

REFERENCES

Adendorff, R., 1993. Code-switching Among Zulu-speaking Teachers and their Pupils. *Language Education*, 7 (3), p. 141-162.

Adler, J., 1998. A Languages of Teaching Dilemmas: Unlocking the Complex Multilingual Secondary Mathematics Classroom. *An International Journal of Mathematics Education*, 8 (1) p.24-33.

Alderson, C.A., & Landbury, S. 1990. Interim Evaluation of the Tanzania/UK English Language Teaching Support Project. Dar-es-Salaam: The British Council.

Alexander, Neville., 1989. *Language Policy and National Unity in South Africa/Azania*. Cape Town: BUCHU Books.

Alexander, N., 1995. Models of Multilingual Schooling for a Democratic South Africa In K. Heugh, A. Siegruhn, P. Pludderman eds. *Multilingual Education for South Africa*. Johannesburg, Heinemann. P 79-82.

Alexander, N., 1999. African Renaissance without African languages? A paper delivered at the Goedgedacht Social Responsibility Forum on July 16, 1999, in Newlands, Cape Town.

Alexander, Neville., 2000. Language Policy and Planning in South Africa: Some Insights. In Phillipson, R., ed. *Rights to Language: Equity, Power and Education*. New Jersey: Lawrence Erlbaum Associates Publishers. p. 170-173.

Alidou, Hassana., Aliou Boly, Birgit Brock-Utne, Yaya Satina Diallo, Kathleen Heugh, H. Ekkehard Wolf, 2006. *Optimizing Learning and Education in Africa - the Language Factor*. Gabon: ADEA 2006 Biennial, Libreville, ADEA, UIE, GTZ.

Ando-Kumi, K., 1999. Quality Research from a University/Ministry Partnership: Informing School Language Policy Decisions. A Paper Presented at the Annual Conference of the Comparative International Education Society, San Antonio, Texas.

Ansre, G., 1979. Four Rationalizations for Maintaining European Languages in Education in Africa. *African Language*, 5 (2). p. 10-17.

Arthur, J., 1996. Code-switching and Collusion: classroom interaction in Botswana primary schools. *Linguistics and Education*, 8 p. 17-33.

Arva, V., & Medgyes, P., 2000. Native and Non-native Teachers in the Classroom. *System*, (28). p. 335-372.

Babbie, Earl., 2001. *The Practice of Social Research (9th ed)*. Australia: Wadsworth Thomson Learning p. 358- 382.

Baker, C., 1993. *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.

Bamgbose, Ayo., 2004. *Language of Instruction Policy and Practice in Africa*, (online). Available at: <http://www.unesco.org/education/languages> [accessed 13 September 2006]

Bamgbose, Ayo., 2005. Mother-tongue Education. In Brock-Utne, B. & Rodney Kofi Hopson ed. *Languages of Instruction for African Emancipation: Focus on Post-colonial Contexts and Considerations*. Cape Town: CASAS and Dar es Salaam: Mkuki na Nyota. Oxford: African Books Collective. East Lansing: Michigan State University Press. p. 23-49.

Banda, F., 2000. The Dilemma of the Mother-Tongue:Prospects of Bilingual Education in South Africa. *Language, Culture and Curriculum*, 13(1), p. 51-66.

Berg, B.L., 2004. *Qualitative Research Methods for the Social Sciences*. Boston: Pearson Education Inc.

Bogdan, R. G., and Biklen, S. K., 1992. *Qualitative Research in Education*. 2nd ed. Boston, MA: Allyn & Bacon.

Brock-Utne, B., 1997. Language of Instruction in Namibian Schools. *International Review of Education*, Vol. 10.43 (2/3) p. 241-260.

Brock-Utne, Birgit., 2001. The Most Recent Developments Concerning the Database on the Language of Instruction in Tanzania. In Oxford International Conference on Education and Development, Institute for Educational Research. University of Oslo, 19-21 September.

Brock-Utne, B. & Holmarsdottir, H., 2003. Language Policies and Practices – Some Preliminary Results from a Research Project in Tanzania and South Africa. In Brock-Utne, B., Zubeida Desai, & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa*. Dar-es-Salaam: E&D Limited. p. 80 -101.

Brock-Utne, B., 2005. Language-in-Education Policies and Practices in Africa with a special focus on Tanzania and South Africa - Insights from Research in Progress. In Zajda Joseph, ed. *International Handbook on Globalisation, Education and Policy Research: Global Pedagogies and Policies*. Netherlands: Springer, p. 549-565.

Brock-Utne, B., 2006. Learning through a Familiar Language Versus Learning Through a Foreign Language: a look into some secondary school classrooms in Tanzania. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa*. African Minds, p 19-39.

Brock-Utne, B., 2007. Learning through a Familiar Language Versus Learning Through a Foreign Language: a look into some secondary school classrooms in Tanzania. *International Journal of Educational Development*, 27(5), p. 487-498.

Broom, Y., 2004. Reading English in Multilingual South African Primary Schools, *International Journal of Bilingual Education & Bilingualism*, (7) 6, p.506-528.

Calvert, L. J., 1987. *La guerre des langues et les politiques linguistiques*. Paris: Payot.

Carstens, A., 1998. Science Through SePedi: Is Terminologisation a Worthwhile Venture? In Third International Conference of the African Association for Lexicography, Potchefstroom: South Africa, 29 June – 1 July 1998. p. 1-14.

Cohen, L., Manion, L., & Morrison, K, 2000. *Research Methods in Education*. London: Routledge Falmer.

Cohen, L., Manion, L., & Morrison, K, 2007. *Research Methods in Education*. London: Routledge Falmer. 6th Ed.

