

**FACTORS INFLUENCING PERFORMANCE IN THE LEARNING OF ISIZULU AT
EKURHULENI SOUTH DISTRICT SECONDARY SCHOOLS**

BY

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DECLARATION

I declare that **Factors influencing performance in the learning of IsiZulu at Ekurhuleni South District Secondary Schools** is my own work. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references in the text and in the list of sources.

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

.....

Signature

(MRS S.M MKHOMBO)

.....

DATE

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ABSTRACT

SUMMARY

The background in this study is that over the years analysis of grade 12 results in Ekurhuleni South District indicates that most secondary schools obtain 100% pass rate but not quality results isiZulu home language. IsiZulu home language quality results often range from 20% to 40%.

The research findings point at two casual factors: (1) inside the classroom and (2) outside the classroom. Inside the classroom refers to quality of educators teaching isiZulu home language and outside the classroom refers to what is supposedly isiZulu home language' yet a close analysis of the kind spoken in the township Zulu homes is in fact pidgin Zulu. In terms of quality evaluation this so called isiZulu home language can never pass quality assurance.

The researcher recommends that educators of isiZulu home language be put through vigorous quality training in the teaching of isiZulu (HL).

KEY TERMS

Tsotsitaal, indigenous languages, syllabus, subject, Outcomes-Based Education, code switching, language varieties, mix languages, home language, assessment, performance, results, subject, multilingualism, learner, educator language attitudes, standard/ non-standard language, code mixing, different phases, language interference, qualitative/quantitative/ empirical methods and results.

ACRONYMS

ABET:	Adult Basic Education and Training
AS:	Assessment Standard
CAPS:	Curriculum and Assessment Policy Statement
CO:	Critical Outcomes
DET:	Department of Education and Training
DO:	Developmental Outcomes
DoE:	Department of Education
ECD:	Early Childhood Development
FAL:	First Additional Language
FET:	Further Education and Training
GET:	General Education and Training
GDE:	Gauteng Department of Education
HE:	Higher Education
HL:	Home Language
IEB:	Independent Examination Board
LiEP:	Language in education policy
L1:	First Language
L2:	Second Language
LO:	Learning Outcome
LoLT:	Language of Learning and Teaching
SMT:	School Management team
NCS:	National Curriculum Statement
OBE:	Outcomes-Based Education
OECD:	Organization for Economic Co-operation Development
RNCS:	Revised National Curriculum Statement
SAL:	Second Additional Language
SGB:	School Governing Body
SNE:	Special Needs Education
UNESCO:	United National Educational Scientific and Cultural Organizations

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CHAPTER 1: INTRODUCTION

“Education is what remains after one has forgotten everything he learned in school.” — A. Einstein 2009

1.1 INTRODUCTION

Language is an important aspect of a person’s life since it is a means through which he/she communicates. It is also often closely associated with thought and culture and relates to the way people perceive reality. Language becomes even more important if it is learnt as a subject at school. In South Africa, the use of mother tongue language as a medium of instruction is encouraged in primary classes, then after six years of primary schooling, English becomes the medium of instruction and the mother tongue is retained as a school subject (Baine & Mwamwenda 1994).

According to the Education System of South Africa document, learners who have passed grade 9 may continue to senior secondary schools for grades 10-12. At the end of grade 12 these learners sit for the nationally set and moderated matriculation examinations or an approved alternative, such as the Independent Examinations Board (IEB) test series, to obtain a National Senior Certificate (NSC). From grade 10, senior secondary school learners must take seven subjects, of which English home language or first additional second language, Life Orientation and either Mathematics or Mathematical Literacy is compulsory. The remaining three subjects are selected from twenty-seven options. These subjects form part of a complete curriculum. Learners take formal examinations based on this curriculum at the end of grade 12 ([http://southafrica.usembassy.gov/root/pdfs/study sa profile rev100630.pdf](http://southafrica.usembassy.gov/root/pdfs/study_sa_profile_rev100630.pdf) accessed: 23 July 2011).

Learning and results go hand-in-hand. The main aim of learning is that it should enhance a learner’s cognitive skills in a manner that will make a difference in the learner’s knowledge of the subject. Assessment of the learner in the subject matter will then show the learner’s performance. The results obtained after assessing the

learner's performance are a measure of the quality of the learning received by the learner. If results are good, it implies that both teaching and learning have been of a high standard. If results are not good, the opposite is implied.

There are most probably many reasons for learners' poor performance, such as non-supportive home environments, poor management by provincial and local education authorities, inadequate facilities in schools (including the lack of school libraries), inappropriate didactic approaches by teachers (such as the absence of meaningful classroom interaction between teachers and learners), and the unavailability of necessary learning material (including textbooks). A further, much clearer, reason relates to the language issue (web.up.ac.za/sitefiles/file/46/10824/papers/ART%20on%20ALinEd.doc).

It is against this background that grade 12 results from secondary schools in the Ekurhuleni South District will be examined for this study and possible attributes to poor performance will be highlighted. The schools that will be part of the survey include: Buhlebuzile and Thoko-Thaba secondary schools in Thokoza, Phumlani secondary school in Katlehong and Lethulwazi and Thuto-Lesedi secondary schools in Vosloorus.

The majority of the secondary schools are situated in a township area where the learners registered isiZulu as their home language. From the 67 schools in the district, a survey will be conducted in five secondary schools in different areas to obtain a fair representation for the data analysis. The selected district, Alberton South in Gauteng, caters to secondary schools in Thokoza, Katlehong, Vosloorus, Alberton, Palmridge, Eden Park, Zonkizizwe, Boksburg, Rondebuilt, Windmill Park and Germiston. The following map shows the area from which a sample of schools will be selected with a view to analyse their grade 12 results and point out what are the contributing factors to poor performance. The areas covered in the map are Thokoza, Katlehong and Vosloorus, and the acronym Kathorus is usually used to refer to it. This is represented by the map below.

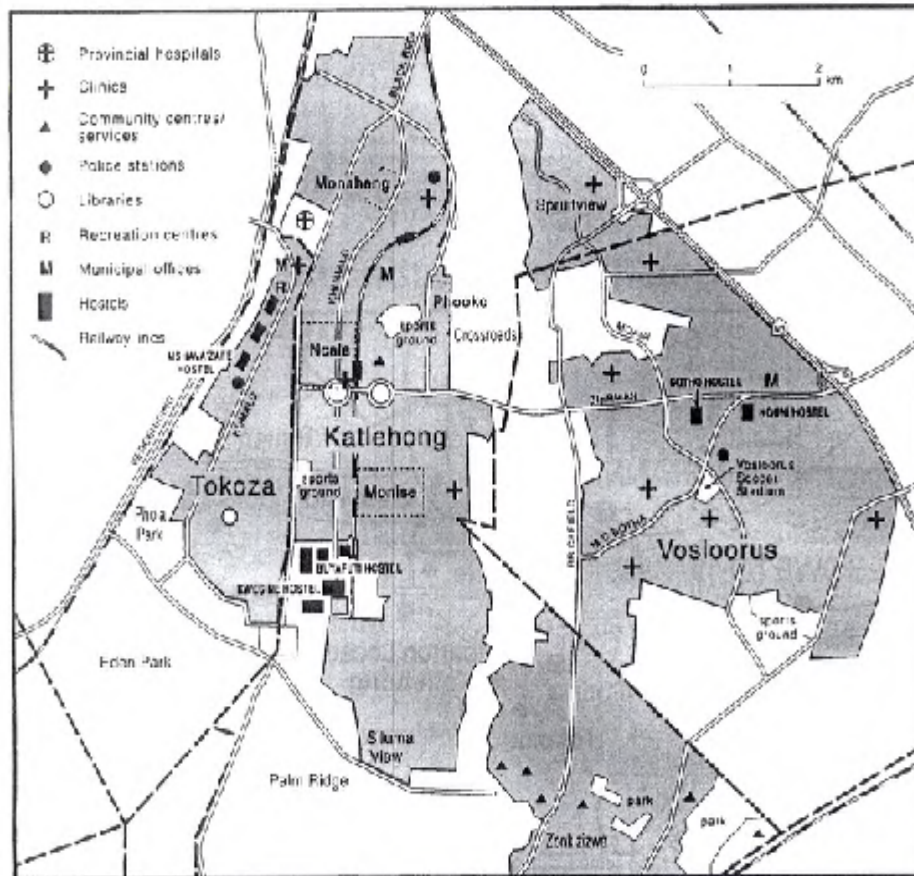


Figure 1.1: Map of the Kathorus area under study

Ten languages are spoken in this district, namely IsiZulu, IsiXhosa, Sesotho, Sepedi, Setswana, Xitsonga, Tshivenda, Siswati, English and Afrikaans. Of these languages, IsiZulu, IsiXhosa and Sesotho are predominantly spoken. All these languages, except Siswati, are offered as school subjects in the various schools in the district as Home Language, or First Additional Language or Second Additional Language. Siswati is not offered as a school subject because Siswati-speaking people are in the minority and there is also lack of Siswati educators. For this reason, most Siswati learners take isiZulu as a school subject since the two languages are closely related in terms of articulation and pronunciation.

According to the 2001 census of South Africa, 23.8% of the country's population listed isiZulu as their mother tongue, followed by isiXhosa at 17.6%, Afrikaans at 13.3%, Sesotho sa Leboa at 9.4%, and Setswana and English each at 8.2%.

These statistics are a verification that isiZulu is spoken by the majority of people in South Africa. Although this is the fact, as it will be illustrated later in the discussion, we do find instances where speakers of isiZulu are influenced by speakers of other local languages spoken in their neighbourhoods.

1.2 THE PROBLEM STATEMENT

There are a number of causal factors that this dismal situation regarding poor performance in secondary schools can be attributed to. Logotlo et al (2002) contend that there are basic causes for the poor performance of black grade 12 learners; however, they cite the following causal factors as critical: lack of resources such as libraries and laboratories, irrelevant textbooks and in some cases lack of infrastructure such as toilets and classrooms. These are often compounded by shortage of suitably-qualified educators, badly-trained and under-qualified educators and lack of learner and educator discipline.

The analysis of the grade 12 results from the Ekurhuleni South District indicates that although most of our secondary schools obtain a 100% pass rate in isiZulu Home Language, these results are not of such a high standard indicative of their status as languages that are spoken at home and which learners have spoken since they uttered their first words. The results should be of a much higher standard than what they are. The problem could be attributed to several factors outside and inside the classroom which play a role in the poor performance that learners show in their grade 12 isiZulu results.

To guide the study, the following research questions will be asked and an attempt at answering them will lead to factors that will be considered as contributing to the performance of learners:

- Are the languages spoken in Ekurhuleni South District having an influence on the learner's written and spoken isiZulu?
- Are the attitudes of parents, educators and the learners having a bearing on their performance?

- Is the media contributing to the way in which the language is spoken?
- Are educators who facilitate learning in isiZulu qualified to teach the language?

1.3 AIM OF THE STUDY

From the questions posed above, it is evident that the poor performance in the grade 12 isiZulu home language examination in most of the secondary schools in the Ekurhuleni South District could be attributed to factors in the classroom but, most significantly, to factors outside the classroom.

Therefore, this study will identify, describe and analyses factors ascribed to poor learner performance in grade 12 isiZulu. Several factors, including the influence of language varieties found in the vicinity of the learners' homes and school; the attitudes of parents, educators and the learners; the media and whether the educators are qualified enough to teach the subject in question will be examined with a view to determine the extent to which they have a bearing on learner performance. The study will focus mainly on grade 12 isiZulu results obtained in the last five years leading to 2010.

1.4 METHODOLOGY

The research is empirical in nature. Both quantitative and qualitative approaches will be used to gather information. This means that information will be collected from what will be observed from learners' speech and written texts. Interviews will be used inside the classroom in order to assess how the learners use language and also to determine whether the learners' use of language inside the classroom is or is not contaminated by other languages in the vicinity. Interviews will also be used outside the classroom to establish the same information as above and also to determine if the use of other languages is mostly preferred inside or outside the classroom.

The qualitative approach will be used to gather information relevant for the analysis of data. Interviews, observations and questionnaires will be used to determine the extent to which the languages spoken in the learners' neighborhood influence their

speech and indirectly their performance, and to determine their attitude, that of their parents and educators towards the learning and teaching of isiZulu. Literature relevant to the study will also be consulted. The quantitative approach will be used for gathering statistical data from the grade 12 isiZulu results to determine learner performance in the past five years. A detailed discussion on how these methods will be used to inform the arguments presented in this study will follow in Chapter 2.

1.5 LITERATURE REVIEW

A lot of research has been done on language-related issues pertaining to grade 12 learners and the African youth. These scholarly works focus on various aspects of language and the findings from the researchers is diverse.

Nkosi (2008), in her work entitled *Language variations and change in Soshanguve high schools*, looks at grammatical, semantic and stylistic interference. She maintains that this interference has caused language change which in turn has led to variations that affect the standard of Sesotho sa Lebowa. Although the school generally achieves a 100% pass rate since 1994 in this subject, the marks are still generally low.

The researcher was motivated by results obtained in the subject Sesotho sa Lebowa by learners of Kgadime Matsepe High school in Soshanguve which is about 45 kilometers north Pretoria. Learners who register for Sesotho sa Lebowa at this institution do not perform well in the subject, although one would expect them to excel in their first language which they speak on their daily basis.

Blumfield (2008) investigates the types of methods used prior to the implementation of the FET system. He discusses the nature of current assessment methods, compares the findings of the investigation and discussion, and highlights the similarities and differences by analysing and critiquing the feasibility of such assessment methods within the current South African context and in terms of current international assessment practices. Recommendations based on the analysis and critique is then presented. He concludes that South Africa needs a system of education that will serve the needs of her population.

The researcher investigated teaching and learning methods at secondary schools. He discovered that many schools in Tanzania still follow the traditional educator centered lecture method. The skills and knowledge are transferred to the learners. The best learner is the one who can reproduce memorization. There is very little interaction between educator and taught. The educator rarely provokes students into asking questions, through this method of teaching has pedagogical merits such as imparting solid information, this is not always the reason behind the educators choice. It may be quite often a choice because it is a familiar method and gives importance to the educator.

Rammala (2009) investigates the factors that contribute towards the poor academic performance of grade 12 learners and that can also prevent them from achieving the required results for university entrance. She found that poor results at schools can be attributed to the shortage of resources such as computers and the internet, the prevalence of substance abuse, the medium of instruction, the location of the school and the unacceptable behavior of the learners.

The purpose of this study was to investigate poor performance of grade 12 learners at two selected schools, which fall within low quintiles in Limpopo Province specifically, the study focused on low grade 12 outputs in relation to access to university. The research was conducted both home and school environments in the province.

Naong (2011) argues that poor grade 12 results are often experienced at numerous dysfunctional schools where the culture of teaching and learning has broken down. Furthermore, he postulates that poor school attendance by both educators and learners is one of the serious causal factors of poor matriculation results in black schools. He goes further to apportion poor matric performance to weak and indecisive leadership and management of the schools concerned.

Although Nkosi (2008), Blumfield (2008), Rammala (2009), Naong (2011), have debated around the issue of poor performance in the grade 12 examinations, very little has been done in highlighting the factors that influence grade 12 learner performance, especially in isiZulu in the Ekurhuleni South District. The study will be of significance to those interested in learner performance in general, those interested

in knowing about aspects of language that have a negative influence in learning of isiZulu as a home language, and to researchers in language.

1.6 DEFINITION OF TERMS

In this section of the study terms that will be at the centre of discussions will be defined.

Learning

Learning is a lifelong process transforming information and experience, skill behavior attitudes. Beginning dictionary (1977) describes learning as knowledge gained by careful study and practice.

Language

A language is a body of words and the systems for their use of common to a people who are of the community or nation at the same geographical area. It is a tool of communication used to express inner thoughts and emotions.

Home language

Home language is a person's native language taught from birth and also the speaker's dominant language which is home language in which they learn to think.

Mixed languages

They are referring to linguistic of any language containing items of vocabulary or other linguistic characteristics borrowed from two or existing languages. Mixed languages are found when two or more varieties are used.

Language Attitudes

Language attitudes are the feelings, reactions beliefs or values people have about their language use, or other languages or varieties of a language have towards each other. Negative or positive attitude towards the language may reflect linguistic difficulty or simplicity of teaching and learning, degree of social status and importance. Fasold (1987) differentiates language attitude from other attitudes in that language attitude is precisely about the other language.

Assessment

According to the Department of Education (2001:5) Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence against the outcomes, recording the findings of evaluation, and using this information to understand and thereby assist the learner's development and improve process of learning and teaching.

Performance

Performance is the accomplishment of a given task measured against present known standards of accuracy or completeness. It is a process or manner of performing a task or function by both learners and educators in the teaching and learning situation.

Results

Results are the accomplishment of a given task measured against present known standards of accuracy or completeness, costs and speed. In a contract, performance is deemed to be fulfillment of an obligation; in a manner that releases the performer from all liabilities under the contract. Secondly it is an outcome of action by learners and educators at the end of a lesson.

