ENGLISH AS MEDIUM OF INSTRUCTION IN THE CURRICULUM OF COLLEGES OF EDUCATION

by

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SYNOPSIS

This study focuses on English as Medium of Instruction in the curriculum of colleges of education, particularly in the senior primary program. The aim of the research was to investigate the low proficiency in English of the prospective teachers. This is in line with the move towards English as Medium of Instruction in the Curriculum of Teacher Education. The move is in view of the fact that all teachers, whether they teach History, Geography or Biology, must remember that they are also language teachers. All teachers must be able to speak and write English proficiently in order to address and solve the problem of transition of medium of instruction, that is from vernacular to English in Grade 5 and earlier. This could even be worse if we think in terms of the communication learning area in OBE where English could start in the lowest grade as medium of instruction. Qualitative research methodology was applied by the researcher to look closely at the research sample of 7 course three Primary Teacher’s Diploma students through interviews and the transcripts of the interview as also tape recorded as raw data.

Issues surrounding EMI were identified and explored in the research. In the final analysis, recommendations based on the findings were presented as guidelines for the prospective teachers, curriculum designers, language policy makers, language practitioners and the Department of Education to consider.
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CHAPTER ONE
OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION

This study was motivated by my experience with third year Senior Primary Teachers Diploma (SPTD) students ever since the introduction of the English as Medium of Instruction (EMI) course in both Primary Teacher Diploma (PTD) and the Secondary Teachers Diploma (STD) curriculum in 1990. In this chapter the context of the inquiry will be described with the intention of establishing the background, which will be discussed subsequently. Thereafter, the aim and rationale of the investigation will follow. Included in this chapter is also the research design and programme of the study.

1.2 CONTEXT OF THE STUDY

The context of the study is discussed under the two components, namely, the physical and the theoretical component. The former, which refers to the physical setting of the problem is discussed first and then followed by the latter, which involves the existing knowledge about the research problem, and the conceptual framework into which this study will be placed.

1.2.1 The physical context

The nature of the problem to a larger extent determines the method and the kind of research to be followed. In qualitative research, investigations are conducted in natural settings both to give depth to the research observations and also to increase the depth of understanding (Pheme, 1996:1). This idea of discussing and describing the physical context of the research problem is further supported by Sherman and Webb (1988), when they affirm that "context stripping", where events are isolated from
their contexts, is not condoned as it results in the inadequate understanding of human behaviour. It is for this reason that the background and circumstances of the research sample must be described.

The context of the study is a final year Senior Primary Teachers Diploma group, that is course three at Mamokgalake Chuene College of Education, formerly known as Re hlahliiwe in the Northern Province. It is situated in the Motetema township, which is only about 10 km north of Groblersdal. It is a twin college to Ndebele College of Education, which also came into being in 1971 as a result of the closure of Botshabelo College of Education next to Middelburg in the Mpumalanga Province. The college is boastful of the motto "A reyeng", fitting well with its former name "Re Hlahliiwe" which together means: "We are trained, let's go and teach others."

Mamokgalake Chuene College of Education was initially meant to cater for the Northern Sotho speaking, but now it has students from different ethnic groups. There are Zulu, South Sotho, Tswana, Swazi students enrolled. It is a residential college with 500 students staying in the hostels. Those who are not staying in the hostel travel to the college by bus on a daily basis. They come from places such as Tafelkop, Ramogwerane, Leeufontein, Luckau, Sephaku, Monsterlus. The map on p.3 shows the geographical distribution of students.

Presently the total enrolment of students is 970. It offers Senior and Junior Primary Teachers Diploma and Secondary Teachers Diploma. Besides the teacher programmes, the college also accommodates the finishing school section for matric students, and at the moment the college is changing from its original status as a college of education into a youth college, with different learning programmes.

Mamokgalake Chuene College of Education has 61 lecturers (rectorate included) illustrated with an organogram on p.4. Most of the lecturers have never been to school as teachers. They started working at the college as lecturers fresh from the university. There are houses for lecturers on campus, although some of them are
FIGURE 1.1 A MAP OF THE FEEDING AREAS OF THE MAMOKGALAKE CHUENE COLLEGE.
Figure 1.2: An organogram presenting the College staff placement
staying in their houses at Motetema, Tafelkop, Groblersdal and Marble Hall.

It was discovered at this college that although the medium of instruction is English, the dominating language of communication is still the dominating language of the area, Northern Sotho. Lecturers, especially those who are not lecturing in English, do not only have a problem to use English when lecturing, but also to use the language among themselves and with the students. The students seem to be using English less. They are not competent in the language, and they have few if any role models to emulate. A presupposition of this study is that the student's English proficiency is limited to the degree that they are likely not to be able to teach in this medium.

1.2.2 The theoretical context and rationale of the study

"As educators we have an obligation to prepare and empower our students for meaningful roles in society. Proficient in English will give students confidence and excess to power and will enable them to effect change in South African society" (Claude & Vahed, 1989:78).

Teachers mostly appear to be aware of the need to change from the strictly didactic system of teaching and learning to teach languages as communicatively as possible. It has been emphasised in many workshops that teachers of English should encourage other subject teachers to use the language in their teaching to encourage optimal student participation. This is in view of the fact that all teachers, whether they teach History, Geography or Biology, must remember that they are also language teachers. All teachers must be able to speak and write English proficiently. The spirit of "Curriculum 2005" is that mediation through means of language should not only mediate knowledge, but also to facilitate group engagement and learning.

The Committee for Teacher Education Policy (COTEP) (National Department of Education, 1996) document outlines Teacher Education norms and standards. Apart from knowledge, the teacher needs to possess certain professional abilities to facilitate learning and to mediate knowledge in the classroom. Communication is equally
important with regard to knowledge because it serves as mediational tool. Teacher Education program-mes should ensure that the teacher will be able to:

- command the language medium through which he/she is teaching a proficient fashion using a vocabulary and syntax appropriate to the stage of language development of the pupils;

- demonstrate a proficiency in writing, speech, reading and oral comprehension;

- articulate what he/she is teaching in clear language in a stimulating manner, being sensitive to fine nuances of meaning;

- frame clear and unambiguous questions;

- demonstrate an ability to use non-judgemental language, give constructive feedback, use supportive replies (such as accepting feelings, relieving frustration, defusing conflict), engage in and teach students mediation skills;

- generate and facilitate discussion in a perspective, sensitive and thought-provoking manner being receptive to the views of others;

- participate meaningfully in the learners acquisition and development of language;

- make use of non-verbal forms of communication (music, art, movement) for the enrichment of content across the curriculum; and

- negotiate goals, local syllabuses and curricular models with the community to be served (Norms and Standards for Teacher Education, National Department of Education, 1996:18).
The English Medium of Instruction (EMI) course was introduced in the curriculum of both the primary and secondary teachers diploma programmes. That was done because of the problems encountered by the learners who must change from vernacular into English medium of instruction in grade 5 encounter. This is what Van Rooyen (1990) refers to when she says "... black children are experiencing difficulties with the change of medium of instruction in their year of schooling" (Van Rooyen, 1990:Preface).

The introduction of the EMI course in 1990 was aimed at improving the language proficiency of aspirant teachers and their ability to foster pupils proficiency in English (Strauss, 1994:46). It was meant to equip teachers with both linguistic and communicative competence. In short the program aims to:

(a) develop student competence in reading for a variety of purposes;
(b) develop student competence in writing as a process;
(c) familiarise students with the language functions they will need to use in the classroom;
(d) develop student competence in the spoken language they will use in the classroom;
(e) acquaint students with techniques and procedures that can be used in content subject teaching to promote language development (National Department of Education, 1990).

As implied above, the course covers language, comprehension, reading and writing skills. These skills are all linked and each skill can help the teacher to read, write and speak more effectively in English. These skills are meant to enable the teacher to improve communication with other people

"The language medium problems of black pupils have been the theme of many inquiries and dissertations. This includes the inter-departmental committee on Native Education and the Eiselen Commission" (Human Sciences Research Council, 1981).
A good deal of the research concerned with language in education has addressed children's linguistic abilities, as well as the psychological and other correlates of language problems. It is only recently that attention has been focused on the language of the classroom, (including the language of the teachers) as opposed to that which children should learn. Also, too little, if anything, has been done or researched on the impact of a particular course in the teacher's programme (curriculum), which is meant to address the problem of medium of instruction (English), especially in the senior primary classes (Mayor & Pugh, 1987: 339).

What Diamond (1991:18) says about teacher education, by identifying a teacher education approach which emphasizes language - an approach characterized by also enhancing teachers proficiency and which views language both as conceptualisation and communication, is accepted as baseline view for this study. This is in line with the aims of Outcomes Based Education (OBE), namely to offer subjects that will help the students in their future career or life in general. The curriculum 2005 is an OBE system that has been designed to equip learners with knowledge and competencies needed to succeed once they have left school or completed their training (Sowetan 17 July 1997:11).

The researcher is not unaware of the debate that is going on concerning the language of learning and teaching at present. The recent announcement of the new language policy by the Education Minister is still subject to appeal, review and arbitration process. According to the new policy Minister Bengu says:

"Our policy rests upon the rights of the learner to choose the language of learning and teaching. However, this right must be exercised within the overall framework of the obligation on the education system to promote multilingualism" (Sowetan, 17 July 1997:11).

The curriculum of the Primary Teachers Diploma (PTD) has 15 courses and the Secondary Teachers Diploma (STD) has 12 courses. This is an overcrowded curriculum, which leaves the student with little other option but to memorise the content
and reproduce it in the examination or test, despite the new approach. Students also view the EMI course as grammatical content that "has to be mastered" in order to pass the course. Another presupposition of this investigation is that it is the overcrowded curriculum, along with no special attention to the spirit of the learning area "Communication" in the COTEP document, which are influential in marginalising EMI. This investigation will investigate students' perceptions and opinions in this regard, envisaging that the presuppositions will at least be clarified.

1.3 THE RESEARCH PROBLEM

"It is obviously absurd that the college - the institution of higher learning should be called upon to turn aside from its proper functions, and devote its means and the time of instructors to the task of imparting elementary instruction which should be given in ordinary grammar schools" (Krimberg, 1989:22).

This study is an enquiry into the notions about EMI, as expressed by teacher trainees. The inquiry was motivated by my observation and experience pooled over a period of a decade, firstly as a Secondary school teacher working and attending staff-meetings with teachers who are fresh from colleges or universities, and secondly as a college of education lecturer, senior lecturer and head of department - and here working with teacher-trainees. These teachers are supposed to use English as medium of instruction in their classrooms except in vernacular or Afrikaans classes. English competence is clearly lacking. The need for these teacher-trainees to be equipped with English competency is demanded by their working situations, namely primary schools, for this research sample. Learners in schools are experiencing difficulties with the change of medium of instruction in their fifth year of schooling. It is not an accident that this study has focused on a college of education and the future diplomands, but intentional since the underlying assumption is that these difficulties arise also as a result of ineffective language teaching methods and the teachers' (as role models) lack of proficiency. This does in no way suggest that the problems dealt with here exist in the colleges only or, that a teacher education curriculum can drastically alleviate the situation. The problems which form the concern of this study
derive from the multilingual South African society and the history of our education. However, the college, being a teacher training institution responsible for the production of the bulk of the teaching force of the country, needs to contribute to a more communicatively competent workforce.