Chiori, H.G. & Harris, A.M. Investigating the role of teachers home language in mother tongue policy implementation: Evidence from IEQ Research Findings on Chiyao-speaking Children in Mangochi and Balaka. Malawi Institute of Education. Fordam University, March 2001. Available at <http://pdf.dec.org/pdf-docs/PNac1068.pdf>.

Chick, Keith., McKay, Sandy., 2001. Teaching English in multi-ethnic schools in the Durban area: The promotion of multi-lingualism or mono-lingualism? *Southern African Linguistics and Applied Languages Studies Journal*, 19, (3) 4, p.179-196.

Creswell, J.W., 2005. *Educational Research: planning, conducting and evaluating quantitative and qualitative approaches to research*. 2nd ed. Upper Saddle River, NJ: Merrill Pearson Education.

Creswell, J.W., Plano Clark., Gutmann, V.L., & Hansom, M.W., [Above, it is W.M.] 2003. Advanced mixed methods research designs. In Tashakorri, A. & Teddlie, C. ed. *Handbook on mixed methods in the behavioural and social sciences*. Thousand Oaks: Sage, p 209-240.

Creswell, J.W., Plano, Clark, Gutmann, V.L., & Hansom, W.M., 2007. *Designing and conducting mixed methods research*. Thousand Oaks: Sage.

Dayvdov, V., 1995. The influence of L.S. Vygotsky on Education, theory, research and practice. In *Educational Researcher*, (24)3. p.12-21. (Translated by Stephen T. Kerr.)

De Klerk, K., 1996. The Effect of L2 Education on Academic Achievement in a Standard 10 History Class. *Language Matters*, (27) 197-221.

De Klerk, G., 2002. Mother-tongue Education in South Africa: The Weight of History. *International Journal of Society and Language*, 154, p. 29-46.

Deng, Z., & Gopinathan, D. 2006. The complicity of MOI policies: functions and hidden agendas. In *Journal of Curriculum Studies* , 38 (5), p. 609-622.

Department of Education, 2001. *Grade 6 Intermediate Phase Systemic Evaluation Report December 2005*, Pretoria, Department of Education.

Desai, Z., 2000. Mother-tongue Education: The Key to African Language Development? A Conversation with an Imagined South African Audience. In Phillipson, R. ed. *Rights to Language: Equity, Power and Education*. New Jersey: Lawrence Erlbaum Associates Publishers, p 174-178.

Desai, Z., 2001. Multilingualism in South Africa with Particular Reference to the Role of African Languages in Education. *International Review of Education* , (47) 3-4, p.323-339.

Desai, Z., 2003. A Case for Mother-Tongue Education? In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa (LOITASA)*. Dar-es-Salaam: E&D Limited, p 45-68

Dewa, C., 2010. *Science must Tackle Local Language Barriers*, University World News, 11 April 2010.

Ellis, R., 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Evans, S. 2002. The medium of instruction in Hong Kong: Policy and practice in the new English and Chinese streams. *Research Papers in Education*. 17, No. 1: 97-120.

Evans, Stephen, 2009. The medium of instruction in Hong Kong revisited: policy and practice in the reformed Chinese and English streams. *Research Papers in Education*, 24, 3, September, p.287-309.

Ferguson, Gibson., 2002. *Classroom Codeswitching in Post-Colonial Contexts: Functions*, Singapore, 16-21 December.

Fielding, N. G., and Fielding, J.L., 1986. *Linking Data*. Beverly Hills, CA: Sage.

Finlayson, R., Madiba M., 2002. The Intellectual of the Indigenous Languages of South Africa: Challenges and Prospects. *Current Issues in Language Planning*, 3(1), 134, p. 1-23.

Gorard, S., and Taylor, C., 2004. *Combining Methods in Educational and Social Research*. London: Open University Press.

Harlech-Jones, B., 1997. Looking at means and ends in language policy in Namibia. In Putz Martin, ed. *Language Choices: Conditions, Constraints and Consequences*. John Benjamins Publishing Company: Amsterdam. p 223-249.

Pretoria: Van Schaik Publishers.

Heugh, Kathleen., 1992. Enshrining Elitism: The English connection. *Language Projects Review*, 7, (3), p. 2-4.

Heugh, K., 1995. From Unequal Education to the Real Thing. In K. Heugh, ed. *Multilingual Education for South Africa*. Heinemann. pp 42-52.

Heugh Kathleen 2000. 'The Case Against Bilingual and Multilingual Education in South Africa'. PRAESA Occasional Papers No.6. Cape Town, S.A. PRAESA

Holmarsdottir, Halla., 2006. Language Alternation as a Coping Strategy Among Teachers in South African Classrooms. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Focus on Fresh Data, on the Language of Instruction Debate in Tanzania and South Africa*. African Minds. p. 193-273.

Hornberger, N.H., & Chick K.J., 2001. Co-constructivism school safe time: Safe talk practices in Peruvian and South African classrooms. In Heller, Monica, & Martin Jones, Marylin, eds. *Voice of authority: Education and Linguistics Difference*. Westport: Albex, p. 31-75.

Howe, K.R., 1988. Against the quantitative-qualitative incompatibility thesis dogmas die hard. *Educational Researcher*, (17), p.10-16.

Howie, S., 2002. *English Language Proficiency and Contextual Factors Influencing in Mathematics Achievement on Secondary School Pupils in South Africa*. Print Ipskamp: Euschele Partners.

Human Sciences Research Council, 2000. *International study finds South Africa remains behind other countries in the study of mathematics and science*. 6 December 2000. Available at www.hsrc.ac.za/media/2000/12/20001206_1.pdf.

