

**EXPLORING GRADE 7 ISIZULU FIRST LANGUAGE LEARNERS'  
ATTITUDES TOWARDS ISIZULU IN A MULTIRACIAL PRIMARY SCHOOL**

**By**

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### **Declaration**

I Phumelele Innocentia Nxumalo, declare that “Exploration of the grade 7, isiZulu first language learners’ attitudes towards isiZulu in a multiracial school” is my own thesis and has not been previously submitted at any university. The sources that I used in have all been referenced.

Signed: \_\_\_\_\_

Data: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Without God's mercy throughout my challenging journey, this study would not have been possible.

I would also like to express my deepest gratitude to my warm-hearted, ever-smiling supervisor, Dr Samkelisiwe Mngomezulu, for keeping on motivating and believing in me that I could do this.

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The parents who gave me consent to interact with their children, I really appreciate it.

## **Dedication**

- My greatest gratitude to my husband Bheka Nxumalo for trusting me during times when I spent away from home, and sometimes not coming at home at all until the next day. Ngiyabonga Ndwandwe.
- My children, Minenhle and Nsika, as well as my grandchild Snazo who never complained about their mother and grandmother being away from home most of the time, and for their heartfelt support.

## **Abstract**

This study aimed at exploring grade 7, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school so as to understand and explain the grade 7, isiZulu first language learners' attitudes towards isiZulu, in a multiracial primary school. Two research questions were answered namely: What are grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school? What influences the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school? The study took place in a multiracial primary school in Durban central circuit, in uMkhumbane ward, under the uMlazi district.

To answer the critical questions, data was triangulated by using two research instruments, namely; face-to-face semi-structured interviews and open-ended research questionnaires. The study was a case study design which sourced data from a group of 8 learners learning isiZulu (their first language) in a multiracial school context. The study was a qualitative study where an interpretive paradigm was adopted because the participants were interacted with in their natural environment; the school. Purposive sampling was used in selecting eight learners as the participants in this study.

The study was framed on two theoretical frameworks, i.e. attitude and bilingualism theories. Data analysis proceeded by way of categorising data into themes that gave rise to sub-themes. In making sense of data generated, this study applied attitude and bilingualism theoretical frameworks when I was analysing data. The findings indicated that some learners had negative and others had positive attitudes towards isiZulu. Those learners with negative attitudes regarded English as a better language. It was recommended that a study exploring isiZulu second language learners experiences in learning isiZulu be conducted in a multiracial primary school where isiZulu is compulsory.

Studies in multiracial primary schools where isiZulu is a compulsory subject must be conducted. Experiences of non-isiZulu language speakers must be targeted towards isiZulu speakers. Learners who do not comprehend isiZulu as it is not their first language must be granted the opportunity of receiving extra lessons. Further, schools should create opportunities for learners to communicate in isiZulu even outside the classroom environment.

## **List of acronyms**

LiEP	Language in Education Policy
FAL	First Additional Language
NPL	National Policy on Languages
CMI	Chinese Medium of Instruction
JE	Japanese English
HOD	Head of Department
DOE	Department of Basic Education
SGB	School Governing Body

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# **CHAPTER ONE**

## **INTRODUCTION, BACKGROUND TO THE STUDY AND RATIONALE**

### **1.1 Introduction**

The purpose of this study is to explore grade 7, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school. Learners whose first language is isiZulu use English during isiZulu lesson instead of isiZulu language.

This study consists of five chapters. It commences with a chapter that introduces the study. This chapter also provides the background to the study, the rationale, focus and purpose of the study, and its location. It further provides the critical questions guiding the study, the objectives of the study, the significance of the study and its delimitation. A brief discussion of the research methodology, operational definitions of terms, chapter outline, and the summary of this chapter is made.

### **1.2 Background and rationale for the study**

This study explores the attitudes of grade 7 learners, whose first language is isiZulu, towards isiZulu in a multiracial primary school. The school in which the study was conducted is situated in a suburb dominated by Indians. The learner population is 50% Black learners, 30 % Indians, 10% Whites and 10% Coloureds.

The grades are from R to seven, with 1100 learners and 34 educators including the school management team members. Jacobs (2014) notes that, during the implementation of multilingualism policy, the ex-model c schools were the first to embrace change by opening their doors to Black children. IsiZulu as a First Additional Language (FAL) was introduced in multiracial schools. It was this introduction of isiZulu in ex-model c school that resulted in learners attending ex-model c schools (Bhengu, 2015). The school in which the study took place was an ex-model c school.

There are only two official languages in the school, i.e. English that learners do as a Home Language (HL) and isiZulu which is done as a First Additional Language (FAL). Previously, the school used to offer Afrikaans as another additional language that was opted for by non-isiZulu first language speakers. It has however, since been phased out. IsiZulu as a first

additional language is a compulsory subject for all learners in the school. Most Black learners who are isiZulu first language speakers started doing English as home language from grade R and can communicate in both isiZulu and English. The key issue is learners whose first language is isiZulu using English during isiZulu lesson instead of using isiZulu.

Learners in multiracial schools whose first language is isiZulu have good command of isiZulu and English. In such schools, English is done as Home Language and isiZulu is offered as a First Additional Language (FAL). I am an educator in a multiracial high school. I teach isiZulu as First Additional Language (FAL) from grade 10 to 12. The majority of the learners I teach are isiZulu first language users. During my 10 years of teaching experience I have observed that learners whom isiZulu is their first language use English in class during isiZulu lesson. For learners to use English during isiZulu lesson raised a concern for me. They use English among each other even when socialising with their friends. Even during isiZulu lessons, they use English more often such that I have to keep on correcting them all the time when they do it.

Nkosi and Nkosi (2012) confirm the issue of concern for this study by mentioning that they also come across isiZulu first language users often using English even in isiZulu classrooms, in the parking area, in the library and at the shop. Nkosi and Nkosi further mention that the isiZulu first language learners attending multiracial schools are eloquent in both isiZulu and English. In the school where I teach, isiZulu first language learners communicate with each other in English even during isiZulu lesson.

According to Pillay (2017), the new democratic government declared the nine African indigenous languages official languages, in addition to English and Afrikaans which were the only official languages before 1994. IsiZulu is one of the official languages, and is the language mostly used in South Africa as a whole, and in the province of KwaZulu-Natal.

Babino and Stewart (2017) conducted a study at a primary school in Spain which offers both English and Spanish as media of instruction. In the study, though the learners' home language was Spanish, they preferred to use English for both social and academic purposes than their home language. Babino and Stewart (2017) were about learners using English during their first language lesson. The participants in Babino and Stewart's study were grade 6 learners whose first language was Spanish but not using English during the Spanish lesson. The context

of the study by Babino and Stewart (2017) was a primary school in Spain and this study is based on a South African multiracial primary school.

Medjedoub (2015) highlights that an individual or group plays a vital role in driving a language towards its opulence. This author further contends that pride and identity in culture of a particular group are manifested through its language. Basing on Medjedoub's argument, this study therefore seeks to explore the grade 7 isiZulu first language learners' attitudes towards isiZulu. In concurrence with Medjedoub, Nkosi (2014) emphasises the importance of the role played by attitudes in encouraging or discouraging indigenous languages. Kamwangamalu (2016) informs us about Prestige planning which aims at making indigenous language speakers favour their languages. This initiative by Prestige planning is one of the factors indicating the importance of isiZulu first language learners valuing their language.

### **1.3 Focus and purpose of the study**

This study seeks to identify and understand the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.

### **1.4 Location of the study**

This study shall take place in a primary school in Mayville area. The school is in uMkhumbane ward under uMlazi district in the Durban central circuit. The reason for choosing this school is because it is a multiracial primary school with grade 7 learners whose first language is isiZulu doing isiZulu. This particular school has also been chosen because it is convenient for the researcher in terms of public transport.

### **1.5 Critical questions**

- What are grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?
- What influences the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?

### **1.6 Objectives of the study**

This study sought to explore the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial school. The following research objectives guided the study:

- To identify and understand the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.
- To establish the factors that influence the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.

### **1.7 Significance of the study**

According to literature reviewed at an international, national, and local level, studies on attitudes towards learners' first language conducted did not look into isiZulu first language learners using English during isiZulu lesson. Findings from this study may thus, inform African languages policy makers at a national level (should the attitudes found to be negative). The language policy makers would have to determine an appropriate language policy in respect of the influence of the mother tongue in teaching and learning in multiracial schools. In the career column in daily newspapers in most cases, the jobs advertised for public sector require candidates who speak isiZulu (Zungu & Pillay, 2017). If the study finds that learners have negative attitudes towards isiZulu, teachers in school should make learners aware that in as much as they think English would land them on better job opportunities, isiZulu could also open doors for career opportunities as well as contended by Zungu and Pillay.

According to Bhengu (2015), the onus of formulating the language policy at the school level is upon the shoulders of the School Governing Bodies. The school governing bodies in multiracial schools may be challenged with a task of encouraging the use of indigenous languages among African learners. In addition, Mncwango (2012) feels that it is the responsibility of the government to promote the prestige of indigenous languages as entailed in the Language-in-Education-Policy. The subject advisors for indigenous language are the eyes and ears of the government, and are always in contact with teachers in cluster meetings. They may convey the message to teachers encouraging indigenous learners to take pride in their languages. They may convey a message that no language is inferior to the other.

### **1.8 Delimitation of the study**

My study can only be conducted in one multiracial primary school identified as a research site in uMlazi district, Durban central circuit under uMkhumbane ward. Data can be collected from 8 participants who isiZulu first language speakers are doing isiZulu in grade 7.

## **1.9 Brief methodology**

This study explores grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school, therefore qualitative approach and interpretive paradigm were adopted. This is a case study of 8 grade seven learners doing isiZulu, whose first language is isiZulu in a multiracial primary school. Two research tools, i.e. face-to-face semi-structured interviews and open-ended questionnaires were employed. The strategy for sampling was purposive as I already knew that I was looking for learners whom isiZulu was their first language in grade 7. I also followed the correct ethical procedures which are fully discussed in chapter three.

## **1.10 Definition of terms**

### **1.10.1 Language in Education Policy**

Language in Education Policy was designed by the ANC government in 1996 after the 1994 elections to bridge the gap in inequality between the languages. During the apartheid regime, only Afrikaans and English were official languages. The 9 indigenous languages namely; isiNdebele, sePedi, seSotho, siSwati, xiTsonga, Setswana, Tshivenda, isiXhosa and isiZulu were declared official; thus, promoting multilingualism (Ngcobo, 2013). This study includes the term Language in Education policy to explain where the phenomenon of attitudes towards isiZulu emanate from.

### **1.10.2 Hegemony of English**

According to Macedo, Dendrinou and Gounari (2016), hegemony of English means English is considered to be the language that dominates African indigenous languages because of the influences of the previous apartheid policies. The term hegemony of English relates to this study because the main concern is that learners who are isiZulu first language speakers use English during isiZulu lesson.

### **1.10.3 Language shift**

Shawe (2015) notes that language shift is an act where the youth in a particular environment do not use their own first language but instead, use the language that is dominant in that environment. The learners in this study have a tendency of not using isiZulu during isiZulu lessons, preferring to use English. According to my observation as attested by Shawe, isiZulu first language learners use English instead of isiZulu during isiZulu lesson.



#### **1.10.4 Code switching**

Modupeola (2013) says that code switching is an alternation of two languages by people who are bilingual. My study may use this term because of the possible alternation between isiZulu and English by the participants.

#### **1.10.5 Language attitude**

Language attitude is the positive or negative reaction demonstrated by a particular person towards the language during a research (Al Mamun et al., 2012). The purpose of my study is to identify and explain the attitudes of isiZulu first language learners in grade seven towards isiZulu. The findings of the study may be that they favour or do not favour isiZulu.

#### **1.11 Chapter outline**

This dissertation comprises of five chapters.

**Chapter one** presented the introduction to the study, the background, focus and purpose of the study, and the study location. This chapter further identifies the critical questions, the objectives of the study, its significance and delimitation. The key operational concepts of the study are defined.

**Chapter two** deals with literature that has been reviewed related to the critical questions. Literature on international, national and local context is reviewed. Attitude and bilingual theories that underpin this study are also discussed.

**Chapter three** discusses the research design and methodology adopted in the study. Research approach and research paradigms are discussed and justified. This chapter also discusses and justifies the sampling and data generation adopted. Data generation plan is also given in tabular form. Ethical issues, pilot study, issues of trustworthiness and the study limitations are discussed, and justifications for their use given.

**Chapter four** presents the findings of the study in relation to two theoretical frameworks, i.e. attitude and bilingualism theories.

**Chapter five** focuses on the summary, conclusions and recommendations derived from chapter four.

#### **1.12 Summary**

Chapter one introduced the study by describing the background to the study. The rationale for undertaking the study and the exact focus of the study were explicated. Furthermore, the

chapter identified both the objectives and research questions that guided the study. The significance of the study was discussed. Delimitation of the study was mentioned and methodology was briefly presented. The terms pertaining the use of language were defined and the outline of chapter was presented. The next chapter presents the literature review and two theoretical frameworks

## CHAPTER TWO

### REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

The previous chapter started by giving the background of the study, discussed the rationale for conducting the study, identified the focus and purpose of the study and where the study is located. It also identified the research questions, the significance of the study, and delimitation of the study, definition of terms, chapter outlines, and summary. This chapter presents the following concepts which are associated with language and its use: Language in Education Policy; hegemony of English; language shift; code switching and the relationship between language, ethnic identity and culture. This chapter also presents reviewed international, national and local literature on first language learners' attitudes towards their first language. Two theoretical frameworks employed to make sense in data that generated are presented, i.e. attitude and bilingualism theories.

Reviewing literature assists in identifying the connection between the study that is proposed and literature related to the study. The theoretical background of the study is embedded in literature (Kumar, 2014). The next section discusses the Language in Education Policy.

#### 2.2 The concept “attitude”

This study explores language attitudes, hence, it is important to define the concept attitude. Mamun, Rahman, Rahman and Hossain (2012) believe that the notion of attitude towards a language is a construct explaining a behaviour that is linguistic, which may manifest itself as being positive or negative.

Henning and Dampier (2012) are concerned that in schools located in urban areas, children are exposed to different languages that are not their first language. The school in which the study was conducted, as mentioned by Henning and Dampier (2012) is in the urban area and is an English medium school thus learn English that is not their first language.

