa workshops were negative. IsiXhosa, is not amongst the subjects which have National, provincial and local (district) plans as far as the in-service courses/workshops are concerned.

South Africa is rated amongst the worst performers in languages due to the lack of basic skills such as writing. Singapore which has been discussed in chapter 2 has a Higher Mother Tongue Policy up to the tertiary level, and ranks number one in Mathematics in the entire world. Implementation of her language policy, through supporting the educators with enrichment programmes in the development of the mother tongue, has assisted the Singaporeans in contributing towards the development of their country's economy.

Equal treatment of languages in terms of resources and capacitating the educators in pre-set and inset assists in achieving satisfactory results in home language development, as Singapore and Nigeria have set an example. IsiXhosa as a home language must be resourced on par with English in secondary schools, teacher training colleges, universities and in-service courses in the field of teaching, with a variety of reading material such as newspapers and IsiXhosa publications from different sectors of the government.

5.3.3 Objective 3: To include IsiXhosa in extra classes such as Saturday, Winter and Spring classes.

Findings:

IsiXhosa home language is not catered for in all extra class (see Appendix v) time tables for morning classes, afternoon classes and Saturday classes, while Winter, Spring and Autumn schools do not have IsiXhosa as a subject to be taught. These classes are planned for subjects which are always poorly performed by the learners from Grades 10 to 12. Despite the learners' continuous unsatisfactory performance in their home language, (tables 4.1.5 to 4.2.7) the above-mentioned extra classes do not accommodate the language.

Foley (2015:50(4)1198) summarises clearly that a child who cannot use his/her home language is disadvantaged and unlikely to perform to the best of his/her ability.

5.3.4 Objective 4: To provide evidence of the challenges met by the educators and learners in the teaching and learning situation

Findings:

PIRLS SA (2011:85) has discovered that 96% of learners in the rural Eastern Cape are affected by the absence and shortage of reading material. IsiXhosa teaching and learning material is amongst the most affected by the above-mentioned shortages. These shortages, according to Benson (2004:9), start from the primary level up to the secondary level. The responses in the question on the availability of reading material are in line with

the above-mentioned report on the scarce resources to support the teaching and learning of IsiXhosa in rural secondary schools. The educators also face the challenge of the scarcity of the teaching material such as the variety of IsiXhosa novels, drama, poetry and IsiXhosa published newspapers.

Human resource development which in this context concerns the in-service training of IsiXhosa educators as the capacity building is a scarce or unavailable provision especially at the provincial and district levels. IsiXhosa educators have no bursaries awarded for furthering the language at tertiary level. Foley (2015:50(4)1197) comments that the first step in addressing the crisis of poor language teaching skills is to upgrade the pre-service teacher training at tertiary level and also provide additional courses for in-service teachers so that they are able to acquire academic proficiency in the development of African languages. By so doing, the methodological skills in utilising the African languages as media of instruction in all learning areas will be enhanced.

5.4 RESEARCH CONCLUSIONS

5.4.1 Conclusions from qualitative data:- Subject specialists' responses to interview

After analysing the subject specialists' interviews, the researcher concluded as follows: - The subject specialists do not have a programme or plan of action to check readiness of IsiXhosa educators at school level as far as the availability of teaching resources are concerned. They do not visit schools or have valid information of what is available and what needs to be attended to in terms of IsiXhosa teaching and learning resources. The school support visit reports focus on Grade 12, and the lower grades at secondary level, i.e. 8, 9, 10 and 11, are neglected. Neglecting the lower grades has resulted in a poor foundation for the learners in their home language, hence they cannot achieve the quality results in the three papers in school-based assessment (SBA) and in the exams (see tables 4.28 to 4.32).

The subject specialists do not have the capacity to assist the educators with the learners' challenge of reading and poor spelling in writing. The educators' inability to instruct the learners such that they excel in their home language proves that they have a gap in the content to be delivered. The latter is a result of non-availability of in-service courses for IsiXhosa educators planned by the subject specialists in consultation with the Provincial

Languages Section. Thorough planning and preparation for IsiXhosa oral lessons is not emphasised, hence oral lesson plans in IsiXhosa grammar, poetry and creative writing are not available in the educator master portfolios.

5.4.2 IsiXhosa learners' responses to interviews

The researcher concluded the learners' responses as follows: -

According to their responses to the questionnaire, the learners have a dire shortage of reading material, especially IsiXhosa set books. They share and the subject teachers have to make copies for their convenience when teaching the language. The problem of sharing books contributes to the poor reading skills because there are little chances of reading in one's spare time.

Congestion in the classrooms makes it impossible to deal with individual learner problems, marking of school-based assessments and getting feedback thereafter. There are no community libraries in the rural areas and learners have difficulty in getting references when given tasks that demand references. The result is the low performance in their home language as shown by the level descriptors in tables 4.5 to 4.27. It is a fraction of IsiXhosa learners who manage to achieve level 6 and level 7. 98 % of IsiXhosa learners achieve from level 1 up to level 5.

5.4.3 Parents' responses to interview questions

The researcher had difficulty in interviewing the parents because of the level of their literacy. Out of sixteen parents, only three were semi-literate and thirteen have never been to formal schooling. Nevertheless, these parents show interest in the use of their home language in all domains, e.g. (home affairs, courts, etc).

The researcher has discovered that poor parental involvement in the school work caused by illiteracy results in the learners' poor performance in their school work. Non-availability of resources and failure of parents to tell their children stories, myths and legends so as to increase their vocabulary is another contributing factor to the learners' poor performance in the home language. Parental contribution can expand the knowledge of

IsiXhosa because the rural areas are where most creative and innovative people in the home language are found.

5.5 CONCLUSION FROM QUANTITATIVE DATA

5.5.1 Educator's responses to the questionnaire

The researcher has discovered from the educators' responses in their questionnaires that the non-availability of fully resourced libraries and all the supportive teaching aids for the home language led to poor learner performance. Municipal libraries in the small Eastern Cape towns are poorly resourced with no IsiXhosa reading material. In a properly functioning school system, Block (2013:52(6)704) emphasizes that the language education requires only three essential inputs for success: - state of the art textbooks, well stocked libraries, adequate school facilities, the language teachers' systemic education and professional development.

It has been discovered that there is no proper home language education in the classroom situation, hence rural secondary school learners have a difficulty in reading and writing and the poor spelling is also a major cause for concern. The National Education Evaluation and Development Unit (Needu) (2012:63) has called for reading to be the national priority at schools because the research conducted shows that most teachers can't teach reading, resulting in learners not being taught to read. This, according to the Needu Report (2012:64), sends a message that the country's failing system in home language teaching is embedded in teachers who can't teach and do not have a grasp of the curriculum.

5.5.2 Learners' responses to the questionnaires

From the learners' responses to their questionnaires, it has been discovered that they are interested in and in need of being instructed in their home language in all subjects. The Eastern Cape Province is predominantly rural, therefore, parents and their children, as Foley (2015:50(4)1197) advises, need mother tongue education that will lead to benefits such as economic empowerment, social mobility and influence and pathways to further

academic opportunities. It is in the rural learners' interest to see all textbooks and teaching aids accessible in their home language. This interest and need of mother tongue instruction are raised by the poor performance in all subjects at matric level, whereas in the same country, learners who are instructed in their mother tongue, perform exceptionally well in all subjects.

5.6 RECOMMENDATIONS

In view of the above conclusions drawn from the observations, interviews and responses to the questionnaires, the following recommendations are made:

5.6.1 Recommendation 1: The Eastern Cape Department of Education must enforce the use of mother tongue instruction from Grades R to 3

In the News in Brief (2007:4) a memorandum of understanding was signed by the PANSALB and Eastern Cape Department of Education. Their main objective was to facilitate the promotion of IsiXhosa through classroom teaching. Inclusion of the National Language Body, the Eastern Cape Provincial Language Committee and the IsiXhosa Lexicography Unit in monitoring the development of IsiXhosa for business, economic, educational and political purposes will ensure proper implementation of IsiXhosa development strategies.

The ECDoE should monitor the implementation of all language policies in collaboration with the Provincial Language Bodies. Mother Tongue-Based Bilingual Education (MTTBE) must be enforced so as to eradicate poor learner performance in all IsiXhosa papers. At district level, IsiXhosa language specialists together with circuit managers should ensure that implementation of all policies takes place in the GET and FET Bands respectively.

5.6.2 Recommendation 2: IsiXhosa (home languages) should be compulsory from Grades R to 12

“Drop everything and read” as Naledi Pandor (2007:3) advises, is one of the strategies of encouraging IsiXhosa learners to read IsiXhosa publications extensively. To achieve this goal, libraries should be adequately stocked with various IsiXhosa publications.

Reading material, starting with magazines, newspapers and readers, fiction and non-fiction material, must be easily accessible to the learners on a daily basis. The latter view

is supported by the National Reading Strategy (2008:5) encouraging the Department of Education to improve educator competency in teaching literacy, reading and writing. This competency will be achieved by developing educators in pre-service and in-service training which focuses on the pedagogy of reading.

Training district IsiXhosa curriculum officers in reading strategies, as cited by the National Reading Strategies (2008:16), will support educators to develop the reading material and other resources that will help learners in reading and writing IsiXhosa.

The programme called QIDS-UP (Quality Improvement and Support Upliftment Programme) should support appropriate reading material in all eleven official languages. In support of QIDS-UP, the 100 Story Books Campaign must provide disadvantaged communities with packs of reading books. This exercise will assist in organising corner libraries in rural areas where there are no libraries.

5.6.3 Recommendation 3: The National Department of Education should resource all schools with functional libraries consisting of various IsiXhosa reading material

In its annual budget, the National Department of Education should prioritise the provision of all secondary schools with functional libraries. Librarians should be trained and employed to ensure their functionality as suggested by Coningham et al. (2010:50).

This study discovered that literacy is a great challenge in Mbizana. Because of little or no reading at all, learners according to the Annual National Assessment (ANA, 2012) reach Grade 4 functionally illiterate, both in their mother tongue and in LoLT. By the time they reach Grade 5, more than 50% of them cannot score 4 out of 20 in a comprehension test. When they reach the FET Band (Grades 8 to 12), only one-third may be regarded as ready to cope with the reading, writing and reasoning demands of the literature they are faced with.

The learners' worst time comes when they have to face tertiary study programmes after matriculation. For the first time in their lives students from rural schools find themselves in a world that demands reading in huge libraries where they have to "surf the net" to obtain additional sources for their studies.

To address the latter problem, the Department of Basic Education should improve the distribution of resources such as libraries by prioritising rural schools where 80% of learners attend schools. Supplying all rural schools with corner libraries in every classroom will improve the primary learners' level of literacy both in IsiXhosa and in the LoLT. Newspapers published in IsiXhosa should be donated weekly to schools by all the local newspapers.

Literacy and technology are inseparably bound to bring about a revolution in learning. Donations of iPads, tablets, desktops and laptops to all rural school libraries will enhance collaborative learning to raise the standard of literacy in all rural learners. Technology in the classroom will improve the learning outcomes in literacy, and competent language proficiency will assist in achieving good results in other subjects such as Maths and the Sciences.

5.6.4 Recommendation 4: The Department of Education must employ professionally qualified educators who have majored in IsiXhosa

The educator is the key figure in the teaching and learning situation. As such, language teaching demands professionals who are well conversant in any language they have to teach. The National Policy Framework Final Draft (2003:20) stipulates that capacity building in tertiary institutions where SAQA accredited programmes are offered should be the priority for educators who seek accredited qualifications. This policy further emphasises that study bursaries for students who want to major in languages must be reinstated. IsiXhosa educators should have majored in the language at college and university respectively.

To facilitate the development of IsiXhosa for economic, social and educational advancement, speech technology and computer translation technology should be introduced to educators who are majoring in IsiXhosa. Equipping educators with the latter skills will assist in the integration of other subjects/learning areas as discussed in the following paragraphs.

5.6.5 Recommendation 5: The national, provincial and district Departments of Education should make a follow-up on the implementation of all language policies

Every province has national language bodies who should liaise with the heads of the departments of education in all provinces to have task teams to oversee that all language policies are implemented and adhered to.

Language specialists/IsiXhosa subject advisers should visit schools regularly, checking the amount of work done in line with the Annual Teaching Plan in all grades. An inset programme to develop IsiXhosa educators should be in place as shown in the following paragraph.

5.6.6 Recommendation 6: The subject specialists and circuit managers should ensure that IsiXhosa educators have all the levels of planning and forms of assessment before they teach the language.

When the schools re-open in January, the district officials should assist the school management team in ensuring that IsiXhosa educators are fully prepared to teach the language with all the levels of planning and assessment plans in their master portfolios. Analysis of IsiXhosa results should be done on a quarterly basis to assist where the shortfalls such as poor spelling are persisting.

5.6.7 Recommendation 7: 100% delivery of literature books, grammar text books and supplementary reading material should be done timeously

The Provincial Department of Education should make a follow up concerning the delivery of the learner teaching and support material (LTSM) to schools. In preparation for the following academic year, all the LTSM must be delivered before the end of December of each academic year. The learners should be exposed to reading competitions and those who excel be awarded.

5.6.8 Recommendation 8: IsiXhosa Inset programmes should be in place

The Provincial Department of Education should plan to have regular inset programmes because there is no mention of IsiXhosa or African languages professional development at all levels (national, provincial and district levels). The district office should assist IsiXhosa subject specialists in implementing the following example of an inset programme (with the assistance from the National Qualifications Frame Work: 2012 and The South African Qualifications Authority: SAQA) to all IsiXhosa educators in secondary schools.

(i) **TITLE OF THE PROGRAMME:** IsiXhosa in-service (INSET) programme to empower FET band educators in instilling cognitive skills essential for learning across the curriculum from Grade 8 to Grade 12.

(ii) **FIELD AND SUB-FIELD OF THE PROGRAMME:**

FIELD: Education and Development.

SUBFIELD: Schooling.

(iii) **NQF LEVEL OF THE PROGRAMME: 4**

(iv) **NUMBER OF CREDITS FOR THE PROGRAMME: 60**

(v) **RATIONALE FOR THE PROGRAMME**

- To provide learners with literary, aesthetic and imaginative skills that will assist them to construct, alter, broaden and refine cultural diversity and social relations in their world.
- To enable learners to acquire and apply knowledge and skills in ways which are meaningful to their own lives.
- To integrate e-learning into the system from curriculum development to teacher professional development and into the textbooks encouraging teachers to teach languages with computers to minimize the digital divide in Africa.
- To show that it is technically possible for every African language to be used as a medium of instruction from the senior secondary level up to the tertiary level.

(vi) **PURPOSE OF THE PROGRAMME**

Language in Education Policy (LiEP) 14 May 1997 states that learners must be instructed in their mother tongue from Grade R up to Grade 3. Switching language instruction after four years is pre-mature because learners are starting to move to complex academic texts. As a result of non-mother tongue instruction, less than 1% of Africans are able to gain university entrance pass in Maths, Accounting, Economics and Physical Science. Contrary to this, Afrikaans is a living example of a language that was developed in South Africa, where the speakers are instructed in Afrikaans from Grade R up to the tertiary level and perform exceptionally well in all subjects. To be able to prepare the educators for the comprehensive role of mother tongue instruction in the secondary level (FET) band, this teacher in-service programme (INSET) seeks to: -

- Capacitate educators in diversifying methods and forms of classroom practice.

