



**The Use of IsiZulu Mother Tongue as a Medium of Teaching and Learning in the
Access Programmes in the University of KwaZulu-Natal**

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Declaration

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I, the undersigned, hereby declare that this dissertation entitled:

‘The use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal.’

is my own work both in conception and execution. The sources used have been indicated by means of complete references, and I am responsible for the opinions and ideas expressed and examples given in this dissertation.

Signature

Date

.....

.....

Acknowledgements

I would like to express my deepest gratitude to God for giving me courage, patience and allowing me to get this far in life and with my school work, this wouldn't be possible without his mercies. I would also like to pass my sincere gratitude to my supervisor Dr Gugulethu B Mazibuko for seeing my potential and helping me throughout this dissertation. I have had doubts and yet you reminded me of the end goal, thank you so much for your time, advice and patience.

I dedicate this thesis to my late grandmother Florina Ndlovu, my mother Thulisile Ndlovu and my other mother Mrs TP Hlongwane, may their souls continue resting in eternal peace. Mrs Hlongwane you made sure that I went to university when my grandmother didn't have money, this wouldn't be possible if you didn't allow God to work through you. To my husband Mr SP Mtolo your efforts did not go unnoticed. You have helped and encouraged me when I had no hope, thank you for loving and taking care of me, you are forever in my heart.

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Abstract

The focus of this qualitative study was to acquire an in-depth understanding of the use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal. The study narrowed its scope to the Extended Curriculum Programmes (Access Programmes). Therefore, the study focused on highlighting the importance of mother tongue and its role in education. Furthermore, the study interrogated the strategies used by the UKZN in implementing the isiZulu-English bilingual policy. The study employed the Language Management Theory (LMT), this theory postulates that the process of language planning should begin with the conceptualisation of language problems within the context of their occurrence followed by the evaluation of such problems and the formulation and implementation of suitable interventions. The research then showed and provided all the positive and negative perspectives provided by the students and the lecturers of the Extended Programmes (EPs). The study primarily had three principal objectives which were: (a) To explore students' and educators' attitudes towards the use of IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal (b) To investigate the academic benefits and challenges of implementing isiZulu-English bilingualism education at the University of KwaZulu-Natal (c) To investigate different strategies used by various Extended Curriculum Programmes to ensure IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal yields envisaged outcomes. The study adopted a qualitative data collection method because of how the data is going to be collected, and the research showed that as much as they have done a lot in the process of implementing the isiZulu-Bilingual teaching and learning, there are still numerous gaps, which means that there is a lot that still needs to be done. The study further revealed that in South Africa as a whole, the use of African languages as the language of instruction for teaching and learning is still not regarded as a priority. The study recommends that the if Department of Higher Education and other higher offices worked together, a lot of positivity and inclusivity could have been done.

Keywords: *Extended Curriculum Programme, students, lecturers, Mother Tongue Education, Bilingualism, Language Management.*

ABBREVIATIONS AND ACRONYMS

Augmented Bachelor of Social Science degree (**BSS4**)

Augmented Stream (**BSC4**)

Bachelor of Arts in Music Extended Curriculum (**BAMUS4**)

Bill of Rights (**BOR**)

Department of Basic Education (**DBE**)

Department of Higher Education and Training (**DHET**)

Extended Curriculum Programmes (**ECP**)

Language Management Theory (**LMT**)

University of KwaZulu-Natal (**UKZN**)

United Nations Educational, Scientific and Cultural Organization (**UNESCO**)

Table of Contents

Declaration	ii
Acknowledgements	iii
Abstract	iv
ABBREVIATIONS AND ACRONYMS	v
CHAPTER 1	1
INTRODUCTION OF THE STUDY	1
1.1 Introduction.....	1
1.2 Background of the Study.....	1
1.3 Research Problem	3
1.4 The Research Aim.....	4
1.5 Objectives of the Study	4
1.6 Research Questions	4
1.6.1 The Main Research Question:.....	4
1.6.2 The Sub-Research Questions:	4
1.7 Significance of the Study	5
1.8 Study Setting	6
1.8.1 Geographical Location.....	6
1.8.2 Extended Curriculum Programmes in SA Higher Education Institutions.....	7
1.8.3 University of KwaZulu-Natal Extended Curriculum Programmes	9
1.8.3.1 The University of KwaZulu-Natal Humanities Extended Curriculum Programme (BSS4)9	
1.8.3.2. BSc-4 (Augmented): College of Agriculture and Engineering Sciences	11
1.8.3.3 (BAMUS4) Bachelor of Arts in Music Extended Curriculum.....	12
1.9 Structure of Dissertation	12
CHAPTER 2	14
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	14
2.1 Introduction.....	14
2.2 Defining Concepts: The Mother Tongue and Bilingualism	14
2.2.1 The Mother Tongue	14
2.3 The Concept of Bilingualism	21
2.4 The Role of Language in Higher Education	28
2.4.1. Language and Indigenous Knowledge Systems.....	28
2.4.2 African Languages and Curriculum Decolonization.....	29
2.5 The Development and Intellectualisation of African Languages in SA Higher Education	30

2.5.1 The Language Policy for Higher Education.....	30
2.5.2 Additional Policy Framework Supporting the Development of African Languages	32
2.6 Language Development in the SA Higher Education Context	33
2.6.1 The University of KwaZulu-Natal Language Policy	34
2.6.2 Students and Staff Sentiments on the UKZN Language Policy	35
2.7 The State of Mother Tongue in South Africa.....	36
2.9 Conclusion	41
CHAPTER 3	42
RESEARCH METHODOLOGY	42
3.1. Introduction.....	42
3.2. Research Paradigm.....	42
3.2.1 Understanding Research Paradigm	42
3.2.2 The Interpretivism Paradigm	43
3.2.3 Other Research Paradigms	43
3.3. Research Design.....	45
3.3.1 Research Strategy.....	45
3.3.2 Qualitative Research	46
3.3.3 Quantitative Research	47
3.3.4 Mixed Method Approach	47
3.4 Research Approach	48
3.4.1 Case Study	48
3.4.2 Ethnographic Approach	49
3.4.3 Longitudinal Approach	49
3.5. Sampling	50
3.5.1 What is Sampling in Research?	50
3.5.2 Purposive Sampling	50
3.5.3 Other types of Sampling	51
3.6. Data Generation Tools	55
3.6.1. Focus Group Interviews	55
3.6.3 Document Review	57
3.7. Data Analysis	58
3.8. Trustworthiness	59
3.8.1 Credibility	59
3.8.2 Confirmability.....	60
3.8.3 Dependability	60
3.8.4 Transferability.....	60

3.9. Ethical Consideration	61
3.10. Limitations and Delimitations of Study	61
3.11. Conclusion	62
CHAPTER 4	63
RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION	63
4. Data Presentation, Analysis and Discussion	63
4.1 Introduction.....	63
4.2 Analysis Procedure	63
4.2.1 Interview Data.....	64
4.2.2 Questionnaire Data.....	65
4.4 Policy Framework in the Promotion of the IsiZulu Mother Tongue in the University of KwaZulu-Natal	67
4.4.1 The University of KwaZulu-Natal Language Policy	67
4.4.2 The Implementation Plan of the UKZN Language Policy.....	68
4.4.4 Views of IsiZulu Mother Tongue Speakers about Mother Tongue Education	69
4.4.5 IsiZulu as a Right	70
4.4.6 IsiZulu as a Resource	72
4.4.7 IsiZulu as a Problem	73
4.7 Strategies of Implementing Mother Tongue Education at the University of KwaZulu-Natal	76
4.7.1 Terminology Development	78
4.7.2 Bilingual Lecturers.....	80
4.7.3 Translanguaging.....	82
4.7.4 Integrating isiZulu with Technology.....	83
4.8 English Hegemony	85
4.9 Language Attitudes about African Languages	86
4.10 Lack of Resources	89
4.11 Low Language Competence and Poor Writing Skills among African Language Speakers..	90
4.12 Conclusion	91
CHAPTER 5	92
CONCLUSION AND RECOMMENDATIONS	92
5.1 Introduction.....	92
5.2 Overview	92
5.3 Summary of Findings.....	93
5.4 Recommendations.....	95
5.5. Conclusion	96
BIBLIOGRAPHY	97

Appendix 1	110
Research Office, Westville Campus	113
Govan Mbeki Building	113
Research Office, Westville Campus	117
Govan Mbeki Building	117
Appendix 2.....	118
Appendix 3.....	126
.....	129
Appendix 4.....	132
Appendix 5.....	133
Appendix 6.....	134

CHAPTER 1

INTRODUCTION OF THE STUDY

1.1 Introduction

The use of a lingua franca, as the primary language of instruction in most African educational systems has been under discussion globally. Most educational systems in Africa employ English and French as their primary language of instruction. Nevertheless, it is a well-known reality that language has been a barrier to high-quality education for most African-language speaking learners. In this regard, scholars note that proficiency in the language of instruction has an impact on material comprehension and, in turn, the performance of students in a variety of areas such as science and mathematics (Nyika, 2015). In the context of the above, students who enroll in universities where English or any other “foreign” language is the language of teaching and whose mother tongue is not either of those two languages risk having their academic progress jeopardized. Accordingly, to resolve the aforementioned issues, most institutions in South Africa and other countries in Africa have adopted African languages as official languages of teaching and learning at various levels of education. This approach, which is also enforced in developed countries, places value and emphasis on the importance of mother tongue education (Nyika, 2015). It is upon these premises that this study sought to investigate the efficiency of the isiZulu mother tongue and English bilingualism as languages teaching and learning at the University of KwaZulu-Natal within the ECP.