Investigating the Role of Teacher's Home Language in Mother Tongue Policy Implementation: Evidence from IEQ Research Findings. [Online] Available at: http://www.ieq.org/pdf/Investigating_Role_Language.pdf. [Accessed 2006/09/13].

Ivankova, N.V., & Cresswell J.W., 2007. Foundations and Approaches to Mixed Methods Research. In Kobus Maree, ed. *First Steps in Research*. Pretoria: Van Schaik Publishers, p 252-282.

Jansen, J.D., 2002. Political symbolism as policy craft: explaining non-reform in South African education after apartheid. *Journal of Education Policy*, (17)2, p.199-215.

Kadegde, M., 2003 .In Defence of the Continued Use of English as the Language of Instruction in Secondary and Tertiary Education in Tanzania. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa (LOITASA.)* Dar-es-Salaam: E&D Limited. p.170-186.

Kamwangamalu, N.M., 2000. *Language policy and mother-tongue education in South Africa*, (online). Available at http://digital.georgetown.edu/gurt/2000/gurt_2000_09.pdf. [Accessed 13/09/2006]

Keepile, Karabo, 2010, April 16-22. With many tongues. *Mail and Guardian*, April 16-22, p.4.

Killen, R., 2000. *Teaching Strategies for Outcomes-based Education*. Lansdowne: Juta.

Kingwill, P., 1998. *Transforming Language Education in Southern Africa* Braamfontein: Molteno Project.

Lomofsky, L., Stofile Sindiswa., 2006. Assessment of Reading Ability of Grade 5 learners in English and isiXhosa. In B. Brock-Utne, Zubeida Desai & Martha Qorro ed. *Focus on Fresh Data*

MacDonald, C.A., 1990. Crossing the Threshold into Standard 3: Main Report of the Threshold Project. Pretoria: Human Sciences Research Council.

MacKay, V., & De Klerk, K. 1996. The Effect of L2 Education on Academic Achievement in a Std 10 History Class. *Language Matters*, 27, p. 197-221.

Makalela, Leketi., 2005. We Speak Eleven Tongues Reconstructing Multilingualism in South Africa. In Brock-Utne, Birgit & Rodney Kofi Hopson, ed. 2005. *Languages of Instruction for African Emancipation: Focus on Post Colonial Contexts and Considerations*. Cape Town: CASAS and Dar-es-Salaam: Mkuki na Nyota. Oxford: African Books Collective. East Lansing: Michigan State University Press. p. 147-175.

Makhanya, M., 2010. Afrikaners set a fine example in championing their language. *Sunday Times*, 24 January. p. 6.

Malekela, George, 2006. Performance in the Primary School Leaving Examinations (PSLE): A Comparison Between Kiswahili and English. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa*. African Minds, p. 59-68.

Manyane, S.M., 1998. Die gebruik van wetenskapsterminologie in die senior secondere fase. Unpublished mini-dissertation for the M.A degree (by coursework). Pretoria: University of Pretoria.

Maree, K., 2007. *First Steps in Research*. 1st ed. Pretoria: Van Schaik Publishers.

Martin-Jones, Marilyn, 1995. Code-switching in the classroom: Two decades of research. In Milroy, Leslie & Muysken, Pieter ed. *One speaker two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press. p. 90-111.

Martin, K., 2004. *Multi-lingualism in South Africa: The Role of Mother-tongues in Achieving Social Integration*, available from the internet at: <http://www.stanford.edu/jbaugh/saw/kahdeidra-Multilingualism.html>. [2005/07/12] Updated 9/19/2004.

May, Tim, 1993. *Social Research: Issues Methods and Process*. Open University Press.

Mazrui, Ali, & Alamin, 1, 1998. *The Power of Babel*. Cape Town: David Phillip.

Mda, T., 2004. Education and Multilingualism. In Nkomo, M., McKinney, C., & Chisholm, L., ed. *Reflections on School Integration*. Cape Town :HSRC. p. 163-182.

Mercer, Neil, 1991. Neo-Vygotskian Theory and Classroom Education, An Updated and Extended Version of 'Accounting for what goes on in Classrooms: What have Neo-Vygotskians got to offer?' which appeared in the *British Education Section Review*, Vol.15, No.2, in 1991.

Merrit, M., Cleghorn, A., Abagi J.O., Bunyi, G., 1992. Socializing Multilingualism: Determinants of Codeswitching in Kenyan Primary Classrooms. *Journal of Multicultural Development*, 13(1&2), p. 103- 121.

Mfum-Mensah, O., 2005. The Impact of Colonial and Post-colonial Ghanaian Language Policies on Vernacular use in Schools in Two Northern Ghanaian Communities. *Comparative Education*, 41(1), p. 71-89.

Miti, L., 2010. Matric Prophecy Fulfilled. *Daily Dispatch*, 12 January. p.9.

Mlama, P., & Matheru, M., 1978. Haja ya kutumia Kiswahili kufundishia elimu ya juu. Research report commissioned by Baraza la Kiswahili, Tanzania, Dar-es-Salaam, Tanzania.

Motshega, A., 2010. Minister lays the blame on poor English. *Sunday Times*, 10 January. p. 4.

Mouton J., 2001. *How to Succeed in your Masters and Doctoral Studies: A South African Guide and Resource Book*. Van Schaik Publishers: Goodwood, Western Cape.

Moyo, Themba., 2000. Language use in the neighbourhood of Empangeni and Richards Bay. *South African Journal of African Languages*, 20, (2), p.123-133.

Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., Gregory, K. D., Garden, R.A., O'Connor, M.K., Chrostowski S.J., Smith, T.K., December 2000. TIMMS 1999: International Mathematics Report. Boston College: International Study Centre Lynch School of Education.