The move towards English as medium of instruction in the curriculum of Teacher Education is generally assumed to be a positive one. That was done in 1990 aiming to improve the situation at school in terms of medium of instruction by affording teachers the opportunity to learn in pre-service Teacher Education. It is now more than six years since that attempt was made. The question now is: has the EMI curriculum managed to address students' language and communication needs? This study assumes that there has been little success. Given this situation and the dominant, powerful position of English as medium of instruction in secondary education and especially in higher learning, one would suppose that the quality in instruction will definitely need to improve, and necessitate the re-training or in-service training of teachers. If this is not attended to we are likely to stagnate and continue the cycle, where "Black primary school pupils are not adequately prepared for the sudden transition to English in Standard Three, which is concurrent with the curriculum broadening into ten subjects. Nor are most of the teachers equipped effectively to explain in English the new concepts in various subjects" (Chick, 1992:33 as quoted by Moyo, 1995:97). This seems to be one of the ways that the language and communication impasse for both teachers and learners could be resolved. However, before an attempt could be made to improve the situation, the root of this problem must be carefully identified from the view of the EMI participants at college, otherwise it will be another unwarranted attempt. This is what the study is trying to establish, because the root of this problem is not clear. The college students are using English as medium of instruction except only in Afrikaans and vernacular. All the PTD students are taking EMI as one of their 15 subjects. Although the pass-rate in EMI was never below 100% and with 50% of the students passing with A's and B's, and the rest with C's and only a few with D's, the students fail to conduct a simple conversation in English, let alone mediate knowledge in content areas. With this situation in mind and remembering the fact that English is still the main language of education, the
construct of the research question, validated both by means of empirical and theoretical evidence, seemed to be sufficiently viable to warrant an inquiry. The use of English as the medium of instruction is certainly one of the main purposes of teacher education. Makoni (1993:90) puts it more succinctly when he says that: "The popular mind, which insists on confusing proficiency in English with education is not completely wrong, because proficiency in English would not have been acquired, as a rule, without access to formal education. This to deny a second foreign language a role in education, would be to frustrate the expectations of the very society, one is intending to serve" (as quoted by Moyo, 1995:93)

Since learners' success in school is assumed to depend crucially on their ability to develop their linguistic resources in order to meet the demands being made upon them in knowledge mediation, the lack of adequate linguistic and communicative and mediational skills and knowledge of their teachers have serious consequences, especially for these pupils in most need of help and support (Human Sciences Research Council, 1981). Unfortunately the majority of teachers in black schools are as yet not adequately trained in the English as language of instruction (Gauteng Department of Education, 1996) and the result is that it is difficult for them to teach in English. According to Matyeka (1994) teaching a content subject through the medium of a "foreign" language requires a specific set of skills which teachers are not trained in. These are assumed to be the skills for which EMI courses are geared.

In the light of what has been said about the teacher-trainees and the inclusion of EMI in their curriculum, the following are posed as research questions of this investigation:

- What are the views of EMI students with regard to the following?
  * EMI as a teacher education subject
  * Their own English language proficiency
  * Their perceived impact of EMI course on their proficiency in English
  * The perceived value of EMI in relation to the other subjects
  * EMI in relation to their future career as Senior Primary school teachers
1.4 THE AIM AND PURPOSE OF THE STUDY

The aim of this study is to investigate the views of the Senior Primary Teachers Diploma trainees about EMI, focusing on research questions stated above. The purpose of this inquiry is to present the researchers, the policy makers, as well as the practitioners with suggestions formulated from the findings. These findings will emanate from the investigation of the views of the SPTD teacher-trainers about EMI.

The study also aims at examining the following assumptions from the data:

1. The EMI course is actually too short to make an impact on the students proficiency.
2. Lack of facilities prohibits meaningful EMI teaching
3. Lack of appropriate textbooks, precludes meaningful reading.
4. Underqualified and lecturers lacking English proficiency offering EMI
5. The overcrowded curriculum encourages memorization of linguistic structures
6. The overcrowded classes and the understaffed on English department affect proper and continuous evaluation of the students' work
7. Lack of application of information due to limited knowledge of the medium of instruction.

The rationale for and the concomitant aim of the study is that there is, in the light of the above questions and assumptions, a need for improving the quality of the training of teachers in terms of English as medium of instruction, otherwise the reality of linguistic failure as education failure will be experienced continually and that research needs to support this claim. In order to complete this inquiry, a theoretical framework, consisting of literature about the issue of medium of instruction will be constructed, as well. The study therefore aims to place the investigation within existing literature on EMI and Teacher Education.
1.5 RESEARCH DESIGN AND PROGRAMME OF THE STUDY

This study comprises of two parts, namely a literature study and an empirical investigation.

1.5.1 The study of relevant literature

In order to ensure the validity of the research design, a critical study of literature relevant to English as the medium of instruction and of teacher education will be conducted. This will also include a brief historical perspective of the issue of medium of instruction in South African education. The literature review will have to be concise, given the constraints of a mini-dissertation within which it will be contained.

1.5.2 The empirical investigation

The empirical investigation involves an investigation into English Medium of Instruction as part of the primary teachers curriculum. This will include an analysis of the syllabus, tests and results and the students attitude towards and perceptions of it. The investigation focuses only on the SPTD final year students who have already been to school to do both practical teaching and evaluative teaching, and they are left with only a few months before they can start working as teachers. Additionally questionnaires will be used to gather data from a random sample of course three PTD students doing EMI. They will also be interviewed.

The research takes the form of a case study with some ethnographic undertones. In essence this means that a "bounded system" (Stake, 1988) will be studied and that "a way of life of an identifiable group of people will be discussed" (Wolcott, 1988). This is also a statistical contextual descriptive study because it includes a survey with some descriptive statistics. This is a contextual descriptive research in that it is based on the collection and processing of data from a real situation, where educational reality is investigated in-situ.
It is therefore evident that the methods of data-analysis in this inquiry will be predominantly qualitative but some quantitative method of data collection and data processing will also be employed.

Silverman (1993) explains qualitative research as a naturalistic inquiry that aims at identifying the nucleus of the phenomenon from the participant or the emic point of view (as quoted in Pheme, 1996:7). The theoretical framework will therefore be established in order to render the claim of this study valid (Booth, Colomb & Williams, 1995). An overview of the programme of study indicates the procedure:

CHAPTER ONE:
OVERVIEW OF RESEARCH
In this chapter the study is contextionalised, the design presented the problem and aim of the study briefly outlined.

CHAPTER TWO:
THEORETICAL FRAMEWORK
In this chapter the issue of the EMI course in the Primary Teachers Diploma curriculum is fully explored and discussed. As part of the curriculum for teacher-trainees, EMI is not discussed in isolation but along with teacher education.

CHAPTER THREE:
RESEARCH DESIGN AND PROCESS
In this chapter, the empirical research design will be outlined. This will include the detailed description of the process (methods) used in collecting data and reasons for using them. Examples of raw data will be given. Also in this chapter, examples of analysed data and the analysis processes involved will be presented. The data will be encapsualted in a case study format, with strong ethnographic undertones.

CHAPTER FOUR:
DISCUSSION OF FINDINGS
In this chapter, a summary will be made of conclusions, and recommendations will be
This chapter consisted of a general overview of the investigation, paying special attention to the research problem in the context of teacher education and the role of EMI in the curriculum of pre-service teachers. The research aims, the rationale, the methodological orientation, as well as the programme of study were set out. The format of the study, namely a combinative case and ethnography study, was also introduced.
CHAPTER TWO
THEORETICAL FRAMEWORK: ENGLISH AS MEDIUM OF INSTRUCTION IN THE CURRICULUM OF COLLEGES

2.1 INTRODUCTION

This chapter aims at presenting the theoretical framework consisting of the theory of medium of instruction with special emphasis on English as medium of instruction (EMI). The component of the curriculum, known as EMI, is discussed along with the more general Teacher Education curriculum. This chapter will also identify and explore a number of relevant concepts affecting teaching and teacher education. Concepts and issues form the building blocks for understanding Teacher Education and ultimately improving the quality of teacher education. Some of these will be discussed in this chapter. The larger part of the framework will be formed by the exploration of the contemporary Teacher Education as informed by the current dispensation.

The aim of the discussion is to present policy and some theory of teacher education and to problematise some of the issues regarding English as medium of instruction.

2.2 MEDIUM OF INSTRUCTION

The role of language in education cannot be underestimated and the use of English as the medium of instruction for the latter part of primary education, and all of secondary and post secondary education is underpinned by research in wider historical, social and ideological contexts (Prophet, 1990:110).

It is through communication and language mediation that education can successfully reach its subjects, that is those who are learning. The necessity or importance
of language can therefore not be overemphasised. In the South African educational context, English has been serving as the medium of instruction and that does not suggest that it was free of problems, given the multicultural and multilingual nature of South African school populations. Much has been done, especially in the fifties and sixties, to bring Afrikaans to the same level as English. But very little has been done to bring the other South African languages to that level, with the result that we are still in the position where children who speak one of the indigenous languages have to change over to English medium of some stage. According to Mahlangu (1996:5), this transition problem is compounded by the fact that for some teachers English as medium of communication is a problem. This concern is shared by Matyeka (1993) and Harvey (1987), as referred to by Mahlangu (1996:5), when they emphasise the need for ESL teachers to be trained in the English methodology and its theoretical foundations. The same view is supported by French (1990:23) who says: "First of all, there is the overwhelming impression of how deeply disabling the transition to English instruction must be for millions of children. Dreadfully ill-prepared in the first four years of school, they find themselves confronted by swathes of incomprehensible English text".

In fact, the issue of medium of instruction has been a sensitive and crucial part of the political and educational debates especially after introduction of Bantu Education in the early fifties. Besides the interdepartmental committee, there was the Eiselen Commission (1951) which reported that education for Blacks should be an integral part of a carefully planned policy of segregated socio-economic development for the Black people. This leads to Black students coming into contact with English as a second language and medium of instruction on a segregated basis (Mahlangu, 1996:5). It is for this reason that Matyeka (1993) says "English has become the language of science, industry, tourism, trade, diplomacy and modern technology, but not of education that accesses it." In essence, business and professional people today need communication skills to absorb and to apply knowledge from a wide variety of subjects. These are also life skills.
2.3 LANGUAGE POLICY ACROSS THE CURRICULUM (LPAC)

The issue of National Language Policy (NLP) had become practically difficult and it received attention before our first national democratic election. What made the situation so complicated is the reality and nature of the problem itself; language planning is no arbitrary enterprise to be undertaken by fickle persons, or technocrats. It must take the interest and aspirations of the oppressed and exploited people into account. A democratic language plan has to evolve from below, in other words, with the participation of all the people in our country. Research on the ground is therefore vital.