## **2.2.1 Attitudes toward language**

### **2.2.1.1 International context**

Lai (2013) explored the phenomenon of attitudes of Hong Kong's secondary school learners towards switching from English to Chinese medium of instruction. The findings were that the Chinese medium of instruction (CMI) learners demonstrated positive attitudes towards English and Putonghua. Lai's focus was on exploring learners' attitudes towards switching from English to Chinese medium of instruction, where Chinese was the learners' first language. This study focuses on grade 7 learners' attitudes towards isiZulu in a multiracial primary school. The difference is in the context because Lais's study took place in Hong Kong and in a secondary school whereas the focus of this study is in a multiracial primary school in South Africa.

Another study, Jaliyya and Faizah (2017) explored the attitudes and perceptions of Indonesian learners towards English. English was considered as a foreign language in Indonesia but it became very dominant and gained popularity in some parts of schools in Indonesia, especially in colleges and private schools. The authors also explored the effects of attitudes on learners' aptitudes. The findings were that learners' attitudes and their will to learn English were positive. This study is exploring the attitudes of learners in grade 7, whom isiZulu is their first language towards isiZulu. IsiZulu first language learners use English during the lesson of isiZulu. Jaliyya and Faizah's study was looking into the attitudes as well as perceptions of Indonesian learners whom English was not their first language.

Babino and Stewart (2017) conducted a study at a primary school in Spain in which the school offered both English and Spanish as a media of instruction, and Spanish was their participants' first language. In this case, though these learners' home language was Spanish, they preferred to use English for both social and academic purposes to their first language. Even during Spanish lesson, they used in English such that the teacher had to monitor them not to speak in English during Spanish lesson, yet they did not speak Spanish during an English lesson. This study is based in a South African multiracial primary school classroom context.

Lee (2013) explored the attitudes and beliefs held by Korean immigrant learners and their parents about Korean as their first language. Lee's study revealed that Korean children had negative attitudes towards their first language, and that they preferred English. Youssef (2012) studied the role that could be played by motivation and attitude as English, which was not the

Lybian first language, was introduced. The findings were that learners and teachers had a negative attitudes towards the introduction of English as a second language in schools. They did not even motivate English to be introduced because they claimed that they already had their own Lybian language.

A study by Sasayama (2013) inquired the attitudes of the Japanese college students towards Japanese English (JE) and American English (AE). The findings of the study were that the students' attitudes were not static. However, they favoured American English but they wished for Japanese English to be internationally accepted. According to Sasayama, the youth of Japan regarded Japanese English as legitimate English and referred to American English as incorrect. Gu and Patkins (2013) embarked on the exploration of language attitudes, practices and construction of identity of South Asian secondary school learners who were the ethnic minority in Hong Kong. The findings were that the Asian learners opted to maintain their identity by maintaining their first language. Between Sasayama's study and Gu and Patkins' study, the difference was that Japanese college students preferred American English to Japanese English, which is their first language, whereas secondary school learners in Asia preferred to maintain their first language. In both of these studies, none of them addressed the issue on grade 7 isiZulu first learners' attitudes in a multiracial school in a South African context.

Loureiro-Rodriguez, Bogges and Goldsmith (2013) conducted a study looking into the attitudes of the learners at an adolescent age towards standard Galician and non-Galician dialect, as well as Spanish in a high school. They believed that Spanish influenced the Galician dialects because of the historical interrelatedness of both Spanish and Galician languages. The findings were that women covertly have negative attitudes towards non-standard Galician as well as having a Galician accent when speaking Spanish. Loureiro-Rodriguez, Bogges and Goldsmith (2013) did their research in a high school. In their study they explored learners' attitudes towards Galician and Spanish language. The context where the study took place was not South African. My study specifically focuses on grade 7 isiZulu first language learners' attitudes multiracial primary school.

Canagarajah (2013) did a research on Tamils' youth from Sri Lanka who were refugees. The study explored the youth's attitudes towards maintaining their language which was Tamil since they were in the countries where English was dominant. Some were in Lancaster in California, some in East London, in the United Kingdom, and some in Toronto in Canada. The Tamil youth mentioned that though they were proficient in English since it was dominant where they

were, they still maintained pride of their ethnicity and where they came from. Though Canagarajah researched about the Tamils' youth's attitudes towards Tamil which was their first language, it was not in a school situation. Secondly, the youth were not in grade seven and using isiZulu as their first language in a multiracial primary school context.

### **2.2.1.2 National context**

Nashid (2016) explored the educational influence of the attitudes of individuals towards English as a medium of instruction in Sudan schools. The concern of the author was that the spread of English there seemed to be affecting the reputation of indigenous languages in Sudan schools. Nashid (2016) found that Sudanese learners favoured English. The reason for Sudanese learners to favour English was that they regarded it as socially and economically valuable. Another reason for Sudanese learners to favour English to Sudanese language was that they found English to be uplifting their social and political prestige and could make it possible for them to find jobs. The difference between this study and the one by Nashid is that it was already clear that English was negatively impacting on the indigenous languages in Sudan schools. English was highly regarded as a prestigious language and there was no mention of learners conversing in English in the classroom and the context was international.

Laba (2014), in his exploration of seTswana first language learners' attitudes towards Setswana as a medium of instruction in a secondary school as opposed to English, discovered that learners regularly use English even where they should be using seTswana. This study focuses on the grade 7 learners whose first language was isiZulu but used English during the lesson of isiZulu.

Kadodo, Kadodo, Bhalo and Bhebhe (2012) explored how language attitudes of Shona first language learners and teachers influence their choices if Shona can be an instruction medium in Zimbabwean schools. The findings were that most Shona first language learners indicated that they favoured Shona as an instruction medium.

### **2.2.1.3 Local context**

According to Khumalo (2015), there is dearth of literature on African languages because of the hegemony of English. Basing on Khumalo's argument, there are few studies on learners' attitudes towards their first language at a local level in a school context, especially towards isiZulu. This study has thus included few studies that are older than five years.

Ndlangamandla (2010) explored African learners' views and practices towards South African indigenous languages in a multiracial high school. Ndlangamandla's focus was on learners' views and practices towards African languages in two multiracial secondary schools and one multiracial primary school in Gauteng. His concern was due to his dissatisfaction with the implementation of Language in Education Policy that was introduced by the new democratic government, which promotes multilingualism, i.e. introduction of indigenous languages in multiracial schools. Ndlangamandla wanted to hear the views of learners about the new Language in Education Policy as well as the use of African languages in the school and classroom contexts. The findings of the study were that it was impossible for learners to shift from using their first language to using English. There was an atmosphere of learners' learning maintaining their African language. Though Ndlangamandla (2010) was not exploring the attitudes of grade 7 learners whose first language is isiZulu, the outcome of his study led to African learners expressing their positive attitudes towards indigenous languages, of which isiZulu is one.

Zungu and Pillay (2010) also examined the attitudes of high school learners towards isiZulu. The school in which the study took place was an ex-house of delegates' school. The learners had an option of choosing between isiZulu as a Second Additional Language and Afrikaans as First Additional Language. The findings were that the most of isiZulu home language learners and learners who were not isiZulu home language learners were afforded the opportunity to do isiZulu and they were willing to learn it. IsiZulu first language learners were compelled to do isiZulu at a second additional level and they did not find any challenge with that. Both studies by Ndlangamandla and Zungu and Pillay were not focussing on grade 7 learners whose first language was isiZulu who were doing isiZulu in a multiracial primary school.

Balan (2012) conducted a case study research in Welbedene secondary exploring the Black learners' attitudes towards the choice of language. Learners were taught in English which was not their first language. The findings of the study was that learners had negative attitudes towards isiZulu which was their first language and favoured English. The first recommendation was the call for the development and promotion of indigenous languages. Secondly, the school needed to formulate its own language policy in line with the national language in education policy. The following gaps have been: Firstly, the context of this study is a multiracial primary school whereas Balan's study took place in a secondary school. Secondly, Balan was inquiring about Black learners' attitudes towards the choice of language since they were not taught in

their first language. The issue of concern in my case is learners communicating in English during isiZulu lesson.

Mona (2015) did a research exploring the intermediate phase learners', school governing bodies' and teachers' attitudes towards xiTsonga medium of teaching and learning in a primary school based in Limpopo province. The findings were that the majority of the participants did not favour xiTsonga as a medium of instruction. The context of Mona's study is the same as mine though in the former, the grade of learner participants is not mentioned. My study focusses on grade 7 learners whose first language is isiZulu, doing isiZulu whereas the learners in Mona's study were xiTsonga first language speakers. The present study explores the attitudes of grade 7 isiZulu first language learners' attitudes towards isiZulu in view of them using English during isiZulu lesson. Mona's issue of concern was learners' attitudes towards xiTsonga as a medium of instruction.

Nkosi and Nkosi (2012) conducted a study exploring the University of KwaZulu-Natal students' attitudes towards isiZulu as a medium of instruction. Fifty-four students in fourth year were participants in this study. The study found that most students were in favour of isiZulu but their fear was that, with isiZulu, they would not have job opportunities compared to their peers learning in English. The recommendation was to challenge the government and all the education institutions to deal with the stigma of isiZulu being undermined. Another recommendation was to plead with the employers to conduct the interviews in African languages.

Nkosi (2014) explored the attitudes of six honours students who were doing the modules that were taught in isiZulu medium. The findings were that students had positive attitudes towards isiZulu as the medium of instruction. Ngcobo (2014) conducted a study where he explored the relationship between bi/multilingual education and language identity among the University of KwaZulu-Natal students. Most of his participants were isiZulu first language students whose language was dominant in the campus and in the local community. The participants who were doing a course in academic literacy and communication skills used the learning material written in Zulu and English. Ngcobo's study was not on attitudes towards isiZulu but the findings indicated that the students were passionate about the use of isiZulu in their education. The worrying factor was on the possible negative effect in students' development of English proficiency and the feasibility of bi/multilingual media of instruction in the campuses with



different races of students. Both Nkosi and Ngcobo's studies were based at the university, not in a primary school context.

Nkosi explored honours students' attitudes towards isiZulu. The participants were taught in isiZulu. Although Ngcobo's study was not on attitudes towards isiZulu, the results however, revealed students' positive attitudes towards isiZulu. The difference between the Nkosi and Ngcobo's studies and this study is the context where their studies were based on university contexts compared to this study based on the multiracial school.

Rudwick and Parmegiani (2013) conducted a study on the University of KwaZulu-Natal students' attitudes towards isiZulu as opposed to English. Their study emanated from the introduction of isiZulu as a compulsory module for all undergraduate students at the university. The participants were all in their first year. The students showed support for the introduction of isiZulu as a compulsory module but the majority of them who were isiZulu first language users did not prefer to study in isiZulu, their first language. The results of the study were contradictory in that, while the students supported the introduction of the isiZulu module, they did want it as a medium of instruction. The study by Rudwick and Parmegiani (2013) differed from the present study in terms of the student population in question which could yield different results.

Wildsmith-Cromarty and Condwah (2014) explored the attitudes of students and immigrants towards the introduction of Swahili in a South African university. Swahili is the first language of the people living in Zanzibar in East central Africa (Prins, 2017). Though it is the language spoken by Zanzibarians, the study was conducted in a South African university. Two groups of students were interviewed. The first group of participants were South African students and the second group was the immigrants. The findings were twofold. The South African students indicated positive attitudes towards the introduction of Swahili as a module which allowed them to use it when travelling outside South Africa. The group of immigrants perceived the introduction of Swahili as a tool for them to integrate in the community. Both groups demonstrated positive attitudes towards the introduction of Swahili in the university. Wildsmith-Cromarty and Condwah (2014) conducted their study in a university.

Anyanwu (2017) conducted a study in a South African university exploring how the students perceived conversational isiZulu. The participants were students whom isiZulu was not their first language. The findings were that students were positive about learning isiZulu as a second

language though they expressed difficulties in understanding the content and lacked vocabulary for some of the aspects.

Van Laren and Goba (2013) conducted a research on the experiences of student teachers doing a Post Graduate Certificate in Education. Those were pre-service teachers who had completed their foundation phase module in numeracy education that was taught in isiZulu medium. Students responded positively about being taught in isiZulu medium. However, their point of concern was the challenges they had in explaining the academic concepts and material in isiZulu, the instruction medium. Both studies by Van Laren and Goba, and the one by Anyawu took place in university contexts. The participants in the study by Anyawu were not isiZulu first language users but were learning conversational isiZulu. In the study conducted by Van Laren and Goba, the participants were foundation phase Post Graduate Certificate in Education isiZulu first language users doing a numeracy module in isiZulu. The outcomes of both studies by Van Laren and Goba, and Anyawu, revealed positive attitudes towards isiZulu though the purpose was not to explore students' attitudes towards isiZulu.

Ditsele (2017) conducted a survey to identify the attitudes of Setswana first language students towards Setswana in two private and three public universities. The findings were that the Setswana first language speakers favoured seTswana as their first language. Ditsele explored the attitudes of university students whose first language was Setswana towards Setswana. On the other hand, my study explores the attitudes of learners for whom isiZulu is a first language in a multiracial primary school. There is thus, a gap in studies conducted in a South African multiracial primary school context where isiZulu first language learners' attitudes towards isiZulu are explored.

### **2.3 Language in Education Policy**

This study explores the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school. Kaplan and Baldauf (2013) argue that the language policy comprises endeavours in which some community's linguistic behaviour is manipulated by the government for a certain reason. The definition of the concept of language policy is necessary in this study because the language policy has a great impact in the study.

According to the South African Government Gazette for April 2015, the constitution promotes the statuses and the use of South African indigenous languages. The constitution puts the state under pressure in the elevation of the use of indigenous languages. The Department of Basic Education aims at promoting and strengthening the use of African languages at home levels in order that learners are able to use their home language proficiently.

It is stipulated in the Curriculum Assessment Policy Statement, i.e. CAPS (2012) that effective learning to use the language makes acquisition of knowledge by learners possible, assists in expression of identity, feelings, ideas as well as interaction with other people. The matter of concern in this study where learners are observed to shifting away from using their first language which is isiZulu, instead using English they may lose their identity and it may be detrimental to their proficiency in isiZulu. CAPS (2012) for further education and training phase contains four skills that should be acquired by learners during teaching and learning: listening and speaking; reading and viewing; writing and presenting and language usage. It is thus important for learners to master their language so as acquire the aforementioned skills.

Ngcobo (2013) informs us that in the apartheid language policy, only English and Afrikaans were the official languages in education. Ngcobo further contends that after the 1994 elections, the new democratic government drew up a new Language in Education Policy to modify apartheid language attitudes as well as practices, and to elevate the status of 9 indigenous languages in South Africa, of which isiZulu was part of it (Pluddemann, 2015). IsiZulu is the first language for 8 grade 7 learners whose attitudes towards isiZulu are explored. Menken (2013), in concurrence with Kaplan and Baldauf (2013) contends that the language-in-education policy is a framework for issues of language to be addressed by means of education, as well as the development of linguistic resources. IsiZulu was among the 9 Nguni languages that was accorded official status making all the languages equal. Learners who are the participants of this study learn isiZulu and isiZulu is also their first language. The concern is that in the isiZulu lesson they use English instead of isiZulu.