Muthwii, 2001. *Language Policies and Practices in Education in Kenya and Uganda: Perceptions of Parents, Pupils and Teachers on the Use of Mother Tongue, KiSwahili and English in Primary Schools*, Report Compiled by Dr Margaret Muthwii, June 2001.

Mwinsheike, H.M., 2003. Using Kiswahili in Science Teaching in Tanzanian Secondary Schools. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa*. Dar-es-Salaam: E&D Limited. p.129-148.

Mwinsheike, H.M., 2009. Spare No Means: battling with the English/ Kiswahili dilemma in Tanzanian secondary school classrooms. In B. Brock-Utne & Ingse Skattum, ed. *Languages and Education in Africa: a comparative and transdisciplinary analysis*. United Kingdom: Symposium Books. p. 223-234.

Myers-Scotton, Carol, 1993. *Duelling Languages: Grammatical Structure in Codeswitching*. Oxford: Clarendon Press.

National Department of Education. 1997 Language-in-Education Policy, 1-9.

Ngugi wa Thiongo, 1978. *Decolonising the Mind: The Politics of Language in African Literature*. Harare: Zimbabwe Publishing House.

Osaki, K.M., 1991. Factors Influencing the Use of the Environment in Science Teaching. Unpublished PhD. Thesis, University of Alberta.

Ouedraogo, R.M., 2000. *Language Planning & Language Policies in Some Selected West African Countries*. International Institute for Capacity Building in Africa: A Monograph.

Patton, M. Q., 1980. *Qualitative Evaluation Methods*. Beverly Hills, CA: Sage.

Patton, M.Q., 1990. *Qualitative Evaluation and Research Methods*. 2nd ed. London: Sage Publication.

Patton, M.Q., 2002. *Qualitative research and evaluation method*. 3rd ed. Thousand Oaks: Sage.

Pennington, M., 1999. Bringing off-stage noise to centre stage: A lesson in developing bilingual classroom discourse data. *Language Teaching Research* 3, No 2:85-113.

Phillipson, R., & Skutnabb-Kangas, T., 1985. Applied Linguistics as agents of wider colonization: the gospel of International English. In Pleines, ed. p. 159-179.

Phillipson, R., & Skutnabb, T., 1986. English: The Language of Wider Colonisation. Paper at the XIth World Congress of Sociology. New Delhi: India, August 1986.

Phillipson, Robert., 1992. *Linguistic Imperialism*. Oxford: Oxford University Press.

Phillipson, R., 2000. *Rights to Language*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Phillipson, R., 2005. *If language policy issues are explosives, how should they best be handled?* [online publication]. Available at www.ciemen.org/mercator/pdf/simp...

Pontefact, C., & Hardman F., 2005. The discourse of classroom interaction in Kenyan Primary Schools. *Comparative Education*, 41, p. 87-106.

Prah, K.K., 2003. Going Native: Language of Instruction for Education Development and African Emancipation. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa*. Dar-es-Salaam: E&D Limited p. 14- 33.

Prah, Kwesi Kwaa, 2005. Language of Instruction for Education, Development and African Emancipation. In B. Brock-Utne & Rodney Kofi Hopson, ed. *Languages of Instruction for African Emancipation: Focus on Post-colonial Contexts and Considerations*. Cape Town: CASAS and Dar-es-Salaam: Mkuki na Nyota. Oxford: African Books Collective. East Lansing: Michigan State University Press. p. 23-49

Pratt, D.D. (Forthcoming) Good teaching: one size fits all? In An Update on Teaching Theory. Jovita Ross-Gordon (Ed.) San Francisco: Jossey-Bass, Publishers.

.

Prinsloo, Cas H; 2008-2009. Building a strong foundation: learning to read, reading to learn. Pretoria, HSRC.

Pritchard, A.P., 2005. *Ways of Learning: Learning Theories and Learning Styles in the Classroom*. London: David Fulton Publishers Ltd.

Probyn, M., 2001. Teachers' Voices: Teachers' Reflections on Learning and Teaching Through the Medium of English as an Additional Language in South Africa. *International Journal of Bilingual Education* 4/4, pp 249-266.

Qorro, M., 2002. Language of Instruction not Determinant in Quality Education. *The Guardian*, May 29, 2002. Accessed from: www.ippmedia.com (20.09.02).

Qorro, M., 2003. Unlocking Language Forts: the Language of Instruction in Post Primary Education in Africa with Special Reference to Tanzania. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Language of Instruction in Tanzania and South Africa*. African Minds. p. 187-196.

Qorro, M., 2006. Testing students' ability to learn through English during the transition from primary to secondary schooling. In B. Brock-Utne, Zubeida Desai & Martha Qorro, ed. *Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa*. African Minds. p. 69–93.

Qorro, M., 2009. Parents' and Policy Makers' Insistence on Foreign Languages as Media of Instruction in Africa: restricting access to quality education - for whose benefit?. In B. Brock-Utne & Ingse Skattum, ed. *Languages and Education in Africa: a comparative and transdisciplinary analysis*. United Kingdom Symposium Books, p 57-82.

Reagan, T., 2001. The promotion of linguistic diversity in multilingual settings: policy and reality in post-apartheid South Africa. In *Language problems and language planning*. Vol. (5)51-63.

Reddy, V., 2006. Mathematics and Science achievement in South African schools in TIMSS 2003. HSRC. Cape Town: HSRC.

Reimers, F., & McGinn N., 1997. *Informal Dialogue: Using Research to Shape Education Policy Around the World*. Praeger Publishers. (University of Pretoria PhD Module).