Ngugi (1997:3) expresses his feelings about the use of English as medium of instruction when he says: "English is being sold at teachers conferences as not only the language of power, economics, politics and culture, but also the language through which Africans express their innermost feelings, thoughts and aspirations." He further recommends a language policy he calls "triglossia" for multilingual schools such as ours. This means using three languages; the home language, an "official" language and another local language. Such policy, he says, can promote peaceful co-existence. It is very conspicuous that the new policy on language has raised so many questions with only a few answers or no answers. Ngugi's suggestion presents a view that is shared by many.

In pragmatic terms, the goal in any school situation is to provide the best solutions to the important problems that the school confronts. The goal is that the school's LPAC is to find and agree on solutions to the language problems that the school has. (Carson, 1990:3).

Although the new policy allows the pupils and their parents to choose their preferred language of instruction when applying for admission to a particular school, it also encourages pupils to learn two or more languages. The Education Minister Sibusiso Bengu says: "Being multilingual should be a defining characteristic of being South African". (National Department of Education, 1996(b))
The success of Language Across the Curriculum (LAC) as a twin-concept lies to a larger extent with the teachers. As has already been indicated in the case of triglossia as suggested by Ngugi, the situation calls for a different approach or strategy, since teachers will be operating in a multi-medium school. It calls for an integrative teaching and a sense of multilinguality. Clearly most teachers in the country are going to have to undergo a process of in-service training in order to achieve a level of skills that can accommodate multilinguality. All teachers need to begin to see themselves as language teachers and all the language teachers must see themselves as aids in the process to acquisition of skills to confined to the content classroom (Heugh, 1990:16). In addition, the teacher educators will need re-training in this area.

In a multilingual classroom teachers are going to have to develop a flexible attitude toward the variety of languages. They are going to need to accommodate a spoken variety which is different from the written variety. And they are going to need to recognise that spoken language is an enormously powerful vehicle for communication.

The transition to English as medium of instruction is deeply disabling for millions. In fact Grade 5 is a major point of dropout. Often teachers themselves are not only poorly equipped with English and a command of their subject matter, they have no training to deal with this problem. As a result, their teaching often consists of rote learning of simplified summaries which the teachers make from the textbooks.

In a newly acquired democracy like South Africa the problem of medium of instruction cannot be solved overnight. It is a multilingual, and therefore a multicultural country with twelve languages (Sign language included as on 29 May 1996 at LANTAG Conference), accorded with equal official status (Department of Arts, Culture, Science and Technology, 1996).

In view of the situation, Hartshorne says: "In a nutshell these teachers are unlikely to have sufficient competency in English to teach effectively through the medium of
English and so the problem of linguistic inadequacy is not going to improve overnight (1990:17).

2.4 TEACHER EDUCATION

Like education in general, teacher education is characterised by a number of determining concepts and issues. This includes inter alia curriculum, criteria for selecting candidates, evaluation of the programmes, licensure and certification and quality education, (National Department of Education Policy, 1996(a)).

2.4.1 Curriculum

Any teacher education program addresses four basic questions and should offer opportunities to pose them in a great variety of educational situations. What are the objectives of education? How do the objectives vary from individual to individual? How does one know that they are achieved? All the components of teacher education should help in answering these questions and are thus to be learned in an integrated, interdisciplinary curriculum, building upon life experience of teachers.

It must be stressed that future teachers will be able to make their pupils independent in learning and in everyday life only if they too enjoy the same independence during their training. (Landsheere, quoted in Dunkin, 1987:79).

Teacher education programmes need to focus on the teacher becoming an independent thinker who has vocational skills and knowledge and who reflects an attitude of both care and leadership.

According to Peretz, as referred to by Anderson (1995:543), the curriculum of pre-service teacher education programmes across different countries and cultures may vary in important aspects, such as institutional context, content areas, time allocations, and the forms of practical experiences for students. In spite of this variability, however, most programmes share some common curricular features, such as foundation studies, professional studies, specialisation majors, teaching practice and communication.
The curriculum of teacher education programmes in South Africa are generally based on four components: subject-matter studies, foundation of education studies, professional studies (methodology) and practicum/practice teaching supervised by lecturers and/or teachers.

Language and communication are important components in courses where the population is multicultural. Teacher education programmes often lack sufficient communication facilities with which students need to be able to use and practise their language skills. Teacher education programmes need to be critically analysed to find whether they offer these facilities.

It is because of the ever-changing world, transition and transformation of our education that the curriculum of teacher education has been criticised for various reasons. Prospective teachers and critics alike have also raised serious questions about the curriculum of teacher education. Prospective teachers often tend to view their academic preparation as irrelevant. They are particularly harsh on educational foundation courses. They see these courses as having marginal value and being composed of "haphazard collections of themes and topics" (Peretz quoted in Anderson, 1995:526). They often also seem ambivalent about the language of instruction and the pivotal role language plays in mediation and in cognition.

Galluzzo's (as referred to by Anderson, 1995:530) criticism against teacher education is that:

"All too often teacher education is a collection of courses which offer no consistent image of what it means to teach, nor what it means to learn to teach. This allows students to proceed through their programmes confirming what they already believed teaching to be and rejecting or ignoring those concepts and practices which are inconsistent with their preconceived notions of teaching".

In view of what is going on in teacher education or in education generally, where there is a demand for a quality education, the curriculum development of teacher education is increasingly dependent on the identification of a knowledge base of
teaching. In order to deliver the curriculum effectively and efficiently, issues of governance and evaluation of teacher education must be addressed. The theme of this study, namely EMI, also needs to be placed in a broader structure of views on what constitutes quality education.

2.4.2 Quality education

The aim of teacher education curriculum ought to produce teachers who are of good quality. The concept of quality in education is very important if we are to achieve school effectiveness. The in-depth investigation of what quality in education is, how we can achieve it, who is responsible for it and how we will know when quality education is achieved, is crucial if we are serious about transforming our schools.

The education of teachers for the age of 8 to 12 or 8 to 15 or 16 should be conceived in a team perspective. This is justified by the fact that, contrary to old beliefs, high quality teaching of elements requires advanced knowledge of the subject (Landsheere, quoted in Dunkin, 1987:80). It is acceptable that quality teachers can be educated by means of the present curriculum (Shalem, 1997). It must however, be borne in mind that teachers or other potential stakeholders do not have access to the curriculum decisions. According to Henning (1997), the decision-makers and policy writers often write curricula without consulting the broad base of practitioners. It is essential, however, that Teacher Education curricula need to be analysed critically. It is a premise of this study that all curricula have a subtext - a "Hidden" curriculum and a "Null" curriculum in teacher education, may be present, even in the nationally accepted COTEP document (National Department of Education, 1996(a)), and its most recent version (National Department of Education, 1997).

2.4.2.1 The hidden curriculum

The discussion of the curriculum of teacher education programmes will be incomplete without any reference to the hidden curriculum. Ginsbury and Gilft
Ginsburg & Glift, 1990) explain the hidden curriculum of teacher education as the messages transmitted to students through the institutional context, as well as the structure and processes of the programmes themselves. The messages include the one that considers teaching as a low-status profession and that teachers as a professional group lack power. Some of the pre-service teacher's courses communicate the message that college lecturers hold power only over students and are subordinated to administration, rectorate and college top management. The notion that curriculum decisions are not a central component of teachers' or lecturers' professional role further contributes to the perception of teachers lack of power (Ginsburg & Glift, 1990).

The knowledge at college is supposed to be presented as unproblematic. This is the view of the hidden curriculum. Clearly this view no longer suffices. In order to educate critical, reflective practitioners, teachers need to query the curriculum and search for the subtext.

2.4.2.2 The Null curriculum

Flinders et al. (1986) call the null curriculum what is not included in the curriculum - such as the ethics of teaching and the biological roots of human behaviour. Kat and Raths (1985:546) explain the null curriculum by saying that the development of professional dispositions (for example the disposition to suspend judgement about children, the consideration of alternative interpretations of situations) is not commonly included as a goal of teacher education programmes. So much about language as medium of instruction could qualify for investigation under the notion of the Null Curriculum. Students hardly ever study cognitive, psycholinguistics and social linguistics. In a sense, teacher education programmes remain technisist and mechanistic, despite the efforts of policy to inculcate values and attitudes.

2.5 PROSPECTIVE TEACHERS

"...whereas professionals in other fields expect difficult access, hard work, a continuous work history, and enter with a keen appreciation for their academic
preparation, pre-service teachers express attitudes about teaching that reflect the contrary. They expect easy access, light work, and a discontinuous work life. They also express the opinion that their academic preparation is irrelevant (Lanier & Little in Anderson, 1986:529).

Prospective teachers do not only include those who are at colleges of education or universities preparing themselves for the teaching profession, but those in traditional teacher education programmes, those who have graduated from traditional teacher education programmes, but who are not currently teaching, degree recipients who did not major in education fields but who meet the requirements for licensure or certification in teaching, and those who are interested in becoming teachers but who lack the official prerequisites for entry into teaching.

In a study such as this, the researcher needs to investigate EMI as an integral component of teacher education, in which prospective teachers can approach their education - knowing that they will learn to use English across the curriculum competently. This means that all in-service education and training programmes, whether formal or non-formal, need to exemplify the teachers' language use and their knowledge about language in education.

2.6 COMPETENCY-BASED TEACHER EDUCATION (CBTE)

According to Houston, as referred to by Dunkin (1987:86), the competency-based teacher education programs consider what teachers should be able to do and to accomplish with graduation requirements based on such outcomes. This "paradigm" is supposedly a remnant of the 60's and 70's (Zeichner, 1993), but elements of it underlay the latest policy on teacher education in which OBE features.

CBTE specifies the competencies to be demonstrated by the student, and makes explicit the criteria to be applied in assessing the student's competencies. The competencies here incorporate knowledge, attitudes, skills and behaviours that facilitate intellectual, social, emotional and physical growth in children (Weber, 1972
quoted in Anderson, 1995). Added to that, the teacher needs to be a competent communicator and mediator, using EMI where required. Competency in language is a foundational, a communicational, a linguistic and an attitudinal type of outcome in an integrated way.

The concept of CBTE - also referred to as performance-based teacher education (PBTE) - was considered the most effective process to prepare teachers, criticised as a mechanistic approach in the late 1960's. The new version of this approach seems less behaviouristic and more cognitive and reflective, and one hopes that the COTEP principles will continue to emphasise reflection.

The CBTE places greater emphasis on performance-based and consequence-based competencies than on cognitive-based objectives alone. It is stated that what teachers know about teaching seems less important than their ability to teach and to mediate and facilitate change in their pupils. From this view language as medium of instruction becomes an essential competence, so that the students can be prepared and empowered for meaningful roles in society as teachers-communicators and therefore as mediators of knowledge. Proficiency in English, which EMI is meant to achieve, will contribute to students' confidence and help them to access learning power.

