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**THE USE OF AFRICAN LANGUAGES AS AN ECONOMIC  
RESOURCE. THE CASE OF ISIZULU IN THE REGION OF KZN**

by

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**DISSERTATION**

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**2010**

**DECLARATION**

Submitted in fulfillment of the requirements for the degree of  
Master of Arts, in the Graduate Programme in

School of IsiZulu Studies, University of KwaZulu-Natal,  
South Africa.

I declare that this dissertation is my own unaided work. All citations, references and borrowed ideas have been acknowledged. I confirm that an external editor was used and that my Supervisor was informed of the identity and details of my editor. It is being submitted for the degree of Master of Arts in the Faculty of Humanities, Development and Social Sciences, University of KwaZulu-Natal, South Africa. None of the present work has been submitted previously for any degree or examination in any other University.

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## ***Dedication***

**To all single-parents especially MOTHERS, employed or unemployed, this  
is yours!!!**

**And a very special dedication to my late Uncle & Mayor of Margate &  
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Ukube ubukhona...**

**And to my late dearest friend, Thabo Zulu 'Mntwana', of  
ThaboZulu Holdings Investments**

**Ekuseni Sizobonana ...**

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## Abstract

This research's aim was to try and bring language awareness to the citizens of this country hence economic matters are exclusive. One broad area of interest that overwhelmed me and formed the basis of this research was the challenge that asks, "*What economic benefit do the African languages have for the citizens of this country?*". I have identified Proudly South African companies around Durban such as Unilever Pty (Ltd), Nestle, Telkom SA. as research sites. These companies were chosen precisely because some of their products and services are Proudly South African. Above all, their brands are commonly used by consumers and customers in KwaZulu-Natal (KZN), the rest of SA and internationally. This research has also used the citizens of Durban and greater Metropolitan areas such as, Umlazi, Sobantu, EMpangeni, Student residences, hostels. etc as a secondary data. Self completion questionnaires were used in this study. Internet interview survey was employed.

Key results of the study proved that almost 76% of the language communication in workplaces is done in English. As well as 72% of the respondents prefer to speak English with their superiors. However, the results also indicate that 95% of the participants do support local companies which is a good sign to local business communities. And above all, more than 80% of participants are pronouncing to be Proudly South Africans. And the Proudly South African concept to most of the participants means; "Home-brew, Original Products from 'emzansi', Black and proud". This concludes therefore, the core hypothesis of this study which ask, "Can isiZulu be the economic resource of this region?" the majority of 95% of the respondents agree that isiZulu can be the economic resource for this region.

Although language seems to be a barrier to some extent, this piece of work has proved positive results that can be manipulated.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 GENERAL INTRODUCTION

In February 2001, the heads of the International Monetary Fund (IMF) and World Bank undertook an unprecedented tour of Africa, visiting Kenya, Mali, Nigeria and Tanzania, meeting leaders from most of sub-Saharan Africa. The bank's vice-president for Africa asserted (as quoted in the Business Times 21 November 2005<sup>1</sup>

The primary mission of the World Bank is 'to fight poverty and improve the living standards of people in the developing world'. If that is the case, what about a poor man or woman in a resource challenged part of the world (take for example, ENkandla North of KwaZulu-Natal) who decides to take specific steps to change their status? If a petty trader in Accra, Ghana or an ambitious shoe-shiner in Mozambique decides to expand their business, can any present World Bank initiative or program provide uncomplicated assistance?

If a newly widowed housewife in Limpopo decides to turn her hobby of cooking and baking into a small-scale business to earn an extra income, can she benefit from World Bank initiatives?

In simple language, all the above is asking is: Are the World Bank policies and programs relevant to the immediate and long term needs of the poor families in the developing world? Taking into consideration the language diversity in those developing countries! Let alone the developed languages in those countries. What this study aims to prove is that language is a resource which articulates a

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<sup>1</sup> We are working with Africa very differently from the way we have worked in the past.

nation's thought and expresses its identity. Robbing a nation of its language is tantamount to severing its tongue thus making it a dumb or speechless nation. Within the globalised world order, English is at the top. It is the most commonly spoken second language and the 'lingua franca' of international business, media, scientific, aviation and academic worlds. While some welcome this issue (as mentioned by Tomlinson (1999: 9) that: "English is a means of communication with the potential of overcoming the global tower of Babel, others argue that minority languages might become threatened by 'language death'".

That is the motivation for this study. Below is a notice for a tender for UThungulu Municipality featured in a local newspaper (Isolezwe, 29 November 2004) advertised in 'English'. The notice was not wrong, the newspaper was not wrong but my point of departure is that, what about the linguistic strength and power of the language based on the target market of the newspaper? For the advertisers, whom do they target? By looking at the UThungulu map, one can see that the majority of the municipal communities are indeed residents of black rural, illiterate communities.

The UThungulu Municipal structural demarcation as explained by Durban Tourism<sup>2</sup>, comprises of six local municipalities, namely Mbonambi, uMhlathuze, Ntambanana, uMlalazi, Mthonjaneni and Nkandla. After the Durban Metropolitan Council and Umgungundlovu, Uthungulu has the third highest population (762791 people) in the province. Low levels of urbanisation, approximately 80% of the people, characterize the municipality. There is a high youth population in the 0 - 19-year age group (52.5%). Due to migration patterns associated with the province in general, the female population (54.3%) is significantly higher than the male population (45.7%). UThungulu is also well endowed with natural resources. Their language is not English.

If this municipality advertises their tender(s)<sup>3</sup> in English, would it be fair to its citizens? The researcher believes that it would be so unfair to those who do not understand the English language. The only people who will get awarded the tender jobs are companies who are already familiar with all the technical terms and procedures. Let us say for argument sake, they are also looking for construction companies to apply for this tender. People who are at a disadvantage are those who are still new in the database of the municipality. Big construction companies (like Group Five) and others who are mature in the field will be at an advantage.

What about the local people? What about the job opportunities for local people? Why are they not given a fair chance to prove themselves, to market themselves? Is it fair to them that as they are local people, jobs that are supposed to go to them are given to 'outside' people? Hence the practice of Broad-Based Black Economic Empowerment (BBBEE). In most parts of South Africa, particularly KwaZulu-Natal (in rural areas), they rise at dawn, often strapping sleepy babies on their backs to head for open markets and roadside business centres to sell small quantities of produce and finished goods.

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<sup>2</sup> [www.durbantourism.gov.za](http://www.durbantourism.gov.za)

<sup>3</sup> The attachment of the advertisement is at the back of the study.

UThungulu District is located in the North Eastern regions of the KwaZulu-Natal Province, including the flat coastal region comprising of the Natal Coastal Belt and Zululand Coastal Plain (see the map above) with the majority of Zulu L1 communities. Their vision statement says, “Our vision is an economically sound district with effective infrastructure and a district municipality that empowers people, protects the environment and demonstrates leadership excellence”. If local language is not recognised by government, tender proceedings become problematic. South Africa is still in its infancy regarding economic emancipation.

The most recent population statistics of South Africa, reveal that approximately a quarter of the population of South Africa claim isiZulu as their home language, (South Africa Info 2004: 1). isiZulu as a language is not given the esteem it deserves in order to achieve competence in a multicultural, multilingual South Africa. isiZulu as an officially recognized South African language, seems to be losing ground in South Africa (Zungu 2000) and (Owino 2002a) in so far as socio-economic status is concerned. It is evident that isiZulu has stimulated interest internationally and scholars worldwide are supporting it. While it appears that greater emphasis is given to isiZulu globally than locally, a question that arises is, “Is South Africa promoting the use of isiZulu in its newfound democracy, hence Proudly South African?” Are we embracing the value of Ubuntu and the African Renaissance, especially after the socio-economic political turmoil caused by the forces of apartheid?

In a country like South Africa, previously characterised by different class and racial groups having unequal access to languages, society is expected to maximize their opportunities to sustain their economy. This study questions how African languages benefit the citizens of the country? How can African languages be considered as economic resources?



## **1.2 STATEMENT OF THE PROBLEM**

The problem statement for this study is best described by Manyoni, (1999) when he says,

There is now a tendency for the government of national unity to undermine these (cultural) differences in an attempt to build a united South Africa. It is equally true that the indigenous languages of South Africa have been (and still are) associated with negative qualities of backwardness underdevelopment humiliation and punishment. It is also a fact that the African languages have been associated with oppression, officialdom and dominance. However, to advocate English monolingualism is not an option. In a multicultural society monolingualism is anti-freedom and indeed an oppressive practice. South Africans need to recognize that, for the rainbow nation, linguistic diversity is the order of the day. (p.124)

The question therefore is,

What economic benefit do the African languages have for the citizens of this country? English is fast becoming the sole language for communication for the economy of the international world because its mother tongue speakers are world leaders. Issues of language are essential to the symbolic recognition, material and physical welfare and participation of the poor.

## **1.3 THE AIM AND OBJECTIVES OF THE STUDY**

The primary aim of this research is to investigate the economic value of Zulu for the citizens of the region. The research aims to address the link between Zulu and the economy of a region in KwaZulu–Natal. As the study of the interrelationship between language and the economy is still in its infancy, English assumes hegemonic status. This research investigates the economic potential of isiZulu.

African languages need to be seen as commodities and marketable. To investigate the marketing potential of isiZulu in the economic activities of companies in the region. For example, can the products of company 'A' be written and advertised in isiZulu? What is the communities response towards their language being made viable for economic activity and communication. English dominates communication and production in the workplace. This research aims to investigate such issues.

These are key questions that this research aims to answer,

- Is there a link between language and the economy?
- Can isiZulu be made an economic resource for the economy of this region (KwaZulu–Natal)?
- What makes the products, services and marketing of companies Proudly South African?
- Do people in the region support local companies?
- What is the most used language of communication in the targeted companies in the region?
- If the government has supported the concept of 'Proudly South African' in our country how can the government help to develop our languages as economic resources?
- In considering administration, communication, services, skills, training and productivity, is language a barrier?

- Are economic resources in corporate sectors and government?
- What makes the citizens of the region Proudly South African?

## **1.4 DEFINITION OF TERMS**

This section will give us broad definitions of terms that are used in this study such as, language, economy, resource and many more.

### **1.4.1 ISIZULU**

Moodley (2005: 8) explains that, “Zulu” is a national tag referring to both the people who form a particular ethnic group and to their language”. The Zulu people, who hail from the Bantu nation, comprise the prevailing population group in the province of KwaZulu-Natal in South Africa. This particular Yeyeza group has been numerically influential since the reign of the famous Zulu Kings Dingane and Shaka. The isiZulu language had its origins during the Shaka period and continues to be spoken by the vast majority of people in KwaZulu-Natal. Zungu (1998: 37) further records that KwaZulu means “the home of the Zulus”. Some experts of language insist on adding the prefix ‘isi’ to Zulu to refer to the language of the Zulu people in this study, I will follow those who use the term Zulu to refer to the language spoken by the Zulus.

### **1.4.2 LANGUAGE**

Language is a basic need in life. It enables people to acquire the most basic human resources. Language is a tool for human survival, development and advancement. It is in essence, accepting and practicing their right to be heard and to be heard in their languages hence the government affirms the fact that language is an economic resource (The South African Constitution 1996).

A general explanation given by Chomsky (1953: 34) is that, “when we study human language we are approaching what some might call the ‘human essence’, the distinctive qualities of mind that are, so far as we know, unique to man”. Language is what the members of a particular society speak. Language is however, a communal possession although language is closely associated with power, with the way we make sense of our world, and even how we make sense of ourselves (our identity). Language is in many ways our window on the world, as well as the set of tools that we use to live our lives. Language can be used to solve problems, to build positive and constructive relationships, to inspire and motivate and to liberate. However, it can also be used to attack and destroy, to belittle, undermine and oppress.

Literature is replete with several metaphors that explain what language is and what it can do for individuals and society. Views on language explain how it is acquired and taught and why it is idolized and valued in society. Views about language represent different conceptualizations that are historically and socially constructed because all socio-political and economic ideas have their roots in the historical circumstances of a particular period. Montgomery (1985: 251) is not the only author to emphasize the importance of language when he comments that, “language informs the way we think, the way we experience and the way we interact with each other”. Language provides the basis of community, but also the grounds for division. Systematic knowledge about language and practical awareness of how it works are fundamental to the process of building mature communities. In discussing language as an issue, Ochs et al (1996) has observes that,

For better or for worse, language is our human medium for constructing social order, a philosophy of taste, causality, knowledge and experience. For these reasons, language can be viewed as a system of symbolic resources designed for the production and interpretation of social and intellectual activities. (p.10)

It is in keeping with Ochs (1996) observation that any consideration of definitions of language should include its relationship with society. To which Nelson Mandela, in Long walk to Freedom, adds “without language one cannot talk to people and understand them, one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs”. The above statement I believe says it all to us all. Blommaert (1997: 55) suggests that, “the two terms language and culture are concepts that are not divorced easily”.

### **1.4.3 CULTURE**

Culture defines our society, fuels our differences and highlights our similarities. Every group of people in the world has come from some place and has learned a way of life from that area.

Culture is a complex system of meaning and behaviour that defines the way of life for a given group or society. Baker (1985: 3) suggests a definition of culture as, “a more or less integrated system of ideas, feelings and values and their associated patterns of behaviour and products shared by a group of people who organize and regulate what they think, feel and so-on.”

Anderson (2004: 7) explained that, “culture is both material and non material”. He continues to explain that, “material culture consists of the objects created in a given society which are its buildings, arts, tools, toys print and broadcast media and other tangible objects”. That is why people take pride in their products. Be it a cultural beadwork or their company’s most delicious orange mango or that label of a designer dress. Non-material culture includes the norms, laws, customs and ideas of a group of people. Non-material culture is less tangible than material culture but it has a strong presence in social behaviour. Thus, in some cultures people eat with silverware in others with chopsticks and in some with their

fingers. Such are the practices of non-material culture but note that the eating utensils are part of the material culture.

When one looks at the characteristics of culture, you will find that culture is shared, culture is learned and taken for granted. Culture is symbolic. The significance of a culture lies in the meaning people give to symbols for things or behaviour. The meaning is not inherent in the symbol but is bestowed by cultural significance. Take, for example, the South African flag. It is just a piece of cloth with rainbow colours on it. But its cultural significance is not derived from the cloth of which it is made but from its meaning as a symbol of freedom and democracy. Therefore, symbols are powerful expressions of human life.

Language expresses values and is itself a value. Language lies at the core of culture. One feature that distinguishes language from electronic communication systems, is that people may have a sentimental attachment to a language - because it is a means of expressing culture. At first, this aspect may seem less subject to economic analysis than the role of languages as a means of communication but to the extent that language is part of people's preferences and effects their economic decisions, it must be taken into account. Clyne (1991) expressed that,

Of all the institutions which mark a common nationality, language is the one of which people are most conscious and to which they are most fanatically attached. It is the one conspicuous banner of nationality and is to be defended against encroachment, as it is the first object of attack on the part of a power aiming to crush out a distinction of nationality among its subject people [...] language is the admitted criterion of nationality. (p.14)

The reason why some people are attached to their language is that it is an essential component of the consumption of certain types of cultural products.

For some people, language is a means of identifying with a community or a nation. In China for example, one of the highest values in the culture is the value of the group versus that of the individual. The idea that the individual's needs must be subservient to that of the group's needs. Many countries, through out the world, are defined by a national language. Other countries and regions are identified with a linguistic community. For these communities, it is a matter of national pride to speak their own language regardless of its effectiveness as a means of communication. The cultural value of a language may maintain it under adverse economic and political conditions.

In concluding this discussion, Schiffman (1996) says that, "we cannot assess the chances of success of policies without reference to culture, beliefs system and attitudes about language" (p.10). "But, we cannot conclude to define culture without not speaking about or embracing the concept of Ubuntu." Malan (1997) defines Ubuntu as, "a human centred philosophy, a turned toward-ness".(p.91) Adding to this definition by Pityana (1999: 137) he explained that, "Ubuntu is an organizing principle of African morality. A unifying vision, a spiritual foundation and a social ethic. It defines the baseline for a morality of compassion, communalism and concern for the interests of the collective". Language attitudes are everywhere, especially in the work place. Where employees, due to culture diversity, have negative attitudes towards other people's languages.

#### **1.4.4 POVERTY**

A definition of poverty relates to a lack of the means for survival or absolute deprivation. According to Statistics South Africa<sup>4</sup> (2001), "the rural areas of South Africa have a population of about 16.9 million people, 45% of the country's total population". While poverty is not primarily a rural issue, the risk of becoming and remaining poor remains significantly higher in rural than in urban areas. Further statistics reveals that, "over 70% of rural African households live in conditions which are inadequate or intolerable in terms of their access to shelter, energy,

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<sup>4</sup> [www.mweb.co.za](http://www.mweb.co.za)

water and sanitation. Rural women are a particularly vulnerable group”. We need to understand how they sustain their standard of living. Moreover, what economic activities can uplift their day-to-day living? Hence the belief is that ‘any language is the opener of doors. Poverty stricken groups in developing contexts are not only the least resourced, they,

- are also least visible.
- lack political and cultural recognition in official arenas.
- frequently suffer stigma and ambivalence with respect to their cultural heritage.
- have a paucity of educational capital.
- experience poor health.

This is a reality facing South Africans day-to-day life experiences.

#### **1.4.5 ECONOMY**

The definition given by thesaurus is, “the system of production, distribution and consumption” In this context, it is the general term for all the activities involved in producing, distributing and consuming goods and services in a specific area. The economy is meant to allocate scarce resources among competing users. An early definition of economics was that it was the study of wealth. By wealth the economist means all the physical assets which make up our standard of living – cloths, houses, food, roads, cars and so forth. But one of the primary concerns of economics is to increase the wealth of a society. Hence the primary aim of this research is to try and investigate if the isiZulu language can be an economic resource for the region? Hence, language is believed to be a wealth of an individual



#### **1.4.6 RESOURCES**

The English thesaurus defined resource as an available source of wealth, a new or reserve supply that can be drawn upon when needed. Ridler and Pons-Ridler (1986: 32) argue that “language, like any other commodity, can be bought and sold. And when treated as an investment, it is an investment”. Throsby (2001) explains that,

“language is a potential asset whose yield can be compared with other yields in a portfolio. When treated as consumer goods, the decision to buy will depend on whether the benefits derived from buying (for example tourism, achievement, advancement) outweigh the costs (for example expenses, cost of study materials, time invested” (p.58).

Oppenheimer (1999: 25) in contrary argues that, “the resources must be employed in such a way as to make the process of development ‘self-sustaining.” Therefore, language as a resource, is seen as something useful as an asset both for the community and the individual. The pertinent issue here, is therefore, how this resource can be made available and accessed to or by the Zulu L1?

#### **1.4.7 LANGUAGE PLANNING**

Tollefson (1991: 18), describes language planning as “a body of ideas, laws and regulations (language policy), change rules, beliefs and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities”. Tollefson (1991: 23), further explains that “language planning is one mechanism for locating language within a social structure so that language determines who has access to political power and economic resources”.

According to Eastman (1983: 5), “the study of language planning focuses on decision-making that goes onto what language use is appropriate in a particular

speech community". When a decision on language use is taken, a choice is being made that a particular language is going to be used for a particular purpose, which then becomes the language policy. Language planning is a conscious attempt undertaken for a specific reason (for example to solve a language problem)

Kaplan and Baldauf (1997), also see language planning as a process. They choose to define this process by referring to Haugen's (1983) model. According to this model (1983) language planning is a process that can be viewed from a societal focus or a language focus. The societal focus deals with issue of status planning and the focus forms part of corpus planning. Status planning, Kaplan and Baldauf (1997), refers only to those aspects which reflects social issues and concerns. Corpus planning say Kaplan and Baldauf (1997), can be defined as those aspects which are primary linguistics and hence internal to language (like orthographic innovation of language material). For the purpose of this study, the researcher will focus on the strategic planning framework and framework for language management.

Jernudd & Das Gupta (1975), cited that,

The broadest authorization of planning is obtained from the politicians. A body of experts is then specifically delegated the task of preparing a plan. In preparing this, the experts ideally estimate existing resources in terms of development targets. Once targets are agreed upon, a strategy of action is elaborated. These are authorized by the legislature and are implemented by the organizational set-up, authorized, in its turn, by the planning executive. In these ideal processes, a planning agency is charged with the overall guidance. (p. 196)

Therefore, the concept of 'language as a resource' has been popularised in the planning model of language planning, which according to Jernudd & Das Gupta (1975), overviews that "language choices are made on strictly economic grounds in much the same way as any other resources in the nations economy are planned and consumed" (p.195). Lo Bianco and Rhydwen (2001), suggested that

“policy can lead to change in the ongoing trend of attrition and extinction if control of resources and the means of decision making, as well as the institutional domains where language socialization occurs, are in the hands of those affected. (pp.418-9).

#### **1.4.8 MULTILINGUALISM**

Multilingualism<sup>5</sup> is understood as the ability of societies, institution, groups and individuals to engage on a regular basis with more than one language in their day to day lives. However, a broader explanation is<sup>6</sup> given by Wardhaugh. Pillay (2003) notes that, “many countries of the world are characterised by multilingualism” (p.3). The researcher believes that South Africa should not be left out in its attempts to become a multilingual country.

However, Alexander (2001) suggests that multilingualism,

Is the global norm and every society in the world today has to devise language policies that promote communication and reinforce national cohesion. South Africa is no exception to this rule, it is in fact one of the most advantageously placed policies in the modern world as far as the realization of the ideal of maximum unity in a multilingual policy is concerned (p.116).

The researcher therefore believes that in this regard, multilingualism is the direction to go. Much about multilingualism and economy will be dealt with in chapter three.

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<sup>5</sup> Commission of the European Communities, Final report, high level group on Multilingualism: Luxembourg

<sup>6</sup> Wardhaugh (1992: 98) states that multilingualism occurs when people speak several languages: perhaps one or more at home, another village, still another for purposes of trade, and yet another for contact with the outside world or wider social or political organizations. These languages are usually acquired naturally and unselfconsciously and the shifts from one to another are made without hesitation.

## **1.5 STRUCTURE OF THE STUDY**

There are six chapters in this study, each of which covers different aspects. Chapter One is the introductory chapter which basically presents the topic of the study as well as the scope and rationale for this investigation. The significance of the study with its aim and objectives as well as definition of relevant terms that were in use.

Chapter Two presents a review of the literature of this study. The relationship between language and economics is also detailed. Language and communication are aspects covered in this study. Lastly, language and economic development were crucial in determining the future developments of the region.

Chapter Three concentrates on the language planning framework for this study including the four language planning models.

Chapters Four and Five are the research chapters for this study. These chapters present the research design and methodology for the study. Chapter Four deals with the importance of survey and outlines the strategy used in this study for this purpose. Key factors that characterize the sampling strategy are identified and discussed in detail.

Chapter Five details the manner in which the qualitative and quantitative data is organized and analyzed and is a core chapter. The chapter also outlines international case studies as well as evidence of research in previous works. The researcher believes that these case studies, including previous work done, are significant to the present study.

Chapter Six is the final chapter. It summarizes the findings of the study and discusses their implications for the isiZulu speaking community, for isiZulu language planning and for African language development in general. The study

concludes with a reiteration of the recommendations made in the previous chapters which may impact on future research into language and economy.

## **1.6 CONCLUSION**

This chapter has presented the general introduction of the study, statement of the problem which is a motivation for undertaking the study, the aims and objectives were clarified and lastly key concepts relevant to the study were explained in details.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In order to conceive the research topic in a way that permits a clear formulation of the problem and the hypothesis, some background information is necessary. This is obtained mainly by researching, “published materials or literature that appears to be relevant to the research topic and to the objectives of the study”, explains Ruane (2005:5). A good literature review lays the foundation of your research and sets the stage for your research. In conducting the literature review the following three broad issues should be kept in mind,

- The purpose of the review.
- The literature sources.
- Reviewing techniques.