- Train the educators such that they are able to assist the learners in acquiring the necessary competences and strategies and to put these into action.
- Provide opportunities to study content through different perspectives.
- Empower the educators to improve learners' skills, vocabulary, morphology, (the structure of linguistic morphemes), creativity and fluency in IsiXhosa.
- Assist the educators to access subject specific target IsiXhosa terminology.
- Develop educators in using computer assisted language learning in which learners use computers to improve their mother tongue.
- Capacitate the educators in teaching IsiXhosa learners the use of computers in texts used for the integrated teaching of language skills (Grades 10-12), e.g. written text information such as schedules, timetables, magazines and newspapers, obituaries, e-mails, letters, reports, minutes, agendas, posters, flyers, graphs, cartoons, etc.
- Promote the love of IsiXhosa in the learners so that at tertiary level they are interested in participating actively in the technological development of the language.

(vii) **Table 5. 1: CURRICULUM DESIGN FOR THE INSERVICE TEACHER EDUCATION (INSET) AT MBIZANA DISTRICT TEACHER DEVELOPMENT CENTRE**

<u>LANGUAGE SKILLS FOR GRADES 8 TO 12.</u>					
Learning Unit: Literary texts recommended '2 & genres	Credits	Reading & Viewing credits	Listening & Speaking credits	Writing & Presenting credits	Language Structure & Conventions credits
<u>GR 8</u> Grammar	1	2	2	2	2
Novel	1				
Drama	1				
Poetry	1				
<u>GR 9</u> Grammar	1	2	2	2	2
Novel	1				
Drama	1				
Poetry	1				
<u>GR 10</u> Grammar	1	2	2	2	2
Novel	1				
Drama	1				
Poetry	1				
<u>GR 11</u> Grammar	1	2	2	2	2
Novel	1				
Drama	1				
Poetry	1				
<u>GR 12</u> Grammar	1	2	2	2	2
Novel	1				
Drama	1				

Poetry	1				
	20	10	10	10	10

(viii) LEARNING OUTCOMES OF THE LEARNING PROGRAMME: The learner will:-

- Be able to gain meaning, identify purpose and find information from the text.
- Effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary work.
- Be able to make predictions, summarise and draw conclusions.
- In drama, novel and short story, the learner will determine the author's purpose, and perspective, theme, message, plot, conflict, setting, narrative and mood.
- In poetry, the learner will be able to critically approach it by identifying literal and figurative meaning, theme and message, imagery, rhythm, alliteration and word links.
- Develop vocabulary in context in prose, poetry, drama, fiction and non-fiction.

(ix) ASSESSMENT CRITERIA

The learner can: -

- Use language features to work out meaning in comprehension, newspapers, magazines and radio and TV stories.
- Can construct meaningful simple and complex sentences.
- Can spell words correctly.
- Can use grammar correctly.

(x) **ISIXHOSA HOME LANGUAGE CURRICULUM GRADES 8 TO 12**

LANGUAGE SKILLS AND CONTENT

- Listening and speaking
- Reading and viewing
- Writing and presentation
- Language structures and conventions

LITERARY GENRES

- Novel
- Drama
- Poetry
- Media resources: a collection of newspapers and magazines.

(xi) **ACCESS TO THE INSERVICE (INSET) PROGRAMME**

- Admission requirements: Qualified Grade 8 to 12 IsiXhosa educators.
- Competent in IsiXhosa and have majored in the language.
- Basic computer skills are a pre-requisite.

(xii) **LEARNING ASSUMED TO BE IN PLACE**

- A high level of proficiency in IsiXhosa
- Basic computer skills
- Ability to teach under stressful conditions

(xiii) **ASSOCIATED ASSESSMENT CRITERIA**

Demonstrate sound knowledge of IsiXhosa by demonstrating:

- That lesson plans reflect the mastery of IsiXhosa content by providing for diverse learning needs in the classroom in the form of alternative activities and assessment tasks/strategies for different learning and learner needs.
- That the observed lessons by the district support teams reflect the mastery of IsiXhosa content and of the specialization thereof.
- That the reflection on planned and taught lessons demonstrates the ability to identify changes in the performance of IsiXhosa.
- That the lesson plans show the use of the characteristic IsiXhosa terminology and concepts appropriately and with confidence.
- That IsiXhosa educators critically discuss the content of the language and apply appropriate values to problem solving in the knowledge of IsiXhosa.
- That lesson plans reflect appropriate sequencing, progression and time allocation for all the language skills, language structure and conversions and recommended literary genres.
- The knowledge of how IsiXhosa learners learn and understand their needs in the form of differentiated learning and assessment activities.
- The reflection of written assignments in IsiXhosa skills, language structure and conversions and recommended literary genres shows that knowledge has been communicated using diverse and appropriate means.
- That IsiXhosa educators have conducted themselves in a manner that enhances and develops the love of teaching the language in line with the language policies.

- That feedback sessions with district support teams reflect a critical engagement with appropriate language policies.

(xiv) INTEGRATED ASSESSMENT

On Fridays, IsiXhosa Grade 8 to 12 educators will attend the in-service training course (INSET) under the leadership of IsiXhosa language specialists for Mbizana district. The educators will be trained from 12h00 to 3h00. From Mondays to Thursdays they will implement in their respective schools following their normal personal school time tables. On Fridays they will first present learner performance in all IsiXhosa language skills, language structure and conversions and literature genres. The District Support Team will analyse all the results on a weekly basis and draw conclusions at the end of the quarter when the INSET ends.

(xv) CONDUCTING THE ACTUAL INSERVICE TEACHER TRAINING

- ❖ IsiXhosa subject specialists will familiarize themselves with all IsiXhosa Grade 8 to 12 educators who will be attending the in-service training programme.
- ❖ **Orientation of IsiXhosa educators:** The subject specialists will orientate IsiXhosa educators in the procedures and guidelines for the activities that will take place during this programme in the district's training centre.
- ❖ **INSET PROCESS:** Every Friday from 12h00 to 15h00 IsiXhosa educators receive tutorials from the district's language specialists. The period for this programme will be three months (one term/quarter). This means the educators will attend for four Fridays a month, thus making twelve days per term/quarter to finish this developmental programme. After each Friday, the learners' assessed (formal and non-formal forms of assessment) work in all

language skills, language structures and conversions and literary genres will be analysed. Learner portfolios will be sampled for authenticity.

- ❖ **MONITORING OF THE INSET ACTIVITIES**: The district support teams from the curriculum and institutional management sections (led by IsiXhosa subject specialists) including the circuit managers, will monitor the INSET programme, and visit schools to monitor and support the teaching of this language programme in the classroom. Analysis of each week's results will be done and at the end of the programme the head office will be informed of its impact. The difference between learner performance before and after the implementation of the programme will be highlighted.

5.6.9 Recommendation 9: Integration of IsiXhosa with ICT within and across other subjects should be enforced in the classroom situation from Grades 8 to 12

At tertiary level, language departments have succeeded in integrating with computer sciences departments, resulting in the establishment of HLT in the South African context. This HLT includes resource development, speech processing, text processing and Human Languages Technologies applications.

Windows 7 has been translated into all African languages. Following this example, educators who have been exposed to HLT will be capable of integrating Computer Applications Technology (CAT) and IsiXhosa learning outcomes (LOs) as stipulated in the White Paper on e-Education, transforming learning and teaching through ICTs (2004:(2)09:8).

This White Paper further infers that ICTs have the potential and capacity to deliver quality education for economic growth and social development. In line with this White Paper, the National Department of Education's goal is to use ICTs as a resource for curriculum integration. Dandjinou (2000:51) advises that once ICTs are successfully integrated into

teaching and learning meaningful integration of learners with information will be accomplished.

Integration of ICTs and other subjects (LAs), IsiXhosa in this context, should be implemented from the primary education (White Paper on e-Education: Transforming Learning and Teaching through Information and Communication Technologies, 2004:(2)9:28).

The end result will be enhanced learners' skills in comprehension, reasoning, problem solving and creative thinking. Information literacy acquired from ICTs will enable the learners to locate, evaluate, manipulate, manage and communicate information from different sources. If learners are exposed to this environment from the primary level, they will engage themselves in HLT with great interest.

Information literacy will assist in building capacity in the field of South African languages and technology. The current industrial era will be developed, using indigenous languages to transcend borders and, according to Biabrezska and Cohen (2005:14), make possible a frictionless global economy. Success in implementing the latter will make productivity and employability achievable and, as supported by Furber (2011:10(10)6), schools are a sound base to start with.

According to Furber (2011:10(10)7), Mavoni Technologies plan to supply the poorest rural schools in the North-West Province with tablets. The motive behind it is to narrow the digital divide by ensuring that there is connectivity through broad-banding, as discussed in the following paragraph.

5.6.10 Recommendation 10: Private companies should support all rural schools in their attempts to be connected through broad-banding, computer skills acquisition and access to the internet

Rustica, one of the projects striving to enable communication in rural areas to realise the benefits of digital communication, supports the view that information and communication technology is about to change the way rural communities do business (Ngassam, 2010:10(4)42).

To support these attempts, mobile telephone networks such as MTN, Vodacom, etc. must also make internet solutions a reality with their satellite links. Their success in providing networks that allow rural people to connect to the world through telephones must be directed at all rural schools by supplying the schools with computers.

As stated by Furber (2011:10 (10)6), Mavoni Technologies is of the opinion that getting connectivity to schools is as important as building classrooms, training teachers and buying textbooks.

Czernowalow (2015:03(06)38) emphasises that broad band remains the core when it comes to connectivity. Wi-Fi services will provide free internet zones in rural schools where internet facilities and connectivity are financial challenges. Free wi-fi hot spots will allow learners in rural schools, greater access to online resources and improve their overall academic performance.

The Wot-If company has also set a good example in another impoverished area, Diepsloot in Gauteng, by donating a digital hub for young people to be exposed to different fields of technology. This donation, according to Avenant (2015:05(8)26), has uncovered an abundance of talent which exposes these young people to technology and assists them in becoming connected so as to harness the power of digital opportunities.

Since 2005 the predominantly rural provinces, Limpopo, Eastern Cape and KwaZulu-Natal, have been benefiting from the Techno Girl Programme which has sampled twenty secondary schools (per province) by exposing rural girls to technology. The three provinces always come last in the final Senior Certificate examinations, the Eastern Cape holding the last position since 1994. This donation has been effected as a result of non-

exposure of rural secondary learners to the digital world. Without exposure to technology, Guedes (2014:14(1)08:38-39) maintains that rural secondary school learners will perform poorly in Maths, Languages and Sciences.

Another company which has directed its focus to rural schools in the Eastern Cape and the Free State is called Open View Company. Its aim, as reported by Ngubeni (2014:(18)11:18-19), is to improve the need of the underperforming secondary schools by providing big screen television sets and decoders in partnership with the Department of Communications. The pre-recorded content aims to help Grade 12 learners with different aspects of the syllabus.

Steinacker (2015:14(6)02:26-29) witnessed the introduction of an ICT centre at Inkandla, donated by the Siyafunda Community ICT Programme to assist Inkandla rural females from the age of 17 to 35 with basic computer skills. Inkandla as one of the impoverished rural areas had no ICT access before, but now females from secondary school up to tertiary level are exposed to the computer world.

Developed ICT skills will change the way rural communities do business and a great contribution to socio-economic development will be evident, thus ultimately creating sustainable employment.

5.7 THE CONTRIBUTION OF THIS RESEARCH

The languages section in the Provincial and National Departments of Education will pay attention to the resourcing of all schools with libraries which have a variety of Home Languages reading material. Non-availability of libraries in rural schools has crippled the acquisition of reading skills. Librarians who have specialised in Home Languages will assist in resourcing the school libraries. Good foundation of learners in their Home Language will be well planned from the primary to the secondary levels of education. Intensifying the monitoring of teaching and learning of IsiXhosa HL from the National Department of Education to the district level will assist the learners in the acquisition of

the basic language skills which are the cornerstone of developing the language at tertiary level.

Implementation of the above facts especially recommendation 5.6.8 which is an Inset for IsiXhosa educators, will revive IsiXhosa HL which is dying in the hands of the speakers who cannot read and write properly. From LiEP to IIAL policies, the objective is to develop all African languages so that they feature in all domains. The recommendations in section 5.5 will assist in learners' ability to perform outstandingly in their home language from Grade R to Grade 12.

5.8 POSSIBLE FURTHER STUDIES IN THIS FIELD

Firstly, effective implementation of the language policies such as (IAL) Incremental Implementation of African Languages Draft Policy: 2013, that promote the status and use of IsiXhosa and other African languages, must be enforced by the National Department of Education. As technology continually advances, tertiary institutions are faced with the challenge of offering Human Language Technology (HLT) modules that focus on the technological development of African languages.

Considering the latter fact, computer-based education from secondary school level will support the endeavour to develop IsiXhosa to be used as a medium of instruction. In preparation for this enterprise, there are companies such as Samsung that are assisting in the poverty-stricken areas where secondary schools have no infrastructure to acquire basic computer skills.

Burrows (2014:03:36-39) reports on what Samsung is doing to change the face of education with access to computer education by approaching the community leaders in rural areas and to train teachers to operate and maintain technology effectively for the benefit of rural children. Samsung is establishing partnerships with education book publishers to digitise interactive content that will be available under the Samsung umbrella.

As infrastructure is a barrier in all rural areas, Samsung has embarked on cutting costs by using a solar system. The poverty-stricken rural areas will benefit from solar power to assist in infrastructure development. Unlike other electricity sources, solar powered

generators can provide power for up to eight years without additional maintenance and have a lifespan of up to twenty-five years.

One example of this development, mentioned by Burrows (2014:03:39), is at Phomolong Secondary School where every classroom has fold-away solar panels that have helped minimising electricity accounts. According to Burrows (2014:03:39), principals of schools who have benefited from this project agree that learners' performance has improved in Mathematics and the Sciences.

The information above on basic computer training through donations of all the required infrastructure in impoverished areas prepares students for advanced tertiary computer sciences where their choices will not be limited by their computer illiteracy. The onus is on the Department of Basic Education to liaise with all the donors to assist rural schools in becoming on par with urban schools when it comes to technology.

When entering the tertiary institutions equipped with basic computer skills, students can follow careers of their choice with all the skills required in the marketplace relevant to their chosen career fields. There will not be difficulties in engaging students in their home language development when exposed to different infrastructure prepared for language development at tertiary level.

With computer skills acquired at their rural schools, students at tertiary level will have an interest in registering for their home languages and taking part in developing computer programmes, as HLT has already paved the way. Spell checkers in all African languages have been developed to assist Africans in taking part in the development of their mother tongues. Exposure to software development will be an added advantage for students to be software engineers where this skill will assist them to show creativity and innovative approaches to problem solving and innovation in developing their mother tongues.

Spell checkers that give grammar explanation and suggested corrections dictionaries are readily available in IsiXhosa. Then, tertiary institutions should introduce (HLT) Human

Language Technologies modules (which deal with the coining, harmonising and standardisation of isiXhosa terms) from the first year of IsiXhosa study.

Advanced modules in HLT should be introduced at levels 2, 3 and honours degree respectively. Students will acquire skills and knowledge for the practice of language services in order to accomplish the optimal social, economic and educational advancement of IsiXhosa resulting in its use as a medium of instruction.