1.2 Background of the Study

African language speakers constitute the largest group of the South African population. According to Statistics South Africa (2012), the isiZulu mother tongue constitutes 22.7% of South Africa’s population, and it is followed by isiXhosa at 16%. Other main languages include Afrikaans at 13.5%, Sesotho at 9.1%, English at 9.6%, Setswana at 8.0%, and Sesotho at 7.6%. Despite the high demographic proportion of the South Africans who converse in African languages in the 2000s English and Afrikaans were found to dominate as the medium of instruction due to colonial and global factors. Notably the South African democratic constitution granted official status to eleven languages and equal recognition, to another nine

indigenous African languages, remarkably English and Afrikaans continue to dominate as medium of instruction in teaching and learning. The hegemony of the English language in South Africa has resulted in a form of bilingualism that constitutes an African language and English (Chetty, 2019).

The dominance of use of English in most important domains of socio-economic life is also a pervasive characteristic of the South African education system. Mother tongue education within the South African education system remains a contentious issue despite the existence of subsection 29(2) of the Constitution of the Republic of South Africa, 1996 which guarantees the right to be educated in the learner's language of choice. In post-apartheid South Africa, English and Afrikaans, still dominate higher education as the two primary mediums of instruction. This happens despite the low percentage of speakers who speak Afrikaans and English in comparison to the high percentage of that speak the other nine African languages. This has perpetuated the apartheid trend where African languages where languages of the black majority were not given they due recognition. The situation remains unchanged and allows English to flourish at the expense of indigenous African languages.

Despite the above challenges, Kamwangamalu (2012), postulates that the change from apartheid to democracy brought about the official recognition that South Africa is a multilingual rather than a bilingual country. This recognition has translated into a new and multilingual language policy. Additionally, when the apartheid era ended, South Africa implemented one of the most inclusive language policies on the African continent and the world over (Kamwangamalu, 2012). Lamentably the implementation of these language policies has happened at a very slow pace. Alluding to this procrastination in policy implementation, Woolman and Fleisch (2006:84), assert that regardless of the fact that there exists a litany of policy documents that seek to promote the use of African languages as a medium of instruction in Africa, little has been done in the continent to implement these policies.

The lack of implementation of language policies in education has drastically affected teaching and learning. Bloch (2013), argues that since the advent of democracy in South Africa, teaching and learning at the lower and higher levels of the South African education system continue to be troubled by the legacy of apartheid and colonialism. This is mainly because historical inequalities are still prevalent in the present education system (Bloch, 2013). This is further emphasised by, Barkhuizen and Gough (1996), who underscore that colonialism and apartheid

controlled the system in which formal education was administered, and the patterns in which families reproduced educational achievement. As such, South African Higher Education has inherited several underlying problems and serious weaknesses as a result of apartheid and the dominance of English as language of teaching and learning in higher education institutions over the past few years. (Lamofsky and Lazarus, 2001).

1.3 Research Problem

Among the plethora of challenges affecting South African Higher Education, is the problem of the language of teaching and learning. Mother tongue education in South Africa remains a contentious issue even though the democratic South African constitution guarantees the right to be educated in the learner's language of choice (Constitution of the Republic of South Africa 1996). English continues to dominate as the main language of instruction even though South African multilingualism is legislated. Research has shown that this dominance of English has negatively affected teaching and learning, and students' success in higher education institutions. Scholars such as Gasman and Nguyen, (2014); Ndlovu-Gatsheni (2015) confirm that the use of English as a language of instruction has significantly contributed to the high dropout rate, mainly for first-year students and students within the various foundation programmes. Ndlovu-Gatsheni (2015) highlights that even though students are required to have attained a 50% pass rate in the English language in matric:60% of students feel uncomfortable articulating themselves in English in class. This creates communication and engagement barriers that contribute to building a culture of withdrawal in class participation. Moreover, this diminishes the impact of intervention strategies such as consultation services because they require students to engage in the English language. Lastly, the findings from both Gasman and Nguyen (2014) and Ndlovu-Gatsheni (2015) reveal that students experience a lot of challenges when responding to assignment questions and other assessments set in English which in turn negatively affects their performance. These challenges severely compromise South Africa's ability to achieve its important national educational goals. At UKZN English remains dominant as the language of teaching and learning, hence this study is looking at the use of both isiZulu and English as the teaching and learning languages.

1.4 The Research Aim

This study aims to investigate the efficiency of the use of the isiZulu mother tongue and English as the medium of instruction and learning at the University of KwaZulu-Natal using the Humanities, Engineering and Music Extended Curriculum Programmes as case studies.

1.5 Objectives of the Study

- a) To explore students' and educators' attitudes towards the use of IsiZulu-English as a medium of teaching and learning at the University of KwaZulu-Natal within various Extended Curriculum Programmes.
- b) To investigate the academic benefits and challenges of implementing isiZulu-English bilingual education at the University of KwaZulu-Natal within various Extended Curriculum Programmes.
- c) To investigate different strategies used by various Extended Curriculum Programmes to ensure IsiZulu-English as a medium of teaching and learning at the University of KwaZulu-Natal yields envisaged outcomes.

1.6 Research Questions

1.6.1 The Main Research Question:

What are the academic effects of employing IsiZulu and English for teaching and learning within various Extended Curriculum Programmes at the University of KwaZulu-Natal?

1.6.2 The Sub-Research Questions:

- a) What are the students' and educators' attitudes towards the use of IsiZulu and English as a medium of instruction and learning at the University of KwaZulu-Natal within various Extended Curriculum Programmes?
- b) How does the implementation of isiZulu and English Education present challenges and opportunities at the University of KwaZulu-Natal is going to benefit various Extended Curriculum Programmes?

- c) Why is it significant for the Extended Curriculum Programmes to use different strategies to ensure the IsiZulu and English as a medium of teaching and learning yields the envisaged outcomes?

1.7 Significance of the Study

Nishanthi (2020) concurs with various voices in literature that have shown that: people who are fluent in their mother tongue develop cognitively and intellectually more quickly than others. Scholars such as Batibo (2005) and Alexander (2013), suggest that learners entering school are much more able to acquire knowledge and skill through their mother tongue and that English as a second language is acquired once the learners have a firm grasp of their home languages. There is a general consensus among some writers that learners should be taught in their mother tongue for at least the first three years of school before they switch over to being taught in English (Cazden 2001, Cummins 2001, Khosa 2013). Moreover, students who receive their education in their mother tongue outperform those who receive it in a language other than their mother tongue in terms of the percentage of educational attainment (Khosa 2013).

Laguardia et al. (2013) and Nyika (2015), posit that most evidence predominately demonstrates the effectiveness of using a mother tongue or lingua franca during the early literacy and content learning stages. There is a shortage of empirical data demonstrating that using a mother tongue language at higher levels of learning such as tertiary could lead to educational success and, subsequently, success in career development in the real world. Accordingly, they argue that there is a lack of empirical data on the long-term effects of using a mother tongue language until secondary or tertiary levels in terms of the capability of the graduates produced to contribute towards national and global socio-economic development effectively.

Notably there a few studies which have investigated the effects of using mother tongue language as the medium of instruction in the context of Tanzania and South Africa (Brock-Utne, 2007). Notably, using a local language instead of a global language like English as a medium of education could ultimately and unintentionally work against the interests of the exact people that such a Programme was intended to help. Anecdotal evidence suggests that graduates from countries where the medium of instruction is a local vernacular until tertiary

levels eventually experience difficulties adjusting to contexts where English is the primary language of exchange (Brock-Utne, 2007).

The dichotomy of views on the question of whether to use the mother tongue or English as a language of teaching and learning at the university level, makes this study significant for investigating the integration of both the mother tongue languages and the English language. Additionally, the significance of this study lies in its potential to highlight the benefits and the challenges of bilingualism within the institutions of higher learning and attempt to identify common ground in resolving issues attached to the exclusive use of both mother tongue and English at the university level. This will also be significant in informing various language policy development programmes within various institutions of higher learning. Moreover, this is fundamental in striking a balance between the promotion of academic excellence within universities and producing graduates who will not struggle to adjust to a context where English is the primary language of exchange beyond tertiary. Therefore, it is upon these premises that this study investigated the efficiency of the isiZulu mother tongue and English bilingualism as languages of the medium of instruction and learning at the University of KwaZulu-Natal within the Extended Curriculum Programme (Access Programme).