The purpose of the review of existing literature is one or a combination of the following as Ruane (2005) explains,

- To sharpen and deepen the theoretical framework of the research. That is, to study the different theories related to the topic, taking an interdisciplinary perspective where possible.
- To familiarize the researcher with the latest developments in the area of research, as well as related areas. In particular, the researcher should become acquainted with the problems, hypotheses and results obtained by other researchers in order not to duplicate efforts but to widen and deepen them. Previous results are a starting point for new research.
- To identify gaps in knowledge, as well as weakness in previous studies. That is, to determine what has already been done and what is yet to be studied or improved.

- To study the advantages and disadvantages of the research methods used by others, in order to accept or improve on them in one's own research. (p.8-12)

For the purposes of literature for this research, the researcher has embarked on numerous books that were available such as in the University libraries, Municipal libraries. Journals also added advantage to contribute towards the study. As well as internet search have been helpful in retrieving certain reports, background, maps, that were not easily accessed. Lastly, newspapers provided some insightful information of articles.

The following discussion will take us through the background information on black business during the various era's in our country.

## **2.2 LITERATURE PART A**

### **2.2.1 LITERATURE BACKGROUND AND RATIONALE**

- **THE PERIOD UP TO 1976**

Some authors like Louw (1979); Van den Berg (1984); Rammala (1989) agree that politics tended to dominate the lives of black people and to cloud business issues to such an extent that the normal functions of black businesses become impaired. According to Rammala (1989: 45) "the development of black communities who settled around the country's major white cities was discouraged and even ignored." He referred to the first investigation by the Stallard Commission in 1921 into the desirability of the presence of blacks in urban areas and the doctrine which was subsequently laid down that black people in urban areas existed solely for the purpose of providing labour for their white counterparts.

Many additional restrictive measures on black businesses since 1959, retarded the growth of the economy. It discouraged black people from entering or venturing into the macro-economy of the country. Rammala (1989: 89) further explains that, “some of the most significant measures taken were the nature of business that black people could conduct was limited because they were not allowed to run more than one business, even in a different residential area”. Black businesses were confined to meeting the daily essential needs of local communities. The establishment of black companies and partnerships was prohibited. All buildings necessary for business activities were to be erected by local authorities and not by black businessman themselves.

Furthermore, black business suffered because consumers believed that it was more expensive to buy in the township than in towns and cities. This above point concurs with what the researcher aims to investigate, is it true that some people prefer to buy their groceries, clothes and other materials in town than in their local shops? If so why?

- **THE PERIOD 1976 TO 1994**

During 1984 the country experienced the most widespread of black civil unrest since the Soweto riots in 1976. The underlying cause of the violence were continuing dissatisfaction with black education, anger at the exclusion of the black population group from political power and the persistence of high inflation and deepening unemployment. One of the reasons why black businesses were often destroyed, according to Matsuenyane (2002: 56), was “the lack of appreciation of the importance of black business or the suspicion that business contributed nothing towards the realization of black political aspirations”. Those running businesses in the townships were often looked upon as an extension of an exploitative, unjust and corrupt system. According to Gama (2000), black retailers had attempted to attract black consumers buying power by launching



'Buy-at-home' or 'Buy Black' campaigns for many years before 1984, but that these campaigns had proved unsuccessful.

The repeal of major apartheid laws in 1991 helped pave the way for multiracial constitutional negotiations which began in December 1991. These developments ultimately impacted on black business. The Group Areas Act of (1950) and other major statutory pillars of apartheid and discrimination were repealed, paving the way for black business to operate freely for the first time. However, businesses destroyed during the violence had usually not been insured, resulting in heavy losses.

- **THE PERIOD 1994 TO 2000**

South Africa's first multiracial election took place in April 1994. The Reconstruction and Development Programme (RDP), spearheaded by the ANC-led government, was an initiative to normalize South African society and its economy. Various racial groups came together to look into questions of macro-economics, black business, education, health, housing, land, electrification, water, youth, women and so on. The RDP thus became a broad framework of integrated economic and social change.

- **THE PRESENT (2008)**

Gama (2000: 47) argues that, the discriminatory measures of the past were responsible for the present situation as he feels that, "a developed white economy based on a capitalistic system and an underdeveloped economy in the black areas, are characteristic of a socialistic rather than a capitalistic order. Because the mobility of the black business communities had been retarded". Again Gama (2000: 49) also found that, "most black people associated free enterprise with apartheid and discrimination, and that their perception of free entrepreneurship was confused with elements of socialism. Why should ordinary

people living in a society, which proclaims the equality of all citizens, be disadvantaged daily in terms of language if not the colour of their skin or gender? Why should a person who has to deal with government or agency have to do so in a language in which he/she is unfamiliar? Are his/her ordinary rights as a citizen not seriously compromised?

- **ORGANISED BLACK BUSINESS**

Part of the following report is provided by Brink (1999) from the Bureau of Market Research by UNISA. Brink, gives us the information that: “Nafcoc was founded in 1964 when black business felt it needed an organized national body to assist in its development. Matsuenyane, (1990: 36), further explains that, “the first chairman of Nafcoc explains that it was formed for two reasons”. Firstly, out of protest against the government for relegating black people to a position of perpetual non-participation in both the economic and political life of their country. Secondly, as a response to the challenge, which black people faced, particularly in the economic field where every law of statute book was targeted at confining black people to the position of unskilled labourers, whose presence in the urban areas was only needed to minister to the needs of whites.

The African Business newspaper also reported that “Nafcoc is an independent and non- profit business support organization and not exclusively serving the black business community.” Brink, (1999) continued, “its main objective is to promote and encourage the development of black business in South Africa and thereby, draw the black majority into economic activities and decision making. Equally important, it aims to promote a spirit of cooperation and unity among black business people to encourage self help in the black community and full participation in the economy of the country”.

The Business Mail (May 16-22, 1997) newspaper reports that the country’s President, Mr Thabo Mbeki, “he was also at the forefront of this attempt to unify

the fragmented and fractious black business sector in South Africa. These attempts came to fruition with the launch of the black business council whose aim was to promote the interests of black business. The council draws together a range of black national, region, professional and corporate organizations which include, Fabcos, Nafcoc, the National Black Business organisation, the Black Lawyers Association and the Black Management Forum. Each organisation will maintain its own programme and membership but will meet regularly to discuss matters of common interest, concludes Brink (1999: 10).

These are some of the challenges that this research addresses.

In South Africa, language has now become a terrain of struggle, a struggle to express oneself in one's mother tongue. When Korea proclaimed its independence from China in 1897, it is said that their minds were decolonized. As Ngugi waThiong'o (1986) suggests, "it is not enough for us to decolonise the mind of an African, or to change the African's positive attitudes towards English". Adebija (1994) once challenged the government by saying,

The government needs to pump enough funds into the whole project of indigenous language teaching and, moreover, into economic activity development in order to develop and allow these languages to function economically and politically like English. Without financial assistance, teaching and developing indigenous languages will remain a pipe- dream. (p.6)

What the government in Korea did was to liberate all marginalized Korean languages. Every thing, particularly economy, technology, production and as well as marketing in Korea, is in a Korean language. Their economy has invested in their languages. When Brazil gained its independence, it also refused to import and export in foreign languages. If exporting was to occur through a foreign language, they would increase their taxes and all other expenditures.

In most of countries, for example - Nigeria, it is said to be dominated by multilingualism. There are about 400 spoken languages – not dialects. The main three of these languages are Hausa, Igbo and Yoruba and are spoken by about half of the population (88.5 million). In addition, another 10% of the population is made up of speakers who are able to speak at least one of the major languages as an additional language. The fact that the country has several languages is often seen as an intrinsic problem. In Nigeria, the English language, which was the official language in the colonial period, is widely considered the best candidate for the unifying role. It is well entrenched, having been used as the language of the government and education, thereby uniting elites from different ethnic groups according to Verhelst (1987) .

Given the colonial heritage of the use of English for practically all official purposes in the pre–independence era, the possibility for change in this practice is almost nil. The dominance of the English language is truly overwhelming. Pennycook (1994) also provides with the information that<sup>7</sup> because of this the Nigerian economy was doomed thus, South Africa is not alone in this situation! The pre and post apartheid era in our country was terrible. African languages were marginalized until South Africa became a democratic country in 1994. After South Africa gained freedom, the government accepted the concept of ‘PROUDLY SOUTH AFRICAN’ (PSA), for which it aimed to market locally manufactured products and services. A challenge that we are faced with is that as a country we need to be proud of our languages as products of South Africa. A second challenge is to implement the Proudly South African concept to uplift KZN’s economy. The minds of our people in South Africa must be decolonized, through their languages, as stepping stones in the economy. Language is the wealth of the individu

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<sup>7</sup> “English has been the language of the government and administration, including the proceedings of the National and State Assemblies, the language of education at most levels, the main language of the media, the language of science and technology, the language used by Nigerian novelists and poets. The debate on the desirability of change has to be conducted in English! Attempts to reduce the use of English as an official language has been singularly unsuccessful”.

## **2.2.2 LITERATURE ON LANGUAGE AND ECONOMICS**

Language and economic activities for the country are still in the infant stage. This kind of relationship still need to be reviewed and nurtured (supposedly) by government, relevant stakeholders, scholars of languages and economy experts. Young (1993: 4) is of the view that, “while humanity shares one planet, it is a planet on which there are two worlds, the world of the rich and the world of the poor”. I found the above view as true as possible.

Louw (1979: 67) reveals that, “the study of the interrelationship between language and the economy is only about 30 years old”, which means that data–base knowledge about the interaction is restricted. This is so in the sense of language being a facilitator or a barrier to economic activity. Young (1993: 10) further explains that, “language can facilitate or hinder economics in various ways. For instance, in regard to the effective distribution of the information in the workplace, the productive utilization of workers knowledge and skills, the effective delivery of services to the public, etc.”

## **2.2.3 LITERATURE ON LANGUAGE AS A PRODUCTION FACTOR.**

Language is central to all levels of educational development, since it is an instrument for the transfer of knowledge and the development of specialised skills and attitudes. The modern workplace is situated in the Information Age, the Knowledge Era, which is characterised by an economic activity that is knowledge driven. Workers at almost every level need to be able to handle information. They have to be trained to adapt to new workplace developments and must have the skill to continue learning and training.

Performing work related tasks requires a specialised language knowledge, namely the ability to conduct oneself linguistically appropriately in one’s domain. One has to know the occupational register and to possess the required

vocational linguistic skills. One has to keep in mind that discourse in workplace communication, as is the case in KwaZulu-Natal, is usually culturally sensitive. Hymes (1972) cites that, “different cultures have different socio–cultural rules for speaking. For instance, who may speak about what, to whom, when and how (p. 10). In a modern workplace, characterized by technical information and a new style of co-operation between managers and workers, literacy covers a knowledge of production works, coordinating and controlling the production process handling “organisation charts, job descriptions, work-plans, machine operating instructions, procedure manuals, performance evaluations as well as devices for budgeting and productivity calculations. Darville (1998: 4) states clearly that, “effective management requires effective vertical communication (for example between managers and workers) and horizontal communication (between management and labour organizations negotiating issues such as wages and conditions of services”.

These skills are all co-determined by the constitutive role of language in training and language in use. Therefore, an appropriate language policy for the workplace can contribute to a positive institutional culture and the development of a sense of ownership amongst the workers.

- **THE JOB MARKET**

Language can play a vital role in creating work, obtaining appointments and removing obstacles to employment opportunities in general. South Africa provides many examples of language as a basis for economic discrimination and even of exploitation. Language–based stereotypes and prejudice are quite marked features of employment situations, despite being generally unfounded.

The Census 2001 results, confirms the ANC's view that unemployment is the most important challenge facing our country today, with unemployment reflected at around 24 percent. While this is higher than the figures from the labour force survey of September 2001, which Statistics SA says provides a more accurate picture, this result underlines the need to tackle unemployment.

While the country was experiencing jobless growth, the number of jobs being created were said to be not enough to meet the growth in the number of people seeking jobs. Unemployment rates rose very high among younger people who also were without experience, but the scale was also dropping among older people. There was also a shift in jobs away from primary sectors like mining to more skill intensive sectors like finance and trade. This underpins the need to tackle unemployment through raising the skills level in the country.

The census results confirm the approach of the recent growth and development summit, which identified job creation as a massive, national undertaking, towards which all stakeholders need to make a concerted and coordinated effort. While this is necessarily a long-term effort, a number of immediate steps have been identified to boost economic growth and increase the number of people the job market can accommodate.

- **SERVICE DELIVERY**

Languages are also indispensable instrument in the effective and meaningful provision of services for example, in adult education, health, legal assistance, social welfare and so forth. This is particularly true in the South Africa's communities, who use the indigenous languages. Lo Bianco (1996: 67) points out that "the commercialization of medical, insurance, educational and any other services available domestically, is greatly enhanced by the addition of a language facilitation service". Economic services, such as the issue of tenders of the government projects, as well as the forms to be submitted, must be made

available in African languages (please note that such examples will be found at the end of the research).

Similarly, in the case of development projects, as well as other relevant development projects tendered by the government, must be available in local languages. Such projects typically involve communication between unequal parties (socially, economically and educationally powerful ones versus socially, economically and educationally powerless ones) a situation intensified by the inherited context of highly stratified and unequal social and economic structures of our communities Melkote and Kandath (1996)

Generally, we value products and services in terms of the amount of work (energy) and information they contain, the more work, the higher the price. Businesses are to put more information into their products possibly written in African languages. And they need to put more information available into their employees language of choice.

#### **2.2.4 LITERATURE ON LANGUAGE AND COMMUNICATION**

Service delivery itself entails communication through language. If we are to understand that one of the major functions of language is the transactional one, then we are likely to see how as human beings we need our linguistic abilities to communicate knowledge, skills, information. The following sub-topics will discuss the importance of language in communication purposes in organisations.

- **COMMUNICATION IN ORGANISATIONS**

People who want to do business with one another need to communicate. Big and small organizations need to communicate for the purpose of their operations. In this brief overview, the point of departure is adopted that language constitutes a medium of communication within an organization.



Big and small organizations, private companies, even government for that matter should bear in mind that languages play a vital role at different levels at workplace. As far as the workplace is concerned, Axley (1996: 4) mentions that there are areas where languages play a crucial role,

- The production process.
- Between workers and supervisors.
- In labour negotiations.
- In training.
- In safety, security, protection in the working environment.
- Terms and conditions of services.
- Benefits, remuneration and incentives.
- Personal development, job satisfaction and promotion opportunities.
- Efficiency and productivity.

Axley, (1996) further comments that requirements for good communication are universally valid. Good communication implies that messages are interpreted in the way that they are intended. For example, organisations go to a great deal of trouble and spend large sums in order to formulate advertisements in such a way that defined target groups are reached in an optimal fashion. Good communication with employees is just as critical for an organisation as an effective, target-oriented marketing campaign is for the sales of products, services or ideas.

The more critical the message (for example, in terms of safety, productivity, maintenance, motivation) the more important it is that the meaning and interpretation should be conveyed precisely in accordance with the intention. In this process of exchange of meanings, language plays an important role in all the functions of communication. Therefore, the more people learn a language, the more useful it becomes – and the more useful it is, moreover, the more people want to learn it.

- **TASK INFORMATION**

Each organisation has a primary task - to offer a product or service to the consumer. In order to form part of this process the employees need to have different types of information at their disposal. Within this context, work instruction is probably the most important information required, but a further distinction can be made between other forms of information such as process information, commercial information and decision-making information. Thayer (1997: 67) believes that, "the main concern is not the actual information received, but the way in which this information is understood by its recipients". In other words, the interpretation constitutes an important element of communication within the workplace as Smollan (1986: 90) explains,

- *Work instruction*

By means of this process, the worker is informed as to what is expected of him/her (this information may be considered to be a job description). Stated differently, work instruction provides the worker *inter alia*, with certainty as to what has to be done, how it has to be done and also when a task has to be undertaken and completed.

- *Process information*

Workers are appointed on the assumption that they have the necessary knowledge and experience of the subject field to be able to execute a specific task (for which they are being appointed). The organization however, also needs to introduce the worker to the various tasks which will be expected of him/her in the production process. Aspects such as the required procedures and processes to be followed and the requirements with regard to quality and safety are usually unique to each organization.

- *Commercial information*

In an era of participatory decision-making, as well as of new concepts such as information management, it is imperative that all employees are informed on commercial aspects such as product information, selling prices, marketing, price determination and quality requirement in order to ensure the meaningful involvement of all parties concerned in the mission of the organization.

- *Decision- making information*

Employees are dependent on information in order to make decisions regarding their own roles within the organization as well as the tasks at hand. Information is also required for the identification of problems and correct interpretation. This may be regarded as decision-making information. Management requires the same information in order to take decisions. Feedback from employees on all levels is an important source of information for the management within an organization. It is for this reason that the flow of information from the bottom to the top structures should not be inhibited.

- **TRAINING**

Although the training of employees forms an integral part of all of the above-mentioned functions it will be dealt with separately, since training may be regarded as the key to the empowerment of employees. It enables them to fulfil an optimal role within the organization, as explained by (Cenoz & Genesee, 1998). The challenge with which organizations are faced however, is to provide the most effective form of training. Mother tongue instruction is generally accepted as being the most effective medium of instruction and training (Majhanovich, 1992), as well as a manner of empowering members of language minorities explained in (Gowen, 1992). Providing instruction and training in the individual's home language also reduces the time required to complete the

training, and increases understanding of the subject being taught (LANGTAG Report, 1996: 105).

In business communication, language is generally formal. It is essential to understand the difference between formal and informal language. When the researcher talks of formal language it means the following,

- Is grammatically correct?
- Does it follow correct procedures when applied in different formats?
- Is it courteous?
- Is it used in situations where the recipient is not well known?
- Is it used in business communication?

Whereas informal language,

- Is more relaxed in style and vocabulary than formal language.
- Is used in social or friendly situations.

Language therefore plays a vital role at the different levels of the workplace such as in the production cycle, between workers and supervisors, between workers and managers, in labour negotiations, in training, personal development, job descriptions and promotion opportunities etc.

Therefore, work is a very significant feature of human life, and so much work is takes place with the medium of language. (See Appendix for A Policy for Language Democracy in the Workplace).

## **2.2.5 LITERATURE ON LANGUAGE AND DEVELOPMENT**

Language is the central feature of any culture. It relates to all areas of the social, economic and political lives of the people. It is in language that the genius of

people is ultimately registered at both the individual and collective level. Robinson (1996: 32) comments that, "It is in the language of the masses that social transformation in its most far-reaching sense makes an impact". He further says that "a society cannot develop if language is the monopoly of a small and restricted minority whose orientation is directed outside, towards cultures that have had an imperial or colonial relationship with the society that is endeavouring to develop". Education for the masses must be done in the languages of the masses so that development becomes a mass phenomenon, which is part of mass culture. Only then will development translate relevantly to the lives of the broad and major sections of the population". Language is the key to the challenge of African development.

In general, Robinson (1996: 78) revealed that, "development projects need to be managed in local languages in order to allow full participation of those who are meant to benefit from these projects". In terms of micro-level purposes of the economy, it is clear that development will not be owned by local people until they are able to discuss it among themselves and with outsiders without the barrier of somebody else's language. This is because, as Djite (1993: 4) says, "the actors of change remain the people themselves".

Economic development is a central feature of national development, hence the link with language. It also necessarily implies social, political and cultural change. Such development must affect, and be affected by language. Coulmas (1992) concurs. There is a fundamental relationship between language and economic development, more specifically, between language and production. Alexander (1995) explains this relationship as follows,

One of the reasons for the development of the linguistic capacity in the human species is the need which human beings have to co-operate with one another in the labour process. There are very few acts of production that human beings can perform without recourse to communication with other human beings. In this (limited and derivative) sense, language is an

instrument of production, a function derived from its function as a means of communication. (p.21)

Just as language is an instrument of production it is also a tool which can be manipulated to control access to different levels of power in the labour process. The architects of apartheid, whose purpose was to protect the elite's control of power and economic resources, understood this relationship very accurately when they manipulated a language-in-education programme (mother tongue?) to deny speakers of African languages sufficient access to the languages of economic power in this country.

There is ample evidence in Africa that development does not occur if the ex-colonial language plays a central part in development projects. This also has implications for economic development in South Africa, so it is in the interests of the people of this country to promote African languages. So, as the case of isiZulu, it is up to the people of KwaZulu–Natal to promote their language, in so far as economic development is concerned. However, the role of PanSALB is made evident by Alberts (2003: 41), who states that, "PanSALB has made important strides in addressing language developmental problems". Its structures are in place. On the whole, it appears that PanSALB has done its share in the promotion of multilingualism in South Africa.

What is the role of language, in so far as economic development is concerned, here in KwaZulu–Natal? Is the language factor a facilitator or a barrier? Moreover, can isiZulu be an economic resource in the region? This issue has not been investigated systematically across a broad spectrum, but there is no doubt that English will be found to be, by far, the dominant language of formal economic activity. It is even probable that English is a general requirement for appointment in most occupations above the level of unskilled labourer. isiZulu is restricted in its role and it is used in (low level) informal sectors and for personal communication between its speakers in the workplace.

The central role of English in economic activity in South Africa is pretty clear. For one good reason, a knowledge of English is of exceptional importance in so far as getting a job, occupational mobility and for international economic activities in general. However, only about 25% of the South African population has an adequate proficiency in English for the purpose of effective economic activity. Nationally, 75 % of blacks in South Africa are not proficient enough in English to be able to use it as a meaningful instrument of economic activity. Given this information, English acts as a barrier regarding access to information, the effective development of knowledge understanding and skills in individuals and the free and open participation in economic activity.

The objections against the use of African languages (isiZulu) have no economic value and that a policy of multilingualism will be expensive to implement and maintain. The extended use of African languages will lead to a decline in English proficiency.

It has been shown that English is privileged by language policy and is used in the prestigious social, educational and economic domains leading people to equate it with education, knowledge, civilization and development. As Hymes (1995) explains,

[...] if one does not attend to the loss of native abilities in American Indian Communities whose traditions of myth have been extinguished, if one does not attend to the differences in life chance between a child in Nigeria who acquires a command of English and a child who does not, if one has no principled way of accounting for the fact that economic security in a society may require some kind of linguistic ability to which only some have access, then one has no purchase on the world. English is such. (p.34)

This above quote does not exist in SADEC countries only, but South Africa is also affected by the issues of language rights and other

relevant matters. The prestige of English over other languages I believe does not give citizens equal democracy

## **2.2.6 LITERATURE ON MULTILINGUALISM AND THE ECONOMY**

Bradley (1997) asserts that;

The lifeblood of a Chinese company is guanxi [connections]. Penetrating its layers is like peeling an onion. First come connections between people and ancestors, then those between people from the same village, between members of the family, and finally between the family and close associates who can be trusted... Typically, the Chinese... are less concerned with what is written in contract than in the actions that people take to meet their obligations as they emphasize guanxi. (p.332)

One classical example that this research has considered was from Suzette (2000: 101) who explained that, “suppose you and I are involved in a business transaction. I want to sell you ten widget or ten hours of a service, and you’re willing to buy. When the business in question is business as presented by Standard American Mainstream English (SAME), what that means in theory is that the following sequence will take place,

- I describe the widget or the service to you, accurately and honestly
- I agree to a price for the widget or service, a price that covers my cost of business (including fair treatment for any)

Hlongwa (2006: 9) concludes the report from the conference on language policy & implementation in HEIs by saying that, “language has economic benefits and their findings could help South Africa to deal with attitudes, especially towards African languages”. To concur with the above report, Robinson (1996: 54) believes that “development projects needs to be managed in local languages in order to allow full participation of those who are meant to benefit from those projects”. The author further states that, “in terms of micro-level purposes, it is clear that development will not be owned by local people until they are able to



discuss it among themselves and with outsiders without the barrier of somebody else's language". True to that are the local government's initiative programmes such as Vukuzenzele (by Department of Transport), Food for Waste programme etc. In these local projects, local people are being provided with skills training offered in their languages. At the end of the day people are trading their products in their local languages hence challenging the world market opportunities.