5.9 CONCLUSION

This study has discovered that the barriers that prevent IsiXhosa (home language) from being implemented as a primary teaching language in the rural Eastern Cape secondary schools are the consistent poor performance in grammar, literature and essay writing. The dire shortage of resourced libraries, shortage of IsiXhosa literature books, non-availability of IsiXhosa published newspapers, to name a few, are the main causes of the learners' poor performance in IsiXhosa, their home language.

Infrastructure development such as broad-banding in rural areas will support rural schools in connecting to the internet and bridge the digital divide. This will assist with the integration of IsiXhosa Learning Outcomes with those of Computer Applications Technology (CAT). The fact that African languages are faced with the challenge of globalisation constitutes the need for rapid expansion in the technological environment.

If reference can be made to the time of the missionaries who started to develop IsiXhosa by bringing the machinery which assisted them, the language can be developed and easily acquired by the speakers as was the case in the 19th century.

Basic skills for language development can only be achieved if the business industry is willing to assist the rural areas of South Africa with all the infrastructure required for computer training. This starts with connectivity because computer training demands internet facilities. It means all networks must assist with broad banding in developing the rural schools to fill the gap between rural and urban areas and the digital divide.

Finally, monitoring the implementation of all language policies and teaching at schools will assist the Department of Education in achieving the promotion and development of all the previously marginalised languages in South Africa.

5.9 REFERENCES

Aitchison, J. & Harley, A. 2006. South African illiteracy statistics and the case of the magically growing number of literacy and ABET learners, 39: 90-111.

Adesina, A.D. & Okewole, J.O. 2014. Survey of Teachers' Opinions on Mother Tongue Instruction in Nigerian Nursery Schools: Implications of Educational Policy Making. *International Journal of Humanities*. Vol.4 No 10. August 2014.

African Information Society Initiative (AISI) 2008. A decade's perspective. 2008-03 United Nations Economic Commission for Africa; AISI. Addis Ababa.

Akinsowon, O.A. & Osisanwo, F.Y. 2014. Enhancing interests in sciences, technology and Mathematics (STEM) for the Nigerian female folk. *International Journal of Information Science*. Vol.4. Issue 1 p8-12.

Alberts, M. 2011. National Lexicography Units: Past, Present, Future. *Afrilex Series (21)*: 2011:23-52).

Alexander, N.2005. Towards mother based bilingual education: Summary and input given at a workshop hosted by the Eastern Cape Department of Education. *Multilingualism Action Group Newsletter*, 2, 9.

Alexander, N. 2013. Thoughts on the new South Africa, Jacana Media (PTY) LTD Auckland Park, South Africa.

Alvesson, M. & Sandberg, J. 2013. *Constructing research questions: doing interesting research*. London. SAGE.

Alvesson, M. & Skoldberg, K. 2009. *Reflexive Methodology: New Vistas for Qualitative Research*. (2nd ed). Thousand Oaks, CA: Sage.

Alvi, M. H. 2016. *A manual for Selecting Sampling Techniques in Research*. MPRA 23 March 2016. University of Karachi, Iqra University.

Amrod, J. 2013. *Beyond Bars: Exploring Behavioural Application to reduce Criminal behaviour*. 39th Annual Convention; Minneapolis. Association for Behavioural International (ABAI)

Anchor, R. 2006. Rickert, Heinrich in *Encyclopaedia of Philosophy*. 2nd Edition. Donald M. Borchat, (Editor in Chief). Thomson Gale.

Angogo, R. 1978. *Language and Politics in South Africa: Studies in African Linguistics*. 9, No. 2.

Avenant, M. 2015. *Don't wait for paperless classroom*. IT web Brainstorm, Issue 8, May 2015.

Babbie, E. 2007. *The practice of social research*. Belmont: Thomson Wardsworth.

Baker, S. E. & Edwards, R 2012. *How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research*. Southampton: ESRC National Centre for Research Methods, University of Southampton.

Bamgbose, A. 1976. "The changing role of the mother tongue in education". In Bamgbose, A. (Ed) *Mother-tongue Education*. UNESCO, pp. 9-26.

Bamgbose, A. 2011. African Languages today: The Challenges of and Prospects for Empowerment under Globalisation: In Selected Proceedings of the 40th Annual Conference of African Linguistics. Ed Eyamba, G., Bokamba et al, 1-14. Somerville, MA: Cascadia Proceeding Project.

Bantu Education Act NO 47 of 1953.

Bazeley, P. 2010. Computer-assisted integration of mixed methods data sources and analyses, in Sage *Handbook of Mixed Methods in Social and Behavioural Research*, Tashakkori, A. and Teddlie, C. (Eds), Sage, California, pp 431-467.

Behr, M., Erlanger, J. & Nicholas, E. 1980. How Children View The Equal Sign. *Mathematics Teaching*, (92) 13-15.

Benson, C. 2004. The importance of mother tongue-based schooling for educational quality. Commissioned study for EFA Global Monitoring Report 2005.

Bergman, M.M. 2011. The Politics, fashions and conventions of research methods. *Journal of Mixed Methods Research*, 5, 99-102.

Berman, A. 2008. An Exploratory Sequential Mixed Methods Approach to Understanding Researchers' Data Management Practices at UVM: Integrated Findings to Develop Research Data Services. *Journal of eScience Librarianship*, Volume 6, Issue 1, Tufts University. Medford, MA, USA.

Bernard, H.R. & Ryan, G. 2010. *Qualitative Analysis: Systematic Approaches*. Thousand Oaks, CA: Sage.

Betz, N. E. & Fassinger, R. E. 2011. Research Methodologies, In E. M. Altmaier & J. C. Hansen (Eds), *The Oxford handbook of Counselling Psychology*, p. 237-269. New York: Oxford University Press.

Biabrezska, M. & Cohen, S. 2005. Managing ICTs in South African Schools: A guide for School Principals.

Biesta, G. 2010. Pragmatism and the philosophical foundations of mixed methods research, in Sage *Handbook of Mixed Methods in Social & Behavioural Research*. Tashakkori, A. and Teddlie, C. (Eds) 2010, Sage, California, pp95-117.

Billig, M. 2013. Learn to write badly: How to succeed in the Social Sciences. Cambridge University Press.

Block, J. P. 2013. "If it tastes Good, I Am drinking It". Qualitative Study of beverage consumption among College Students. June 2013, Volume 52, Issue 6, pp 702-706.

Bogdan, R. C. & Biklen, S. 2007. Qualitative Research for Education: An Introduction to Theory and Methods. 5th edition, Alan & Bacon, Boston.

Bosch, S.E., Pretorius, L. & Jones, L. 2007: Towards Machine Readable Lexicons for South African Bantu Languages: *Nordic Journal of African Studies*, 16 (2):131-145.

Bowen, G. A. 2009. Document Analysis as a Qualitative Research Method, *Qualitative Research Journal*, Vol. 9 Issue: 2, pp. 27-40.

Boyce, A.N. 1979. Europe and South Africa Part 2. A History for STD 10. Juta and Company, Limited Cape Town, Wetton, Johannesburg.

Brannen, J. 2008. The practice of a mixed methods research strategy: Personal, professional and project consideration. In: Bergman, M. M. (ed) *Advances in mixed methods research*:

Brewer, J. & Hunter, A. 2006. *Foundation of Multi method research*. Thousand Oaks, CA: Sage.

Bryman, A. 2006. "Integrating Quantitative and Qualitative Research: How is it Done? *Qualitative Research*. Vol.6, pp 8-22.

Bryman, A. 2007. Barriers to integrating qualitative and quantitative research. *Journal of Mixed Methods Research*, 8-22.

Bryman, A. 2008. Why do researchers Integrate/Combine/Mesh/Blend/Mix/Merge/Fuse Quantitative and Qualitative research? in Bergman, M. (Ed.) *Advances in Mixed Methods Research*, Sage, Thousand Oaks, CA.

Buchanan, D.A. & BBryman, A. 2007. Contextualising Methods Choice in Organizational research. July 2007. <https://doi/10.1177/1094428106295046>.

Burmeister, E. 2012. Sample size: How many is enough? *Australian Critical Care*. 25, 271-274.

Burrows, T. 2014. Solar Powered Education. *IT Web Brainstorm Special Focus*. (03) 39.

Bush, T., Joubert, R., Kiggundu, E. & van Rooyen, J. 2010. Managing teaching and learning in South African schools. *International Journal of Educational Development*. 30 (2) 162-168. March 2010.

Busch, B. 2010. School language profiles: Valorizing linguistic resources in heteroglossic situations in South Africa. *Language and Education*, 24(4):283-294.

Cameron, R. 2007. Mixed methods research: Phoenix of the paradigm wars. 21st annual Australian & New Zealand Academy of management (ANZAM) Conference.

Cameron, R. & Molina-Arizon, J. 2011. The acceptance of mixed methods in business and management. *International Journal of Organizational Analysis*, Vol. 19, No. 3. Pp256-271.

Cameron, R. 2008. Mixed Methods in Management Research: Has the Phoenix landed? *22nd Annual Australian & New Zealand Academy of Management (ANZAM) Conference*, Auckland, December 2008.

Cameron, R. 2011. Mixed Methods in business and management: A call to the first generation, *Journal of Management and Organisation*. Vol. 17, No 2. March, pp245-271.

CAPS. 2011. Further Education Training Band: IsiXhosa Home Language. Department of Basic Education: Republic of South Africa.

Cartright, N. & Hardy, J. 2012. Evidence based policy: A practical guide to doing it better. Oxford. Oxford University Press.

Charmaz, K. 2014. Constructing Grounded Theory. SAGE 19 March 2014. Social Science.

Chiuan, C.C.S. 2003. Singapore primary school teachers' belief in grammar teaching and learning. (Ed). Singapore: McGraw Hill.

Chomsky, N. 1957. Syntactic Structures. The Hague: Mouton.

Chomsky, N. 1965. Aspects of the theory of syntax. Cambridge: MIT Press.

Chomsky, N. 1977. Essays on form and interpretation. New York: North Holland, pp, vi + 216 volume 15, Issue 2 September 1979. Pp. 356-364.

Chua, B. 1995. Communication ideology and democracy in Singapore. London & New York: Routledge.

Cohen, L., Manion, L. & Morrison, K. 2007. Research Methods in education (6th edn). London: Routledge.

Clark, P.V.L. & Cresswell, J.W. 2008. The Mixed Methods Reader. SAGE Publications.

Clark, P.V.L. 2005. Cross-disciplinary analysis of the use of mixed methods in Physics Education. Research Psychology and Primary Care. Doctoral Dissertation, University of Nebraska – Lincoln.

Collins, K. & O’Cathain, 2009. Ten points about mixed methods research to be considered by the novice researcher. International Journal of Multiple Research Approaches, volume 3, Issue 1 April 2009.

Coningham, R., Isaacs, D., Dwane, Y., Makofane, K., Erhiawarien, M. & Holtzman, D. 2010.

Costing the provision of functional school libraries in South African public schools. Oxford University Press. Southern Africa.

Constantino, T. E. 2008. The Sage Encyclopaedia of Qualitative Research Methods, “Constructivism”. SAGE Publications, Inc. pp 116-121.

Cooksey, R. & McDonald, G. 2011. Surviving and thriving in postgraduate research. Prahan, VIC: Tilde University Press.

Crabtree, B.F. & Miller, W.L. 2006. Doing Qualitative Research, 2nd edition. Sage Publications Inc. Thousand Oaks “London”.

Creswell, J. W. 2013. Quantitative inquiry and research design. Choosing among five approaches. Thousand Oaks, CA: Sage.

Cresswell, J. & Plano, C.V.L. 2011. Designing and conducting mixed method research. (2nd ed). Thousand Oaks, CA: Sage.

Cresswell, J.W & Plano, C.V. 2007. Designing and Conducting Mixed Method Research. Thousand Oaks, CA: Sage.

Cresswell, J.W. & Tashakkori, A. 2007a. Editorial: Developing publishable mixed methods manuscripts. *Journal of Mixed Research*, 1:107-111.

Cresswell, J.W. & Tashakkori, A. 2008. "Mixed Methodology Across Disciplines," *Journal of Mixed Methods Research* (2:1), pp.3-6.

Cresswell, J.W. 2009. Research Design: Qualitative, Quantitative and Mixed Approaches. Los Angeles: SAGE.

Cresswell, J. in Tshakkori, A. & Teddlie, C. 2010. Mapping the developing landscape of mixed methods research. In *SAGE handbook of mixed methods in social and behavioural research*. (2) 45-68.

Cresswell, J.W. 2014. Research Design. Qualitative & Mixed Methods Approaches(4th ed). Los Angeles: Sage Publications.

Cresswell, J. & Plano, C.V. 2011. Designing and Conducting Mixed Method Research. (2nd ed) Thousand Oaks. CA: Sage.

Curriculum and Assessment Policy Statement: 2011. Department of Basic Education.

Curriculum News. 2011. Improving the quality of learning and teaching. Strengthening curriculum implementation from 2010 and beyond. Department of Basic Education. Republic of South Africa.

Czernowalow, M. 2105. Project Isizwe donates iPads. *IT web ICT INSIGHT* 03 (6) 38-39.

Dalvit, L. Murray, S. & Terzoli, A. 2009. Deconstructing language myths: Which languages of learning and teaching in South Africa? *Journal of Education*. No 46.

Dandjinou, Pierre. 2000. Overview of the Internet in Africa. SDN/UNDP. From sdnaf@intnet.bj Visited 24 June 2008.

Department of Education, 2002. The South African Schools Act: Pretoria

Denscombe, M. 2008. Communities of practice: A Research Paradigm for the Mixed Methods Approach. Vol2, Issue 3, 2008, pp 278-283.

Denzin, N. & Lincoln, Y. 2011. Handbook of Qualitative Research. (3rd ed). Thousand Oaks, CA: Sage.

Denzin, N. K. & Lincoln, Y. S. 2011. The Sage Handbook of Qualitative Research. SAGE Publications Inc. California.

Denzin, N. K. 2009. The elephant in the living room: or extending the conversation about the politics of evidence. Vol. 9. Issue 1, April 2009.

Department of Basic Education, 2010. Curriculum and Assessment Policy Statements (CAPS) (Grades 10-12) Pretoria.

Department of Basic Education, 2012. Report on the Annual National Assessment (ANA). Grades 1 to 6 and 9. Pretoria.

Desai, M. U. 2012. Travel and Movement in Clinical Psychology: Doctoral Thesis. Yale School of Medicine.

Desai, Z.B. 2012. A Case Study for Mother Tongue Education? Thesis: University of Western Cape.

De Wet, C. & Wolhuter, C. 2009. A transitiological study of some South African Educational Issues: *South African Journal of Education*, 29: 359-376.

Dewey, J. 1948. *Reconstruction in philosophy*. Boston, MA: Beacon Press.

Dixon, L.Q. 2005. The Bilingual Policy in Singapore: Implications for Second Language Acquisition. In *Proceedings of the 4th International Symposium on Bilingualism*. James Cohen,

Dixon, M. 2005. Synthesizing qualitative and quantitative evidence: A review of possible methods and Health Services Resolution Policy. 2005 January, 10 (1) 45-53.

Djete, Paulin G. 2008. Modernising the languages of Africa. Language problems and planning, 32(20)2: 133-152. John Benjamin's Publishing Company.

Donmoyer, R. 2008. Paradigm. L. M. Given (Ed). *The SAGE Encyclopaedia of Qualitative Research Methods*. SAGE Publications, Inc.

Elliesworth, E. 1992. Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In J. Gore (ed). *Feminism and Critical Pedagogy*. Routledge, New York, pp 90-119.