Zhou and Zhou (2017), observed that Australia is a multilingual country where the National Policy on Languages (NPL) was implemented to promote bilingualism and the protection of indigenous languages; as is the case in the South African context. Zhou and Zhou (2017) address the promotion of multilingualism in schools where the National Language in Education Policies promote the status of indigenous languages. We learn from Bhengu (2015) that the Language in Education Policy in South Africa that the school governing bodies are required to

specify how they are going to encourage multilingualism in schools, i.e. make sure that the indigenous languages are introduced. It was in 1996, in South African education system that isiZulu First Additional Language (FAL) was introduced in multiracial schools in South African education system. Maphanga (2012) informs us that the Language in Education policy meant that multiracial schools were inundated with learners from township schools because of isiZulu First Additional language (FAL) was introduced. The learners who are participants do both isiZulu and English, which are now both official languages, and they communicate using both languages, that has an impact on this study.

## **2.4 Multilingualism**

According to Cenoz (2013, p.5), “a multilingual is anyone who can communicate in more than one language.” Fortanet-Gomez (2013) defines multilingualism as an ability of a person to use more than one languages, as it is the case in this study where learners can communicate in both isiZulu and English. This study clarifies the concept of multilingual because the grade 7 learners who are the participants in this study are also multilingual, i.e. their home language is isiZulu but they also speak English. Owu-Ewie and Edu-Buandoh (2014) posit that the issue of language attitude emanates from speakers of that particular language being multilingual, as is the case in this study, where learners speak both English and isiZulu.

Wamalwa, Adika and Kevogo (2013) conducted a study in Tanzanian secondary schools where Tanzania is a multilingual country with 128 languages, which made it convenient for them to conduct a study. The learners’ first language was Kiswahili but they could also speak English. The aim of the study was to explore the Tanzanian students’ attitudes towards Kiswahili in order to verify the effect of them shifting from Swahili to English on the formation of attitudes towards Kiswahili. The study found that the majority of Kiswahili students favoured Kiswahili and the status of Kiswahili among learners in secondary school learners had not vanished. Echu (2013) observed that Cameroon comprises 247 indigenous languages that makes it a multilingual country. The language education policy does not cater for these indigenous languages. Instead, in schools, only French and English are official languages. Whereas in Tanzania Kiswahili is an official language but learners choose to speak English, in Cameroon, indigenous languages are not considered official languages. The present study context, unlike that of these studies, has learners speaking in English in the classroom during the first language period.

## **2.5 Hegemony of English**

Macedo, Dendrinios and Gounari (2016) identify the concept of hegemony of English as a notion originating from the colonial education policies where English was perceived as a superior language over African languages. The concept of hegemony of English is related to this study because the main concern that gave rise to this study is that isiZulu first language learners use English during isiZulu lesson.

Makoe and McKinney (2014) raise a concern that though Language in Education Policy promotes the use of indigenous languages but English continues to dominate in schools. Evans and Cleghorn (2014) perceive English as still favoured even during the post-colonial period over indigenous languages, citing Namibian schools as examples. In agreement with Evans and Cleghorn, Gumbi and Ndimande (2015) note that language attitudes can also be apparent among Black Africans; isiZulu first language learners in this study. Lafon (2013) feels that politics from the colonial period still informs the attitude related to the use of language in Africa, as Black parents prefer use of English medium schools.

Mashiya and Ntombela (2015) note the issue of colonialism in that it led to people believing that there is no chance that their home languages (isiZulu in this case) can prosper at any given time. The example given by Wamalwa, Adika and Kevogo of Tanzanian learners whose first language is Kiswahili chose to be instructed in English which they do not even understand, resonates with the present study. In the Tanzanian situation, the attitudes that were explored were those of Tanzanian learners towards Kiswahili, which is their first language, as the medium of instruction. The context of this study, learners communicate in English instead of isiZulu, their first language; hence, their attitudes towards isiZulu are being explored.

## **2.6 Language shift**

The focus for this study is grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school. In the classrooms during isiZulu lesson, they do not use IsiZulu but instead, they use English. Learners from townships, attending multi-racial schools seem not interested in their home language anymore. They prefer English as their communication language (Shawe, 2015). In the school where the study is conducted, learners come from the

neighbouring township and informal settlements. Their first language is isiZulu but use English in class when communicating with each other.

Medjedoub (2015) refers to what the isiZulu first language learners are doing, i.e. not using their first language, instead use English during the isiZulu lesson, as language shift. Medjedoub (2015) contends that this occurs when the younger members of a particular speech community no longer speak their first language but speak a language that is dominant in that area. Dombrowski (2014) concurs with Medjedoub in that, language shift occurs during the process in which a language becomes progressively used less and in its place, another language is used.

Coetzee-Van Rooy (2012) notes that there is a debate going on about the possibility of language shift among African languages speakers towards English due to multilingualism in South Africa. In addition, Anderson (2012) argues that language shift gradually leads to extinction of the less dominant language. Laba (2016) investigated seTswana speaking learners' attitudes towards the use of their first language and factors that affected learners' attitudes and how much the attitudes had affected the effectiveness of Setswana as a school subject. The findings were that the learners were shifting away from seTswana to English on frequent basis even in territories where they were supposed to use seTswana. The factors affecting the Setswana first language speaking learners' attitudes towards seTswana were that in schools Setswana as the medium of instruction was curriculum prescription. The Botswana curriculum stipulated that seTswana as the medium of instruction ended in grade 1. From grade two to tertiary levels, only English was the medium of instruction. Most Setswana first language learners indicated negative attitudes towards Setswana. The context of the study by Laba (2016) was in a secondary school in Botswana whereas this study took place in a multiracial primary school. This study explores the attitudes of grade 7 learners whose first language is isiZulu who use English during the isiZulu lesson.

Kang and Kim (2012) note that when they start schooling, Korean learners who were born in USA shift from speaking their Korean language to speaking in English. This act worries Hoadley (2012) who highlights the crucial role of first language in developing the thinking and literacy skills, and in the enhancement, development, and protection of indigenous languages. Gu and Patkin (2013) investigated the language practices and construction of identity by South Asian secondary school students in Hong Kong. The findings were different from those from the study by Kang and Kim in that, the South Asians maintained their heritage and identity by not changing from talking in their first language in Hong Kong. The present study is based on

a South African multiracial primary school context where learners talk in English during the isiZulu lesson.

## **2.7 Code switching**

The concept of code switching fits the study, whose concern is that isiZulu first language learner's switch from their isiZulu first language to English during isiZulu lessons. Chowdhury (2012) claims that code switching is pervasive in most of classrooms that are multilingual and multicultural in nature. According to Modupeola (2013), the notion of code switching is where bilinguals (people who can talk two languages) alternate languages in a conversation. Koc (2016) observes that code switching is a common activity among speakers who are bilingual in settings that are bilingual. The first language of the participants in this study is isiZulu but they are also fluent in English. Mcswan (2013) notes that bilinguals who are fluent in two languages have the same code switching ability as monolinguals. Chimbanga and Mogwathi (2012) give an example of learners from a secondary school in Botswana where they say code switching between Setswana and English occurs in classrooms. In addition, Ndimande-Hlongwa and Ndebele (2014) state that code switching between isiZulu and English is popular among Black South Africans, as is the case in this study. Language attitudes are pervasive in our daily lives and they affect our behaviour. Code switching can thus, be a marker of identity (Dewaele & Wei, 2013).

## **2.8 Relationship between language, ethnic identity and culture**

Oatey-Spencer and Franklin (2012, p.1) describes the concept of culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another.” In an environment that is characterised by multi-ethnicity, culture and language always share the space (Hasnain, Bagga-Gupta & Mohan, 2013). For instance, the isiZulu first language speakers may feel that though they are in a setting where there are different cultures, they may feel the need of maintaining their culture through using their own language which is isiZulu. Kang and Kim (2012, p.281) say that “ethnic identity is some of the beliefs of a person about him/herself in connection with his/her relationship with different ethnic groups.” Kang and Kin (2012) further note that, in an environment where there are different ethnic groups, ethnic identity is taken by means of, among others, the language preferred. This is evident in the environment of this study which is a multiracial primary school. Learners may identify

themselves with their peers, whose first language is English. The environment referred to by Kang and Kin is the English medium school which may have an effect on them not wanting to use their first language.

Monageng (2012) points out that Black parents opt for multiracial schools for their children's education. Parents have a belief that their children will acquire English communication skills in the process. Eastman (2014) notes that, as one learns another language that is not his/her home language and starts using it, ethnic identity embedded in that language is acquired. Eastman (2014) cites an example of Kenya where English used to be regarded as an apartheid language. English was then introduced and labelled as a prestigious language of power carrying some social values, and Kenyans demonstrated positive attitudes towards it compared to their own languages. This study explores the situation where learners, whose first language is isiZulu, are using English during isiZulu lesson. This study has not come across a study of this nature in a South African multiracial school context.

Evans (2015) perceives language as a source of culture. Evans (2015) further contends that some languages are regarded as economically, socially, and politically valuable than others. Evans gives an example of the hegemony of English over French (among others). As attested by Hall (2013), a language is a medium through which people express themselves in their society, which is the school environment in this case. Hall (2013) further states that we are not aware that the habits of the language of a particular group are the basis upon which the real world is built. Zikalala (2014) states that language is a means by which an individual's cultural belonging is filtered. Zikalala (2014) further says that different languages are used (amongst others) in schools within multicultural contexts.

## **2.9 Theoretical framework**

Baker (1949) defines a theory as a vital technique that is utilised by social scientists in making sense of the social world. This author further argues that a theory is powerful because it is from it that researchers get meaning of what they are studying. This study has opted to employ the attitude theory as the lens through which it will be looking into learners' attitudes towards isiZulu in a multiracial primary school.



### **2.9.1 The origin of attitude theory**

Baker (1995) argues that the proponent of language attitudes theory is Gardner and Lambert. Baker (1949) informs us that the discipline of attitudes was established in the social psychology field during the period of 1920s. We learn from McGuire (1989) that in the field of social psychology in the 1920s and 1930s the focus was on measuring the attitudes towards a language.

### **2.9.2 Understanding attitude theory**

Attitude theory underpins this study. Baker (1995) discovered that language attitudes are explored in accordance with language preference and their uses, amongst others. Baker (1995) further contends that the context and the situations in which individuals find themselves in reshape and mold their attitudes. Baker (1949) claims that these kinds of attitudes can be measured by means of (amongst others) a questionnaire. The nature of school attended by learners whose attitudes are explored and the background of the language are building blocks of attitudes (Baker, 1949). De Kadt (2009) addresses the issue of African learners shifting away from talking isiZulu in schools and only communicating in English. Zungu and Pillay (2010) maintain that a person's motivation towards a language is twofold, i.e. instrumental and integrative motivation. Integrative motivation to a language as when people speak the language just because they want to integrate with that particular dominant ethnic group in school. Instrumental motivation to a language is that inner driving force of will in a person to gain in the economic world (Baker, 1995). On the one hand, since the learner population of the school consists of Indians, coloured and Whites, the isiZulu first language learners could use English during isiZulu lesson in order to maintain communication with their non-isiZulu peers which constitutes integrative motivation. On the other hand, some learners may use English during isiZulu lesson because they believe that their proficiency in English may better their chances of finding employment.

#### **2.9.2.1 Motivation in language usage**

Pillay (2017) argues that a person's motivation to use the language could be emanating from the need to learn a second language. For an example, isiZulu first language learners' attitudes towards isiZulu may be motivated by certain factors that I am going to discuss below.

### **2.9.2.2 Instrumental motivation**

Next is a discussion of instrumental motivation. According to Baker (1995), the characteristic of this kind of motivation is a wish to gain in the working world. Baker (1995) assumes that it might be vocationally related; gaining status and achievement.

Motivation integrates the effort and will to reach the objective of learning that particular language and includes positive attitudes towards learning of the language. English is used globally, hence, learners in schools are motivated to learn it for economic gain (Mehrpour & Vojdani, 2012). The grade 7 isiZulu first language learners may be instrumentally motivated. They may favour English because they may perceive it as the language that may open doors for career opportunities and as the language that is used internationally for communication. Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) attest to what is said by Mehrpour and Vojdani that the motive for learners to favour a language is for getting jobs or being enrolled at a college.

### **2.9.2.3 Integrative motivation**

Zungu and Pillay (2010, p.111) contend that “integrative motivation is a desire to be representative of other communities.” They say that Black African learners in multiracial schools have a feeling that if a person acquires English, he or she will be able to easily mingle with the particular ethnic group of people that is dominant. Integrative motivation refers to certain person or a group of people who use a second language with an aim of connecting with its first language speakers (Ahamad, 2017). It could be said that isiZulu first language learners may prefer using English instead of isiZulu to mingle with English first language peers in school.

## **2.10 The components of attitude**

Agheyisi and Fishman (1970) highlight the importance of attitudes in a language’s restoration, preservation or its death. McGuire (1969) identifies the three components of attitude: cognitive, affective and behavioral components.

### **2.10.1 Affective component of attitudes**

Agheyisi (1970) claims that the affective attitude is about how a person feels about a particular object of attitude. The feeling may be whether a person favours or does not favour that particular stimuli of attitude. In agreement with Agheyisi, Daft and Marcic (2009) also affirm that affective component is about the emotions of a person, that is, how a person feels about

that particular attitude object. As the grade 7 learners will be interviewed and asked to complete the questionnaires, they may express passion or dislike of isiZulu. Eiser (1996) refers to the attitude object as a stimuli. The stimuli referred to in my study are learners whose attitudes towards isiZulu are being explored. This implies that learners do not learn the attitudes but it is about how they feel and what they prefer.

### **2.10.2 The cognitive component of attitudes**

The cognitive component pertains the opinions or beliefs that a person has about a particular object of attitudes (Baker, 1949). The isiZulu learners who are my participants may have their beliefs about isiZulu as the language they learn in school and also as the language they talk. Agheysi and Fishman (1970) believe that a person will express a positive attitude towards an object because of the knowledge possessed about the object of attitude. For example, in this case, a learner may express a positive attitude towards isiZulu because he/she believes that his or her culture is embedded in the language. Some may mention that isiZulu should be the language of instruction in schools because of fear that it might die.