Reinhardt, C.S., & Rallies, S.F., 1994. Qualitative and quantitative enquiries are not incompatible: a call for a new partnership. In Reinhardt, C.S. & Rallies, S.F. *The qualitative-quantitative debate: new perspectives*. San Francisco: Jossey-Bass. p.85-92.

Schlebusch, G., 2002. Cognition and the Language of Learning in South Africa: A Grade 10 Economics Perspective. *The Qualitative Report*, 7(3) (no page numbers available).

Setati, M., 2000. Between Languages and Discourses: Language Practices in Primary Multilingual Classrooms in South Africa. *Educational Studies in Mathematics*, 43, pp 243-259.

Setati, M, Adler, J., 2000. Between Languages in South Africa. *Educational Studies in Mathematics*, 43, p. 243-269.

Setati, M., Adler, J., Reed, Y., & Bapoo, A., 2002. Incomplete Journeys: Code switching and other Language Practices in Mathematics, Science and English Language Classrooms in South Africa. *Language and Education*, 16 (2), p.128-149.

Setati, Mamokgethi., Adler, Jill, Reed, Yvonne, & Bapoo, Abdool, 2002. Code-switching and other language practices in Mathematics, Science and English language classrooms in South Africa. In Adler, Jill & Reed, Yvonne, ed. *Challenges of Teacher Development: An investigation of take-up in South Africa*. Pretoria:Van Schaik. p.72-93.

Shaughnessy, J.J., Zechmeister, E.B., and Zechmeister, J.S., 2003. *Research Methods in Psychology* (6th ed.) New York: McGraw-Hill.

Silverman, D., 1985. *Qualitative Methodology and Sociology: Describing the Social World*. Brookfield. VT: Gower.

Simkins, C., & Paterson, A., 2005. *Learner Performance in South Africa, Social and Economic Determinants of Success in Language and Mathematics: A Monograph*.

Skutnabb-Kangas, T., 1984. *Bilingualism or not: The Education of Minorities*. Clevedon: Multilingual Matters.

Slabbert, Sarah, & Finlayson, Rosalie, 1999. A socio-historical overview of code-switching studies in the African languages. *South African Journal of African Languages*, 19, p. 60-72.

Smith, H. W., 1975. *Strategies of Social Research: The Methodological Imagination*. London:Prentice Hall.

Smolicz, J.J., & Secombe 2000. Language Resilience and Educational Empowerment: Philippines and Australia. In Phillipson R. *Rights to Language: Equity, Power and Education*. New Jersey: Lawrence Erlbaum Associates Publishers. p. 164-169.

Spradley J.P., & McCurdy D.W., 1975. *Anthropology: the cultural perspective*. Wiley: New York.

Sutton, M., & Levinson, B.A.U., 2001. *Policy as Practice: a comparative socio-cultural analysis of education policy*. Ablex Publishing.

Tadadjeu, M., 1989. *Voie Africaine. Esquisse du Communautarisme Africaine. (The African Way: An Outline of African Communitarianism)* Cameroon: Club OUA.

Thondlana, J., 2002. Using Indigenous Languages for Teaching and Learning in Zimbabwe. In: *Indigenous Languages across the community. Proceedings of the Annual Conference of Stabilizing Indigenous Languages*. Toronto, Ontario, Canada, 11-14 May.

Tlowane, M., 2009. Making a case for dual-medium instruction in tertiary education: learners' experiences of using Se-Sotho sa Leboa at the University of Limpopo, Joint SAALA/LSSA Conference, Cape Peninsular University of Technology, 28-29 September 2009.

Valentyn, B., 2006. Home Language Instruction Can Lift EC out of Education Sink-hole. *Daily Dispatch*, 29 March, p.9.

Van der Horst H., & McDonald, R., 2005 *Outcomes-based Education: Theory and Practice*. Irene: Tee Vee Printers.

Vuzo, M., 2005. Using English as a Medium of Instruction in Tanzania Secondary Schools: problems and prospects. In Brock-Utne, B., Qorro, M., Desai, Z., eds. *LOITASA*. Dar-es-Salaam: KAD Associates.

Vygotsky, L.S., 1978 *Mind in Society: the development of higher psychological processes*. Cambridge: Harvard University Press.

Webb, V.N., 2006. Language Policy development in South Africa (16-20 April 2002). Available at www.linguapax.org/congres/taller3/webb.html (accessed 13/09/2006).

Williams, R., 1977. *Marxism and literature*. Oxford: Oxford University Press.

Winter, G., 2000. A comparative discussion of the notion of 'validity' in qualitative and quantitative research . *The Qualitative report*, 4(3-4), March. Available at www.nova.edu/ssw/QR/QR4-3/winter.html. Retrieved 29 October 2005.

Yan, Y.D. Evaluation of the Effects of Medium of Instruction on the Science Learning of Hong Kong Secondary Students: Performance on the Science Achievement Test. (2003) <http://www.findarticles.com/p/articles/mi...> [2005/10/26]

Yohannes, M.A.G., 2009. Implications of the Use of Mother Tongues versus English as Languages of Instruction for Academic Achievement in Ethiopia. In B.Brock-Utne & Inge Skattum, ed. *Languages and Education in Africa: a comparative and trans-disciplinary analysis*. United Kingdom: Symposium Books. p 189-199.

Zotwana, S. (1989) *Language Projects Review* 3.2.



LIST OF APPENDICES

APPENDIX 1 : CONSENT LETTERS

22



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Botha Sigcau Building * Office No. 39 * Ground Floor * Mthatha * Private Bag X5003 * Mthatha * 5099
REPUBLIC OF SOUTH AFRICA * Tel: +27 (47) 502 4269 Fax: +27 (47) 531 3535 * Website:
ecprov.gov.za * Email: bjela@otpoprd.ecape.gov.za Date: 01 March 2007: Enq: Mr T.D. Jombile

F.N. Mashiyi
Walter Sisulu University
MTHATHA

Dear Mrs. Mashiyi

Your letter dated 23/02/2007 Refers:

I have pleasure in informing you that your application to conduct research on implementation of medium of instruction in our schools has been approved.