2.7 OUTCOMES-BASED EDUCATION (OBE)

As mentioned above, OBE has its roots in CBTE. Outcomes-Based Education is supposed to be a student-centred, performance-oriented design premised on the belief that all individuals can learn (National Department of Education, 1997:17). The teacher education student therefore needs to be developed as a whole person. This is a new approach in education introduced as an attempt to address and rectify the mistakes of the previous education system where students reproduced knowledge. In the previous education system only the content of the courses and what the teacher or the textbook had to say were important. Learners "received" information from the teacher and did not play a very active role in the learning situation. Most of the learning was memory based with little opportunity for
Response:

With the NOF, Mpho will be able to gain credit for the learning she has acquired while she taught. She can apply to be assessed at any teaching institution. It is possible she may receive the equivalent of a matric or Further Education and Training Certificate. She could then do a teaching course through a distance education programme to upgrade her teaching qualification. Mpho will also have gained more skills, knowledge and understanding of her profession and her work in the classroom will be more effective. With the equivalent of a matric and a teaching diploma, Mpho will stand a better chance of promotion and a higher salary (National Department of Education, 1996:30).

Besides the general competencies applicable to all teachers, there are also specific competencies related to specific phases of education such as primary and secondary education. Language as medium of instruction is entailed in communication of the new education approach. As such, it permeates the entire teacher education curriculum.

2.7.1 Foundational and intermediate education

Teacher education programmes for the primary phase should prepare general classroom teachers, not subject specialists. However, the provision should be made for a degree of specialisation in order to facilitate the personal academic and the professional growth of the teacher and to prepare primary teachers for a measure of subject teaching which frequently occurs in the upper primary school. Teacher education programmes for the primary phase should ensure that the teacher will be able to:

- teach children in a selected range of competencies, for example, for the junior primary or the senior primary phase, or to teach children in the whole of the primary age-range; (All primary students should be given experience across the primary school, but if the student is specialising in a particular part of the primary school, practical teaching will be concentrated in the phase).
relate their study of the primary curriculum to professional studies and school experience.

demonstrate a knowledge of national and/or regional school curricular requirements.

command, besides general primary studies, a knowledge of the following areas of experience, although not necessarily as separate subjects:

* language
* mathematics
* environmental studies / general science
* social and human studies

entrepreneurship
* arts education (creative activities: visual arts, language arts, music, drama, drama and dance).
* life orientation (religious education, guidance, economic education, physical education and health care).
* technology

use language in such a way as to facilitate learning.

devise extended links of learning lessons which integrate different traditional subjects around themes or topics to demonstrate the interrelated, holistic nature of knowledge,

testify to an in-depth knowledge of at least two school subjects for the personal academic and professional development of the teacher and in order to deal with measure of subject specialisation which frequently occurs in the upper primary school;

display an ability to deal with cross-curricular topics such as multicultural education, technology, the world of work, entrepreneurship and the personal
and social development of children; and

- diagnose and deal with the more common special educational needs (National Department of Education, 1996:29).

2.8 SELECTING CANDIDATES FOR TEACHER TRAINING COURSES

It is generally accepted that to improve the quality of education, more academically able prospective teachers must be recruited. However, this perception has not been without critics as Darling-Hammond (1990) was quoted saying: "Test scores are not clear evidence of quality or lack of quality. What we mean by teacher quality should be more influenced by what teacher candidates learn after they enter college than by the entrance examination scores they presented at matriculation (Anderson, 1995:529)."

Candidates need to be selected through interviews. Despite the good intentions of many such trainer-selectors, there is at present a dearth of literature to advise them how to go about the task in a professional and effective way and how to access language proficiency. The selection is carried out according to the needs of a particular profession within teaching itself, for example, if you wanted to be an (English as a Foreign Language) EFL teacher, particularly in a private language school, "knowing" English was sufficient to secure you a job. This is why the purpose of the inquiry is to investigate and recommend any positive contribution towards communication, which can be related to EMI in the college curriculum.

One factor encouraging selection is the increasing number of applicants. Many centres attract more applicants than they can accommodate. Unfortunately, and for the sake of quality outcomes, the admission cannot be done on the basis of first come, first served. The teacher trainers or educators know from experience that not everyone who applies for a place on a course will be suitable. Weak trainees struggle with language analysis, or cannot develop classroom management skills, or any number of the other complex elements that go to make up a successful teacher. It is only the irresponsible educator who would knowingly encourage such
candidates to join a course. This is based on the belief that linguistic failure is also education failure.

2.8.1 Minimum admission requirements

Requirements may vary, as the following example from an in-service programme for non-qualified teachers illustrates.

Example:
The minimum requirements should comply with par. 2.1 of the "Norms and Standards in the COTEP document. Additionally a student following these courses, in other words 3 years Diploma in Education for the Senior Primary Phase, 3 years Diploma in Education for the Junior Primary Phase (for example) need to be practising teachers or teaching assistants at a school which is registered with an Education Department, even though it may not be a fully subsidised state school, for at least two years of the duration of the course. In addition the student should show competence in conversational English. (RAU-INSET, 1997:3).

The referred minimum admission requirements for all initial teacher education as stated in the COTEP document (National Department of Education, 1996(a)).

A Senior Certificate or an equivalent qualification (for example, a National Certificate III) awarded by the South African Certification Council or previously by one of the education departments in the Republic of South Africa or by the then Joint Matriculation Board on the completion of a senior secondary school course, provided that:

- a candidate must have passed two of the official languages, one of which is the language used by the institution as a medium of instruction.
the language used by the institution as a medium of instruction must have been
passed on as at least a second language higher grade level or first language
standard grade level;

- a candidate must have passed three subjects on the higher grade, which might
include the languages;

OR

- an un- or under-qualified teacher without a Senior Certificate may be admitted to
further training if:
  * a candidate has five years of teaching experience;
  * and if the candidate successfully completes a series of tests administered
  by the senate or by the body which serves as guarantor of academic
  standards of the institution concerned;

The tests must comply with the guidelines of the language proficiency, numeracy,
and a cognitive development test. Although these suggestions imply specifics, it is
not easy to judge competence in language. Yet - accredibility of courses rests on
the presence of substantial language and communication courses.

2.9 LICENSURE AND CERTIFICATION OR ACCREDITATION

The concepts of licensure and certification or accreditation are related but not
similar. In the envisaged Outcome-based Education the South African Qualifica-
tions Authority (SAQA) has set the standards according to the National Qualification
Framework (NQF), and within SAQA there is a body or organ or structure called the
Education and Training Quality Assurers under Quality Assurance to ensure that
the work is of good quality. Licensure is therefore quality control exercised by a
governmental authority (state, region or nation) whereas certification is quality
control exercised by peer review.

Licensure should in fact precede certification as in most professions, that is one
receives a license to practise after an initial period of preparation. Subsequently,
after sometime in practice coupled with the development of expertise of that
investigation and problem-solving. Now, in outcomes-based learning, what you understand, and your ability to use and transfer your knowledge as well as skills and understanding in different situations are important. One will be assessed on what one understands and what one can do to obtain standardised credits. There is also a recognition of one's previous learning experience which could be very important for adult learners. OBE moves away from the idea that learning involves spending a certain length of time in a classroom in order to receive credits or a qualification (National Department of Education, 1996:12).

What OBE means further, is that there will be a carefully carried out task of assessing a candidate according to the set criteria provided by National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA). The standards and qualifications developed are aimed at ensuring a good quality education and training system. There will be carefully worked out standards, which will include outcomes and assessment guidelines. One of these will be a teacher's competence in communication, making EMI an essential component of the curriculum.

OBE and its tentacles, SAQA and NQF can practically be well demonstrated by the following case study:

An under-qualified school teacher is presenting her predicament in her teaching profession:

My name is Mpho and I am a high school teacher in a rural area. I have been teaching for fifteen years, but only have a standard 8 and a two-year teaching diploma. My salary is very low and I have serious financial problems. I have had great difficulty teaching some subjects because of my own poor education. I would like to study further, but with three children dependant on me, I would find it impossible to stop working for the time it would take to get a matric or now what is called a Further Education and Training Certificate. I have always wanted to upgrade my education, but have met with problems every time I tried.
practice, he then applies for certification, which is most often voluntary, while licensure is required.

In teaching, the initial teacher education programs should lead to licensure, while continuing teacher education programs should focus on certification. Certification furthermore permits the recognition of different ranks of status among practising teachers (Anderson, 1995).

The concepts of licensure and certification call for in-service education. This idea is supported by Landsheere (1987:82), who says: "The need for further education during a teachers entire career has been recognised. For teachers who have enjoyed an education of good quality, further education can be limited to reading the disseminated information, to periodical seminars, short refresher courses and of course, post-graduate study."

Whether being licensed or certified, the teacher will need to demonstrate competence in classroom language, often English as medium of instruction.

2.10 CONCLUSION

I want to conclude that although English has been a problem, especially in the transition period from Standard 2 into Standard 3 (Grade 4 to Grade 5), we now have a language policy which does not consider sufficiently the psycholinguistic fact that a child develops most naturally in his/her native language (City Press 31/08/1997:15). Since the medium of instruction will no longer be an imposition but negotiation and agreement, there is hope that the situation will improve especially if there can be at most three languages (triglossia) used in a school. This does not necessarily mean doing away with English, but changing its role in education. This situation will not only affect pupils but teachers and those who are involved in education. English will not only be the task of those who are teaching it, but all teachers should be considered medium of instruction. Teacher education curricula need to consider the role and function of EMI from an analytical and critical perspective, allowing students to develop professionally by learning a world language
and learning to use it as medium of instruction, and to facilitate multilingual access to conceptualisation.
CHAPTER THREE
THE INVESTIGATION

3.1 INTRODUCTION

This chapter comprises an exposition of the plan for the field investigation as well as a description of how the investigatory process proceeded from the design to the processed data. Research design is well defined by Seltiz (referred to by Mouton & Marais, 1988:32) as the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. From this definition one deduces that the aim in research design is to align the pursuit of a research goal with the practical considerations and limitations of the project. It therefore implies that research is planned.

This chapter focuses on the design and empirical implementation of the investigation to investigate teaching students' views on and competence in EMI. This discussion includes a description of the processes of data collection and data analysis. A discussion of the analysis of data continues in Chapter Four as well.

3.2 RATIONALE FOR THE DESIGN

Research and method are closely related. It is the method that differentiates a research from a mere informal observation. This idea is supported by Shulman (1986:3), who says: "Method is the attribute which distinguishes research actively from mere observation and speculation".

Research involves a family of methods which share the characteristics of disciplined inquiry. It must be stated that selecting the method most appropriate for a particular disciplined inquiry is one of the most important and difficult responsibilities of a
researcher. The choice requires an act of judgement, grounded in both knowledge of methodology and the substantiative area of the investigation (Shulman, 1986:4). This investigation has a strong ethnographic casebook character (Baszanger & Dodier, 1997), the reason being that disparate data would be collected in one case on site.

3.3 ETHNOGRAPHIC RESEARCH

Ethnographic research is conducted differently by individual researchers. According to Hopkins, as quoted in Mahlangu (1996:65), ethnographic research is generally used to clarify procedures in order to generate knowledge by studying conditions as they currently exist in the actions and activities of an "identifiable group of people" (Wolcott, 1988). This type of research also aims to investigate the meaning of what is observed whilst it interprets relationships and investigate elements of cause and effect in a specific cultural setting such as a classroom (Mahlangu, 1996:65).