1.8 Study Setting

1.8.1 Geographical Location

This study was carried out at the University of KwaZulu-Natal, which is physically located in the South African province of KwaZulu-Natal. The former University of Durban-Westville (UDW) and the University of Natal merged on January 1, 2004, as part of the government's efforts to reduce the number of higher education institutions in South Africa from 36 to 21. The merger created the University of KwaZulu-Natal, which has campuses in Durban, Pinetown and Pietermaritzburg. In 2004, the two KwaZulu-Natal universities were among the first group of South African institutions to combine. The mergers were the result of an extensive consultation process on the reform of the Higher Education Sector that started in the early 1990s, and they were approved by a Cabinet resolution in December 2002. The school presently serves thousands of pupils from various racial and ethnic backgrounds (Pattman, 2007). The University of KwaZulu-Natal in 2021 had about 44 068 students, 81% of which were African students; 59% of that cohort being females (UKZN Annual Report, 2021) and about over 90% of the African population are isiZulu speakers or can understand isiZulu. There

is currently a wide range of degree options available at the Howard College Campus in the departments of Science (including Geography and Environmental Sciences), Engineering, Law, Management Studies, Humanities (including Music), Social Sciences (including Social Work), Nursing and Architecture. Moreover, UKZN offers a variety of Extended Curriculum Programmes in Engineering, Humanities, Business Studies, and Music.

1.8.2 Extended Curriculum Programmes in SA Higher Education Institutions

Extended curriculum programmes have become a common feature in the South African higher education sphere. According to Slabbert (2015, p. 46), the Department of Higher Education (DHET) established Extended Curriculum Programmes in South African universities “to offer support and create successful academic pathways for the under-prepared and unprepared students entering higher education for the first time”. Extended Curriculum Programmes in South African universities have predominantly assisted black students from previously racially divided and disadvantaged educational backgrounds by offering them access to university academic programmes, (Boughey 2005). Wood and Lithauer (2005) assert that Extended Curriculum Programmes provide students with alternative avenues of access to university education by equipping them with tailor-made academic knowledge and skills required to meet desired academic outcomes. According to the Higher Education Ministerial Statement on University Funding 2017 / 2018, Extended Curriculum Programmes are prevalent within the 24 South African Universities, with a total budget of R336 Million for 2017/2018 being allocated to them. The Department of Education (DoE) has funded the foundation provision at the University of KwaZulu-Natal since 2007 (DOE, 2006). Garraway and Bozalek (2019) posit that Extended Learning Programmes are designed, not only to address the concerns of access to university education but to also reduce the alarmingly high dropout and failure rates of university students entering the first year, whereby only 35% of student cohort graduates.

The aim of ECPS is to articulate and address the academic gap between schools from poor communities and universities (Bass, 2011). Various voices on the topic concur with this view and postulate that students from poor communities where Quintiles 1 to 4 are found, usually struggle to adapt to university academic workload, and thus, the failure and dropout rates are high among them. In most cases, students who benefit from Extended Curriculum Programmes

come from disadvantaged schools, which are categorized by the Department of Education as quintile 1 to 3 as measured by the “poverty index” based on the physical condition of schools and the poverty of the surrounding community (Department of Education, 2006). The poverty index is used for resource targeting purposes (where quintile 1 is the poorest and quintile 5 is the least poor school); Quintiles 1 and 2 are no-fee schools. Therefore, learners from quintile 5 schools are usually not considered for Extended Curriculum Programmes as these schools are in most cases ex-Model C schools.

According to Slabbert (2015), all South African universities have implemented Extended Curriculum Programmes in various academic programmes. Similarly, UKZN offers a variety of Extended Curriculum Programmes in Engineering, Humanities, Business Studies, and Music to allow students from poor schools to complete their chosen qualification in one more year than the normally allocated time. Such students are:

Given extra tuition in the first year, where they are separated from the mainstream lectures, tutorials, and practicals. The content and expected outcomes of the augmented modules are the same as for the mainstream equivalent modules but in addition, the augmented courses are supplemented by additional lectures, practical sessions, and small group tutorials. Students cover the foundational material that may not have been covered in their school leaving qualification, which earns them foundation credits. Further, instead of enrolling for eight modules in the first year, they will take only four, together with a module for Scientific Communication and another module for Life Skills,” (UKZN, 2017: 1).

The need to provide ECP’s at UKZN is designed to respond to the challenges faced by students coming from disadvantaged schools, and who lack the knowledge and skills required from prospective students to succeed in their specific programmes. This intervention is premised on the assumption that the inferior education received by students in low quantiles at the school creates a condition where students from disadvantaged backgrounds lack the necessary knowledge and skills, which ultimately impedes their preparedness to cope with mainstream programmes (Scott, 2009). From this perspective, Extended Curriculum Programmes at UKZN were designed and implemented to enhance university access and success of students from disadvantaged backgrounds. According to Mabila et al., (2006), students are ‘disadvantaged’ if they have inadequate access to quality education service, resulting in a lack of opportunity to fully develop their academic potential. The proposed outcome of completing the additional year is that students should have acquired the fundamental knowledge and skills needed to succeed in further studies during their first at the university before they are inducted into the

mainstream. This study focused on the three most popular Extended Curriculum Programmes at the University of KwaZulu Natal, namely: Humanities Extended Curriculum Programme (BSS4), BSc-4 (Augmented): College of Agriculture and Engineering Sciences, and (BAMUS4) Bachelor of Arts in Music Extended Curriculum.

1.8.3 University of KwaZulu-Natal Extended Curriculum Programmes

1.8.3.1 The University of KwaZulu-Natal Humanities Extended Curriculum Programme (BSS4)

The Teaching and Learning Unit provides the Humanities Extended Curriculum Programme. The programme is the first year of a four-year Bachelor of Social Science (Extended Curriculum) degree called (BSS4). The Humanities Extended Curriculum Programme offers individuals from underprivileged educational backgrounds the chance to enter higher education while redressing historical injustices. The curriculum also attempts to help students acquire the academic and psycho-social skills necessary for success at university. Its curriculum is designed to assist students in overcoming the difficulties of studying at the university. The Extended Curriculum Programme is funded externally by the Department of Higher Education and caters for just over two hundred students per the Department of Higher Education and Training's requirements (DHET). However, students' enrolment has increased over the years with above three hundred students in 2022 in the programme for Howard College. Upon these developments, the programme has expanded in acquiring more competent staff to deal with the increased numbers without compromising the quality and success of the programme.

The modules that are offered by the Humanities Extended Curriculum Programme in both Pietermaritzburg (PMB) and Howard College Campuses are as follows:

- ❖ Academic Literacy/Exploring Literacies in Humanities
- ❖ Political Science or Sociology or Psychology (All mainstream modules)
- ❖ English Language Development
- ❖ Basic Computer Skills
- ❖ Basic Numeracy and Life Skills
- ❖ Exploring Literacies in the Humanities

These modules are taught on both campuses by highly skilled and devoted staff members. Each student must select to enrol in one or two of the three mainstream modules in the first semester and second semester. The selection is from three disciplines which are political science, psychology, and sociology. There are extra classes attended only by BSS4 students on these mainstream modules designed to further unpack concepts and give attention to the BSS4 deficiencies that otherwise would not have been attended to by the mainstream lecturers. Only after completing the first year can a student move on to the College of Humanities Bachelor of Social Science programme or switch to another programme in another college if there is space. The Extended Learning Programme is managed by a coordinator who reports to the College Dean of Teaching and Learning and the Director for the Teaching and Learning Unit on both campuses. The programme includes psychologists on staff who are trained as counsellors to assist students who require counselling. At Howard College, there are eight tutors in addition to four full-time staff members, three of whom are senior staff members who work there permanently.

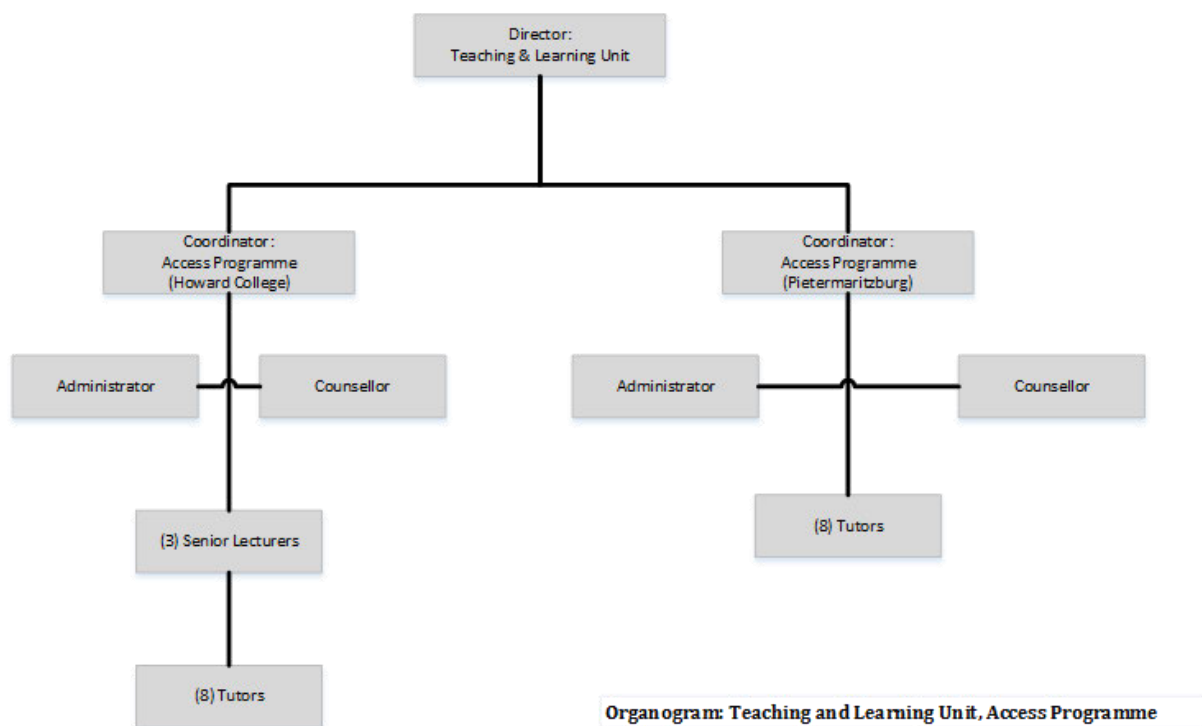


Figure 1.1: Organogram Teaching and Learning Unit. Access Programme (UKZN,2014)