To take this discussion further, the West African women's markets are a case in point. Women in these markets take charge of their own economic independence and engage in trading activities. It is notable that 65% of the Nigerian economy arises from the informal sectors, in which the women's markets comprise a significant and growing part. When participating in the everyday workings of these markets, the women use local, regional and sometimes pidgin languages in ways that reinforce their own carefully structured, market based social and welfare systems. Young women are inducted into market via apprenticeships that include the teaching and learning of unwritten codes of conduct in local languages. As per analyses revealed by Robinson (1996) that, "intricate socio-political mechanisms whereby multilingual language use provides a resource for economic development. The intersection of local languages and economic autonomy offers women alternatives to the male oriented formal sectors, which elsewhere frequently renders women invisible, dependent and inferior" (p.90). This is true when one observes women in rural areas of South Africa, especially KZN, waking up early in the dawn with babies on their backs carrying them to their places of work to do their arts and craft projects.

Far from being an aberration that can be wished away, the informal sector," deserves all possible assistance in areas such as management training and credit" comments, Bruthiaux, (2001: 282). This aid should be provided in the languages used in 'private' sectors as well. This is of direct advantage to the linguistic communities themselves. Bruthiaux, also mentions numerous examples of how the development of local economic control of grassroots projects, through

bookkeeping and accountancy practice in local languages, have given rise to a flourishing use of local languages in processes of political concretization.

A telling example of how the development and cultivation of languages and local literacy for economic purposes bring advantages to the individuals well-being and beyond the purely material, is illustrated by women's literacy in Mozambique. In this case, when the women learnt to read and to write ostensibly to manage bookkeeping in their agricultural collective, they immediately started to employ their new skills to write letters to their husbands, migrant labourers in the South African mines. This kind of skill, has allowed them to create a unique, gendered, female private space after having earlier been forced to rely on (male) literacy brokers, where they were subject to surveillance, further explains Bruthiaux (2001). The question at hand that we need to ask ourselves is why is it imperative for South Africa to implement a multilingual policy in our workplaces and economy?

To conclude this discussion, one has to remember that in this approach an attempt is made to stress the advantage of being multilingual. Multilingualism not only gives one access to different cultures and literatures but also allows one to compete for jobs in a much wider range of markets. This research has revealed perhaps one out of many questions that any reader can pose in this regard which is, Why is it imperative for South Africa to implement a multilingual policy in our workplaces and economy, quite a few are listed below,

- Democratisation of the workplace is part of the process of transforming our society in general, and part of developing a human rights culture and practice. Respect for other peoples' languages and culture is part and parcel of this;
- Literacy for the society at large and the workforce in particular will contribute to an informed workforce and to further development. Educationists assert that literacy is best run in the primary languages of the learners;
- The need for efficiency and productivity in our economy requires effective communication, collaboration and co-operation, and sharing of information which involves utilising the languages of the workforce;

- Constitutionally and legally, we are required to respect and accommodate the linguistic and cultural diversity of all the members society and in this case the workforce;
- The imperatives for economic growth requires the involvement of all the citizens as far as is possible in productive economic activities. This involvement can also encourage job creation, and entrepreneurial ventures. Multilingual training programmes and multilingual practices can guarantee the involvement of all;
- Language skills will enable all the citizens to make a contribution to the general production and economic growth, and positive work ethic attitudes;
- The need for accessing markets internally and externally requires that multilingual policies and practices should be developed and pursued by the business sector;
- The low levels of competency in English limit the levels of participation in the workplace. Even where an employee has a basic knowledge in English or any language for that matter, this does not enable a person to function effectively and adequately at a complex production, business, and technical level.

Even though some industries are involved in English literacy programmes, sufficient language competency will take a long time to develop to a point where people can function effectively and adequately in the acquired language.

Experience has shown that people or learners receiving education and training in a foreign language under-perform compared to those who use their first or primary language.

Australia has progressed further in terms of this approach than most other multilingual counties. Thus, the Japanese language in Australia is not seen as problem but as a resource that enables Australians to do business with Japan more successfully than other counties who try to do business in English.

## **2.2.7 THE ROLE OF ISIZULU IN THE PUBLIC AND PRIVATE SECTOR**

isiZulu is particularly important in the working world. It is fast becoming more widely used as the language of communication in the workplace in KZN. It is often called for as an important prerequisite in the job market. Simply, it must

become necessary for every civil servant in KZN to know isiZulu. Unfortunately, many big businesses and local companies use a convenient way of undermining or neglecting African languages, which can and will lead to economic counter-productiveness

The reality of rendering an African language such as isiZulu accessible to non-African speakers has the potential to catapult South Africa into what is bound to be the most exciting thrilling and rewarding era. The crucial solution to achieving a truly democratic non-racial nation is to vehemently propagate African languages (especially the case of isiZulu in KZN) as a valuable resource that will yield tangible extrinsic rewards to non-African speakers.

We have an awesome task at hand, to embrace a harsh linguistic discourse affecting our public lives in a deep way. In order to cross the racial economic barriers we have to begin with the most difficult task, that is taking the first steps within our communities, our provinces and in our country - a practical implementation of BBBEE. One has to consider that, in the future days we seek to make secure, we look forward to a world founded upon four essential freedoms. The first is freedom of speech and expression – everywhere in the world. The second is the freedom of every person to worship God in his own way – everywhere in the world. The third is the freedom from want, translated into world terms, means economic understanding which will secure for every nation a healthy peacetime life for its inhabitants – everywhere in the world. The fourth is freedom from fear, which translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbour – anywhere in the world.

Tourism is a sector of the world's economy that has tended to underscore and exacerbate the inequalities that exist between core metropolitan nations and a

peripheral, marginalized economy and in doing so perpetuates the division between those who have access to resources and those who do not.

With a pride of isiZulu in this regard, language speakers or communities can benefit a lot from this industry. The development of the economy in this regard (Tourism Industry) can play a vital role in boosting our economy, hence benefiting the rural economy. Community development, as described by Smith (1981), originates in the self- help programmes that were developed during the depression years in Canada, the Unites States and the United Kingdom. A defining characteristic of community development is that it is based on local initiatives and advocates a site-specific approach to finding solutions to community problems using common members and common resources. Bujold (1995: 5) defines community development as, “a process by which the efforts of the people themselves, united with those of governmental authorities, improve economic, social and cultural conditions of the community”.

Tourism is increasingly seen as a key in community development tool in the 1990's, with the recognition of its economic contribution in bolstering stagnation in it's economies and diversifying existing sectors and its ability to unify community members. Such is the case in the Shetland Islands and Scotland, where tourism is being relied upon to sustain an economy that was once dominated by North Sea oil development, Joppe(1996). In addition, the Finnish Island of Aland, where all tourism initiatives are owned or controlled by local people, Joppe (1996).

### **2.2.8 ECONOMIC VALUE OF ISIZULU**

The notion of linguistic resource value is often used metaphoric referring, in the main, to the cultural or religious value of language (Grin and Vaillancourt, 1997: 8).The utilization of languages for economic reasons should be defined in economic terms and economic values. This term will then refer to the costs and

benefits of languages. These costs and benefits however, should not be restricted to material benefits and costs, but should be described in both market and non-market terms.

If we distinguish, as Grin (1997: 45) does, between private and social market and non-market costs and benefits, the economic value of African languages (as the case of isiZulu) can be described with reference to the following,

Private market benefits. The value of the language for,

- access to vocational training programmes
- getting a job (as an interpreter, teacher etc.)
- getting promotion
- negotiating higher wages
- having access to goods
- information exchange
- communication with diverse workers, clients and markets in management and trade
- access to industries such as tourism and insurance
- accident prevention
- providing better service delivery.

Social market benefits. The value of the language for,

- more effective workplace communication and better management
- effective, efficient and productive work.
- occupational security
- workplace loyalty, perceptions of ownership.
- selling products
- use in advertisements.
- increasing company profits

Private non-market benefits. The value of language for,

- minimizing discrimination and exploitation (in training institutions, the workplace).
- the pleasure of being a speaker of the language.
- the respect obtained for knowing more than two languages
- acquiring access to entertainment (on television and film)

Social non–market benefits. The value of the language for,

- harmonious inter–community relations
- sense of social cohesion
- identity construction

Private market costs.

- The costs of acquiring proficiency in a language

Social market costs

- The costs of an over – supply of speakers of second and third languages (thus lower wage potential)
- Private non–market costs

Social non–market costs

- The cost for the language of :
- negative attitude to multilingualism, causing conflict
- being a member of a stereotyped language.

In addition, there is the cost of having a stigmatized, non–legitimized language as L1, having to use a second language in all public domains, being discriminated against for not being adequately proficient in L2, having to acquire knowledge and skills through L2. It is therefore obvious that the use of African languages for economic development is dependent on their economic value, the higher their economic value, the more likely it is that they will be used for economic activity hence the economic value of language depends upon the economic prosperity of its speakers - the more economically successful the community is, the higher the economic value of its language and vice versa. In Alexander’s<sup>8</sup> (2005: 13) article taken from Guardian Weekly Mail 5 August 2005, which says “Where English can serve but not empower”, he argues that,

[...] It should come as no surprise that all South Africans agree about the need for the English as the second language mainly because it so obviously the key to economic empowerment, yet the vast majority of people are not proficient in English and, without the promotion of multilingualism and the equitable

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<sup>8</sup> [www.iol.co.za](http://www.iol.co.za)

treatment of all languages, democracy will remain a shame. This is so because most people would have to conduct all their important matters and affairs as they do at present, in a language they barely understand. An English only or even an English mainly policy necessarily condemns most people, and thus the country as a whole, to a permanent state of mediocrity, since people are unable to be spontaneous, creative and self – confident if they cannot use the language.

In concluding this discussion, the researcher has found out that the status of isiZulu has so many business opportunities around South Africa and globally. Evident to that is the fact that every business entrepreneur wants to name their business venture(s) in isiZulu. A good challenge therefore, that I aim to pose is Why? Is it because of BBBEE or some other facts that are still unknown to us? Nonetheless I hope the reader will find this fascinating as well. Following is part B of my literature whereby the research explores the international case studies and relevant research done in South Africa.

## **2.3 LITERATURE PART B**

### **2.3.1 LITERATURE ON INTERNATIONAL CASE STUDIES**

This research has considered and focused on three international case studies. These international cases each share in common economic background and language struggles thus relates to the reality of South Africa. The only crucial part of this literature however, is the implementation process, as it varies from country to country. These are very interesting and powerful case studies to read-on. I therefore challenge the reader to be very open-minded when reading these international cases, and also to take courage that South Africa one day will obtain language freedom coupled with fair economic system for all.



- **The case of Gaelic in Scotland**

Scotland is bi or trilingual, depending on the question whether Scots is a dialect or language. Murdoch (1993), argues that, “statistics only differentiate between Gaelic and English speakers but ignore how many people actually speak Scots”. He therefore, claims an unfair treatment of the other minority language in Scotland by the British government. Scotland got its own parliament in 1999 but has not really changed its status (yet). The Scottish parliament website provides information in Scots however, it also commented that inquiries are possible only in English and Gaelic.<sup>9</sup>

The General Register Office for Scotland reported 1.5 million Scots speakers in 1996, which is 30% of the people explain Horsbroch (2000: 138). Spoken by 1.4% of the Scottish population, Horsbroch (2000) also reported that Gaelic is considered the second language of the Highlands and Hebrides, where it survived, the regional culture bring outlawed after the battle of Colloden in 1745. The language faced lack of recognition until “into the later 20<sup>th</sup> century”, as the latest respective Euromosaic report points out<sup>10</sup>. The report goes on to mention that,

Gaelic communities are now thoroughly bilingual and Gaelic usage is typically diglossic. Migration has taken many Gaelic speakers out with the traditional ‘Gaelic speaking area’ of the Highlands and Islands. At the 1991 census the traditional Gaelic area of the main land Highlands and Hebrides was home to only 58% of Scotland’s Gaelic speakers.

In recent years considerable emphasis has been placed on strengthening the ‘Gaelic economy’ within the overall context of Gaelic language development in Scotland. Research suggests that there are now well in excess of a thousand jobs in this Gaelic economy, a large proportion of them concentrated in relatively

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<sup>9</sup> [http:// www.scottish parliament. Uk/vli/lang./scots/index.htm](http://www.scottishparliament.uk/vli/lang./scots/index.htm).

<sup>10</sup> Euromosaic Research Centre of Wales: Gaelic in Scotland (United Kingdom)

peripheral areas of the Highlands and Islands where they make a useful contribution to the overall regional economy (Sproull & Ashcroft 1993: 11).

The emergence of this Gaelic economy was a significant development, for it challenged the long standing perception that Gaelic had no practical value and the whole world of employment requires the adoption and the use of English, a perception that has been a prime factor in the language shift from Gaelic to English over centuries (Durkacz 1996; Withers, 1984). The understanding that the traditional language and culture of the region can serve as an engine for the promotion of regional economic development has been a new and exciting prospect for planners.

Grin (1993) however, asserted that,

The importance of integrating the minority language into the world of employment and economic life is still at stake. Doing so not only helps to 'normalize' the language, bringing it into the mainstream and working to ensure its use in the full range of human activity, but it also tends to boost the overall prestige of the language and the demand for its acquisition, particularly among the parents of school – age children (pp. 26-7)

The economic dimension is thus a key aspect of language revitalization. The development of the Gaelic economy in Scotland has proceeded on a rather different track. This growth has not taken place as a part of a broad based initiative to widen the role of Gaelic in the general economic life of Gaelic-speaking areas, but rather as an adjunct to development strategies that see the market for Gaelic-related goods and services as a potential growth area or 'sector.'

- **The Case of French in Quebec**

After legislation had been adopted in order to improve the status of French, including in the business world, it was found that French speaking persons experienced a notable improvement in all fields in respect of accessibility,

services that were available to them and generally mobility in the economy (cf. Laporte 1984).

What was particularly notable was the fact that French-speaking employees experienced improved possibilities for promotion in the workplace, with a significant increase in the number of French-speaking persons employed in the managerial component of enterprises. It was found that the costs for the implementation of the policy were considerably smaller than anticipated and there were also advantages. Laporte (1984) indicated that, “in some workplaces, the following advantages had been recorded as a result of the empowerment of French-speaking employees by allowing them to function in their own languages in the workplace,

- better management – employee relations.
- improved job satisfaction and morale among employees.
- fewer accidents in the workplace.
- better corporate identification with employers.
- more effective communication.
- improved productivity and work motivation (pp.79-80).

The variety of indigenous languages was also protected and accommodated in the Canadian situation and diverse mechanisms were employed to expand the more widely spoken indigenous languages and improve their status. At a functional level within organisations, the problem arises that some members of the indigenous population, for example, can speak only their own language. Montiel (1993) proposes a solution for a language differences in remote parts of Canada, “where employees can often understand and speak only a local indigenous language”.

- **The Australian Case**

Economically, Australia's recent export record is one of having had a persistent deficit in manufacture and in services provided overseas, but recording surpluses in agricultural produce and mining. As a result, current account deficits are running on average at a billion and a half dollars a month, which gives Australia one of the largest current account deficits in the world.

The marketing of products from the secondary and tertiary sectors of the economy, requires more personal encounters with potential customers because individualised products are being marketed to individuals or small groups of customers and not, as with primary produce, in bulk quantities to government agents. As many of these new customers are non-English speakers, these changes have obvious policy implications. They will create a demand for second language and culture education and for the proficient and confident use of language skills, since secondary and tertiary economic activities necessarily involve the need for diverse language and cultural competencies. To meet these national economic and social needs, Australia has developed a series of language policy statements (Kipp et al.,1995; Herriman,1996; Ozolins 1993).

Perceived economic benefit has been a major driving force behind these government language policies. Business and industry interest in language to the extent that it exists, has also been based on economic considerations although Australian companies have generally been inward looking 'passive exporters'. The challenge therefore has been to change the culture of Australian industry to make it active and world oriented with an understanding of the role that language and culture play in export markets.

A classical example that was conducted in 1991 by Monash University's Faculty of Arts and Engineering (De Kadt, 1991). They conducted a survey of demand for engineers with foreign language skills among a sample of consulting engineers in

Victoria and from a selection of firms from the Australian Business Who's Who listed as having international business connections. The majority of companies had some business link overseas and most of those carry out work in countries where people speak languages other than English. Some of the findings from the Monash University faculty of Arts and Engineering revealed that,

- English is still a lingua- franca in most countries, especially for contract documentation, so fluency in other language is a bonus, not an absolute necessity.
- It is important to understand the customer's culture and to be able to converse with an understanding of local customs and manners in which business matters are dealt with in a social context.
- 'Some' knowledge (i.e. incomplete knowledge ) of the foreign language is dangerous in any technical context since it can prove fatal when translating important technical instructions.
- The inclusion of language studies, those nominated as most useful, were Indonesian, Japanese, Chinese followed distantly by French and German. The inclusion in all engineering degrees, for survival rather than for technical reasons, was seen as highly commendable.
- A distinction was made between setting up an operation in another country and selling goods or market expertise, where companies which are merely selling or buying found English to be the most important language whereas companies which were entering joint venture agreements found other languages became essential.

- **The case of Maori in New Zealand**

Maori today account for about 13% of the population in New Zealand. The Maori language has been a minority language for over 130 years. Prior to World War II the Maori language was the first language of the Maori who largely lived in rural areas. After 1945 large scale urban migration occurred that led to a breakdown in

the transmitting of Maori from one generation to another. Maori children began to be raised as monolingual speakers of English (Chrisp 1997: 101). This is very significant because at this time about 60% of the Maori population was under the age of 20. In a linguistic survey completed in the 1970s, it was clear that less than 20% of Maori could speak the Maori language.

Despite intensive Maori language revitalization efforts in the 1970s and 1980s, including the kohanga reo or preschool language nests and language radio stations, the latest Maori Language Commission survey conducted in 1995 shows that the number of fluent adult Maori speakers appears to have decreased considerably to about 10,000. Social changes in New Zealand's history, reflected in urbanization, television, industrialization and intercultural marriages, have all contributed to the Maori language not being spoken in homes (Waitangi Tribunal Report, 1986: 16). It had a low social status in the eyes of its speakers. Crowley (1984: 56), says that "the general New Zealand community has also been a factor". In the 1990s Maori was an endangered language. Arguably, successful Maori language revitalization will depend, at least in part, on the attitudes and commitment of Maori speakers as a whole to maintaining and revitalizing the language in the home, in the neighborhood, in the community and beyond. There is a real need to market the language, to lift its social status and to encourage a higher level of commitment from the largely elderly group of native speakers and younger second language learners, as well as the general population, reports (Nicholson & Garland, 1991: 395).

Cooper (1985: 10), outlines how language can be viewed as a product combined with the appropriate promotion to the correct target audience, along with appropriate distribution and price (costs in personal energy, potential ridicule from family and friends and so forth). Language can be planned in a marketing framework to enhance its status. Like any product or service, its enhancement can be planned and the first step in marketing a language, in this case the Maori language, is the situation analysis. Stated more simply, a situation analysis is a review of the current status and circumstances for a product or service.

For the Maori language, this will involve answering questions such as how many New Zealanders speak the language fluently, how many understand it, who are these people, where do they live, where, when and with whom do they use the Maori language and so forth. But equally important, is to ascertain New Zealanders' attitudes to the Maori language and its usage for only when the magnitude of public support or public opposition to the advancement of the Maori language is known, can the Maori Language Commission and other Maori language planning agencies, including tribal agencies, correctly formulate their marketing strategies for revitalizing the language. "Like all marketers, language planners must recognize, identify, or design products which the potential consumer will find attractive" Cooper, (1985: 73). Given the situation analysis of Maori language to date, there does not appear, as yet, to be Maori language products that Maori are finding sufficiently attractive to buy that will change the language's endangered status. Grin (1990), believes that the first goal of language policy should be to improve considerably the image of a minority language<sup>11</sup>

It can be argued that while the New Zealand government is currently spending millions of dollars on kohanga reo, preschool language nests, kura kaupapa Maori total immersion primary schools as well as other initiatives, its language policies are not likely to succeed because it has not promoted Maori among Maori and non-Maori to the extent that the language has a sufficiently good image.

The Welsh Language Board has recognised the importance of good public relations and effective marketing, namely, "marrying the board's strategy with the wishes and activities of most of the Welsh populace" (D' Anglejan, 1984 : 2). A marketing program is seen as an indispensable part of any strategy for the future

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<sup>11</sup> The minority language needs to have a sufficiently good image. Any language policy that provides money, but avoids sincere commitment to boosting the image of the language, is therefore likely to fail. There seems to be no way around this: for a minority language to survive, its image must be positive.

of the Welsh language. It is also an indispensable part of any strategy for the Maori language.

I strongly hope that as the reader you have gained so much insight on how much important is local language in business activities. I also believe that such cases are eye-openers to fellow citizen to take pride in their local languages

## **2.4 LITERATURE ON RESEARCH ANALYSIS ON AFRICAN LANGUAGES**

Below are the research reports that were previously conducted in various institutions and environments. The main aims of these reports were to find the role of African languages as languages viable for our economic activities.

A priority was to establish whether any similar research has been undertaken in South Africa. Statistical results done by LANGTAG (1996) reports that, the state of the South African Economy is not very satisfactory. In a 1987 survey of the use of Xhosa in Eastern Cape Industry, Kruger (1989: 25) found that,

- Only 4% of the white managers knew Xhosa.
- Nearly 50% of the training officers couldn't speak Xhosa and 22% used only English for training purposes.
- Sixty 60% of the organisation did absolutely nothing to encourage White employees to learn Xhosa or about Xhosa.
- Fifty 50% of the organisation did not make information on pension schemes, insurance and savings available in Xhosa.
- Only 20% of the labourers interviewed preferred English as a workplace language.

Ensuring equity for languages is not restricted to minority languages. There are African languages spoken by large majorities, which are dominated by the more



powerful imported European languages. All the African languages in South Africa, including isiZulu, which has more speakers than either English or Afrikaans as according to Webb (1995), fall into the category of dominated languages.

What can be done to redress the imbalance? In the Richard Turner Memorial Lecture delivered at the University of Natal on 19 September 1991, de Kadt challenged her audience by asking, “should a certain fluency in, say, isiZulu, not in due course come to be expected of academics on the Natal seaboard?” Webb (1995: 67), goes to further suggest a compensatory affirmative action. Since, he argues that “many members of the black community are already multilingual up to five languages, all members of the other groups should be compelled to attain effective competence in selected [African] languages”. It is doubtful if exhortation will work where acquisition of a language is not linked to specific requirements or perceived advantages.

The second research that was done was mini-dissertation<sup>12</sup> by Van Schouwenburg (2004) in the department of Linguistics and Literary Theory, RANDSE AFRIKAANS UNIVERSITEIT (RAU), was to investigate the implementation of language policies of financial institutions. These institutions were ABSA and NEDCOR. The research was conducted against the backdrop of the 1996 constitution. Despite the constitutional recognition of eleven official languages, the use of official languages was only enforced in national, provincial and local government institutions.

The task of promoting functional multilingualism in the private sector has fallen to PanSALB. However, English is being used overwhelmingly, especially in business. Unfortunately, only 25% of speakers of indigenous languages speak English well enough to actively partake in the economy. Scant research exists regarding language preferences of clients of financial institutions. Banks claim

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<sup>12</sup> URN, etd- 08172005-101330

their research shows English as the preferred banking language. They are therefore reluctant to implement indigenous languages.

Two hypotheses were tested in this report,

- A discrepancy exists between the theoretical and practical implementation of the language policies of financial institutions.
- A discrepancy exists in the language behaviour of people with different educational levels.

Looking at the two hypotheses that were tested, the results show that that a discrepancy exists between the theoretical and practical implementation of the language policies of ABSA and NEDCOR. Far more is done by managers and ground staff at both these institutions to accommodate speakers of indigenous languages, than by policy makers.