Learner

A learner is a person who learns or takes knowledge, subject, skill or beliefs from the educator.

Educator

Educator is a person specifically a teacher, principal or other person involves in teaching and learning by imparting knowledge to another person in order to produce educational results.

Multilingualism

Multilingualism is an act of using or promoting the use of multiple languages either by an individual speaker or community speakers. It is becoming a social common phenomenon in societies in which two or more languages or between two dialects or registers of the same language are practiced.

Code-switching

It is the practice of moving back and forth between two languages or between two dialects or registers of the same language.

Code- mixing

Code-mixing is the change of one language to another within the same utterance or in the same oral/written text .It is a common phenomenon in societies in which two or more languages are used. Studies of code-mixing enhance our understanding of nature, processes and constraints of language of language (Myers- Scotton, 1993a; Boeschoten,1998; Azuma, 1998), and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts.(Jacobson,1998; Myer-Scotton,1993b;)

Empirical study

Empirical study is the description of what the study includes, that is the statement of the hypothesis for the research and a review of other research on the topic which includes participants, design of the study and measures used. This method is based on observation or experiment, not on theory

Language varieties

Language variety in sociolinguistics is a general term for any distinctive form of language or linguistic expression. (The Oxford English Companion to the English Language, 1992).

Subject

A subject has been defined as a body of academic knowledge. This understanding of a subject lays emphasis on knowledge at the expense of skills, values and attitudes.

Syllabus

A syllabus is a set of corresponding literacy practices in a curriculum which is supposed to be finished by an educator in that particular year.

Secondary school

In the current system of education, the last three grades in the secondary school are referred as grades 10, 11 and 12. These three grades are classed as the further education and training (FET) phase. In the previous education system, the three last grades were referred to as standards 8, 9 and 10 respectively.

1.7 DELINEATION OF CHAPTERS

This dissertation is divided into five chapters. The first chapter deals with the introduction and background, the problem statement, the aim of study, the methodology and the literature review.

The second chapter (Methodology) will explore and analyse the methods which will be used in this study to collect and analyse data.

The third chapter (Statistics of the grade 12 results) provides an analysis of the statistics of the grade 12 results from years 2006 to 2010 with a view to determine learner performance.

The fourth chapter entitled “Language varieties and attitudes which have a bearing on learner performance” examines the linguistic varieties that have an influence on the speech of the learners, the attitudes of people towards the learning of IsiZulu as well as the negative influence of the media and how these varieties influence performance in isiZulu in the Ekurhuleni South District.

The fifth chapter concludes the study by interpreting the data with a view to provide the findings, draw conclusions and make recommendations.

CHAPTER 2: METHODOLOGY

2.1 INTRODUCTION

In this chapter, the research methods that will be used to collect and analyse data will be identified and examined.

2.2 METHODOLOGY

Research methodology occupies a unique position in research. A methodology does not only frame a study but it also identifies the research tools and strategies that will be employed in the study and it relates their use to specified research aims. [http://writingrightteam.com/Sample/Sample1259087649_18.pdf_accessed 12 September 2011]. According to Takona (2002:16) research methodology refers to principles and procedures underlying systematic inquiry within the social and behavioural sciences. Educational research methodology is based exactly on the same principles that apply in research in the physical and biological sciences. However, the nature of social and behavioural data imposes certain restrictions on the conduct of our search

Jonker and Pennink (2010:20) associate methodology with the drawing of a plan. They further point out that methodology is regarded as a kind of 'action reading' or, more precisely, an 'action repertoire'. Action reading means: preparing a type of repertoire based on a set of premises, (theoretical) considerations and practical conditions according to which the researcher structures the logic of his research given the question he wants to answer. An implicit yet important assumption here is that the researcher should be able to justify the reasons for this choice of a specific (research) approach and make sensible choices based on the different requirements of a particular question. They further explain that methodology not only refers to doing research, but it is also about acting (Jonker & Pennink 2010:22).

Pathak (2008:59) also emphasises the significance of research methods when doing research. He asserts that research methods describe the various steps of the plan to

be adopted in solving a research problem, such as the manner in which the problems are formulated, the definitions of terms, the choice of subjects to be investigated, the analysis and interpretation of data, and the processes of inferences and generalisations.

The methods that will be identified and discussed in this study will pertain to how data will be collected and analysed. Therefore, the methods of data collection and analysis will be discussed within quantitative and qualitative research approaches.

2.3 QUANTITATIVE RESEARCH APPROACH

The quantitative research will indicate researcher's tools such as questionnaires or equipment to collect numerical data. The data will be in the form of statistics or numbers. The researcher is going to use interviews and conversations with all stakeholders.

Quantitative research is described and defined from a wide array of fields, each with its specific focus. In this study, the overview of quantitative research will focus on the literature that is specific to the arguments that will be presented here (Holloway 1997).

Quantitative research is described and defined from a wide array of fields, each with its specific focus. In this study, the overview of quantitative research will focus on the literature that is specific to the arguments that will be presented here (Holloway 1997).

The quantitative research paradigm was decided upon because of the fact that it can involve as many respondents as possible in the research study. It is also able to access and validate the responses of the respondents according to specific factual design techniques (Nxumalo, 2001:118)

In addition, Bryman (1988:18) conceptualised by its practitioners as having logical structure in which theories determine the problems to which researchers address themselves in the form of hypothesis derived from general theories.

According to Jonker and Pennink (2010:73) this approach involves an analysis of the research question to establish relevant concepts and how they relate to one another. Thomas (2003:12) regards quantitative research as focusing attention on the measurements and amounts of the characteristic displayed by people and events that the researcher studies. He asserts that quantitative research tends to be based on numerical measurements of specific aspects of the phenomena.

Thomas's assertion is reiterated by Leedy (1993) who maintains that the main purpose of quantitative research methodology is to test the theoretical conceived null hypothesis against the facts of reality and to represent the data in numerical values. Although Leedy (1993:143) observes that quantitative research "manipulates variables and controls natural phenomena", he adds, with a disparaging tone, that it is impersonal, cold and experimental.

From the foregoing discussion, it is apparent that quantitative research, is the research that does not rely on interviews, observations, small numbers of questionnaires, focus groups, subjective reports and case studies but is much more focused on information that is, in some way or other quantifiable. In other words, we can put quantitative data into numbers, figures and graphs, and process it using statistical procedures. When using quantitative analyses, we are usually interested in how much or how many there is/are of whatever we are interested in (Saringer 2008)

These methods are tools designed to assist the researcher to organise and interpret numbers derived from measuring trait or variable. Statistics and numbers do not interpret themselves definitely the meaning of statistics is derived from research.

2.4 QUALITATIVE RESEARCH APPROACH

So far relatively little has been done to examine code-mixing in different communicative contexts with a qualitative approach and undo the finer details of code-mixing. The present study is aimed at filling this gap. It examines the linguistic form of mixing languages at Ekurhuleni South District secondary schools in isiZulu Home language.

Qualitative researchers are interested in answering those “why?” questions. It is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behaviour, perspectives and experiences of the people they study. The basis of qualitative research lies in the interpretive approach to social reality (Holloway 1997:1).

Thomas (2003:2) advances the notion that qualitative enquiry is an umbrella term for various philosophical orientations to interpretive research which the researcher makes an attempt to understand a specific organisational reality and occurring phenomena from the perspective of those involved. He tries to grasp it “from the inside out”. They describe this knowledge about reality as knowledge that can only be obtained through “the eyes of someone else”. Thomas (2003:1) regards qualitative research as being multimethod in focus, and involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

According to Thomas (2003), most authors today see qualitative and quantitative approaches as complementary rather than antagonistic. He further points out that quantitative methods are, in general, supported by the positivist or scientific paradigm which leads us to regard the world as made up of observable, measurable facts. In contrast, qualitative methods are generally supported by the interpretive paradigm which portrays a world in which reality is socially constructed, complex and ever-changing. Because the positivist and the interpretive paradigms rest on different assumptions about the nature of the world, they require different instruments and procedures to find the type of data desired. Both qualitative and quantitative methods can be used effectively in the same study.

The view that qualitative and quantitative methods should no longer be seen as exclusive to their traditional methodological “clubs”, and that it is possible for a single investigation to use both methods is propounded by numerous researchers such as Howe (1988), Wickens (1999) and Thomas 2003. Thomas (2003) advocates that each research method is suited to answering certain types of questions but not appropriate to answer other types. Furthermore, the best answer frequently results from using a combination of qualitative and quantitative methods.

In the following section, focus will be on instruments or tools that will be used when collecting data within the quantitative and qualitative approaches. The researcher used both qualitative and quantitative methods in order to obtain valid and reliable results. Quantitative and qualitative methods were necessary in the collection and manipulation of data.

2.4.1 Data collection

Data collection is the process in which information is gathered from various sources. Cooper and Schindler (2005) propose that the researcher has to identify the type and nature of the required data and then select those collection methods which are best suited to the collection of the identified data types. This is reaffirmed by Axinn and Pearce (2006) who maintain that the researcher has to adopt various data collection methods to collect the more relevant and authentic data. In this study, the data collection methods used are sampling, questionnaires, observations and interviews.

2.4.1.1 Sampling

Johnson and Christensen (2010:216) see sampling as the process of drawing a sample from a population. When we sample, we study the characteristics of a subset (called the sample) selected from a larger group (called the population) to understand the characteristics of the larger group. After determining the characteristics of the sample, the researcher will then be able to make statements about the population based on the sample data.

Five schools were chosen as a sample in a total of 64 Ekurhuleni secondary schools. From these five schools, five learners in each school were requested to participate in the study so that the data that relates to language varieties that could possibly influence the speech of the learners could be collected as well as to gather information which will convey their attitudes towards learning isiZulu. Interviews, observations and questionnaires were used to collect data from these learners. Letters were written to their parents requesting permission for these learners to take part in the study.

Information from nine educators was gathered to determine their attitudes towards the teaching of the language and also to establish their educational qualifications in isiZulu as a subject. This data was collected from the educators through the use of questionnaires. Six parents were also included in the study. Information gathered from the parents was to help the researcher ascertain the linguistic background of the participating learners and also establish their attitudes towards their children learning isiZulu. This data was collected from the parents using questionnaires. The number of educators and parents who participated in the study was much less than the learners because one educator withdrew from the study at a much advanced stage and a large number of parents did not show willingness participate in the survey.

Various methods of collecting data are used in research. Questionnaires, debates and interviews were used to collect data for this study. Primary and secondary collection of data was both qualitative and quantitative. All procedures of data collection approaches were used in following sections.

2.4.1.2 Questionnaires

Questionnaires are the method in which a specific set of questions is framed and asked from respondents. This method will give more relevant data as the information is directly gathered from respondents (Brace 2008). Takona (2002:110) states that the term questionnaire suggests a collection of questions, whilst in some quarters questionnaires are regarded as one of a range of ways of collecting information from

people (or answers to our research questions), usually, but not always by asking questions.

According to the *American Heritage Dictionary of the English Language* (2006), the most frequently used method to generate data is the questionnaire. Questionnaires are used to gather information about people's opinions by often asking respondents to indicate how strongly they agree or disagree with a statement given, and by sometimes merely posing a question and giving respondents space in which to formulate their responses [<http://www.edu.plymouth.ac.uk/resined/QUESTS/index.htm>_accessed 22 September 2011].

A questionnaire is a form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information from a survey. The decision to use a questionnaire is often motivated by a need to collect routine data from a large number of respondents who may be in one or several locations, for example schools in a district. In this situation a questionnaire can be widely dispersed throughout the district (Anderson 1998:170).

Anderson (1998) maintains that to develop valid questionnaires, the researcher must clearly identify his/her general information needs. What types of information does he/she require and from whom. Defining one's needs is critical and will make it easier to write questions that will answer a person's research questions and achieve his/her goals. Different target groups may provide different types of information and a clear understanding of the purpose of the research will help limit the questions to the relevant information.

In constructing a questionnaire special attention should be placed on the type of response expected from the respondents. The wording of individual items is a critical aspect of a questionnaire's validity and reliability. Researchers should aim for the simplest wording possible while still conveying the intended meaning. Designing a suitable questionnaire therefore entails more than well-defined concepts and distinct phrases. The goals of a questionnaire should be clarity, simplicity and intelligibility (Takona 2002:111).

Kelly (2003) also concurs with Takona that questionnaires used in survey research should be clear and well presented. The use of capital (upper case) letters only should be avoided, as this style is hard to read. Questions should be numbered and clearly grouped by subject. Clear instructions should be given and headings included making the questionnaire easier to follow. Takona (2002) also emphasises that questionnaire items should be clear and unambiguous and that they should be relevant to most respondents.

Questions in a questionnaire must always be worded positively. Positively worded questions are preferred by respondents and are easily understood. Negatively worded questions pave way for misinterpretation. If negatively worded questions must be included, care must be taken that the common use of double negatives is avoided. Negative questions may not only be grammatically correct but also potentially introduce confusion in subjects. A clear-cut need for every question should be established. Lengthy questions should be avoided but where necessary it would be better to break a long complex sentence into shorter sentences (Takona 2002:112).

On the structure of questionnaires, Takona (2002) points out that it may be necessary to have an introductory sentence to set the context followed by a short sentence that poses the question. Questions that embarrass respondents and those that may have little interest for respondents should be at the end of the questionnaire where it is assumed that the questioning process is well established and the respondent is more at ease with the interview and less apt to balk at personal questions relating to beliefs, ability, status and so on (Takona 2002:116).

Questionnaires that will be used in this study will be in isiZulu, comprising of simple and properly punctuated language. Instructions to respondents will be simple and stand on their own to inform the respondents of what exactly is required from them.

Open-ended questions will be used in the questionnaire. Open-ended questions are broad and require more than one word in response. They require the respondent to

think and reflect. They will solicit opinions and feelings as well as additional information from the respondents. The main reason for using questionnaires in this study is that the respondents can complete the questionnaire when they have the time available and there is also less pressure for an immediate answer. The questions will be understood in the same way by all the respondents

2.4.1.3 Observations

As part of research, observation can be used for a variety of purposes. In this study, observation was used by the researcher to assess the linguistic behaviour of participants. Hatch (2002:72) considers observation to be a specific data collection strategy that can be applied across many kinds of qualitative studies. The kind of observation used in most qualitative work is usually called “participant observation” because the researcher acts as a participant at some level in the settings he or she is studying. The goal of observation is to understand the culture, setting or social phenomenon being studied from the perspective of the participants.

Direct observation of social phenomena permits better understanding of the contexts in which such phenomena occurs.

According to Sapsford and Jupp (2006:59), through observation, the information about the physical environment and about human behaviour can be recorded directly by the researcher without having to rely on the retrospective or anticipatory accounts of others. The observer may be able to “see” what participants cannot see. Many important features of the environment and behaviour are taken for granted by participants and may therefore be difficult for them to describe. It may require the trained eye of the observer to “see the familiar as strange” and provide the detailed description required. Moreover, important patterns and regularities in the environment and behaviour may only be revealed by careful, planned observation by a researcher over a period of time.

2.4.1.4 Interviews

In order to gain access to the true thoughts and feelings of the participants, the researcher adopts a non-judgmental stance towards the thoughts and words of the

participants. Hatch (2002:91) considers interviews as special kinds of conversations or speech events that are used by researchers to explore the informants' experiences and interpretations. Qualitative researchers use interviews to uncover the meaning structures that participants use to organise their experiences and make sense of their worlds. These meaning structures are often hidden from direct observations and taken for granted by participants. Qualitative interview techniques offer tools for bringing these meaning structures to the surface.

Face-to-face interviews involve the researcher approaching respondents personally, either in the street or by calling at people's homes. The researcher then asks the respondent a series of questions and notes their responses. The response rate is often higher than that of postal questionnaires as the researcher has the opportunity to sell the research to a potential respondent. Face-to-face interviewing is a more costly and time-consuming method than the postal survey; however, the researcher can select the sample of respondents in order to balance the demographic profile of the sample (Kelly 2003).

The form or structure of an interview may vary widely. It can be very rigid and standardised or it can be very flexible and unstructured. Whatever form the researcher chooses to take, must be one that will permit the achievement of his/her goal, which is to collect the most complete and accurate information. This can only be achieved if the researcher consciously prepares beforehand. The most important part of his/her preparation is to develop an interview schedule or guide. This guide is a written set of questions outlining specific areas the researcher needs to cover in the interview. When composing interview questions, they must be relevant to the study, directed to proper persons and should be easily answered. The interview guide is a check to see if all areas are covered (Takona 2002:123).

Tape recordings will be made where the respondents permit. The use of a tape recorder has the advantage of enabling the interviewer to pay more attention to the discussions, rather than concentrate on note taking. In preparing for the interviews that were conducted in this study, the researcher checked the feasibility of when participants will be available for informal interviews and their willingness to do formal

interviews. Once the different kinds of interviews were identified, the issue of who would participate in the interview followed. Decisions about how to contact potential participants were also made and consent forms were drawn. Interview times and locations were arranged. Recording equipment was also prepared.

