

ERRATUM

Editor

I, **Dr. P. A. Phindane** (Central University of Technology, Free State, Bloemfontein 9300, South Africa), am the author of the paper entitled “Learning in Mother Tongue: Language Preferences in South Africa,” published in the *International Journal of Educational Sciences*, Volume 11, Issue 1, page 106- 111, year 2015. I acknowledge and regret that I took, without attribution, the paragraph cited below from the article entitled “Language policy and mother-tongue education in South Africa: The case for a market-oriented approach,” published in *Georgetown University Round Table on Languages and Linguistics 2000*, pp. 119-130, year 2002, by **Prof. Dr. Nkonko M. Kamwangamalu** (Howard University, Department of English, 248 Locke Hall, 2441 6th Street, NW, Washington, D.C. 20059, USA). Therefore, I, the author, **P. A. Phindane**, kindly request that you please correct my mistake by publishing and attributing the paragraph, as is, to **Professor Kamwangamalu**.

THE PARAGRAPH FROM PROFESSOR KAMWANGAMALU’S ARTICLE:

“In the apartheid era, South Africa was officially considered a bilingual state, with English and Afrikaans as the sole official languages of the state. With the demise of apartheid in 1994, the new government has adopted a multilingual language policy giving official recognition not only to English and Afrikaans but also to nine African languages: Xhosa, Zulu, Ndebele, Swati, Tswana, Sotho, Pedi, Venda, and Tsonga. One of the main objectives of the

new language policy has been to promote the status of the nine African languages by, among other things, using them as media of learning. Six years after the policy was enshrined in the country’s new constitution, it seems that not much progress has been made yet in attempts to implement the policy, especially with respect to the issue of mother-tongue education. Rather, the status quo prevails: English and Afrikaans remain the media of learning in English-medium and Afrikaans-medium schools, respectively, much as they were in the apartheid era. The African languages are offered as media of learning from first through fourth grades in predominantly black schools, after which English—not Afrikaans because of its association with apartheid—takes over as the instructional medium” (Cited from Kamwangamalu, 2002: 119).

REFERENCES

CITATION OF PROF NKONKO KAMWANGAMALU’S ARTICLE

Please add the following source to the references

Kamwangamalu, Nkonko M 2002. Language policy and mother-tongue education in South Africa: The case for a market-oriented approach. In: James E. Alatis, Heidi E. Hamilton and Ai-Hui Tan (Eds.), *Georgetown University Round Table on Languages and Linguistics 2000: Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology*. Washington, D.C. Georgetown University Press, 119 – 130.

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