Erlank, N. 1999. Re-examining initial encounters between Christian Missionaries and the Xhosa, 1820-1850. *African Historical Review*, 31.

Essien, O. 2007. "Nigerian Languages and Empowerment" in O.M. Ndimele (ed). *Convergence English and Nigerian Languages: A Festschrift for Munzali A. Jibril*. 143-

156. Port Harcourt: M & J Grand Orbit Communications Ltd & Embai Press. Evaluation of Global HIV/AIDS Programs Implementation under the Lantos-Hyde Act of 2008. Senior Program Associate.

Fazhogullari, O. 2012. Scientific Research Paradigm in Social Sciences. *International Journal of Educational Policies*, 6(1):41-55.

Feilzer, M.Y. 2010. Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4:6-16.

Fetterman, D. M. 2008. Ethnography. Empowerment Evaluation. Key informant Fieldwork. Emic & Etic, In Ivan, L. (ed) *The Sage Encyclopaedia of Qualitative Research Methods*. Thousand Oaks, CA: SAGE.

Fink, A. 2003. *How to sample in Surveys*. 2nd Edition. Thousand Oaks: Sage.

Flick, U. 2007. *Designing Qualitative research* (Book eight of the SAGE Qualitative Research Kit). London: Sage.

Flick, U. 2009. *An Introduction to Qualitative Research*. (4th edition) Los Angeles. Sage Publications.

Foley, G. 2015. Using Grounded Theory Method to capture and analyse Health Care Experiences. *Health Service Resolution*; 50 (4) 1195-1210.

Franklin, A., Drwoniko, G.V., Bevis, L., Davie R.L. & Regier, T. 2008 Categorical perception of color is laterised to the right hemisphere in infants, but to the left hemisphere in adults. *PNAS*, 105(9):3221-3225.

Furber; P. 2011. Into Africa: How do you develop a Pan-African business? With lot of travelling, passion and a dose of humility. *Brainstorm* 10(10):6.

Gaber, J. & Gaber, S. 2007. Qualitative Analysis for planning and policy: Beyond the numbers. Planners Press, American planning Association.

Gardiner, M. 2008. Education in rural areas. *Issues in Education Policy*, 4: 1-32.

Gardiner, M. 2017. Using Disability Awareness Instruction to Promote Peer Acceptance and Positive Attitudes Towards students with Disabilities. Thesis. Department of Counselling Psychology and Special Education. BYU. Brigham Yaing University.

Garuth, G. D. 2013. Demistifying Mixed Methods Research Design: A review of the literature.

Gelo, O., Braakman, D. & Benetka, G. 2008. Qualitative Research: Beyond the Debate. *Interactive Psychological and Behavioural Science*. 42 (3): 266-290.

Gibson, J.W. & Brown, A. 2009. Working with qualitative data. Sage Publications Ltd.

Gill, P.W. 2008. Methods of data collection in qualitative research: Interviews of focus groups. Vol. 204 p 291-295.

Gray, P.S. 2007. The research imagination: An Introduction to Qualitative and Quantitative methods. 1st edition. Cambridge University Press.

Grbich, C. 2007. Qualitative Data Analysis. Thousand Oaks. CA: Sage

Greene, J.C. 2007. Mixed Methods in social enquiry. San Francisco: Jossey-Bass.

Groenewald, T. 2004. A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(1)04. pp.1-26.

Guedes, G. 2014. Creating Techno Girls. *IT Web Brainstorm*. 14(01) 08:38-39.

Gupta, A.F. 2013. Singapore Colloquial English (Singlish) Language Varieties. London: Routledge.

Hammersley, M. 2007. The issue of quality in qualitative research. *International Journal of Research and Method in Education*. Volume 30, Issue 3: Quality in Education Research.

Hanson, B. 2008. Wither Qualitative / Quantitative? Grounds for Methodical Convergence. Vol. 42, Issue 1, pp 97-111, February 2008.

Harrits, G.S. 2011. More than method? A discussion of paradigm differences within mixed methods research. *Journal of Mixed Methods Research*, 5, 150-166. Hatfield, Pretoria.

Hoadley, T. 2009. Learning advanced cardiac life support: A comparison study of the effects of low and high-fidelity simulation. *Nursing Education Perspectives*, 30, 91-95.

Holroyd, C. 2001. Phenomenological Research Method, Design and Procedure: A Phenomenological Investigation of the phenomenon of being-in-community as experienced by two individuals who have participated in a community building workshop. *Indo-Pacific Journal of Phenomenology*, Volume 1, Edition 1, April. pp. 1-10.

Howell, K. E. 2013. *The Philosophy of methodology*, London, Sage.

Hussein, A. 2009: The use of Triangulation in Social Sciences Research: Can Qualitative and Quantitative Methods be Combined? *Journal of social work*. Number 1.

Ige, B.S. 1999. *“Language in education practices and learners’ performance in selected primary school subjects in Abeokuta”*. A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy. Department of teacher education. University of Ibadan. Ife six years primary school project.

Incremental Implementation of African Languages: Draft Policy: 2013. Department of Basic Education.

Jafta, N.D. 1971. *The Impact and Development of Literature in Xhosa people*. Lovedale: Lovedale Press.

Jang, E. E., Mc Dugall, D. E., Pellon, D., Hebert, M. & Russel, P. 2008. *Integrative Mixed Methods, Data Analytic Strategies in Research on School Success in Challenging Circumstances*.

Jansen, J.D. 1997. Essential Alterations? A critical analysis of the state’s syllabus revision process. *Perspectives in Education*, 17(2) 1-11.

Jansen, J.D.1999. “Why OBE will fail?” An elaboration in J.D. Jansen & P. Christie (eds) *Changing Curriculum Studies in OBE in South Africa*, Cape Town: Juta.

Johnson, R., Onwuegbuzie, A and Turner, L. 2007. Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, Vol. 1, Issue 2. Pp112-133.

Jumo, T. 2012. ‘New Schools Language Plan’. *The Witness*. 25 January 2012. 3-4.

Kahl, S.R., Hofman, P. & Bryant, S. 2013. *Assessment literacy standards and performance measures for teacher candidates and practising teachers*. Prepared for the Council for the accreditation of Educator preparation. Dover, N. H. Measured progress.

Kalton, G. 2007. Survey research methods in evaluation of case-control studies. Volume 26 Issue 13.

Kaschula, R.H. 2013: Multi Lingual Teaching and Learning Models at South African Universities: Opportunities and Challenges: African Languages Studies Section, School of Languages. Rhodes University, Grahamstown.

Kay, P. & Kempton, W. 1984. What is the Sapir-Whorf hypothesis? *American Anthropologist*, 86, 65-79.

Kayle, S. 2007. Doing interviews (Book two of the SAGE Qualitative Research Kit). London: Sage.

Khan, M.T. 2014. Education in Mother Tongue – A Children’s Right. *International Journal of Humanities and Manage Sciences*. Vol. 2 No. 4.

Khosa. M. 2012. Mother Tongue Education: A Case Study of Grade 3 Children. MEd dissertation in Educational Linguistics. University of Johannesburg.

Kingsley, O.U. 2016. The Relevance of Mother Tongue in the Achievement of Constructivist Science Classroom Environment at the Primary Education Level in Nigeria. Vol2. Issue 4. *Imperial Journal of Interdisciplinary Research (UIR)* University of Ibadan.

Knight, A. & Ruddock, L. 2008. *Advanced Research Methods in the Built Environment*.

Kumar, T.P. 2012. *How to write dissertation*. New Delhi: APH Publishing Corporation.

Kwofie, E. N. 1985. *The French Language and the Task of the French Linguist in the West Africa Environment*. (Inaugural Lecture University of Lagos). Lagos: Lagos University Press.

Lafon, M. & Webb, V. (Eds). 2008. Standardization of African languages; languages social realities. Johannesburg: Institute Francois d’Afrique du Sud.

Leech, N. & Onwuegbuzie, A. 2009. A typology of mixed methods research designs. *Quality & Quantity*. 43 (2), 265-275.

Leedy, P.D. & Amrod, J.G. 2010. *Practical Research: Planning and Design*. Boston. Pearson.

Lemmer, E. M. 2010. Language Policy and linguistic realities in South African schooling, In Lemmer, E. M. & Van Wyk, N. (Eds) *Themes in South African Education*. Johannesburg: Heinemann.

Lemmer, N. in Lemmer, N., & Van Wyk, N. 2010. Theories, Policies & Practices of parent involvement in education. In E. Lemmer & N. Van Wyk, (Eds) *Themes in South African education*. Cape Town. Heinemann.

Lightbown, P. & Spada, N. 2006. *How Languages are Learned*. (Third Edition). Oxford: Oxford University Press.

Lombard, B.J.J. 2007. Reasons why educator-parents based at township schools transfer their own children from township schools to former Model C schools. *Education as Change*, 11(1)143-57

MacMillan, J.H. & Schumacher, S. 2006. *Research in Education: Evidence-based inquiry*. New York. Pearson Education, Inc.

Mahlasela, B.E.N. 1973. A general survey of Xhosa literature from its early beginnings in the 1800s to the present. *Working paper No 2*, Department of African languages. Grahamstown: Rhodes University.

Major, C. H. & Savin-Baden, M. 2010. An introduction to Qualitative Research Synthesis: Managing the Information Explosion in Social Science research education. Qualitative research. Routledge.

Marshall, C. & Rossman, G.B. 2011. Designing Qualitative Research (5th ed.) Thousand Oaks, C A Sage Publications.

Mastura, N. 2013. Citation Typologies and Rhetorical Functions of Citations in Master Dissertation. Journal of creative practices in language learning and teaching. (CPLT) Volume 1, number 2: 61-72.

Matiwane, H. B. P. 2010. The challenges of implementing IsiXhosa as a language of learning and teaching: A case study. North West University.

Matlwa, K. 2007: 'Call me a coconut but African tongues are destined for obscurity.' *Sunday Times* 7 October 2007. 29.

Maxwell, J. 2005. *Qualitative Research Design: An Interactive Approach*, 2nd ed, Sage, Thousand Oaks, California.

Mays, N., Pope, C. & Popay, J. 2007. Synthesizing Qualitative and Quantitative Health Evidence: A Guide to Methods. Volume 3, Issue 1, 2007. Open University. New York: McGraw-Hill.

Mays, N., Pope, C. & Popay, J. 2005. Details of approaches to synthesis: a methodological appendix to the paper, systematically reviewing qualitative and quantitative evidence to inform management and policy making in the health field. Technical Report. Canadian Health Services Research Foundations, R & D Prog, Ottawa, Canada/London, UK.

Mbah, B.M. 2012. Language Policy, Mother tongue Education and the role of the Nigerian Language Teacher in Nigerian Language Education. *Journal of Education and Practice*, Vol 3, No 10. University of Nigeria, Nsukka.

Mckenzie, N. & Knipe, S. 2016. Research Dilemmas: Paradigms, method & methodology: Issues in Educational Research. Vol 16, NO 2. P. 1-13.

McLeod, S.A. 2008. Qualitative, Quantitative. <http://www.simplypsychology.org/qualitative-quantitative-methods.html> Visited 2014/10/10.

Meiers, M. & Buckley, S. 2010. Successful Professional Learning. The Digest, VIT, 2010 (1) Retrieved May 25, 2011, from <http://www.vit.vic.edu.au/>

Menzelwa, Z. 2018. Lack of libraries cripples schools in Eastern Cape. Daily Dispatch. 25 July 2018:3.

Merriam, S.B. 2009. Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

Mertens, D.M. 2005. Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches. (2nd ed.) Thousand Oaks: Sage.

Mertens, D.M. 2007. Transformative paradigm: Mixed Methods and Social Justice. *J. Mix. Methods Res.*

Mhlana, S. 2011. Development of IsiXhosa Text-To-Speech Modules to Support e-Services in Marginalised Rural Areas. University of Fort Hare, Alice.

Ministry of Education in Singapore. 2012. "Science Syllabus, lower secondary, 2013".

Mingers, J. 2003. The paucity of multimethod research: A review of the information systems literature. *Information Systems Journal*, Vol 13, pp 233-249.

Ministry of Education Media Centre. 2007. Nurturing language proficiency amongst Singaporeans.

Mohammed, A. & Zarruk, R. 1992. Implementing the National Language policy in Nigerian Schools: Problems and Prospects. *Research Seminar Paper*. Purdue University School of Education Faculty.

Morgan, D. L. 2007. Paradigms lost and paradigms regained. *Journal of Mixed Methods Research*, Vol. 1. Issue 1, pp 48-76.

Morse, J. M. & Niehaus, L. 2009. *Mixed Method design: Principles & Procedures*. Vol. 12. No. 1. Walnut Creek, CA: Left Coast Press.

Moyo, T. 2003. Mother tongues versus an ex-colonial language as media of instruction and the promotion of multilingualism: the South African experience: *South African Journal of African Languages*, 20(2) 149-159

Mtsolong, N. 2001. 'Youth be proud to be Xhosa,' *Daily Dispatch*. 10 August 2004.

Mtuze, P.T. 1989. *A Critical Survey of Xhosa Lexicography, 1722-1989*. African Languages Department, Rhodes University, Grahamstown.

Munro, E. R. 2008b. Research governance ethics and access: A case study illustrating the new challenges facing social researchers. *International Journal of Social Research Methodology* 1 (5): 429-439.

Natasie, B., J. Hitchcock 2010. An inclusive framework for conceptualising mixed methods design typologies: moving towards fully integrated synergistic research models, in Sage *Handbook of Mixed Methods in Social & Behavioural Research*, Tashakkori, A. and Teddlie, C. (Eds) 2010 Sage, California, pp305-338.

National Curriculum Statement. 2003. Further Education and Training Band: Guidelines for Home Languages. Department of Education. Pretoria.

National Curriculum Statement. 2003. Grade 19-12 (General) Information Technology. National Department of Education.

National Curriculum Statement. 2008. General Education & Training Provincial Assessment Guidelines for Languages: Intermediate and Senior Phases. Eastern Cape Department of Education. Bisho

National Curriculum Statements. 2005. Grades 10-12: Subject Assessment Guidelines. National Department of Education.

National Language Policy Framework. 2003. Implementation Plan. 14-18.

National Language Policy Framework. Final Draft. 12 February 2003. Department of Arts and Culture.

National Language Policy Framework: Department of Arts and Culture. 12 February 2003:1-20. Pretoria.

National Policy Document. Senior Phase. 1997. Department of Education: Pretoria. 3-31.

National Reading Strategy. 2008. Department of Education. Pretoria.

National Education and Development Unit (NEEDU), 2013. National Report. 2012 Summary.

New African Languages Policy. 2013. Department of Education. Pretoria.

Ngassam, E. 2010. Mobile goes rural. *Brainstorm*, November 10(04) 40-43.

Ngubeni, T. 2014. Interactive TV for matric revision. *IT Web ICT INSIGHT*. 18 November 2014.

Nigerian National Policy on Education. 1998. Nigeria.

Nkosana, L. B. M. 2011. Language Policy and planning in Botswana. *The African Symposium*, 11 (1): 129-137.

Nomlomo, V.S. 2010. *Parents' choice of the medium of instruction in Science: A comparative study in two primary schools in the Western Cape*. PhD Thesis. University of Western Cape. Cape Town. South Africa.

Nomlomo, V.S. 2007. *Science Teaching and Learning through the medium of English and IsiXhosa: A comparative study in two primary schools in the Western Cape*. PHD Thesis, Faculty of Education: University of Western Cape. Cape Town.X.