1.8.3.2. BSc-4 (Augmented): College of Agriculture and Engineering Sciences

According to Kirby (2018:1), “Alternative Access routes into tertiary science degrees have become a well-recognized option for black South African students with academic potential but who do not meet Science Faculty entry requirements”. Accordingly, the BSc-4 (Augmented) degree is for students from disadvantaged schools who wish to enroll into science degrees and who have full National Senior Certificates, but with slightly low matric results to meet the conventional selection criteria. Table 1.1 presents the selection criteria for the BSc-4 (Augmented) degree in Agriculture, as outlined by UKZN handbooks for 2009 and Admissions Policy (2008).

Degree Category	NSC	Admission Point Score	English	Mathematics	Science
BSc-4 (Augmented)	Full Exemption	22	Level 4 (50-59%)	Level 3 (40-49%)	Level 3 (40-49%)
BSc (Mainstream)	Full Exemption	28	Level 4 (50-59%)	Level 4 (50-59%)	Level 4 (50-59%)

Table 1.1: Criteria for Selection into the Faculty of Science and Agriculture, UKZN from 2009 (Kirby, 2018).

Students enroll into first-year B.Sc. but initially take fewer courses with extra tutorials and practical’s, and a course in Scientific Communication. The first year of the degree is therefore spread over a maximum of two years during which students can also take some second-year modules. Thereafter, students carry the normal load for their degrees. Thus, students take four years to complete a three-year Science degree, having progressed more slowly but being more assured of success, (UKZN, 2014:1). Both Extended Curriculum Programmes and mainstream students’ cohorts take the same modules. However, from the second year, the student’s choice of modules must be approved by the school appropriate to their chosen major. In their first year, students will register for 64 foundation credits and 80-degree credits. The latter 64 credits must be from the approved four augmented-year modules. In addition, students will register

for two modules in Communication. Furthermore, students will enroll for the Life Skills module, which, however, does not carry any credits. In their second year, students will normally register for between 64- and 80-degree credits from four modules. In their third year, students will normally register for 128 credits selected from Levels 2 and 3. Lastly, in their fourth year, students will register for the credits required to complete their qualifications.

1.8.3.3 (BAMUS4) Bachelor of Arts in Music Extended Curriculum

The programme offers over a minimum of eight semesters (4 years) of full-time registration, at the end of which, students who have completed all the required modules, graduate with a Bachelor of Arts in Music degree. This programme is intended for applicants from disadvantaged schools and applicants with no prior formal musical training.

Semester 1	Semester 2
MUSC101 Foundational Practical Studies A (16F)	MUSC102 Foundational Practical Studies B (16F)
MUSC103 Foundational Performance Skills A (16F)	MUSC104 Foundational Performance Skills B (16F)
MUSC105 Introduction to Music Fundamentals A (16F)	MUSC106 Introduction to Music Fundamentals B (16F)
MUSC107 Introduction to Academic Literacy in Music A (16F)	MUSC108 Introduction to Academic Literacy in Music B (16F)

Table 1. 2: The Structure of the BAMUS4 programme for the First year (UKZN, 2014)

1.9 Structure of Dissertation

The dissertation has five chapters. Chapter one provides background information on the study. This includes a description of the research questions, objectives, aim, significance and setting of the study. Chapter two presents and locates this study within the already existing body of knowledge on the topic under discussion. Subsequently, literature on various relevant topics

and policies were reviewed, contrasted and synthesised to inform the study's analyses and conclusions. Chapter two also outlines the principles and significance of the Language Management Theory as a theoretical framework underpinning this study. Chapter three presents the research methodology and methods used in this study. This includes the research paradigm and approaches, data gathering techniques sampling techniques, analysis techniques, and ethical considerations. The fourth chapter is section dealing with the presentation and data analysis, as well as the discussion on the main findings emanating from the study. Lastly chapter, Chapter five, outlines the conclusion and recommendations of the study.

1.10 Conclusion

This chapter has provided the introduction and the background of the study. It further presented the study aims, objectives, research questions and the significance of the study. This chapter stipulated the geographical location of the study, it further focused on highlighting each and every extended programme that the University of KwaZulu-Natal offers focusing on only a certain number of them. The chapter proceeded on detailing the structure of the entire Dissertation and the summation of the chapter. The subsequent chapter outlines the literature review and the theoretical framework of this study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter discusses numerous subjects which fall under the broad topics of mother tongue and bilingualism within the education system in Africa and the world, particularly in South African higher education. The chapter focuses on the importance of mother tongue education globally. Additionally, this chapter provides a literature review of bilingual educational practices associated with elevated achievement outcomes for learners in different countries around the world. Furthermore, the chapter reviews literature on the development of African languages and the role of language in curriculum decolonization. It also discusses theoretical framework that underpins this study.

2.2 Defining Concepts: The Mother Tongue and Bilingualism

2.2.1 The Mother Tongue

To understand what the mother tongue concept refers to within the education system, there is a need to first understand what the mother tongue concept is. Scholars have shared their various perspectives on the concept of the mother tongue. Pattanayak (2003), puts forward that many individuals interpret primary language as the language of the mother. Martinet (1962), argues that the mother tongue, also referred to as the first language, is the language through which one comes to know the world. Martinet (1962), further argues that the mother tongue and the country are conceptual ideas meaning that the primary language is the language to which the connection between the two concepts is most grounded, therefore, the mother tongue defines people and their identity; it also determines their primary associate.

Alternatively, some writers such as Bloch (2013), describe the mother tongue as the language that children use to communicate effortlessly before they are enrolled in school. In other words, the children can talk fluently in all areas pertinent to their lives in their mother tongue. An important observation made by scholars is that the mother tongue is not restricted to the language spoken by both parents. Hence, children who are exposed to bilingualism in their childhood can have two mother tongues (Bloch, 2013). For example, a child born between a Xhosa father and a Zulu mother is most likely to speak IsiXhosa and IsiZulu effortlessly;

therefore, that child has two mother tongues. However, there are cases where even though languages spoken by parents are different, the child has one mother tongue. International institutions such as UNESCO define the mother tongue concept as,

The language that an individual use for the very first time in life, that he or she uses the most in overall daily activities, in which he or she is well versed and identifies himself or herself as belonging to a specific linguistic community and then to the wider society (UNESCO, 2003:2).

In other words, the mother tongue plays a crucial role in socialisation. In addition to the above, Skutnabb-Kangas (1981), argues that a mother tongue is a language one thinks, dreams, and counts in. She further argues that for these reasons, the mother tongue can make a significant impact on education (Skutnabb-Kangas, 1981). Thus, the concept of the mother tongue refers to the primary language that is not only used for communication but carries within one's identity, thoughts and belonging.

2.2.2 The Importance of Mother Tongue Education

Within the education system, the mother tongue refers to any type of teaching that utilizes the language or languages that children can easily associate with. It is the language that children can associate with easily, in most cases it is the language that they use with their families at home, languages that children are introduced to at their early intermediate-level enrolment (Espada et al., 2017). Hence, the mother tongue within education is used as an ideal way to eliminate any impediments between the home language and the language of education. Accordingly, Espada et al., (2017) argue that the mother tongue should be afforded a similar status within the academic space as other languages because each language is adequate to give high cognitive abilities to its users and there are no major or minor languages. Furthermore, they argue that mother tongue education ought to be stretched out to the extent that this would be possible (Espada et al., 2017). In other words, a lingua franca or a language of more extensive correspondence cannot be a substitute for the first language, and it ought to be kept away from until the point when the children completely procured their primary language.

Scholars have provided different assertions on the role of the mother tongue's role in education. According to Kosonen (2009:31), 'the mother tongue opens the door, including its linguistic use to all grammars which stirs the potential for all-inclusive grammar that exists in every one

of us.’ In other words, this means that the use of the mother tongue in education can reduce common grammatical errors that are common in a foreign language. In validation of this view, Butzkamm (2003), puts forward that the primary language is the expert key to learning foreign languages, additionally, it is the instrument which gives people the speediest, surest, most correct, and most whole techniques for getting to know and understand a foreign language.