Among the questions that formed part of the interview, background questions were included at the beginning of the questionnaire. These questions were intended to put the learner at ease and to get the conversation started. From these questions, the researcher gathered information about the learner's age and grade, his/her chosen school subjects, and the subjects the learner likes, among other things. Essential questions concerned with the central focus of the study were also included as part of the interview. These essential questions were scattered throughout the interview. These were questions about the language which the learner uses at home; which language does the learner use when communicating with peers; does the learner like his/her home language and why; does the learner like the language he/she uses when talking to his/her peers and why, among many others. Additional questions were included that related to the essential questions but asked from a slightly different angle. They served the purpose of going deeply into areas of importance. Prompts and probes were also used to provide the researcher with a means to get the participants to talk more about particular subjects that arose in the interviews. The recordings were transcribed immediately after the interviews.

2.5 Statistical data

Schumacher and McMillan (1993:91) state that statistics are a method of organising and analysing quantitative data. These methods are tools designed to assist the researcher to organise and interpret numbers derived from measuring a trait or variable. Statistics and numbers do not interpret themselves and the meaning of the statistics is derived from research.

Statistics are the raw numerical data resulting from observation or measurements, or are the results of calculations derived from such data. The term statistical analysis is often used to refer to the descriptive use of statistics to present and summarise data,

or it may be in a manner in which these statistics are used to make statistical inferences (Peers 1996:1).

De Vaus (2000:208) asserts that in using inferential statistics we want to generalise the results from the sample to a wider population, to provide an idea about whether the patterns described in the sample are likely to apply in the population from which the sample is drawn.

In this study, the grade 12 isiZulu results from five Ekurhuleni secondary schools were analysed with the view to establish learner performance in this subject.

2.6 Data analysis

According to Strauss and Myburg (1999:66), data analysis is a process whereby the researcher presents an analysis of the results of data collected. Patton (1987) maintains that data analysis is the process of bringing order to the data, organising what is there into patterns, categorize and basic descriptive units. With the exception of highly structured data which is to be analysed in a pre-specified way, the process of “preparing” data always involves exploration of their characteristics and structure. This is the stage at which the researcher “tunes into” the meaning and messages in his or her data and builds up appreciation of the nuances and structure and the possibilities for analysis.

Bogdan and Biklein (1982:153) consider data analysis as a process of systematically searching and arranging the interview transcripts, field notes and other material. In this study, two forms of data analysis such as qualitative and quantitative were used to analyse the collected data.

Miles and Huberman (1994:10) discuss data analysis from the point of view of data reduction, which they describe as the process of selecting, simplifying, abstracting and transforming the data that appears in written-up field notes or transcriptions. This is the period that precedes data analysis and continues until the final report is completed. Data analysis is conducted from the beginning of the data collection period and allows for data write-ups to be updated as the study progresses.

Coding, which refers to the process in which the researcher differentiates and combines the data he or she has retrieved and also reflected on the data, is another strategy of data analysis identified by Miles and Huberman (1994). It is during coding that the researcher organises raw data and categorises it into segments according to the research questions. There are three types of codes, namely the descriptive, the interpretive and pattern codes.

The analysis of data in this study will involve analysis of what the researcher has seen, heard and read so that she can make sense of the data collected through these means. This was achieved through categorising, synthesising and searching for patterns in the data collected from participants and from the grade 12 results of the five schools in the Ekurhuleni district

2.7 CONCLUSION

Approaches and methods that were used in the study for data collection and analysis have been identified and discussed in this chapter. Data collection and analysis was conducted within qualitative and quantitative research. Qualitative research is used to explore and understand people's beliefs, experiences, attitudes, behaviour and interactions. It generates non-numerical data methods that were used during the research, whereas quantitative research generates numerical data or data that can be converted into numbers.

Both the qualitative and quantitative approaches have been used in this study because each approach is suited to answering certain types of questions but not appropriate to answer other types. Thus, data that pertains to texts will be informed by the qualitative approach and that which pertains to numbers will be informed by the quantitative approach. Data collection and analysis will also be done with the parameters of these two approaches. Interviews and observations were used to collect qualitative data from participants and samples, questionnaires and statistics were used to collect quantitative data.

Observations were made to collect data that revealed the learners' preference in their language usage with peers and friends without them being aware of being observed. Interviews solicited the same data from learners but also included extra information to determine factors that might influence the learner's use of language, such as the area in which the learner stays. Sampling was done in order to represent the whole population of learners in Ekurhuleni. The questionnaires established the attitudes of the learners, parents and educators towards the learning and teaching of isiZulu.

CHAPTER 3: STATISTICAL ANALYSIS OF GRADE 12 ISIZULU RESULTS

3.1 INTRODUCTION

This chapter examines and analyses the statistics of the grade 12 results in isiZulu for the years 2006 to 2010. This is done with the purpose of establishing whether the learners were performing according to standard and whether their performance was above or below standard.

Examinations are a form of assessment to test if learners have acquired the necessary competences. Examinations are conducted normally under controlled and uncontrolled situations. A controlled situation is when a learner writes a test or an examination under the supervision of the invigilator. After the test and examination, a learner's performance is usually evaluated to determine whether the learner has met the pass requirements.

According to the Department of Education (2004:8-9) assessment in Outcomes-Based Education focuses on the achievement of clearly defined outcomes, making it possible to credit learners' achievement at every level notwithstanding the rate at which they may have acquired the necessary competence. These outcomes are provided as statements of achievement in the form of standards or benchmarks. It further maintains that while the curriculum defines the content based on the broad national goals of education, the educator translates these goals into classroom objectives that learners are expected to achieve by mastering a defined content by the end of a given learning programme.

Sometimes, these objectives are so vague and confusing that different educators define them differently and set different standards for their learners. The problem is made worse by educators who lack appropriate teaching skills. With this confusion, it is difficult to talk about common standards. The confusion is exacerbated by the administration of the senior certificate examination that assumes that learners have

gone through the same learning experiences and are therefore targeting common performance standards.

3.2 EDUCATION AND EXAMINATIONS IN SOUTH AFRICA

Before we can continue with the analysis of grade 12 results from the Ekurhuleni South District, it is important to first consider the history of the black learner in this country. According to the Organization for Economic Co-operation and Development (OECD) (2008:39), since 1994 the government has worked to transform all facets of the education system in South Africa.

The fragmented and racially duplicated institutions of the apartheid era have been replaced by a single national system including nine provincial sub-systems. In line with the Constitution, and through the National Education Policy Act, national and provincial governments share the responsibility for all education except tertiary education, which is the preserve of national government. Education in South Africa is broken down into the following sectors/bands:

- Early childhood development (ECD)
- General education and training (GET), consisting of:
 - Grade R to Grades 3 (Foundation Phase)
 - Grade 4 to 6 (the Intermediate Phase)
 - Grade 7-9 (Senior Phase)
 - Further education and training (FET), including Grades 10 to 12;
- Adult basic education and training (ABET);
- Special needs education (SNE); and
- Higher education (HE).

According to the OECD (2008), the new National Curriculum Statement is grounded on a learner-centred, outcomes-based education approach. It maintains that pass rates on external examinations provide only a partial measure of the quality of primary and secondary education. Nevertheless, they serve as “report cards” that are used by the education system and the general public as proxy indicators of quality. The new grade 12 National Senior Certificate (previously known as matric) is a 130-credit qualification at Level 4 of the National Qualifications Framework. The

new NCS was introduced in 2008 which no longer distinguished between higher grade and standard grade subjects. All subjects are now offered at a higher grade level.

Reddy (2006) has made an observation that the marking and scoring of matric papers is conducted at a provincial level. He asserts that papers are generally marked by teachers with subject-area expertise and experience. Given the large number of candidates enrolling every year and the wide variety of papers written, as well as the fact that the national DoE requires the results before the end of the year, the marking and reporting exercise is a massive undertaking for all involved.

Umalusi (formerly the South African Certification Council) is the statutory body charged with the responsibility of quality assuring all assessment activities in both the General and the Further Education and Training bands, within which the matric exams fall. Umalusi's role is to externally moderate the question papers of the various examining bodies, monitor the implementation of the exams, moderate the marking of scripts and standardise the marks of learners in accordance with agreed statistical and educational principles (Reddy 2006).

The current NSC is the largest public examination in South Africa, as well as the one with the highest stakes. The minister of education's announcement makes banner headlines and public interest is intense. The next section is an elaboration of the analysis of data.

3.3 GRADE 12 ISIZULU RESULTS IN THE EKURHULENI SOUTH DISTRICT

The grade 12 results in 2006 and 2007 were assessed using the symbols A to G. These results are based on the Nated 550 method of approach before the introduction of the National Curriculum Statement (NCS) approach. The Nated 550 method is educator centred whilst the present approach is learner centred. The National Education Department 550 syllabi method was used before 1994 as the system of education in the Republic South Africa.

The term “symbol” was used before 2008 for rating grade 12 results. Since 2008, a seven-point scale has been in use to rate the learners’ results.

Seven levels of competence have been ascribed to subjects in the *Curriculum Statement* grades R-12. These levels of competence are intended to assist educators assessing and grading learners at the correct level. Educators and examiners must record learners’ results in marks and report them as percentages. The percentage obtained will determine the rating code on the scale of achievement.

The new system is learner centred and the educator is a facilitator. Learners are assessed on an ongoing basis. Learning programmes such as guides allow educators to be innovative and creative in designing programmes such as work schedules and assessment plans.

The grade 12 learners’ results have been tracked by the Human Resource section of the Department of Education from 2006 up to 2010. Between 2006 and 2007, the learners wrote examinations based on the Nated 550 syllabi, which was an old system of education that was teacher centred. It used a rigid syllabus which was non-negotiable. The syllabus the educators used was content based and broken down into subjects. It was exam driven. The subject levels were distinguished between Higher Grade (HG) and Standard Grade (SG).

Based on the marks obtained, learners were assessed according to symbols as illustrated below:

Table 3.1: Symbols

Symbols	Percentages
A	80-100%
B	70 - 80%
C	60 - 69%
D	50- 59%
E	40 - 49%
F	30 - 39%
FF	30 - 32%

G	25 - 29%
GG	20 -24%
H	0-19%
X = Learners who did not write.	

Table 3.1 above indicates that learners who have obtained symbols F and G have performed below the standard and those who obtained symbols D and E have performed according to standard and those who obtained symbols C have performed well and B and A have performed exceptionally well.

The following seven-point scale has been in use since 2008. Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R-12*. The various achievement levels and their corresponding percentage bands are shown in Table 3. 2 below.

These descriptions are intended to assist teachers in grading learners at the correct level. Educators must record learners' results in marks and report them as percentages.

The percentage obtained will determine which rating level on the scale of achievement will be allocated to the learner.

Table 3.2: Levels of competence

Level	percentage	Results
1	0-29	Not achieved
2	30-39	Elementary achievement
3	40-49	Moderate achievement
4	50-59	Adequate achievement
5	60-69	Substantial achievement
6	70-79	Meritorious achievement
7	89-100	Outstanding

Table 3.2 implies that learners whose performance is below level 3 have performed very badly and those who have obtained scores between levels 3 and 5 have performed according to standard. Those who have achieved scores between levels 6 and 7 had done exceptionally well.

The following section of our discussion provides statistical information for the isiZulu home language results from 2006 to 2010 per school.

Seeing that before 2008 the terms higher grade and standard grade were used when assessing learner performance, it is imperative that these terms are explained here. The term higher grade (HG) refers to a subject level of high quality testing the learners' insight. Standard grade (SG) is the subject level that is below higher grade and has average questions testing memory. From 2008 to date, all learners are assessed on three language levels. The language as a subject distinguishes between home language, first additional language and second additional Language. It approaches each level of language in slightly different ways:

- The home language assessment standards assume that learners are able to read, understand and speak the language taken at home language level.
- The first additional language assumes that learners do not necessarily have any knowledge of the language taken at first additional level when they arrive at school.
- The second additional language is intended for learners who need or wish to learn three languages. The second additional language may be an official language or foreign language.

In 2008, the grade 12 learners wrote the National Curriculum Statement (NCS) examination for the first time in the history of the Republic of South Africa by the Matriculation Board. The introduction of the National Curriculum Statement emerged as the adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;

- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by the law; and
- build a united and democratic South Africa which is able to take its rightful place as a sovereign state in the family of nations.

This system of education was introduced in order to bridge a gap between the post-apartheid systems of education of the past and the present one. The NCS is the curriculum that underpins the various programmes followed in each grade from grades R-12.

The National Senior Certificate examination commenced in 2008 in the Further Education and Training band and since then every effort has been made to ensure that the examination which is allied to a curriculum that embodies high knowledge and high skills does justice to these fundamental principles (Report on the National Senior Certificate examination results 2010:9). In the following section of our discussion, we will look at the results of the schools in Kathorus.

3.3.1 Thokoza schools

The results of the two schools that were identified in Thokoza, namely Buhlebuzile and Thoko-Thaba will be shown below.

3.3.1.1 Buhlebuzile Secondary School

In the following table, the 2006 grade 12 isiZulu results are shown.

Table 3.3: 2006 grade 12 isiZulu results at Buhlebusile Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2006	118	A	12	10%
		B	28	24%
		C	51	43%
		D	10	8%
		E	12	10%
		F	5	5%
		FF	0	0%
		G	0	0%
TOTAL			118	100

These results indicate that 118 learners wrote isiZulu higher grade at Buhlebusile Secondary School. Only 12 learners obtained the symbol A; 28 passed with a B; 51 obtained a C symbol; 10 passed with a D symbol; 12 learners received an E symbol and 5 received an F symbol.

In the following table, the grade 12 isiZulu results of 2007 are shown.

Table 3.4: 2007 grade 12 isiZulu results at Buhlebusile Secondary School

Year	Number of learners	Symbol	Number of learners per symbol	Percentages
2007	229	A	18	8%
		B	32	14%
		C	60	26%
		D	65	28%
		E	48	21%
		F	5	3%
		FF	1	0%
		G	0	0%
TOTAL			229	100

These results indicate that 229 learners wrote isiZulu higher grade at Buhlebusile Secondary School in 2007. Only 18 learners obtained symbol A, 32 learners obtained symbol B, 60 passed with a C symbol, 65 passed with a D symbol, 48 learners obtained symbol E and 5 learners obtained symbol F and below.

In the following table, the grade 12 isiZulu results of 2008 are shown.

Table 3.5: 2008 grade 12 isiZulu results at Buhlebusile Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2008	208	7	3	1%
		6	25	12%
		5	73	37%
		4	59	28%
		3	44	21%
		2	3	1%
		1	1	0%
TOTAL			208	100

These results indicate that in 2008, 208 learners wrote isiZulu home language at Buhlebusile Secondary School. Only 3 learners obtained level 7; 25 learners obtained a level 6; 73 learners obtained a level 5; 59 learners a level 4; 44 learners a level 3; and 3 learners obtained a level 2 and below. These levels were captured in the table above.

In the following table, the 2009 grade 12 isiZulu results are shown.

Table 3.6: 2009 grade 12 isiZulu results at Buhlebusile Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2009	110	7	3	3%
		6	4	3%
		5	36	33%
		4	32	29%
		3	30	27%
		2	5	5%
		1	0	0%
TOTAL			110	100%

These results indicate that 110 learners wrote isiZulu home language at Buhlebusile Secondary School. Only 3 learners obtained level 7; 4 learners obtained a level 6; 36 learners a level 5; 32 learners a level 4; 30 learners a level 3; 5 learners obtained a level 2 and no learners obtained a level 1.

In the following table, the 2010 grade 12 isiZulu results are shown.

Table 3.7: 2010 grade 12 isiZulu results at Buhlebusile Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2010	103	7	0	0%
		6	10	9%
		5	25	24%
		4	48	47%
		3	12	12%
		2	8	8%
		1	0	0%
TOTAL			103	100%

These results indicate that 103 learners wrote isiZulu home language at Buhlebuzile Secondary School. No learners obtained level 7; 10 learners obtained a level 6; 25 learners obtained a level 5; 48 learners level 4; 12 learners level 3; 8 learners level 2 and no learners obtained level 1.

In the next section of our discussion we will look at the grade 12 isiZulu results of the second school in Thokoza.

3.3.1.2 Thoko-Thaba Secondary School

In the following table, the grade 12 isiZulu results of 2006 are shown.

Table 3.8: 2006 grade 12 isiZulu results at Thoko-Thaba Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2006	287	A	14	5%
		B	9	3%
		C	57	20%
		D	102	36%
		E	88	31%
		F	14	5%
		G	3	0%
TOTAL			287	100%

These results indicate that 287 learners wrote isiZulu higher grade at Thoko-Thaba Secondary School in 2006. Only 14 learners obtained symbol A; 9 learners obtained symbol B; 57 learners passed with symbol C; 102 learners obtained symbol D; 88 learners obtained symbol E; 14 learners a symbol F and 3 learners obtained a symbol G.