Ntombela, B.S. 2001. *Language in education: Sociolinguistics aspects in Black African High Schools in Eshowe district*. Unpublished M.A. Dissertation: University of Zululand.

Nyika, V. 2015. *The role of the ministry of women affairs, gender and community development in reduced domestic violence in Zengeza 4 Chitungwa District*. Dissertation. Midlands State University. Zimbabwe.

O'Cathein, 2009. *Mixed Methods Research in the Health Sciences: A Quiet Revolution*. Journal of mixed methods reader. Thousand Oaks CA: Sage.

Odiase, S.E.I. 1993. Identification of reading miscues as a foundation for literacy at the primary level. In Aboderin A.O. et al. (Eds) *Literacy and reading in Nigeria*, 6, RAN Publications.

Olagbaju, O.O. & Akinsowon, F.I. 2014. The use of Nigerian Languages in Formal Education: Challenges & Solutions. *Journal of Education and Practice*, Vol. 5, No 9.

O' Leary, Z. 2014. *The essential guide to doing your research project*. 2nd ed. Los Angeles: Sage.

Onwuegbuzie, A. J. & Collins, K. M. T. 2011. *A typology of mixed methods sampling design in social science research. The qualitative report*. 12 (2) 281-316.

Pahl, K. & Rosewell, J. 2012. *Literacy and Education: The New Literacy Studies in the Classroom* (2nd edition) London, Sage.

Pandor, N. 2007. The Education Department is putting learners first. *News in Brief*. Providing quality education for all. Eastern Cape Department of Education.

Pan South African Language Board: ACT 59 of 1995: Republic of South Africa, Pretoria.

PANSALB and Eastern Cape Department of Education sign a memorandum of understanding. *News in Brief*. 2007. Providing quality education for all. Eastern Cape Department of Education.

PANSALB News. Pan South African Language Board: Arcadia. Partnership for Information and Communication Technologies in Africa. Bulletin, November 2005. 1-7. Special issue.

Paul, T.L. 1948. Education Policy in South Africa since 1948. PhD Thesis. University of Glasgow.

Pawson, R. 2008. Causality for beginners. NCRM Research Methods Festival. 2008.

Piaget, J, 1959. The Language and Thought of the Child. (Vol. 5). London: Psychology Press.

Piaget, J. 1952. The Language and Thought of the Child. London: Routledge and Kegan-Paul.

Piaget, J. 1967. Biology and Knowledge. Edinburg: Edinburg University Press.

PIRLS SA. 2011. South African Children's Reading Literacy Achievement. Zenex Foundation: Centre for Evaluation and Assessment, University of Pretoria.

Plano, C.V. & Cresswell, J.W. 2008. The mixed methods reader. Thousand Oaks CA: Sage.

Pluddermann, P., Mbude-Shale, Z. & Wababa, Z. 2005. Promotion of Indigenous Languages and Home Language Teaching and Learning in the First Seven Years of Schooling in the Eastern Cape Province: Research Report Commissioned by the Chief Directorate: Curriculum and Development, Eastern Cape Department of Education.

Prah, K.K. 2009. 'Mother tongue education, literacy and multilingualism in Africa.' In G. Kamwendo, D. Jankie & A. Chebanne (eds). *Multilingualism in education and communities in Southern Africa. UB Tromso Collaborative Programme for San Research and Capacity Building*. Gaborone: Botswana.

Pratt, M. G. 2008. Fitting oval pegs into round holes: Tensions in evaluating and publishing qualitative research in top-tier North American journal. *Organizational Research Methods*, 11: 481-509.

Prinsloo D. 2007. 'The right to mother tongue education: A multidisciplinary normative approach': *South African Linguistic and Applied Language Studies*, 25(17) 1 April 27-43: NICS Pty Ltd.

Prinsloo, C.H. & Heugh, K. 2013. The role of language & literacy in preparing South African learners for educational success: lessons learnt from a classroom study in Limpopo Province. (HSRC Policy Brief, March).

Probyn, M. 2009. 'Smuggling the vernacular into the classroom: Conflicts and tensions in classroom code switching in township/rural schools in South Africa.' *International Journal of Bilingual Education and Bilingualism*, 12(2):123-136.

Ramadiro, B. 2013. African Languages in the print media. Association of Independent Publishers Conference. 9 September 2013. Johannesburg.

Republic of South Africa. 1996. The Constitution of the Republic of South Africa. Act 108 of 1996.

Republic of South Africa. 2003. Revised National Curriculum Statement Grades R-9 (Schools). Teachers' Guide for the Development of Learning Programmes (Languages). Pretoria: Department of Education.

Republic of South Africa. 2010. The Status of the language of learning and teaching (LoLT) in South African public schools. Pretoria: Department of Basic Education.

Revised National Curriculum Statements. 2002. Language, Literacy and Communication. 23406 (443) 46-48. Department of Education. Pretoria.

Rice, R. & Haywood, J. 2011. "Research Data Management Initiatives at the University of Edinburgh". *International Journal of Digital Curations* 6 (2) 323-334.

Ridenour, C.S. & Newman, J. 2008. *Mixed Methods Research: Exploring the Interactive Continuum*. Carbondale, IL: Southern Illinois University Press.

Robin, R. & Haywood, J. 2011. "Research Data Management Initiatives at University of Edinburgh". *International Journal of Digital Curations*, 6 (2): 323-244.

Rodseth, V. 2002. 'Developing main language instruction: Developments in the Molteno project: Literacy, Language and Educator Development.' *Rand Afrikaans University*. 20(ISS1)97-109

Saldana, J. 2009. *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage. sdnpaf@intnet.bj Visited 24 June 2008.

Sandberg, G. 2013. Teachers' Perspective on Promoting Reading and Writing for pupils with various Linguistic Backgrounds in Grade 1 of Primary School. *Scandinavian Journal of Educational Research*.

Sandewolski, M. J. 2008. Justifying Qualitative Research. Volume 31, Issues 3, June 2008. Pp 193-175.

Sapir, E. 1961. *Culture, Language and Personality. Selected Essays*. Ed Daird G. Mandelbaum, Berkeley and Los Angeles. University of California Press.

Sapir, E. 1985. *Culture, language and personality: Selected essays by Edward Sapir*. Berkeley: University of California.

Scott, & Sutton, 2009. Emotions and change during professional development for teachers: A mixed method study, *Journal of mixed methods research*, 3 (2) 151-171).

Seleane, M. 2011. 'Phase 1 Cultural Heritage Impact Assessment of the Proposed Mbizana Bulk Water Pipeline, Mbizana Local Municipality'. Eastern Cape: Prepared by Strategic Environmental Focus: SEF.

Shaw, I. 2009. Ways of knowing, in Mel Gray & Stephen Webb (Eds) Social Work theories and methods, London: Sage.

Silverman, D. 2008. Doing Qualitative Research. A comprehensive Guide. SAGE, 02 April 2008: Social Science – 555 pages.

Simon, M.K. & Goes, J. 2013. Scope, Limitations & Delimitations: Dissertation and Scholarly Research: Recipes for Success. Seattle, WA: Dissertation Success LLC.

South African Languages Bill. 2003. Revised Final Draft.

South Africa. Language in Education Policy. 1997:1-7 Department of Education. Pretoria.

South Africa.info: April 2007: SAinfo Reporter: Gateway to the Nation.

South African Schools' Act 84 Of 1996.

Soh, Y.H., Too, J.Y. & Tan, H. 2012. Use of Videos as Stimulus in assessing oral Skills in Mother Tongue Language. Singapore Examinations and Assessment Board, Singapore.

Stange, K.C., Crabtree, B.F. & Miller, W.L. (Eds) 2006. Editorial. Publishing Multimethod Reserch. Annals of Family Medicine 4(4) 292-294.

Steinacker, J. 2015. 'Nkandla's girls; Can ICT help save them?' 15 January. *IT web Brainstorm*. 26-28.

Steinacker, J. 2015. 'The impact of the skills shortage effect on business.' *IT web Brainstorm*. 14 Jun. 59.

Steinacker, J. 2015. The skills crisis: we don't actually know how bad it is. *IT web Brainstorm*, volume 14, Issue 6. February 2015.

Stroud, C. 2003. 'Postmodernist perspectives on local languages: African mother-tongue education in times of globalization.' *International Journal of Bilingual Education and Bilingualism*. 6 January. 17-36.

'Students taking MTL at PSLE and 'O' level'. 2013, October 21, Ministry of Education Singapore.

Subhan, M.A. 2007. Planning Malay Language in Education in Vaish, pp. 157-174.

Suri, H. & Clarke, D. 2009. Advancement in research synthesis methods, from a methodically inclusive perspective. *Review of Educational Research*, 79, 395-430.

Suter, W. 2012. *Qualitative Data Analysis & Design*. In Neuton Suter, W., Ed. *Introductory Research: A critical Thinking Approach*, Sage Publications, Thousand Oaks, 342-386.

Tashakkori, A. 2003b. *Handbook of mixed methods in social and behavioural research*. Thousand Oaks, CA: Sage.

Tashakkori, A. & Cresswell, J. W. 2008. Envisioning the future stewards of the social behavioural research enterprise. *Journal of mixed methods research*, vol. 2, NO. 4, pp 291-295.

Tashakkori, A. & Teddlie, C. 2003. *Handbook of Mixed in Social & Behavioural Research*, (Eds) Sage, California.

Tashakkori, A. & Teddlie, C. 2006. *Validity issues in mixed methods research: Calling for an integrative framework*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Tashakkori, A. & Teddlie, C. 2008. Quality of Inferences in Mixed Methods Research: Calling for an Integrative Framework, in *Advances in Mixed Methods Research: Theories and Applications*, M. Bergman (ed.), London: Sage Publications, pp 101-119.

Tashakkori, A. & Teddlie, C. 2009. *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioural Sciences*. Thousand Oaks. CA: Sage.

Tashakkori, A. & Teddlie, C. 2010. *SAGE handbook of mixed methods in social & behavioural research*, Thousand Oaks.CA: SAGE

Tashakkori, A. & Teddlie, C. 2010a. *Sage Handbook of Mixed Methods in Social and Behavioural Research*. Thousand Oaks, CA, Sage Publications.

Tavalok, M. & Dennick, R. 2011. Making sense of Cranbach's Alpha *International Journal of Medical Education*. 2011; (2). 53-55.

Taylor, S. 2008. Combining Qualitative and Quantitative Methods in researching the Dynamics of Childhood Poverty. 1 (1): 47-60. University of Oxford.

Teachers' Resource Book. 2005. Exploring RNCS in the Senior Phase. Province of the Eastern Cape Department of Education.

Teddlie, C. & Tashakkori, A. 2009. *Foundations of mixed methods research. Integrating qualitative and quantitative approaches in the social and behavioural sciences*. Thousand Oaks, CA: Sage.

The African Information Society Initiative (AISII): A Decade's Perspective. 2008. United Nations Economic Commissions for Africa.

The Constitution of the Republic of South Africa: Act 108 of 1996.

The Implementation Plan. 2003. National Language Policy Framework: Final Draft. Department of Arts and Culture: Pretoria (10 April (8-19) .

The Implementation Plan. 2003. National Language Policy Framework: Final South African Languages Bill: 2003. Revised Final Draft: Department of Arts and Culture. Pretoria (04 April (4-12).

The ministry of Education in Singapore. 2012. Singapore.

The ministry of Education Media Centre. 2007. Singapore.

The Pan South African Language Board: Act No. 59 of 1995.

Thomas, D. R. 2005. A general inductive approach for qualitative data analysis. School of population Health, University of Auckland, August 2003.

Thompson, L.A. 1990. History of South Africa. New Haven: Yale University Press, Thousand Oaks: USA.

Thomas, R.M. 2003. Blending Qualitative and Quantitative Research Methods in Theses and Dissertations. Thousand Oaks. California. Corwin Press Inc, A Sage Publications Company.

Tichapondwa, S.M. 2013. Preparing your Dissertation at a Distance: A Research Guide. Published by Virtual University for Small States of the Commonwealth. Vancouver.

Tollefson, J.W. & Tsui, A.B.M. (eds.) 2004. Medium of instruction policies: Which agenda? Whose Agenda? Mahwah, NJ: Lawrence Erlbaum.

Tshotsho, B.P. 2013. Mother Tongue Debate and Language Policy in South Africa. International Journal of Humanities and Social Science. Vol.3 No. 13, July 2013, University of Fort Hare.

Udoh, I.L.L. 1993. Teaching initial reading in the mother-tongue. A case of Ibibio. In Aboderin, A.O. et al. (Eds) Literacy and reading in Nigeria. 6. RAN Publication.

Viswambaran, A. & Priya, K. R. 2015. Documentary analysis as a qualitative methodology to explore disaster mental health: insights from a documentary on communal riots. Qualitative Research (16) 1 February 2015.

Vygotsky, L.S. 1939. Thinking and speech. Moscow: Blackwell.

Vygotsky, L.S. 1962. Thought and Language. Cambridge MA: MIT Press.

Vygotsky, L.S. 1978. Mind and Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

Walsh, D. & Dowwe, S. 2005. Meta-synthesis method for qualitative research: a literature review. JADV Nurs. 2005 Apr. 50 (2) 204-211.

Walsham, G. 2006. Doing Interpretive Research. Article in European Journal of Information Systems. 15 (3): 320-330.

Walter, P. B., Lareau, A. & Ranis, S. (Eds) 2009. Education research on trial: Policy reform and the call for scientific rigor: New York: Routledge.

Webb, V. 2004. 'African languages as media of instruction in South Africa: Stating the case.' *Language Problems and Language Planning*, 28(2): 147-173.

Weber, R. 2004. The Rhetoric of Positivism Versus Interpretivism: A personal View. *MIS Quarterly* (28:1), pp (iii) – xii).

Welch, D. E. & Welch, L. S. 2004. "Getting Published: The Last Great Hurdle?", in Marschan-Piekkari, R. & Welch, C. (Eds) *Handbook of Qualitative Research Methods for International Business*, Edward Elgar, Cheltenham, pp 551-569.

Welman, C., Kruger, F. & Mitchell, B. 2007. *Research Methodology*. 3rd ed. Cape Town: Oxford University Press.

Welsh, F. 1998. *A History of South Africa*. London: Harper Collins.

Western Cape Department of Education. 2006. Cape Town.

White Paper in Education. *Transforming Learning and Teaching through ICTs*. 2004. Department of Education. RSA.

Whorf, B.L. 1956. *Language, Thought and Reality: Selected Writings*. Ed: J.B. Carroll. MIT New York: J. Wilky/London: Chainon & Hall.

Wink, J. & Putney, L. 2002. *A vision of Vygotsky*. Boston. MA: Allyn and Bacon. USA.

Wooton, D. 2014. *The invention of Science: A new history of the scientific revolution*.

Wright, L. 2012. *Implications of the National Language Policy in the South African Classroom*. ISCA Annual Report, Grahamstown: NISC.

Yin, R. 2006. Mixed Methods Research. Are the Methods genuinely integrated or merely parallel? *Research in the schools*.13 (1) 41-47.

Yoyole, A. 2004. 'Mother tongue Education and language Development in Nigeria'. *NORRAG News*. 09 September p58-59.

Zimmerman, L. & Smit, B. 2014. Profiling classroom reading comprehension development practices from the PRLS 2006 in South Africa. *South African Journal of Education*, Volume 34 (3) August 2014.