Kosonen (2009), further argues that the primary language assists in learning and understanding the second language effortlessly. Accordingly, this means that mastering the second language is contingent on the first language; hence, learning the first language well creates a smooth shift to learning a second language (Kosonen, 2009). Based on a similar determination, acquiring a first language is central to learning ideas and general cognitive improvement of a second language more effectively and quickly (Kosonen, 2009). Because language and reading are firmly related, learning to read in one ‘s first language facilitates reading in a second, since many key skills related to reading are transferable from one language to another (Kosonen, 2009:34). Moreover, discussions on the benefits of the mother tongue have gone as far as trying to look at groups that are most likely to benefit. Kosonen (2009), asserts that when children are offered chances to learn in their primary language, they will probably enrol and prevail in school.

It is on this basis that Hovens (2002), argues that first language-based education emancipates disadvantaged groups. This includes traditional societies as well as children in rural areas. Furthermore, Benson (2005), contends that in most countries, mother tongue-based education can specifically benefit girls, who tend to have less exposure to an official language and have been found to stay in school longer, to achieve better, and when they are taught in their mother tongue. Several studies such as Hovens (2002), recommend that first-language education initiates sound scholarly execution. According to Taylor and Fintel (2016), among children in schools of a similar quality who come from similar home backgrounds, those who were taught in their home language during the first three years of primary school performed better in the English test in grades four, five and six than children who were exposed to English as the language of instruction in grades one, two and three. In other words, when the mother tongue is not used as a tool of teaching and learning, it is difficult to realise the full potential of a child. This is primarily because in cases where language barriers have been removed, the results show positive features in comparison to cases where there are language barriers (Taylor and Fintel, 2016). Bolstering this argument Benson (2005), puts forward that these findings are deduced

by education experts, who have advanced the benefits of first language instruction particularly in early phases of children's training.

Various scholars have highlighted the challenges that come with using foreign languages in education. Bamgbose (2000), reiterates the assertion that limited use of the mother tongue in education curbs the full potential of children and their development and it is for this reason that the education system fails. Additionally, when the mother tongue is applied in education, over and above vocabulary abilities, the child becomes mindful of available linguistic resources. To elaborate further, the student discovers that items can be called by various names, ideas clarified in various courses, from alternate points of view and with varieties in importance (Bamgbose, 2007). Subsequently, proposals have been advanced on which levels of education where mother tongue-based education should be introduced. Le Cordeur (2014:8), points out that the 1996 Hague recommendations regarding the education Rights of national minorities proposed that, the curriculum should ideally be taught in the mother tongue in primary school. Moreover, the rule that children ought to be educated in their first language for any event during the initial six years of their schooling life, is recognized globally (Nyati-Ramahobo, 2004). For this reason, the cognitive skills of the children will develop well and that will prepare them for transition into foreign languages after the stipulated six years (Nyati-Ramahobo, 2004).

2.2.3 Mother Tongue Education in African Universities

The use of indigenous languages for mother tongue education has been a subject of debate in many African universities. Many developing countries are struggling with the issue of policy on which language of instruction should be used at tertiary level. Although English is feasibly the most widely used language to the extent that it could be an international language, several developing countries have been debating policy changes regarding the use of lingua franca as the medium of instruction in their educational systems. This section seeks to provide a review of the literature on mother tongue education in two African countries: Angola and Botswana.

(a) **Angola**

Post-independence most African countries inherited the languages of their former colonisers as the official languages of their countries. An example of this is evident in case of Angola, which set the tone the future of colonial languages, particularly the Portuguese language. Article 19 of the 2010 Angolan Constitution cited in Augusto (2012) promulgates that the state shall value

and promote the study, teaching, and use of other Angolan languages, in addition to the main international languages of communication. For the same reason, the first responsibility of the state is to “protect, value and dignify Angolan languages of African origin, as part of the cultural heritage, and to promote their development, as living languages which reflect national identity,” (Article 21 of the 2010 Angolan Constitution cited in Augusto, 2012, p.16). To elaborate further, even though Portuguese is the official language of Angola; however, local languages are also protected by law to be used as languages of education in schools.

However, even though local languages are protected by law, Augusto (2012), argues that Portuguese remains the language of instruction in school, and it remains the language of instruction by lecturers in institutions of higher learning despite its contradiction and confusion with the national languages from the phonetic level to that of syntax and semantics. The contradictions damage both the quality of education and the attrition rate (Agugusto, 2012). Despite policies that seek to elevate Angolan indigenous languages, Portuguese remains on the pedestal. Therefore, a policy without implementation is of no use since it brings no change in the lives of the people (Augusto, 2012). To access higher education in Angola, students must hold a diploma of *Habilitações Literarias* (Secondary School Certificate) and pass an entrance exam. They are judged based on their knowledge of Portuguese; it must be of a high level. After three years of study, students are awarded the *Bacharelato*, equivalent to a bachelor’s degree.

(b) Botswana

The influence of the colonial legacy particularly on language could also be traced to Botswana which promoted and maintained English as the official language. Nyati-Ramahobo (2004), posits that there was a lack of a clear language policy at the time of Botswana’s independence although it was understood that English would be the medium of instruction. Due to the unsatisfactory English skills of teachers, Setswana was used as a primary language at lower levels of education. Nyati-Ramahobo (2004), posits that in the schools of Botswana the policy is that, Setswana, is the language of education from grade one to grade four. After grade four, Setswana is only taught as a subject but English becomes the language of instruction within secondary education to the tertiary level. However, this policy has limitations since it is only applying to public schools. Private schools, however, use English as the medium of instruction from Grade 1 onward, but they have a flexible policy on the number of years they teach Setswana as a subject (Nyati-Ramahobo, 2004). This means that other languages do not get

recognition by this policy in the formal education framework. Nyati-Ramahobo (2004), also argues that this language policy should not just be written but it is implemented, and it is well understood by the people.

According to Smieja (2003), there are two types of language connections used in Botswana's educational framework. The adoption of Setswana as a language of education created tension between the eight ethnic Tswana societies that speak Setswana and those societies that do not belong to the Tswana ethnic group. As a result, Smieja (2003), posits that this has had a serious negative impact on the education of non-Setswana speakers for many years which has disadvantaged them considerably. In addition, Tabulawa and Pansiri (2013), posit that ethnic minorities such as non-Tswana groups have no linguistic rights.

2.2.4 Mother Tongue Education in Universities Outside the African Continent

(a) Singapore

Singapore is one of the countries that are known for a diverse range of spoken languages within its borders their territorial boundaries. An estimated number of 30 languages are believed to be spoken within the country. Notably, because three-quarters of their citizens are Chinese nationals, they speak various dialects of Chinese, adding to the number of languages spoken. According to Kosonen (2009), the rest of the population contains Malays, who make up around 14% of the population, and Indians, who account for around 9% and speak many different languages. Tamil speakers are predominantly the largest community. On the other hand, around 2% of the populace comprises other ethnolinguistic gatherings. Most Singaporeans are multilingual, and it should be noted that in Singapore ethnicity and the home language or mother tongue do not always correspond (Kosonen, 2009). The main language of education is English, although official and primary languages are still used to teach other subjects, this includes Malay; Mandarin; or Tamil. For example, Kosonen (2009), argues that students speaking Indian languages other than Tamil can also study those languages as subjects. There is a system in place for students whose home language is none of the above, but some speakers of non-dominant languages must study two languages not spoken at home. Whenever language in education is given priority in education policy, the vision is to develop the dominant languages and accommodate those that are handicapped by foreign languages to demonstrate their full potential while promoting local languages (Kosonen, 2009). Speakers of other

languages can freely choose from those offered in the school curriculum, but there is no provision for education in non-dominant languages (Kosonen, 2009).

Singapore has a long history of the institutionalization of English as a compulsory school subject. English has been a subject of study and a medium of instruction in schools for all primary and secondary school pupils since 1987 (Kwan-Terry, 2000). All pupils in Singapore are expected to use English to express themselves, and to attain foundational skills, particularly in grammar, spelling, and basic pronunciation. In the period of 1970s Nanyang University or Nantah was the only Chinese university in Singapore, it taught Chinese only, Graduates from Nantah found few opportunities were open to them, it was sadly shut down in 1980 through a merger with the English medium University of Singapore to form the National University of Singapore. Kwan-Terry (2000), urged that the government should strengthen the teaching of Chinese as a mother tongue in universities to maintain an adequate standard of Chinese and to prevent Singapore from becoming a monolingual society that speaks and uses only English.