Hammersley and Atkinson (referred to by Van Lier, 1988:54) summarise the views about ethnography and later presenting these views in the form of a diagram. According to the summary, ethnography is:

- the elicitation of cultural knowledge (Spradley, 1980)
- the detailed investigation of patterns of social interaction (Gumpers, 1981)
- holistic analysis of societies (Lutz, 1981)
- essentially descriptive, a form of story-telling (Walker, 1981)
- the development and testing of theory (Glaser & Strauss, 1967; Denzin, 1978)
- One social research method, drawing on a wide range of sources of information.

In brief, ethnography is perceived as theory building and therefore the care of a humanistic approach to social science (Van Lier, 1988:54).
According to Henning (1991), as referred to by Mahlangu (1996:65), ethnography is a field study whereby the researcher moves to the field where he observes naturalistically and contextually, trying to access the field with as little disturbance as possible, and capturing data from the “insiders” perspective, also known as the “emic” perspective.

Van Lier (1988) identifies two central ethnographic principles - emic and holistic data. The emic principle requires that the researcher leaves aside pre-established views, standards of measurement, models, schemes and topologies, and considers the setting’s phenomena from the functional point of view of the ordinary actor, in everyday life. This means that the researcher does not inform the research but he is informed by the research. Ethnography undoubtedly encompasses a variety of research methods and these methods depend partly on the types of data that are considered relevant and partly also on the individual ethnographer’s position at the time of conducting research. Having said that, it is therefore important to note that ethnographic research utilises techniques such as participant observation, and interviewing as well as document analysis, and does not preclude surveys (Henning, 1991).

Smith (1987) as quoted by Mahlangu (1996 66) concedes that the term ethnography, field methods, qualitative inquiry, participant observation, case study, naturalistic
methods and responsive evaluation have become practically synonymous, but that the encompassing term remains ethnography.

3.4 COMPARISONS BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH

This section is included to place this qualitative investigation in the context of traditionally more quantitative approaches. The aim is to clarify qualitative methodology by contrasting and comparing it with its quantitative counterpart. This subheading "comparisons" already suggest that although some differences can be realised, there are of course also some similarities as it shall be outlined.

3.4.1 Qualitative research

Qualitative methods, according to Rudestam and Newton (1989:31), imply that the data are processed in the form of words and images as opposed to data processed as numbers. The relationship is realised when the data that are in the form of words were initially in the form of numbers, pictures, images or artifacts before they could be translated into verbal data.

According to Peshkin (1988) qualitative inquiry is an umbrella term for various philosophical orientations to interpretative research. Qualitative researchers might call their work ethnography, case study, phenomenology educational criticism and several other terms. It is evident that social science researchers perceive qualitative research as more suitable to contemporary issues in educational research. It is probably because contextuality of data is primary. Of all the formats of qualitative design ethnographic inquiry encapsulates context optimally.

According to Marshall and Rossman (1989) and Glaser and Strauss (1967), as quoted by Steyl (1993:105), when doing qualitative research, data collection and the analysis of the collected data go hand-in-hand to promote the emergence of substantive theory. Unlike quantitative methodologies, where information is subjected to pre-existing
Numerical formula, qualitative research strives to present reality as closely as possible to what exists without imposing external frames.

Having explained qualitative research briefly above, it is evident that this type of approach needs to be followed to capture the reality of EMI at the college, because the participants' views are vital.

### 3.4.2 Quantitative research - the other pole on the continuum

It is generally accepted that qualitative and quantitative methods complement one another. The two methodological approaches do not show discrepancy when they are both used in a particular inquiry. This view is supported by Bryman (referred to by Pheme, 1996:103) who says:

"...... the distinction between qualitative and quantitative research is really a technical matter whereby the choice between them is to do with their suitability in answering particular research questions.

However, this does not suggest that qualitative and quantitative methods are exactly the same in terms of operations as was highlighted in the previous section. This is basically the argument of Hammersley (referred to by Pheme, 1996:103), namely that qualitative and quantitative research procedures are but different forms of the analytic practical of re-representation in science, that both seek to arrange and rearrange the complexities of raw data. According to Miles and Huberman (1994). "Qualitative research does to a certain extent use quantitative methodology in explaining data analysis by validating, interpreting, clarifying and illustrating qualitative findings, as well as through strengthening and revising theory."

### 3.5 DATA COLLECTION METHODS

A number of methods are utilised in this study. Data refer to any kind of information that the researcher accumulates in order to assist him in addressing his research
questions. The process of collecting data in research is not a haphazard exercise or practice, but it takes place according to the selected appropriate methods, otherwise the research will lose its meaning as systematic inquiry. This means that although data form the central part of the research, the methods of collecting determine both the sources and the nature of the data. As it was indicated earlier, there are many methods the ethnographer can use in collecting data. For the purpose of this research, observational field notes, questionnaires, interviewing and document analysis will be discussed. However, it must be acknowledged at this stage that the methods are often used in conjunction with each other, for instance in this study interviewing and observation along with field notes and questionnaire were combined, to harness an array of data from the selected sample.

3.5.1 Questionnaire

The Oxford Advanced Learners Dictionary defines a questionnaire as "a written or printed list of questions to be answered by a number of people, especially as part of a survey" (Hornby, 1995:952). The questionnaire (Addendum B) was designed to extrapolate some aspects of the students' attitudes towards and perceptions of EMI at college level. The following procedures were followed:

- 100 questionnaires were distributed to the three classes of the Senior Primary Teachers Diploma (SPTD) final year students, that is, course three.

- The three classes combined have 100 students.

- Before these questionnaires could be completed just after distribution an intensive orientation and explanation of some concepts were made, and the date of returning the questionnaires was agreed upon.

- There was no supervision of the completion of the questionnaire as the students took the questionnaires with them to the hostel.
66 completed questionnaires out of the possible 100 were returned.

The data from the questionnaire were coded and classified. Coding of the raw data is in fact the first step towards understanding of the researched phenomenon. It leads to patterning and results in clustering of the data collected and therefore drawing the conclusions. (See Table 3.1, p.41 for a exposition of the questionnaire responses).

### 3.5.2 Interviews

An interview can be explained as a situation where somebody (interviewer) is asking the interviewee to speak about personal ideas, opinions and perceptions. Hammersley and Atkinson (as referred to by Steyl, 1993:102) define interviews as structured conversations with a very definite interactional format which allows for some or other form discourse analysis, and content analysis.

Walker (also referred to by Steyl, 1993:103) supports this definition by saying that an interview is a method or a group of techniques specific to social and human sciences, which also includes education.

Pheme (1996:106) perceives interviews as major sources of research information. She further argues that they entail the face-to-face elicitation of information from participants and therefore provide first hand information. According to Kwale (referred to by Pheme, 1996:106) the role of understanding in qualitative research interview contains the following components: it is centred on the interviewee's life world; it seeks to understand the meaning of phenomena of his/her life world; it is qualitative, descriptive, specific, presumptive, it is focused on certain themes, it is open for ambiguities and changes; it depends upon the sensitivity of the interviewer; it takes place in an interpersonal interaction; and lastly, it may be a positive experience. It is through the interview that the researcher is better able to obtain data which addresses the research questions, from the personal view of the research subjects.
Table 3.1: Questionnaire responses

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KEY: NE = NEVER  O = OFTEN  R = REASONABLY
N = NOT AT ALL  H = MOSTLY  T = TREMENDOUSLY
S = SOMETIMES  A = ALWAYS  SL = SLIGHTLY
Denzin (referred to by Pheme 1996:107) distinguishes three types of interviews on the grounds of the degree to which they are structured, namely scheduled standardized, non-scheduled standardized and non-standardized interviews. For the purpose of the inquiry, the non-scheduled standardized interview was used in order to address specific predetermined issues and to allow the interview to be conducted in a more natural and responsive manner (LeCompte & Preissle, as referred to by Pheme, 1996:108).

It was necessary for the researcher to conduct interviews because the completion of the questionnaires was not supervised, and an additional source of data was needed to strengthen the reliability of the investigation. The interview sample was selected through a random sampling of seven students out of the 66, who returned the completed questionnaires. It was necessary for the researcher to explain to the students the purpose of the interview. That was done in order to alleviate fear and relax the atmosphere for a free participation by the students. Although the introduction was done when the seven students were together, they were invited individually to participate the interview so that it could be easy to tape record their responses.

3.5.2.1 Recorded interviews

According to Henning (referred to by Mahalngu, 1996:71) the interview can be recorded and transcribed, or the interviewer can take brief notes during the interviews, after which he can rewrite the shorthand notes. Transcriptions from recorded interviews are the advised mode though. In this inquiry the interview was tape-recorded, not only the interviewees' direct responses but also their contributions, after the structured interview.

It was after all the seven students had been interviewed and tape-recorded that the assette was replayed so that a transcript could be produced. The students were also invited to listen to the recording and to add comments.
3.6 ORGANISATION OF THE INTERVIEW DATA

According to Miles and Huberman (1994:Chapter 2) it is essential to commence analysis early during the data collection process as it serves the purpose of filling the gaps, obtaining better quality data at a later stage in the collection procedure, and testing of hypothesis. However, Erickson (referred to by Steyl, 1993:106) signals a warning that although an early interpretation, which is of course inevitable, also biases the researcher. It is essential to start with early analysis as the researcher tends to be fixated on early categories. Miles and Huberman (referred to by Pheme, 1996:112) call data organisation data reduction and by this they refer to a process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. If analysis starts early, researcher distance increases.

Tesch (referred to by Pheme, 1996:112) refers to it as "data-condensation" that serves to sharpen, sort, focus, discard and organise data. The systematic analysis of these data follows data reduction techniques such as coding, patterning and clustering. The diagram that follows can summarise these activities:

<table>
<thead>
<tr>
<th>FIRST STAGE</th>
<th>CODING (Categorisation)</th>
<th>Classification of data into categories, hence categorisation. (Selecting data with the same meaning.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND STAGE</td>
<td>PATTERNING</td>
<td>Arrangement of different codes into patterns/systematisation of data into more accessible units for interpretation. (In the phase meaning)</td>
</tr>
<tr>
<td>FINAL STAGE</td>
<td>CLUSTERING</td>
<td>Identification of particles belonging together (conceptualisation) (themes). (Main themes are described as final empirical findings, which will be interpreted and discussed.)</td>
</tr>
</tbody>
</table>

Figure 3.1: DATA ORGANISATION TECHNIQUES USED IN THE INTERVIEW
3.6.1. Coding

The same process of coding is referred to by Masou, Ritchie and Spencer (1992) as indexing, but which possibly carries the connotation of the process of developing and applying a whole coding scheme, other than the derivation of individual codes (Boyman & Burgess, 1996:218).

Pattern-coding, as one type of coding system, reduces the large amounts of data into smaller pieces of data in order to assist the researcher in constructing concept maps (Steyl 1993:108) or tables, such as those below. (See Appendix B for questionnaire).

3.6.2 Patterning

Patterning does not differ much from the pattern-coding in the sense that it involves the arrangement of the volumes of data collected in order to systemise it into more accessible units for interpretation (Steyl, 1993:109). The researcher approaches the data categories interpretively, and seeks for meaning holistically. Patterns are often the most meaning giving of all research activities (Henning, 1991). Patterns are the relationships of data across different categories, showing an overall configuration of meaning.