Appendix (ii)

COMPUTER APPLICATIONS TECHNOLOGY GRADES 10-12

SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR COMPUTER APPLICATIONS TECHNOLOGY GRADES 10-12

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

- (a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
 - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*

COMPUTER APPLICATIONS TECHNOLOGY GRADES 10-12

- (iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- (v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.
- (d) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R-12. It will therefore, in terms of section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R-12 is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

INFORMATION TECHNOLOGY GRADES 10-12

- Human rights, inclusivity, environmental and social justice: Infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

INFORMATION TECHNOLOGY GRADES 10-12

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	4,5
First Additional Language	4,5
Mathematics	4,5
Life Orientation	2
A minimum of any three subjects selected from Group B Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
TOTAL	27,5

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

Appendix (iii)

Questionnaire to the learners

As a doctoral student at the University of South Africa, my topic of research is about the challenges in the teaching and learning of IsiXhosa in rural Eastern Cape secondary schools. Please supply the required information by responding to the following questions. Encircle ONE answer.

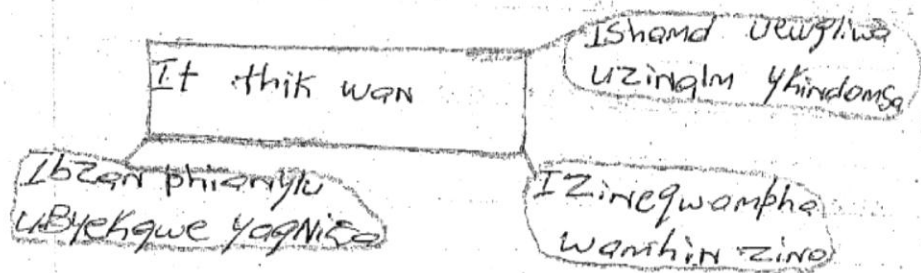
1. Do you agree with the use of mother tongue instruction in Economics and Business Studies at secondary school level?
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
2. African languages have been put on par with English and Afrikaans at school.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
3. Learners have learner support material which helps them in the development of African languages.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
4. In the libraries, African languages (IsiXhosa) resource material has increased since the introduction of NCS and later with CAPS.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
5. At school, learners make regular use of library material as references whenever given tasks in IsiXhosa.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
6. Corner libraries in the classroom should consist of 50% reading material in IsiXhosa.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
7. At home, parents help their children when doing their IsiXhosa homework.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
8. Continuous assessment in IsiXhosa has improved the learners' proficiency in this language.
 - (a) Strongly agree.

- (b) Agree.
 - (c) Disagree.
9. Integrating learning outcomes (LOs) within IsiXhosa has also helped in improving the learners' proficiency in their language.
- (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.
10. Integration of learning outcomes (Los) across other subjects such as computer literacy, and computer applications technology (CAT), helps in the technological development of IsiXhosa.
- (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

ICANDELO 'A

UMBUZO 1

It thik wande phined the .



Ibzan phianylu UByekwe yagnisa kamiyediegu
 Saniyeph uziedieqwan ubyedean yekwedieya
 Izinegwampha wamhin zino phinedkiliu Enjeantle
 Izinegwampha pzedra ykainbqwea ufungkilind
 Ishand uwoyilwa Uzingim ykindomsa ykidulari
 Eykaregu kamphdiy warp ymuhidix diudiameph
 Saniudeph bizyeami mihwephitea phiesantizikgu

Sazlihd ymekanp lealudkgw thizkwea
 ekyzuindmp yirepkiwan Enidiesanph qweantpled
 Uzwanthes liwandnd dingweplid wanthesi
 wheardid thianpha mphideamiy Eguantizom
 Saniluekhanu Wethicanphi diuanfukia phingheay
 diyandi kwantiyep UByethiep yeaindsuphay
 UByekwed imphwayza Uthianyed Saniuphan
 Uzwekha Utyweyedine phiedirph yieane kiyey

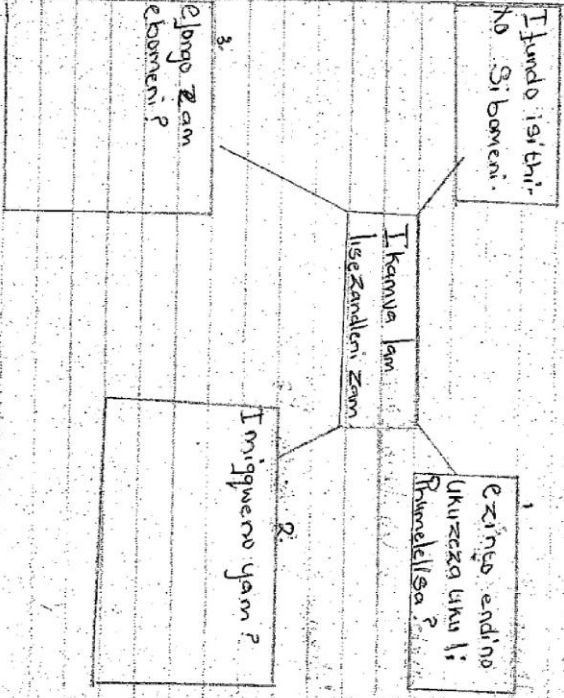
Year
 Your: mzingelwa
 Kanykhangfi

A B C

I Gando A.

Umbuzo II

Ikanwa lam lisezandleni Zam



Ikanwa lam lisezandleni Zam.

Uku Ikanwa lam lisezandleni Zam ukuphela no uku ba ndiza juman ndisendlaweni ephuzulu ~~azi~~ UkuSezandleni Zam.

Ijundo no kuba ndi zibona ndisendlaweni ephuzulu ezandi wulela amathuba. Okuba ndi zi juman e uSebezi. Ijundo e sifisimiko sobome ukuba ka ngq fundang. awuwa juman amathuba o Sebezi. Uza Ujuman uSebezi USezandleni Zam.

Ikanwa lam lisezandleni Zam ukuba uku fance ndi sebezi uku ~~fezekisa~~ fezekisa @ Imigwano yam. Ukuba ndi fezekisa Ikanwa lam uku fance ndi jundo futu ndi Sebezi kazima uku zibona ndi siya phemeleli ebomeni.

Ijongo Zam ukuba ndi jundo futu ndi simeleli ubome. Dam kunye no kagq lam. Imigwano yam uku zakela ubome Okune phemeleli. Uku tuandi esikole Uzondenza ndi fezekise ~~amethi~~ Ikanwa lam no kuba ndinga ndlangi Na ebantuni ukuba ndi ndi yafezekise emigwano yam.

Uku ba ndinga zi bong ndiyino ebomeni ba ndi zibona ndiphembele neli jumale ndi yafezekise amaphupho amne ndi phamwa eli ndi ka ~~amaphupho amne~~ amne ebantuni.

Zangus

Anaki

Grade

09/03/2014

08
85

IXP

isanda

Umbu

- 1. Uye - kumanga ukuba ukhumbi
- 2. Eyalisigam ngu Duniya okuyafini
- 3. UGeorge. Cuvier
- 4. Sanfranso ✓
- 5. Ngizola namandla indlela ✓
- 6. ret. kumimba wakhe ukhumbi indlela.
- 7. Wasibona phambi kwazo fAasi: iphila niki
- 8. ka localocalala lakudala gathu ukusuka kela
- 9. a etidala: usizo kungaba to abantu.
- 10. ethandayo ngokuthandayo engaphandle yabo iphila
- 11. ka kukho amati wayiso A 0/20
- 12. ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kungaba ukhumbi kakhulu. A
- 13. ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu
- 14. ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu
- 15. ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu

A - 02

B - 02

Umbu

C - 00

D - 04

08

Uye - kumanga ukuba ukhumbi

Eyalisigam ngu Duniya okuyafini

UGeorge. Cuvier

Sanfranso ✓

Ngizola namandla indlela ✓

ret. kumimba wakhe ukhumbi indlela.

Wasibona phambi kwazo fAasi: iphila niki

ka localocalala lakudala gathu ukusuka kela

a etidala: usizo kungaba to abantu.

ethandayo ngokuthandayo engaphandle yabo iphila

ka kukho amati wayiso A

ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu kungaba ukhumbi kakhulu.

ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu

ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu

ka ukhumbi kakhulu gathu gathu ngathu ukhumbi kakhulu gathu gathu

01

A.P.
Anapalica utra utra ptra utra khaigola utra
ngohay p ngtra busa ptra utra utra utra
ngtra utra utra ptra utra utra ptra
Ngptua utra ptra

ICandalo
Umboro

02

- 1) Ibino, atkias
- 2) Sompanti
- 3) Umama Ukhatobina utra ngtra ptra

Umboro

- 1) Angilane utra Waya ptra ptra ag molla
- 2) Angilitra utra ptra utra utra utra

Umboro

- 1) itilko - utra kopro
- 2) isari - utra
- 3) injangsi - utra sinakisi ptra

Umboro

Zitrualelu bingla ptra utra utra utra
ptra utra utra utra

Umboro

- 1) Nan nena ptra ptra ptra ktra
- 2) ngora nana utra ptra ptra ktra

APPENDIX (v)

Questionnaire to IsiXhosa educators

As a doctoral student at the University of South Africa, my topic of research is about the challenges in the teaching and learning of IsiXhosa in the rural Eastern Cape secondary schools. Please supply the required information by responding to the following questions. Encircle ONE answer.

1. The educators have been trained in implementing CAPS which will help to develop IsiXhosa in the classroom.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

2. Educators' master portfolios have NCS/CAPS compliant learning programmes, work schedules and lesson plans.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

3. In the planning and preparation of IsiXhosa, there is evidence of integrating learning outcomes (Los) within and across other learning areas.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

4. Time-tables in educator master portfolios are NCS/CAPS compliant as far as weighting of home language (IsiXhosa) is concerned.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

5. Learners' and educators' master portfolios show evidence that they are moderated internally by school management teams before being moderated by subject advisors.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

6. After moderation of learner portfolios in IsiXhosa, there is evidence that the teaching methods implemented to develop this language is effective.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

7. Learner portfolios show evidence of constructive feedback on tasks done.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

8. The standard of language used in the teaching and learning situation promote the development of IsiXhosa in secondary schools (FET Band).
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

9. Educators offering IsiXhosa been exposed to modern technology which will assist them in developing the language in the classroom.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

10. African languages educators are empowered in terminology development for Business Studies, Accounting and Economics.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

11. After implementing new teaching methods, there is noticeable improvement in the level of the learners' proficiency in IsiXhosa.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

12. Schools have incentives to attract learners in studying their mother tongue even at tertiary level.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

13. All schools participate in languages competitions such as Nedbank Readathon for literacy development.
 - (a) Strongly agree.
 - (b) Agree.
 - (c) Disagree.

Appendix (vi)

ISIXHOSA ULWIMI LWASEKHAYA IBANGA 10-12

2.3. AmaGqabantshintshi ngeKharityhulam yoLwimi

Le kharityhulam ilungiswe ngokwezi zakhono, imixholo neendlela zokufundisa zilandelayo:

Izakhono nemixholo yolwimi	
<p>UkuPhulaphula nokuThetha</p> <p>Ukuphulaphula</p> <p>Inkqubo yokuphulaphula</p> <ul style="list-style-type: none"> • Phambi kokuphulaphula • Ngeli xesha uphulaphuleyo • Emva kokuphulaphula <p>Iintlobo ngeentlobo zokuphulaphula</p> <ul style="list-style-type: none"> • Ukuphulaphulela ukufumana ulwazi oluthile • Ukuphulaphulela ukuhlalutya nokuphonononga ngokunzulu • Ukuphulaphulela ukuncoma nokuqhagamshelana <p>Ukuthetha</p> <p>Inkqubo yokuthetha</p> <ul style="list-style-type: none"> • Ukucwangcisa, ukuphanda nokulungiselela • Ukuziqhelisa nokunikozela (ukwenza intetho) <p>Iimpawu nemigaqo yeetekisi zeorali</p>	<p>UkuFunda nokuBukela</p> <p>Inkqubo yokufunda</p> <ul style="list-style-type: none"> • Phambi kokufunda • Ngeli xesha ufundayo • Emva kokufunda <p>Ukucacisa iitekisi ezibonwayo</p> <p>Ukuphuhlisa kwesigama nokusetyenziswa kolwimi</p> <p>Izakhi zezivakalisi nokulungelelaniswa kweetekisi</p> <p>Iimpawu zoncwadi</p> <p>UkuBhala nokuNikezela</p> <p>Inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala • Ukuyila / ukwenza iidrafti • Ukuhlaziya • Ukuhlela • Ukulungisa iziphene • Ukunikozela <p>Izakhi nemigaqo yokusetyenziswa kolwimi esetyenziswayo kwinkqubo yokubhala</p> <p>Iimpawu zeetekisi eziveliswayo</p> <p>Izakhi nemigaqo yokusetyenziswa kolwimi</p>

2.4 Injongo engundoqo yokufundiswa kwezakhono zolwimi

Ukuphulaphula nokuthetha ngundoqo ekufundweni kwazo zonke izifundo. Ngeendlela ezicwangcisiweyo zokuphulaphula nokuthetha, abafundi baqokelela ulwazi baze baluhluzo, balubumbe, basombulule iingxaki bandule ukuvakalisa izimvo neembono zabo. Izakhono zokuphulaphula ezingundoqo zixhobisa abafundi ukuze bakwazi ukuqaphela imiba yezentlalo yokuziphatha neendlela zokucinga ezifumaneka kwiitekisi, bakwazi nokucela umngeni ulwimi olunxaxhileyo noluqhathayo. Zonke ezi zakhono zokuthetha zisetyenziswa ngokufanelekileyo xa zisetyenziswa nezakhi zolwimi. Ukufundwa kwesakhi solwimi makuncedise ukuqhagamshelana okufanelekileyo yayo kuhambolano nokusetyenziswa kolwimi kwizimo zentlalo ezahlukeneyo, umz. ukuvakalisa iingcinga okanye iimvakalelo zomntu, ukwazisa abantu, ukukhombisa indlela nokunika imiyalelo. Izakhono zokuphulaphula eziza kufundiswa ziza kuxhomekeka kuhlobo lwetekisi yomlomo neenjongo zomphulaphuli.

Ukufunda nokubukela ngundoqo ekufundeni okuyimpumelelo kwizifundo zonke, kwakunye nokuthabatha inxaxheba ngokupheleleyo kwintlalo nakwiindawo zemisebenzi. Abafundi bandisa ubugcisa ekufundeni nasekujongeni intaphane yeetekisi zoncwadi nezingezozoncwadi, kubandakanya iitekisi ezibukwayo. Ukuqondakala nokuchazwa kwentsingiselo yezinto ezibhalisweyo nezibukwayo kuxhomekeke kulwazi umfundi analo ngezakhiwo nemigaqo yolwimi kunye namava akhe obomi. Izakhi zolwimi zincipha abafundi ekwazini indlela iitekisi ezakhiwe ngayo. Abafundi mabasebenzise ubuchule nemigaqo yaphambi kokufunda, ngeli xesha befunda nasemva kokufunda ukuze baqonde

ISIXHOSA ULWIMI LWASEKHAYA IBANGA 10-12

kwaye bacacise iindidi ngeendidi zeetekisi umz. ukuqikelela, ukucacisa, ukuphonononga. Abafundi mabasebenzise imigaqo yaphambi kokufunda efana nokukrwaqula nokubalekisa amehlo / ukufunda ngokukhawuleza ngenjongo yokufumana ulwazi olungundoqo bekhangeleka limpawu zetekisi, izahluko zenowadi nokwakhiwa kwemihlathi/iitekisi bafunde ukuba zidlala yiphi indima kwintsingiselo. Abafundi mabancendiswe ekwakheni isigama ngokufunda iindidi ngeendidi zeetekisi. Kodwa ke kwesi sigaba sokugqibela sokufunda (iBanga 10-12) le misebenzi ifuna ugxininiso oluncinane kuba kugxininise kakhulu kuyo kumabanga angezantsi.