(c) India

According to Mackenzie (2013), a recent survey in Jharkhand, India revealed that more than 96% of children at the primary level fail to follow and fully comprehend what is taught in classes where the medium of instruction is Hindi. Only the remaining 4% of rural inhabitants in Jharkhand use Hindi as a primary language while 96% of the Jharkhand population use either ethnical or regional languages as their first language. Consequently, Mackenzie (2013), posit that the majority the time was being spent in classrooms with children copying from textbooks or the blackboard, with little comprehension of the real meaning, or the ability to apply their learning to other conditions. Therefore, when they complete their essential learning phases, children might have the capacity to understand grade-two level messages in the school language; however, they cannot respond to questions identified with the content. Literacy is not simply being able to comprehend what is on a page but it intellectual process of gaining meaning from text an achievement only possible in a language that is understood (Mackenzie, 2013). India has had difficulties with using English as a language for teaching and learning at the university level. Studies have illustrated that approximately about six million students (40% of all enrolled students) from non-metropolitan India enter the system every year and fail to achieve their educational goals because they are unable to cope with English. Unlike Japan, in the 1940s they converted their English medium universities to Japanese medium. This problem

faced by India has led to students being classified as unemployable because of their inability to speak English.

2.3 The Concept of Bilingualism

The concept of bilingualism is essentially contested despite linguists having created several definitions for bilingualism, it remains difficult to choose one of the concepts as the most correct description. The phenomenon of bilingualism in education, where a person is educated in a language other than their mother tongue, is a globally prevalent feature. Speaking more than one language is not a recent development in linguistics; it has existed since the dawn of mankind (Cenoz, 2013). The majority of people across the globe grow up understanding many languages, and contemporarily monolinguals are the minority (Ortega, 2013). In a nutshell, utilizing two languages can be interpreted as being bilingual. Notably, definitions of bilingualism range from having a basic command of two languages to having a high level of fluency in both languages that enables the speaker to communicate and present themselves as a native speaker of both languages (Landsberry, 2019). Even those who can only speak two languages verbally claim to be bilingual; some may claim the same when they only read fluently in two or more languages (or biliterate) (Bialystok, 2015). A person may be bilingual if they spent their childhood simultaneously studying and using two languages (simultaneous bilingualism). Alternatively, people could study a second language after mastering their tongue to become multilingual. Sequential bilingualism describes this situation (Grosjean, 2022).

According to Cenoz (2013), there are many different settings and proficiencies included in bilingualism. A young child who is starting school may be referred to as bilingual, but they may prefer to communicate with people outside the home in English and use their first language or native tongue for domestic and familial matters. Alternatively, she might only be primarily monolingual in her first language when she enrolls in school. For instance, a child who has just moved to KwaZulu Natal from another province like the Eastern Cape could have a high level of reading in IsiZulu but struggle to communicate or use spoken isiZulu in a classroom setting. The term "plurilingual" would be preferable because many students who are labelled as bilingual regularly use three or more languages. A bilingual person may be very competent in both languages, or they may be only moderately skilled in one and significantly more skilled in the other (Landsberry, 2019). Thus, context, linguistic ability, and aim all factor into how the term "bilingual" is used. To raise awareness of student's language knowledge and skills as

well as their cultural attachments, many educators refer to their students as "bilingual pupils" rather than "pupils learning EAL." According to Rampton (1990), the phrases "native speaker" and "mother tongue" should be replaced with "language expertise," "language affinity," and "language inheritance." Understanding the complicated nature of bilingualism and plurilingualism in multi-ethnic schools may be aided by using these terminologies by trainees. Even though a distinct definition of bilingualism has eluded even the most knowledgeable scholars, this study opted for the most basic contextualization of bilingualism. This contextualization denotes to bilingualism is the ability to use two languages in different contexts, with varied abilities and for different aims.

2.3.1 The Significance of Bilingual Education

With the dawn of the twenty-first century, it is no longer sufficient to be proficient and skilled at teaching one language to achieve success in economic, social, and educational spheres. The growth of globalization, rising global interconnectedness, and widespread communication frequently necessitate multilingualism. The increasing migration from one country to another is one facet of globalization that education professionals consider to be extremely essential. In some educational systems, such as those of nations with large immigrant populations like the United States, Great Britain, or China, bilingual education is a strategy for weakening learners' initial bilingualism and developing general and academic literacy only in one (state) language. In contrast, the emphasis in the European setting is on the methodical and focused development of learners' academic and general literacy (Hurajova, 2016; Pokriváková, 2013).

The significance of bilingual education can be divided into the following four groups, cognitive development, affective development, linguistic development, and cultural enrichment (Petranova & Rybansky, 2016). However, there are divergent perspectives on which objectives ought to be regarded as the most critical. On the one hand, several experts believe that the cognitive and affective aims of the bilingual programme should be the central focus. On the other hand, others believe that linguistic objectives should take precedence. In bilingual programmes with linguistic and cultural maintenance, English language acquisition is prioritized, but the importance of linguistic and cultural variety is also fostered. Although maintaining the original culture and integrating into society are both crucial, they should not be the primary focus of a bilingual programme (Petranova and Rybansky 2016). Recently, educators who teach in bilingual education programmes have placed the development of critical thinking skills at the centre of the discourse (Plencner, 2014). Therefore, one of the

crucial competencies in achieving the goals of current education is critical thinking. The ability to discover significant facts and connections in a range of materials as well as to generate opinions and solutions are perceived to be the positive outcomes of good critical thinking application in education (Petranová and Rybansky 2016). Media education is one of the modern subjects in education, not just bilingual education, in which critical thinking skills may well be cultivated (Petranová and Rybansky 2016).

Research has found that if the efficiency of learning and cognitive development is the target, the mother tongue should be the medium of instruction from primary school, through secondary and into universities. Other languages, like English, can be introduced as subjects from a lower primary level and that is possible to achieve. In support of the above statement, at Rhodes University, the isiXhosa language is featured as more than a language subject. It is used as a medium of instruction in support courses for Journalism and Media Studies. Pharmacy students are taught vocation-specific isiXhosa skills. Bilingual teachers in Politics, Commerce, Sociology and Economics are recognizing the linguistic diversity of their classes by using students' lived experiences as an important aspect of teaching and learning. Furthermore, the University of Limpopo now provides multilingual studies, including a BA in Contemporary English language studies in both English and Sesotho. Masters and PhD students write their theses in any official language of their choice, for example, some students have written their theses in Sepedi, Tshivenda and Xitsonga. Both Stellenbosch University and the Cape Peninsula University of Technology offer multilingual glossaries in English, isiXhosa and Afrikaans for various faculties (Aziakpono and Bekker, 2010).

2.3.2 Characteristics of Bilingual Education

De Meija (2004), posits that bilingual education is almost always characterized by using two languages as the medium of instruction in educational contexts and it is a feature shared by all bilingual education programmes. For example, a method of teaching that combines a mother tongue; the first language, a native language and a second language; the language of instruction, which is not a learner's mother tongue but is used as a state language in the nation (Pokrivčáková (2013). Language acquisition has a variety of goals, including improving communication within the academic community and the subject-area academic performance (de Meija, 2004). This contrasts with language intensification programmes, where the emphasis is placed on the linguistic characteristics of the foreign language and there is typically no

integration of foreign or second language teaching and learning to gain knowledge in other content areas (de Mejia, 2004).

The objectives of the various forms of bilingual education are diverse (Baker, 2011). Furthermore, Baker (2011), highlights examples of the goals of bilingual education such as assimilation of individuals or groups into mainstream society, the preservation of ethnic and religious identity, enabling people to communicate with the outside world, and the unifying of a multilingual society.

2.3.3 Models of Bilingual Education

Three basic models of bilingual education are recognized in the literature on bilingualism: the transitional model, the maintenance model, and the enrichment model. Each of these models describes different programme goals concerning educational contexts, relationships between speakers of the majority and minority languages, and the sequencing of the languages as instructional media within the program (de Mejia, 2004). The style of bilingual education where the goal is to move the learner from the mother tongue, or minority language, to the dominant, majority language with the outcome of social and cultural assimilation is referred to as transitional bilingual education. Another goal would be to help children learn their minority language while also developing their cultural identity, for example through maintaining legacy languages through heritage language programmes. Maintenance bilingual education is the name given to this kind of multilingual instruction (Baker, 2011). While the maintenance model of bilingual education shares many traits with the enrichment model, the latter goes one step further by focusing on not only maintaining the first language but also expanding and growing it (de Mejia, 2004). This results in language variety and cultural plurality (Baker, 2011).

Certain methods of bilingual education assist pupils to become bilingual when a second language is added to a mother tongue. Other methods of bilingual education on the other hand, encourage children to become bilingual while receiving instruction in both their mother tongue and a second language. Strong educational initiatives are those that encourage additive bilingualism, while weak initiatives encourage subtractive bilingualism (Garcia, 2005). According to Baker (2007), four primary categories of bilingual schools are considered "strong" kinds of bilingual education: American dual language schools, international schools where English is typically the prevailing language, heritage language schools for children of language minorities, and immersion schools in Canada all afterwards appeared in Europe and Asia.

(a) Dual Language Schools

These schools, which are becoming more common in the United States and other parts of the world, integrate two languages into the curriculum equally, to help students become bilingual (Baker, 2007). Usually, there is an equal number of students in each class who speak the dominant and minority languages. The goal is to have a language balance that is close to 50:50, however, this is not always the case because different schools spend different amounts of time on each language. Each period of education only uses one language, which is comparable to content-based teaching, in which students, for example, are taught portions of the curriculum using English rather than just English as a language (Baker, 2011). Separating and compartmentalizing languages is a key concept in dual language education. It means that just one language is utilized throughout each session of education, with language boundaries set in terms of time, curricular content, and teaching (Baker, 2007).