The second hypothesis, which examines a discrepancy in the language behaviour of people with differing educational levels, also proves to be valid. Respondents with a low educational level, need services in their mother tongue to operate but those with a high level of education, want to see their languages being used because of a cultural identification and a pride in their language.

Another similar study was conducted by<sup>13</sup> (2002), a student in the Department of Linguistics and Applied Linguistics at the University of Cape Town. Her area of research was also conducted in the banking sector, communication firms and in the public service administration and looked at the increased use of African languages. The research was aimed at the administration, especially at the interface with the customers. ABSA has made viable on their autobank screens instructions in isiZulu and seSotho, not only English and Afrikaans as was the case in the past. According to their latest data, just under 30% of their customers

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<sup>13</sup> [www.uct.ac.za](http://www.uct.ac.za)

use the two indigenous African languages. They intend making this facility available in all 11 official languages of the country. The South African Broadcasting Corporation found that during the 2003-2004 financial year they have had a jump in revenue because of the increased provision of local content programmes in African languages.

Lastly, Microsoft did some remarkable research in developing isiZulu. A research article was found at the back of the study. It was noted that this article was written in isiZulu. It is believed that this was intentionally done so as to advertise to communities and the private sector that African languages are indeed a resource in economic activities. According to this research, it reveals that any business communication can be done via the Internet in the medium of isiZulu language. In closing, all the above mentioned research reports, are somehow proving the hypothesis of this research which asks the reality question that, can isiZulu be made viable as an economic resource for this region? If Information, Communication, Technology is proving it worthwhile then who can be against it?

## **2.5 CONCLUSION**

To conclude, this chapter has looked at some broad explanations of international case studies in so far as language policy is concerned. The study has also looked at different countries. Adding to that, the research has looked at some previous research done in some of the financing institutions, as well as research done by Google. The research has also looked at the very important aspects of language and communication and language and development.

## CHAPTER 3

### LANGUAGE PLANNING FRAMEWORK.

#### 3.1 INTRODUCTION

When one defines a framework in simple terms it means a basic conceptual structure organized around a theory. However, Ruiz (1984: 76) in his glossary, further explains that, “a theoretical framework is a theoretical perspective. It can be a simple theory but it can also be more general, a basic approach to understand something. Typically, a theoretical framework defines the kinds of variables that you will be looking at”.

A framework is needed and, most importantly, it plays a crucial role in this regard. A framework is needed to guide certain language planning and policies that emerge between language and economy. In this study we shall highlight one of the frameworks and give out a brief overview of it. Other models such as assimilationist, integrationist, vernacularisation, pluralist, will be visited in this study.

Eastman’s framework (1983), develops a framework for the analysis of language planning theory. As a motivation for the development of the framework, Eastman (1983) observes that the history of language planning has been characterised by a number of different guiding definitions. Essentially, theory-building efforts have had to do with planning in the context of,

- alternatives or decisions (language choices).
- modernization (language development).
- ethnic – group relations (bilingualism, multilingualism and so on).

This research shall look at the above mentioned models of language planning.

## 3.2 THEORETICAL MODELS

Linguistic information for this study is drawn from a variety of sources. The following section provides a thorough approach and is structured as follows,

- Language as a Capital by Pierre Bourdieu.
- Hegemony theory by Gramsci.
- The Speech Accommodation theory.

- **LANGUAGE AS A CAPITAL**

The theoretical orientation of this research is based upon on the interconnection of language and economy through the works of Pierre Bourdieu et.al (1997), a language theorist who views language as capital with symbolic value. In addition, the work of Youngman (1986), specifically the Marxist theory where he explains the production of social relations that resulted in the division of society into classes and the struggle of these classes against one another. The theory also explains the political economy which originates from this struggle and the consequent division of the society and how the distribution of political power is reflected by an economy in which a minority have ownership of the means of production while the majority are dependent for their subsistence on wage labour.

A further concept from Bourdieu (1997: 89) which helps us to understand this complex relationship is that of 'cultural capital'. What is cultural capital? By this he means that certain people, depending on their position of power and status within the social hierarchy, will have greater cultural resources to draw upon in terms of influencing others - in other words, in terms of exercising power. For example, someone who, through their education and upbringing, has developed greater knowledge and understanding of a range of social circumstances, will be in a stronger position to operate within these circumstances to influence people

and to communicate with them. Someone with less cultural capital – that is, someone with less exposure to a wide range of social events and cultural circumstances - will be in a much weaker position to have their say in what is happening. Their voices will be much less powerful those of people with higher level of cultural capital.

Bourdieu is once again drawing on Marxist notions, but extending them in a more sophisticated way. Just as Marx argues that capital in the economic sense is a key factor in determining life chances and opportunities to exercise power, Bourdieu presents the notion of cultural capital in a parallel way – that is, it is not simply a matter of how much money or access to financial resources one has. Other factors relating to cultural knowledge, ability and skills also play a part in how we fit into society, what opportunities we have and the power that we can exercise in social situations.

Dua (1996: 9) explains that, “language has been variously viewed in the literature as a symbolic system for presenting the world”. As a tool for social engineering in which language policy and language planning are important aspects (Myers – Scotton, 1978), for socialization (Ochs, 1996), as a social institution and consciousness, as an organ for the communication process. (Ehlich 1994), as a boundary market to block the intrusion of a permissive and alien culture, as an instrument of action and power rather than an object of contemplation (Bourdieu, 1997), as a resource (Heller, 1994) see also (Bourdieu, 1994) who describe language as a capital with symbolic value, cultural; (Giroux, 1998) as a reservoir of culture (Mazruit and Mazruit, 1998) as a bridge or barrier Smolicz (1995) and both as a social system and a system of values (Barthes ,1999).

These describe and define what language is in terms of another domain which according to Lakoff and Turner (1989: 23), language “enables us to understand what language is because we understand and reason using our conceptual system which includes an inventory of structures of which schemas and

metaphors are established parts.” As Breton (1996), Dua (1996) and Rahman (1995) puts it, “language is not merely an instrument of communication but forms the basis of identity, cultural heritage and social reality and plays a crucial role in the distribution of power and resources”.

Similarly, Bourdieu (1994) argues that the contentious nature of language lies in the fact that any language that can command attention is an “authorized” language invested with the authority of a group hence the things it designates are not simply expressed but also authorized and legitimated. Furthermore, it should be noted that every language carriers with it a weight of social systems and thus the decision to use a certain language means to support the existence of a given socio-cultural, economic and political matrix.

The view of language as an agent rests on the recognition that behind any language lies specific issues relating to socio-cultural beliefs and systems of analysis. Take the example of ex-colonial languages, such as English, French, Portuguese and Spanish. These languages were made to be superior to the languages of the indigenous people. Reverend Alexander Crummel, as cited in Breitborde (1998: 2), observes that, “Western languages, especially English, were ennobling and worth of study because their acquisition expanded the colonized people’s horizon and increased their opportunities for progress”.

- **GRAMSCI’S HEGEMONY THEORY**

English remains dominant as a primary language, being used for education, business, technology, administration, media and in other domains. Therefore, it cannot be denied that it has a superior status compared to other official languages, isiZulu for that case. Gramsci’s Hegemony theory as cited by Hainsworth (2000: 78) defines hegemony as “a political power that flows from intellectual and moral leadership, authority or consensus as distinguished from armed force”.

A ruling class in the community forms and maintains its hegemony, which dominates the other classes in the society. According to Gramsci (1971), there is not a single dominant class but a power struggle between the dominating and dominated classes to promote their ideologies. South Africans appear to have consented to the use of English as the only official language in almost all public and economic domains of the state. This consent by the people governed by the state has resulted the hegemonic power of English over the indigenous languages.

- **THE SPEECH ACCOMODATION THEORY**

According to scholars like Giles, Mulac, Bradac, and Johnson's (1987), the speech accommodation model is a hearer-oriented approach. This model was first proposed by Giles in 1973. It is based on the work by Labov (1966) who investigated the formality vs. informality of context and its effect on the interpersonal accommodation process.

The key concepts in this model are convergence and divergence. Basically, convergence focuses on strategies that an individual may employ in order to adapt to the other's communicative behaviour. Divergence, on the other hand, refers to the ways in which the speakers accentuate speech and non-verbal differences between themselves and others. Convergence produces a shift towards the use of the prestigious variety while divergence is the opposite, that's a shift away from the prestigious variety. According to Giles and Coupland (1991: 5), "the greater the speakers need to gain another's social approval, the greater the degree of convergence there will be". They further state that acculturation is a product of the convergence process when one seeks the same economic and social rewards of others in the same group. Therefore, power is a key variable in this model.



It is becoming more and more evident now that, for those who do not know the language have serious communication problems and access to information and services where they interact daily. For anyone living and working in KZN, it is extremely important and useful to know isiZulu as well. Non-Zulu speakers therefore, need to positively embrace isiZulu, realising that its acquisition can be very beneficial. In addition, language diversity is powerful in that it enriches one's life.

### **3.3 LANGUAGE PLANNING MODELS**

Following are the language planning models that were used in the study. A brief overview of each will be explored

- **THE ASSIMILATIONIST MODEL**

This above word is derived from the verb to 'assimilate' which according to the dictionary<sup>14</sup> means to adapt. Assimilationism is therefore, a policy of furthering cultural or racial assimilation. As for this study is concerned, workplace environment should provide a multilingual interpretation and cultural adaptation in up to the province's official languages, hence the province promotes the concept of Proudly South African in services and products.

According to Cluver (1993b: 45), "the view of multilingualism as a problem leads to a language policy that aims to assimilate minority communities into a dominant one". This becomes true when one observes the origins of the language power communities. The language policies of France, England and America may be seen as examples where attempts were made to absorb minority groups into the dominant group. It is said that expressions such as "the American melting pot" hides the oppression of minority languages that takes place in the 'pot'. Oppression of minority languages is one way of ensuring that minority groups

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<sup>14</sup> [www.wordnet.com](http://www.wordnet.com)

give up their identity”. The past language policy of the National party was seen as an assimilationist one as the party was attempting to assimilate members of Afrikaans-speaking communities that were previously excluded from the party.

- **THE INTEGRATIONIST MODEL**

As per the definition given by Adversity.net<sup>15</sup>, they view integration as, “the bringing of people of different racial or ethnic groups into unrestricted and equal association as in society or organization”. In simpler terms, it means, people of different racial or ethnic backgrounds who choose to reside in a specific region would elect to adapt to the region’s cultural norms and customs, including to learn the language. It is my point of departure that somehow it is obvious that the government and other economic ‘giants’ have abandoned the principle of integration in favor of divisive, separatist policies which specifically grant unequal preferential treatment to their constituencies. By doing so, somehow they encourage people not to speak their languages freely, let alone the so called freedom of speech and association. Even to make the matter worse, people will somehow not do business activities in their own preferred languages. As is the case people are being assimilated by ‘other’ people so as to make other’s economy the strongest in the entire world.

Again, Cluver (1993: 44) continues to explain that this model is closely related to the one above but, “allows minority communities and languages to continue to exist but in restricted domains”. The French language policy in Africa is a good example of this. The dominant language (French) is the only language of instruction in all education institutions, it is the only language used in government, the media and the church. Usually, a less extreme policy is applied in which vernaculars have very limited functions. The dominant language is used as an instrument to forge one nation out of a multicultural and multilingual community. The fact that less than 10% of the population of most African states

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<sup>15</sup> [www.adversity.net.com](http://www.adversity.net.com)

knows this language well enough to be regarded as fluent in it, “does not seem to count that these models have failed in many African countries”.

He further explained that, “the most recent example of an integrationist language policy in Africa would be the Republic of Namibia where English is the only official language. The national languages (such as Ndonga, Kwanyama and Herero) have limited functions such as the initial medium of instruction and languages of the radio, but English is the only language of higher education, the central government, the legal system and television. English is supposed to be a ‘neutral’ language that can unite the population (cf. UNIN, 1981).

- **THE VERNACULAR MODEL**

The perception of language as an instrument leads to a language policy in which vernaculars are elevated to standard languages and even to official languages. The elevation of Afrikaans from a vernacular to a standard and official language and the elevation of Swahili to the official language of Tanzania are good examples of this policy, explains Cluver (1994: 12).

The South African language policy before 1994 also illustrates how this model can be perverted to suit a divisive political ideology. This particular example of the vernacular model also illustrates one of the weaknesses of this model – it is very expensive and tends to be successful only when it is applied to one language. South Africa’s languages were declared as official languages but were not systematically developed as official languages. The vernacular model needs to have very realistic objectives in terms of which languages are to be developed. Rather than attempting to produce a physics course for each language, the language used in basic domains such as home, sport, literature should be developed first.

- **THE PLURALIST MODEL**

Pluralist is a condition in which numerous distinct ethnic, religious groups are presented and tolerated within a society further explain Cluver (1994). The view of language as a right leads to language policies that give equal status to all the languages of a country. Switzerland is often cited as an example. In many respects it is an invalid example since Switzerland did not develop its major languages – German, Italian and French – but allowed its neighbours to do this work. Furthermore, the fourth Swiss language, Rhaeto-Romanic, is recognised as a national language but not as an official language, which means that members of this community cannot communicate with the central Swiss government in their own language.

Although the language planners came to the emerging discipline from a wide range of backgrounds, much of the initial terminology and concepts, as in general planning were borrowed from basic economic concepts (e.g. language as consumer goods, supply and demand for language, cost–benefit analysis and the efficient allocation of resources.) Language therefore, is viewed as a commodity, one necessary for national and international development and communication. It can be argued that the relationship between language planning and economics is at a critical turning point, if decision makers are prepared to re-examine the role of language. In the past, the socio-political imperative has generally been to stress the national language and national economic development (cf Aggarawal,1988), whether at home or as part of colonial expansion. This has put pressure on minority languages in national ‘colonial’ settings.

Furthermore, the growth of international languages, in particular English, for information access and international trade has put additional pressure on minority languages as they are pushed one layer further down in priority. But as Grin (1993: 78) points out in the European context, this clash of economic language forces may prove to be the saviour of at least some endangered

languages. If minority languages goods and activities become cheaper under European economic integration, then activities in those languages are likely to increase, whereas if such activity becomes relatively more expensive then there will be pressure to abandon those minority language goods and activities in favour of majority languages alternatives.

In economic terms the value of language is not a property of language itself, but an index of its appreciation by a relevant community. Thus, language or any other product is not valuable in economic terms in and of itself but holds a value determined by the community, in this case business and industry. That language is more valued in some communities (e.g. Germany, Saudi Arabia and Japan) than in others (Australia and United States) can be seen by the fact higher pay is provided for those people with language skills in those societies - Hagen, (1992).

Thus, products not only need to be good but also to be designed and marketed in linguistically and culturally sensitive ways if they are to sell. Therefore, it is important to examine both the direct and indirect relations between language and business, at both national and international levels. The history of the economics of language as a field of research on the fringes of economics as a discipline, dates back to the mid-sixties. For a long time, economists contributions on language issues remained unrelated to each other, and it is only in recent years that a greater degree of interconnection has appeared. Economics and language is a 'catchy' title, it is too vague. However there are two questions that need to be considered.

- Why would economic theory be relevant to linguistic issues?

Economics attempts to explain social institutions as regularities deriving from the optimization of certain functions, this may be applicable to language as well

- Why would economic theory be a relevant subject of research from the point of view of language?

It is because, economic agents are human beings for whom language is a central tool in the process of making decisions and forming judgments, explains Todaro (2000: 57). The other important player in economic theory, namely ourselves, use formal models, not simply mathematical models. Their significance derives from their interpretation which is expressed using daily language terms. Therefore, an appropriate distinction suggested is to introduce sociolinguistics and the sociology of language. In other words, in sociolinguistics we study society in order to find out as much as we can about what kind of a language it is and in the sociology of language we determine the direction of our interest. The value of a language is an index of its functional appreciation by the relevant community. To determine the relative value of a language, one must ask, “value for whom?” Coulmas (1994: 86-89). Thus a language is not only of economic value to those who speak it.

My point of departure therein in this regard to conclude this discussion, will be to state a point of challenge to the reader that, our language professionals are facing the biggest challenge in so far as the interpretation and implementation of national language, language education policies effectively in order to ensure multilingual, educational, economic and social achievement. However, any school of thought is welcomed for my take regarding this challenge.

### **3.4 LANGUAGE AS A RIGHT**

An important question in language planning policies based on the language as a right approach, is what to understand by the term ‘acknowledge’. Is it enough for a government to recognise the existence of minority languages or does the government have the obligation to actively develop these languages? Is it the right of the Tekela dialects of isiZulu to ask that their dialects be codified and

developed into a separate language? Do the Venda speakers have the right to split their languages into two? They certainly have this right, but I do think that this right implies that the government has the obligation to finance the implications of such a decision, argues Cluver (1994: 89).

Rights are automatically protected within a language as a resource concept, since each language and its community will be valued for what they can contribute to the whole. If the interdependence of each language is acknowledged for the information it can transmit, for the facility it has to include its speakers in the activities necessary to their existence, for the role it might play in linking speakers of other languages with one another, for the particular knowledge and expertise which its speakers have to share, for its capacity to bring its speakers into a larger context of society, then it has innate worth and should be protected.

As Benton, (1999: 10) so aptly put it, “there is a difference between permission to speak, and actually speaking it”. As Joseph Lo Bianco (1996) observed that, language is considered a right, especially when people perceive it as being closely linked to their (threatened) identity and experience an intense sentimental attachment to the language. Again, as Strubbel (2001: 268) also noted, “the way people bring up their families – including the language they choose – is not for the authorities to decide, hence we are conforming to all that the government is stipulating”.

### **3.5 LANGUAGE AS A PROBLEM**

While all of the languages of South Africa play a role in our national economic life, their roles are functionally different. In some domains of economic life Afrikaans and English are the main languages, whilst in others African languages are used. This reality must be taken into account when language knowledge is evaluated. Different people are excluded from different sectors of economic life

because their language knowledge is perceived to be inadequate. It is also useful to remember that the knowledge of English required to enable people to gain access to science, technology, business, etc. is an advanced knowledge. Very few South Africans who are speakers of African languages really possess such knowledge of English.

### **3.6 LANGUAGE AS A RESOURCE**

Why should a person who has to deal with a government agency have to do so in a language with which he/she is not familiar? Is that not a terrible handicap? Are his/her ordinary rights as a citizen not seriously compromised? And why should a person who goes into a bank, say, have to fill in forms” Or fill in government tender forms? Or apply for government advertised posts or related matters? And do so in an unfamiliar language? The private sector probably has the right or choice to decide as to in what language it prefers to operate, but is this the spirit of the constitution? And does it make business sense to use a language which (in KwaZulu–Natal especially) is unfamiliar to something like 80% of the potential customer base?

Language is a powerful symbol in society, but its potential is not fully recognised. For example, outside the context of a national language, which is supposed to facilitate communication and foster a sense of belonging among the nationals of a country, it is not usual for policy makers to consider language as a major instrument in national integration. Language has a wider role than this.

The concept of “ language as a resource “ has been popularized in the ‘planning model of language planning in which language choices are made on strictly economic grounds in much the same way as any other resources in the nation’s economy are planned and consumed” (pp.195-196 ). Thorburn, (1971) however, maintains that,



[...] Language, like any other commodity, is supposed to be subject to cost and benefit analysis in which the cost of a language selected for a particular purpose can be measured in terms of what could have been gained by the choice of another language for the same purpose. (p.56)

Such a cost can be calculated in macro terms for the entire community or in micro terms for an individual language user. For example, what does the country gain or lose by adopting an indigenous language as opposed to an adopted language as its national language? For the individual, what sacrifice is someone prepared to make for the learning a language as measured against the rewards?

Ridler and Pons- Ridler (1986) argued that language, like any other commodity, can be bought or sold. When treated as an investment, it is a potential asset whose yield can be compared with other yields in a portfolio. When viewed as a consumer, the decision to buy will depend on whether the benefits derived from the buying (e.g. pleasure, tourism, achievement, advancement, etc) outweigh the costs (e.g. tuition expense, cost of study materials, time invested, etc). Language as a resource can be described as an approach to language planning which,

- Acknowledges that there are resources of knowledge and expertise which speakers of all languages possess.
- Assumes that effective measures will be taken to access and harness this knowledge for the maximum advantage of society.
- Unlocks the potential of existing patterns of local and regional multilingual communication systems.
- Utilizes international systems for communication systems to suit the domestic and international requirements of a national plan for development.

If language is said to make all this possible, then it becomes a very important and valuable resource. Heller (1994), talks about people losing positions in jobs or winning them, gaining employment because candidates were able to speak English or French. What English does isiZulu can do as well.

An important subcomponent of this approach is the view that the people of multilingual country need not be monolingual to form one nation. A common language is certainly needed to administer a multilingual state. This common language need not replace other languages, but can be added to the repertoire of languages that speakers acquire. Efficient government and common political and economic goals are probably more powerful factors that unify modern societies than a single enforced official language. However, the creation of these common objectives places a much heavier burden on the government and it is therefore downplayed by politicians, concludes Msimang (1993).

### **3.7 LANGUAGE POLICY IN SOUTH AFRICA**

Since the first occupation of South Africa by the Dutch in 1652, through successive periods of British rule, the Union of South Africa and the apartheid regime, government language policy and the power elite failed to recognize South Africa's linguistic diversity. This situation was reversed only with advent of democracy in 1994 and the constitutional provisions on official multilingualism. This resulted in language inequality and the dominance of English and Afrikaans created an equal relationship between these languages and African languages. Colonial and apartheid language policies together with political and socio-economic policies, gave rise to a hierarchy of languages - the inequality of which is reflected in the structures of racial and class inequality that characterise South African society.

All these practices engendered the corollary status of indigenous languages and the language varieties of the Africa people and the other marginalized groups,

including the deaf and the blind, enforcing negative stereotypes of African languages held not only by English and Afrikaans speakers, but by many of the speakers of the African languages themselves. The situation is compounded by short – sighted and bureaucratic attitudes against implementing multilingual public and private institutions and a tendency to take ad hoc language decisions that negate constitutional provisions and requirements relating to languages.

To understand post – apartheid SA, one has to trace the history of South African language policies as far back as the post – colonial era. It is evident that government implemented language policies in South Africa as far back as 1652 to meet their own economic needs. Foreign languages were imposed on people without a choice. Maartens (1998: 25) records that, “the policy of ‘free association’ was adopted for trade and later for missionary – consciousness’ reasons”

Then, within about forty years of the formulation of the first language policy in South Africa (Dutch), an early form of what evolved into Afrikaans became the South African lingua franca. However, research by internet shows<sup>16</sup>,

Officially, the youngest language in the world is Afrikaans. By the early 20<sup>th</sup> century Afrikaans had developed from Dutch, French and other influences into a full fledged language with its own dictionary. After a mere 90 years it is the second most spoken language in South Africa. (isiZulu is the most spoken, the Zulu people being the largest ethnic group )

The government’s reason for imposing Afrikaans on immigrant slaves and the Khoikhoi was economic in that these people had entered the employ of the white settlers and had to communicate with each other as well as their employers if business was to succeed. This imposition of Afrikaans can be attributed to the

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<sup>16</sup> [www.google.com](http://www.google.com)

fact that the prevailing government was determined to use Afrikaans for economic reasons. Indigenous languages were neglected. As Alexander (1989) remarks, “for the colonized people themselves, that their own languages and cultural traits were devalued and often despised. A typical colonized mind became one of the most potent weapons of colonial policy” Alexander (1989: 20)

The apartheid era created a moral breakdown because of whites receiving so much more for themselves. Then came a miracle - democracy, defined by Shaw (2001: 4) as, “one nation many cultures”. The great divide between apartheid and democracy began in 1994 and ended with the 1999 elections. Whereas apartheid encouraged and created racial and ethnic divisions, democracy was marked by peaceful negotiations, to present the country with a new interim constitution for a multicultural society based on equity and justice for all South Africa’s people.