In the following table, the grade 12 isiZulu results of 2007 are shown.

Table 3.9: 2007 grade 12 isiZulu results at Thoko-Thaba Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2007	270	A	15	6%
		B	11	4%
		C	60	22%
		D	98	36%
		E	75	28%
		F	11	4%
		G	0	0%
TOTAL			270	100%

These results indicate that 270 learners wrote isiZulu higher grade at Thoko-Thaba Secondary School. Only 15 learners obtained symbol A; 11 learners symbol B; 60 learners symbol C; 98 learners symbol D; 75 learners obtained symbol E, 11 learners obtained symbol F and no learners obtained symbol G.

In the following table, the grade 12 isiZulu results of 2008 are shown.

Table 3.10: 2008 grade 12 isiZulu results at Thoko-Thaba Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2008	287	7	14	5%
		6	9	3%
		5	57	20%
		4	102	36%
		3	88	31%
		2	14	5%
		1	3	0%
TOTAL			287	100%

These results indicate that 287 learners wrote isiZulu home language at Thoko-Thaba Secondary School. Only 14 learners obtained level 7, 9 learners level 6, 57 learners level 5, 102 learners level 4, 88 learners level 3, 14 learners level 2 and 3 learners obtained level 1.

In the following table, the grade 12 isiZulu results of 2009 are shown.

Table 3.11: 2009 grade 12 isiZulu results at Thoko-Thaba Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2009	259	7	9	3%
		6	11	4%
		5	54	21%
		4	88	34%
		3	90	35%
		2	7	3%
		1	0	0%
TOTAL			259	100%

These results indicate that 259 learners wrote the isiZulu home language examination at Thoko-Thaba Secondary School. Only 9 learners obtained level 7; 11 learners level 6; 54 learners level 5; 88 learners level 4; 90 learners level 3; 7 learners level 2 and no learners obtained level 1.

In the following table, the 2010 grade 12 isiZulu results are shown.

Table 3.12: 2010 grade 12 isiZulu results at Thoko-Thaba Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2010	118	7	12	10%
		6	28	24%
		5	51	43%
		4	10	8%
		3	12	10%
		2	5	5%
		1	0	0%
TOTAL			118	100%

These results indicate that 118 learners wrote isiZulu Home language at Thoko-
Thaba Secondary School. Only 12 learners obtained level 7; 28 obtained level 6, 51
learners obtained level 5; 10 learners obtained level 4; 12 learners obtained level 3;
5 learners obtained level 2; and no learners obtained level 1.

3.3.2 Katlehong schools

One school was identified in Katlehong, namely Phumlani Secondary School. The
statistical information of the results obtained by learners in this school will be
examined and analysed.

3.3.2.1 Phumlani Secondary School

In the following section of our discussion the grade 12 isiZulu results from Phumlani
Secondary School will be examined and analysed.

In the following table, the grade 12 isiZulu results from 2006 are shown:

Table 3.13: 2006 grade 12 isiZulu results at Phumlani Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2006	109	A	18	8%
		B	22	14%
		C	30	26%
		D	25	28%
		E	08	21%
		F	05	3%
		FF	01	0%
		G	0	0%
TOTAL			109	100

These results indicate that 109 learners wrote the isiZulu higher grade examination
at Phumlani Secondary School. Only 18 learners obtained the symbol A with 22
learners obtaining a B symbol. 30 learners passed with a C symbol while the D

symbol was obtained by 25 learners. 8 learners obtained the symbol E, 5 learners obtained the symbol F and 1 learner obtained the symbol FF.

In the following table, the 2007 grade 12 isiZulu results of are shown.

Table 3.14: 2007 grade 12 isiZulu results at Phumlani Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2007	88	A	12	11%
		B	25	12%
		C	14	26%
		D	19	26%
		E	14	21%
		F	3	4%
		FF	1	0%
		G	0	0%
TOTAL			88	100%

These results indicate that 88 learners wrote the isiZulu higher grade examination at Phumlani Secondary School. Only 12 learners obtained the symbol A and 25 learners obtained the symbol B. Only 14 learners obtained the symbol C, 19 learners obtained a D symbol and 14 learners obtained an E symbol. 3 learners obtained the F symbol with only 1 learner obtaining an FF symbol.

In the following table, the grade 12 isiZulu results for 2008 are shown.

Table 3.15: 2008 grade 12 isiZulu results at Phumlani Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2008	96	7	18	20%
		6	30	31%
		5	15	17%
		4	23	26%
		3	10	12%
		2	0	0%
		1	0	0%
TOTAL			96	100%

These results indicate that 96 learners wrote the isiZulu home language final examinations at Phumlani Secondary School. Only 18 learners and 30 learners obtained level 7 and level 6 respectively; while 15 learners obtained a level 5 rating. 23 learners obtained level 4 and 10 learners a level 3 while no learners were rated at level 2 and below.

In the following table, the grade 12 isiZulu results from 2009 are shown.

Table 3.16: 2009 grade 12 isiZulu results at Phumlani Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2009	77	7	7	9%
		6	15	19%
		5	19	25%
		4	16	21%
		3	20	26%
		2	0	0%
		1	0	0%
TOTAL			77	100%

These results indicate that 77 learners wrote the isiZulu home language paper at Phumlani Secondary School in 2009. While only 7 learners obtained a level 7, 15

learners were rated at a level 6, 19 learners at a level 5 rating and 16 learners obtained a level 4 score. Whereas 20 learners level 3, no learners obtained levels 2 and 1.

In the following table, the grade 12 isiZulu results of 2010 are shown.

Table 3.17: 2010 grade 12 isiZulu results at Phumlani Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2010	74	7	10	14%
		6	21	28%
		5	15	20%
		4	18	24%
		3	10	14%
		2	0	0%
		1	0	0%
TOTAL			74	100%

These results indicate that 74 learners wrote the isiZulu home language examination. Only 10 learners obtained level 7, with 21 learners obtaining a level 6 rating and 15 learners level 5. While 18 learners achieved a level 4 rating, 10 learners were rated at a level 3 and no learners obtained levels 1 and 2.

3.3.3 Vosloorus schools

Two secondary schools were identified in Vosloorus, namely Lethulwazi and Thuto-Lesedi. The statistical information of the results obtained by learners in these schools will be examined and analysed.

3.3.3.1 Lethulwazi Secondary School

In the following section of our discussion, the isiZulu results of Lethulwazi Secondary School will be examined and analysed.

In the following table, the grade 12 isiZulu results of 2006 are shown:

Table 3.18: 2006 grade 12 isiZulu results Lethulwazi Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2006	100	A	10	10%
		B	12	12%
		C	39	39%
		D	24	24%
		E	15	15%
		F	0	0%
		G	0	0%
TOTAL			100	100%

These results indicate that 100 learners wrote isiZulu higher grade at Lethulwazi Secondary School. While only 10 learners obtained symbol A, 12 learners achieved a B symbol and 39 learners obtained the symbol C. 24 learners obtained the symbol D, 15 learners the symbol E and no learners obtained symbols F and G.

In the following table, the grade 12 isiZulu results of 2007 are shown.

Table 3.19: 2007 grade 12 isiZulu results at Lethulwazi Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2007	84	A	19	28%
		B	16	15%
		C	15	24%
		D	20	19%
		E	13	13%
		F	1	1%
		G	0	0%
TOTAL			84	100%

These results indicate that 84 learners wrote isiZulu higher grade at Lethulwazi Secondary School. Only 19 learners obtained the symbol A and 16 learners obtained the symbol B. The symbols C, D and E were obtained by 15, 20, and 13 learners respectively. 1 learner obtained symbol F and no learners obtained symbol G.

In the following table, the grade 12 isiZulu results of 2008 are shown below.

Table 3.20: 2008 grade 12 isiZulu results at Lethulwazi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2008	118	7	12	10%
		6	18	15%
		5	23	19%
		4	54	46%
		3	10	8%
		2	1	1%
		1	0	0%
TOTAL			118	100%

These results indicate that 118 learners wrote the isiZulu home language at Lethulwazi Secondary School. Only 12 learners obtained level 7 and 18 learners obtained level 6. 23 learners were rated at a level 5, 54 learners at a level 4 and 10 learners level 3. Only 1 learner obtained a level 2 rating and no learners obtained level 1.

In the following table, the 2009 grade 12 isiZulu results are shown.

Table 3.21: 2009 grade 12 isiZulu results at Lethulwazi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2009	132	7	28	21%
		6	12	9%
		5	45	34%
		4	32	24%
		3	15	12%
		2	0	0%
		1	0	0%
TOTAL			132	100%

These results indicate that 132 learners wrote isiZulu Home Language at Lethulwazi secondary school. Only 28 learners obtained level 7, 12 learners obtained level 6, 45 learners level 5, 32 learners level 4, 15 learners level 3, and no learners obtained levels 2 and 1.

In the following table, the grade 12 isiZulu results of 2010 are shown:

Table 3.22: 2010 grade 12 isiZulu results at Lethulwazi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2010	140	7	18	13%
		6	11	8%
		5	36	28%
		4	50	36%
		3	16	11%
		2	5	4%
		1	0	0%
TOTAL			140	100%

These results indicate that 140 learners wrote the isiZulu home language examination at Lethulwazi Secondary School. Only 18 learners obtained a level 7; 11 learners obtained a level 6; and 36 learners obtained a level 5. While 50 learners obtained a level 4, 16 learners obtained a level 3, 5 learners obtained a level 2 and no learners obtained level 1.

3.3.3.2 Thuto-Lesedi Secondary School

In the following section of our discussion, the isiZulu results of Thuto-Lesedi Secondary School will be examined and analysed.

In the following table, the grade 12 isiZulu results from 2006 are shown below.

Table 3.23: 2006 grade 12 isiZulu results at Thuto-Lesedi Secondary School

Year	Number of learners	Symbol	Number of learners per symbol	Percentages
2006	136	A	18	13%
		B	14	10%
		C	49	36%
		D	37	27%
		E	18	13%
		F	0	0%
		G	0	0%
TOTAL			136	100%

These results indicate that 136 learners wrote the isiZulu higher grade examination at Thuto-Lesedi Secondary School. Only 18 learners obtained an A while 14 learners obtained a B symbol. 49 learners obtained the symbol C and 37 learners a symbol D. Whereas 18 learners symbol E, no learners obtained the symbols F and G.

In the following table, the grade 12 isiZulu results of 2007 are shown:

Table 3.24: 2007 grade 12 isiZulu results at Thuto-Lesedi Secondary School

Year	Number of learners	Symbols	Number of learners per symbol	Percentages
2007	132	A	28	21%
		B	12	9%
		C	45	34%
		D	32	24%
		E	15	11%
		F	0	0%
		G	0	0%
TOTAL			132	100%

These results indicate that 132 learners wrote the isiZulu higher grade paper at Thuto-Lesedi Secondary School. Only 28 learners obtained the A symbol and 12 learners obtained symbol B. The symbols C, D and E were obtained by 45, 32, and 15 learners respectively. No learners obtained the symbols F and G.

In the following table, the 2008 grade 12 isiZulu results are shown:

Table 3.25: 2008 grade 12 isiZulu results at Thuto-Lesedi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2008	140	7	18	13%
		6	11	8%
		5	36	26%
		4	50	36%
		3	16	11%
		2	5	4%
		1	0	0%
TOTAL			140	100%

These results indicate that 140 learners wrote the isiZulu home language at Thuto-Lesedi Secondary School. Only 18 learners obtained a level 7 and 11 learners obtained a level 6. While 36 learners level 5, 50 learners obtained a level 4 and 16 learners obtained a level 3. 5 learners obtained level 2 and no learners obtained level 1.

In the following table, the 2009 grade 12 isiZulu results are shown below.

Table 3.26: 2009 grade 12 isiZulu results at Thuto-Lesedi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2009	136	7	18	13%
		6	14	10%
		5	49	36%
		4	37	27%
		3	18	13%
		2	0	0%
		1	0	0%
TOTAL			136	100%

These results indicate that 136 learners wrote the isiZulu home language examination at Thuto-Lesedi Secondary School. From the table, only 18 learners obtained level 7; 14 learners obtained level 6; 49 learners level 5; 37 learners level 4; 18 learners level 3 and no learners obtained levels 1 and 2.

In the following table, the grade 12 isiZulu results of 2010 are shown:

Table 3.27: 2010 grade 12 isiZulu results at Thuto-Lesedi Secondary School

Year	Number of learners	Levels	Number of learners per level	Percentages
2010	123	7	18	15%
		6	13	11%
		5	44	36%
		4	31	25%
		3	17	13%
		2	0	0%
		1	0	0%
TOTAL			123	100%

These results indicate that 123 learners wrote the isiZulu home language final examination at Thuto-Lesedi Secondary School. Only 18 learners obtained level 7; 13 learners obtained level 6; 44 learners level 5; 31 learners level 4; 17 learners level 3 and no learners obtained levels 1 and 2.

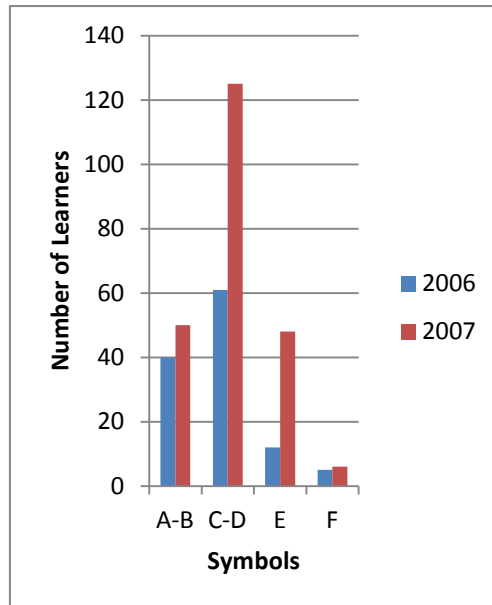
From the Tables 3.3 - 3.27 above indicates that learners who have obtained symbols F and G have performed below the standard and those who obtained symbols D and E have performed according to standard and those who obtained symbols C have performed well and B and A have performed exceptionally well.

The learners who have obtained below level 3 have performed very badly and those who have obtained scores between levels 3 and 5 have performed according to standard. Those who have achieved scores between levels 6 and 7 had done exceptionally well

The graphs below represent statistical information provided in tables above.

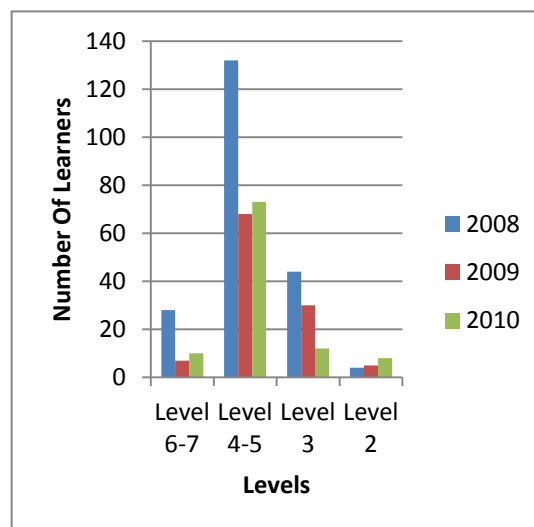
3.4 GRAPHS INDICATING SYMBOLS AND LEVELS

Figure 3.1: 2006/2007 Buhlebuzile grade 12 isiZulu results



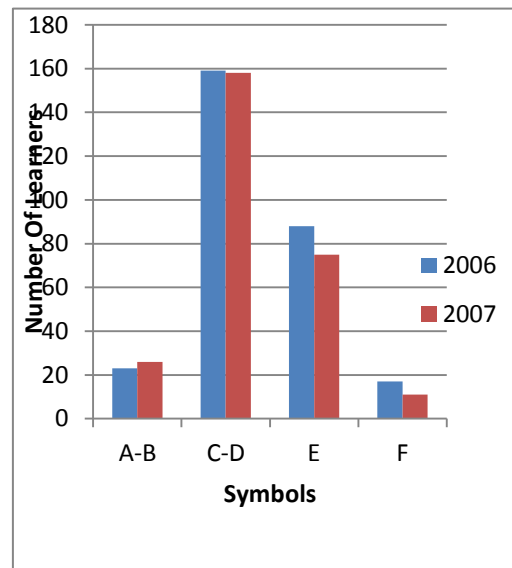
In 2006 and 2007, only 28% of learners obtained symbol ranges between A and B which is an excellent performance. About 53% of the learners obtained symbols ranges between C and D which stands for a good achievement. 16% of the learners obtained symbol E and 3% of the learners obtained symbol F.

Figure 3.2: 2008/2009/2010 Buhlebuzile grade 12 isiZulu results



In 2008, 2009 and 2010, only 9% of the learners obtained level ranges between 7 and 6 which indicate excellent performance. Whereas 66% of the learners obtained level ranges between 5 and 4 for good achievement, 20% of the learners obtained level 3 which is average performance and 5% of the learners obtained level 1 for poor performance.