For your information please note that Mthatha District has 56 Senior Secondary Schools, forty six (46) of which are public schools and the rest being privately run schools. These schools are located within fourteen circuits, the latter which are managed by Circuit Managers. I believe it would assist you a lot to furnish the circuit managers with the itinerary of your intended visits before you actually going to schools. This will help you determine which days are most suitable for your sessions.

Let me wish you an eye opening session and I hope that as you have already indicated, the Department of Education will put to your findings and recommendations to effective use.

Yours faithfully


DISTRICT DIRECTOR



HOLY CROSS HIGH SCHOOL

Phone: 047—537 0956
Fax: 047— 537 0956
E-mail: holycross01@telkomsa.net



101 CHIEF JOJO DRIVE
SOUTH RIDGE PARK
MTHATHA
5099

Date:

23/05/2007

TO WHOM IT MAY CONCERN

This serves to confirm that Mrs Mashiyi has been to our school seeking permission to conduct her research.

She has explained to me and to the educators the purpose of her research and how she intends conducting it.

I have pleasure in informing you that her application to conduct research in our school has been accepted.

Signed:

**M.T. BETELA
PRINCIPAL**

23
M.T. Betela



JUMBA SENIOR SECONDARY SCHOOL

PRO PATRIA LABOREMUS

P.O.Box 350, MTHATHA, 5099
EASTERN CAPE, SOUTH AFRICA
TEL: (047) 536 8384

Dear Mrs F.N. Mashiyi

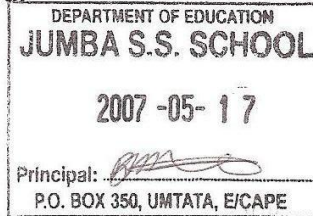
The Management of Jumba senior secondary school acknowledges receipt of your letter dated 25 April 2007 to conduct research in the area of MOI policy formulation.

As a school we regard your initiative as a very important step. We also think that improvement strategies that may possibly come out of the study would assist our school as well.

Finally , our school thanks you for selecting us as respondents in your study – we feel honoured , indeed.

Yours in Education – service

B.M. Tshirana (Principal)



APPENDIX 3: FOCUSED INTERVIEWS

The purpose of the focused interview is to make a comparison between the teachers' interpretation of MOI policy, and their language behaviour /practices in the teaching-learning situation. The interview will yield information on the attitudes, beliefs, motives and rationale underpinning the teacher's choice of language during lesson delivery.

Further questions will be developed from the data collected through classroom observations. The following are only tentative questions that the researcher might ask:

1. In your view, which language(s) should be employed as MOI at high school level? Explain your choice.
2. *I've noticed in the classroom observations that you employ both the HL (isiXhosa) and English for teaching. Can you explain why?*

I've noticed in the classroom observations that you employ English only as a medium of instruction. Can you explain why?

3. (a) Would you say that your classroom language practices are a reflection of the current MOI policy provisions and expectations?
(b) Motivate your answer.
4. What impact does/do your language(s) practice(s) have on your learners?
5. What challenges, if any, are teachers faced with in the implementation of the current MOI policy at high school?
6. What solutions would you propose to counter the problems you have identified?
7. Are there additional comments you would like to make on the topic?



23.

Walter Sisulu University
Zamukulungisa Heights
Private Bag x6030
Mithatha
5100
25 April 2007

The Principal

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am conducting research on medium of instruction (MOI) policy implementation in rural and urban high schools in the Mithatha District. Your school was randomly selected to participate in the study.

This letter serves to ask for your permission to conduct the research using Grade 10-12 teachers at your school as subjects. The study involves *John*

- Conducting a survey, i.e. administering a questionnaire to teachers in the selected Grades in your school to determine how they interpret and understand medium of instruction policies.
- Observation of teachers during lesson delivery to establish their classroom language practice.
- Conducting focused interviews with selected teachers to find out why they implement the policies in the ways evident in the classroom observations.

The value of the study lies in the fact that the results of the study could be used to inform policy makers on how current medium of instruction (MOI) policies translate into practice. Research-based findings would help policy makers fine-tune the policies. By participating in the study, your school would be contributing immensely to current debates on medium of instruction in developing countries.

Participation in the study is voluntary and participants can withdraw from the study at any stage of the research should they wish to do so. The identities of the teachers who will participate in the study, as well as the name of your school will not be disclosed in the report.



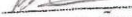
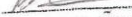
24

Kindly indicate whether your school will be available to participate in the study or not, and then sign the letter in the space provided for you.

1. I would like my school to participate in the study.

2. I would ~~not~~ like my school to participate in the study.

Signed:  2007-05-21

Date: 
Principal: 
P.O. BOX 350, UMTATA, E/CAPE

Yours sincerely

F. N. Mashiyi



40



NOZUKO SENIOR SECONDARY SCHOOL

15 KALANE CRESCENT
IKWEZI EXT.
MTHATHA 5099

PHONE: (047) 5329895
FAX : (047) 5329895

PRIVATE BAG X 5067
MTHATHA
5099

29 May 2007

The Chairperson
The Ethical Clearance Committee
University of Pretoria
Pretoria
0001

Sir Madam

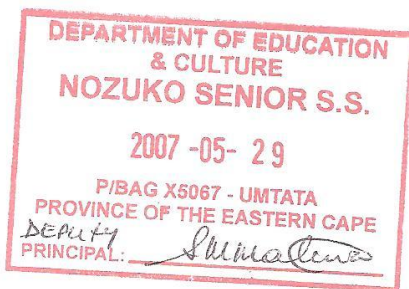
This serves to confirm that Mrs F. N. Mashiyi has been permitted to conduct research on medium of instruction policy implementation at the above-mentioned school.

