



















































































































































































































































































































R: So you are all saying that in Maths it's not working out (inaudible) for all you?

L: it's not a language. <inaudible murmurs / whispering>

T: I think with Maths the teacher speaks as simply as possible, people, I hardly ever hear people complaining about my Maths class and I think the reason is I try to speak simply in English and if it is in simple English and people understand English they normally understand the explanation. I can't speak Xhosa anyway so I mean the only thing the non Xhosa teacher can do is get the translation and a few terms and that's what can help maybe Mr Buso can help me make the test and speak to them in Xhosa and explain the sum to them but as an English speaker all I can do is give them a few translations.

L: That could help.

I: you are saying that

L: Ya.

I: And also you had fe

T: For half the things I mean I have sent them away and Zola and PRAESA send back something but some of them they couldn't translate.

I: Thank you very much you were helpful.



## Interview 2.

### Afrikaans Goup

R: Why

Jade: It takes up time especially if you're doing an exams and you're nervous you have to read all the stuff it confuses you and it complicates the paper even more because you don't understand it makes, okay you understand the work but you adapt complicated to you it makes it more difficult for you.

R: Now you're saying it makes it more difficult for you in the exam have the English right and there are the translations now do you go to the translation because you want them to make it simpler for you or .... Why do you use them in the first place?

Jade: Are you talking just about Maths?

R: Ja.

Jade: Okay, translations for Maths they are no, no because we do Maths in English and we understand it in English so I don't, for me personally I don't think that the translations is of any use to me.

R: They are not helping at all?

Jade: Mh, mm, no.

R: So in your exam you just ignore the ... in the Maths exam

Jade: In the Maths exam, ja.

R: Now at first when they introduced this translation thing how was it for you how did you feel?

Jade: It was okay I thought that we would understand better because I understand English and Afrikaans but then I just found out that it's not of any use.

R: You are a second language speaker of Afrikaans.

Jade: Yes.

R: How would you have preferred the translations to be used? Maybe that has something to do with how you cope.

Jade: How would-

R: You heard Mr Damsel was explaining just now he said that the translations, he used them to explain a few concepts he didn't do everything in Afrikaans or Xhosa, so he just explained a few concepts.

Jade: Ja, it didn't actually make sense because it was something new because primary school was an English school and high school so for me it was new to have the translations in Maths because Maths words are hard so it didn't actually matter to me.

R: Okay, so you are saying the translation thing all of it is just bad its not a good thing?

Jade: To me.

R: So they were not useful at all?

Jade: No.

R: Do you recall when you had those lessons, did you have any arguments about the terms that were used, the Afrikaans terms?

Jade: I didn't actually bother to argue about the terms because I didn't know, I didn't know the translations so I, I didn't want to, I didn't argue it was the first time hearing about it and whatever so I didn't actually argue about it.

R: And the others, did they argue?

Jade: Some of them argued, especially maybe like the Xhosa students like they put the 'T', isi stuff like that so in Afrikaans we didn't actually worry.

R: okay ... so you didn't pay any attention to the translations because I wanted to ask you now about the translations if they were adequate, you though they were adequate or –

Jade: Listening to it and listening to the translations it is because it sounds more or less the same but it's just better in Afrikaans and English

R: Now you had the Xhosa speakers right they were saying when I was asking them about Algebra they said that in their translations they just added *i* - in front of the word algebra how was it with Afrikaans? Did they change the whole word or was it the same?

Jade: It's the same but the sound is different. Like um...

R: is it written differently or ...?

Jade: Not completely differently, I think she remembers still. L\*\* how do you say algebra in Afrikaans? (calling on another learner)

L\*\*:

Jade: Algebra

R: Oh so its not that far from the English word? Now in your exams, you are going to write exams now, would you like to have translations in any of your exams?

Jade: Yes in Afrikaans to English

R: Why is that?

Jade: Because Afrikaans is my second language and some terms and stuff that we- that I don't understand so it makes it - , because we are not gonna be helped so I think the translation would be relevant to me as a second language Afrikaans

R: But that's strange don't you think? I mean translating Afrikaans, I mean it's an Afrikaans paper and now you want it to be translated to English

Jade: <laughter> it would be easier.

R: It would be easier

Jade: Yes but not in Maths cause you panic when you have to write maths and it's just gonna make you more nervous cause you don't understand, it complicates it.

R: Were you allowed to answer back in your own languages in the lessons because the teacher is using the translations so=

Jade: = yes you can but not many of us did it because we didn't understand our own

R: = your own language =

Jade: = the second language terms and staff.

R: Do you have any recommendations that you would like to make to the Department of Education...

Jade: Only for Maths?

R: Regarding the language of learning and teaching not only Maths but other subjects as well.

Jade: It's a good thing that they have the translations and staff but sometimes I think they should like you are asking us now, hopefully it's gonna be taken into consideration so uhm in languages I think they are a good thing but if you are a Xhosa or Afrikaans speaking and its your first language then it should be taught to you in your language, like us English speaking first language so it's relevant

R: But at home they speak Afrikaans right?

Jade: Ja, we speak Afrikaans.

R: But don't you think if –

Jade: Because I was, I went to an English school from primary level so I understand English better than I understand Afrikaans

R: Do you speak Afrikaans at home

Jade: Yes I speak Afrikaans at home but it's not my learning language.

R: So you don't have anything to add for the Dept of Education

Jade: Yes

R: So it's fine the way it is, the language in your exam should remain English?

Jade: Ja, it should remain English but maybe in Afrikaans just ...

R: In only Afrikaans, where you want translations?