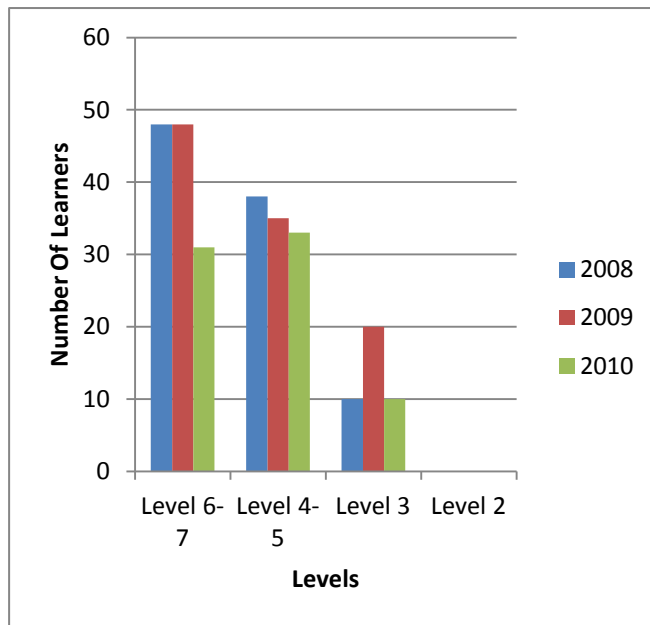
Figure 3.3: 2006/2007 Thoko-Thaba grade 12 isiZulu results



In 2006 and 2007, only 9% of learners obtained symbols ranges between A and B indicating excellent performance. About 57% of the learners obtained symbols ranges between C and D for good achievement, while 30% of the learners obtained symbol E which is an average performance and 4% of the learners obtained symbol F which is a poor performance.

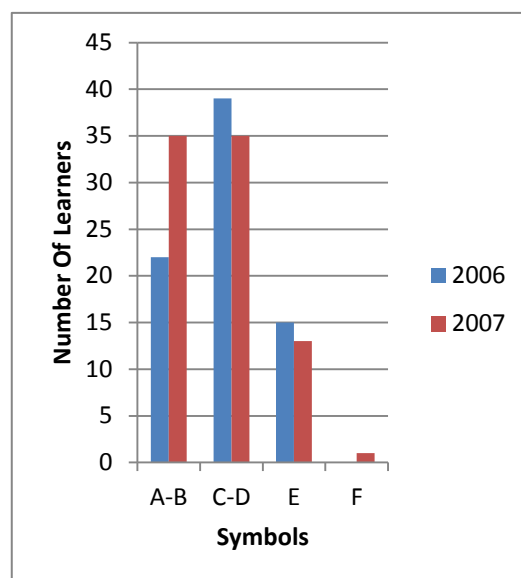
Figure 3.4:
Thoko-
results

2008/2009/2010
Thaba grade 12 isiZulu



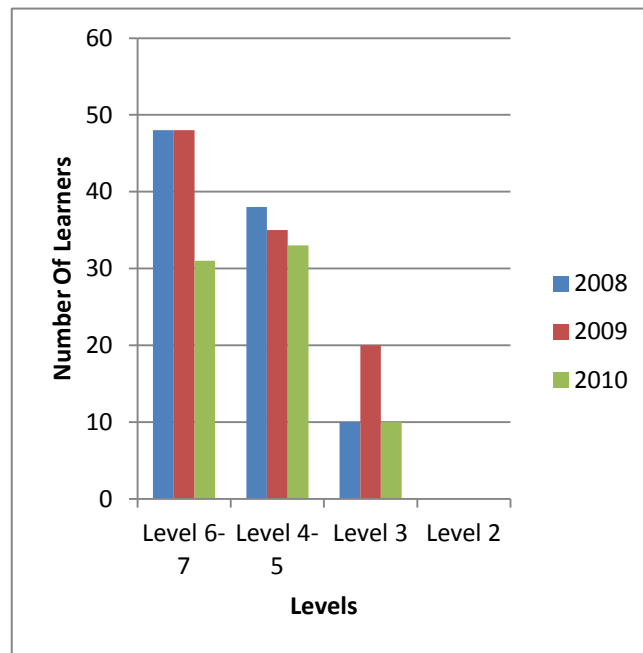
In 2008, 2009 and 2010, only 16% of the learners obtained level ranges between 7 and 6 which is an exemplary performance. About 54% of the learners obtained level ranges between 5 and 4 for their good achievement, while 25% of the learners obtained level 3 for an average performance. A poor performance (level 1) was obtained by 5% of the learners.

Figure 3.5: 2006/2007 Phumlani grade 12 isiZulu results



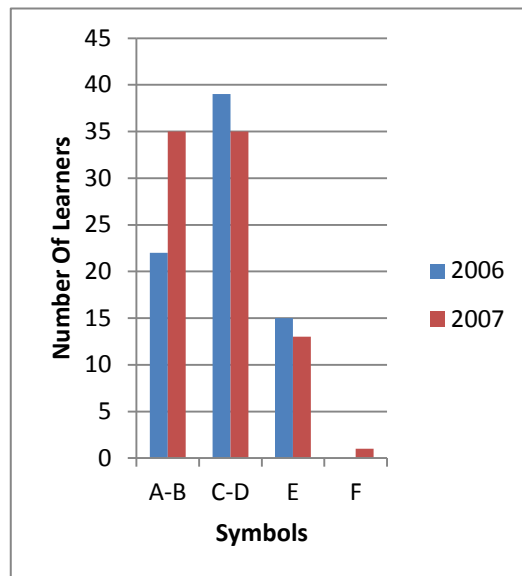
In 2006 and 2007, only 23% learners obtained symbol ranges between A and B which is an excellent performance. About 53% of the learners obtained symbols ranges between C and D which is a good achievement. 21% of the learners obtained the symbol E which is an average performance and 3% obtained the symbol F for poor performance.

Figure 3.6: 2008/2009/2010 Phumlani grade 12 isiZulu results



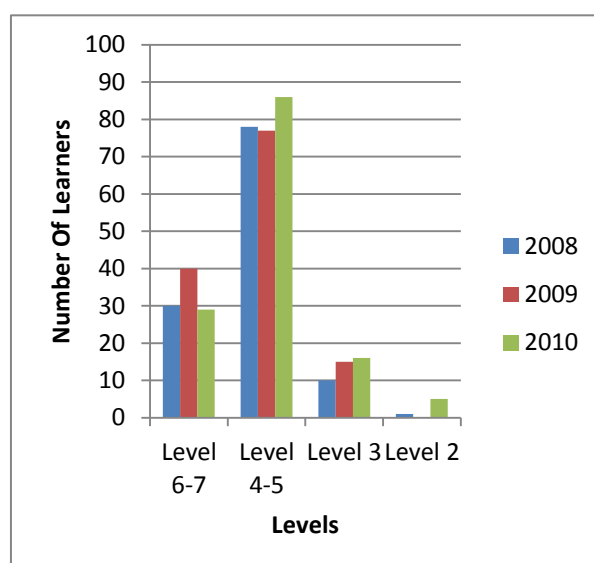
In 2008, 2009 and 2010, only 40% learners obtained level ranges between 7 and 6 meaning they achieved an excellent performance. About 46% of the learners obtained level ranges between 5 and 4 which is a good achievement, while 14% of the learners obtained level 3 for an average performance and no learner obtained level 2 and 1.

Figure 3.7: 2006/2007 Lethulwazi grade 12 isiZulu results



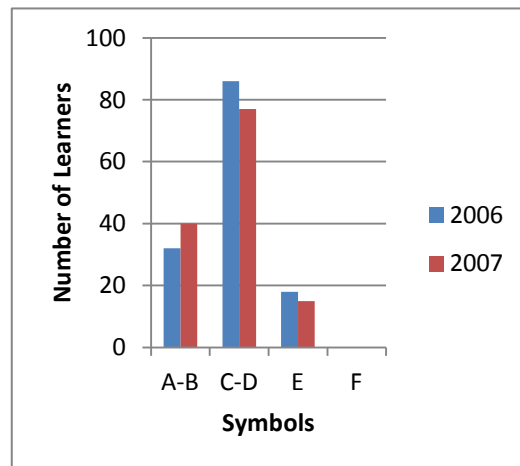
In 2006 and 2007, only 33% of the learners obtained symbol ranges between A and B for an excellent performance. About 53% of the learners obtained symbols ranges between C and D which is good achievement, while 14% of the learners obtained symbol E which is an average performance and no learners obtained symbols below E.

Figure 3.8: 2008/2009/2010 Lethulwazi grade 12 isiZulu results



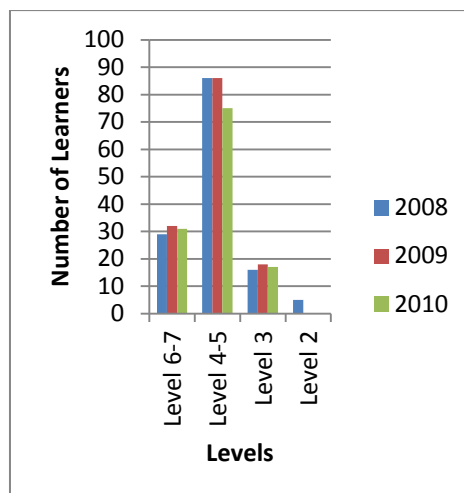
In 2008, 2009 and 2010, only 25% learners obtained level ranges between 7 and 6 for an excellent performance. About 62% of the learners obtained levels ranges between 5 and 4 which is good achievement with 10% of the learners obtaining level 3 for an average performance and 3% of the learners obtained level 2 for a poor performance.

Figure 3.9: 2006/2007 Thuto-Lesedi grade 12 isiZulu results



In 2006 and 2007, only 27% learners obtained symbol ranges between A and B which is indicative of an excellent performance. About 61% of the learners obtained symbols ranges between C and D which is good achievement with 12% of the learners obtaining the symbol E for an average performance and no learners obtained symbols below E.

Figure 3.10: 2008/2009/2010 Thuto-Lesedi grade 12 isiZulu results



In 2008, 2009 and 2010, only 23% learners obtained level ranges between 7 and 6 for an excellent performance. About 62% of the learners obtained level ranges between 5 and 4 which is indicative of a good achievement, while only 12% of the learners obtained level 3 for an average performance and 3% of the learners obtained level 2 which shows a poor performance.

3.5. CONCLUSION

The education of blacks in this country went through several stages, from the previously disintegrated and racially-oriented system of the previous dispensation where different racial groups wrote different examinations, to the present where one school exit examination is written by all racial groups. Presently, through the National Education Policy Act, national and provincial governments share the responsibility for all education.

Umalusi, which was the South African Certification council before, is the statutory body charged with the responsibility of quality assuring all assessment activities for grade 12. Umalusi's role is to moderate the question papers, moderate the marking of scripts, and standardise the marks of learners in accordance with agreed statistical and educational principles.

grade 12 examinations in this country are a major milestone in the development of learners. The results obtained in this examination will determine whether a learner will continue through to institutions of higher learning or will join the masses of those who are looking for work or those who roam the streets without any purpose for life. From the results illustrated in the tables and the graphs above, it is evident that most learners obtained results that are average or are below average. Although the picture differs from school to school, on average there are a lot more learners who performed well in the grade 12 exams in isiZulu in the period specified in the study. It should be borne in mind that in this subject learners should score much higher than what is shown in these results. IsiZulu is the learners' home language and is a language learners know from when they first learned to talk. In the next chapter of

the study, factors that contribute to poor performance in grade 12 isiZulu will be identified, described and analysed.

CHAPTER 4: LANGUAGE VARIETIES AND ATTITUDES WHICH HAVE A BEARING ON LEARNER PERFORMANCE IN ISIZULU IN THE EKURHULENI SOUTH DISTRICT

4.1 INTRODUCTION

This chapter will focus on the linguistic varieties, existent in the Ekurhuleni South District, which have an influence on other languages spoken in the area, with a view of seeing their effect on the speech of isiZulu learners and their school work. It will also be determined what influence the attitudes of the learners, the parents and the educators towards teaching and learning isiZulu have on learner performance.

4.2 LANGUAGE VARIETIES

Although the term “language varieties” covers both “language” and “dialect”, in this study it will be used to refer both standard and non-standard varieties that are spoken in the Ekurhuleni South District.

Austin and Sallbank (2011:143) in citing Gordon (2005) contend that languages are not always easily treated as discrete isolatable units with clearly defined boundaries between them. Rather, languages are more often continua of features that extend across both geographic and social space. In addition, there is growing attention being given to the roles or functions that language varieties play within the linguistic ecology of a region or a speech community. This argument that language is not always treated as discrete isolatable units fully describes the South African scenario.

Although there were attempts by the previous dispensation to group people in the townships according to the languages they speak, this, in most instances, did not succeed because Nguni-speaking persons were still found in areas designated for Sotho-speaking persons. This tendency of grouping people according to the languages they speak was dropped after 1994 and people lived wherever they preferred. In urban areas, this situation resulted in communities where more than one local language is spoken.

Children who grow up in such environments tend to adopt words that are used in the linguistic varieties that are spoken in their neighbourhoods. Language varieties are found when minor adaptations in terms of vocabulary, structure and/or pronunciation in speech are made (Department of Education 2003:77). Dirven (1994:204) associates language varieties with language change. She asserts that language change is very strongly interwoven with language variation. These varieties have their own ways of pronouncing words, their own special vocabulary and even their own grammatical rules.

Language variation means that a given language is not one uniform and homogeneous system, but that it contains many, slightly or strongly diverging subsystems or varieties, with variety meaning the total number of grammatical, lexical and phonological characteristics of the common core language as used by a certain subgroup of speakers (Dirven 1998). Varieties are differing from the standard variety that is used in schools and media. Dirven (1998) asserts that a standard variety of a given language tends to be the upper class sociolect of a given central area or regiolect.

Langer and Davies (2005:7) associate standard language with a prestige variety for particular domains, for example in national communication. In linguistic, prescription denotes normative practices on such aspects of language use as spelling, grammar, pronunciation and syntax. It includes judgements on what usages are socially proper and politically correct. Its aims may be to establish a standard language, to teach what is perceived to be correct forms of language within a particular society, or to advise on effective communication ([//en.Wikipedia.org](http://en.Wikipedia.org) / Linguistic-prescription).

From these connotations of a standard language, it could be alleged that standard isiZulu is the variety of isiZulu that is held by many “to be correct” in the sense that it shows none of the regional or other variations that are considered by some to be ungrammatical or non-standard isiZulu.

Van Wyk (1990:4) regards a non-standard variety as normally used only for lower functions such as interaction within peer groups and family groups, on the street and on playground at home, and at work. According to Pride and Holmes (1979:103) non-standard language cannot perform functions that a standard one can perform in a society. It can only be used in that particular local tribe or village.

The non-standard variety that will be discussed in this study is Tsotsitaal which has a profound influence on the speech of the learners.

4.2.1 The influence of the other languages on the speech of isiZulu learners

Although isiZulu is one of the major languages spoken in South Africa, as indicated in Chapter 1, its speakers are often influenced by the speech of those who stay in their neighbourhoods. The same also applies to isiZulu learners. African languages that are spoken in the Ekurhuleni South District such as IsiXhosa and Sesotho have a great influence on spoken isiZulu. It is therefore factual that isiZulu learners in the area will accumulate plenty of IsiXhosa and Sesotho words from learners who speak these languages and use these words in their speech. This will also filter into the learners' writing. Varieties that have an influence on the speech of the learners will be discussed in the following section.

4.2.1.1 IsiXhosa influence on the isiZulu learners' language

Languages, like cultures, are fluid entities which easily assimilate words and other forms from other languages that are spoken by people in surrounding areas. The simplest kind of influence that one language may impose on another is the borrowing of words. The following words are examples of isiXhosa words used by most speakers of isiZulu that learners include in their speech as well as in their writing.

Table 4.1: Isixhosa influence on isiZulu

isiXhosa	isiZulu	Literal translation
Woza nyana sihambe.	Woza ndodana sihambe.	Come my son , let's go.
Ngibone izinyoni ezimbini	Ngibone izinyoni ezimbili	I saw two birds
Ucinga ukuthi uhlakaniphile ukwedlula bonke abantu?	Ucabanga ukuthi uhlakaniphe ukwedlula bonke abantu?	Do you think you are the cleverest of them all?
Uzomamela umculo wekwayito	Uzolalela umculo wekwayito'	He/she will listen to kwaito music
Molweni ekhaya!	Sanibonani ekhaya!	I greet you all at home!

