REFERENCES


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


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...](http://www.ciemen.org/mercator/pdf/simp...)


Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION
Boiti Sikele Building * Office No. 59 * Ground Floor * Mthatha * Private Bag X5003 * Mthatha * 5099
REPUBLIC OF SOUTH AFRICA * Tel: +27 (47) 502 4269Fax: +27 (47) 501 5538 * Website:
ecprov.gov.za * Email: lehla@ecprov.gov.za * Date: 01 March 2007; Enq: Mr T.D. Jombita

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
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
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?
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 Mfikha 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:

- 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.
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.

JUMBA S.S. SCHOOL

Signed: 2007-05-21

Date: Principal: P.O. BOX 300, UMNTATA, ESCAPE

Yours sincerely

F. N. Mashiyi
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 your findings will be of great assistance in the Education department.

Yours Faithfully,

N. P. Ngxishe [ School Manager ]
The Chairperson  
Ethical Clearance Committee  
University of Pretoria  

23 May 2007  

To Whom It May Concern:  

Re: Research of Mrs. N. Mashiyi  

Herewith we give consent to Mrs. Mashiyi 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
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)

29/05/07
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. 18-25 years
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

2. Afrikaans

3. Se-Sotho

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

220
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.

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

   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 an 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 South 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.
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.