Democracy was the creation of an open society where both blacks and whites were granted dignity as citizens of South Africa. When the African Nation Congress (ANC) came into power, enormous expectations were envisaged regarding the underprivileged. Blattberg (1999: 27) mentions that “many organizations pledged to “be human, to value the good of the community above self- interest and to show respect to others”. It is without no doubt that an ex-colonial language is often used to carry out the official business of the country.

### **3.8 NATIONAL LANGUAGE POLICY**

Language is one of the most enigmatic possessions of humanity. It is the principal factor enabling individuals to become fully functioning members of the group into which they are born. Nations are able to develop because language provides an important link between the individual and his/ her social environment. Hence, the importance of language cannot be ignored. Approximately 25 different languages are spoken in South Africa, of which 11 have been granted official status in terms of section 6 of the constitution (Act No.108 of 1996), on the

grounds that their usage includes about 98% of the population. The relevant clause states that all these languages should have official status at national and provisional levels and that conditions be created for their promotion and development.

This language policy itself is considered by many, as one of the most progressive language policies in the world. In recognizing 11 official languages, South Africa acted in line with the 1986 “ Organisation of Africa Unity (OAU), Language Plan of Action for Africa” which induced member states to recognise all languages within their boundaries, argues Kashioki, (1993) in a paper presented to ALASA at the University of Witwatersrand).

<b>LANGUAGE L1 SPEAKERS %</b>		
isiZulu	-	21.96
isiXhosa		17.03
Afrikaans	-	15.03
Sesotho sa Leboa		9.64
English	-	9.01
Setswana	-	8.59
Sesotho	-	6.73
Xitsonga	-	4.35
Siswati	-	2.57
Tshivenda	-	2.22
IsiNdebele	-	1.55

**Table 1: The 11 official languages and L1 speakers as % population: Data Source by Statistics South Africa (2001)**

The 11 official languages are isiNdebele, isiXhosa, isiZulu, SiSwati, SeSotho, Setswana, Tshivenda, Xitsonga, English and Afrikaans. There is currently a strong awareness of the need to intensify efforts to develop the previously marginalized indigenous languages and to promote multilingualism, if South Africa is to be liberated from undue reliance on the utilization of non- indigenous languages as dominant, official languages of state. This policy framework not only initiates a fresh approach to multilingualism in South Africa, but strongly encourages the utilization of indigenous languages as official languages in order to foster and promote national unity. It takes into account the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes and respect for language rights.

### **3.9 LANGUAGE AND THE CONSTITUTION**

According to constitutional principles, the goals of language policy in the new South Africa can be summarised as follows,

- To promote national unity.
- To entrench democracy (which includes the protection of language rights).
- To promote multilingualism.
- To promote respect for and tolerance towards linguistic and cultural diversity.
- To further the elaboration and modernisation of the African languages<sup>5</sup>.
- To promote national economic development.

Language is a basic need in life. It enables people to acquire the most basic of human resources. Language is a tool for human survival and for development and advancement. It is through language that interaction takes place with their own world at a social, cultural, religious and economic level - thus states the constitution (1996).

Henrard (2001: 13) points out a difference between the 1993 Interim Constitution containing a proclamation promoting the state's 'equal use' of eleven official languages (among them nine indigenous languages plus colonial languages Afrikaans and English) and the 1996 constitution aiming at 'equitable treatment' and 'parity of esteem of the official languages'. The need for differential and preferential treatment of the indigenous languages, given the past history of denigration and discrimination, was recognised in the stipulation that the state must take practical and positive measures to elevate their status and advance their use. More specifically, the national government and provincial government must use at least two official languages, hence greater emphasis is to be given to languages previously marginalized.

Effective communication can be achieved through the use of people's first or primary language. Accepting other people's languages means accepting their equality and culture. It is in essence accepting and practicing the principle of democracy giving people their right to hear and to be heard in their own languages. McCarty and Watahomigie (1998: 321) observed that "in practice, language rights have not guaranteed language maintenance which ultimately depends on the home language choices of native speakers".

Bringing the constitution closer, this research has also focused on The Municipal Systems Act of 2000 is directed, *inter alia*, at providing:

"for the core principles, mechanisms and processes that are necessary to enable municipalities to move progressively towards the social and economic upliftment of local communities, and ensure universal access to essential services that are affordable (and) ... to provide for community participation".

The Act makes specific reference to language.

Under the heading *Communication of information concerning community participation*, it stipulates that where municipalities communicate information concerning:

(a) the available mechanisms, processes and procedures to encourage and facilitate community participation;

(b) the matters with regard to which community participation is encouraged;

(c) the rights and duties of members of the local community; and

(d) municipal governance, management and development,

the municipalities must take into account –

(a) “the language preferences and usage in the municipality; and

(b) the special needs of people who cannot read or write.”

The Act also states that communications to the local community in the local newspaper or newspapers of its area; in a newspaper or newspapers circulating in its area or by means of radio broadcasts covering the area of the municipality, the notification must be in the official languages determined by the Council, having regard to language preferences and usage within its area. What more can we say here because even the local government is for language rights.

### **3.10 ECONOMIC EXPLANATIONS**

In the study done by Venter (1994: 324) we draw relationships from language and planning insights that explain the significance of economic policies and language policies. He gives a full explanation that “economic explanations have also been advanced to explain the neo-implementation of South Africa’s language policy and plan as envisioned in the constitution. Heugh (1995: 329) posit, “language policy is often a reflection of a more complicated set of relationships between overt political ideology and politics of the economy”. To compound matters, it is not just the political economy of a particular country that would affect that country’s language policy. The hegemony of the Western free-market economy is such that it influences the economies of the third world. The



Western economy is also very often accompanied by linguistic racism which places a high status on English (for example) and a lower status on other languages.

Referring to the South African language policy and planning implementation dilemma, Heugh (1995: 46) observes that, “in the era of globalization, there are larger structural forces at play, which influence international and domestic economic and development policies. These forces are generally antithetical to multilingualism”. Advancing the economic explanation further, Kamwangamalu (2001) identifies two economic variables that contribute to non-implementation of South Africa’s language policy and plan - financial constraints and market forces. In this regard, Kamwangamalu (2001: 417) submits that, “financial constraints have made it difficult for PANSALB to execute its constitutional mandate to promote multilingualism”. As far as market forces are concerned, there is no sustained demand for multilingual skills in African languages for academic, economic, administrative and employment purposes.

Heugh (1995: 45), continues to explain that “the economic explanation to the non-implementation of South Africa’s language policy and plan only manages to provide half answers to the implementation dilemma and is not sustainable under close scrutiny, especially when contrasted against particular South Africa’s fiscal and macro-economic facts and public strategic planning principles in general”. According to Strydom (2001: 81), “the Western economic hegemony cannot be used to justify the non-implementation of South Africa’s language policy and plan”. Supported by Cling (2001: pp.84-85), “South Africa’s fiscal policy and macro-economic policy as encapsulated in the Growth, Employment And Redistribution Programme (GEAR), unlike those of other developing countries, do not rely on donor finances for their implementation”. Developed with the assistance of the World Bank, GEAR displays all the characteristics of a structural adjustment programme, albeit of a different scope.

As it did take a loan from the IMF as soon as it came to power, the South African government has subsequently systematically refused to appeal to the Bretton Woods institutions. This loan totalling US\$850 million was intended officially to finance food imports. It has never been used and was reimbursed in full in 1998. The implementation of South Africa's social and development policies is basically financed by domestic finances. Therefore, Western economic hegemony cannot satisfactorily be used to explain the non-implementation of South Africa's language policy and plan.

The issue of financial constraints also cannot be used to satisfactorily explain the non-implementation of South Africa's language policy and language plan as envisioned in the constitution. With the launching of the 'National Language Policy Framework: Implementation Plan' (2003) the government projected financial commitment over a Medium Term Expenditure Framework (MTEF) period of three years (2001/ 2002 – 2004/ 2005). It was a total of R379 349 732.00 for national government departments, R143 952 304.00 for language policy implementation by the provinces and an estimated R 18 243 510.00 for each language unit established in each government department (DAC, 2003: pp.22-23). These projected allocations point to a commitment by government to provide financial resources for the implementation of South Africa's language policy and language plan as envisioned in the constitution. What is clearly lacking is a framework by means of which government departments can deploy the projected financial resources for the realization of the National Language Policy Framework".

It was further explained that "the governments social and economic policies geared towards redressing the structural realities of a dual economy that is a product of centuries of inequalities in South Africa", Cling (2001: 7). Terreblanche (2002: 97) also aims at market stabilization so that "there are economic transfers across economic enclaves in the country". It is coincidental that the economic inequalities in South Africa mirror the language demographics of the country with

speakers of the previous two official languages (English and Afrikaans) enjoying far much better economic status than speakers of previously marginalized languages.

He concludes by saying that, “the constitution envisioned language policy and plan could be one way in which the government can actively stabilize market forces with regard to languages in South Africa, by creating a demand for previously marginalized languages, and in the process redress the structural realities of a dual economy”. The idea is that through government intervention in the ‘market’ for language skills, demand for language skills in the previously marginalized languages can be raised. What is lacking therefore is a coherent framework by means of which the government can intervene to create a ‘market’ for language skills in the previously marginalized languages and integrate skills in these languages into mainstream macro-economic undertakings.

### **3.11 CONCLUSION**

The commercial sector has, probably for the first in recent human history, become aware of the relative significance of language issues in business and industry. It is now up to the language planners to capitalize on the new awareness of language issues by encouraging the inclusion in language plans of more realistic approaches to the dissemination of language through a community. More realistic approaches to the modification of popular attitudes towards language and more realistic recognition that, at least at the present time, bilingual ability is a unique skill that should be seen as having a high market value.

## CHAPTER FOUR

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1 INTRODUCTION

Selepe (2002: 203) makes this distinction that, “the essence of African languages as media of instruction in South Africa has been insufficiently explored, totally ignored or deceptively derailed”. Any sociolinguistic or language planning investigation, requires that a good deal of attention be paid to research methodology. Incorrect sampling procedures, data collection methods, data analysis procedures, etc. may produce invalid or inaccurate findings that may not be truly reflective of the particular community under study. With regard to methodology, the problem essentially lies with the empirical data and the manner in which it is collected.

Milroy et al. (1991: 23) state that, “the lack of explicitness in specifying methods and procedures in investigations reflects a weakness of the research process”. This may consequently lead to questioning the reliability and validity of the research project. In order to avoid this weakness, a comprehensive account of the research design and methodology that underlies this study, will be presented.

#### 4.2 METHODOLOGY

Data collection procedures are not the only critical factor in establishing the methodological framework of a study. Sampling is another critical factor that helps to shape it. Key factors, such as an adequate sample frame, sample size and stratification are considered and in so doing, it helped to shape the sample of the study. Also, the triangulation method (the use of multiple data sources arising from multiple data collection procedures) is used in the study to ensure the reliability and validity of the data. It is acknowledged that the sample of this study

represents only a portion of the entire population and companies in KwaZulu–Natal. It is unlikely that the results could be generalized. With regard to research methodology, data collection procedures yield two types of data, namely quantitative and qualitative data and each requires a different organizational and analytical technique.

### **4.3 RESEARCH PARADIGMS**

Pierre Bourdieu (1993) is a philosopher whose work has been driven by empirical interest. He has developed a series of ‘tools’ for researching and thinking about the social world (Bourdieu and Wacquant 1992, Bourdieu 1993, Bourdieu with Saint Martin in 1995, Bourdieu et al. 1997). The insight of psychoanalysis and linguistic analysis have also been employed to argue that while human actions are meaningful and variable, this does not mean that we cannot then agree on what is valid or true about the social world. This bridge building attempt fuses the twin aims of ‘how’ (understanding) and ‘why’(explanation) in social research, (Huberman, 1984: 7).

There is also the school of ‘post structuralism’ which includes the French philosopher Jacques Derrida, as well as Michel Foucault. They considered knowledge and power to be constructed within a set of social practice. The result was to see the concept of truth as separate from the exercise of power. According to Johnstone (2000: 15), the positivist perspective is primarily concerned with the facts or causes of social phenomena. Positivists claim to study psychological and sociological reality independent of an individual’s experience of it. These writers state that logical positivism is a philosophical approach that is employed primarily by researchers engaged in the natural scientific method and who use strict quantitative procedures.

According to Huberman (1984: 11), research is undertaken for two purposes, “One is to systematically locate a problem and find a solution for it. Another

purpose is to contribute to an existing body of knowledge in a particular area of interest”.

The aim is to prove that African languages can be considered viable in today’s economy and can impact on growth and sustain marketing resources. Huberman (1984: 34), further explains that each study “has its own set of assumptions about the reality of the situation (ontology) and different ways of discovering the reality (methodology)”.

**- ASSUMPTIONS**

Research paradigms have various assumptions that can only be noted when they are compared and contrasted. Creswell (1994: 5), presented the assumptions of both qualitative and quantitative paradigms based on ontological epistemological, axiological, rhetorical and methodological approaches in Table 2. These assumptions have helped.

**QUANTITATIVE AND QUALITATIVE PARADIGM ASSUMPTIONS**

<b>ASSUMPTION</b>	<b>QUESTION</b>	<b>QUANTITATIVE</b>	<b>QUALITATIVE</b>
Ontological Assumption	What is the nature of the reality	Reality is objective and singular, apart from the researcher	Reality is subjective and multiple, as seen by participants in the study.
Epistemological Assumption	What is the relationship of the researcher to the researched?	Researcher is independent from that being researched.	Researcher interacts with that being researched.
Axiological Assumption	What is the role of values?	Value-free and unbiased.	Value-laden and biased
Rhetorical Assumption	What is the language of	-Formal -Based on set	-Informal - Evolving decisions

	research?	definitions -Impersonal voice -Set of accepted quantitative words	- Personal voice -Accepted qualitative words
Methodological Assumptions	What is the process of research?	-Deductive process -Cause and effect -Static design – categories isolated before study -Context –free -Generalizations leading to prediction, explanation and understanding	-Inductive process -Mutual and simultaneous shaping of factors -Emerging design categories -Context-bound patterns, theories developed for understanding -Accurate and reliable through verification.

**Table 2: Quantitative and Qualitative Paradigm Assumptions. Source: Creswell, (1994: 5)**

#### **4.4 QUANTITATIVE DESIGN**

A good quantitative research design is one which has a clearly defined purpose. However, Ritchie & Lewis (2003: 47) emphasize that “there is coherence between the research questions and the methods or approaches proposed and for which they generate data which is valid and reliable”. This emphasis has helped to achieve the targeted objectives of the study. As survey research is explained by May (2002: 95), as a “natural and familiar way of gathering information, as second nature to us as talking and writing. Similarly, there is no limit to the kinds of information we might obtain via questions”. Perhaps, it should be noted that we ask questions about behaviours, we ask questions to learn

people's attitudes, beliefs or opinions, we ask questions about knowledge. Knowledge that could signify the importance of isiZulu as an economic resource for the region. Indeed, as long as we pay careful attention to how we phrase our questions, there is virtually no limit to what we might find out via surveys.

Pillay (2003: 69) explains that "a survey design provides a quantitative or numeric description of some fraction of the population through the data collection process of asking questions of people". Questionnaires were designed in order to gather data from the companies that were targeted. In this study the survey design was used to collect data. The survey is a research instrument that allows us to gather critical information by posing questions. In general, May (2002: 90) explains that, "we follow one of the two paths in survey research. We ask questions via an interview, or we ask our questions via a questionnaire".

#### **4.5 SAMPLING**

It is a general feature of social research, to design and select samples for the study. This is so whether the research is qualitative or quantitative in form. Samples offer a practical solution to the daunting task of studying entire populations. One can use samples to 'stand in' for a larger population. As Milroy (1987: 18) states that "it is important to find principles of sampling for both the speakers and the language in such a way that one can demonstrate the relationship between research design and research objectives".

Writers like Reis and Judd (2000: 12), explain that "samples that do a good job at conveying accurate information about the whole are referred to as Representative Samples". They believe that this "allows the researcher to take the information obtained from the small sample and generalize it back to the entire population. This study doesn't need to focus on all the Proudly South African companies that are around this region, but only the few from which a generalization can be made.



Singleton and Straits (1999) note that sampling is important for several reasons,

- Firstly, it is sometimes impossible to study a particular social group or population in its entirety for reasons such as time, cost, size etc. Therefore, a carefully selected sample can suffice as an efficient and practical way of collecting accurate information.
- Secondly, a sample population renders the planning and logistics of observation and other means of data collection more manageable.
- Thirdly, researchers seek to establish the broadest possible generalizations. This goal becomes increasingly difficult to achieve as one moves from the natural sciences to the social sciences. The assumption of homogeneity becomes increasingly risky and the need for carefully selected sampling procedures becomes an imperative in order to adequately capture the heterogeneity of the target population. (pp.60-61).

Taking all of the above reasons into consideration, certain key factors need to be considered to determine a good sample. These include an adequate sample frame, sample size and stratification.

- **Types of Sampling**

There are basically two broad types of sampling according to Neuman (2000: 20), “probability and non-probability sampling. Judd (1991: 58), claims that, “stratification in particular, contributes to the efficiency of sampling if it succeeds in establishing classes that are internally comparatively homogeneous with respect to the variables being studied”. Welman and Kruger (1999: 78), also recognize the advantages of stratifying a sample and note that “with a stratified random sample we are ensured of this representative ness, irrespective of sample size because it has been built into the sampling strategy right from the beginning”.

According to Singleton and Straits (1999), the strata are based on categories of one or a combination of several relevant variables called 'parameters'. In this study, the parameters that were used for both questionnaires were gender, age, residence and home language. Simple random samples were drawn from each stratum and these sub-samples were joined to form the complete, stratified sample.

- **Sample Size**

Samples are usually small in size. Ritchie & Lewis (2003), mentions that there are three main reasons for that,

- Firstly, if the data are properly analysed, there will come a point where very little evidence is obtained from each additional field work unit.
- Secondly, statements about evidence incidents or prevalence are not the concern of qualitative research.
- Lastly, the type of information that qualitative studies yield is rich in detail. (p.83)

As Milroy (1987: 21) states, "large samples tend not to be as necessary for linguistic surveys as for other surveys". Taking this into consideration, Milroy (1987) cautions any researcher on the statistical representative ness of a small sample size. She further states that it may not be possible to check the entire population if the sample is representative only in a non-technical sense. Therefore, the sample used in this study represents only a portion of the entire KZN population. In acknowledging the above views, a sample size of three hundred (300) subjects were targeted in three companies around the eThekweni Municipality. These companies were sampled because they are Proudly South

African companies and were targeted. Hundred and fifty (150) subjects were also targeted and selected around KZN.

- **Choosing the Sample**

Judd (1991: 13), claims that the selected sample should “for the purposes intended, be sufficiently representative of the population to justify running the risk of the accusation that it is lacking, as it is not representative”. Also, in this respect, Singleton and Straits (1999) note that,

It is extremely unlikely that one will be able to draw a perfectly representative sample, it is rarely possible to evaluate a specific sample in terms of its overall representative ness... therefore, we use the term ‘representative’ in reference to specific, known population characteristics but in reference to the overall quality of the sample (p.141).

Three companies in Durban were chosen. They were chosen because their products and services are Proudly South African (PSA). Following is the brief background of PSA campaign and a brief profile of each company.

## **PROUDLY SOUTH AFRICAN CAMPAIGN**



Proudly South African

“This campaign is vital for our economic growth and I call on every South African company to join and support its activities”. Mr. Thabo Mbeki (President, South Africa)

<sup>17</sup>The Proudly South African campaign is an exciting campaign to promote South African companies, products and services which are helping to create jobs and economic growth in SA. Proudly South African is an initiative of the National Economic Development and Labour Council (Nedlac) and is supported by organized business, organized labour, government and the community.

Supported by organized labour, organized business, government and community organizations, Proudly South African is the way for every South African to do something concrete to support job creation and help build our young nation. The chairman of this campaign, Mr Tim Modise<sup>18</sup> (2004), explains that, "at the heart of the campaign is the Proudly South African logo. Companies who meet the standards set by Proudly South African can use the logo to identify themselves, their products and services". The criteria which must be met before the logo can be used are,

- The company's products or services must incur at least 50% of their production costs, including labour, in South Africa and be "substantially transformed" (in other words a product that is merely imported and re-packaged would not be eligible).
- The company and its products or services must meet high quality standards.
- The company must be committed to fair labour and employment practices.
- The company must be committed to sound environmental standards.

By meeting these standards, continues Mr Modise, consumers can be re-assured that companies and their products carrying the Proudly South African symbol are of a high quality and socially responsible - not to mention supporting the local economy. He further mentions,

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<sup>17</sup> [www.proudlysouthafrican.co.za](http://www.proudlysouthafrican.co.za)

<sup>18</sup> [www.proudlysouthafrican.co.za](http://www.proudlysouthafrican.co.za)

Proudly South African logo appearing on various products throughout the country. We encourage you to look for the logo when you buy - whether it's a new sleeping bag or a new shirt, a new CD or some new make-up. Every time you purchase a product with the logo, you are making a vital personal contribution - not just to creating jobs in your own country, but also to quality improvement and a sense of pride in our new nation.

He further mentions that the campaign is not just for businesses and companies. Membership is open to a wide range of organizations who want to support South African companies and products. NGOs, sports organizations, education and health institutions, government departments at local, provincial and national level, publications, even individuals - all can join the campaign as members.

Following is the brief company profile for each business/company that this research has focused on.

#### **4.6 PROUDLY SOUTH AFRICAN COMPANIES IN FOCUS**

The research has focused on these 3 sites.

- UNILEVER Pty (Ltd)

UNILEVER's mission is<sup>19</sup>, "to add vitality to life. We meet everyday needs for nutrition, hygiene and personal care with brands that help people look good, feel good and get more out of life". Ever since the 19<sup>th</sup> century when William Hesketh Lever stated that the company's mission was, "to make cleanliness commonplace, to lessen work for women, to foster health and contribute to personal attractiveness, that life may be more enjoyable and rewarding for the people who use our products". Vitality has been at the heart of the business. Vitality defines what the company stands for. What makes us different and how

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<sup>19</sup> [www.unilever.co.za](http://www.unilever.co.za)

we contribute to society. Its common thread that links our brands and its central to the unique way we operate around the world.

- TELKOM SA

Telkom is Africa's<sup>20</sup> leading and most dynamic telecommunications company, providing integrated communications solutions to entire range of customers. Telkom's passion is to become world-class. In this section you will find detailed company information, investment opportunities and an insight into Telkom's community upliftment programmes. And above all Telkom is the leading sponsor of PSA.

- NESTLE

A short historical background that was found about this company on the internet dates back to the 1860's. Henri Nestle', a pharmacist, developed food for babies who were unable to breastfeed. His first success was a premature infant who could not tolerate his mother's milk or any of the usual substitutes. People quickly recognised the value of the new product, after Nestle's new formula had saved the child's life and soon, Farine Lactee, Henri Nestle's product was being sold in much of Europe. Nestle is "dedicated to providing top quality products to meet the needs of people throughout their day, throughout their lives and throughout the world".

- **An adequate sample frame**

A researcher needs to clearly delineate the boundaries of the group under study. Singleton and Straits (1999), argue that,

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<sup>20</sup> [www.telkomsa.co.za](http://www.telkomsa.co.za)

Strictly speaking, inferences should be made only about the population represented by the sampling frame. Yet, it is the target population to which we wish to generalize. Therefore, one should always evaluate the extent to which cases in the target population have been omitted from the sampling frame... regardless of the frame that is used. However, the nature of possible excluded cases should be acknowledged and carefully taken into account when making inferences about the target population (p.140).

Concerning this research, the target population area of focus is KwaZulu-Natal using Durban companies. isiZulu is the language spoken by the majority in S.A. Since 1994, isiZulu still remains, along with the other African languages, a language which has been neglected, particularly in the KZN region. KwaZulu-Natal has the largest concentration of Zulu L1 speakers. Webb & Kembo-Sue (2000) confirms that,

IsiZulu in South Africa has more than 8 million first language speakers and is used by at least 16 million more as a second language, yet it is considered a minority language. It has neither the functional value nor the general social status that majority languages have. English, on the other hand, is the first language of only about 3.5 million South Africans, yet is clearly a majority language (p.42).