Ukubhala nokunikezela kuvumela abafundi ukuba bavelise badlulise iingcinga neembono ngokubumbeneyo. Ukuziqhelisa ukubhala rhoqo, ngeemeko ezahlukileyo, imisebenzi, nemimandla yezifundo, kwenza ukuba abafundi badlulise ulwazi ngendlela olusebenza ngayo ulwimi, besebenzisa isiphiwo sokuyila. Injongo kukuvulisa ababhali abanesakhono, nabanolwazi oluphangaleleyo, abaya kukwazi ukusebenzisa ubuchule babo ekwakheni iitekisi ezamkelekileyo ezibhaliweyo, ezibukwayo, kunye nezezinye iindidi ngeendidi zeetekisi zemalhimidiya, besenzela iinjongo ezahlukeneyo. Ulwazi lwezakhi nemigaqo yolwimi luya kwenza abafundi bakwazi ukuvulisa iitekisi ezibumbeneyo nezilandelelana ngendlela. Izakhi zolwimi mazifundiselwe ukwakha iitekisi ngokwemeko ezisetyenziswa kuzo. Izakhi zolwimi mazifundiselwe ukwakha iitekisi ngokwemeko ezisetyenziswa kuzo. Ukusetyenziswa kwezakhi zolwimi makungaphelelisa ekuhlahleleni izivakalisi ezizimeleyo. Kufuneka kucacise indlela ezilandelelana ngayo izivakalisi ukwakha iitekisi ezipheleleyo ezifana namabali, izincoko, iileta, neengxelo nezinye iitekisi abafundi abazifundayo nabazibhalayo esikolweni.

Ezi zakhono mazifundiswe ngokudibeneyo, zingasetyenziswa zizimele. Xa zifundiswa zidityanisiwe ezi zakhono, ugxininiso kwisakhono esinye lunokukhokelela ekusetyenzisweni kwesinye isakhono. Umzekelo, umfundi owenza ingxoxo-mpikiswano uza kufunda isincoko esixoxayo/esivelela amacala amabini engxoxo ze emva koko akhuphe esakhe isincoko esixoxayo/esivelela amacala amabini esibhaliweyo esebenzisa izakhi zolwimi ezifana nezithethantonye (izifanokuthi) nezichasi, izilanduli nezihlanganisi, nezinye.

Izakhi nemigaqo yokusetyenziswa kolwimi zidlala indima ebalulekileyo ekuqondeni nasekuvuliseni iitekisi zomlomo nezibhaliweyo, ngoko ke kufuneka zidityanisiwe nezi zakhono zolwimi kuthethwe ngazo apha ngentla.

2.5 Iindlela zokufundiswa kolwimi

Iindlela zokufundiswa kolwimi kula maxwebhu zezisekelwe kwiitekisi, ezifundisa ulwimi ngokulusebenzisa nezifundisa ngokwenkqubo.

Iindlela yokufundisa esekelwe kwiitekisi kunye **nendlela yokufundisa ulwimi ngokulusebenzisa** zixhomekeke kakhulu ekusetyenzisweni rhoqo nasekuvuliseni kweendidi ngeendidi zeetekisi.

Iindlela yokufundisa esekelwe kwiitekisi ifundisa abafundi ukuba babe ngabafundi, ababhali, abaphononongi nabayili abagqwesileyo, abazithembileyo nabaqiqayo. Oku kubandakanya ukuphulaphula, ukufunda, ukubukela nokuhlalutya iitekisi ukwenzela ukuqonda indlela eziveliswe ngayo nefuthe lazo. Le nto iphuhlisa izakhono zabafundi zokuphengulula nokuphendla iitekisi gabalala. Iitekisi zoqobo ngowona mthombo ekusekelwa kuwo umxholo nemeko yokufundwa nokufundiswa kolwimi ngendlela enxibelelanayo nedibeneyo. Indlela yokufundisa esekelwe kwiitekisi ikwabandakanya ukuvuliswa kweendidi ngeendidi zeetekisi ezilungiselelwe iinjongo ezithile nabaphulaphuli/abafundi abathile. Le ndlela isekelwe kwingqiqo yokwazi indlela iitekisi ezakhiwe ngayo.

Iindlela yokufundisa ulwimi ngokulusebenzisa icebisa ukuba xa efunda ulwimi, umfundi makanikwe ithuba elaneleyo lokulusebenzisa olu lwimi alufundayo kunye namathuba okuziqhelisa okanye ukuqhagamshelana esebenzisa lona. Abafundi bafunda ukufunda ngokuthi banikwe babe nezinto abazifundayo kananjalo nokubhala

Appendix (vii)

LETTER OF REQUEST TO CONDUCT RESEARCH

Box 39467

Colin Street

UVONGO

4270

09 April 2013

The Chief Education Specialist

Curriculum Management

Department of Education

MBIZANA

4800

Dear Sir

Re: Request to conduct research

I am Hazel Bukiwe Kafu, a student researcher for D.Ed (Didactics). As a student I am required to conduct research to complete my thesis in fulfilment of the requirements of my degree. My research title

is.....
.....

I would like to ask permission to conduct research at Nongeke Senior Secondary School Moderation centre in Mbizana in the Eastern Cape. I have already written a letter to the school principal. My research will involve interviewing IsiXhosa subject specialists, learners, IsiXhosa educators, parents and reviewing relevant documents. The interview will involve parents, educators and 50 learners. It will be group and semi-structured interview which will take 10 minutes per group. There will be no financial implications and no risks anticipated.

The interviews will be recorded. All information will be kept confidential. The identity of participants will remain anonymous. Any personal details will be kept confidential. Participants are free to withdraw from the study at any time during the research.

The results of this study will contribute towards the improvement of IsiXhosa teaching in the classroom situation.

Upon completion, a copy of the dissertation will be made available to the participants. For more information or clarity you can contact me at 083 689 9374, e-mail, kafu@webmail.co.za or my promoter Prof. F. J. Pretorius.

I thank you in advance and look forward to your positive response.

Yours faithfully

.....

H. B. Kafu (Miss)

Appendix (viii)

Informed Parental Consent

Dear Mr/Mrs.....

Researcher I am H. B. Kafu and I am currently in the process of completing my thesis as part of requirements for the Doctorate in Didactics at the University of South Africa (UNISA).

Your child's role in the study

Your child will attend a few of sessions and hi/her role in the study will be twofold.

1. Firstly, your child will take part in a group structured interview. A number of questions will be put forward to your child to obtain background information relevant to the study.
2. Secondly, your child will be given a questionnaire to respond to the questions which are relevant to hi/her studies.

Expected duration of the research

A number of sessions will be held with each learner, until research data from the specific participant is saturated.

Approximate number of children that will participate

Fifty teenagers between the ages of 14 and 18 years will be part of the study.

Procedures followed in selection of participants

I (the researcher) first presented the intended research to the principal of the school your child attends. When permission was granted by the school principal, the teachers assisted in identifying children according to the selection criteria provided to them by me. These are set out below.

Voluntary participation

Your child's participation will at all times be voluntary and he/she may withdraw from the study at any time without any penalty.

Appendix (xi)

Observation schedule

Research Activity	Place	Time
Observation of time spent in teaching IsiXhosa per week.	Grades 8-12 classrooms of the participating schools.	January
Observation of marking IsiXhosa.	Circuit marking centre.	March
Analysis of IsiXhosa learner portfolios.	Moderation centre	March
IsiXhosa educator master portfolios' analysis.	Moderation centre	March
Administration of a questionnaire.	Moderation centre	June
Analysis of quarterly results	Moderation centre	June
Interviews	Moderation centre	June



Province of the
EASTERN CAPE
EDUCATION

ANALYSIS OF RESULTS - GET BAND (Gr. 7 - 9)
DISTRICT - MBIZANA

NAME OF SCHOOL TOPOZO J.S.S. YEAR 2015 TERM 1 2 3 4 GRADE 9

NAME OF SUBJECT	NO. LEARNERS	NO. PASSED	NO. FAILED	% PASSED	% FAILED	TERM							
						LEVEL 7 80% - 100%	LEVEL 6 70% - 79%	LEVEL 5 60% - 69%	LEVEL 4 50% - 59%	LEVEL 3 40% - 49%	LEVEL 2 30% - 39%	LEVEL 1 0% - 29%	
HL (ASIBOSA)	31	18	13	58.1%	41.9%	-	-	3	15	10	3	-	-
HL													
FAL	31	25	6	80.6%	19.4%	1	2	11	8	3	4	2	
FAL													
MATHEMATICS	31	17	14	54.8%	45.2%	-	-	1	3	13	13	1	
NATURAL SCIENCE	31	22	9	71.0%	29.0%	-	2	1	3	5	11	9	
SOCIAL SCIENCES	31	23	8	74.2%	25.8%	-	-	-	-	2	21	8	
TECHNOLOGY	31	28	3	90.3%	9.7%	-	8	9	9	2	-	3	
EMS (ECONOMIC & ENVIRONMENT SCIENCES)	31	11	20	35.5%	64.5%	-	-	-	1	1	9	20	
LIFE ORIENTATION	31	31	31	100%	-	-	2	2	17	10	-	-	
ARTS & CULTURE	31	31	31	100%	-	-	1	2	13	6	9	-	

DECLARATION BY PRINCIPAL

I Gr. C. SOT SHINTSIA (name) declare the results to be a genuine reflection of the work this quarter. All marks have been moderated.

Gr. C. Sot Shintsia
SIGNATURE - PRINCIPAL

TOPOZO J.S.S.
P.O. BOX 380015
PRINCIPAL: *Gr. C. Sot Shintsia*
DATE: 19/06/2015

19/06/2015
DATE

State the different languages that is offered at the school



Province of the
EASTERN CAPE
EDUCATION

ANALYSIS OF RESULTS - GET BAND (Gr. 7 - 9)
DISTRICT - MBIZANA

NAME OF SCHOOL TOPOZO J.S.S. YEAR 2015 TERM 1 2 3 4 GRADE 9

NAME OF SUBJECT	NO. LEARNERS	NO. PASSED	NO. FAILED	% PASSED	% FAILED	LEVEL							
						LEVEL 7 80% - 100%	LEVEL 6 70% - 79%	LEVEL 5 60% - 69%	LEVEL 4 50% - 59%	LEVEL 3 40% - 49%	LEVEL 2 30% - 39%	LEVEL 1 0% - 29%	
HL (ASIBOSA)	31	18	13	58.1%	41.9%	-	-	3	15	10	3	-	-
HL	31	25	6	80.6%	19.4%	1	2	11	8	3	4	2	-
MATHEMATICS	31	17	14	54.8%	45.2%	-	-	1	3	13	13	1	-
NATURAL SCIENCE	31	22	9	71.0%	29.0%	-	2	1	3	5	11	9	-
SOCIAL SCIENCES	31	23	8	74.2%	25.8%	-	-	-	-	2	21	8	-
TECHNOLOGY	31	28	3	90.3%	9.7%	-	8	9	9	2	-	3	-
EMS (ECONOMIC & ENVIRONMENT SCIENCES)	31	11	20	35.5%	64.5%	-	-	-	1	1	9	20	-
LIFE ORIENTATION	31	31	31	100%	-	-	2	2	17	10	-	-	-
ARTS & CULTURE	31	31	31	100%	-	-	1	2	13	6	9	-	-

DECLARATION BY PRINCIPAL

I Gr. C. SOT SHINTSHE (name) declare the results to be a genuine reflection of the work this quarter. All marks have been moderated.

Gr. C. Sot Shintshe
SIGNATURE - PRINCIPAL

TOPOZO J.S.S.
P.O. BOX 380015
PRINCIPAL: *Gr. C. Sot Shintshe*
DATE: 19/06/2015

19/06/2015
DATE

State the different languages that is offered at the school

BIZAMA DISTRICT

ANALYSIS OF RESULTS FOR GRADES 10 - 12 SCHOOLS

SCHOOL: MDAATYA SINDR SECONDARY SCHOOL GRADE: 10 TERM: 2 CIRCUIT: IMFOLOZI

SUBJECTS	LEARNERS NO.		NO. NOT ASSESSED		%		LEVEL 1 30%-39%	LEVEL 2 30%-39%	LEVEL 3 40%-49%	LEVEL 4 50%-59%	LEVEL 5 60%-69%	LEVEL 6 70%-79%	LEVEL 7 80%-100%
	Achieved	No.	Achieved	No.	Achieved	Not Achieved							
HOME LANGUAGE	89	27	62	30	70		29	33	25	02			
ADDITIONAL LANGUAGE	89	38	51	43	37		51	32	05	01			
ADDITIONAL LANGUAGE													
MATHEMATICS	43	09	34	21	79		34	08	01				
MATHEMATICAL LITERACY	47	17	30	36	64		30	14	03				
ORIENTATION	89	75	14	84	16		14	40	21	10	04		
PHYSICAL SCIENCES	65	56	09	86	14		09	34	18	04			
AGRICULTURAL SCIENCES	65	03	62	05	95		62	03					
ACCOUNTING	24	02	22	08	92		22	02					
BUSINESS STUDIES	24	09	15	37	63		15	05	04				
ECONOMICS	24	16	08	67	33		08	07	06	03			
PHYSICAL SCIENCES	18	00	18	00	100		18						
GEOGRAPHY	47	18	29	38	62		29	14	03	01			

DECLARATION BY PRINCIPAL

I, GABADIA, (name) declare that the results are a genuine reflection of the work done. All marks have been moderated.

Signature: *M. Gabadia*

MDATYA SSS

Date: 19-08-2014

NAME IN PRINT: _____

DESIGNATION: _____

DATE: _____

SIGNATURE: _____

GRADE 11 RESULT ANALYSIS FORM FOR 2012

DISTRICT NAME: BIRANA SCHOOL NAME: MDATYA S.S.S. EMIS NO: 200500639

e.g.	SUBJECT	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	TOTAL NO. OF CANDIDATES		No. Passed	% PASS
		(0-29%)	(30-39%)	(40-49%)	(50-59%)	(60-69%)	(70-79%)	(80-100%)	Enrolled	Wrote		
	Tourism	4	5	25	20	15	7	1	70	70	66	94
1	SIXTHOSA	10	39	61	12	—	—	—	122	122	73	59,8
2	ENGLISH	55	49	13	05	—	—	—	122	122	67	54,9
3	MATHEMATICS	38	03	05	01	—	—	—	47	47	09	19,1
4	PHYSICAL SC.	32	10	05	—	—	—	—	47	47	15	31,9
5	AGRIC. SC.	74	18	04	—	—	—	—	97	97	22	22,7
6	LIFE SC.	34	54	08	01	—	—	—	97	97	62	63,9
7	GEOGRAPHY	34	09	06	01	01	—	—	51	51	17	33,3
8	LIFE ORIENTATION	09	15	45	42	11	03	—	122	122	116	95,1
9	ACCOUNTING	16	06	04	—	—	—	—	26	26	10	38,5
10	BUS. STUB	14	06	06	—	—	—	—	26	26	12	46,2
11	ECONOMICS	16	06	03	01	—	—	—	26	26	10	38,5
12	MATHE. LI.	48	28	104	01	—	—	—	76	76	28	36,8
13												
14												
15												
SCHOOL TOTAL		No. Enrolled	122	No. Wrote	122	No. Passed	33	% Pass	27,1			
PRINCIPAL NAME: <u>M.E. GABASA</u>		SIGNATURE: <u>M.E. Gabasa</u>	DATE: <u>04-12-12</u>									

MDATYA S.S.S.
Designation: Principal
Signature: M.E. Gabasa
Date: 04-12-12

Eastern Cape
District:
Private:
Signature: [Signature]
Date: 04/12/12

Appendix (xvi)

PARENTS' SPECIAL MEETING ON POOR PERFORMANCE OF ISIXHOSA LEARNERS IN THE HOME LANGUAGE.