3.6.3 Clustering

This is the final stage of the analytic, organisational procedures. Miles and Hubermann (1994), view the activity of clustering as a general process of using and/or forming categories and the interactive sorting of things/events, actors, processes, settings, sites - into those categories. It is here where things which belong together are clustered. This is the final stage of "meaning-making" from the collected data. Patterns are often also superimposed to assist in meaning making, or the generation of concepts, as overall meaning-makers. (See Appendix A: Clustering of data.)
One of the major goals of qualitative research is the generation of concepts that form the building blocks of theory (Glaser & Strauss, referred to by Bryman & Burgess, 1994:219). With the raw data at hand, the interview transcripts were analysed. At first and after going through the sample of seven students transcripts, thirty concepts were arrived at, and through clustering, they were reduced to fifteen. (See Table 3.2, p.46). These would be connected to the questionnaire data.

3.7 DATA ORGANISATION (THE QUESTIONNAIRE)

The information gathered through the questionnaire are presented on Table 3.1 on p.41. The table has two rows, namely, the vertical and the horizontal. The vertical one represents the students (66) referred to as "respondents", and the horizontal one represents the questions (20) as they appear on the questionnaire. Codes are used for the answers, namely "NE" for "never", "N" for "not at all", "S" for "sometimes", "O" for "often", "M" for "mostly", "A" for "always", "R" for "reasonably", "T" for "tremendously" and "SL" for "slightly".

It then became easy to condense these data into another table (Table 3.2, p.46) which shows the number of students for a particular question and answer. The same information provided by Table 3.2 (p.46) was then converted into percentages for a better analysis (see Table 3.3, p.47). There was a provision at the end of the questionnaire for the students to comment. It became evident that they like EMI for various reasons and that the course itself is good.

3.8 THE FINAL THEMES

After processing the information gathered through both the questionnaire and interviews, after coding, patterning and clustering those themes that were similar in meaning, the following themes were finally arrived at:
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Table 3.3: Data organisation of the questionnaire: Percentages
Lack of motivation among the teacher trainees.

Reading for different purposes needed.

Low level of reading ability of students.

Lack of training and experience by the teacher trainer (lecturer)

Proficiency in English is not adequate.

Lack of confidence in English.

Effective communication is absent.

The impact of mass media on communicative skills is negative.

The role of vernacular in Education is an important factor.

English as a global language is recognised.

These findings will be discussed and interpreted in the next chapter under six headings namely, lack of motivation among the teacher trainees, inadequate training and experience by the teacher trainer (lecturer), English as a global language and proficiency in English, limited skills in reading for different purposes, and the role of vernacular.

3.9 CONCLUSION

In this chapter the course of the empirical investigation was outlined briefly. This included the two methods of data collection and an indication of processing. The final data categories of the different methods of investigation that were arrived at were stated. A discussion of the findings will follow in the next chapter.
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CHAPTER FOUR
INTERPRETATION, CONCLUSIONS AND
RECOMMENDATIONS

4.1 INTRODUCTION

In the previous chapters the overview, design, theoretical framework, rationale and course of the empirical investigations were presented. In this final chapter of the study, the analysis and interpretations of the data will be outlined and discussed. Tables will be used where necessary to depict certain relevant findings. Conclusions will be drawn from the findings and they will be discussed.

4.2 ANALYSIS OF DATA

This section will explicate the way in which the raw data of this inquiry were converted into empirical findings before the actual discussion and formal interpretation leading to final research findings.

According to Marshall and Rossman (1989:113) data collection and the analysis of the collected data in qualitative research go hand-in-hand to promote the emergence of substantive theory in empirical data. It is the analysis which brings about order, structure and meaning to the chunk of information collected. Data analysis, particularly qualitative analysis, is a search for general relationships among categories, themes and patterns within the data so as to establish profound patterns of meaning. In this level (after initial coding and clustering) interpretation and analysis and organisation of data go hand in hand.

The above statements about data collection and data analysis, or processing as Miles and Huberman (1994:10) call it, do not suggest that there could be no analysis before this stage. In fact Miles and Huberman (1984) encourage an early data analysis. According to them it is essential to commence analysis early during the data collection process for it serves the purpose of filling the gaps, obtaining better quality data at a later stage in the collection procedure, and testing hypotheses.
The ideal model for collecting data according to these statements is one that incorporates analysis and collection from the beginning of a research project. The early analysis is however, not without criticism as Erickson (1991) warns that it is not essential to start with early analysis, as the research tends to be fixated on early categories. Like an early interpretation, which seems to be inevitable, early analysis, may bias the researcher. Qualitative data analysis is well defined by Miles and Huberman (1994:10) as a process consisting of three concurrent flows of activity: data collection, data-display and conclusion/verification. Despite these often opposing views, the trend is to have phases of analysis-cum-interpretation in an on-going iterative way. This process can be illustrated in the following figure, which represents the interactive research process, according to Miles and Huberman (1994:12).

![Figure 4.1 RESEARCH INTERACTION PROCESSES](image)

The strategy of reducing data (and thereby also interpreting) followed in this study is in accordance with Jarman's (1994:141) techniques involving the process of coding, consolidation, categorisation and eventual patterning. Figure 4.2 (p.51) represents Jarman's data organisation processes. Basically this is the same with what is presented by figure 3.1 (p.43).

The combined processes of reduction (including analysis and interpretation) can be presented in a "display" format. According to Miles and Huberman (1994:11) data displays are visual formats that present information systematically (in an organised and compressed manner in order to facilitate the drawing of conclusion). A good data display facilitates the quick absorption and placing of large amounts of data.
DATA IN PROCESS

CODING
(CLASSIFICATION OF DATA)

WEAVING OF PATTERNS

CLUSTERING (SHRINKING OF QUANTITY OF PATTERNS)

UNRAVELLING OF CODED DATA

1. Frequential
2. Holistic
3. Across method
4. Per individual case

Figure 4.2 DATA ORGANISATION SEGMENTS DURING PROCESSING (JARMAN, 1994)

This enables the researcher to show some of his interpretation schemes. Tables 3.1 (p.41), 3.2 (p.46) and 3.3 (p.47) (showing the responses of the students) represent a display. The displayed raw data include the responses such as "Personally I like EMI," EMI is a language to pass easily, and what is so interesting is the response indicating that my English "has improved, but is not through EMI", and also "EMI has not helped me".

4.3 INTERPRETATION OF FINDINGS

According to Miles and Huberman (1994) the most critical question when interpreting empirical findings is whether the meanings you find in qualitative data are valid, repeatable and right. The interpretation of the findings is a search for "truth", or what can be called truth-claims, which must be supported with evidence. Briefly, my investigations revealed overall that the English as Medium of Instruction syllabus and the physical facilities in the college were fairly adequate and capable of "producing" competent teachers. However, in spite of this, both the academic and the professional training were poor and the students' proficiency was low. They could hardly express themselves clearly in English, either orally or in writing.

The following categories of data emerged in the preceding chapter, which dealt with data collection, processing and consolidation. These were: inadequate training and
experience in English the trainer; English as a global language; they lacked motivation; they had limited skills in reading for different purposes; they revealed a low level of reading ability; they revealed a low proficiency in English and they still viewed the effective oral communication as important, as well as lack of confidence in writing; they still viewed the role of the vernacular in education as important. The impact of mass media on communicative skills was also evident. In discussing these categories, reference will be made to the results as condensed in Tables 3.1 (p.41), 3.2 (p.46) and 3.3 (p.47):

4.3.1 Lack of motivation among the teacher trainers

It is interesting to note that 19 students out of 66 (28.8%) have responded "as always" to the question "Do you like EMI as a subject?". The reason they advance or give in the interview is that it is the easiest subject to pass. Indeed, this is true. They pass EMI easily. A set of the SPTD 3, November 1995, examination results can verify this. A copy of the results is with the researcher. Out of 233 candidates who wrote and passed, only 2 had an outstanding mark. The schedule of the results could not be included as it could have occupied a larger space, and the ethics would be questionable.

Out of 233, 97 students achieved (41,6%) distinctions, 83 students (35,6%) scored first class passes, 39 students (16,7%) scored "C" pass symbols, 12 students (5%) scored "D" pass symbols, and there were only 2 students (0,8%) who failed.

It was interesting to notice that the very group of students who scored distinctions fail to express themselves in English or just to conduct a simple conversation in English. There could be various reasons for this. In fact, students of colleges of education have a hard-row to hoe, since they are forced to use English as Medium of Instruction. This leads to the memorising of notes and key sections of the textbooks, which are often dished up out of context. In some cases they still manage to score high marks because they memorised sufficient knowledge and sufficient language.
The question of scores does not necessarily guarantee quality. This view is shared by Darling-Hammond (1990:272-273) who says:

"Test scores are not clear evidence of quality or lack of quality. What we mean by teacher quality should be more influenced by what teacher candidates learn after they enter college than by the entrance examination scores the presented at matriculation."

4.3.2 Inadequate training and experience of the teacher trainer

The 17 students, forming 25.8% of the group, have indicated that they like EMI "mostly". Added to this number is 28.8% (19 students) who have indicated that they "always" like EMI. EMI is rated by 19.7% (13 students) as "mostly important", and 18.2% (12 students) have responded as "always" to this question. The students seem to be satisfied also with the EMI syllabus. What they have complained about in the interview is that "many the lecturer does not 'taught' at it's level." This statement makes one contemplate the competence of lecturers of EMI as well as their educational background.

The students are very specific in this regard. This does not merely suggest that there are no adequately trained and experienced lecturers at the college. There are professional graduate teachers, some of whom are very seasoned and experienced. However, a large number of them are young and inexperienced. Many of them have done little school teaching besides their teaching practice during their student days. They are therefore not familiar with the practical conditions in the schools. Furthermore, their situation as teacher trainers is aggravated by the fact that they received little coaching in methodology during their own training in the university as methodology is only offered in their final year of study and the attendance is only once per week. Many also experienced disruptions at their campus.

One other factor is that the matric in the previous dispensation did not adequately equip many students for university education. Although many of them graduate, quite a large number of those who go to teach in the colleges are not equipped for
the task of college teaching. They do not feel comfortable with the material they teach. Besides the complaint of the students about the EMI lecturers, many of the lecturers have confessed lack of academic and professional confidence in themselves.

With this kind of situation in mind, it is not surprising that their students too are often academically inadequate. It is in fact logical that a lecturer can lecture or teach only what he knows as he cannot teach or lecture to a level higher than his own.

The students are aware of the discrepancy between their performance in EMI and the unreasonably high marks they get. That suicidal practice in the EMI classroom / lectureroom unfortunately gives a bad impression about the lecturer. Usually what happens in colleges, ours included, is that this subject is given to newly appointed lecturers who sometimes do not even qualify to be a lecturer at a college of education (that is in terms of the minimum academic qualification higher than a general first degree - therefore at least an honours degree plus a qualification in education, and five years (at least) teaching experience (Moyo, 1994)). This is simply because EMI does not have the externally moderated end of year examination, in the PTD section. This important subject, which includes the notions of "language across the curriculum" and cognitive linguistics, is often relegated the status of an unimportant subject where quality assurance is not important.