Let us compare the reality or the reflection of results of this study.

<b>HOME LANGUAGE</b>	<b>NO. OF PARTICIPANTS</b>	<b>PERCENTAGE %</b>
isiZulu	<b>89</b>	<b>61</b>
isiXhosa	<b>12</b>	<b>8</b>
English	<b>42</b>	<b>28</b>
Other	<b>2</b>	<b>1</b>
Total	<b>145</b>	<b>98</b>

**Table 3: the general breakdown of home language in Questionnaire 1: (Companies)**

<b>HOME LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	<b>77</b>	<b>66</b>
Xhosa	<b>4</b>	<b>3</b>
English	<b>32</b>	<b>28</b>
Other	<b>3</b>	<b>3</b>
Total	<b>116</b>	<b>100</b>

**Table 4: the general breakdown of home language in Questionnaire 2: (Public)**

In Table 3, more than half of the respondents 61% are Zulu speaking, followed by 28% of respondents speaking English as a home language. In Table 4, the spread corresponds better with the sociolinguistic profile of South Africa today, with 66% of the respondents claiming to use Zulu as a home language and 28% of the respondents using English as a home language.

- **OBTAINING PERMISSION**

Gaining permission to distribute questionnaires to companies was relatively easy. A letter was written by my ex-supervisor, Dr Mallini Ramsay-Brijbal, which aided the researcher as it served as a ‘passport’ for information to some companies around KwaZulu–Natal. (see Appendix A for a copy of the letter and responses from companies).

#### **4.7 QUESTIONNAIRE SURVEY**

Veal (2006: 231) explains that “questionnaire surveys involve the gathering of information from individuals using a formally designed schedule of questions called questionnaire or interview schedule”.

Veal (2006: 232) further emphasizes that, “questionnaire surveys usually involve a proportion or sample of the population in which the researcher is interested. Questionnaires therefore, rely on information from the respondents”. According to



May (2002: 33), the questionnaire should be structured carefully to consider the following, A logical sequence of questions which exhausts one topic before shifting to the next is the most meaningful approach. Often an even more structured method called the Funnel questionnaire is used. One starts with very general questions and proceeds, by successively narrowing the scope, to the focus of the problem under study. Before asking the opinion of the respondents on a particular event involving, for example a politician, one could investigate the general problem or interest and hobbies of the respondents, their political views and affiliations, and affiliations and their sources of information.

The inverted funnel sequence (also called a filter questionnaire) is based on the same principle, except that one reverses the process and starts with very specific issues that later lead to more general ones. Both methods can be used to instil confidence in respondents and to permit discovery on inconsistencies (p.14-15). Both methods (funnel and filter) were used in this research for the purposes of questionnaire structure. These methods helped to narrow down the scope of the research problem.

Taking all the mentioned points into consideration, the questionnaire has an introduction (more of a consent part). A brief explanation was given, to investigate the usage of African languages in the economy, particularly isiZulu, as an economic resource for the citizens of the KZN region. As the point of departure for this study it was assumed that one's language is one's wealth. Both the questionnaires were available in isiZulu and English. The reason for doing this was to ascertain the language preferences of the respondents. The first questionnaire (for the employers and employees) consisted of eighteen questions, of which five were open-ended questions requiring comments. The second questionnaire (for the public) consists of twenty five (25) questions, of which six were open-ended questions. According to Singleton and Straits (1999), open-ended questions are also referred to as 'free-response' questions. Such

questions require the respondents to answer in their own words. These 'free responses' were presented mainly towards the latter part of the questionnaire. Closed questions were adequate in generating factual information (e.g. questions pertaining to age, gender, home language, etc.). Such questions were placed at the beginning of the questionnaire. Amongst the advantages of closed questions is that they can be easily codified. In such questions, a particular frame of reference is set across all respondents. Singleton and Straits (1999), explain that,

Open-ended questions may undeniably produce the kind of information that closed-ended questions may not be successful in producing. For example, such questions may reveal the respondent's logic or thought processes, the extent of his/her knowledge and insight into feelings and opinions. However, open-ended questions are more difficult to codify because of their opinionated nature (pp. 56-57).

Table 5 is the checklist that this research followed, as suggested by Sommer and Sommer (1997). This has helped to identify relevant questions and questions that were straight to the point. And to avoid ambiguity and jargon. By focusing on this checklist, the questions of the questionnaire were user friendly material, although 40% and 30% of the respondents seemed to be confused.

### **Checklist for Evaluating Questionnaire Items**

- Is the question necessary? How useful will the answers be?
- Is the item clear and unambiguous?
- Is the respondent competent to answer the questions asked?
- Will the respondent be willing to answer the questions as asked?
- Have double-barrelled questions been eliminated?
- Is the item as short as possible, while remaining clear and precise?
- Do the multiple choice questions provide a comprehensive set of choices? Do they include a 'don't know' option or 'not applicable' category? Is there an 'other' category, if appropriate?

- Is the answer likely to be affected by social desirable (saying the 'right thing') if so, can the question be altered to reduce this bias?
- Are the questions balanced so that the number of favourable items equals the number of unfavourable items

**Table 5: Source: Sommer and Sommer, (1997: 135)**

- **Types of Questions**

The type of population, the nature of the research question and resources available will determine the type of questionnaire to be used. Data collection in a questionnaire survey is conducted mainly through three types of questionnaires as Ruane (2005) explains,

- The mail or self completion survey.
- The telephone survey.
- The face to face schedule (p.53).

Like other data collection techniques, the questionnaire survey method has advantages and disadvantages. The self completion survey method was used. The research will first deal with the advantages of this method. The most commonly known advantage of this method is that it can be used to reach a large population sample at low administrative cost. In this study, the only costs incurred with this method were printing costs and the amount paid in distributing and collecting the copies (travelling expenses).

A second advantage is that such a method offers respondents a greater feeling of anonymity. Seliger and Shohamy (1989:172) state that, "subjects tend to share information of a sensitive nature more easily when anonymity is assured". This anonymity assurance made the respondents participate more freely in this study freely because some were concerned that this study had to do with their jobs.

This study has two sets of self completion questionnaires. Per copy, a brief explanation is offered, any questions are answered and arrangements are made for the return of the completed questionnaire(s). This method of handing out questionnaires was typically used in community surveys where the form is dropped off at selected houses, campuses and malls. In this case, the questionnaires were delivered to companies (UNILEVER Pty (Ltd), TELKOM SA, NESTLE) around Durban to managers, supervisors and some were delivered randomly to the public.

The procedure for the questionnaires distributed to the public, was to first approach the possible respondent. One will spot the respondent randomly, be it in the bus rank, malls, taxi ranks, student residence, in the streets in town or in houses in Durban. One had to do an introduction and then a few minutes was given to the respondent to decide whether she/he agrees to co-operate. If the respondent agreed to do the study, we waited for the respondent to fill in the questionnaire. If the respondent refused, we thanked him/her for his/her time and moved on to the next person. The questionnaire took about 20 minutes to complete but if the person was slow it took up to 30 minutes. If it was distributed around houses, then only one adult in the house filled in the questionnaire.

Both questionnaires each contained two sections, personal details and general information. The first part of the questionnaire which dealt with personal details asked for factual information such as, sex, age, race, residence, home language. The second part of the questionnaire dealt with general information and consisted of yes / no questions open ended questions plus positive criticism. For the self completion method, 360 copies of the questionnaire 1 (for the companies) were distributed to the population sample. As well as 150 copies of questionnaire 2 (to the public) i.e. – 360 copies of the questionnaire designed for 3 companies, a total of 90 questionnaires per company were distributed.

- UNILEVER Pty (Ltd), received 90 copies of questionnaire - 65 copies were completed and returned, 25 copies were missing due to communication breakdown with the supervisors of companies. UNILEVER's branches that were used, include Maydon Wharf and Prospecton.
- TELKOM SA, received 90 copies of questionnaire, 32 copies were completed and returned.
- NESTLE, received 90 copies of questionnaire, 48 were completed and returned.

This gives us a total of 145 copies of the questionnaire that were given to the companies and were used in this study. A total of 150 copies of the questionnaire designed for the public were distributed of which 116 were completed and used in this study and 34 copies were not complete. Therefore (116) public respondents participated in this study. Copies of the pilot questionnaires that were administered are included in Appendices B and C.

It is also important to note that this kind of research has its own advantages and disadvantages. Ruane (2005), discusses the disadvantages of using a questionnaire. Firstly, the author mentions that, "there can be a very low response rate". Secondly, the "accuracy and completeness of the responses to the questions cannot be guaranteed". It must also be cautioned that unlike the interview situation where the respondents can be probed further, responses to a questionnaire have to be taken at a face value. Another problem is the lack of control over question order. In most instances, the instrument is developed in such a manner that one question may lead to another. This means that there is a logical development in the sequence in which the questions are presented. Lastly, a misunderstanding was experienced in this study. The evidence of that was that some of the questionnaires were returned incomplete or gave answers, 'not sure, don't understand' in their own language.

- **The study**

An added limitation when using the questionnaire was that it was too time-consuming. In addition, the entire process became very expensive. Money spent on initial telephone calls, faxes, follow-ups with telephone calls and transportation added up. Let alone the company communication breakdown with the managers and with some supervisors of certain companies occurred due to attendance of meetings and conferences and sick-leave also took its toll.

#### **4.8 QUALITATIVE DESIGN**

In deciding for a qualitative research design to be used in this study, Pillay (2003), was considered. Pillay (2003: 25), firstly cautions the researcher on “deciding a data collecting technique and includes considering whether to observe or to interview. If interviewing, whether to speak to individuals, groups or both and whether to record what is observed”.

Therefore, interviews were relevant to the study. Formal interviews for this study were unsuccessful. For a large part, the interview refers to a personal exchange of information between an interviewer and an interviewee. Reis & Judd (2000: 12), says that, “good interviews strive to make the exchange a comfortable, conversational one”. The interview is a purposeful conversation wherein the interviewer has a set research agenda – i.e. key points or questions that must be addressed. To facilitate accomplishing this research goal, interviewers employ either an interview guide or an interview schedule. And the question that may arise is what are interview guides and interview schedules.

Reis & Judd (2000: 15) further explained that, “guides are relatively unstructured tools that list the general topics or issues to be covered in an interview”. A distinction here is that they give respondents considerable latitude in determining the actual content and direction of the interview. Interview schedules, on the

other hand, “are more structured than guides, listing the exact questions and, if the questions are closed-ended, the exact answers to be presented to all respondents” (p.15). For this research, interview schedules were used.

On the same discussion about interviews, according to Ruane, (2005), interviews can be divided into, “Structured interviews, Semi-structured interviews. Unstructured or focus interviews, Groups and focus interviews” (p.57).

In the initial structuring and organisation of this research, semi-structured and unstructured interviews were planned, but due to technical challenges it was in vain. This resulted in the next possible alternative, which was to do the interview over the internet. The researcher decided to use the structured interview. Questions were simple and to the point. It was decided to ask questions that were both open ended and close ended that were unambiguous. These questions are at the back of the study. By choosing to do this type of interview, the intention was to make things easy and accessible as technology advances. Only four interviews were successful. How could an Internet-based interview be conducted? According to Claire (2002), this is relatively simple. An interview can be conducted by sending an electronic mail (e-mail) with a set of questions to the participant, who can then respond to these simply by posting back an e-mail reply. This interaction can be ongoing and thus allow for follow-up questions, clarification of ambiguities and so on.

Compared with traditional interview methods the e-mail interview may be less spontaneous and flowing, but it allows respondents to answer in their own time and when it is convenient for them. This may encourage more detailed and carefully considered answers. Furthermore, Claire (2002: 13) writes that respondents may be more accurate in answering factual questions as, “they are able to go and check information and this may enhance the validity and quality of data obtained”. The type of situation where an Internet methodology could prove

extremely advantageous, is when a researcher is looking at rare cases or individuals who are otherwise difficult to locate.

#### 4.9 ORGANISATION OF DATA

According to Marlow (1998), the researcher should consider how the data needs to be organised and analysed as early in the research process as possible. This is particularly important when a questionnaire is used, as the way the questions are structured can influence the way the data is ultimately organised. Organising quantitative data involves coding the data numerically. Once the data is punched into the computer using a specific computer software program, for example the Statistical Package for the Social Science (SPSS 11.5) as in the case of this research, statistics are produced that have to be interpreted.

The following table shows a summary of data collection methods that were used in this research.

Research Design	Data Collection Method	Purpose
Quantitative Method	Questionnaire Survey (Questionnaire 1: 145 copies were used) (Questionnaire 2 : 116 copies were used)	To elicit the following information <ul style="list-style-type: none"> <li>• Age, gender, home language, race, residence</li> <li>• Support of local companies</li> <li>• Radio stations, tv stations</li> <li>• Can isiZulu be the language of communication and other economic</li> </ul>



Qualitative Method	Interviews (5 were successful)	<p>activities?</p> <ul style="list-style-type: none"> <li>To verify the data from the questionnaires and also gathering data from external sources (e.g. government, private stakeholders etc.)</li> </ul>
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**Table 6: A summary of data collection**

**4.10 CONCLUSION**

Various methods for data collection purposes, were employed. These includes interviews and a questionnaire survey. These methods have their own advantages and disadvantages. The data was triangulated so that the weakness of one method are counter balanced with the strengths of another.

The next chapter focuses on the presentation of data, as well as analysis and discussion of the data with respect to language (isiZulu) as an economic resource for the region of KZN.

## **CHAPTER FIVE**

### **DATA PRESENTATION AND DISCUSSION**

#### **5.1 INTRODUCTION**

This chapter focuses on presentation and discussion of data. While the analysis and discussion covers the data sources, they will be based on the data gathered from the questionnaire survey (see Appendix B and C) and the interviews (see Appendix D).

#### **5.2 DATA PRESENTATION FOR COMPANY SURVEY**

Unilever Pty (Ltd), Nestle' and Telkom S.A. Limited were companies that were used for this study. These companies were chosen because their products and services are Proudly South African. Their brands are commonly used by consumers and customers in KZN, the rest of SA and internationally (see Appendix E for the brands of the products that are PSA). It was also observed that in these three companies language policies were inexistent.

The researcher met with the managers and directors of each company. The copies of questionnaire to the employees of the three companies were distributed randomly by supervisors or by the line managers of their respective departments. All this was done on a self completion level. The researcher allowed a day or two and then picked-up the completed material. The researcher will begin with questionnaire 1 for employees

### **Table 7: Race of Respondents**

The research was open to all races. In the breakdown of respondents, (71%) of black people participated in this survey. Whites were the least with (7%). Nine percent (9%) of Indian respondents participated and (13%) of Coloureds.

n = 145

<b>RACE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Black	<b>103</b>	<b>71</b>
White	<b>10</b>	<b>7</b>
Indian	<b>13</b>	<b>9</b>
Coloured	<b>19</b>	<b>13</b>
Total	<b>145</b>	<b>100</b>

### **Table 8: Gender**

The majority of participants (68%) for this survey were males. From the feedback it seems that two thirds of the workforce is male which shows that there still seem to be a considerable gender imbalance in the workplace.

n = 145

<b>GENDER</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Male	<b>98</b>	<b>68</b>
Female	<b>47</b>	<b>32</b>
Total	<b>145</b>	<b>100</b>

### **Table 9: The age of Employees.**

These results indicate that 61% of the employees are between the ages of 18-34 whilst 37% of the results shows to us that people who are ages between 35-64. Only 1% of the employees in this research were between ages 65 and above participated.

n = 145

<b>AGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
18-34	<b>89</b>	<b>61</b>
35-64	<b>54</b>	<b>37</b>
65 and above	<b>2</b>	<b>1</b>
Total	<b>145</b>	<b>100</b>

**Table 10: Residence of the respondents**

According to this study, suburbs are considered to be more developed areas which were mostly inhabited by white people. A few such areas are Glenmore, Umhlanga Rocks, Gillits etc. Participants from these areas amount to (6%). Semi-rural areas are those areas which are still developing in so far as the supply of water and electricity is concerned, areas such as Kwa-Makhutha, Illovu, Bonella and so forth. A population of (31%) from those areas participated in this study. The results show that most of the participants, (61%) were from the townships, like Umlazi, Kwa-Mashu, Kwa-Ndengezi, and so forth. This would mean that the employees seem to be very far from their workplaces. The remaining (1%) are participants who reside in hostels around Durban, like the Tehuis, 17-Hostel (in T section at Umlazi) and Dalton areas.

n = 145

<b>RESIDENCE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Suburbs	<b>09</b>	<b>6</b>
Township	<b>89</b>	<b>61</b>
Semi-rural	<b>45</b>	<b>31</b>
Other (e.g. hostels)	<b>02</b>	<b>1</b>
Total	<b>145</b>	<b>100</b>

**Table 11: Home language that is spoken by respondents**

Of the research population, most participants 61% indicated that they speak isiZulu. These research findings and results, correspond with statistics (Census, 2000) that indicates that the majority of the population of KZN speaks Zulu.

Xhosa speaking people constitute 8%. English speakers were 28%. The 'other' category includes people who do not speak any of the above mentioned languages. They indicated that they could speak their African languages such as isiSwati and Shona languages, whilst others could speak their foreign mother tongue such as French, Chinese.

n = 145

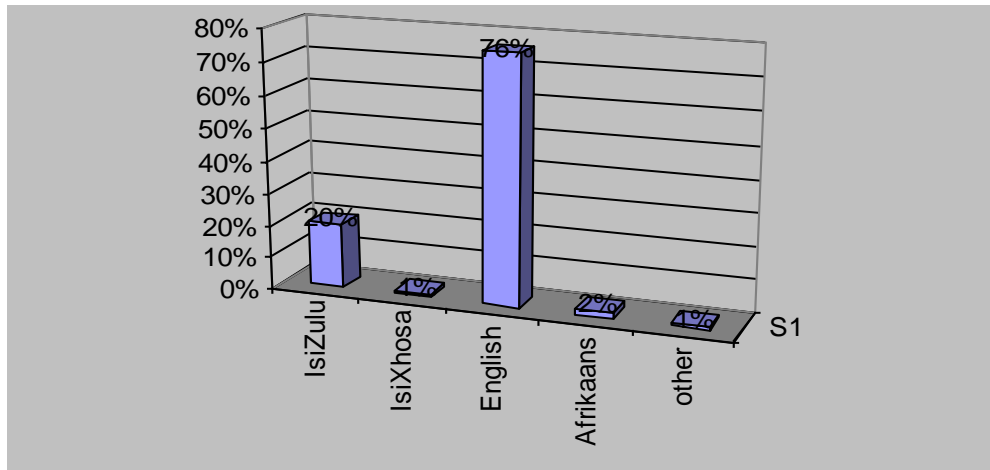
<b>HOME LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	<b>89</b>	<b>61</b>
isiXhosa	<b>12</b>	<b>8</b>
English	<b>42</b>	<b>28</b>
Other	<b>2</b>	<b>1</b>
<b>Total</b>	<b>145</b>	<b>100</b>

**Figure 1: Language of communication in the workplace.**

The statistical results confirm the reality that English is still the language that is considered superior above other languages. Almost 76% of the language communication is done in English in the researched companies of Durban. The 'other' category refers to foreign languages like French and Portuguese which are spoken by CEO's of the companies.

n = 145

### Language of communication in the workplace



**Table 12: Who is your superior?**

The above table indicates whom the employees report to. The majority of the employees, 50% report to their managers. Almost one third 39% of the employees report to their supervisors. The least 2% report to an induna (foreman). The 6%, are those employees who report to their team leaders.

n = 145

SUPERIOR	NO. OF RESPONDENTS	PERCENTAGE %
Team leader	09	6
Supervisor	57	39
Manager	73	50
Other (e.g. induna)	06	4
Total	145	100

**Table 13: The language that the employees prefer to speak to their superiors**

isiZulu is preferred 25% whilst 72% of respondents preferred English as the language they prefer to speak to their superiors. Some 1% of participants prefer

to speak to their superiors in Afrikaans. And again 2% of the employees prefer to speak to their superiors in isiXhosa.

n = 145

<b>LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	<b>36</b>	<b>25</b>
isiXhosa	<b>3</b>	<b>2</b>
English	<b>104</b>	<b>72</b>
Afrikaans	<b>02</b>	<b>1</b>
Total	<b>145</b>	<b>100</b>

**Table 14: Language that you can manage to read or understand at the workplace.**

The majority of respondents can manage to read or understand English at their workplaces. Most of the respondents (67%) can manage to read and understand isiZulu. The least can read and understand isiXhosa (8%). Just a fraction (4%) of some participants has indicated to be multilingual in the above mentioned language proficiency.

n = 145

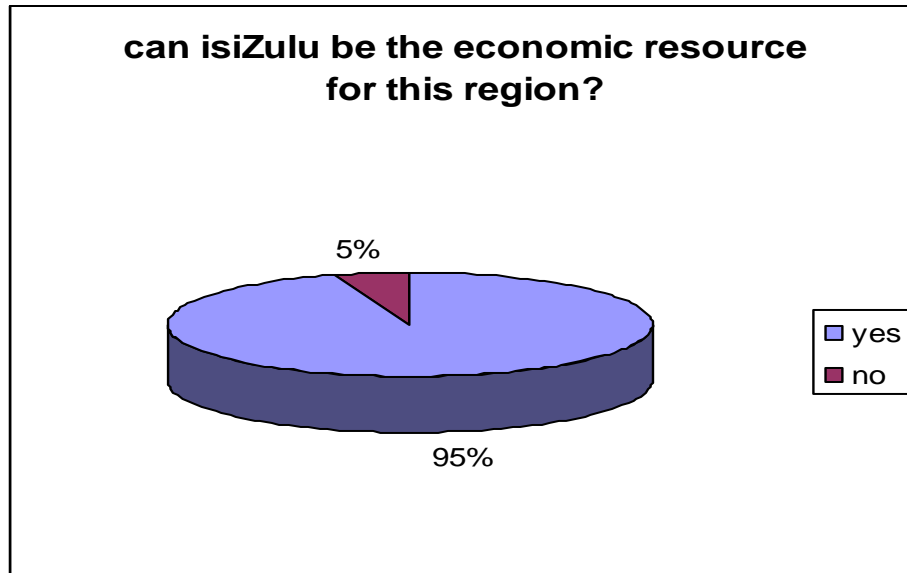
<b>LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	89	67
isiXhosa	12	8
English	145	100
Afrikaans	02	1
Other (Multilingual)	6	4

**Figure 2: HYPHOTHESIS : Can isiZulu be the economic resource for this region?**

The core of this survey lies within the reality of the hypothesis of this research. Can isiZulu be the economic resource of this region? The majority 95% of the participants agree that isiZulu can be the economic resource for this region.

However, 5% of the respondents believe that isiZulu cannot be the economic resource for this region.

n = 145



### 5.3 DATA DISCUSSION AND ANALYSIS FOR COMPANY SURVEY

Table 7

What was interesting was that, 'everybody' claimed to be an African when filling-in this part. Needless, to say, 'everybody' in our days identifies him/her self as an African. Is this so because of one's BBBEE status or just a mere feeling of belonging to this country? Some elements of racial discrimination were observed by the researcher in some of the companies.

Within the workplace, the element of discrimination was observed. The communication relationships between the employees and employers and amongst fellow workers, was observed. It was found that, in some companies during their lunch time, workers would mingle with each other, participate in playing cards, sharing lunch boxes etc. and you would hear some of 'Fanakalo'



as they communicate. During working hours everybody will commit and concentrate on the work.