The above table shows isiXhosa words which are often regarded as isiZulu words by most of the isiZulu speakers:

- The isiXhosa word **(u) nyana** “son” is often used as an equivalent of **(i)ndodana** by the isiZulu learners.
- The isiXhosa numeral **ezimbini** “two” is occasionally used as an equivalent of the word **ezimbili** by isiZulu learners. IsiZulu learners replace the alveolar lateral **l** with the alveolar nasal **ln**.
- The isiXhosa word for greeting **molweni** “greetings” is occasionally used instead of the isiZulu expression for **sanibonani** by isiZulu learners.
- The isiXhosa word **mamela** “listen” is often used as an equivalent of **lalela** by isiZulu learners. Here isiZulu learners replace the alveolar lateral **l** with bilabial nasal **ml**.

Such variations are often regarded by the learners as correct forms of speech. This becomes a problem when it appears in their school work.

4.2.1.2 Siswati influence on the isiZulu learners' language

Although Siswati is spoken by a minority of people in Ekurhuleni, it has shown to have some influence on the speech of isiZulu-speaking learners. This is most evident when it comes to the distinction of the different click sounds. A clear

distinction is not made between the alveolar dental click **c** and the palatal **q**. The result is an indiscriminate pronunciation of these sounds. The following words are examples of isiZulu where the click sounds are indiscriminately pronounced because of Siswati influence:

Table 4.2: Siswati influence on isiZulu

Siswati	isiZulu	Literal translation
Icanda sibhaka ngalo.	Iqanda sibhaka ngalo.	We are baking with an egg .
Ingcondo yakhe ayisebenzi kahle.	Inggondo yakhe ayisebenzi kahle.	His/her mind is not alright.
Iqulo lakhe limnandi	Iculo lakhe limnandi	His/her song is interesting.

The above table shows how learners, due to the Siswati influence, confuse the dental click /c/ with the alveolar palatal click /q/ in their speech. In Siswati, both sounds are represented by the dental /c/. In isiZulu, a clear distinction is made between the following click:

- /c/ a radical dental click consonant, /ch/ is an aspirated dental click consonant, /nc/ is a nasalised dental click and /gc/ is a voiced dental click consonant.
- /x/ is a lateral click, /xh/ is an aspirated lateral click consonant, /nx/ is a nasalised lateral click consonant, /gx/ is a voiced lateral click consonant.
- /q/ is a palato-alveolar click; /qh/ is an aspirated palato-alveolar click consonant, /nq/ is a nasalised palato-alveolar click consonant and /gq/ is a voiced palato-alveolar click consonant.

The use of click sounds indiscriminately by the learner is a problem because this implies change in meaning, e.g **iculo** means ‘a song’, and **iqulo** means ‘a multitude’.

4.2.1.3 Sesotho influence on the isiZulu learners' language

Words of Sesotho origin are also often used in isiZulu speech without much thought. This often happens where the Basotho are in the majority. In the earliest days of the apartheid regime, African township residents were given houses according to the languages they spoke. If one was a Mosotho, that person would be given a house in a section specifically occupied by the Basotho. The same applied to all Nguni people. Venda and Tsonga people were grouped together. Later when these laws were relaxed, people found themselves staying next to others who did not speak their language.

This resulted in isiZulu-speaking children growing up in Sesotho-speaking neighbourhoods. Although IsiZulu would be spoken at the home, the tendency would be that such children acquired a lot of Sesotho vocabulary at the expense of isiZulu. Sesotho words would then be the ones which come to mind instantly when speaking. This tendency is also seen in the learners' writing where Sesotho words have been used instead of IsiZulu words. The following words are examples of Sesotho words which are often used in the place of isiZulu words.

Table 4.3: Sesotho influence on isiZulu

Sesotho	isiZulu	Literal translation
Amanyawo ami abuhlungu.	Izinyawo zami zibuhlungu.	My feet are painful.
Sizopheka umhodu namhlanje.	Sizopheka usu namhlanje	Today, we are going to cook a ripe meat .
Isiphiri sami lesi.	Imfihlo yami lena.	This is my secret .
Sizodla igabhu	Sizodla ikhabe .	We are going to eat watermelon .
Wangithengela amawutwana esitolo.	Wangithengela amanqina enkukhu esitolo.	He/she bought me chicken feet from the shop.
Angikhoni ukupheka ukudla.	Angikwazi ukupheka ukudla.	I do not know how to cook food
Akumnandi ukuswaba ngomzuzu wokugcina.	Akumnandi ukuphoxeka ngomzuzu wokugcina.	It is not good to be disappointed on last

		minute
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The above table shows Sesotho words which are often regarded as isiZulu words by many isiZulu speakers. The word **amanyawo** follows the Sesotho word structure. Its singular form is always used as **inyawo**, which is also often heard in the speech of learners. According to Meinhof’s classification, the nominal stem **-nyawo** can only combine with the prefixes of class 10 and 11, that is, **u-** and **izin-** respectively. IsiZulu words that should be used in this instance are **izinyawo** “feet”, a class 10 noun, and **unyawo** “foot”, a class 11 noun.

Umhodu “tripe” is another lexical item which is often used by the isiZulu learners to refer to the concept **usu** in isiZulu. The word **umhodu** is derived from the Sesotho word **mogodu**. Here we find, as with the next two examples, **igabhu** “watermelon” and **amawutwana** “chicken feet”, learners use the terms that are commonly used by society. Most often the traders of these products, who might be Basotho-speaking people, use the terms used in the language to refer to these commodities. The parents of the learners will use the same terms and their children will do so. With the parents not correcting the anomaly, their children will take this as acceptable in their isiZulu speech.

It is quite interesting to see how isiZulu works with the transference of the words **mogodu** and **lehapu** into its lexicon. The Sesotho voiced glottal **g** which does not exist in isiZulu, is replaced with a voiceless **h**.

Isiphiri is another word which is used by isiZulu learners to refer to the concept **imfihlo** “secret”. **Isiphiri** is derived from the Sesotho word **sephiri**. It should be noticed here that the Sesotho word has been borrowed in its entirety. As a borrowed term, it has been adapted to the morphological structure of isiZulu.

Angikhoni is often used to convey the sense **angikwazi** “I cannot” in isiZulu. This word is derived from Sesotho word **ha ke kgone**. In this instance, it can be seen that the isiZulu word has been replaced by a Sesotho one.

Ukuswaba is also used very often by isiZulu learners to mean **ukuphoxeka** “to be embarrassed; to be disappointed”. This word is derived from the Sesotho word **hoswaba**. The use of the Sesotho word in speech is very common among isiZulu speakers.

It is evident that the languages that are spoken in the areas where learners stay have a profound influence on their speech as seen in the discussion above. A lot of words from neighbouring African languages have found their way into the isiZulu vocabulary.

4.2.1.4 Tsotsitaal

According to Meyerhoff (2006:127), Tsotsitaal is an interesting example of a variety that draws and mixes several others. This code derives its name from a combination of the two words that describe it, namely *tsotsi* “gangster” and *taal* “language” and is used to refer to street varieties associated primarily with young, urban black males. Ntshangase (1995:291) discusses Iscamtho, the Soweto variety which has similar functional parallels with Tsotsitaal. He maintains that the term Iscamtho, is derived from the Zulu word **ukuqamunda** which means to “talk volubly”.

According to Ntshangase (1995), both Iscamtho and Tsotsitaal developed as argots or criminal languages. Tsotsitaal developed among criminal gangs of the Western Areas, composed mainly of urban male youth. It was earlier known by the popular term Flaaitaal. Presently, Tsotsitaal is no longer the language of criminals reflecting the life of the underworld but that of young and urban-wise youth. Tsotsitaal was associated with the urban areas mainly because it is an urban invention used mostly by those who align themselves with the urban centres. The associations of Tsotsitaal are nevertheless wider than this division since they are tied up with age, gender, network and in-group practices. In other words, young men who see themselves as belonging to the same social group mainly use Tsotsitaal. Tsotsitaal is not usually used in a conversation with adults because it is considered rude (Dlamini 2005:92)

Glaser (2000:50) contends that the term *tsotsi* entered township vocabulary around 1943 and 1944. The word referred to a style of narrow-bottomed trousers that

became popular among urban African youth in the early 1940s. These narrow-bottomed pants were called “zoot-suits” in American gangland slang. Glaser concludes that it is possible that the word *tsotsi* comes directly from the word “zoot-suit”, with a pronunciation shift.

Tsotsitaal also has its own varieties, and its grammatical construction varies between groups. For first-language speakers of isiZulu, the Zulu grammatical structure and vocabulary is used, and for first-language speakers of Setswana, the Tswana vocabulary and its grammatical structure dominates their Tsotsitaal (Dlamini 2000:93).

In the following section of our discussion, we will examine examples of Tsotsitaal discourse which is used by the youth in general and by learners at secondary schools in particular:

- ***Hola majensi. Ziwa kuphi namhlanje? Phela namhlanje inyanga iphelile. Lesi sigele sethu sinethesho elibhaya. Labo meyidi abaverstan ukuthi nathi sidinga ukuphunyuzwa. Ithesho elingaka? Yivari leyo. Awuverstaan wena phela bazama ukuthi sifane nezimpunyela zasetawuni.***

“Hallo gentlemen! Where is the gig occurring today? Today is month end. Our school has lot of work. Do our female educators not realise that the work they are giving to us is too much? Why? You don’t understand they are preparing our future to be similar like the life of the rich people in towns.”

- ***Njalo nje umao-ledi uhlala erasa. Nethayima nalo seliqale ukuthi lidle phansi uma lithole ismeke. Mhlawumbe urasiswa amaproblems ntwana. Ismoko lesi nezintwana nazo zifuna ichweba lokuya esigele.***

“Every time, my mother is always shouting on month ends. If my father suspects that there is something wrong in the house, he used to run away from it. May be your mother is shouting because there are some problems in the house. The problems are further extended by children when they are always asking for money to go to school”

- ***Sheba leli shibhi akilirati. Inyuku yami iyashoda. Ngishibiza izinto ezidurile hhayi umkokotelo. Angincanywa yilesi senzo sikamamuyangichaza sokushintha izitayela zakhe impela angincanywa ngempela.***

“You see I don’t like this tavern. My change is not enough. There is a shortage. I used to buy expensive liquor not fake liquor. In these days the shebeen lady has changed her styles. I am not impressed at all”

- ***Yibhari lena awubheke izibhathu zakhe ziyamshisa ungathi uzibhathulile. Umdubulo phela lona. Nabocherrie nabo bazoyilaga le ntwana. Nengcosi yakithi angeke incanywe yilo mbhedo.***

“This is a stupid guy. Look at his shoes they are too small for him. It seems as if they are not his size. They are stolen. These are fake shoes. Even the girls on street will laugh at him. Even my younger brother cannot be impressed with such shoes”

According to Calteaux (1994:161), women have their own type of Tsotsitaal, although they do not speak as much Tsotsitaal as the men. It is also only a certain type of girl who would use Tsotsitaal. Mostly, girls get used to it because they hear it from their boyfriends; they are usually regarded as very clever by their peers. Ordinary girls who do not use or understand Tsotsitaal think that those girls are very wise in things of Tsotsitaal.

Most of the girls use the word ***chomi*** to refer to their friends. The word ***igawulo*** is also used by girls meaning to refer to food. Girls also use the word ***ibhari*** to refer to someone they consider to be a fool. The word ***sharp*** is also used by girls often to indicate affirmation.

Tsotsitaal words are sometimes used by the speakers of isiZulu to such an extent that these words lose trace of their origin and are thus taken as authentic isiZulu words. Township youth who cannot tell the difference between authentic isiZulu words and words from Tsotsitaal easily use words from Tsotsitaal when talking to their parents and peers. They very often also use them in their writing at school.

Secondary school boys use Tsotsitaal in most of their communication with their peers at school and outside school. Most of the time they use the language to hide something from their female educators. Male educators and learners communicate in Tsotsitaal.

What compounds the situation more about not being able to differentiate Tsotsitaal words with authentic isiZulu words is that this variety is also being used by young male educators amongst themselves or with their learners. Regarding learners, this creates an impression that Tsotsitaal is an acceptable variety, whereas the presence of this sub-standard variety in the learners' writing, especially in the writing of their letters and compositions, leads to learners being given lower scores in the examination.

Tsotsitaal has a profound influence on the language used by learners, particularly boys.

4.2.1.5 Code switching/mixing

The term "code switching" refers here to "the alternate use of two or more languages within the same utterance or during the same conversation" (Hoffmann 1991:110) while Bokamba (1989) defines both concepts thus:

Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event ...)

The above definition is an indication that code switching is very common in most societies. According to these societies, code switching is stylish when switching to either English or Afrikaans. On the other hand, boys like mixing in Afrikaans to create a Tsotsitaal variety. There are many learners in this area who attend schools in towns. The learners from township schools liaise with them at all times as part of their family life or friendships. Boys or men are usually viewed as gay when they change their voices and gestures like girls when switching to English. Lehiste, (1988:22) defines code switching as "the alternate use of two languages by the same speaker during the same speech event".

According to Myers-Scotton (1988), code switching occurs when members of a society can speak more than one language, switching between two or more languages. Code switching is generally described as the process of “swapping” between languages. In many cases, code switching is motivated by the wish to express loyalty to more than one cultural group. Romero (1982:8) concedes that:

...when a speaker has access to two or more languages and in his conversation makes use of two languages, he is engaging in what is ordinary called bilingual code switching.

The following are examples of code switching and code mixing which learners often use in their daily speech:

Table 4.5: IsiZulu-English code switching/mixing

Code switching/Mixing	Translation
Ngithole i-SMS evela ekhaya.	I received an <i>SMS</i> from home.
Satholana ngefacebook naye.	We met by <i>facebook</i> .
Ngithanda icolour eblack .	I like a black colour.
You see ngikutshelile.	You see I told you.
Ungaworry wena uzo- pass-a .	<i>Don't worry</i> you will pass.
Leli bhasi liya etown .	This bus is going to town.
Lesi sikole sinice .	This school is good.
Hallo mngane!	<i>Hallo</i> my friend!
Bye , sizobonana kusasa.	<i>Bye</i> , we will meet tomorrow.
Lesi sikhwama sicute .	This bag is beautiful.
Ngicela icellphone yakho.	May I have your <i>cell phone</i> ?
Ifridge yami bayidilivile ekuseni namuhla.	My <i>fridge</i> was delivered today, early in the morning.
Hi , unjani?	<i>Greetings</i> to you. How are you?
Ingabe userious ngempela ngalezi zifundo zakho?	Are you <i>serious</i> about your lessons?

Although code switching and code mixing are not languages or varieties of languages in their own right, they pose a problem to learners' speech and writing.

Almost all the learners like to code switch during their speeches in class and outside class. They switch from isiZulu to English or to Tsotsitaal.

It is evident from the preceding discussion that the learners' speech is tainted by other languages that are spoken in their surroundings. This has a negative impact on their school work.

4.3 THE ATTITUDES TOWARDS THE LEARNING OF ISIZULU AND HOW THESE ATTITUDES INFLUENCE PERFORMANCE IN THE EKURHULENI SOUTH DISTRICT

The Longman Dictionary of Applied Linguistics (1992:199) defines language attitudes as "attitudes which speakers of different languages or language varieties have towards each others' languages or to their own language". Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes can be defined as strong positive or negative emotions experienced by people when they are faced with a choice between languages in a variety of situations or are learning a language (Smit 1996:147).

According to Garret (2010: 2) language attitudes permeate our daily lives. They are not always publicly articulated and we are not always conscious of them. We notice them when they are negative and articulated explicitly. People hold attitudes to language at all its levels. Nevertheless, words provide good exemplification of the scope and pervasiveness of language attitudes. We notice them when they are negative and articulated explicitly (Garret 2010:1).

Fasold (1984:47) adds that the language attitudes arise as a result of behavioural patterns determined by social contexts. The people involved can only communicate with each other if they are willing to accept one another and compromise their language.

Holmes (1992) expresses three levels of attitudes towards a social or ethnic group. The first level is that of attitudes towards a social or ethnic group. The second level is attitudes towards the language of that group and the third is attitude towards

individual speakers of that language. This is the formation of attitude developmental levels. People generally do not hold opinions about languages in a vacuum. They develop attitudes towards language which reflect their views about those who speak the language and the contents and functions with which they are associated.

People hold different attitudes towards languages and such attitudes go a long way in influencing them to behave in a certain manner towards the language itself and people who speak that particular language. There is a growing body of literature demonstrating this (Herbert 1992:240).

Holmes (1992:16) asserts that the underlying assumption is that in a society, social or ethnic groups have certain attitudes towards each other, relating to their differing positions. These attitudes affect perceptions towards cultural institutions or patterns characterising these groups such as language and carry over to and are reflected in attitudes towards individual members of the group. Holmes goes on to state that it has been suggested that intelligibility is also affected by attitudes, so people find it easier to understand languages and dialects spoken by people they like or admire. A closely related point, at least for a majority of group members, is that people are more highly motivated and consequently often more successful in acquiring a second language when they feel positive towards those who use it (Holmes 1992:345).