We hope that that your findings will be of great assistance in the Education department.

Yours Faithfully

Sumaleen

pp N. P. Ngxisho [School Manager]





(8)



UMTATA HIGH SCHOOL

Principal: Mr T. Thomas
Telephone & Fax (047) 531 2981 / 532 5855
eMail: uhs@wildcoast.co.za

P.O. Box 243
UMTATA
5099

(Est. 1889)

The Chairperson
Ethical Clearance Committee
University of Pretoria

23 May 2007

To Whom It May Concern:

Re: Research of Mrs. N. Mashivi

Herewith we give consent to Mrs. Mashivi to conduct her research study on Medium of Instruction in our school. The stages were explained to the teachers and they also gave their consent.

We wish her all the best in her studies.

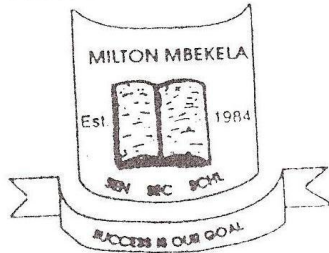
Yours truly


.....
SMT UHS



32.

MILTON MBEKELA SEN. SEC. SCHOOL




Private Bag X19
Medgesville
5102
Tel 011 7-5388195
Fax

TO WHOM IT MAY CONCERN

This is to certify that Mrs F.N. Mashiyi of Walter Sisulu University has been allowed to conduct research on implementation of the medium of instruction in the above named institution

Thanking you in advance

Yours faithfully
H.N. Petse (Acting Principal)


MILTON MBEKELA S.S.S.
PRINCIPAL
29/05/07
PBAG X19 WEDGESVILLE
UMTATA

APPENDICES

APPENDIX 2 : QUESTIONNAIRE

Dear Grade10/ 11/12 Teacher

The present study seeks to explore how high school (Grade 10, 11 and 12) teachers in the Mthatha District understand and interpret medium of instruction (MOI) policies within their practice, how and why they implement the policies in the ways they do in the various Learning Areas.

You are kindly requested to participate in this research by answering the questions below.

1. PERSONAL INFORMATION

1. Name: (optional)

2. What is your home language?

1. Xhosa
2. English
3. Afrikaans
4. Sotho
5. Other (specify)

3. Which other languages can you communicate in (read, speak and write)?

1. Xhosa
2. English
3. Sotho
4. Afrikaans
5. Other (specify)

4. Which grade(s) do you teach?

1. Grade 10
2. Grade 11
3. Grade 12

5. Which subject(s) do you offer?

1. English
2. Xhosa
3. Business Economics
4. Mathematics

5. Physical Science
6. Biology
7. History
8. Geography

6. For how long have you been teaching (i.e. No. of years)?

1. 1-5 years
2. 6- 11 years
3. 12- 17 years
4. 18- 25years
5. 26 years and above

7. What is your highest qualification in the subject(s) that you teach?

1. Matric
2. Bachelor's Degree
3. Honours Degree
4. Masters

8. What is your professional qualification?

1. JSTC
2. STD
3. Higher Diploma in Education
4. University Education Diploma
5. B.Ed
6. PTC
7. Other (specify)

2. CONTEXTUAL FACTORS RELATING TO THE SCHOOL

2.1 Name of School at which you are currently
teaching:.....

2.2 Where is your school situated?

Tick in the correct box

1. Urban

2. Semi-urban

3. Rural

2.3 What are your learners' home language(s)

1. IsiXhosa

2. English

3. Se-Sotho

4. Afrikaans

2.4 Which language(s) are spoken in the area in which your school is situated?

1. IsiXhosa

3. Se-Sotho

2. Afrikaans

4. English

3. QUESTIONS RELATING TO MEDIUM OF INSTRUCTION (MOI) POLICY INTERPRETATION AND IMPLEMENTATION

Indicate the applicable response by putting a tick in the relevant block.

3.1 The current medium of instruction policy (MOI) guarantees the use of all eleven languages in South Africa as media of instruction.

1. True

2. False

3. Don't know

3.2 Does the medium of instruction (MOI) policy allow the teacher to code-switch i.e. the simultaneous use of more than one language as MOI during lesson delivery?

1. Yes

2. No

3. Don't know

3.3 What is your school's language policy? (i.e. language(s) that teachers in your school are expected to use for teaching.

1. English only, no other language is permitted for teaching and learning.

2. English and any other language that the learners and teacher share.

3. The learners' home language mostly, and some bit of English

3.4 Which language(s) do **you** employ **most** when teaching the subject(s) that you offer at your school?

- 1. English-only
- 2. English and learners' home languages
- 3. The learners' home language(s) and English

3.5 Why do you employ the language(s) you have selected in **number 3.4** above?

.....

.....

.....