- Figure 1

Another point of debate that forms an interesting argument is shown in Figure 1. Much has been said but nothing has been done by the government and communities regarding the language issue. We believe that previous research has tried to bridge this gap of English being the superior language but with no improvement. As one can see from the work done by Nzuzi (2005), Ndimande (2004) whereby they point out to the hegemony of English in the workplace. African people still believe that if you speak or express yourself in English, you are better. There is this stigma that is attached to the use of African languages that still need to be addressed. I believe that, it should be normal to use isiZulu in the workplace. So, many discussions about English being a language dominant in every 'sphere' of the economy has taken place. It will be redundant to further discuss this issue, as the results explain themselves that English is still dominant in the KZN region. English still reigns in some of the economic activities of the region.

However, the opposite of the above data is found in the results shown by Pienaar & Slabbert (2002: 266). Their results reveal that some of the participants feel,

- *"I am proud that black languages have been introduced in the banking sector.*
- *I prefer to be served in Sesotho because I feel comfortable in my language.*
- *I can express any problem I have better in my own language. It is grand to be served in your own language.*
- *My own language is friendlier. I can understand English but expression in my own language is easier.*
- *African languages can be a plus for business and it will be a symbol of black recognition".*

- Table 13

These results prove that English is still the language of dominance in the workplace. By looking at the results of Table 13, one will see that most employees prefer to speak to their managers in isiZulu, whilst some other black participants still prefer to speak to their superiors in English. Some of the managers and supervisors were Zulu speakers and they insisted on English as a medium of communication.

Notices and instructions that were written in English and some in Afrikaans in some of the companies. It was also noted that these companies had no language policy that govern and/or regulate the company. A question was posed regarding this matter and no concrete answer was given. It was assumed that they do not implement any of the language issues within the workplace. This poses a huge dilemma.

A concern therefore is, can't these 'top people' in management help those who do not know how to read and understand English? Some of the instructions were concerning their safety and security, and some were about pension related matters. Because the results have shown that 61% can understand isiZulu, whilst other 145 respondents maintain that they can manage to read and understand English. In so far as a policy for language democracy in the workplace is concerned as stipulated by government, it is the duty of the supervisor to ensure that implementation is effected (see Appendix G for a copy). It states that,

The Supervisor must ensure that all the team members understand the communication. In the case of critical communication, for example where working methods or safety aspects are concerned, the help of language desk may be requested, for example by providing translations of centrally distributed documents, or even by providing interpreters in highly critical situations.

So, the workplace language policy speaks for itself and for people. Employees are entitled to the fair practice of language choices in so far as language democracy at work is concerned. But the other 'worrying concern' is, how many employees are aware of such language rights? We know that their language rights are not exercised because of the absence of language policy in their workplaces.

- Figure 2

Yes the introduction of African languages as languages of business can be a bonus because it will enable many people to participate with full comprehension and confidence. If isiZulu is to be made viable for the economy of this region, it will have to be through people's empowerment. By allowing people access to language rights and use in business. There is much wealth that is still at grass roots level. People in the rural areas are sitting back with excellent business proposals! Just because English is regarded or considered as 'the' language of business. That is where people's minds must be decolonized. People's language must be made a number one priority. It's not fair that, if a person cannot speak English they cannot be granted a municipal or government tender(s). What about those people who can produce agricultural products on their land? They are being denied access to sell and export their produce. Poverty alleviation can impact our economy if people's language preferences can be exercised. The following is the discussion of challenges that were encountered in this study.

#### **5.4 DATA PRESENTATION FOR THE PUBLIC SURVEY**

The questionnaire was distributed randomly to the public. To do this distributing work was time and travel demanding. It was difficult in a sense that it was time consuming. The procedure was to first approach the possible respondent. One will spot the respondent randomly, be it in the bus rank, malls, taxi ranks, student residence, in the streets in town or in houses in Durban. One had to do some

introduction, and then give him /her few minutes to respond whether she / he agrees to co-operate. If that particular person refuses, we thanked him / her for his / her time and moved on to the next person.

This is the data presentation that was analysed.

**Table 15: Race of respondents**

Again, the research was open to all races. As we can see, 60% of participants were black. Followed by 21% Indian participants, whites with 12% and the least was 6% for the Coloureds. The ‘other’ category was respondents who were not of the above race categories.

n = 116

<b>RACE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
African	<b>63</b>	<b>54</b>
White	<b>15</b>	<b>13</b>
Indian	<b>23</b>	<b>20</b>
Coloured	<b>10</b>	<b>9</b>
Other	<b>5</b>	<b>4</b>
Total	<b>116</b>	<b>100</b>

**Table 16: Age of respondents**

Most of the participants 80% fell in the age group between 18-34. Followed by 19% of participants who were between the ages of 35-64. Only a couple of the respondents 9% were between the ages of 65 and above.

n = 116

<b>AGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
18-34	<b>84</b>	<b>72</b>
34-64	<b>31</b>	<b>27</b>
65 and above	<b>1</b>	<b>1</b>
Total	<b>116</b>	<b>100</b>

**Table 17: Home- language**

The statistical result speaks for itself. The statistics concur with the Census (2000) that the majority of people in KZN speak isiZulu. The majority of participants 66% indicated that they speak Zulu as their home-language. English speakers responded with 14%, isiXhosa participants contributed about 3% of the targeted population. None of the participants indicated that their home language is Afrikaans. The 'other' category, consisting of 2%, were participants who spoke none of the above mentioned languages.

n = 116

<b>HOME LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	<b>77</b>	<b>66</b>
Xhosa	<b>4</b>	<b>3</b>
English	<b>32</b>	<b>28</b>
Other	<b>3</b>	<b>3</b>
Total	<b>116</b>	<b>100</b>

**Table 18: Do people in KZN support local companies?**

The above results indicate that 89% of the participants people around KZN support local companies, which is a good sign to local business communities. However, 11% do not see eye to eye with local companies.

n = 116

<b>YES/ NO</b>	<b>NO. RESPONDENTS</b>	<b>PERCENTAGE %</b>
Yes	<b>103</b>	<b>89</b>
No	<b>13</b>	<b>11</b>
Total	<b>116</b>	<b>100</b>

**Table 19: Respondents who listens to various kinds of radio stations**

From the above results, UKhozi FM seems to be the most popular radio station amongst the population. This is confirmed by the results of participants 43% who indicate that they listen to UKhozi FM. The 'other' radio categories were participants who chose to listen to other radio stations like Highway Radio, Radio

2000, East Coast Radio and many others. Participants 18% indicated they listen to Metro FM, whilst 13% listen to Igagasi 99.5Fm radio. The least 7% of participants indicated that they listen to YFM radio

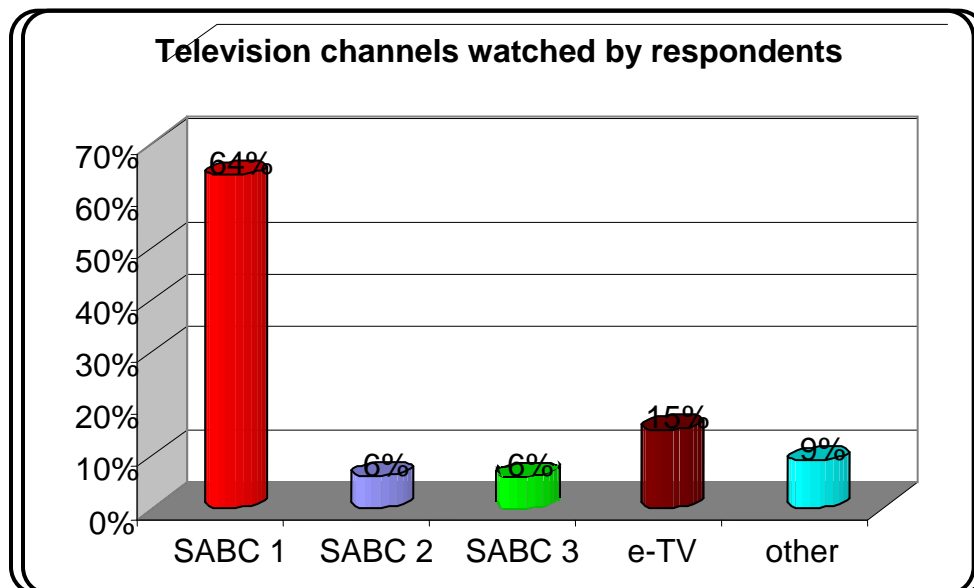
n = 116

RADIO	NO. OF PARTICIPANTS	PERCENTAGE %
Ukhozi FM	50	43
Metro FM	21	18
YFM	8	7
Igagasi 99.5Fm	15	13
Other	22	19
Total	116	100

**Figure 3: Shows respondents who watch various television stations.**

The figure indicates that 64% of the respondents tune into SABC1 ‘mzansi fo sho’. Both SABC 2 and SABC1 showed that 6% of participants watched. Channel e-TV was supported by 15% of the participants. Lastly, the ‘other’ category represented had 9% of the participants. These included other television channel choices like DStv and MNet. Figure 3 corresponds with the above radio results, in the sense that the majority of participants tuned into SABC1 “Fo sho”. Followed by 15% of e-TV viewers, while other respondents prefer e-TV because, they say, it “broadcasts current news and updates with less entertainment

n = 116



**Figure 4: Choices of where respondents buy their groceries**

Most participants 60% prefer to buy their groceries in town. By in town we mean shopping stores like Pick n Pay, Shoprite, Checkers, Woolworths and many other grocery shopping stores. Some participants responded that they buy in these shopping stores because, “it’s convenient, clean and fresh”. However, 33% of the participants support their local malls and 6% buy their groceries in spaza shops.

n = 116



## 5.5 DISCUSSION OF DATA FOR PUBLIC SURVEY

- Table 15

Table 15 revealed that Indians and blacks were more approachable than other races. Some races were not interested or keen in participating in the survey. The subjects were selected randomly from the public around Durban (and greater Durban), townships, for example. Umlazi, Kwa-Dabeka, Sobantu, EMpangeni).

- Table 16

One common word that respondents uttered was *'ngijahile'* meaning 'I am in a hurry'. This influenced the survey because one will say that and the next one will say the same thing. The age group category that gave that a problem were ages between 35-64. May be they had reasons that were not disclosed. Questionnaires were available in both isiZulu and English so that participants will have a choice.

- Table 17

Looking at Table 17 it shows that the majority of people in KZN speak isiZulu. In some cases, participants claim to belong to their racial group but take pride in speaking isiZulu. This is demonstrated by respondent x, when he says that,

*'ndingumuXhosa kodwa ngikhuluma isiZulu'*

'I am Xhosa but I speak isiZulu'

isiZulu holds a heritage status for many people in KZN, even to non-Zulu speakers. This alone indicates that isiZulu is a national language if not an international language, as some the scholars have highlighted in (Chapter One).

- Table 18



According to the results, these are the real challenges facing local business people. Entrepreneurs therefore, have to identify their weaknesses through the process called SWOT ANALYSIS in order to compete in the 'markets'. SWOT is the acronym for (Strength, Weaknesses, Opportunities, Threats). They must consider this to find out why the majority of people prefer to buy in town, instead of supporting the local economy, hence we hope for BBBEE to come and rescue people.

Prah (1995) has this to say to support economic development,

Knowledge for the masses must be knowledge which speaks to the masses in an idiom they know well, an idiom which is native to them. Technology and science transfer must transform and not bypass what there is, if success in development is to be incurred (p.48)

The interesting point of departure that I would like to pose a challenge to is, if only people were to believe the former Minister of Arts and Culture, Mr Ben Ngubane in 1996, when he said, "the report also shows that most people in business take language for granted; it is as though they see their economic activities through the window pane of the relevant language and never look at the pane itself". We can see a major economic growth in our communities and companies. How? Only if people know how to do their business and how to market themselves locally and globally through multilingualism. For many, starting a business is not a problem, what seems to be the problem are the financial resources in which language plays a crucial role in accommodating financial language services.

- Table 19

Table 19 reveals to us the variety of radio stations that the respondent listens to. Results confirm that 46.4% of participants listens to Ukhozi FM (see Appendix for Ukhozi FM profile). Most respondents believe that Ukhozi FM is "more informative, encourages our youth and educational development with current

updates and news broadcasted in their language (isiZulu)". The other category that respondents choose to listen to were radio stations like 5FM, Durban Youth Radio, East Coast Radio.

You'll find out that the majority of listeners who listens to Ukhozi FM are 'old people' because some of them have time to listen to the radio full time and with an attitude of empowering themselves so that they can tell the youth what is going on around the world. But you'll find the young group listening to youth radio stations like Durban Youth Radio, because they claim that it has got the 'vibe' that they are looking for. Meaning entertainment is what they are looking for, they don't bother much about current affairs around them as long as they are being entertained. Some youth listens to 5FM because they say that "we are academics and researchers, so we need to know what is happening locally and internationally. We need fresh challenges as academics". This comment shows that the youth that I interviewed believe that listening to an English radio station will empower them.

- Figure 3

Other reasons mentioned were that SABC1 caters for the youth while other channels like SABC2 as well as SABC3 caters for 'adults'. Some of the programmes that are broadcasted on SABC 1 are youth and entertainment orientated. But as for others, they just like the continuity presenters of SABC 1. Some like the fact that SABC 1 has presenters that speak with official languages for programme presentation and that makes them proud and also they are able to follow programmes with undivided attention. And this demonstrates the fact that the majority of people are proud of their language.

- Figure 4

More than 89% of the participants are Proudly South Africans. They believe that Proudly South African indicates their originality and their ethnic roots. The language analysis concerning these outcomes show that people want to be

believe in 'localisation' - that means local first and then foreign products. It also means local investment for local economic growth. That is why some participants believe that this concept of Proudly South African means,

- Home-brew
- Original
- Products from 'emzansi'
- Black and proud.

However, some participants do not support local companies or Proudly South African products, services, companies or brands because they say they are unprofessional, not competent in their jobs / services and lack quality. If one considers the advert that appears in one of the local shops one will clearly take a challenge. As respondent 'R' declares,

[...] I don't support them because they display the PSA logo and yet they don't offer quality products / services for our companies.

Such complaints, I believe must be made known to the relevant management, so as to improve the quality of products or services rendered.

How do you feel when you hear or read any advertisement written or broadcasted in isiZulu?

Most people feel it's a good idea that isiZulu be the language used in advertisement and in other media. But the challenge that some participants feel is that it would be a good idea that language practitioners intervene so as to make sure good and standardized language is used in order to impact on the world of media and advertisement. Some people are proud to hear or read advertisements written in isiZulu, even seeing their product's packages, instructions, notices, tenders, etc. written in isiZulu. This was noted in their facial expression when they answered this question. However, respondent q, made a negative comment,

it wouldn't be fair to accommodate isiZulu as an economic resource language here in KZN considering other people who are non Zulu speakers living in this region, it would be a very costly project to implement.

The above participant had a right to his / her own opinion. So, if a person feels or perceives that isiZulu is not an economic language here in KZN she/ he is entitled to that opinion. Any other person is entitled to such thinking.

How would you feel if isiZulu is the language of communication and the language used in economic activities, in marketing, services and production?

Almost 70% of the participants believe that isiZulu stands a good chance here in KwaZulu–Natal for the economy of L1 speakers. isiZulu can reach the grassroot level easily through advertisements and notices. However, respondent x, disagrees with this, and comments,

I would go against it. Yes isiZulu is my language but I wouldn't like it if it were to become the language of communication, I would prefer instead French because most people who come here speak French and a little of English.

Respondent y, felt that,

I think it would be a shame because in isiZulu there are some complex words which other language groups can't pronounce. Which means that there will be poor communication.

Another question that was posed as well was, What do you think would be the role of government in supporting and facilitating isiZulu as an economic language in our country? From the few comments that were made regarding this question, it seemed that participants felt that there is nothing much that would be and that can be done by the government. There were some positive comments which seemed relevant to this study. One positive comment or a challenge towards the government according to respondent p,

“government should provide proper infrastructure in terms of facilities that will be used to learn Zulu. Government should make it compulsory for everyone to learn Zulu at an early stage of childhood. It should be compulsory in curriculum at schools”.

Respondent r feels that,

ABET classes must be made available in the working environment for special people at work.

The then Premier of this province (KZN), Mr Sbu Ndebele, took the initiative in uplifting isiZulu in so far as education is concerned. He clearly declared this in an article that reads,

*“R40m uzothuthukisa isiZulu”* (R40m will develop isiZulu, Isolezwe, 29 November 2005: please refer to Appendix for article attachment).

About 10% of non-Africans believed that isiZulu has status in economic activities. As respondent W, explains,

justice hasn't been done to equate languages, more especially here KZN and in South Africa at large.

Some respondents feel that,

the sky is the limit for Zulu as the language of communication and marketing[...] ndiza njengo 'khozi' phezu kwazo zonke izilimi ( fly high like an eagle over all languages)

Justice must be done for African languages (especially isiZulu). The data substantiates this, the results have shown that isiZulu has potential for the economy of this country. A further observation is that the economy of rural women is undiscovered and may be manipulated by the elite. Some of those women are breadwinners for their families, whilst some are trying very hard to make ends meet, in grabbing opportunities in the tourism industry.

The government has the challenge that they must address soon to assist in the development and empowerment of African languages. These initiatives must be funded with necessary resources put in place to ensure economic growth for the masses.

## **5.6 DATA ANALYSIS - INTERVIEWS**

- Is there a need for language resources in the workplace?

There are some challenges that still face isiZulu as a language. Some of them are the fact that English dominates most of the international economic activities. Since isiZulu is in its infancy as far as marketing, production and services are concerned, a lot still needs to be done together with the challenges such as 'costs' of implementing language resources.

Some interviewees believe that it is a costly process to develop a language in order for it to be economically independent. However, the literature review in this study proved the opposite for example in countries like Scotland in the case of "The growth of Gaelic economy" as well as New Zealand in the case of Language in the Workplace. These countries fought for their linguistic rights, they fought for languages that were said to be marginalized. The point is that scholars and writers like P. Bourdieu (1991) view language as a capital, language can also be viewed as an investment in human capital. According to Lo Bianco (1996) in his Workshop for the state Language Services in Pretoria, he made a number of suggestions which includes,

- Developing technological interfaces and applications for language-related services and products.
- Expanding the South African skills-base for language linked services in tourism and hospitality.

- Reformatting internationally manufactured hardware with linguistically appropriate regional software

But are these above recommendations being implemented here in the KZN region? The department of communication must intervene in this regard. Their role is to act like a mediator between government and communities regardless of their geographical or demarcation areas. When government introduces certain concepts that they think can help the masses, the message must be brought across vividly. The ex-Minister of Health, Nkosazana Dlamini-Zuma, introduced the concept of using condoms. She made it clear that knowledge about the use of condoms was wide spread. Campaigns were used coupled with other information strategies. She succeeded in informing people what a condom was and what the function of it was and, most importantly, how to use it and when to use it. She spent a lot of time in educating people about that.

A similar strategy must be used, something of this nature must be practiced. The government must work hand in hand with the Department of Communication so as to bring knowledge to communities. We understand that the only thing that the government is concerned about is the economic growth of the country. People must be taught other means of making a living. People have very good business proposals but do not know how to start. We only see one side of business opportunities. People out there are having amazing agricultural and manufacturing ideas. The only problem is how they are going to make their wishes come true? Government has called upon individuals to work as groups in the societies so that the funding can benefit the majority as our culture believes in Ubuntu. Government alone has not opened such opportunities, some banks (like Ithala, Absa and some others not mentioned in this study) also assisted. It is noted that Ithala Bank is the bank that caters for the majority of the black businesses. With their slogan 'Making It Happen Together' is a challenge on its own, and takes pride that their services are being rendered in isiZulu language.

This is what South Africa is looking for and must aim for. An effort to evaluate the results and to compare and contrast them to see if the research has met what it proposed to achieve. The primary aim or the hypothesis was to try to find out whether isiZulu can be an economic resource for the economy of KZN? The results however, proved that 69% (from questionnaire 1) of the participants believed that isiZulu can be made viable for the economic activities of this region. This research also had these following key questions answered,

- Is there a link between language and the economy?

Yes, the results by some of the interviewees have shown that there is a relationship between the two. One of the interviewees felt that this kind of relationship has a very limited role to play in the business sector. The medium of communication is dominated by English and the tide cannot be reversed. The challenge therefore is to give a room for growth in this relationship.

- Can isiZulu be made an economic resource for this region (KwaZulu–Natal)?

With no doubt 69% of the participants believe that isiZulu can be made viable for the economic activities of this region. This challenges the government departments to know and understand that anything and everything is possible in a democratic country.

- What makes the products, services and marketing of the companies Proudly South African?

Participants believe that PSA products to them means, home-brew, original, products from 'emzansi'. black and proud. However, another view was that the "PSA concept benefits only those conglomerates who can make their production here in South Africa. It does very little, if anything, to develop African languages. Most beneficiaries are not Africans" and that is why the 'other' category in Table



10 shows us that 4% are people who speak non-African languages and they happen to be the owners of these companies.

- Do people in the region support local companies?

Yes, according to the results revealed in Table 17, almost 94.5% of people round KZN do support local companies. That is a good sign to some local business communities. Yet the other challenge that is facing language practitioners and business people, “is to come up with relevant concepts that can be used for business or economic purposes”, as mentioned by one of the interviewees.

- What is the language of communication in the targeted companies in the region?

As Figure 1 illustrates, 76% of participants use English as a medium of communication in their workplace. Thus there is a strong case for local language empowerment in the region.

- In considering administration, communication, services, skills, training and productivity, is language a barrier in so far economic resources are concerned in corporate sectors and government?

This question links up with what has been mentioned in previous discussions.

- What makes the citizens of this region Proudly South African?

The country, language and culture is making them proud enough to be citizens. South African products that were initially manufactured and are still used, makes them PSA.

This is a general summary of what other respondent felt about the study. Firstly, it is noted that most of the programmes of the government are from Western countries and therefore unable to capture the cultural and traditional essence of

local languages. Secondly, the mismanagement and lack of skills, highlighted in past years, has had the effect of side-lining these initiatives. The hassles associated with maintaining learner ships in terms of paperwork and the associated time lags (due to inefficiency of staff and systems) means that the impact of these initiatives will be small unless the oversight of the initiatives is revolutionized. This experience shows that they are an embarrassment to government and as such are being quietly destroyed and the millions invested written off. However, SME has a role to play in job creation, we need to ensure that the skills taught and transferred will lead to the development of sustainable enterprises, if not the resources will follow the same course as SETA .A small number of people will get rich and the people that the initiatives are supposed to assist are no better off than when they commenced.

BEE is theoretically a good idea, however the way that it is being practiced in South Africa does not do justice to the concept. A very small group of people are benefiting out of all proportion to their contributions and the average black person is not affected in any way (here comes the new boss, same as the old boss – The Who). The process also has the side effect of drawing beneficiaries into the hierarchy of power, ensuring that nothing fundamental will change as it is in their interest [the beneficiaries] to ensure that it stays the same. We as a country have no skills, graduates complete their degree and somehow they are unemployed and incompetent due to the lack of skills in their field of study. South Africa has a huge demand for academics, skilled in their fields of study. Government must come to rescue.

A special interview was not done via internet but face-to-face. The interviewee was an economic analyst. What was interesting was that he is analyzing the economy in a different way. What makes his analysis different is that he is approaching it in a very dynamic manner. He is analyzing economic issues in isiZulu. His work is being published in the local newspapers. He has columns in the Isolezwe newspaper and UMAFRICA. And his articles are very powerful material to read. He has just opened a company called 'INDABA - YOMNOTHO'.

The interview itself was scheduled and organized well but due to time and other business constraints, it was unsuccessful. We just hope that in the near future we will be able to engage him over socioeconomic issues. An attempt was made to cover all the aspects and relevant people, organizations, government and so on, but it failed due to non-cooperation.

## 5.7 CHALLENGES ENCOUNTERED IN THIS STUDY

Almost 90% of the open-ended questions that were used in this questionnaire were not answered. Not all people like to give their own opinion, or some might feel that the open-ended questions are too direct and they might jeopardize themselves if they answer. Others might also feel that it takes too much of their time. Please also note that some questions (like N, O, P, Q) were not answered by some companies (their names are not revealed due to ethical codes). They felt that, its somehow violated the ethical codes of their companies. Below are the samples of those questions which were not answered,

N. In your opinion is the government and this company, in particular obliged to develop languages other than English in the business sector i.e. (production, marketing, services, trainings)

O. In your opinion can isiZulu be included into the production and marketing cycle i.e (production, marketing, services, trainings etc) of this company, Why?