The major question is how teachers or lecturers who are also unable to express themselves in English can control and direct the student's use of language. The cycle will inevitably continue. This is what Mayor means when saying:

"Indeed, teachers are not only experts in subject matter but also expert that controlling and directing children's meanings prevail" (1987:339).

4.3.3 English as a global language

It is also so interesting to realize that most students, that is 25 students (37,8%) have responded to the question "Would you have preferred vernacular to English in teaching situations?" as "not at all", and only 6,1% (4) of the students have
responded to the same question as "mostly". The fact of the matter is that, besides
that English is the world language, and that most schools in South Africa have
English as medium of instruction. Thus, it makes it imperative that students
perceive the importance of having a fair amount of English knowledge (Ramokhoase, 1989:30).

The choice of English in post-colonial Africa and elsewhere in the developing
particularly, goes beyond the notion of better opportunities for higher education and
subsequent better employment prospects. For purposes of communication across
South African borders, English is still the preferred language in diplomatic,
discourse, international trade, cultural diffusion, etc. It is not disputable (Moyo,

The challenge that is facing the language planners today is the one of the language
which must serve as medium of instruction in education. There are differences
here. Ngugi wa Thiongo (Sowetan, 1997:11) proposes three languages in a school
and he calls this 'triglossia'. These three languages should include English, mother
tongue and any other language. This idea of multilingualism is supported by Dr
Neville Alexander of the Pan South African Language Board (PANSALB) who is
also the Chairman of the Language Task Group (LANTAG), which was established
on 12 December 1995. (Department of Agriculture, Science and Technology,
1996). Supporting multilingualism, the three languages (triglossia) Hillary Janks, a
Wits University lecturer says "students should have right of access to English, all
students must learn at least one African language and students should have right to
choose any of the 11 (sign language excluded) official languages as language of
learning and teaching (Sowetan, 1997:11). On the contrary, Dr. Andrew Foley, a
Johannesburg College of Education lecturer said that research had shown that a
majority of South Africans want education in English, so the state must provide it.

It is noteworthy and also ironic to read about the arguments by black professionals
who complain that their indigenous languages have been marginalised, suppressed
and ignored; and the result is that they are not developed. Yes, this holds water.
But the irony I have referred to is that 65% or more of these professionals sent their
children to the English Medium Schools. The question arises whether it is one way
of developing their languages that were ignored for some time? In fact, in view of the above argument, they are declaring a motion of no confidence against themselves and their culture.

The students in this inquiry have indicated by implication that the vernacular does not have much of a role in education.

### 4.3.4 Proficiency in English

There are 8 students (12.8%) who have indicated that their English has improved "tremendously" in terms of communicative competence. This is in addition to the 19 students (28.8%) who indicated that their English has improved "reasonably" in terms of communicative competence. The students go further by saying 'it is not through the help of EMI' as they could express themselves in English even before they could come to the college. Their English instead improved by reading newspapers, listening to English radio stations and by watching English programmes on television.

The feeling of the students is that speaking should enjoy a more prominent role in the course. They want to improve their spoken language proficiency. There are so many factors affecting students proficiency or lack of proficiency in English, as was briefly outlined in the previous chapters. It must be noted however, that teacher training institutions can of course influence new teachers to a certain degree, but essentially the changes will have to come from experienced teachers, and their superiors. Intensive in-service workshops are a pre-requisite to introduce any changes, and to convince teachers of the value of such changes. Teacher educators should also be afforded the opportunity of attending in-service workshops.

Language proficiency involves all the necessary communicative skills, namely reading, speaking, writing and listening. There could be some other reasons for the students low level of reading ability. In fact, the findings of this study indicate that EMI is considered a 'bonus' subject by the students, in particular since it has only three periods per week in the first year, two periods in the second year and one
period in the final year. It does not engage the students in sufficient reading activities. To add salt on the wound, it never had a single text (prescribed) book covering all the items in the syllabus since its introduction in 1990. One assumes that the notion of "medium of instruction" was interpreted to mean the "talking of the teacher only".

As to the question of writing, for example letters, a reasonable number of the respondents indicated that they do write letters, but with no confidence. One said "I do write but find that I am not well confident". The other one said "I do have that confidence but I am sometimes naïve".

4.3.5 Limited skills in reading for different purposes

It was found in the interview and the comments by the students in the questionnaire that their language leaves much to be desired. The EMI course is expected to prepare the student teachers to serve in and interact well with the social groups. They need linguistic competence. They also need a thorough knowledge of the structure of the language - it's rules and it's grammar. This is linguistic competence. They also need to know the social rules of the language or the socially appropriate use of the language in order to be communicatively competent. This can be done creatively in letters, reports, journals and even in invitations, telegrams, posters or advertisements. Such activities are communicative assets to the learners in their everyday situations. The students recognise that they know little English.

4.3.6 The role of the vernacular

The students view the role of vernacular in education as important. However, it is also interesting to note that 25 students (15,2%) have responded to the question - "would you have preferred to use vernacular rather than english in teaching situations?" as "not at all". 29 students (43,9%) have responded to the same question as "sometimes". The students are at least aware that English brings people of different races together. It is also acknowledgeable that vernacular forms the basis of the second language.
4.4 CONCLUSION

The above findings have implications for the role of and attitudes towards non-standard English as medium of instruction. If students experience problems in the learning situation because they speak "non-standard" varieties of language, those problems are probably due to the negative attitudes of society towards "non-standard" language. Trudgill, as referred to by Roos (1989:7) suggests that teachers should teach students to read the "standard" language but that teachers and the rest of society should be educated to understand, tolerate and appreciate "non-standard" varieties as complex, sufficient and equivalent linguistic systems.

The role of English as a complementary language should thus be seen as one which, besides being the most powerful and official lingua franca, should also be a facilitator of equality of educational opportunities, national integration and full participation for all citizens in all aspects of life in a truly multilingual South Africa (Moyo, 1995:100; Henning, 1991).

It was intentional that this study focused on the college of education and on the diplomates. It does not suggest that the problems dealt with exist only in the colleges or these shortcomings are reflected only on the diplomates. A college has been targeted because it is responsible for the education of the bulk of the teaching force of the country and the diplomates are those who lay the educational foundations for the youth. The premise of the study was that too little attention is afforded the training of college lecturers. Their continuous professional development is as vital as those of teachers.

4.5 RECOMMENDATIONS

Although this study was conducted with a small sample of students in one college, the indications are that at least a few of these findings can be confirmed by researchers and practitioners generally. The college is typical of semi-rural colleges in this country.
With regard to EMI in the Senior Primary Teachers Diploma which has been the main focus of this inquiry, the following recommendations can be made:

- English language proficiency needs to be made one of the selection criteria, especially if English is still to retain its role as medium of instruction in education.

- Recruitment of lecturers should be strict to ensure that those appointed to serve meet the requirements such as 5 years teaching experience, have the necessary qualifications in the subject, that is English, etc.

- EMI be treated as equally important with the other subjects in terms of periods allocation and examinations, especially external moderation.

- The relevant approaches such as Communicative Language Teaching be emphasised and employed in the EMI classes to prepare the students thoroughly in Communication.

- Appropriate text books be identified and recommended.

- Policy analysts need to investigate existing policy on teacher educators.

- Comparative research needs to be conducted in order to extend the findings to other cases.

4.6 FINAL COMMENTS

Teacher training institutions can influence new teachers to a large degree but essentially the changes will have to come from experienced teachers, and their superiors. Those lecturers who are offering EMI should know that people learn to read by reading, and they learn to speak by speaking. These are the goals EMI must achieve. The individual student studying teaching needs to experience personal and professional development and empowerment in pre-service education. An important component of this is the development of the students' English proficiency. The present system of EMI appeared to be a dismal failure.


AMUZU, KI 1995. Improving the quality of the training of teachers of English in the Northwest Colleges of Education. Pietermaritzburg: SATESOL.


CURRICULUM 2005 SUPPLEMENT. National Department of Education.


MOYO, T 1995. The role of English in education and in multilingual South Africa. Pietermaritzburg: SATESOL.


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### HEADINGS

A. LACK OF MOTIVATION AMONG THE TEACHER TRAINEES.
B. READING FOR DIFFERENT PURPOSES.
C. LOW LEVEL OF READING ABILITY.
D. LACK OF TRAINING AND EXPERIENCE BY THE TEACHER TRAINER (LECTURER).
E. PROFICIENCY IN ENGLISH.
F. LACK OF CONFIDENCE IN WRITING.
G. EFFECTIVE COMMUNICATION.
H. THE IMPACT OF MASS MEDIA ON COMMUNICATIVE SKILLS.
I. THE ROLE OF VERNACULAR IN EDUCATION.
J. ENGLISH HAS BECOME A GLOBAL LANGUAGE.
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<td>I HAVE APPLIED FOR MY ID</td>
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<tr>
<td>WHEN WE CLOSE ... AND I FILL UP THOSE FORMS BY MYSELF</td>
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<tr>
<td><strong>B</strong> READ STYLES</td>
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<td>-------------------</td>
</tr>
<tr>
<td>TEACHING US HOW TO SKIM, SCAN, IT WAS USEFUL</td>
</tr>
<tr>
<td>CAN UNDERSTAND THE NEWSPAPERS NOW</td>
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<tr>
<td>IMPR VOC</td>
<td>NOT COMM</td>
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<tr>
<td>COMMUNICATE WITH PEOPLE OF HIGH CLASS LIKE RECTOR</td>
<td>NOT MUCH ON COMMUNICATING</td>
<td>HELPS US IN READING DIFFERENT SUBJECTS</td>
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<tr>
<td>HELPS ME TO UNDERSTAND OTHER SUBJECTS</td>
<td></td>
<td>ENABLES STUDENTS TO PASS EASILY</td>
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<tr>
<td>MY ENGLISH HAS IMPROVED</td>
<td></td>
<td>HELP ME TO UNDERSTAND THE OTHER SUBJECT</td>
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<tr>
<td>SKIM</td>
<td>NO FEAR</td>
<td>SOCIAL DATA</td>
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<tr>
<td>TEACHING US HOW TO SKIM, SCAN</td>
<td>EVERY AFTERNOON WE HAVE A MOLEB SESSION</td>
<td>HELPS ME SOCIALY I CAN WRITE LETTERS TO DIFFERENT PEOPLE</td>
</tr>
<tr>
<td></td>
<td>NO MORE FEAR</td>
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APPENDIX B

THE QUESTIONNAIRE
QUESTIONNAIRE

N.B.: MAKE A CROSS OR TICK IN ONLY ONE APPROPRIATE BOX.