### **2.10.3 The behavioral component of attitudes**

The behavioral component concerns the attitudes that influence behaviour. The social behaviour of an individual is mostly informed by his/her perceptions about the attitude object presented to him or her (Cox, 2002). The example is that of a person who does not favour isiZulu but instead prefers English which he/she perceives English as a superior language. English could be perceived as the language that could make them employable because interviews are conducted in English. The social behavior referred to is when they communicate with each other in the classroom and the attitude object is isiZulu as their first language. They could say they enjoy learning isiZulu and they understand it better in class. Their negative attitude towards isiZulu could be that they prefer English to isiZulu because it will open doors for good future opportunities. They may have a positive attitude towards isiZulu where they feel the need for maintaining their language.

## **2.11 Bilingualism theory**

The proponent of bilingualism theory was Harry Whitaker from North America. He started an area of research in linguistics called neurolinguistics. Garcia and Wei (2014) posit that bilingual is an umbrella term for individuals who possess various kinds of language skills, i.e. people who know more than one language. Woolford (1983) further mentions that bilingual people with an ability to entirely converse in two languages often alternate between those

languages for different socially related reasons. Bilingualism suits the study because the learners who are participants in this study are bilingual in the sense that they use both isiZulu and English. Lasagabaster and Huguet (2007) mention that there has been a rise in interest in maintaining the indigenous languages as well as the necessity to speak second languages. In addition, they further observe that educators have to take charge in formation of language attitudes because they are learnt. I have decided to conduct this study to explore the attitudes of grade the grade seven learners towards isiZulu, which is their home language.

Cummins and Swain (2014) explain that bilinguals demonstrate complete mastery of two languages. As people use indigenous languages and demonstrate interest in maintaining and reviving them, it necessitates a state in which two languages that are necessary for communication on daily basis exist at the same time. Bilingual education uses more than one language (Cenoz & Genesee, 1998).

According to Kopke, Schmid, Keijzer and Dostert (2007), the attitudes to language include a composite of different values attached by bilingualism. External elements like ideological context are the sources of motivation for bilingualism. Baker (2011) notes that a person's own attitude and which language he/she prefers will have an effect on what language the person chooses. Baker further states that switching languages could be deliberate or subconscious to accommodate the preference perceived. Baker gives an example of teenagers who desert their first language in preference of the second language because of its popular status.

## **2.12 Chapter summary**

This chapter has presented different concepts related to attitudes. These concepts are Language-in-Education-Policy, multilingualism, hegemony of English, language shift and code switching. I have also presented a review of literature at international, national and local contexts and two theories I employed in making sense of data are attitude and bilingualism theories.

The next chapter focuses on research design and methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter presented two theoretical frameworks, i.e. attitude and bilingualism theories that were perceived relevant to this study. This chapter focuses on research design and methodology. As a reminder to the reader, the following are the two research questions informing my study:

- What are grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial school?
- What influences the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial school?

The next chapter commences by discussing a research paradigm through which reality was viewed, the qualitative research approach is presented and justified. Methodological matters involving data generation and research instruments are also discussed. Furthermore, on methodological matters, sampling, ethical issues, pilot study are presented. Lastly, trustworthiness issue and limitations of the study are discussed.

#### **3.2 Interpretivist paradigm**

De Vos, Strydom, Fouche' and Delpont (2011) advise about the importance of conducting a study within a specific paradigm. Wahyuni (2012) defines a paradigm as a set of basic assumptions and views about the world that provide a framework of thinking, and guides a researcher's behaviour.

I opted for the interpretivist paradigm because I want to understand the world through an individual participant's attitude towards isiZulu. According to Denscombe (2014), in the interpretive paradigm, the truth is subjective and it is embedded in the actions and thoughts of people. Mackenzie and Knipe (2006) also argue that in the interpretive paradigm, the researcher intends understanding human views, and the reality is subjective. In their responses to different research questions, each participant came up with his/her own view about isiZulu, in expression of either positive or negative attitudes towards isiZulu. In the case of this study, the exploration of grade 7 learners' attitudes towards isiZulu would be identified.

### **3.3 Qualitative approach**

For exploring the grade 7 isiZulu first language learners' attitudes towards isiZulu, this I adopted the qualitative approach. Creswell (2014) notes that qualitative research is an approach that should be employed to understand a group of people or an individual's meaning they attribute to a social problem. Hatch (2002) contends that in a study that is qualitative, research takes place in a setting that is natural where the participants live the experiences that the research is about. A group of grade 7 isiZulu first language learners were interviewed to explore their attitudes towards isiZulu where they came up with different views in their natural setting. As pointed out by Hatch, the school is their natural setting because it is where their attitudes towards isiZulu as their first language are generated

### **3.4 Research design: case study**

Hancock and Algozzine (2011) contend that in a qualitative case study, the topics under examination include, among others, a group of people or individuals. A case study focuses on a very small number of participants as phenomena to be studied (Zainal, 2007). A sample of only grade 7 learners within a multiracial school whose first language was isiZulu was selected. In addition, Baxter and Jack (2008) argue that in a qualitative case study, the researcher studies the phenomenon in the setting that is natural. Baxter and Jack further state that different research instruments are used with the aim of understanding different aspects about the

phenomenon. This study followed Baxter and Jack's advice by way of employing two research instruments; i.e. face-to-face audio-recorded semi-structured interviews and questionnaires.

### **3.5 Generation of data and data generation methods**

Two data generation methods were used during data collection for triangulation. These were open-ended questionnaires and face-to-face semi-structured interviews. Foss and Ellefsen (2002) note that triangulation is a multiple data collection and interpretation method for ensuring that reality is accurately represented. Flick (2014) identifies the combination of different methods of data generation as methodological triangulation. Flick claims that in triangulation, the results from the application of different research instruments gets validated. Each participant was given a questionnaire to complete, after an analysis, some follow up interviews were conducted because the handwriting was not clear for some of the participants. The reason for follow up interviews was that the responses were very short. By conducting follow up interviews I was able to probe for further clarifications by the participants. After both processes were done, I compared the responses from questionnaires and interviews, data was the same. For instance, if in the questionnaire a participant said the isiZulu teacher does not allow the use of English during isiZulu lesson but they use it to help their classmates who struggle with isiZulu. Stake (2010) notes that in triangulation, data is found to make sense and the researcher feels confident about the results.

#### **3.5.1 Open-ended research questionnaire**

For this study, open-ended research questionnaires was used to generate data. An open-ended questionnaire is a paper designed by a researcher with a list of questions in which the respondents freely express their opinions with no interference by the researcher (Tashakkorie & Teddlie, 2010). Anderson (1993) stated that in a questionnaire, depending on a researcher, participants should indicate their ages, education level and gender. Further, Anderson (1993) highlights that though these are not the actual interview questions, they are what a researcher is interested to know. The first part of the questionnaire had spaces where participants had to fill in their personal details. Learners had to indicate their ages, gender, grade in which they started as this study uses a qualitative research method. Open-ended questionnaires were appropriate as this study required comprehensive data. Participants were given the liberty of responding in whichever way they wished and this was suitable for qualitative data generation (Ekinici, 2015). The participants were grade 7 learners whose first language was isiZulu. The questionnaires comprised of a set of questions exploring learners' attitudes towards isiZulu.

After each interview session, participants were given a questionnaire to complete in a separate room. The first part of the questionnaire were factual questions. Dornyei (2010) asserts that factual questions are designed to get some personal profiles of the participants.

Cargan (2007) mentions some advantages of research questionnaires: Questionnaires are effortless to administer. It was easy to distribute them as each participant was given a copy after an interview session. Participants were not compelled to respond with an immediate effect like in interviews. Each participant was also given time to complete the questionnaire which was retrieved when questions completed. According to Woods (2011), same questions and wording for every questions guaranteed valid responses. It was easy for me to compare each and every response checking for consistency. A researcher does not have an opportunity to probe further since questions are open-ended (Reja, Manfreda, Hlebec & Vehovar, 2003). Follow up semi-structured interview questions assisted because in other aspects the participants did not elaborate further.

Dornyei (2014) identifies some disadvantages of research questionnaires. Disadvantages of questionnaires is that the participants may have difficulty in understand and interpreting the questions asked. Further, the researcher may assume that the participant is literate, i.e. can read and write. Another disadvantage is that some questions may be difficult to answer. To prevent the abovementioned, before the whole process started, I sat down with the participants and went through the questionnaire, question by question since they were young children. The questions were explained and they were given an opportunity to raise questions concerning the questions.

Another disadvantage noted by Dornyei is that the researcher does not get a chance to rectify the mistakes made by the respondent as well as check if the responses are valid. Using the same set of questions for interviews and questionnaires made it easy to check consistency. For some of the participants, the responses were the same on interviews and questionnaires. The participants were already familiar with the questions because they had already answered them during the interview sessions. However during this research, a problem was not detected in this regard.

### **3.5.2 Face-to-face Semi-structured interviews**

Data generation methods used was face-to-face semi-structured interviews was conducted alongside audio-recording. By audio-recording, a researcher is able to capture all verbal responses by participants without missing a word (Wilson (2009). After interviewing the



participants, I was able to record transcribe each and every word uttered. Irvine, Drew and Sainsbury (2012) posit that in face-to-face interview, the encounter with the participant is natural and it assists in developing a close and harmonious relationship between the researcher and the participant. My participants were young children of ages ranging from eleven to thirteen. When interviewing children, a researcher must do the following:

- Gain their trust;
- Make them comfortable to boost their confidence;
- Give them thinking time;
- Use simple language and vary it where necessary;
- Do not be around during the interview activity; and
- Do not interview them in front of their friends (Cohen, Manion & Morrison, 2011).

When I met the participants for the first time as a group before the interviews, I was not dressed up in a formal way. To make them feel comfortable, I introduced myself as a student and explained to them that this was also my school project as they also get projects for marks at school. The isiZulu teacher offered me an unoccupied office for me to have privacy with the learners. Participants were each given time to think about the questions, as indicated in the verbatim quotations.

According to Ishenqeti (2014) semi-structured interviews are more versatile research data generation methods because they give an interviewer an allowance of probing and expanding the interviewee's responses. Clifford, Cope, Gillepsie and French (2016) say that in semi-structured interviews there are flexible interview guides that allow for divergence. Semi-structured interview method is a very versatile method of data generation where a small number of participants are involved (Drever, 1995). This study employed semi-structured interviews because there were only had 8 participants for this study. As Guthrie (2010) postulates, in semi-structured interviews, guides are involved so that the researcher directly compares data from different responses from each participant. Humphrey and Lee (2004) note that the introduction and conclusion of interview guides are made standard but there is an allowance to change the order of interview questions. Van Teiljlingen (2014) states that semi-structured interview questions are decided beforehand but the interviewer is given an allowance of changing the wording and giving explanations if required for particular respondents. Beidel, Frueh and Hersen (2014) indicate that semi-structured interviews give researchers a chance of probing the participant to give a further elaboration. For instance, in the question where the participants

were asked if they talked English during isiZulu lesson. The responses were just a 'no'. I was able to probe further asking them why they do not speak in English during isiZulu period. They explained that it was the class rule but they spoke in English with their peers who were not isiZulu first language speakers. As I carried on with interviews, like Van Teijlingen (2014) states, with some of the participants, I had to translate some of English words and questions into isiZulu for them to understand. The questions that I drafted were the same for all the participants, starting from the introduction to the conclusion. This system allowed me to make an alteration in the sequence of my interview questions, ensuring that the flow was natural.

The advantages of semi-structured interviews are that, there is personal interaction of the researcher and the participant during data collection and the interviewer gets an opportunity to probe for further elaborations (Walsh, 2001). The participants were interacted with face-to-face in the form of interviews, the participants answered all interview questions in full, according to the interview guide. I also had an opportunity to probe for more explanations. One of the questions was asking if they thought isiZulu as a school subject was important. They only answered by saying "yes it is important". I had to probe for the participants to elaborate on why they said so. Another advantage mentioned by Bless, Higson-Smith and Kagee (2006) is that semi-structured interviews put a researcher at ease in the sense that unneeded questions can be discarded and the researcher can re-structure unclear questions. This worked for me because out of all the questions that were formulated on the research guide, I discovered that some of them were not answering the research questions. The questions were then reformulated. Bless, Higson-Smith and Kagee (2006) also maintains that semi-structured interviews give the researcher an allowance to discover new angles of the problem. The researcher can thus thoroughly explore the elaborations by the respondents.

The questions that were asked, for instance, "What is your view point about teaching and learning of isiZulu in schools?" Each and every one of the participants gave different views without any time limit. This was an advantage because I was able to probe them further and the research questions were answered.

There is a possibility that in some instances questions on semi-structure interviews can be more open than it should be and the dialogue can deviate before the researcher covers the aspects to address (Miles & Gilbert, 2005). In one of the questions where the participant had to say if he switches codes as in alternating between isiZulu and English. The participant deviated and did

not speak about himself, instead he mentioned that he used to hear his peers mixing languages in the playground. I had to be patient, let him finish then I had to rephrase the question.

Saks and Allsop (2013) say that preparing to conduct interviews and the interview processes, data transcription and analysing consume a lot of time on the side of a researcher. In preparation to conduct interview sessions. I had to walk a long distance to the school where my participants were. At two stages I had to wait for the principal to give me permission to proceed to where I could find the participants though it was break times. On the other hand, the time I had requested from my principal was lapsing. Data analysis consumes a lot of time. I found it really time consuming because I had to keep on rewinding the tape because as I was listening I had to make some transcriptions. Out of the transcriptions I still had to sift irrelevant responses.

Klenke (2008) also mentions that the interviewer needs to practice and have experience. An interviewer should also possess good skills for communication and be able to summarise data. It was my first time to conduct research interviews and I did not have experience, especially of interviewing young children. The pilot study helped in boosting my confidence and in handling children. Before the real interviews, I already had enough practice and I had a chance of testing my data generation instruments.

### **3.5.2.3 Open-ended questionnaires**

Another method that I used to collect data was an open-ended research questionnaire. An open-ended questionnaire is a paper designed by a researcher with a list of questions in which the respondents freely express their opinions with no interference by the researcher (Tashakkorie & Teddlie, 2010). Anderson (1993), in a questionnaire, depending on a researcher, there should be where participants indicate their ages, their education level and gender. Anderson (1993) highlights that though these are not the actual interview questions, they are what a researcher is interested to know. The first part of the questionnaire had spaces where participants had to fill in their personal details. For example, they had to indicate their ages, gender, grade in which they started doing isiZulu for the reason that this study is qualitative, open-response questionnaires were appropriate because I required comprehensive data. Participants were given the liberty of responding in whichever way they wished and was suitable for qualitative data collection (Ekinici, 2015). The participants were 8 grade 7 learners whose first language was isiZulu. The questionnaires comprised a set of questions exploring learners' attitudes towards isiZulu. After each and every interview session, I gave each respondent a questionnaire to complete in a separate room. The first part of the questionnaire were factual questions.