The most common preference is to use the two languages on alternate days or to use separate languages in various lessons with regular alternations to ensure that both languages are used in the curriculum. It is vital to choose when to educate through each language. Even though language boundaries are in place to ensure that different subjects are taught in different languages, it could still be dangerous if the majority language starts to be associated with more prestigious and "modern" subjects while the minority language is used to teach less prestigious ones. The standing of languages in the eyes of students, their parents, and society may be impacted by this distinction (Baker, 2007).

(b) International Schools

International schools can be found all throughout the world, primarily in the largest cities of over 80 different nations. In these institutions, tuition must be paid to acquire a private, autonomous education (Baker, 2007). Two fundamental types of international schools are offered (de Mejia, 2004), one of which is intended to serve as a national school for children who are away from home, and the other based on principles of global education supporting global human development, principally established by the United Nations. Some students in these schools have parents who work in the diplomatic service or for multinational corporations. In contrast other students come from communities where the parents have a desire for them to acquire an education that is recognized internationally.

The student body demographics at international schools have become more diverse over the past 20 years with an increase in local and international enrolments. International schools are categorized as either monolingual which is just one official language of instruction or bilingual which is two or more official languages of the host country and foreign countries are taught and incorporated into the curriculum (de Mejia 2004). Typically, English is one of the school's language of instruction. The majority of languages with a strong international reputation dominate in international schools, with minority languages being infrequently used. For example, if the majority of the teaching team is from Britain or the USA, the curriculum reflects American, British, and local educational traditions. Small class sizes, engaged students, and an international spirit among the students are some benefits of such schools; on the other hand, a very high level of learner mobility may be viewed as a drawback (de Mejia, 2004).

(c) Heritage Language Bilingual Education

There is legacy language bilingual education, which aims to fully support bilingualism language and minority students by allowing them to learn at school in their native, ethnic, home, or heritage language (Baker, 2007). These schools are underpinned by a maintenance bilingual education model which refers to bilingual education that aims to preserve indigenous languages in heritage language programmes. In a majority language society, legacy or maintenance language education refers to the process of educating linguistic minority children in their native or minority language.

2.3.4 Strategies of Bilingual Education **Immersion Bilingual Education**

The Canadian educational experiment that gave rise to immersion education set it apart from other forms of bilingual and foreign language instruction in certain keyways. Firstly, a second language is a teaching tool (de Meja, 2002). The emphasis is placed on the language's content rather than its form because it stems from the notion that first languages are largely picked up unconsciously (Baker, 2007). Additionally, students start the program with comparable levels of second language proficiency, and the curriculum provides adequate support for their native tongue. Second, additive bilingualism is the goal of immersion programs, in which learners pick up a second language at no expense to their native tongue. This contrasts with subtractive bilingual programs, which substitute the second language for the native tongue (Baker, 2007). Thirdly, interaction with the second language is primarily limited to the classroom, where the

culture is that of the local community rather than the community speaking the second language (de Mejia, 2002). Additionally, there are certain variances in immersion education concerning the age at which students begin the program and the length of time spent in immersion each day (Baker, 2007). Age-wise, immersion varies from early immersion, which begins in kindergarten or at the baby stage, to late immersion, which occurs in secondary school. The degree of immersion spans from the total, with the most popular program being early total immersion, to partial, which offers a specific proportion of immersion in the second language throughout junior high.

2.3.5 Submersion Bilingual Education

In submersion education, language learning is approached differently. Education for language-minority students enrolled in public schools is known as immersion education. However, no institution refers to itself as a "submersion school"; instead, "mainstreaming" is the more common designation (Baker, 2011). Baker (2011), utilizes the metaphor of a swimming pool where the majority language is not the child's native tongue and language-minority pupils are expected to learn to swim as rapidly as possible without the assistance of special swimming classes. The majority language will be used completely in the classroom by both teachers and pupils, and the language minority students will be taught will be the dominant language. Assimilation of linguistic minority speakers is the fundamental pedagogical goal of mainstreaming, particularly in nations where immigration has occurred (e.g., the USA, and the UK). When working with bilingual children, this type of education is multilingual, but the medium is the language spoken by the majority, and the goal is monolingualism, not bilingualism (Baker, 2011). In addition, Baker (2011), notes that "standard education rarely creates functionally bilingual children"; the normal result for the language majority would be simply a basic understanding of a foreign language. A minority language speaker must "sink or swim" at school without any institutional support, which is commonly associated with immersion or mainstream education (de Mejia, 2002).

2.4 The Role of Language in Higher Education

2.4.1. Language and Indigenous Knowledge Systems

Historically, African Higher education including the South African context relied more on foreign languages as compared to indigenous languages. This resulted in significant inequality and social discrimination of the majority. Rwantabagu (2011), highlights that in the emergence of the slave trade and colonialism, African indigenous knowledge systems and languages were systematically undermined to erase African contributions to history and knowledge production. This resulted in the hindrance of the development of African cultures and languages. The practice of the indigenous knowledge system including African traditions of healing was regarded as legal transgressions or misconduct. Kamwendo (2010), asserts that the exclusion of African cultures and languages resulted in the colonial government importing religion and educational systems from their respective countries. The imported religion and education systems were then imposed on colonies which resulted (*ibid*). Due to the adoption of colonizers' culture, traditions, and languages, European and foreign languages were used as the medium of instruction in education throughout the colonial era in Africa.

The South African Government states that the South African history of colonisation is significantly different compared to other countries because it was first colonized by the Netherlands (1652 – 1795) and later Great Britain (1795 – 1961). Due to South Africa's unique colonization history, the two dominant languages were Afrikaans from the Boers and English from the British (*ibid*). However, various scholars such as Zeleza (2006), have argued that the use of foreign languages has proven to be problematic for the majority of the population. For instance, in South Africa, the use of Afrikaans and English as the primary mediums of instruction places the minority White, Indian and Colored students, who speak at least one of the two as their mother tongue in an advantageous position whereas the majority Black or African students are disadvantaged as they regard Afrikaans and English as a second, third or even fourth language (Zeleza, 2006). Therefore, this denies African students and educators the opportunity to learn or teach indigenous African languages violating their Constitutional rights. Furthermore, this poses a threat to their academic performance.

The use of exoglossic languages creates social division. Hopson (2003: 229), states that 'language serves as a mechanism of social power; it is a quintessential tool for cultural hegemony and social stratification'. Evidently, in South Africa, the success of an African/Black individual is measured by their English and foreign languages such as French proficiency. As

asserted by Heugh (2007), South Africa is decades into a new political dispensation guided by a constitution considered to be one of the most democratic and progressive worldwide. However, exoglossic languages introduced by colonizers are considered a measure of literacy and achievement. The use of indigenous languages is associated with inferiority and illiteracy whereas fluency in English and/or Afrikaans is linked to superior intellect and civilisation.

During the colonial and apartheid dispensation, several structural inequalities occurred which affected the basic and higher education sectors. According to Madadzhe (2019), all university activities in South Africa utilized exoglossic languages as a medium of instruction in teaching and learning. The advent of democracy and the adoption of the Constitution in 1996 kindled the hope of official African languages being incorporated into institutions of higher education. However, Laird (2006), postulates that even after the colonial and apartheid-era South African universities continue to rely on foreign syllabi as well as European languages for instruction and research. The failure to integrate African indigenous languages in the scientific and scholarly discourse denotes that: universities in South Africa are not well equipped to tackle indigenous or local knowledge systems, which are deeply embedded in communities' values, ethics, philosophies, and ways of life in general (Zezeza 2006).

2.4.2 African Languages and Curriculum Decolonization

The South African higher education system has emerged from a racially segregated approach where only English and Afrikaans were used as languages of instruction. After the fall of apartheid in the early 1990s the role of Afrikaans diminished significantly (Olivier, 2014). Due to associations of this language with the former apartheid regime, as well as a decline in comparative student numbers who have this language as their mother tongue at specific universities. Despite, the constitutional recognition of an additional nine other African languages as official languages and many efforts to include African language policies, and some practices English is still the dominant language in South African universities (Olivier, 2014). Due to the apartheid legacy university staff were historically mainly white and the curriculum was biased in favour of Western knowledge.

It must be understood that universities are not and have never been homogeneous, with several exceptions being made to the rule. However, from the perspective of students' demographic profile in South Africa bias in favour of Western knowledge remains a key issue. From the South African government, several efforts have been launched to transform higher education, but the urgent need for change came in the form of student protests. A prominent protest was

the Rhodes Must Fall protest at the University of Cape Town in 2015 which was aimed at removing a statue of a colonial-era statesman, Cecil John Rhodes. The protest was also supported by a highly successful social media campaign driven by the hashtag #RhodesMustFall. This protest quickly spread, and the decolonization of the South African curriculum was the main demand from the students (Lagrange, 2020).