1. DO YOU LIKE EMI AS A SUBJECT?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

2. DO YOU RATE EMI AS EQUALLY IMPORTANT AS THE OTHER SUBJECTS?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

3. DO YOU CONSIDER TESTS AND ASSIGNMENTS SERIOUSLY?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

4. CAN YOU TELL STORIES IN ENGLISH?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

5. CAN YOU EXPLAIN A PROBLEM IN ENGLISH?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

6. CAN YOU CONVERSE FLUENTLY IN ENGLISH IN SOCIAL SITUATIONS?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

7. DO YOU UNDERSTAND ORAL INSTRUCTIONS IN ENGLISH?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

8. DO YOU WRITE LETTERS TO FRIENDS/RELATIVES IN ENGLISH?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

9. DO YOU READ AND UNDERSTAND LABELS, NOTICES AND WRITTEN INSTRUCTIONS IN ENGLISH?
   - NOT AT ALL
   - SOMETIMES
   - OFTEN
   - MOSTLY
   - ALWAYS

10. DOES THE EMI HELP YOU TO UNDERSTAND THE OTHER SUBJECTS?
    - NOT AT ALL
    - SOMETIMES
    - OFTEN
    - MOSTLY
    - ALWAYS
11. DO YOU THINK THE LECTURERS ARE DOING ENOUGH TO ENABLE YOU TO SPEAK ENGLISH PROFICIENTLY?

   NOT AT ALL  SOMETIMES  OFTEN  MOSTLY  ALWAYS

12. DOES THE EMI PROGRAM ADDRESS YOUR SOCIAL COMMUNICATIVE NEEDS?

   NOT AT ALL  SOMETIMES  OFTEN  MOSTLY  ALWAYS

13. DO YOU HAVE ENOUGH OPPORTUNITY TO EXPRESS YOURSELF IN ENGLISH DURING EMI CLASSES?

   NOT AT ALL  SOMETIMES  OFTEN  MOSTLY  ALWAYS

14. WOULD YOU HAVE PREFERRED TO USE VERNACULAR RATHER THAN ENGLISH IN TEACHING SITUATIONS?

   NOT AT ALL  SOMETIMES  OFTEN  ALWAYS  MOSTLY

15. DO YOU THINK YOUR ENGLISH HAS IMPROVED IN TERMS OF COMMUNICATIVE COMPETENCE SINCE YOU STARTED WITH EMI?

   NOT AT ALL  SLIGHTLY  REASONABLY  TREMENDOUSLY

       EXCEPTIONALLY

16. DO YOU UNDERSTAND YOUR ENGLISH LECTURER WHEN HE/SHE SPEAKS TO YOU?

   NOT AT ALL  SOMETIMES  MOSTLY  OFTEN  ALWAYS

17. HAS THE EMI ENABLED YOU TO SPEAK ENGLISH IN SHOPS, ON THE TRAIN, IN MEETINGS?

   NEVER  SOMETIMES  OFTEN  ALWAYS

18. CAN YOU COMPLETE FORMS IN ENGLISH?

   NEVER  SOMETIMES  OFTEN  MOSTLY  ALWAYS

19. CAN YOU UNDERSTAND ENGLISH IN NEWSPAPERS, IN MAGAZINES, ON THE RADIO, ON TELEVISION?

   NOT AT ALL  SOMETIMES  OFTEN  MOSTLY  ALWAYS
20. CAN YOU CONDUCT A SIMPLE CONVERSATION IN ENGLISH?

| NOT AT ALL | SOMETIMES | OFTEN | MOSTLY | ALWAYS |

COMMENT IF ANY: THE MORE THE PUPILS/STUDENT COMMUNICATE IN ENGLISH, THEY WILL IMPROVE ENGLISH LANGUAGE. THE TEACHER SHOULD INFLUENCE PUPILS TO SPEAK ENGLISH.
TRANSCRIPTS OF INTERVIEWS

Makua Abram (MA): Interviewer
More Solomon (MS): Interviewee

MA: Solomon, do you like EMI as a subject?

MS: Yes, I do like EMI as a subject.

MA: What specifically do you like in EMI? Or what is that which you can tell me that I like this one in EMI?

MS: Yeh, what I like is EMI I can say, is language, I means that I can say EMI is one of the language to pass easily. That's the first point.

MA: You want to tell me that EMI enable students to pass easily?

MS: Yah, it enables students to pass easily.

MA: Does the EMI program help you in understanding the other subjects?

MS: Yes, it help me to understand the other subjects because for instance English itself, there are some of the English matters which may be I don't know from the earlier level of my school and since I acquainted myself with EMI I find it easy to know some of the English grammar which I never know before.

MA: Solomon, this is your third year or final year of study I believe.

MS: Yes.

MA: How far has EMI helped you?

MS: Actually up to so far I cannot say EMI has helped me, but I like the subject. What I can say is maybe to supplement on the issue of EMI hasn't helped me much is maybe the lecturer who taught EMI, he doesn't taught it in its level that students can rate it as a good subject. Actually if it can find a good lecturer who can explain in its context.

MA: Solomon, can you tell stories in English?

MS: Yes, I can tell stories in English.

MA: What else can you do in EMI.
MS: Up to so far I can tell stories and make poems and write things about my situation, about what happened.

MA: Can you argue in English with your friends without fear?

MS: Yes, actually I can argue and most of my friends used to argue in English.

MA: And you are very confident?

MS: Yes.

MA: Than before?

MS: Than before.

MA: Do you confidently write letters to friends/relatives in English?

MS: No, actually I do write but find that I am not well confident in my writing.

MA: Do you feel confident to write a letter to a certain professor or lecturer who is attached to a university or to the State President?

MS: Yes. In expression, actually when I write a letter to one of the dignitaries found in the world, actually you must make do is that your letter is in correct terms, and then the letter must have English grammar and if it lacks something I cannot say I am not confident in my writing but if my letter is balanced and my letter is well, I am sure about what I am writing and I am confident.

MA: Do you think your English has improved in terms of communicative competence since 1995?

MS: Yah, actually my English has improved but I cannot say is due because of EMI, but is due because of listening to TV, reading the magazines in the library.

MA: Do you watch programs which are communicated through the medium of English?

MS: Yes.

MA: Would you prefer to use vernacular to English in the teaching situation?

MS: Yah, that is a very nice question actually, you know when a person grow up, he grow up with vernacular. Vernacular is in my hand and then English. English it is an international language I think it is very much important for someone to teach in English so that even if he/she go beyond the boundaries of South Africa, she can communicate easily.
MA: Can you complete the forms in English, maybe applying for employment or for an ID, any form in English?

MS: Yah, again I like that one like myself I have applied for my ID and during when we close at school I work for a variety of companies, and I fill up those forms by myself, no one assist me.
Makua Abram (MA): Interviewer  
Makua David (MD): Interviewee

MA: Do you like EMI as a subject?

MD: Yes

MA: What is it that you specifically like in EMI?

MD: Personally, I'm a very shy person. I don't talk too much most of the time. I just communicate in my mother tongue.

MA: During English classes

MD: No, I studied communicative through the medium of English after EMI has introduced. That's now is the same with mother tongue.

MA: Does this EMI help you in understanding the other subjects?

MD: First, let me say it takes it generally, I like reading newspapers, but the first I would just took a newspaper and read to such an extend that I will enjoy my reading. But after EMI was introduced and many things and factors were taught for understanding such as scanning such things and so now I can understand the newspaper.

MA: How far can you say EMI has helped you?

MD: Well it has helped me a lot because now I am talkative in class under the medium of English.

MA: Can you now tell stories in English?

MD: Yes sir

MA: And what else can you do in English?

MD: I can present myself. I can speak to somebody, someone with a different pigmentation.

MA: Can you now argue with your friends in English without fear?

MD: Yes sir

MA: Do you confidently write letters to friends/relatives in English?
MD: Yes, sir

MA: Can you write letters to people such as Nelson Manuela?

MD: Yes, sir

MA: Do you think your English has improved in terms of communicative competence since 1995?

MD: Yes. Because before I came to learn EMI I did not know the English I am knowing now.

MA: Would you prefer using vernacular English in the teaching situations?

MD: Vernacular I use it at home and I would prefer English in school.

MA: Why English?

MD: It is the language which is not commonly used and it is the language which is competitive

MA: Can you complete forms in English when applying for employment or when applying for an ID?

MD: Yes

MA: Can you understand English in newspapers, magazines, on TV or the radio?

MD: I listen to Radio Metro now more than any other station.
Makua Abram (MA): Interviewer
Dire Brenda (DB): Interviewee

MA: Do you like EMI as a subject?
DB: Yes, I think I like it.

MA: What specifically do you like in EMI?
DB: Basically I think since I started learning or being EMI student, I realized certain mistakes that I used to make before I was doing this subject as a subject matter, but basically I think it help me socially because I can communicate with people better and I can realize where am I making mistakes.

MA: Do you think EMI is helping you in understanding other subjects?
DB: I think so because most of them you find you have a problem and EMI as a subject somewhere, somehow leads you to understand the subject little but more easily because the subject itself it won't really explain everything.

MA: How far has EMI helped you since you started it?
DB: There is a little bit of difference but I won't say is EMI exactly which has helped me, I think self reading of magazines is one of the things that has improve me a lot and some of the other subjects.

MA: Can you now tell stories in English?
DB: Yes

MA: Could you do that even before you could come to the college?
DB: I used to be a little bit naïve.

MA: Can you now argue with your friends in English?
DB: Of course I can.

MA: With no fear?
DB: No more

MA: Do you confidently write letters to friends/relatives or people of higher repute without fear?
DB: I can write a letter to different people.

MA: Do you think your English has improved since you started?

DB: A lot, it has improved.

MA: Would you prefer using vernacular to English in the teaching situation?

DB: No, I cannot. Right now we have a problem of pupils failing to speak English, they always felt inferior and they feel that they can’t speak English and I think from the experience I have I have to use English so that these pupils can basically get the idea from me and be well structured in English.

MA: Can you complete forms in English?

DB: Of course I can

MA: Can you understand English as used on TV, radio, newspapers and magazines?

DB: Yes I can.
Makua Abram (MA): Interviewer
Mashego Jane (MJ): Interviewee

MA: Do you like EMI as a subject?
MJ: Of course EMI I like it

MA: What specifically do you like in EMI?
MJ: I like it in such a way that it help us to communicate and read some of the other subjects.

MA: Does the very same EMI help you in understanding the other subjects?
MJ: I think so

MA: How far has EMI helped you? Up too so far.
MJ: It didn't help me as such because I came have at the college knowing how to speak English, how to write it but ...it did not help me.

MA: Can you now tell stories in English?
MJ: I can tell stories in English but it is not through EMI.

MA: Can you now argue with your friends in English without fear?
MJ: We used to. Every afternoon we have a moleho session. But is not because of EMI.

MA: Do you confidently write letters to friends or relatives in English?
MJ: Yes, I use to write letters to my friend who is in Durban.

MA: Can you write a letter to people such as president Nelson Mandela or any other person of a higher position?
MJ: Yes

MA: Do you think your English has improved communicatively since 1995 when you started at this college?
MJ: I think it has improved but is not through EMI.

MA: Would you prefer to use vernacular rather than English in teaching situation?
MJ: These days vernacular is not that much important when the teaching. We must use English because in most cases English is preferable.

MA: Can you complete forms in English?

MJ: Yes

MA: Do you understand English as used in magazines, newspapers, TV, and radio?

MJ: I understand it very much and I like it.