Jade: That's what I want.

R: Okay, thanks



### Interview 3.

#### Xhosa group

- R: How useful were the translations during the Maths lessons?
- Zuzeka: No, they were not useful at all. They were not helping because they wouldn't make you understand what you were given in Maths because Maths is all about calculations like the other kid said ,its all about calculation, I mean the translation won't help it doesn't help at all and how do you recognise it's in Afrikaans no are you asking like in the exam paper ?
- R: In the lessons
- Zuzek: Only last year this year we don't have any translations at all
- R: You don't have anything to add?
- Qaqamba: I didn't find anything much easy because if you don't know the equation *kakade* (**usually**) it's taught in English so if you don't understand it even if there is a translation that translation actually makes it even more complicated
- Zuzeka: Because you'll find it when you translate it like uh... what you call it... like triangles everything when you translate them in Xhosa they're like a sentence, a sentence or something they are not even one – you just - they confuse you more.
- R: Now, maybe at the beginning of the lessons, when you were given translations at first you didn't like it, but did your opinion change during the year? Did you find it – did you like it?
- Qaqamba: No, no it was still the same.
- R: Why?

Qaqamba: Translations they do not make anything better man, they're just a waste of time, really they are, they are just a waste of time.

Qaqamba: The thing is we didn't start with the translations from grade 8

Zuzeka: so we weren't really used to them so it didn't add any difference to it.

R: How did Mr Damsel use the translations exactly? Did he use them to explain certain concepts or was it English- was it Xhosa or Afrikaans throughout? How did he use it?

Zuzeka: Using the translations like I said in the triangles he use them to explain the triangles what they mean in Xhosa and Afrikaans ... and what else? ... That was last year grade 11 right? What else ... uhm ja the quadratic equation all those words the mathematical words he only explained those words.

R: Now, would you have preferred the translations to be used differently?

Zuzeka: What d' you mean?

R: Was there some other way that he would've used ?

Zuzeka: Not that it would've made any difference any way

Z&Q: Except we would've preferred no translations at all.

R: Do you think they made your Maths more difficult

Zuzeka: Yes, complicated enough, a waste of time

R: And, did it slow down your lesson?

Zuzeka: What do you mean slow down my lesson?

R: I mean in the lessons, when he was translating wasn't that time consuming or what?

Zuzeka: It was, it was because it made it more boring.

Qaqamba: Yes, yes, more, exactly.

R: Oh so for you the experience was bad

Qaqamba: Yes.

R: They were not useful at all? During the lessons did you help to develop the translated terms or concepts for Maths?

Zuzeka: Did we help to?

R: To develop the terms?

Zuzeka: Did it help? Oh no.

R: Did you help develop the Xhosa terms

Zuzeka: Ah, ah nothing

R: You are a Xhosa speaker right?

Zuzeka: I am but you know the terms when we translate them in Xhosa they become so deep you don't know, I didn't know triangle in Xhosa because they are using those big words in Xhosa you know, that you also don't understand, ja.

R: So you didn't have anything to add to the translations you accepted them as they are?

Zuzeka: Yes.

R: Okay... so there were no arguments in class about the...translations=

Zuzeka: Translations? No.

R: Nothing?

Zuzeka: No, we didn't argue about *itranslation*.

R: Now, as you approach the grade 12 exams would you like to have translations in any of your subjects as a back up.

Zuzeka: Um... I could say yes in Xhosa in a way that you know uhm, what you call them like the opposites, sometimes you get confused with the antonyms and everything in Xhosa and they say them in Xhosa then you don't understand but when you put them in brackets you write the Xhosa word then you put antonyms in brackets then you get the idea that it's anton- then you get the idea of what you need

to do, so ( ) but not to translate the sentence like everything, no, just the...

R: You'd like translations in what? In your Xhosa paper or what?

Zuzeka: Only Xhosa paper, only Xhosa cause in Maths I mean you don't even get translations in Xhosa it's only English and Afrikaans and I don't think even the Afrikaans student's, I don't think they read the Afrikaans translations they go straight to English and they do what they have to do. So, only Xhosa that antonyms and synonyms things, otherwise no other language.

R: Are you going to write Xhosa in the exams?

Zuzeka: Yes

R: So that's why you want translations?

Zuzeka: Yes

R: Your Xhosa, is it difficult?

Zuzeka: No, it's not difficult but sometimes you get confused with the words like antonyms and synonyms you just mix them up like if they talk about opposites you think maybe it's antonyms then you write the wrong thing you just mix them up you know.

R: But it would be simpler in English

Zuzeka: Yes in English if, no you write them in both languages like you write the Xhosa word of antonyms then you write in bracket antonyms or something. You know what I'm saying?

R: Okay, now do you have any recommendations which you would like to make to the Department of Education in regard to the language of learning and teaching. Anyone?

Zuzeka: Mh, Mm.

R: Now, you had the translations, don't you wish sometimes you'd write in your own language?

Zuzeka: What? All languages?

R: In your own language, don't you wish you'd write-  
Zuzeka: Like meaning in Maths, then you write in your own language?  
R: Ja.  
Zuzeka: A, a, we're not used to that so it would be more difficult.  
Zuzeka: Yes, it would be more difficult.  
R: Writing in your own language.  
Zuzeka: Yes  
R: You're doing Xhosa as a subject –  
Zuzeka: Yes, second language.  
R: Afrikaans?  
Zuzeka: No we don't do Afrikaans, you choose between Afrikaans and Xhosa.  
R: Oh so English is compulsory?  
Zuzeka: Yes, it's our first language  
R: Okay, thank you.