Dornyei (2010) asserts that factual questions are designed to get some personal profiles of the participants.

Cargan (2007) mentions some advantages of research questionnaires. Questionnaires are effortless to administer. It was easy for me to distribute them to participants because I gave each and every participant a copy after an interview session.

Respondents are not compelled to respond with an immediate effect like in interviews. I gave each respondent time to go and complete the questionnaire and retrieved them when learners had finished answering the questions.

Same questions and wording for every questions guaranteed valid responses. It was easy for me to compare each and every response checking for consistency

Dornyei (2014) identifies some disadvantages of research questionnaires. The researcher assumes that the participant is literate, i.e. can read and write. Before the whole process started, I sat down with the participants and went through the questionnaire, question by question since they were young children. I explained the questions and gave them an opportunity to raise their questions concerning the questions.

Another disadvantage noted by Dornyei is that the researcher does not get a chance to rectify the mistakes made by the respondent as well as check if the responses are valid. Using the same set of questions for interviews and questionnaires made it easy to check consistency. For some of the participants, the responses were the same on interviews and questionnaires. The participants were already familiar with the questions because they had already answered them during the interview sessions. I did not have a problem in this regard.

### 3.6 Data generation plan

Data generation plan	Research question 1	Research question 2
	What are isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?	What influences the isiZulu first language learners' attitudes towards isiZulu in a multiracial school?

1. Why was data generated being generated?	To explore the grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.	To find out about what influences the grade 7, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.
2. What was the data research strategy?	Face-to-face semi-structured interviews were held and participants also completed semi-structured questionnaires.	Face-to-face semi-structured interviews were held and participants also completed semi-structured questionnaires
3. Who were the sources of data?	For collection of data, a group of isiZulu first language learners in a multiracial primary school were used.	For collection of data, a group of isiZulu first language learners in a multiracial primary school were used.
4. How many data sources were utilised?	A group of eight learners whose first language is isiZulu were used	A group of eight learners whose first language is isiZulu were used
5. Where was data gathered?	Data was gathered from a multiracial primary school in uMlazi district in Durban central circuit, uMkhumbane ward.	Data was gathered from a multiracial primary school in uMlazi district in Durban central circuit, uMkhumbane ward.
6. How long was data gathered?	Interviews took about 50 minutes	Interviews took about 50 minutes
7. What instrument was used for data collection?	Audio recorded, face-to-face, semi-structured interviews and open-ended questionnaires.	Audio-recorded face-to-face, semi-structured interviews and open-ended questionnaires.
8. Why this plan for data collection?	Face-to-face interviews and open-ended research questionnaires afforded me an opportunity to explore the attitudes of grade 7	Face-to-face interviews and open-ended research questionnaires afforded me an opportunity to explore the

	<p>learners whose first language is isiZulu. They freely expressed themselves because of the nature of the research instruments.</p>	<p>attitudes of grade 7 learners whose first language is isiZulu. They freely expressed themselves because of the nature of the research instruments.</p>
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### 3.7 Sampling

According to Nieuwenhuis (2007), sampling is a process used in the selection of a portion of the study population. I deemed it necessary to define the concept sampling because in my study I required a sample of learners in a multiracial primary school, whose first language was isiZulu. Emmel (2013) mentions two processes a researcher must follow when drawing a sample. The first process is for a researcher to define the population where a sample is going to be drawn to represent the community from which the sample was drawn. A researcher has to make sure that all the people selected are included in the research process. I employed purposive sampling method in selecting my participants. De Vos, Strydom, Fouche and Delport (2011) note that purposive sampling is when a researcher knows the kind of people he/she requires for research. In addition, Tongco (2007) asserts that purposive sampling is a particular instrument where the researcher deliberately chooses particular participants because of the characteristics possessed by the prospective participants that are required by the researcher.

The nature of participants I required were grade 7 isiZulu learners in a multiracial school whose first language was isiZulu. After permission was granted by the principal and the Department of Education (DoE), I approached the school principal and gave him a copy of a letter from the Department of Basic Education. Thompson (2012) affirms that when selecting a sample from a wide population, a full list with people's names is advisable out of which the participants would be pulled. The isiZulu teacher confirmed with the learners that their first language was isiZulu and they agreed.

Mason (2010) suggests that in a qualitative study where interviews are going to be conducted, few participants are sufficient. The smaller the sample, the more convenient it becomes to analyse the meaning of data collected. The reason why I used only 8 learners was because of that.

### 3.8 The research site

At the time of the study, the school was 26 years old with a staff establishment of 35 teachers. The infrastructure was in good condition. Each and every classroom had a fan and was well maintained. The enrolment was 985 pupil with a majority of 600 Black learners and the rest being Coloureds and Indians. The school offers two languages, i.e. English as home language (HL) and isiZulu as a first additional language (FAL).

### 3.9 Personal profiles of participants

In table 4.1, I have indicated the personal information for each participant.

**Table 3.7 Personal profiles of participants**

NAME	GENDER	HOME LANGUAGE	AGE	GRADE STARTED LEARNING ISIZULU	RESIDENTIAL AREA
Participant A	Female	IsiZulu	11 years	1	Cato Manor area
Participant B	Female	IsiZulu	12 years	1	Mayville area
Participant C	Female	IsiZulu	12 years	1	Mayville area
Participant D	Boy	IsiZulu	11 years	6 (new in school)	Mayville area
Participant E	Female	IsiZulu	12 years	4 (did isiZulu Home Language from grade 1 to 3 )	Cato Manor area
Participant F	Boy	IsiZulu	12 years	1	Cato Manor area

Participant G	Boy	IsiZulu	12 years	7 (new in school. Only did Afrikaans from grade 1 to 6)	Mayville area
Participant H	Boy	IsiZulu	12 years	1	Cato Manor area

This section serves to provide details on each of the participants as shown on Table 4.1

### 3.9.1 Learners' profiles from the table 4.1

#### **Participant A**

Participant A is an eleven years old bubbly girl doing grade seven. She started doing isiZulu as a First Additional Language (FAL) from grade 1 in the same school she is in right now. Her home language is isiZulu. Her friends from school are all isiZulu first language speakers. She lives in a township in the neighbourhood of the school. She talks with confidence and fluently in both isiZulu and English.

#### **Participant B**

Participant B is a twelve years old African girl in grade seven. She has been doing isiZulu First Additional Language from grade 1 in the same school she is in. Her home language is isiZulu but as the family, sometimes they communicate in English. She lives in the suburb where the school is situated. She is an eloquent isiZulu and English language speaker who speaks isiZulu with confidence.

#### **Participant C**

Participant C is a twelve years old African girl. Her home language is isiZulu. She has been doing isiZulu as a First Additional language from grade 1. She lives in the township close to the suburb where the school is located. She speaks both isiZulu and English with confidence.

#### **Participant D**



Participant D is an eleven year old African boy. At home, they speak isiZulu. He has been doing isiZulu as First Additional Language since grade 6. He is new in the school. In his previous school, he was doing Afrikaans as First Additional Language instead of isiZulu. He is from the suburb where the school is located. When he is with his friends, he speaks both English and isiZulu.

### **Participant E**

Participant E is a 12 year old girl. She talks with an enthusiastic tone. Her home language is isiZulu. She started doing isiZulu as Home Language (HL) from grade one to grade three. She only started learning isiZulu as a First Additional Language from grade 4 because the school offers English as Home Language. She always speaks isiZulu with his friends because they are all isiZulu native speakers.

### **Participant F**

Participant F is an eleven years old boy. His home language is isiZulu. He started doing isiZulu as First Additional Language from grade one. He has been in this school from grade four. He says that in his previous school isiZulu was taught by a teacher who is not a native speaker of the language. He is excited that he is now being taught by the teacher who is the home language speaker of isiZulu. With his friends they communicate in isiZulu.

### **Participant G**

Participant G is a twelve year old boy living in a White suburb outside Durban. His home language is isiZulu. He only came to this primary school in 2016 to do grade seven. He has not been doing isiZulu since grade one. He only started learning isiZulu from grade 6 this year, 2017. From grade 1 to grade 5, he has been doing Afrikaans as a First Additional Language. His home language is isiZulu. In most cases he communicates in English with his isiZulu first language friends.

### **Participant H**

Participant H is a 12 year old boy, living in a neighbouring informal settlement. He started doing isiZulu as First Additional Language from grade 1. He has been in this school since grade one. He is eloquent in isiZulu and talks with great enthusiasm and confidence.

### **3.10 Ethical issues**

Cohen, Manion and Morrison (2013) note that the gatekeepers are adults responsible for participants, i.e. parents or guardians, the principal of the school and the department of education. It was necessary for me to seek the permission of the gatekeepers before proceeding with the study. Firstly, I emailed a request for permission to conduct my study in the school that I had chosen to KwaZulu-Natal Department of Basic Education provincial head office. The consent to conduct a study in the school was granted by the KwaZulu-Natal Department of Basic Education. I then approached the school principal and gave him a letter requesting permission to do my study at the selected school, which was granted. Cohen, Manion and Morrison (2013) further advise that adults responsible for the young participants have to be met and the researcher should explain the point of research and seek permission to go ahead with the study. After that, the researcher should meet the participants themselves and request for permission to proceed. It was impossible for me to meet the parents because of their separate residential places. I met with the Head of Languages Department and isiZulu teacher to seek consent.

Silverman (2016) note that ethical issues pertain the rights of the participants to know that they are being researched, for them to be told about the nature of research and the right to withdraw at any time. Silverman further states that participants should also be given the guarantee of confidentiality and be treated with respect. I met with the learners who were selected to be my participants in the admin foyer. I went through the letter that was directed to each and every one of them. I read the letter explaining it line by line and opened the floor for questions.

With regard to ethical matters, Stephens (2009) gives an advice for researcher to explain to participants about the benefit of the study, use simple probes, be friendly and let the participants feel relaxed and comfortable, choose a quiet location for interviews. I emphasised to the participants that should they decide not to participate, they were free to do so. I followed Stephens' advice because in the letter requesting participation and in the meeting I had prior to the interview processes, I told the participants that whatever they said would remain confidential. A researcher has to express his/her gratitude to the participants for agreeing to take part in the study (Fischer, 2006). In our meeting prior to the interviews, I took an opportunity to express my appreciation for their willingness to participate in the study. The interview venue was the office that was in a quiet place so there was no interruption during

interviews and when they completed the questionnaires. With regard to dress code, I was not dressed formally because I did not want my participants to know that I am a teacher. I told them I am a student which made them comfortable.

### **3.11 Pilot study**

Yin (2016) explains that a pilot study is the process where validity of a research design is tested. It is a mini design of the actual research. The focal purpose of a pilot study is spotting unexpected hurdles that might hinder the feasibility of the actual research. I piloted my study in the multiracial school where I teach. I purposively selected 5 grade 8 learners whose first language was isiZulu.

Yin (2016) also perceives a pilot study as a motivational strategy to researchers. As a researcher interviews participants and also administers research questions, he/she is afforded an opportunity to rephrase and refine the questions. It also helps in ascertaining the time that will be required for the real interview. The learners I interviewed and gave questionnaires to complete. The questions I designed were all in English. As I interviewed learners in the pilot study, I discovered that some of the words were difficult for them. Some of them were not good in English. In the process I explained the English words they did not understand during the interview. After each and every interview, I gave each learner a questionnaire to complete in a separate room. What I discovered was that the time for completing the questionnaire was not enough for learners. The break time was short. Some requested to complete the forms and return them the following day.

In piloting the study, a researcher can discover the unexpected obstacles like accessing the participants and gatekeepers, and participants not returning the completed questionnaires (Hall, 2008). What I discovered was that if you approach the participants wearing a hat of a teacher they Van Teijlingen (2014) do not feel comfortable at all. I told them not to interact with me as a teacher. I explained to them that I am also studying and they must not look at me as an authority figure. I told them that this was also my project as they also get projects for assessment in schools. Another problem was parents signing the consent forms. When I went to school to fetch the consent forms, the participants told me they had forgotten to give the consent forms to parents. During the pilot study, I discovered that learners did not feel comfortable when I turned the tape recorder on in front of them during the commencement of the interviews.

### **3.12 Trustworthiness in research**

As noted by Williams and Morrow (2009), trustworthiness is about the researcher proving herself/himself to the research community that a rationale for the study has been identified, and that data collection, data analysis and data interpretation procedures have been described. Williams and Morrow (2009) identify four trustworthiness propositions that a researcher should use as guidelines namely; credibility, transferability, dependability and confirmability.

#### **3.12.1 Credibility**

To ensure credibility in research, Koch (2006) suggests that a researcher should carry a field journal so as to capture all his/her experiences. During the interview sessions I had a two quire exercise book with me. As the interview was carrying on, I took some notes. For instance, in some of the questions, learners responded with enthusiasm. Some were rolling their eyes some responding with smiles. When analysing data, I re-winded the tape listening carefully while transcribing. Consulting the participants and asking them to read the analysis is appropriate but in the study the limitation was that participants were young children. I would request to sit down with them, read to them and discuss the analysed data with them. Shenton (2004) notes that transferability is the justification for the study to be associated with another context of the same nature. For instance, my study applies to other multiracial primary schools where learners do isiZulu as a compulsory subject.

#### **3.12.2 Dependability**

Shenton (2004) refers to dependability as one of the yardsticks of evaluating the quality of gathered qualitative data. Dependability in this study was tested and re-tested by applying the triangulation method. I interviewed the participants and also requested them to complete a research questionnaire.

#### **3.12.3 Confirmability**

With regard to confirmability, and in line with Lets, Wilkins, Stewart, Bosch and Westmorland's (2007) advice, to limit bias of data, I asked my colleague to audit decisive points, requested experts like PhD students or a lecturer to go through my journal checking my interpretation of data.

### **3.12.4 Transferability**

According to William, Reid and Miller (2013), the notion of transferability refers to the outcome of the study that can be applied to another context. For instance, the context of my study is a multiracial primary school where grade 7 isiZulu first language learners doing isiZulu were selected to be the participants. The finding of this study may be transferred to another multiracial primary school where the samples are grade seven learners for whom isiZulu is their first language and doing isiZulu.

### **3.13 Limitations of the study**

- The researcher only had a one free period which was 55 minutes in a ten-day cycle to go to interview the participants. After the interview session with a participant I had to walk back a long distance to work because I had classes after that.
- Some learners took a long time to return their consent forms for themselves and their parents. This made it difficult for me to commence with data generation process. IsiZulu teacher from the school offered to remind them to return the forms.
- Three participants lost the questionnaire, I had to give them new sets of questionnaires and make follow-ups.