P. In your opinion, how can African languages, especially isiZulu facilitate / enhance the production cycle i.e. (production, marketing, services, trainings etc.)

Q. What makes the products, services of this company 'PROUDLY SOUTH AFRICAN'?

Some of the managers and supervisors were not happy at all when approached for company research!

According to Kumar (1996) organizing qualitative data can be even more overwhelming than organizing quantitative data. While quantitative data can be easily categorised, it is not always possible to categorise qualitative data. Organization and consequently, analysis therefore becomes a complex process. See Appendix E for transcripts. Interviews scheduled for this research were not analysed due to the fact that interviewees were not available most times. This delayed the whole research process. A second option was to ask for their e-mail addresses in order to make it easier to have an interview, as the study indicated in the previous chapter. Only a couple completed the e-mail questionnaire. Refer to Appendix G, for interview questions. Following are the responses from the few that responded.

## **5.7 CONCLUSION**

This chapter has presented all the data findings of the research. Data analysis as well as discussions were also presented. These results have also revealed the core primary aim of the hypothesis. As per the findings of this study, 95% of the respondents believe that, yes, isiZulu can be the language of the economy in this region. As the study has highlighted in this chapter in mentioning that doing this research was not easy. Doing this kind of work required so much hard work and persistence from the researcher. Nonetheless, the researcher made it through. Following is the last chapter of this research.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter concludes this research. The chapter is organized around the following issues - summary of the chapters, recommendations that ought to be considered, contributions that the research makes and finally, the conclusion.

#### **6.2 CONTRIBUTION OF THE STUDY**

The study is significant for various reasons. Firstly, as a language practitioner and a keen academic research student in this Institution, no research has taken place that focuses on the interrelationship exist between language and economy. I believe this contribution will find a place in the historiography of the African languages, especially isiZulu. Research into African languages generally, is a solely neglected area. This study paves the way for other research and for more scholars to pursue research in this area.

Secondly, I believe that this study makes a contribution to language planners and to those who straddle language and economy. Moreover, this study will contribute to forthcoming projects that government is proposing for language development in the country. This kind of study may assist in that respect.

Finally, this study acknowledges the fact that isiZulu has potential in economic activities such as marketing, services and production in KwaZulu-Natal given that sixty nine (69%) of the population believes that isiZulu is an economic resource. Ninety-three (93%) of the population believe in local companies. Research also proved the potential of local services and marketing. Seventy (70%) of the population believe that isiZulu stands a good chance in the region in so far as

communication is concerned and considers isiZulu to be the language used in economic activities that is marketing, services and production. Ironically results show that 76% of workers in companies around KwaZulu-Natal use English as their medium of communication in their workplace.

### **6.3 RECOMMENDATIONS**

In his introduction, Mr Mandela said that “the government will develop our human resources, facilitate labour market reform and establish collective bargaining based rights for all”. Of course, some of these may actually need to be created through the creation of greater purchasing power among some section of the black population. So the strategy is to access markets abroad and create them domestically. These are conceived as opportunities to promote representative ownership of the economy.

Firstly, if the government as well as private sector can perhaps consider the role of language practitioners in our province to be given equal and fair chance as the rest of other professionals as possible. Entrepreneurship and relevant skills must be granted or encouraged to all language practitioners of this region who are not full time employed so as to minimize the rate of unemployment index. Secondly, companies can make use of specialist translation services, who provide not only the necessary level of language skills, but are alive to the nuances of the languages and are able to cope with specialized technical terms.

Thirdly, successful black business men, whom we consider BEE candidates of SA and, specifically of KZN, who are persuasive, well organised and professional to contribute to the creation of shared wealth as co-developers and initiators of growth, are the most powerful of forces to help bridge the divides in our society.

Lastly, it is my wish that the research of this nature be explored to other academic dimensions. During my research, I have also find out that there is a

great challenge of language and the ICT. I have also find that there is a lot to be done research-wise. Current technologies have revealed a lot to be challenged as well by language practitioners. I therefore but a challenge to other researchers to take an advantage on the role of language and the demand of ICT in our country.

Lo Bianco (1996), made a number of worthy suggestions in his workshop for the state Language Services in Pretoria. He mentions the following recommendations for language entrepreneurs,

- Offering commercial language services such as interpreting and translating, ranging from writing letters for illiterate people in shebeens to international conference interpreting.
- Developing technological interfaces and applications for language-related services and products.
- Expanding the South African skills-base for language linked services in tourism and hospitality.
- Reformatting internationally manufactured hardware with linguistically appropriate regional software.

My point of departure in this regard however, is that to a successful language industry in South Africa, the realization on the part of both planners and entrepreneurs that language diversity offers resources and niches which can be economically exploited, is imperative. Every language-related problem facing business and government is an opportunity for an entrepreneurial solution.

The fundamental tensions in our society will never be resolved until such time as black people have a greater sense of control over economic resources. For as long as the bulk of ownership and investment is in the hands of whites, there will be constant pressure on black leadership to endorse socialist policies of a kind which will allow the state to acquire and transfer resources. South Africans

should be assisted to create new economic and community development initiatives in joint ventures with blacks as equal or major partners.

#### **6.4 CONCLUSION**

What economic benefit does isiZulu have for the Zulu L1 community, was the research question for this study. Such questions are the challenges that face researchers and language practitioners in the future. It is only through carefully constructed research that we will be able to better understand the nuances of the society we are part of. Furthermore, it is through this process of shared reflections and constructive, critical discussion that we, as individuals, can measure progress. With this in mind, exploring the relationship between language and economy development in South Africa is a challenge that faces language practitioners and language planners as well as economists. I firmly believe that our language and our economic relationship is a lens through which we can better understand the people of SA. It is a legitimate mechanism through which facts can be separated from fallacies and which can contribute to social reconstruction.



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## **INTERNET SOURCES**

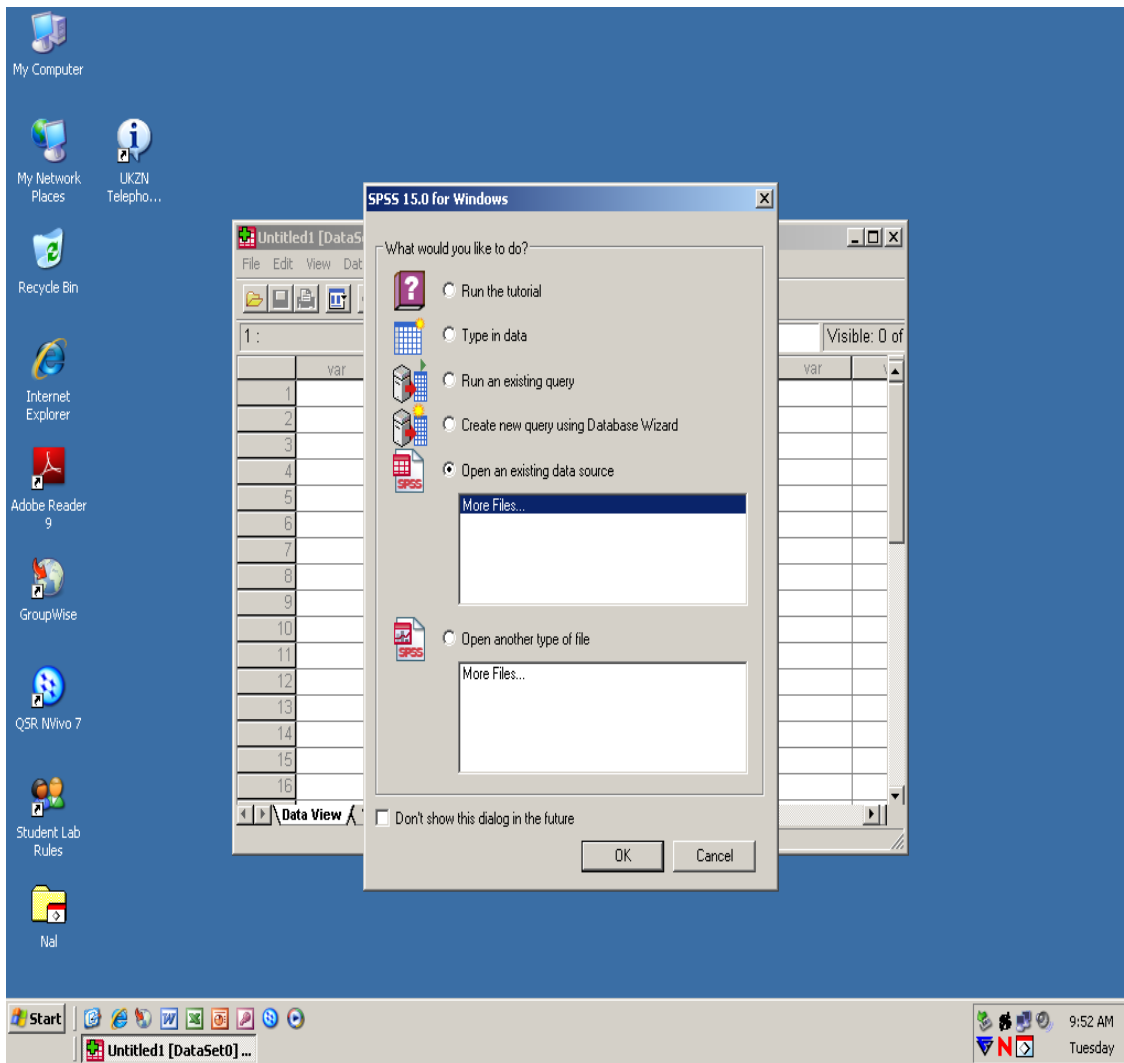
1. Council of Europe: Language Policy Division: retrieved on 23/ 08/08  
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2. Great Economist Treasure Hunt: retrieved on 01/06/08  
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3. Official languages support programs: retrieved on 14/ 01/08  
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## ANNEXURE'S THAT WERE USED IN THIS STUDY

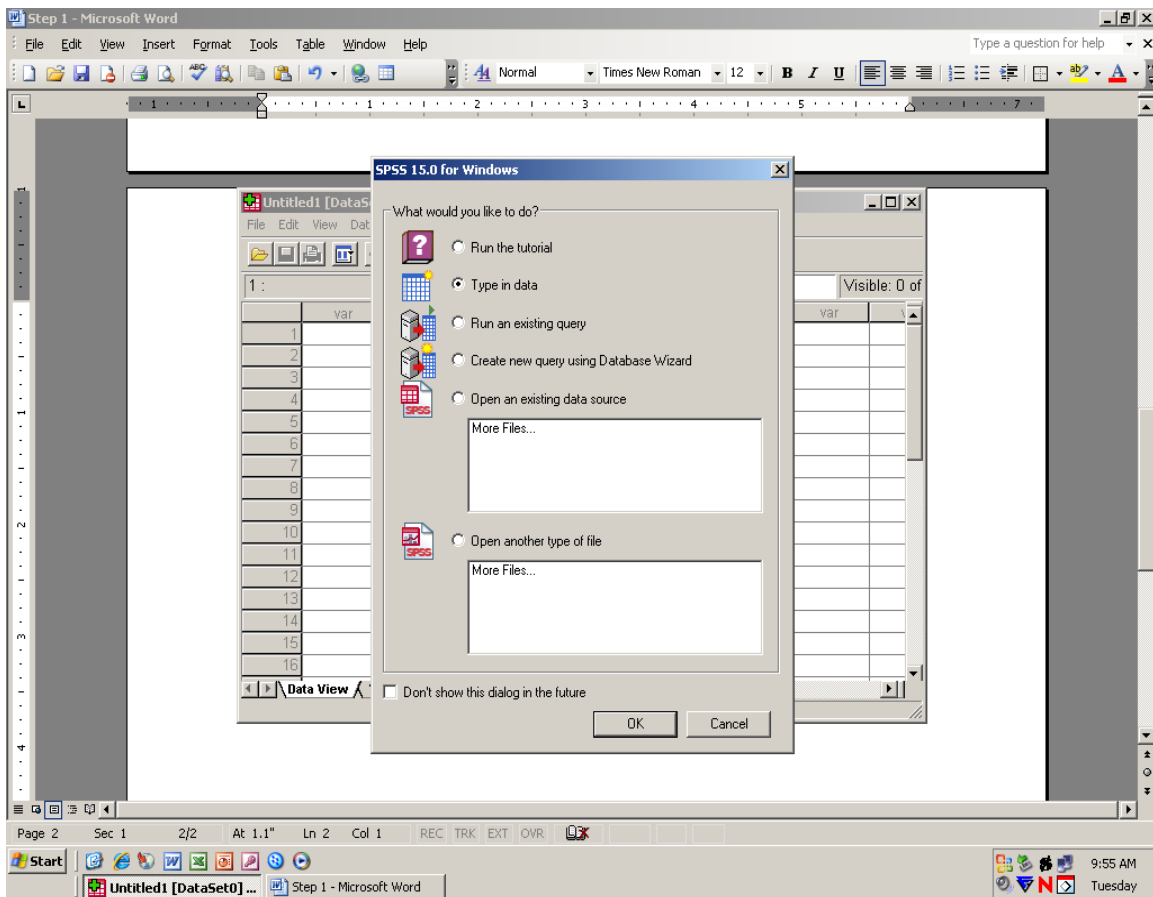
### STATS ANNEXURE

Quantitative Data: Questionnaire 1 & 2

Step 1: Open a programme (Software)



## Step 2: Type in Data



### Step 3: Definition of variables

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	Race	Numeric	8	0	Race of Employees	None	None	8	Right	Scale
2	Gender	String	8	0	Gender of Employees	None	None	8	Left	Nominal
3	Age	Numeric	8	2	Age of Employees	None	None	8	Right	Scale
4	Residence	Numeric	8	2	Residence of Employees	None	None	8	Right	Scale
5	HomeLang	Numeric	8	2	Home language of Employees	None	None	8	Right	Scale
6	L.O.C.W	Numeric	8	2	Lang.of Comm.in Workplce	None	None	8	Right	Scale
7	Superior	Numeric	8	2	Who is your Superior?	None	None	8	Right	Scale
8	Lang.Mng	Numeric	8	2	Lang that Employees prefer to Speak	None	None	8	Right	Scale
9	R.U	Numeric	8	2	Lang. that u can read or understand	None	None	8	Right	Scale
10	Hypthotesi	String	8	0	Can isiZulu be made viable?	None	None	10	Left	Nominal
11	R.Q2	Numeric	8	2	Race of respondents	None	None	8	Right	Scale
12	VAR00001	Numeric	8	2	Age of respondents	None	None	8	Right	Scale
13	VAR00002	Numeric	8	2	Home language of respondents	None	None	8	Right	Scale
14	Support	String	8	0	Do people in KZN support local companies	None	None	8	Left	Nominal
15	Radio	Numeric	8	2	Various radio stations	None	None	8	Right	Scale
16	TV	Numeric	8	2	Various TV stations	None	None	8	Right	Scale
17	Grocery	Numeric	8	2	where do people prefer to buy their grocery	None	None	8	Right	Scale
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										

**Step 4: Data Analysis  
Frequencies**

**Race of Respondents**

n = 145

<b>RACE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Black	103	71
White	10	7
Indian	13	9
Coloured	19	13
Total	145	100

**Gender**

n = 145

<b>GENDER</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Male	98	68
Female	47	32
Total	145	100

**The age of Employees.**

n = 145

<b>AGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
18-34	89	61
35-64	54	37
65 and above	2	1
Total	145	100

**Residence of the respondents**

n = 145

<b>RESIDENCE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Suburbs	09	6
Township	89	61
Semi-rural	45	31
Other (e.g. hostels)	02	1
Total	145	100

**Home language that is spoken by respondents**

n = 145

<b>HOME LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Zulu	89	61
isiXhosa	12	8
English	42	28
Other	2	1
Total	145	100

### **Who is your superior?**

n = 145

<b>SUPERIOR</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Team leader	09	6
Supervisor	57	39
Manager	73	50
Other (e.g. induna)	04	2
Total	145	100

### **The language that the employees prefer to speak to their superiors**

n = 145

<b>LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Zulu	36	25
Xhosa	3	2
English	104	72
Afrikaans	02	1
Total	145	100

### **Language that you can manage to read or understand at the workplace.**

n = 145

<b>LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
Zulu	89	67
Xhosa	12	8
English	145	100
Afrikaans	02	1
Other (Multilingual)	6	4

## Questionnaire 2

### Data Analysis Frequencies

#### Race of respondents

n = 116

<b>RACE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
African	63	54
White	15	13
Indian	23	20
Coloured	10	9
Other	5	4
Total	116	100

#### Age of respondents

n = 116

<b>AGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
18-34	84	72
34-64	31	27
65 and above	1	1
Total	116	100

#### Home language of respondents

n = 116

<b>HOME LANGUAGE</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE %</b>
isiZulu	77	66
Xhosa	4	3
English	16	14
Other	3	2
Total	116	100

#### Do people in KZN support local companies?

n = 116

<b>YES/ NO</b>	<b>NO. RESPONDENTS</b>	<b>PERCENTAGE %</b>
Yes	103	89
No	13	11
Total	116	100



## APPENDIX: SCOTLAND

SPCB

LANGUAGE

POLICY

### INTRODUCTION

This policy is the Scottish Parliamentary Corporate Body's (SPCB) response to the linguistic diversity that exists within Scotland. The policy:

provides a framework for the work carried out in Gaelic by the Parliament to provide information and enable people to participate in the work of the Parliament in this language,

is designed to break down the language barriers that might prevent people who live in Scotland but who are not fluent in English from participating in the work of the Parliament or finding out more about how the Parliament works,

explains the steps the SPCB has taken to provide information about the Parliament and how it works for visitors to Scotland who are not fluent in English, and

complements the information on the use of languages set out in the Parliament's Standing Orders.

The SPCB's view is that there are strong historical and cultural reasons for the Parliament to carry out work in Gaelic, as well as encouraging the use of Scots, and that there are strong access reasons for carrying out work in other languages, including sign language.

Comments on this policy should be sent to the Head of Public Affairs.

### PART 1: PARLIAMENTARY BUSINESS

PARLIAMENTARY BUSINESS – Members of the Scottish Parliament (MSPs)

The normal working language of the Parliament is English.

The Parliament legislates in English only. Therefore, all bills, delegated legislation and their accompanying documents must be in English. When an MSP or a committee wishes the SPCB to produce a translation of a bill they are introducing, and/or its accompanying documents, they must seek the prior approval of the SPCB.

With the prior agreement of the Presiding Officer, MSPs may use any language in parliamentary debates. When MSPs use a language other than English or Scots, the SPCB will arrange interpretation.

With the prior agreement of the Presiding Officer, any person officially invited to address the Parliament may do so in any language. When they use a language other than English or Scots, the SPCB will arrange interpretation.

Motions, amendments to motions and questions must be in English, but may be accompanied by a translation in another language provided by the MSP. When such a translation is provided, the SPCB will arrange for it to be published in the Business Bulletin along with the English text of the motion, amendment or question.

When the adoption of English as the normal working language of the Parliament compromises an MSP's ability to participate in the proceedings of the Parliament, the SPCB will take steps to provide appropriate communication support.

When a committee produces a report and considers that there are good reasons for it to be published in a language other than English, the committee must seek the prior approval of the SPCB.

#### PARLIAMENTARY BUSINESS – Witnesses

Witnesses may give evidence to a committee in any language. Witnesses who wish to use a language other than English or Scots must provide as much notice as possible to allow the SPCB to arrange interpreting services, subject to availability. Witnesses should notify the clerk to the relevant committee.

When a witness uses a language other than English, Gaelic or Scots, the SPCB will offer them a translation of the Official Report of the meeting or item concerned into the language they used. When a witness uses British Sign Language (BSL) or another sign language, individual arrangements will be made.

#### PARLIAMENTARY BUSINESS – How it is reported

When Gaelic is used in meetings of the Parliament and committee meetings, the Official Report incorporates the Gaelic text before the report of the English interpretation.

When Scots is used in meetings of the Parliament and committee meetings, the Official Report incorporates that language in the body of the text.

When BSL, or another sign language, is used in meetings of the Parliament and committee meetings, the Official Report will include only the English interpretation. A note in the Official Report will also indicate that the text is not in the original language used. Where possible, such business will also be filmed to enable a record of the original language used to be made.

When a language other than English, Scots, Gaelic or a sign language is used, the Official Report will normally publish the report of the English interpretation only, with a note to indicate that the text is not in the original language used.

#### PARLIAMENTARY BUSINESS – Petitions

A public petition may be submitted in any language. When a petition is submitted in a language other than English, the SPCB will arrange for it to be translated into English, so that it may be considered by the Public Petitions Committee and others to whom the committee refers the petition.

The SPCB publishes information on how to submit a petition in Arabic, Bengali, Chinese (traditional), English, Gaelic, Punjabi and Urdu.

## PART 2: PUBLIC ACCESS AND INFORMATION

### PUBLIC ACCESS AND INFORMATION - Finding out about the Parliament

The SPCB has appointed two officials who are responsible for building links between the Parliament and Gaelic speakers. They provide a range of services in and about Gaelic, to MSPs, SPCB staff and to the general public. For further details please see Gaelic in the Scottish Parliament.

The SPCB publishes printed information about the Parliament in the following languages: Arabic, Bengali, Chinese (traditional), English, Gaelic, Punjabi, Scots and Urdu. These are also available on the website. The Parliament produces information on video in British Sign Language. Such videos can be requested from the Parliament's Public Information Service or viewed on the Parliament's website.

The SPCB also publishes information about the Parliament in French, German, Italian, Russian and Spanish for visitors who are not fluent in English, and these languages are included on the website.

For the benefit of members of the Network of Regional Parliamentary European Committees, we include information in Catalan on our website.

### PUBLIC ACCESS AND INFORMATION – Visiting the Parliament

If a member of the public intends to visit the Parliament and requires an interpreter to follow a parliamentary debate or Committee meeting, the SPCB endeavours to provide an interpreting service for that person, subject to availability. Anyone who requires this service should contact the Parliament's Public Information Service, providing as much notice of their visit as possible, as interpreting services can be difficult to source.

With the exception of BSL, the SPCB does not normally provide interpreting services for visitors in other situations. However, official

delegations to the Parliament are welcome to bring interpreters and may be able to make use of the Parliament's technical facilities for simultaneous interpretation. Again, such delegations should provide as much advance notice of this requirement as possible.

The signage in the Scottish Parliament building uses symbols and numbers to assist speakers of all languages. The signs in the public areas are also in Gaelic.

The SPCB offers official guided tours of the Scottish Parliament building in a range of languages. Please contact the Parliament's Public Information Service for further details.

#### PUBLIC ACCESS AND INFORMATION – Writing to the Parliament

The Parliament welcomes written correspondence in any language. When the Parliament has to translate correspondence, it may take staff longer to respond than at other times.

When it is appropriate for the Parliament to respond to a particular piece of correspondence, we will normally respond in the language used by the correspondent.

In rare cases, responding in the language of the original correspondence may create an unjustifiable demand on the SPCB's resources - for example, in cases where we receive persistent correspondence from one individual. Different arrangements may therefore be made in such circumstances.

#### PUBLIC ACCESS AND INFORMATION – Contacting MSPs

The SPCB provides MSPs with allowances to enable them to carry out their parliamentary duties. When they need translation or interpretation services (e.g. for correspondence or interviews), costs are met from the Members' Support Allowance.

In addition, when MSPs need to book the services of a sign language interpreter (or other services to facilitate equal access for disabled people, such as lip speakers or the production or information in Braille or on audio tape) the costs of these services can be met from the Disability Allowance. Details of Members' allowances are available on our website.

This policy was agreed by the SPCB in November 2004.