3.6 Indicate the language(s) **you often use** to do the following. Put a tick in the relevant column.

	Xhosa/Se-Sotho	Eng	All Xhs/Sot/Eng
1. Paraphrase a point			
2. Translation			
3. Clarify or elaborate on a point you have been teaching			
4. Word substitution			
5. Emphasize something			
6. Stimulate a discussion/engagement with the topic			
7. Repetition/reformulation e.g. repeat a question			
8. Promote understanding of the content			
9. Variation/elaboration			
10. Check the pupils' understanding of the subject matter			
11. Giving exercises/assignment homework			
12. Correct or develop learners' language			
13. Encourage learner participation in the lesson.			
14. Encourage learners to explain things to one another			
15. Build learner confidence			
16. Give special information e.g. make an announcement			
17. Address a serious issue			
18. Maintain discipline e.g. admonish a pupil			
19. Teachers' response to non-verbal behaviour			
20. Correct/develop learners' language			
21. Allow pupils' to explain things to one another			

3.7 Do you switch between languages when delivering your lessons?

a) Yes

b) No

c) Sometimes

3.8 *If your response to Q 3.7 above was (a) or (c), then respond to the following statements by putting a tick next to the appropriate responses. Skip this question and answer no 9 if your response was (b) in No.3. 7above.*

I code switch for the following purposes:-

1. To make up for my pupils' lack of English language skills.

2. Some English words are new /unfamiliar to the pupils.

3. Clarify/paraphrase a difficult point for my pupils.

4. When I can't think of an appropriate English word to use.

5. To facilitate concept development i.e. help learners understand content.

6. When I cannot present a point successfully in English because I lack the necessary vocabulary.

7. I code switch for no specific reason.

8. Excluding other languages, particularly in education, would not be in line with the country's Constitution.

3.9 Answer question 9 only if your response to Q. 3.7 above was (b)

I use **English only** during lesson delivery and when conducting assessments for the following reasons:

(Please tick all applicable responses)

1. As a subject teacher, I am the primary role model of English for my pupils
2. To help my pupils understand the register (i.e. vocabulary used in the subject) of the subject that I teach.
3. Examinations are in English only
4. Parents expect their children to be taught in English
5. Our school has chosen English as a medium of instruction (MOI), and I have a obligation to observe this.
6. I do not know my learners' home language(s).
7. I speak English only and was trained to teach my subject area in English.
8. Indigenous languages cannot be employed as media of instruction as they do not have the necessary vocabulary to teach some of the subject(s) e.g. Mathematics and Science.
9. In most tertiary institutions in South Africa, the medium of instruction (MOI) is English.
10. The world of work demands high proficiency levels in English.

11. English is the only language that can serve as a medium of instruction (MOI) in Africa.

12. Textbooks and other resource materials used in schools are written in English.

13. English is an international language.

14. South Africa is a multilingual country, and English facilitates communication among people who speak different languages.

15. Although my students and I speak the same LI (mother tongue), I cannot use it successfully as a medium of instruction MOI because of my limited vocabulary.

16. Other, (please specify):.....

.....

.....

.....



.....

.....

.....

Thank you for making time to answer my questions.

APPENDIX 4: RESEARCH DIARY

Interviewee ...Ms C.N.....

Date of Interview...24 May 2009.....

Contact No...073 751 3563.....

Duration of interview ...20 minutes

Taped: Video-recorded

My relationship with the interviewee: Professional

Atmosphere of the interview

The interviewee was tense at first, but she appeared relaxed as the interview progressed. On learning that this was my first experience at interviewing too, she then relaxed.

APPENDIX 5: REFLECTIONS ON WHAT HAPPENED

1. What information did I gather/ failed to get from the interviewee on this topic?

I failed to elicit information from the interviewee on the prospects of using the MT/HL as an MOI especially that there is evidence that it is used extensively for teaching and learning, particularly in rural where she said learners had enormous challenges with English.

.....

.....

2. Was there any new/unexpected/interesting information?

.....

The fact that she said the current MOI policy needs to be revised and that if English is to be used effectively as an MOI, a strong language foundation needs to be laid at the GET Band to ensure that by the time learners reach the GET band there would be no need for teachers to use other languages (HL) for teaching.

The fact that she believed she was using English mainly as MOI when in fact the classroom observations revealed she employed isiXhosa extensively for teaching.

The fact that she said as Grade 12 History markers they accommodated other languages when marking at provincial level, but when asked whether she uses the learners' HL for assessment purposes she indicated that she did not because learners are assessed in English in the external examinations.

.....

.....

3. What were my concerns with regards to the interview?

..... I saw my limited interviewing skills as a handicap and worried about how I would come through during the interview.



.....
.....

4. What was the interviewee’s attitude towards this topic?

.....Positive.....
.....

Interviewee ...Mr G.....

Date of Interview...1 April 2009.....

Contact No...0725363082/ 0795025794.....

Duration of interview.....30 minutes.....

Taped:...Video-recorded.....

My relationship with the interviewee:...Formal but relaxed.....

Atmosphere of the interview:.....Positive and enlightening.....

REFLECTIONS ON WHAT HAPPENED

1. What information did I gather/ failed to get from the interviewee on this topic?

I failed to get at the root of his uneasiness about using isiXhosa to facilitate learning in an urban – based school.

2. Was there any new/unexpected/interesting information?

I found the teacher's conceptualization and acceptance of multilingualism in education interesting, although in reality he felt implementing it would be a mammoth task. Although supporting code alternation, especially CS, he would employ it only for his pupils to access the curriculum, say explain a difficult point. However, he religiously used English throughout the lessons observed. For this teacher, mastering a subject is closely tied with knowing the register/jargon of that subject (which happens to be in English as translations are sometimes not known to the teacher himself/herself).

Another point of interest for me was the fact that he viewed language as a barrier to learning and linked it to achievement. Rural-urban migrations complicated the picture even further in that they (teachers in multi-lingual urban schools) had to accommodate linguistically under-prepared learners in their classrooms.

3. What were my concerns with regards to the interview?

I was concerned about how I would come through as an interviewer and whether I would be able to address the central concerns of the study.

4. What was the interviewee's attitude towards this topic?

The interviewee displayed a lot of enthusiasm about the topic under investigation and related his responses to classroom practice.