### **3.14 Conclusion**

This chapter discussed and justified the qualitative approach that was employed, justified why this study adopted the interpretive paradigm. The research design and data generation instruments were discussed and justified. Data generation plan was presented in tabular form. Sampling, ethical issues, pilot study, issues of trustworthiness and limitations of the study were also discussed. The next chapter presents data that was analyzed, interpreted and discussed.

## **CHAPTER 4**

### **PRESENTATION OF DATA, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

Chapter 3 presented and discussed the study methodology and the justification of the method that was adopted. Qualitative approach and the interpretivist paradigm were discussed and why they suited the study. Triangulation method for accurate presentation of data was discussed. The two instruments employed in data generation, i.e. face-to-face, semi-structured interviews and open-ended research questionnaires were also discussed.

The sample of eight learners in grade seven, whose first language was isiZulu, was purposively selected from one multiracial school. The actual names of the eight participants were replaced by the pseudonyms: Participant A to Participant H. The focus of this chapter is to present, analyse, interpret and discuss the research data that was generated on the attitudes of grade seven isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.

The first part of the chapter presents the research site and the profiles of each participant in tabular form, indicating the following: gender, home language, age, grade in which the participant started doing isiZulu and the residential area. The participants were free to give me their profile information because I told them I was also a learner like them, which made them comfortable.

#### **4.2 Research themes**

The purpose of the study was to explore the grade 7, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school.

Data is presented according to themes and sub-themes that arose from recorded face-to-face semi-structured interviews and open-ended research questionnaires. Verbatim quotations from data collected are also included in the analysis of themes and sub-themes.

**4.2.1 Question 1: What are grade seven, isiZulu first language learners’ attitudes towards isiZulu in a multiracial primary school?**

**Table 4.1 Theme 1: Views about teaching and learning of isiZulu in schools**

<b>THEME</b>	<b>SUB-THEME</b>	<b>ISSUES RAISED</b>
1. Views about teaching and learning of isiZulu in schools	a) <b>Seen as an</b> opportunity for second language speakers to learn new language	IsiZulu provides learning opportunities or opportunity for second language acquisition.
	b) IsiZulu is regraded a difficult subject.	Non-isiZulu speakers do not understand some of the lesson content.
	c) IsiZulu is being undermined.	At the university level, the medium of instruction is English.
	d) Language is seen as part of culture.	Passionate about isiZulu as first language speaker since it is their culture
	e) Maintenance of isiZulu language	A need for IsiZulu first language speakers maintain the language.

**4.2.1.1 Research question 1: What are grade seven, isiZulu first language learners’ attitudes towards isiZulu in a multiracial primary school?**

The following three key themes discussed below emerged from the first research question, namely; Attitudes towards teaching and learning of isiZulu in schools, attitudes towards the use of English, and importance of isiZulu as a school subject.

Please note that the respondents’ responses are used verbatim and no attempt has been made to censor grammatical and technical inaccuracies.

#### **4.2.1.2 THEME 1: Attitudes towards teaching and learning of isiZulu in multiracial schools**

The interview question was: “What is your view point about teaching and learning of isiZulu in schools? The presentation of data indicates various viewpoints on how first language learners felt about teaching and learning of isiZulu in schools. In this section, the following sub-themes are presented: Opportunity for second language speakers to learn new language, isiZulu being regraded, isiZulu being undermined, language seen as part of culture, and need for language maintenance.

#### **4.2.1.3 Learning IsiZulu is seen as an opportunity for second language speakers**

From the data generated, participants A, D and E voiced out the sentiment that teaching and learning of isiZulu in multiracial schools will be beneficial to non-native speakers. They gave Van Teiljlingen (2014) reasons that, since there are learners of other races for whom isiZulu is not their first language, they will be afforded an opportunity to acquire isiZulu as a second language.

Here is what participant A had to say:

*My view point, learning isiZulu is a very good thing, even for those who only know English so they can also learn isiZulu.*

Participant D:

*Yes, isiZulu must be learned in schools. Here in our school learners of all races are doing isiZulu, all of them. It is helping them a lot because some of them can understand and talk Zulu.*

Participant E:

*Good idea. It is working well because coloureds and Indians in our class are trying very hard to learn isiZulu and some can talk and understand isiZulu.*

#### **4.2.1.4 IsiZulu is a difficult subject**

According to data generated, participant B isiZulu difficult during the lesson. She said that sometimes she does not understand the content and finds it difficult to do the task assigned in class. Here is what was said by Participant B:



*IsiZulu is not easy. I sometimes do not understand when the teachers tell us to read and answer the questions from the book. My friend I sit with helps me.*

Participant H also voiced the same concern as participant B, that if there could be an option not to do isiZulu in school, they would not, because it is difficult.

*For me, I wish I choose if I want to do Zulu or not because it is difficult for me.*

#### **4.2.1.5 IsiZulu is being undermined**

Data collected revealed that participants undermined isiZulu. Participant H mentioned that even in the previous year, he failed isiZulu but he passed grade six. The participant further mentioned that even after matric, he would not be needing isiZulu because the medium of instruction at the university is English. From participant C:

*Even if I do not do Zulu I am still going to pass because I passed English. Like eeh... last year I did not pass Zulu, now I am in grade seven. When I finish my high school I'm not going to need Zulu because in university they learn in English.*

Participant D shared the same sentiment with participant C in that, though he did not have a problem about teaching and learning of isiZulu in schools but she does not see it helping because English is more used in schools. He even stated an example of his sister who is a university student who reads English books.

*I don't have a problem if Zulu is done in schools, but as for me, it is not going to help me but English is used more in schools. Even my sister is in varsity, she reads English books.*

#### **4.2.1.6 Language seen as part of culture**

Data indicates that as young as they are, the respondents were aware that their language carried their culture. They were passionate about isiZulu as first language speakers saying that if one grew up using it as one's first language and one's culture, it is easy for one to learn it.

Though the interview questions were in English, participant E opted to eloquently respond in isiZulu by saying:

*Wukuthi kumele isiZulu usazi uma kuwukuthi ukhule ngaso mhlampe ukhule usikhuluma usazi, ukhule kuyisiko lakho usikhuluma isiZulu kuzoba lula kakhulu ukuthi usifunde. (It's just that you have to know isiZulu if you grew up using it and its your culture. It is going to be easy to learn it).*

Data also indicates that learners felt that isiZulu was their cultural language.

Participant G: *IsiZulu yilanguage yethu, yisiko lethu, kumele sisifunde ezikoleni. (IsiZulu is our language, our culture, we have learn it in schools).*

From data learners felt that isiZulu must be done in schools. The reason they gave was that isiZulu is the culture of African children.

Participant H: *African children in schools must do isiZulu because it is culture.*

#### **4.2.1.7 Need for IsiZulu language maintenance**

Data indicates that Participant G felt that isiZulu has to be preserved in school as long as the language is still spoken, especially by African children. They have to learn more about their language. Verbatim quotation from Participant G was as follows;

*As long as there are people who are speaking in isiZulu, it should be maintained in schools among, especially African children. Ukuthi (It's that) they must learn more about their home language.*

From the data, participant E indicated the importance for isiZulu first language learners to maintain their language. The reason is that if African learners get used to talking English, they may lose their languages.

Participant E: *Umntu kumele asazi isiZulu ngoba uma sesijwayele isingisi sizolahlekelwa isiZulu sethu. (An isiZulu first language speaker must know isiZulu because if we are getting used to English we are going to lose isiZulu, our language).*

#### **4.2.1.8 THEME ONE: Summary of the findings and discussion on learners' views about teaching and learning of isiZulu in schools.**

In the school where the study was conducted, English was done as home language (HL) and learners had to choose between isiZulu and Afrikaans as first additional languages (FAL). For first additional language, there were no options. IsiZulu was a compulsory subject for learners

of all races. Participants thus, felt that their peers for whom isiZulu was not the first language would benefit by acquiring isiZulu as a second language.

Gass (2013) notes that language acquisition involves learners, who have to learn a new language that is not their first language and they do not use the language on daily basis. It is also about the information and the opinion a person possesses about the attitude object (Greenwald, Brock & Ostrom, 2013). The participants believe that it is important for other races to learn a new language which is isiZulu.

Some of the participants expressed negative attitudes towards isiZulu. One found isiZulu difficult such that she could not cope with the lesson content. Another participant also indicated that isiZulu would not benefit her at the university, as even the sibling reads university books written in English. The negative attitude expressed by the two participants was in line with attitude theory. Baker (1995) notes that the attitude possessed by individuals is informed by the situation and context in which they find themselves, which mould and reshape their attitudes. One learner did not favour isiZulu because she found it difficult and was not coping with isiZulu lesson activities in class, the other one did not favour isiZulu because she claims that at the university, English is the medium of instruction used.

Language is viewed in conjunction with culture because the participants grew up using it, thus it was easy to learn in isiZulu. One of the participants had a feeling that isiZulu had to be preserved among African, isiZulu first language speakers. Tsui and Tollefson (2017) observe that history, the beliefs, values and culture are encapsulated in a language. The participants envisioned a close relation between language and culture. Bagga-Gupta, Hasnain and Mohan (2013) confirm what is said by Tsui and Tollefson that culture and language are interwoven in a multilingual setting and also where there are different ethnic groups.

Data indicates that since there were African learners doing isiZulu in schools, the participants called for maintenance of isiZulu.

#### **4.3 THEME 2: Themes and sub-themes on use of English during IsiZulu period**

**Table 4.2: THEME 2: Themes and sub-themes on use of English during IsiZulu period.**

<b>THEME</b>	<b>SUB-THEME</b>	<b>ISSUED RAISED</b>
Use of English during	Peer to peer learning support	Non-isiZulu speakers who

isiZulu period		<p>don't understand the teacher during the lesson.</p> <p>Conflict between teacher expectation and classroom reality.</p> <p>(code switching)</p>
	Language translation	Understand English better than isiZulu

#### 4.3.1 Peer to peer learning support

Data indicates that learners whose first language was not isiZulu did not understand the teaching and learning content during isiZulu lesson. According to data, the isiZulu first language speakers assisted their peers by translating the lesson content from isiZulu to English. There seemed to be conflict between the teacher's expectations and the class rule. Here is a verbatim quotation from what participant B had to say:

*Ya but mam told us not to talk English when it is isiZulu period but in class there are Indians who don't understand Zulu. Maybe I'm sitting with my neighbour that is Indian, if she wants me to explain quite a few about what the lesson is about because they don't understand Zulu."*

Participant A also confirmed what was said by participant B that they were not allowed to use English during isiZulu lesson but they helped in translating for their classmates who were not isiZulu first language speakers. Here is what Participant A said:

*No because umam weziZulu ujwayele ukuthi asikhulume isiZulu ngeperiod yesiZulu (Mam used to say we must use isiZulu during isiZulu lesson but Indians and Muslims we talk with them in English because they don't know Zulu.*

Participant C also mentioned that isiZulu teacher laid a new rule that they should not use English when it is isiZulu lesson.

*Participant C: Mam kukhona amandiya namakhaladi angasazi isiZulu so siyabachazela ukuthi umam uthini. (Mam there are Indians and colourdes who do not understand isiZulu so we explain to them what is said by the teacher).*

### 4.3.2 Language translation

Learners understand English better than isiZulu. This sometimes results in them switching from isiZulu to English during isiZulu lesson. They understand isiZulu better if words are translated in English. Here is what Participant G said:

*Yes, I do communicate in English during isiZulu period, to translate the words I don't know. To understand better if I don't understand.*

From the above verbatim quotation, it is clear lack of isiZulu vocabulary is the reason for learners to use English.

From the data generated, participant A raised the same point as Participant G, that she uses English in order to translate some isiZulu words. Participant A said; *I use English in class because some words I don't know in Zulu.*

Participant D also mentioned that when talking during isiZulu lesson, there are some words that he does not know in isiZulu. He said that an English word just comes first in his mind.

Participant D: *Yes, when we are learning isiZulu, English words just comes first in my mind because ngisuke ngingazi ngizothini (I don't know what to say) in Zulu.*

### 4.3.3 THEME TWO: Summary of the findings and discussion on use of English during isiZulu period.

The participants responded to the interview and questionnaire question asking if learners spoke English during isiZulu period. In school all learners, i.e. isiZulu first language speakers and those whose first language was not isiZulu, did isiZulu as a First Additional Language. IsiZulu teacher laid a rule that learners must not talk in English during isiZulu lesson.

Despite the participants not being allowed to use English during isiZulu lesson, they translated the lesson content to their peers whose first language was not isiZulu because their peers did not understand.

The study findings are consistent with bilingualism theory. Bilinguals are individuals who know and speak more than one language (Garcia & Wei, 2014). Learners in this study were told that they were not supposed to speak in English in isiZulu lesson. However, they were faced with a situation where their classmates were desperate for help because they did not know and understand the isiZulu lesson content in class. Woolford (1983) further adds that bilingual

people demonstrate an ability to alternatively use two languages on regular basis for social reasons. In the study, the participants switched in between isiZulu and English while translating the lesson content to their peers.

What emerged from data was that learners spoke English during isiZulu lessons. There seem to be a lack of isiZulu vocabulary among isiZulu first language learners such that they resort to English. The participants said that they used English to translate isiZulu words because they understood English better than isiZulu. This theme serves to answer research question one that asked “what are grade seven, isiZulu first language learners’ attitudes towards isiZulu in multiracial primary school?”

**4.4 Research question: What are grade seven, isiZulu first language learners’ attitudes towards isiZulu in a multiracial school?**

**Table 4.3: THEME 3: Themes and sub-themes on the importance of isiZulu**

<b>THEME</b>	<b>SUB-THEME</b>	<b>ISSUES RAISED</b>
Importance of isiZulu	IsiZulu is a not an important language compared to English	English is a superior language for employment.
	Learners who are non-language speakers get opportunities to learn the second language	Provided IsiZulu language acquisition for non-language speakers.
	Improve language knowledge.	Learners who are first language speakers who talk and love it will acquire more knowledge and gain more isiZulu vocabulary

**4.4.1 IsiZulu is not an important language compared to English**

Findings indicated that learners view isiZulu as not an important subject giving the reason that if one goes for interviews, the only language used by the employers is English.

Here is what participant F had to say:

*I have never heard that interviews are in Zulu. I need to practice English all the time if I am to get a job in future.*

Participant G lived in a suburb where all his neighbours used English. He felt that English was more important than isiZulu hoping that they could find him a temporal job when he is in matric.