In South Africa, language attitudes are a very sensitive subject. This has resulted in extensive research being done on the subject by, among others, De Klerk (1996), Gamede (1996), Barkhuizen (2001) Lorenzo (2004), Dalvit (2004) Ngidi (2007). Mawasha (1996:23) argues that black people in South Africa prefer English as a language of learning and teaching even from the earliest years of primary schooling. They prefer English above their languages because it is associated with power and better prospects of employment.

English as a language of domination, status and privilege is mostly preferred by black South Africans over their own languages. This sentiment is also expressed by Adegbija (1994:4) who maintains that in most African countries indigenous languages are designated to function only at the lower levels or during the first few

years of primary education. As a result, African languages have been stigmatised in the educational domain as being incapable of functioning beyond this low level.

4.3.1 Analysis of data drawn from observation

In most cases, the learners would code switch into Tsotsitaal, English, Afrikaans and other African languages during interviews and other conversations.

4.3.1.1 Analysis of data drawn from interviews

Many learners do not speak isiZulu at home. Many learners, parents and educators have an attitude towards isiZulu as a home language. They said they preferred both English and IsiZulu because everything outside is related to English and it is regarded as a commercial language in the world. A negative result of this is that one forgets his own language and culture. It was mentioned that during isiZulu classes, a learner used IsiZulu and would sometimes switch to English or Afrikaans to emphasise a point during speeches and debates until they were called to order by the isiZulu educator. Most of the isiZulu educators are very strict; they do not use other languages during their periods.

4.3.1.2 Analysis of data drawn from questionnaires

Learners use more than one language at home, school and in the community. The parents mentioned that their children wanted to do isiZulu as a home language because it is one of the dominant languages in the area. The data shows that many languages are spoken under one roof. There are many languages spoken in the area.

Firstly, the information shows that parents do not assist their children in choosing subjects at school. Secondly, they do not assist their children to read isiZulu widely at home. The research shows that some parents do not encourage their children to visit local libraries and read isiZulu documents.

4.3.1.2.1 Learners' responses

Five schools were chosen as a sample in a total of 64 Ekurhuleni secondary schools. From these five schools, five learners in each school were requested to participate in the study so that the data that relates to the language varieties that could possibly influence the learners' speech could be collected as well as to gather information which would convey their attitudes towards learning isiZulu. Interviews, observations and questionnaires were used to collect data from these learners. Letters requesting permission for these learners to take part in the study were written to their parents.

The learners' responses also highlight the fact that some learners in these secondary schools use Tsotsitaal and other varieties at school. Geography also has an effect on their language. The isiZulu that is spoken in the area is dented by other languages. The learners' essays also assisted in identifying varieties of isiZulu as home language.

4.3.1.2.2 Parents' responses

Six parents were included in the study. Information gathered from parents helped the researcher ascertain the linguistic background of the participating learners and also establish their attitudes towards the learning of isiZulu by their children. Not all the parents participated in this study. The problem of poor participation in this study was mainly caused by illiteracy.

The parents indicated that their children were able to read English better than isiZulu. When the children from former Model C schools visit the rural villages where their parents were born, you still find their parents proudly telling the elders that, "They can't talk to their children in their mother tongue because they do not understand the language they speak. They speak English only". Other parents mentioned that their home language was isiZulu. Others indicated that Sesotho is their home language, but parents still register their children to learn isiZulu which is not their mother tongue. Some parents indicated that they speak Siswati and isiXhosa at home. All parents agreed that they think that their children speak different languages outside the classroom. Parents had different opinions why they

registered their children to study isiZulu as home language. All schools near to their homes offer isiZulu as home language while the other schools that offer their home languages are far and they cannot afford transport money every day.

4.3.1.2.3 Educators responses

Information from nine educators was gathered to determine their attitudes towards the teaching of the language and also to determine their educational qualifications in isiZulu as a subject. This data was collected from the educators through the use of questionnaires. Some of the educators are not qualified enough to teach isiZulu. Some complained about the learners' ill-discipline due to the abolishment of corporal punishment and shortage of isiZulu textbooks at schools.

They gave their perspectives regarding what their experiences signified in language teaching. At the end of the questionnaires, they highlighted the changes that could be made in the Department of African Languages at school in order to assist the learners. Learners are to be motivated to value the standard of their African languages.

Table 4.6 indicating number of educators answered the question

Educators	Number of Respondents	Percentage
9 educators	9 educators	100%
Educators with professional diplomas who are qualified to teach isiZulu	5 educators	56%
Educators who are not qualified to teach isiZulu	4 educators	54%
Total	9 educators	100%

Table 4.6 above indicates that there were only nine grade 12 educators from five secondary schools who answered the questionnaire. The table shows 56% of educators are qualified to teach isiZulu in Further Education and Training (FET) and 54% of the educators do not qualify as they only have academic qualification (BA).

That shows that there is a shortage of isiZulu educators to teach in secondary schools.

4.4 THE INFLUENCE OF THE MEDIA

One of the notable changes in our social environment in the 21st century has been the saturation of our culture and daily lives by the mass media. Unfortunately, the consequences of one particular common element of electronic mass media have a particularly detrimental effect on children's well being. It is now not just kids in "bad" neighbourhoods or with "bad" friends who are likely to be exposed to "bad" things when they go out on the street. A "virtual" bad street is easily available to most youth now in their very homes. Radio, television, movies, video games, cell phones, and computer networks have assumed central roles in our children's daily lives. The media has demonstrated potentially profound effects, both positive and negative, on children's cognitive, social, and behavioural development [http://medind.nic.in/ibvt/t10/i7/ibvt10i7p561.pdf - accessed 20 September 2011].

The language used on TV and radio also has an influence on the speech of learners. While these media outlets can provide education and entertainment to children, many researchers are concerned with the negative impact electronic media is having on children. Electronic media uses varieties of isiZulu. Non-standard forms of the language used in the media confuse learners and they end up not knowing which forms of language are acceptable. The SABC1 catch phrase **yamampela** which should be **yangempela** in isiZulu, is a suitable example of the erratic use of language. Currently, SABC1 uses **Mzansi Fosho** as its slogan. It is very confusing for a child, especially one who grew up in the urban areas of this country to know from which language this slogan has been derived. Therefore, to expose learners to these varieties is sometimes detrimental to their speech and school work.

Reading out African names and surnames is also a problem to some black broadcasters. Words such as **Mchunu** are pronounced as ***Mashunu**, **-xoxa** as ***-qoqa**, **-cula** as **-qula**, **iqanda** as ***icanda**, **ixhaphozi** as ***ikhaphozi**, etc. These tendencies which reveal a European influence is also often adopted by learners as being acceptable.

4.5 ATTITUDES OF THE GENERAL PUBLIC TOWARDS AFRICAN LANGUAGES

The use of African languages in the public domain is also looked upon with contempt by the very speakers of these languages. A suitable example of such a tendency is politicians' use of English when they speak to their local black constituencies. This is also having seen when local black pastors use English when preaching to their black South African congregations. The message that is conveyed to the youth of this country is that English is a superior language and the indigenous languages are inferior and cannot express concepts that can easily be expressed by the other language.

According to Ramphele, church leaders also have a role to play in ensuring that the beauty of our religious idioms and hymns is not lost. She expresses the desire that we can only hope that we all wake up before something beautiful dies on our watch. No nation can succeed in building a prosperous democracy without mobilising the heritage, talents and pride of its people (Ramphele, 2009: 11).

In alluding to the importance of the mother tongue, Ramphele asserts that our education authorities have ignored the basic principles of learning in creating a post-apartheid framework for the choice of instruction. There is overwhelming evidence that learning through the first language or mother tongue helps to anchor learning in the child's immediate environment of family, community and everyday interactions. Children, who are taught in the first few years in their mother tongue while other languages are introduced as subjects, tend to become more proficient in all languages. It provides the anchor for better and deeper learning by linking it to the everyday life and one's own identity (Ramphele, 2009:11).

Language concerns all members of the community because all eleven official languages are regarded as equal in this country. By the look of things, English is regarded as superior to any other language in South Africa.

4.6 CONCLUSION

When speakers of one language come into contact with the speakers of another language, more often than not we find lexical items and phonological realisations of one flowing into the other. This is what we have seen happening in the speech of isiZulu learners in the Ekurhuleni South District. Here we have seen isiXhosa and Sesotho lexical items have filtered into the speech of learners. Learners have also shown that they cannot make out between the pronunciation of clicks in isiZulu and in Siswati. These are often used indiscriminately. Tsotsitaal is another language variety which is entrenched in this district. Learners, especially males, use this variety without second thought. The frequent use of these varieties has a negative bearing on the learners' school work.

The other interference on the school work of learners is attitudes which the learners themselves, their parents and their educators have towards the learning and teaching of isiZulu as a subject in grade 12. Although it is understandable that isiZulu and other African languages should receive preference over English in this country, because of statistical reasons, this is not the case due to the hegemony of English. Black South Africans of all linguistic backgrounds prefer to use English in their day-to-day dealings. This tendency waters down the people's pride in their indigenous languages to a degree that they do not see its worth, especially in education. The shift towards English as observed from the questionnaires has negative effects on the learners' performance in that indigenous languages - isiZulu in this case - are not taken as seriously as other school subjects. This, therefore, influences their performance in a negative manner.

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter seeks to present a summary of the findings from the investigation of the factors contributing towards the poor performance of grade 12 learners in the Ekurhuleni South District preventing the learners from obtaining quality results.

5.2 THE AIM OF THE STUDY

The primary aim of this research was to look at the factors that influence poor performance in the grade 12 isiZulu home language examination. It is widely known that the poor performance of grade 12 learners occurs largely at black schools.

5.3 METHODOLOGY

The sampling technique was used to select five schools out of a population of 64 schools to evaluate the grade 12 isiZulu results from 2006 to 2010 with a view of determining learner performance at the Ekurhuleni South District. Data was collected and analysed using both the qualitative and quantitative approaches. Observations pertaining to the learners' speech with their peers and friends were made. Interviews were conducted to determine if other language varieties which are found in the learner's neighbourhoods are used in their speech and to what extent these varieties are used in the learner's speech. Questionnaires were also used to determine the attitudes of the learners, parents as well as educators towards the learning and teaching of isiZulu at school.

5.4 FINDINGS

The findings show that there are learners who speak one language at home as both their parents have the same mother tongue. In this study, one of the learners' parents both speaks isiZulu. One of the participants could speak Sesotho because it is one of the dominating languages in the area they live in but they cannot write in

Sesotho because of its difficulty to the learner. Some learners speak three languages IsiZulu, Tsotsitaal and English - at school. One learner speaks isiZulu and Tsotsitaal with his friends and English during the English period. He said that he prefers both English and Tsotsitaal because everything in the outside world is related to English. English is regarded as a commercial language in the world. However, because of the comerciality of English, one tends to forget their language and culture. The learner said that it was sometimes easier to understand most concepts and phrases in English than in isiZulu because most of his friends like to speak English especially those in the ex-model C schools.

From the observations and interviews conducted with the learners, it was apparent that their speech is tainted by the languages spoken in their neighbourhoods. From the questionnaires, inferences were made that learners, parents and educators look at the indigenous languages of South Africa in general and isiZulu in particular as language that have no positive prospects for the future, therefore consider the learning and teaching of these as of little value.

It has been seen that language is easily influenced by the languages that occur in its surroundings. IsiZulu learners picked up a lot of the other languages that were found spoken in the areas where they stayed and went to school. IsiXhosa, Sesotho and Tsotsitaal have found their way into the learners' vocabulary as observed in their speech. The use of lexical items derived from these language varieties in isiZulu brings the level of the language which the learners write in the essays and creative writing. As a result their performance is affected. Siswati, which uses the dental clicks and the palatal clicks indiscriminately, has an influence over how the learners pronounce these sounds. If these sounds are used indiscriminately by the learners, it has negative effect on their school work resulting in poor performance.

Although electronic media is educational, often it exposes learners to language varieties that are not acceptable. Learners find themselves in a precarious position not knowing whether these varieties are acceptable forms or not. There is always a strong likelihood that learners will adopt these forms with the aim of emulating those people they hold in high esteem.

The language which the public uses is of tremendous importance to the learners. The use of English by public figures paints a picture that English is superior and that other languages are not of importance. This tendency results in learners not giving indigenous languages the necessary attention. They, therefore, perform poorly in indigenous languages such as isiZulu.

5.5 RECOMMENDATIONS

Programmes such as debating clubs, writers clubs and reading clubs in South African indigenous languages should be introduced in schools so that learners might be motivated to argue out issues in speech, think creatively in writing and learn about life and nature in literature. This could be linked up with competitions that will inspire learners to gain information in building their arguments for debates. Learners will also learn about different authors who write in the indigenous languages and learn their unique styles of writing in order follow the style of some great authors in their languages.

The employment criteria for language teachers should be high as in all subjects that are offered at school. Educators who do not have the necessary qualifications should not be offered employment even if isiZulu is their mother tongue. In many schools, the criterion for teaching isiZulu is L1 or L2 knowledge of the language. We even find instances of grade 12 isiZulu educators who are mother tongue speakers of the other indigenous languages of South Africa. The above mentioned factors will eliminate the likelihood of educators who find isiZulu difficult and who will as a result have a negative attitude towards the subject.

Both parents and educators should positively encourage their children to love their languages as future custodians of their language. Parents should show pride in their languages. They should use these languages in all discourse with their youth. In their discourse, they should always show how rich in idiom and metaphor these languages are. They should also discuss these linguistic repertoires with their children in order to instil that national pride in them.

- Educators should avoid code mixing and code switching during isiZulu lessons this affects quality of the home language. Educators are encouraged to speak the standard form isiZulu inside and outside the classroom. They can play essential role in supporting the use of all African languages.
- Learners should not be disadvantaged by given low marks because they use all the varieties prevailing in their community.
- Language planners who draw learning programmes and educators should acknowledge the changes that are continually taking place in order to minimize the failure rate of the learners.
- It is advisable for the learners to be screened before registering isiZulu at the beginning of each year and those who are not the native speakers of the language to be advised to register isiZulu as First Additional Language or referred to the relevant schools.
- From foundation all subjects should be learned in mother tongue because language plays an important role in the learner's education.
- The department is advised to create reading periods to schools timetables in order to promote African languages. When students become life-long readers, they generally succeed in life. Creating a life time reader is the greatest gift educators can give to their learners.
- Future researchers can further explore the influence of non-standard forms of isiZulu which are used in all media programmes with the view of establishing their influence on the language in general.

5.6 CONCLUSION

The study focused on the poor performance of grade 12 learners in isiZulu which could be attributed to a number of factors amongst which are the language varieties that exist in areas where the learners stay. It has been established that isiZulu learners pick up these linguistic elements such as sound structures and words from languages spoken in their neighbourhoods. These influences certainly filter into learners' work. This places learners, especially grade 12 learners, at a disadvantage since their work has to be externally assessed and the use of a non-standard variety downgrades a learner's performance.

The attitudes of the learners, the parents and the educators towards the learning and teaching of isiZulu also bear negative consequences to the learners' performance. Learners develop a tendency of not taking the subject as seriously as they do other subjects which they consider difficult because of the belief that this subject (isiZulu) has no future potential. Learners, in turn, tend to focus seriously on those subjects which are considered to be better positioned for the job market.

The speech used in the media also plays a significant role in what the learners adopt as acceptable behaviour. This has a bearing on the language learners use in their school work.

It is evident that the varieties that are spoken in the Ekurhuleni South District, the attitudes of the learners, the parents and the educators as well as negative use of language by the media has resulted in average and less than average performance by learners.

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**APPENDIX A: LETTER TO GDE/DISTRICT OFFICE, PRINCIPALS,
EDUCATORS, LEARNERS AND PARENTS**

P.O Box 773
Leondale
1401
20 January 2006

Dear GDE/District Officer, Principals, Educators, Learners and Parents

I am currently registered with the University of South Africa for a Masters Degree in African languages. I will be conducting research regarding the **factors influencing performance in the learning of isiZulu at Ekurhuleni South District secondary schools.**

It is very important to involve grade 12 learners. I would appreciate it if you can participate in this study. Participation is not compulsory and involves no feasible risks or mischief.

You may call me at 083 764 3421 or 011 3896068 for clarity on any question(s) about this study.

Best regards
SIBONGILE MARGARET MKHOMBO (MS)

A CONSENT FORM FOR LEARNERS, EDUCATORS AND PARENTS

I....., willingly agree to participate in the study, which was explained to me by SM. Mkhombo.

.....

Participant's Signature Date

APPENDIX: B QUESTIONNAIRES FOR THE LEARNERS

To all respondents

Dear learners

You are kindly requested to fill in this questionnaire and submit it back to the relevant person. The purpose is to investigate the factors influencing performance in the learning of isiZulu at Ekurhuleni South District secondary schools. When you respond to the questions, you can put an “X” next to the appropriate answer.

Should you need any assistance or clarification, don't hesitate to contact the researcher concerned.

Your co-operation will be highly appreciated.