DATE: July 2013 **VENUE:** Nongeke S.S.S. **Time:** 13H00

Agenda

1. Opening prayer
2. Credentials & apologies
3. Welcoming remarks
4. Business of the day: Poor learner performance in the home language;
 - (i) Discussions around this issue cause by poor basic language skills;
 - (ii) Reading.
 - (iii) Writing.
5. Questions & clarities
6. Way forward
7. Closure

MINUTES

BUSINESS OF THE DAY: RESOLUTIONS

AGENDA ITEM 4: Poor learner performance in the home language.

- RESOLUTION:** (i) SGBs must seek assistance from the private companies to assist in donating fully resourced libraries with a variety of IsiXhosa reading material at schools.
(ii) The Department of Education must come up with an INSET programme so as to capacitate IsiXhosa educators as is the case in Maths and Sciences.
(iv) IsiXhosa must be included in all extra classes.
(v) IsiXhosa educators must be awarded bursaries to further their studies.

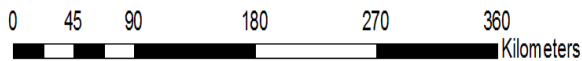
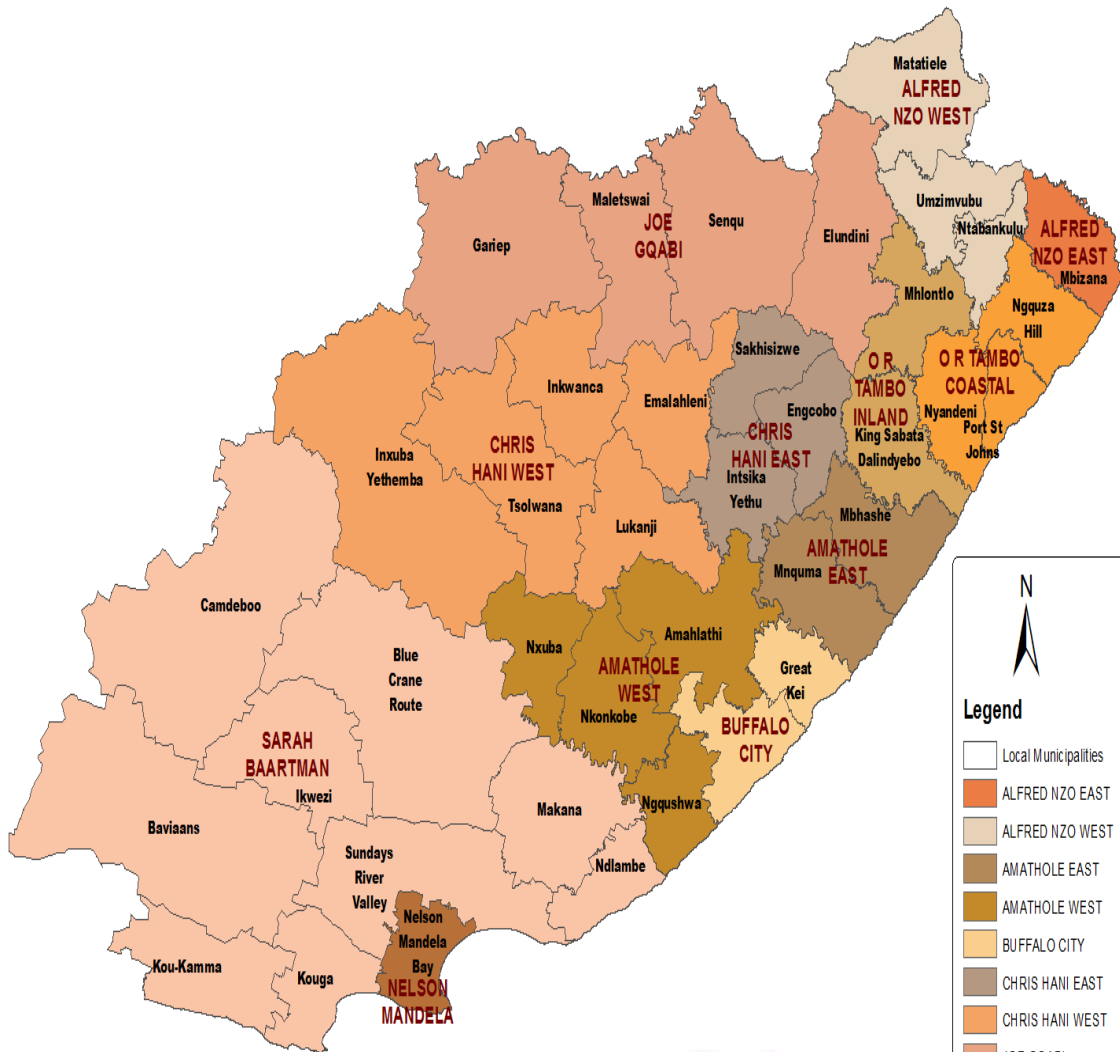
NEXT MEETING:

SECRETARY:

CHAIRPERSON:

Appendix (xvii)

New Education Districts & Local Municipalities



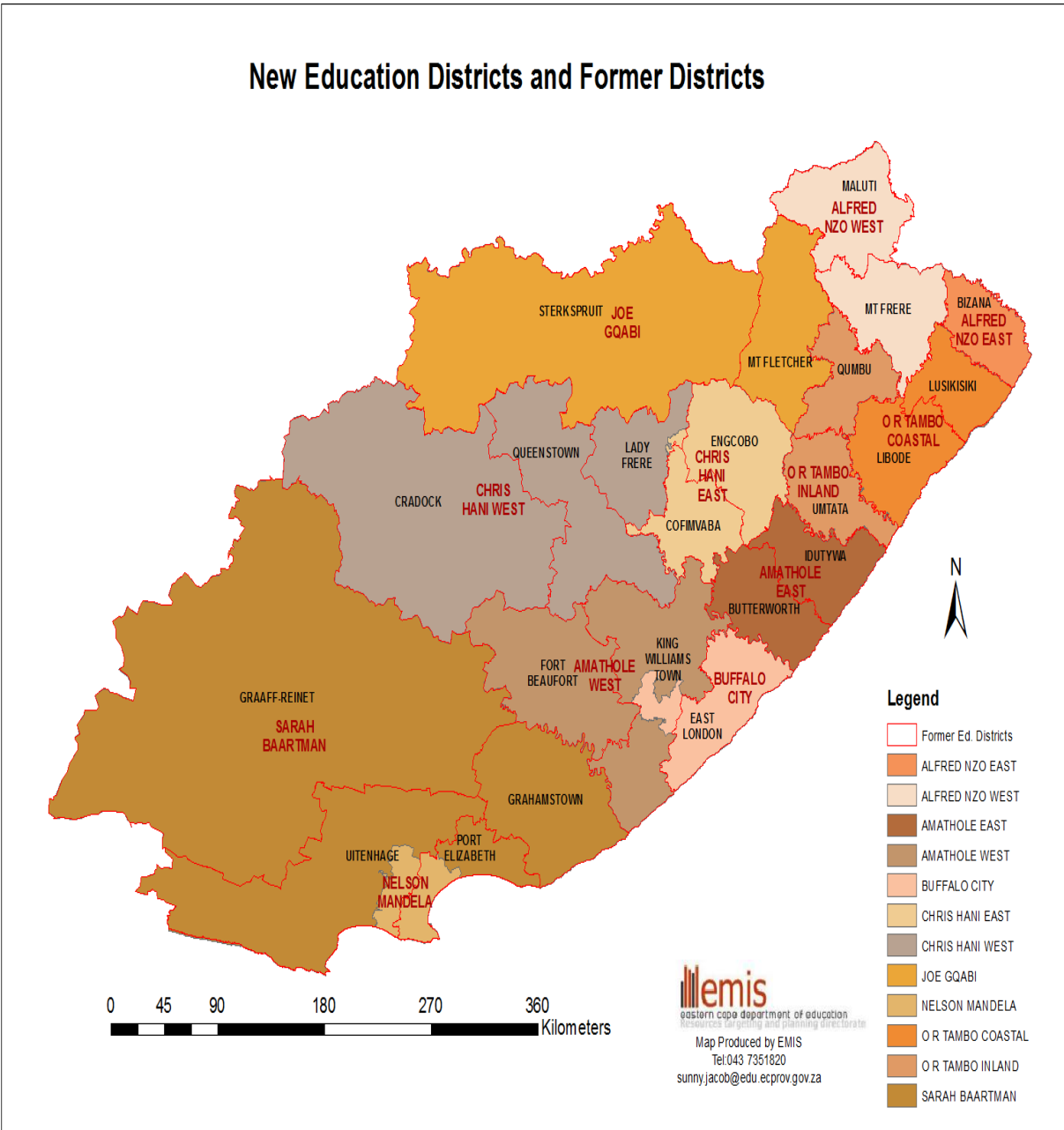
Legend

- Local Municipalities
- ALFRED NZO WEST
- ALFRED NZO EAST
- AMATHOLE EAST
- AMATHOLE WEST
- BUFFALO CITY
- CHRIS HANI EAST
- CHRIS HANI WEST
- JOE GQABI
- NELSON MANDELA
- O R TAMBO COASTAL
- O R TAMBO INLAND
- SARAH BAARTMAN

emis
 eastern cape department of education
 Resources targeting and planning directorate
 Map Produced by EMIS
 Tel: 043 7351820
 sunny.jacob@edu.ecprov.gov.za

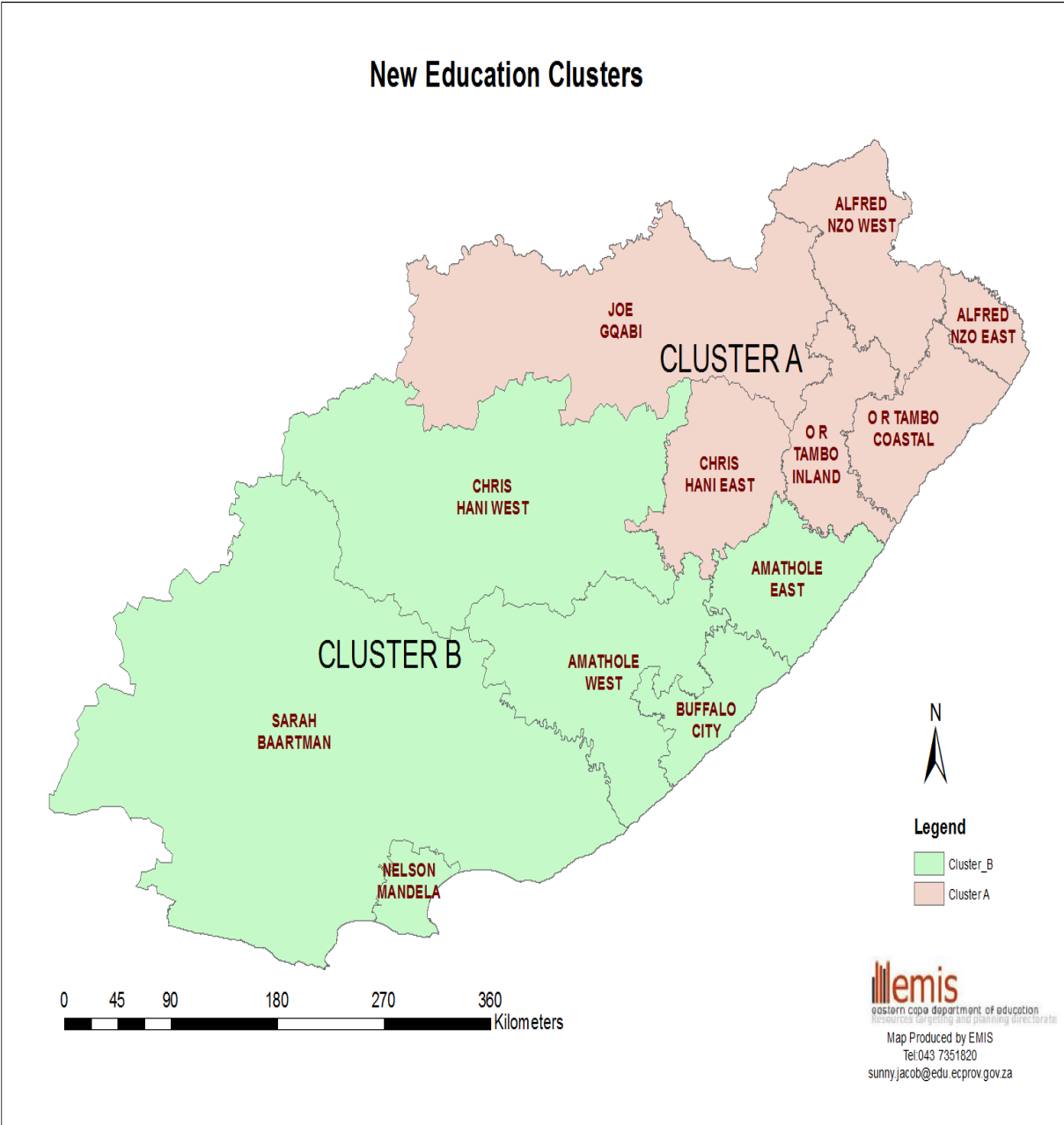
Appendix (xviii)

New Education Districts and Former Districts



Appendix (xix)

New Education Clusters



Appendix (xx)

TRANSLATED PARENTS' INTERVIEW QUESTIONS

1. Umbuzo wokuqala: Uyamncedisa umntwana wakho xa enomsebenzi wasekhaya?
Question 1: Do you assist your child with homework?
2. Umbuzo wesibini: Uyabizwa esikolweni ngokunxulumene nomsebenzi womntwana?
Question 2: Does the school invite you concerning your child's performance?
3. Umbuzo weithathu: Ingaba umntwana wakho uyazifundela amaphepha-ncwadi namabali?
Question 3: Does your child read newspapers, magazines and story books for enjoyment?
4. Umbuzo wesine: Uyamxhobisa umntwana ngokusebenzisa izaci namaqhalo xa nincokola?
Question 4: Do you enrich your children's IsiXhosa vocabulary by using idioms and proverbs when making conversations?
5. Umbuzo wesihlanu: Uyavumelana noluvo lokuba kufundiswe ngesiXhosa ukususela kwelwabaqalayo ukuya kwibanga leshumi elinesibini?
Question 5: What is your view concerning the use of IsiXhosa as the medium of instruction from Grade R-Grade 12?