*All my neighbours talk English not Zulu. English is important because they can get me a temporary job when I am in high school, say matric.*

#### **4.4.2 Language acquisition for non-language speakers**

From the finding, the school, isiZulu is a compulsory subject for all learners. The participants felt that learners who were not isiZulu and who could not use isiZulu would acquire the knowledge of isiZulu. Here is what participant D said:

*Yes, isiZulu is an important subject for other people abangawona amaZulu abangasazi (who are not isiZulu first language speakers).*

Findings indicate that participant A perceived isiZulu as important to fellow Indian schoolmates who were afforded an opportunity to acquire another language.

*Yes, it is very important. For other children like Indians so they can learn another language.*

From the study, it emerges that learning isiZulu benefits Indian and coloured learners because they learn to communicate isiZulu first language peers. Here is what participant C said:

*Teaching and learning of isiZulu in schools is important because it's teaching Indians and coloureds to communicate in Zulu*

#### **4.4.3 Improve language knowledge for isiZulu first language speakers**

Participant C agreed that isiZulu was an important language. She mentioned that they gained additional knowledge on parts of speech. She noted that they now knew the difference between things like verbs and nouns. As language speakers, they had an opportunity of acquiring more knowledge on isiZulu. Here is the actual verbatim quotation from Participant C:

*... sifundisa izinto eziningi. Like manje there is a difference between isenzo, amabizo, zonke lezi zinto. (It teaches us many things like now there is a difference between a verb, nouns all these things).*

Concurring with Participant C, Participant D added that isiZulu was important because first language users who had passion with their language had opportunities to improve their isiZulu vocabulary. Here is what Participant D said:

*Yes, it is important in that emm... you should learn isiZulu. For instance, laba bantu abasithandayo isiZulu nabasikhulumayo bazi kangcono ngaso. Amagama lawa abangawazi bawazi. (For instance, those who love and use isiZulu so that they know better about it. They gain knowledge of the words they don't know).*

#### **4.4.4 THEME THREE: Summary of the findings and discussion on the importance of isiZulu**

Here, the participant had to answer the interview and questionnaire question asking if the participants thought isiZulu as a school subject was important, and why they said so.

According to data generated, some of the participants perceived isiZulu as not important. They felt the need for practicing English for job opportunities. One participant said that in his neighbourhood the communication language was English so by knowing English, his neighbours could organise for him a temporary job when he is in matric. The behavioral component concerns the attitude that influences behavior. Consistent with Fazio's observation, the participants undermined isiZulu and favoured English with a hope of getting connections that could secure them with jobs.

What also emerged from data was that the participants viewed isiZulu as important for non-language speakers. These learners would not be having exposure to that particular language referred to as a second language (Gass, 2013). In this study, the non-isiZulu learners were Indian and Coloured learners whose home language was not isiZulu. IsiZulu first language users who did isiZulu in school had an opportunity to improve their grammar knowledge, for instance the parts of speech, where they get to know the difference between a verb and a noun.

#### **4.5 Research question 2: What influences the attitudes of grade seven, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?**



#### 4.5.1 Theme 4: English for good future opportunities

The interview question asked which language learners thought would create good opportunities for them in future and why. The following sub-themes emerged:

**Table 4.4: Themes and sub-themes on language that will create good future opportunities**

THEME	SUB-THEME	ISSUES RAISED
English perceived as the language that will create future opportunities.	English as medium of instruction	All subject except isiZulu are done in English
	Interview and employment purposes	Interviews are conducted in English mostly by people who don't understand isiZulu.
	International language	Common language used internationally

#### 4.5.2 English as medium of instruction

During interview and questionnaire responses where learners had to say which language they thought would provide good opportunities for future, the participants said they preferred English to isiZulu. One stated the reason being that other subjects other than isiZulu were done in English. As they were going to high school next year, they would be doing other subjects in English as well. Here is a verbatim quotation from Participant A:

*English, because most of the schools in Durban are... they use language like English.*

Participant F concurred with participant A in that, though isiZulu is his first language but English is the medium of instruction in high schools because other subjects are learnt in English. Here are the exact words from participant F:

*IsiZulu is my first language, yiyona language yami engazalwa nayo but most ngiprefeya iEnglish because other subjects are not done in Zulu nase ma (also in) high schools. (It is my first language, it is my mother tongue but I prefer English)*

### 4.5.3 Interview and employment purposes

Responses to the question about the language that the participants thought would create good future opportunities indicated that participants perceived English to be the language that would offer good future opportunities, mainly in terms of interviews. The reason given was English serves as a medium of communication during interviews. The following is the verbatim quotation from Participant B:

*I think it's English because if maybe your interviewer speaks in English, you have the right to speak in English because that person won't understand Zulu.*

Participants also revealed that English would put a person on a good standing because the employers in most cases are Indians and Whites.

To support the above statement, Participant D said:

*English (laughing). Mina ngokubuka kwami if wazi iEnglish cause ngoba vele abantu abaqashayo amandiya imost nabamhlophe. So if wazi iEnglish nje unama opportunities amaningi. (My perception is if you know English because employers are Indians and Whites. So if you know English you stand good employment opportunities).*

Judging from the two verbatim quotations above, it is clear that English was the preferred language to isiZulu.

In agreement with Participant D, Participant E also said English would create good opportunities for the future because it is currently an important language. She further stated that most of the time where he lives people communicated with each other in English, so he perceived it as an important language. The participant had a belief that since the employers are Indians and Whites who are English first speaker, thus being eloquent in English creates more job opportunities for you.

*Ngiyacabanga ukuthi yi English ngoba iEnglish iyona ebalulekile esikhathini samanje. Abantu sebethanda I English futhi ke ezikhathini eziningi abantu bakhuluma I English la endaweni so kubalulekile ukuthi ukhulume iEnglish nabantu ongabazi ongabajwayele ukuze bezokusiza nje mhlampe uma udinga into noma umsebenzi. (I think it is English because it is currently an important language. People now like English and they use it most of the time in this area so using English will make you connect with people who might help you find a job).*

Participant C adds that if you possess English knowledge you stand good opportunities of getting a job.

*Mina ngokubuka kwami if wazi iEnglish nje, unama opportunities amaningi okuthi nje, yabo, uqashwe. (My view is that if you know English you have more chances of getting employment).*

#### **4.5.4 English is an international language**

The interview held with one learner indicated that the learner preferred English to isiZulu because when one travels, one meets people who can only communicate in English. According to participant C, English is a universal language that can make people from different countries able to communicate. Here is the verbatim quotation from Participant C:

*I think ... I think... English maybe if I'm a person who visit other countries like it can be easy to communicate nabanye abantu abaqhamuka kwamanye amazwe (with people from other countries). That's the only language they talk.*

Verbatim quotation from Participant F:

*English, because it's the only language in this country used by all races to communicate with each other.*

#### **4.6 THEME FOUR: Summary of the findings and discussion on subject to create good future opportunities**

From data generated, the participants envisioned English creating good future opportunities for them. Even those who spoke proper and fluent isiZulu preferred English stating that in schools all the subjects were done in English, and they needed it, especially now that they were going to high school the following year.

The participants claimed that if you know English you stand good opportunities. Some of them lived in the suburb (where the school is situated) where the neighbourhood was of mixed races. Their neighbours were English first language speakers. They felt the need to be able to communicate in English with those people they are not familiar with hoping that they may help them find jobs.

Attitude theory comprises two types of motivation for language preference, i.e. instrumental and integrative motivation (Baker, 1995). Instrumental motivation agrees with what was said

by the participants that English was preferred because it was the key to open doors to the world of work. Rehman et al. (2014) agrees with Baker by saying that learners were motivated to prefer English.

Mehrpour and Vojdani (2012) note that English is a universal language and one participant mentioned that in case she travelled, with knowledge of English, she would be able to communicate with people around the world.

#### 4.6.1 Theme 5: Code switching

The interview question that gave rise to theme 6 was asking if learners switched codes when talking during isiZulu lesson. The following sub-themes came up:

**Table 4.5 Themes and subthemes on code switching**

THEME	SUB-THEME	ISSUES RAISED
Code switching	Lack of vocabulary	Easy to say words in English than isiZulu
	Being used to talking English	Switching from isiZulu to English happens automatically.

#### 4.6.2 Lack of isiZulu vocabulary

Participant A, B and C noted that when they talked in class during isiZulu period, they alternated between isiZulu and English, which is called code switching. The reason they gave was that they did it because with some of the expressions lacked isiZulu vocabulary. They only knew their meanings in English and could only say them in English. Here is what they said:

Verbatim quotation from Participant A:

*Yes, because some words I don't know in Zulu.*

*Participant B:*

*Emnc., it does happen for me to speak English and mix it up to make up one sentence because, let's make an example, I didn't know what to say in Zulu so I'll just jump and say it in English.*

Participant C: *Ya, ey... amanye amagama esiZulu asuke enokuxakaxaka then bese ngifaka neEnglish.* (Other isiZulu words confuse me then I use English).

#### **4.6.3 Getting used to talking English**

What emerged from data was that it unconsciously happened for the participants to mix isiZulu and English. The reason the participant gave was because of getting used to talking in English.

Participant F: *Am... sometimes I kind of do that. I don't know why, it's just that I'm used to English. Every subject I learn, I learn it in English.*

Data also indicated that participants mixed isiZulu and English for no reason. Participant G claimed that it happened automatically because it is what they grew up doing.

*That is the way we speak English and Zulu. We mix nje kuyafakeka* (it just happens automatically). *In a sentence you get words in English and isiZulu, yindlela engikhule ngayo sekuhlanganiswa kanjalo.*”(It is what we grow up doing, mixing isiZulu and English)

#### **4.6.4 THEME FIVE: Summary of the findings and discussion on English to create good future opportunities**

It is clear from data that learners did not have enough vocabulary for isiZulu. They resorted to English, translating isiZulu words. Medupeola (2013) refers to such behaviour code-switching where individual alternate between two languages. The participants claimed that some of isiZulu words were difficult, and they only knew them in English. Sayer (2013) posits that code-switching is practiced by people who are bilingual, i.e. people who have an ability to communicate in two languages, as is the case with the learners who are participants of my study. They alternate between isiZulu and English to translate isiZulu words.

From the data, there was a class rule that learners were not supposed to use English in an isiZulu lesson. Data revealed that some of the learners found themselves switching from isiZulu to English. They said it just happens automatically though it was not their intention to do so.

Bilingualism theory also attests to what was done by the participants mentioned above. From data, it was apparent that the participants were bilingual because they possessed knowledge of English and isiZulu. Participant mentioned mixing isiZulu and English unintentionally. They say they grew up mixing isiZulu and English when talking. Another reason for switching from

isiZulu to English was because all other subjects were done in English so they were used to talking in English.

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

#### **5.1 Introduction**

In chapter 4, I presented the analysis of data. I also summarised the findings from each theme generated from data. In this chapter, I provide the summary of the study. After that I draw some conclusions, recommendations and suggestions for future research, emanating from the exploration of grade seven, isiZulu first language learners' attitudes towards isiZulu in a multiracial school.

#### **5.2 Summary of the study**

The aim of the study was to explore the grade seven isiZulu first language learners' attitudes towards isiZulu in a multiracial school. In chapter one I gave a brief background of the study, the rationale, focus and purpose of the study, as well as the location of the study. The research questions and objectives were stated, the significance of the study, delimitation, brief methodology, definition of the key concepts, chapter demarcation and summary were also briefly discussed. In chapter two, literature relevant to my study was reviewed from international, national and local contexts. This study employed two theories, i.e. attitude and bilingualism theories. While reviewing literature at a local level, I discovered that there was a dearth on recent scholarly literature on attitudes towards isiZulu in schools compared to universities, especially at the University of KwaZulu-Natal where most studies on attitudes towards isiZulu were conducted. In chapter three a brief explanation of qualitative approach, research paradigms, research design, data generation instruments, sampling, pilot study, issues of trustworthiness, as well limitations of the study was made. In chapter four, I briefly

explained the research, each participant's personal profile, themes and sub-themes that emerged from the data generated and the findings were summarised per theme. To remind the reader, the main research questions were:

- (a) What are grade seven isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?
- (b) What influences the grade seven isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?

The next section outlines the conclusions derived from the findings

### **5.3 Conclusions**

In this section I present the answers to the two above mentioned research questions of this study, starting with the first research question.

#### **5.3.1 Research question one**

What are grade seven isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?

The study found the following:

##### **5.3.1.1 Attitudes towards teaching and learning of isiZulu in schools**

The nature of attitudes found under research question one were complex. Learners differed in terms of their attitudes towards isiZulu. Some expressed their negativity towards isiZulu while others portrayed positive attitudes towards isiZulu. They gave the reasons that it puts their peers of other linguistics groups who are not isiZulu first language users are at an advantage of learning a second language.

Those with negative attitudes mentioned that isiZulu was difficult and that they were not coping in class. Some undermined isiZulu stating that even at the universities, teaching and learning was in English. They also observed their siblings at universities reading English books. They mentioned that isiZulu formed part of their culture, therefore isiZulu had to be preserved in schools. The participants' expression of their positive and negative attitudes towards isiZulu aligned with attitude theory. Al Mamun, Rahman and Hosain (2012) note that an attitude towards a language could be linguistically portrayed as positive or negative.

### **5.3.1.2 Use of English during isiZulu period**

The study found that there was a rule laid by the isiZulu teacher that learners were not allowed to use English when it was isiZulu lesson. In class, there were Indian and coloured learners doing isiZulu since it was a compulsory subject for all the learners in school. The learners who were not isiZulu first language speakers did not understand the isiZulu lesson. Learners who were isiZulu first language speakers used English to translate the lesson to their non-isiZulu speaking peers. The class rule of no English during isiZulu lesson was in contradiction with the reality that there were learners who did not understand isiZulu in class; who sought support from their peers who were isiZulu first language users. This was indication of a positive attitude towards isiZulu

Another finding was that the isiZulu first language users lacked isiZulu vocabulary when it came to some isiZulu words. They mentioned that they used English during isiZulu lessons because they understood some isiZulu words better if they expressed them in English. Their isiZulu vocabulary was limited, which made them opt for saying what they wanted to say in English during isiZulu lesson. There was also an element of mixed attitudes. They were happy for their Indian peers to acquire isiZulu, but they did not find isiZulu easy.

### **5.3.1.3 The importance of isiZulu**

This research found that learners indicated positivity towards isiZulu when they said isiZulu was important. They gave the reasons that one has to pass isiZulu in order to pass the grade. They also mentioned that by learning isiZulu, their peers benefitted because they acquired a second language. Another finding was that learners felt that as they were doing isiZulu as a school subject, their grammar knowledge improved such that they eventually knew the difference between a verb and a noun. Their isiZulu vocabulary also improved.

