

Teachers' Conceptions of Teaching Physical Science in the Medium of English: A Case Study**Hamza O. Mokiwa¹ and Vuyisile Msila²***University of South Africa, Further Teacher Education, UNISA 0003,
P.O. Box 392, South Africa**E-mail: ¹<mokiwho@unisa.ac.za>, ²<msilavt@unisa.ac.za>***KEYWORDS** Code Switching. Innovations. Language Competency. Abstract Concepts. Examinations

ABSTRACT There are still many teachers who are daunted by mandates of language policy in South Africa. In historically Black schools some continue using the medium of indigenous languages although the official language of teaching is English. English still dominates the society despite the proclamation that there are 11 official languages. This article draws from a qualitative study conducted in the Province of KwaZulu-Natal where four Physical Science (Black African) teachers were participants. These participants were observed and interviewed as the researchers investigated their conceptions of teaching Physical Science in the medium of English language. The results show that Black African teachers do not always use English in the facilitation of learning in classrooms. They sometimes code switch or at times use the indigenous languages to ensure that learning does take place. Furthermore, frequently, overwhelmed by the thought of examinations and understanding, teachers might use the pupils' first language instead of English to enhance meaning and understanding.