Thank you

SIBONGILE MARGARET MKHOMBO (MS)

083 764 3421 or 011 3896068

SECTION A

A. PERSONAL DETAILS

1. AGE:	
16	
17	
18	
19	
20 and above	

2. HOME LANGUAGE	
Afrikaans	
English	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
Siswati	
Tshivenda	
Xitsonga	

3. GENDER	
Female	
Male	

4. Indicate which language would you like to use when communicating with your friends?

Afrikaans	
English	
IsiTsoetsi	
IsiXhosa	
IsiZulu	

Sepedi	
Sesotho	
Setswana	
Siswati	
Tshivenda	
Xitsonga	

B. EDUCATIONAL DETAILS

1. Are there sufficient home language resources for in your public library?

Excellent	
Good	
Average	
Poor	
Very poor	

Provide reason/s for the selection of your answer above.

.....

.....

.....

2. Does IsiZulu as a subject benefit your future education?

Indicate whether you AGREE or DISAGREE

Fully agree	
Partially agree	
Disagree	
Partially disagree	

3. Do you regard your knowledge of isiZulu as?

Excellent	
Good	
Average	
Poor	

4. Which of the languages would you prefer as a Language of Learning and Teaching (LoLT) when learning other content subjects like History, Geography, Life Sciences and others?

.....

5. Do you think that you can do better in content subjects if you study them in isiZulu?

.....

.....

6. How many languages do you speak at home?

7. How many languages do you speak at school?

8. Which language/s do you prefer and why?

.....

.....

9. Where do you live around your area? eg. eBasuthwini or eMazulwni, etc.

.....

10. Which language/s do you speak at home with your parents, relatives and neighbours?.....

11. Do you achieve higher marks in isiZulu than other languages?

12. Which language do you use when communicating with the isiZulu educator in the classroom?

13. Do isiZulu educators use another language/s when explaining certain concepts in Zulu?

13.1 If yes, name the languages and how often do they use them?

.....

.....

APPENDIX: C SUMMARIES OF THE INDIVIDUAL INTERVIEWS

Interview 1: Learner 1

The first respondent was a 17-year-old boy, who, at the time of the interview, was in grade 12C. Sibusiso lives in Thokoza Township in Alberton with both his parents, two brothers and a sister at a place called eBasuthwini.

Question 1: He speaks two languages at home. His father is a Zulu speaker and his mother tongue is Sesotho. His brothers and sister communicate in isiZulu and Sesotho in the house.

Question 2: He speaks four languages at school: isiZulu, seSotho, Tsotsitaal and English. He speaks isiZulu and Tsotsitaal with his friends, seSotho with the Sesotho learners and English during English period.

Question 3: Sibusiso mentioned that he prefers both English and isiZulu because everything outside is related to English.

Question 4: He used to obtain average marks ranging between Levels 4 and 5. When asked why he was obtaining average marks in the home language, he mentioned that he was discouraged by people (including educators of other subjects) that there is no future for the isiZulu language.

Question 5: The isiZulu educators are very strict. They do not use other languages during their periods.

Interview 2: Learner 2

The second respondent was a 19 year old boy. At the time of the interview, he was in grade 12A. He lives in Thokoza Township in Alberton with both of his parents, a brother and a sister in an area called eMazulwini. Everyone in this particular household speaks isiZulu.

Question 1: He speaks one language at home. Both of his parents are isiZulu speakers. They all speak isiZulu in the house. He can communicate in seSotho because it is one of the dominating languages in the area but cannot write in seSotho because it is difficult for him.

Question 2: He spoke three languages at school, isiZulu, Tsotsitaal and English. He speaks isiZulu and Tsotsitaal with his friends and English during English period.

Question 3: He said that he prefers both English and Tsotitaal because everything outside is related to English. English is regarded as a commercial language in the world. On the other hand, it was bad that someone forgets their own language and cultures. He also mentioned that it was sometimes easier to understand most concepts and phrases in English than in isiZulu because most of his friends like to speak English especially those in the ex-model C schools.

Question 4: During the isiZulu classes, he uses isiZulu and sometimes he switches to English or Tsotsitaal to emphasise something during debates, speeches or any conversation until he is called to order by the isiZulu educator.

Question 5: At times he would obtain high marks ranging between Levels 5 and 6. When asked why he was obtaining high marks in the language, he said his parents used to motivate him not to forget his roots and culture.

Question 6: Some isiZulu educators are not strict. They use other languages during their periods to explain certain words, concepts and phrases.

Interview 3: Learner 3

The third respondent was an 18-year-old girl. At the time of the interview, she was in grade 12E. She lives in Eden Park squatter camp near Thokoza. The dominant language in the area is Afrikaans. Originally, her family hails from the Eastern Cape and her home language is isiXhosa. She lives with her three brothers and two sisters. They all speak isiXhosa at home.

Question 1: She speaks one language at home - isiXhosa. Her father and mother are isiXhosa speakers. Her brothers and sister communicate in IsiXhosa in the house.

Question 2: She speaks two languages at school: isiZulu and English. She speaks isiZulu with her friends and during the isiZulu period. She only speaks English during English period.

Question 3: She said that she prefers isiXhosa, isiZulu and English because she said everything outside is related to English. English is regarded as a commercial language in the world. On the other hand, it is bad that someone forgets their own language and cultures. Both isiZulu and isiXhosa are dominant languages in the area.

Question 4: During her isiZulu periods, she uses isiZulu and sometimes she switches to English or isiXhosa to emphasise something during debates and speeches until she is called to order by the isiZulu educator.

Question 5: Sometimes she obtains average marks ranging between Levels 4 and 5. When she was asked why she was obtaining average marks in the language, she said that people (including educators) used to discourage her that there is no future for the IsiZulu language. She studied isiZulu in order to pass the examination.

Question 6: The isiZulu educators are very strict. They do not use other languages during their periods.

Interview 4: Learner 4

The fourth respondent was a 21-year-old female at the time of the interview. She was in grade 12B. She lives in Katlehong in the Germiston area. The dominating languages in the area are isiZulu, seSotho and isiXhosa. Her family comes from Kwazulu-Natal in Vryheid. Her home language is isiZulu. She lives with her four brothers and two sisters. They all speak isiZulu at home.

Question 1: She speaks isiZulu at home. Her parents' mother tongue is isiZulu. Her brothers and sisters communicate in IsiZulu at home.

Question 2: She speaks two languages at school: isiZulu and English. She speaks isiZulu with her friends and during the isiZulu period. She only speaks English during English period.

Question 3: She said that she prefers isiZulu and English because she said that everything outside is related to English. English is regarded as a commercial language in the world. On the other hand, it was bad that someone forgets their own language and cultures. Both isiZulu and Sesotho are dominant languages in the area.

Question 4: During the isiZulu periods, she uses isiZulu and sometimes she switches to English or isiZulu to emphasise something during debate and speeches until she is called to order by the IsiZulu educator.

Question 5: Sometimes, she would obtain high marks ranging between Levels 6 and 7. When she was asked why she was obtaining high marks in the language, she said that she was a native speaker of the language. She tried by all means not to be influenced by many learners at school even non-standardised versions of isiZulu spoken by many people in the area.

Question 6: The isiZulu educators are very strict. They do not use other languages during their periods. She agreed that English was an international language and important language but she insisted that one needs to acknowledge the diversity of one's cultures and languages for background purposes.

Table 1: Five learners were interviewed in grade 12

Names of learners	Names of the schools they attended	Areas they live in	Home language	Other languages the learner speaks
Learner 1	Buhlebuzile in Thokoza	Phenduka	isiZulu	Sesotho/isiXhosa
Learner 2	Thoko-Thaba in Thokoza	Ebasuthwini	Sesotho	Setswana/isiZulu/isiXhosa/Sepedi
Learner 3	Phumlani in Katlehong	Phadima	Sesotho/Sepedi	isiZulu/Setswana/isiXhosa
Learner 4	Lethulwazi in Vosloorus	Extension 9	IsiZulu/Tshivenda	Sesotho/Setswana/Sepedi
Learner 5	Thuto-Lesedi in Vosloorus	Extension 5	isiZulu/Siswati	Sesotho/Setswana

In row 1, the first learner is a girl. She attended at Buhlebuzile Secondary School in Thokoza. The learner lives in the area called Phenduka next to the hostel in Khumalo Street. Her home language is isiZulu. She can speak other languages like Sesotho and isiXhosa. In row 2, the second learner is a boy. He attended at Thoko-Thaba Secondary School in Thokoza. The learner lives in eBasuthwini next to the hostel dwellers. His home language is Sesotho. He can speak other languages like Setswana, isiZulu, isiXhosa and Sepedi. In row 3, the third learner is a girl. She attended at Phumlani Secondary School in Katlehong. The learner lives in Phadima. Her home languages are Sesotho and Sepedi. She can speak other languages like isiZulu, Setswana, and isiXhosa. In row 4, the fourth learner is a boy who attended at Lethulwazi Secondary School in Vosloorus and lives in Extension 9. His home languages are isiZulu and Tshivenda. He can also speak Sesotho, Setswana and Sepedi. In row 5, the first learner is a girl who attended at Thuto-Lesedi Secondary School in Vosloorus. The learner lives in the area called Extension 5 next to the

church called Hope of Glory. Her home languages are isiZulu and Siswati. She also speaks Sesotho and Setswana.

APPENDIX D: QUESTIONNAIRES FOR PARENTS

Dear parent

You are kindly requested to fill in this questionnaire and submit it back to the relevant person. The purpose of the questionnaire is to investigate factors influencing performance in the learning of isiZulu at Ekurhuleni South District secondary schools. When you respond to the questions, you can put an “X” next to the appropriate answer.

Should you need any assistance or clarification, don't hesitate to contact the researcher concerned.

Your co-operation will be highly appreciated.

Thank you

SECTION A

A. PERSONAL DETAILS

1. AGE:	
25-34	
35-44	
45-54	
55 and above	

2. HOME LANGUAGE	
Afrikaans	
English	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
Siswati	
Tshivenda	
Xitsonga	

3. GENDER	
Female	
Male	

4. Indicate which language would you like to use when communicating with your friends?

Afrikaans	
English	
IsiTsotsi	
IsiXhosa	
IsiZulu	

Sepedi	
Sesotho	
Setswana	
Siswati	
Tshivenda	
Xitsonga	

B. EDUCATIONAL DETAILS

1. Are there sufficient home language resources for in your public library?

Excellent	
Good	
Average	
Poor	
Very poor	

Provide reason/s for the selection of your answer above.

.....

.....

.....

2. Does IsiZulu as a subject benefit your future education?

Indicate whether you AGREE or DISAGREE

Fully agree	
Partially agree	
Disagree	
Partially disagree	

3. Do you regard your knowledge of isiZulu as?

Excellent	
Good	
Average	
Poor	

4. Which of the languages would you prefer as a Language of Learning and Teaching (LoLT) when learning other content subjects like History, Geography, Life Sciences and others?

.....

5. Do you think that your child can do better in content subjects if he/she studies them in isiZulu language?

Yes	
No	
Not decided	

6. What do you think could be done in order to improve the pass rate in isiZulu?

.....

.....

What are your suggestions? Fill in the lines provided below.

.....

.....

.....

.....

7. Does your child associate with friends speaking which language/s Tick one or more.

Afrikaans	
English	
IsiTsoetsi	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
Siswati	
Tshivenda	
Tsotsitaal	
Xitsonga	

APPENDIX E: INTERVIEWS OF PARENTS

1. How many languages do you speak at home?

2. Which language/s do you prefer and why?

3. Where do you live around your area? eg. EBasuthwini or eMazulwni, etc.

4. Which language/s do you speak at home with your children, relatives and neighbours?

5. Does your child achieve higher marks in isiZulu than other languages?

6. Further research on black township languages is needed to study different variations regarding this society.

The table above shows that, isiZulu as language has the other influences of the other African languages spoken in the area:

Table 1: Gender and age of parents who were interviewed in the research.

Parent name	Language(s) spoken	Age	gender
Parent 1	IsiZulu	37	M
Parent 2	IsiXhosa and isiZulu	44	F
Parent 3	isiZulu and Sesotho	49	F
Parent 4	Sesotho	50	F
Parent 5	isiZulu	33	F
Parent 6	isiZulu and English	66	M

Twenty five questionnaires were distributed to parents whose children were also approached as participants in this study. Only eleven questionnaires were completed and returned as some of the parents cannot read and write. Five questionnaires

were spoiled. Learners took the questionnaires home and were returned after three days. Questions were related to home language, gender and age.

There were four female and two males who took part in the research. Five parents were between the ages of 35 and 55 whilst one parent was 66 years old. Only two parents spoke isiZulu at home while the other four parents mixed isiZulu with other home languages.

The total number of questionnaires handed out was 25. Total completed 11. Total spoiled 5. Total missing 9.

APPENDIX F: QUESTIONNAIRES FOR EDUCATORS

Dear educator

You are kindly requested to fill in this questionnaire and submit it back to the relevant person. The purpose is to investigate factors influencing performance in the learning of isiZulu at Ekurhuleni South District secondary schools. When you respond to the questions, you can put an "X" next to the relevant answer.

Should you need any assistance or clarification, don't hesitate to contact the researcher concerned.

Your co-operation will be highly appreciated.

Thank you

EVALUATION FORM TO BE FILLED IN BY EDUCATORS

RESEARCH/ TOPIC:

DATE:

RESEARCHER:

Please tick the appropriate block

ASPECTS	YES	NO
1. Were the venues easily accessible?		
2. Does the room accommodate the required number?		
3. Was the research environment conducive to the effective learning and teaching?		
4. Was the content suitable for the purpose?		
5. Was the content relevant to assist educators in their planning?		
6. Was the terminology clearly defined?		
7. Were varied and useful examples and illustrations used in the research?		
8. Did the research encourage systematic learning and teaching		
9. Did the research encourage critical thinking?		
10. Were clear instructions given to educators before answering the questions?		
11. Was the researcher well prepared for survey?		
12. Were the stakeholders well prepared for the research?		
13. Was there sufficient time allocated to the research project?		
SUGGESTIONS:		

**APPENDIX G: WRITTEN CONSENT FORM FOR THE RESEARCH
PROJECT FOR LEARNERS**

Title of the research topic: Factors influencing performance in the learning of isiZulu at Ekurhuleni South District in secondary schools.

Investigator: SM Mkhombo

Area: Ekurhuleni South District

Procedure: Your child will be asked to complete a questionnaire and return it to the researcher.

REMEMBER: The participant has a right to withdraw from participation at any time.

Participants Name :

Learner's signature:

Participant's parents:

Parent's signature:

Date:

Researcher's signature:

APPENDIX H: WRITTEN CONSENT FORM FOR THE RESEARCH PROJECT FOR EDUCATORS

Title of the research topic: Factors influencing performance in the learning of isiZulu at Ekurhuleni South District in secondary schools.

Investigator: SM Mkhombo

Area: Ekurhuleni South District

Procedure: You will be asked to complete the questionnaire and return it to the researcher.

REMEMBER: You have the right to withdraw from participation at any time.

Educator's name:

Educator's signature:

Date:

Researcher's signature:

Investigator: SM Mkhombo

APPENDIX I: SECONDARY SCHOOLS FALLING UNDER EKURHULENI SOUTH DISTRICT

ALBERTON AREA

Alberton High School
Bracken High School
Glenbrack High School
Hoerskool Alberton
Hoerskool Dinamika
Hoerskool Marais Viljoen
Impact Tutorial
Micro Learning
Parklands High School

THOKOZA AREA

Buhlebuzile Secondary School
Edenpark Secondary School
Greenfields Secondary School
Landulwazi Secondary School
Palmridge Secondary School
Thabo Ntsako Secondary School
Thoko Thaba Secondary School
Tiisetsong Secondary School

KATLEHONG AREA

Alafang Secondary School
Eketsang Secondary School
Ekurhuleni School For The Deaf
Ezibeleni Elsen School

Fumana Secondary School
Ithuba Secondary School
Katlehong Secondary School
Katlehong Technical School
Katlehong South Secondary School
Kwadukathole Secondary School
Lethukuthula Secondary School
Mpilisweni Secondary School
Mpontsheng Secondary School
Phumelela Secondary School
Phumlani Secondary School
Ponego Secondary School
Sijabulile Secondary School
Thutopele Secondary School
Winile Secondary School
Zonkizizwe Secondary School

GERMISTON/ REIGER PARK

Afrikaans Hoerskool Germiston
Balmoral College
Gladelton (Saice)
Dinwiddie High School
Germiston High School
Individual Teaching College
Institute Acres
Ithuba Secondary School
Roodekop Secondary School
Windmill Park Secondary School
Oosrand Secondary School
Reigerpark Secondary School
Hoer Skool Elsburg
Graceland Education Centre

School Of Achievement

VOSLOORUS

Erasmus Monareng Secondary School

Illinge Secondary School

Lethulwazi Comprehensive School

Masithwalisane Secondary School

PT Xulu Secondary School

Thuto Lesedi Secondary School

Vosloorus Comprehensive School