## **5.3.2 Research question two**

What influences the grade seven, isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school?

### **5.3.2.1 Language for good future opportunities**

The study found some contradictions with data from some of the participants who expressed positive attitudes towards isiZulu in research question one. With regard to what influences the learners' attitudes towards isiZulu, they perceived English as the key to open career doors for them. Even those who expressed their preference for isiZulu perceived English as the language used during interviews. Another reason was that subjects in schools were learned in English.



As they were going to high schools next year, they would be learning in English except for isiZulu. They stated that interviewers in most cases are Indians and Whites who do not understand isiZulu. This is in line with Rehman, Billal, Sheik, Bibi and Nawaz (2014) who note that the reason for learning English is because it might lead to finding jobs. The study also found that learners preferred English saying that when one travels to another country the common language that is used is English.

### **5.3.2.2 Code switching**

The findings were that switching codes was habitual for learners and it is what they grow up doing. In some cases, they said when they spoke isiZulu, English words came first in their minds because they do not know what to say in isiZulu. The findings did not reveal a negative attitude towards isiZulu. Bilinguals are able to alternatively use two languages in one conversation (Woolford, 1983). Code switching did not occur because of negative attitudes learners have towards isiZulu.

### **5.4 Recommendations**

From the conclusions drawn above, here is a recommendation:

Another study in a multiracial primary school where isiZulu is a compulsory subject must be conducted. It must explore the experiences of non-isiZulu language speakers towards isiZulu. Due to non- isiZulu first language learners not being able to understand isiZulu, the isiZulu lessons as abovementioned by the participants, who are isiZulu first language speakers, should have extra lessons for non- isiZulu speaking learners. Further, schools should create opportunities or activities for learners to communicate in isiZulu even outside the classroom environment.

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## **APPENDIX A- Consent Letter**

School of Humanities  
Curriculum Studies  
University of KwaZulu-Natal  
121 Marianhill Road  
Durban  
3605  
21 April 2017

Dear Research Participant

### **REQUEST FOR YOUR PARTICIPATION IN RESEARCH**

I, **Mrs Phumelele Innocentia Nxumalo**, a Masters student in curriculum studies request your participation in the research entitled: Exploring grade 7 **isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school**. Your participation in the research will help us in theorising and in developing a better understanding of isiZulu first language learners' attitudes towards isiZulu in a multiracial school.

Our aim is that the results from this interview remarkably contribute to the purpose of the research study. The research will cover your answering questions from interviews and responding to questionnaires. The sessions will take place at your school during break time so that your teaching and learning time is not interfered with. The duration of each session will be **45 minutes** in maximum.

Please be aware that your participation in this research is voluntary. It is within your right to choose not to participate in this research or choose to withdraw from participation at any time without any negative or undesirable consequences to you as a learner. You will benefit nothing from being a participant of this research. A declaration of consent form will be made available to you to sign. All your identification records as a participant will be maintained by the **School of Education, UKZN** strict compliance will be followed to make sure that your confidentiality and anonymity is strictly adhered to. Information and analysis obtained from questionnaire and interview in this research will be double-checked with you in confirmation and validation and for other feedback in terms of agreement and dissimilar with the information you have given during interview and questionnaire.

The interview will be audio-taped and participants will also be requested to complete questionnaires. Only researchers working on this project will have access to the tape recordings and questionnaires in compliance with the ethical permission granted for the research. The tape recordings will be transcribed only for this research purposes. The tape recordings and transcriptions will be stored in the school of education archives in the University of KwaZulu-Natal School of Education for a period of five (5) years and then destroyed thereafter.

If you happen to seek some clarification on any concern regarding your participation, in this research, please feel free to ask questions. You also have an option to contact me or my co-researchers at the numbers provided (see above).

Thanking you in anticipation of your consent.

Yours sincerely

---

**P.I.Nxumalo**  
**Researcher**

---

**Date**

Supervisor: Dr Samu Mngomezulu (031) 260 3017

Research Office: Prem Mohun: (031) 260 4557

This page is to be retained by the participant

### **CONSENT DECLARATION**

I ..... (participant's full name) have read and understood the contents of this document and the purpose and nature of the research project,



hereby give consent for participating in the research project. You are requested to tick the relevant choice as indicated below:

	I do <u>give consent</u> to this interview which is being tape recorded and completion of a research questionnaire
	I do <u>not give</u> consent to this interview which is being tape recorded and completion of a research questionnaire

I have been made aware and informed that my participation in this research is voluntary. I also understand that I can withdraw my participation in the research project at any time without adverse consequences to me.

---

**Signature**

**APPENDIX B**

School of Humanities  
Curriculum Studies  
University of KwaZulu-Natal  
121 Marianhill Road  
Durban  
3605  
21 April 2017

The Principal  
Bonela Primary School  
100 Candella Road  
Mayville  
4058

Dear Sir

**REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL**

I **Mrs Phumelele Innocentia Nxumalo**, a Master's degree student in curriculum studies hereby request for your permission to conduct research in your school. The reason I have chosen your school is because it is a multiracial primary school where learners are doing isiZulu as First Additional Language and thus it will be convenient for me to generate data.

My participants are 10 isiZulu first language learners and there will be no incentives given to participants. The purpose of this study is **Exploring grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school**. The objectives of the study are: to identify grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school; to identify the influences of grade 7 isiZulu first language learners' attitudes in a multiracial school.

Participants will be interacted with during break times, thus teaching and learning time will not be interfered with. Since they will be interviewed face to face and sessions tape-recorded, thus permission to do so is also requested. They will also be requested to fill in questionnaires which will also take place during break times under supervision. There will be no photographs taken. The duration of session will take a maximum of 45 minutes. You are ensured that the name of the school as well as names of the participants will be replaced by pseudonyms. Participants have a right to withdraw at any time should they wish to do so. The data that will be generated will be stored by the supervisor.

Should you require any further clarification in this regard, please feel free to contact my supervisor or the research office on the contact numbers given below.

Thanking you in anticipation of a positive response

Yours sincerely

---

**Phumelele Innocentia Nxumalo**

---

**Date**

**Masters Student**

Email address: [phumelelen7@gmail.com](mailto:phumelelen7@gmail.com)

Cell phone number: 0739650813

Supervisor: Dr Samu Mngomezulu: (031) 260 3017

Email address: mngomezulus1@ukzn.ac.za

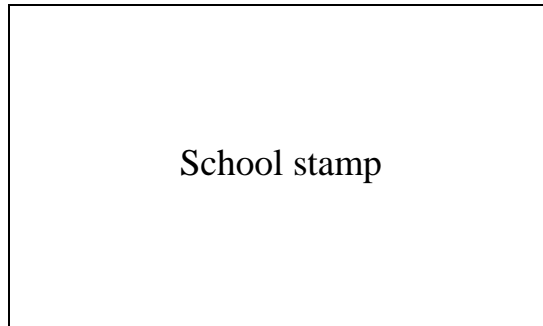
Research office: Prem Mohum (031) 2604557

### **Informed permission from Principal**

This serves to confirm that I have read and understood the request for conducting research in my school and **I do/do not grant** the researcher permission to conduct research using learners from this school as participants

Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## APPENDIX C

School of Humanities  
Curriculum Studies  
University of KwaZulu-Natal  
121 Marianhill Road  
Durban  
3605  
2 March 2017

Dear Parent

### **REQUEST FOR PERMISSION FOR YOUR CHILD TO BE MY RESEARCH PARTICIPANT**

I **Mrs Phumelele Innocentia Nxumalo**, a Masters student in curriculum studies hereby request for your permission for your child to be my research participant. The reason I have chosen your child as my participant is that she/he is doing isiZulu as First Additional Language in a multiracial school and it is convenient for me to generate data in her school. The objectives of the study are: to identify grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school; to identify the influences of learners' attitudes towards isiZulu in multiracial school.

Participants will be interacted with during break times, thus teaching and learning time will not be interfered with. Since they will be interviewed and sessions tape-recorded, thus

permission to do so is also requested. They will also be requested to fill in questionnaires which will also take place during break times under supervision. The duration of session will take a maximum of 45 minutes and no incentives will be given to participants. You are ensured that the name of your child and that of the school will be replaced by pseudonyms. Participants have a right to withdraw at any time should they wish to do so.

Should you require any further clarification in this regard, please feel free to contact my supervisor or the research office on the contact numbers given below.

Thanking you in anticipation of a positive response.

\_\_\_\_\_  
**Phumelele Innocentia Nxumalo**

\_\_\_\_\_  
**Date**

**CONSENT DECLARATION BY PARENT**

I ..... (parent’s full name) have read and understood the contents of this document and the purpose and nature of the research project, hereby give consent for participating in the research project. You are requested to tick the relevant choice as indicated below:

	<u>I do give consent for my child</u> to participate in research to be tape recorded and responding to a research questionnaire
	I do <u>not give</u> consent for my child to participate in research to be tape recorded and also responding to a research questionnaire.

Should you need further information or clarity with regard to the research please contact the following people:

*Researcher: Mrs Phumelele Nxumalo*

*Email address: phumelelen7@gmail.com*

*Supervisor: Dr Samu Mngomezulu (031) 260 3017*

*Email address: mngomezulus1@ukzn.ac.za*

*Research Office: Prem Mohun (031) 260 4557*



## APPENDIX D



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 382 1041

Ref.:2048/1222

Miss Pi Nxumalo  
L148 Nkululeko Road  
KwaDabeka  
3610

Dear Miss Nxumalo

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORATION OF ISIZULU FIRST LANGUAGE LEARNERS' ATTITUDES IN A MULTIRACIAL SCHOOL"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 19 May 2017 to 07 November 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

  
Dr. EV Ngama  
Head of Department: Education  
Date: 23 May 2017

..Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anson Lambada Building • Pietermaritzburg • 3201

Tel.: +27 33 382 103441 • Fax: +27 033 382 1203 • Email: Kehologile.Conn@kzndoe.gov.za; Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE • Twitter: @DBE\_KZN • Instagram: kzn\_education • Youtube: kzndoe

## APPENDIX E



03 July 2017

Mrs Phumelele Innocentia Nxumalo (216074169)  
School of Education  
Edgewood Campus

Dear Mrs Nxumalo,

**Protocol reference number: HSS/0725/017M**

**Project title:** Exploration of Grade 7 African-isiZulu speaking learners' attitudes towards isiZulu in a multicultural primary school

### **Approval Notification – Expedited Application**

In response to your application received on 07 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Samukelisiwe Mngomezulu  
Cc Academic Leader Research: Dr SB Khoza  
Cc School Administrator: Ms Tyzer Khumalo

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

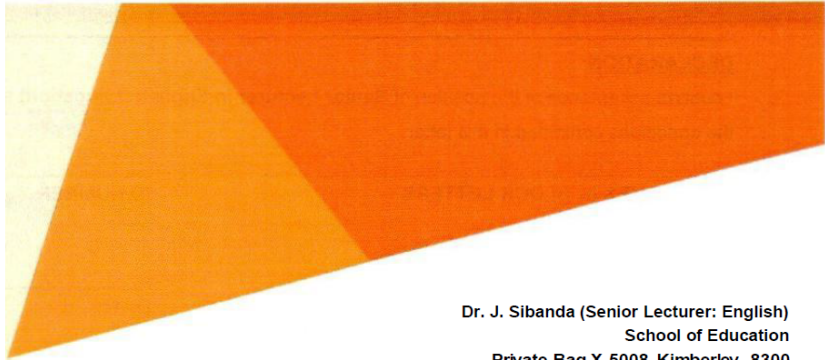
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snvmanm@ukzn.ac.za](mailto:snvmanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

1910 - 2010  
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

## APENDIX F



Dr. J. Sibanda (Senior Lecturer: English)  
School of Education  
Private Bag X 5008, Kimberley, 8300  
North Campus, Chapel Street, Kimberley  
E-mail: [Jabulani.Sibanda@spu.ac.za](mailto:Jabulani.Sibanda@spu.ac.za)  
[jsibanda@gmail.com](mailto:jsibanda@gmail.com)  
Website: [www.spu.ac.za](http://www.spu.ac.za)  
Tel: 27534910142  
Cell: 0845282087  
22 May 2018

TO WHOM IT MAY CONCERN

I hereby confirm that I have proof read and edited the following Master's thesis using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

**EXPLORING GRADE 7, ISIZULU FIRST LANGUAGE LEARNERS' ATTITUDES TOWARDS ISIZULU IN A  
MULTIRACIAL PRIMARY SCHOOL**

**By  
PHUMELELE INNOCENTIA NXUMALO**

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author.

Sincerely



22.05.2018

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE



## APPENDIX G

### Participant information

Learner's first names: .....

Surname: .....

Grade: .....

Gender: .....

What is your home language?

.....

From what grade have you been doing isiZulu in school?

.....

#### Research question 1

What are grade 7, isiZulu first language learners' attitudes towards isiZulu in a multiracial school?

Attitudes towards isiZulu

(a) What is your view point about teaching and learning of isiZulu in schools?

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(b) Between isiZulu and English, which language do you prefer for teaching and learning and why?.....

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(c) During isiZulu period do you talk English? If you do, why?

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(d) What was your performance in isiZulu during first and second term in isiZulu? And what do you think was the reason for you to perform this way?

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(e) Do you think isiZulu as a school subject is important in schools? Why do you say that?

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What influences grade 7 isiZulu first language learners' attitudes towards isiZulu in a multiracial school?

(f) What language do you use when communicating your friends in and outside isiZulu classroom?

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g) When you talk isiZulu, what do your friends or you peers say?

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h) Which language do you think would create good opportunities for you in future?

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I) Do you happen to switch codes, like you talk isiZulu and English at the same time and why?

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## **APPENDIX H**

Dear participant

Thank you for your positive response from my request for participating in this research. The research seeks to explore the isiZulu first language learners' attitudes towards isiZulu in a multiracial primary school. The following are the questions to be answered:

- (a) What is your view point about teaching and learning isiZulu in schools?
- (b) Between English and isiZulu, which language do you prefer for teaching and learning and why?
- (c) During isiZulu period you talk English such that the teacher has to correct you, why?
- (d) Tell me about your performance in isiZulu.
- (e) What value do you attach to isiZulu as a teaching and learning subject?

Your responses that you provide during this interview will be treated with strict confidentiality and you will remain anonymous.

Thank you for your time

P.I. Nxumalo

Researcher

School of Education, Edgewood campus

## APPENDIX I

[Document Viewer](#)

### Turnitin Originality Report

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- Word Count: 21142
- Submitted: 1

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