Since the Fees Must Fall movement, many universities in South Africa have initiated various efforts to work towards the project of decolonization of the curriculum. In addition, these efforts should also be regarded as being in line with the government's drive to support the inclusion of indigenous knowledge (Ezeanya-Esiobu, 2019) in the education context. Policy documents and legislation in South Africa also promote the idea of higher education being responsive to local needs, but in practice, most efforts to change in this context were limited to the curriculum structure rather than the knowledge in the curriculum (Lange, 2021). From the literature, decolonization is not a new concept, and it also pertains to intellectual decolonization. However, the work around decolonizing the curriculum is not finished and there is a need for an ongoing inclusive process where communities and students are also involved in the process. According to Lagrange (2020: 218) lamentably "students appear to invoke notions of decolonisation for symbolic reasons only, as these students and academics return to the settled curriculum after the protests". Therefore, there is a need for continued and vigorous interrogation of the decolonization movement to set clear and attainable goals.

2.5 The Development and Intellectualisation of African Languages in SA Higher Education

2.5.1 The Language Policy for Higher Education

In 2020, the Minister of Higher Education, Science, and Innovation Dr Nzimande promulgated the Language Policy Framework for Public Higher Education Institutions, determined in terms of section 3 (1) of the Higher Education Act. 101 of 1997 (amended). According to Government Notices (2020), the main purpose of the policy was to stipulate a framework for the integration and strengthening of indigenous languages as languages of scholarship, teaching, learning and communication at South African public higher education institutions. The Language Policy Framework for Public Higher Education Institutions provide detailed guidelines for the development, implementation, monitoring, and evaluation of institutional language policies and contributes to transformation in higher education with specific reference to universities through enhancing the status and roles of previously marginalised South African

languages to foster institutional inclusivity as well as social cohesion (Government Notices, 2020).

As reported by the South African Government (2023), the Department of Higher Education and Training has implemented many measures to assess progress and determine how closely institutional practices comply to national policy since the Language Policy for Higher Education was issued. In this regard, a Ministerial Advisory Panel on the Development of African Languages in Higher Education, which was founded in 2012 produced a document titled 'Report on the Use of African Languages as Mediums of Instruction in Higher Education' which to date, is the most current effort from government to integrate n indigenous languages in Universities (Government Notices, 2020).

From the same report however, it was evident that little progress was achieved in examining and utilizing the potential of African languages to increase access and success in higher education institutions. Therefore, to address the issue of the underdevelopment and underutilization of official African languages at higher education institutions, the Language Policy Framework for Public Higher Education Institutions was promulgated in 2020. Notably the policy's core aims are to maintain the standard, as well as the usage of languages that have been stipulated as South African languages which include indigenous African languages. The revised Language Policy Framework for Higher Education sought to promote multilingualism as a strategy to facilitate meaningful access and participation by university communities which includes students, educators, and general staff members in various university activities, including cognitive and intellectual development. It draws inspiration from the principles and values of the Constitution of the Republic of South Africa (1996) as well as the relationship between language and cognition in the learning process.

Therefore, the challenge facing South African higher education institutions is to ensure the growth of a multilingual environment where all official South African languages, particularly those that have historically been marginalized, are allowed to develop as languages of scholarship, research, as well as teaching and learning. If public higher education institutions are to address the different linguistic needs of their student population, indigenous languages must be developed and valued. Therefore, conditions must be provided for the growth and reinforcement of indigenous languages as languages of meaningful academic discourse and as sources of knowledge in the various higher education disciplines.

2.5.2 Additional Policy Framework Supporting the Development of African Languages

The use of African languages in education poses challenges because the information, customs, and heritage that these languages impart are not included in the official education offered in English and Afrikaans. In the long run, the absence of these African languages in the educational system results in the loss of an African knowledge system and linguistic productivity (Ramoupi, 2014). An English-only or even English-mainly policy, according to Neville (2004:122), ‘prevents the majority of the people from having access to essential information and, consequently, from fully participating in the democratic political process’. The constitution which is the main influence for all policies, and frameworks utilizes the word languages 26 times in connection with African languages (South African Constitution, 1996). This is a recognition of the importance of African languages in a liberated African country.

As asserted by Ramoupi (2014), the Constitution placed a clear emphasis on African languages as the vehicle that should be used as the medium of instruction in teaching and learning. Within the South African Constitution, Section 6 (1) which is the founding provisions of the Constitution classifies the 11 official languages of the Republic of South Africa. These include 9 African languages, namely Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, and isiZulu. In addition, the constitution states that in ‘recognising the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages’ (South African Constitution, 1996).

In chapter 2 of the Bill of Rights (BOR), the language of instruction in schools is addressed, this is aligned with Section 29 (2) of the constitution which states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable (Ramoupi, 2014). Therefore, to ensure effective access to this right, the state must consider all reasonable educational alternatives. Furthermore, within the BOR, it is stipulated that everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights. Lastly, in the BOR, on ‘cultural, religious, and linguistic communities, Section 31 (1) states that persons belonging to a cultural, religious, or linguistic community may not be denied the right, with other members of that community to enjoy their culture, practise their religion and use their language.

2.6 Language Development in the SA Higher Education Context

Aside from existing and planned dictionary efforts, only a few Technikons and institutions have African language improvement as an explicit policy goal. Regardless of the tone and generic language in which this devotion is typically couched, there is evidence that this is frequently nothing more than a stance of politically correct rhetoric, which is ideal in the current regime. At two universities and one Technikon, there are explicit and carefully argued commitments to the development of isiXhosa, Sesotho, and isiZulu respectively, for use in higher-order functions, including their use as Languages of Tuition at tertiary educational institutions. In at least one of these cases, there are signs of an implementation plan with a clear time frame.

According to Alexander (2013), one of the key motives for the development of any language is to produce value for its speakers while concurrently creating value for those who speak other languages. The value of a language is created, a language does not acquire value automatically. From this argument, he concludes that: education plays an important role in this regard and that this construction of value for languages is a reflection and reproduction of the socioeconomic status of the people who speak it (Alexander, 2013). Going back to the history of the development of indigenous African languages beyond secondary schooling, particularly for use in high-function domains such as Higher Education. There must be consideration of the extent to which these languages are judged as desirable and valuable in human life for cognitive, economic benefit and socio-cultural, especially for the benefit of those who speaks them as primary languages. In this regard, Alexander (2013:108) states:

Unless African languages are given market value, that is unless their instrumentality for processes of production, exchange and distribution is enhanced, no amount of policy change can guarantee their use in high functions and, thus, eventual escape from dominance and hegemony of English. The current language-medium practices cause cognitive impoverishment and, consequently, necessitate investment in compensatory on-the-job training. This wastefulness would have been avoidable if there had been a national development plan in which reform of education and economic development planning was integrated.

The apartheid era, following the colonial/missionary era, saw accelerated development of indigenous African languages, even though the development was carefully orchestrated with the main purpose of ensuring the value of Afrikaans relegating African languages to lower levels of education, and practical subjects (Mahlalela-Thusi and Heugh, 2002). The legislative

policy was carefully formulated, followed by a strategic implementation strategy. In terms of legislation, the 1953 Bantu Education Act saw the extended use of the mother tongue in schools. Status planning saw the elevation of the status of African languages in education, and corpus planning saw terminology development and textbook production (Mahlalela-Thusi and Heugh 2002:182).

The 1960s was the period when language-specific language boards were established, with each board tasked with the responsibility of overseeing the development of the specified language. They resorted under the Education Department and were mainly constituted by the Inspectorate. They further established Language-specific radio stations. It is evident from this that the apartheid era developed language policies and practices that entrenched their ideology of separateness.

2.6.1 The University of KwaZulu-Natal Language Policy

In 2006, UKZN implemented a new language policy that included isiZulu as an additional language of instruction in addition to English, which remained the primary language of instruction. This was done as part of broader national initiatives to modernize South African higher education (Kamwangamalu, Citation1997). In line with the policy:

The university will continue to use English as its primary academic language but will activate the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) that make the use of the language a real possibility for intervention by all constituencies in the University. (UKZN, University of KwaZulu-Natal Institutional Intelligence, 2017:1).

The goal of the policy is to provide isiZulu-speaking children with the chance to receive academic instruction in their native tongue. As a result, the goal of the policy was to promote language and cultural harmony among the faculty and employees (University of KwaZulu-Natal, 2014). There has been an increase of isiZulu-speaking UKZN students from around 43% in 2009 to 75% in 2015. For first-year undergraduate students who are primarily isiZulu speakers and come from underprivileged educational backgrounds, the university offers an access programme. Additionally, the university is in a province where isiZulu is the primary language (University of KwaZulu-Natal, 2016). UKZN, originally a white institution in South Africa, was a centre of anti-apartheid resistance. It welcomed everyone and refused to discriminate against pupils based on race. As a result, it is not surprising that its language

demographics have evolved and are now reflected in language policies that aim to correct historical injustices and inequalities (University of KwaZulu-Natal, 2014).

2.6.2 Students and Staff Sentiments on the UKZN Language Policy

The views on language among staff and students have been the subject of numerous studies. For example, Teeger (2015), investigated lecturers' and students' perspectives on language, race, and socialization in the South African educational system post-apartheid. Naidoo et al., (2018), looked at whether the mandatory language course at UKZN's encouraged social cohesion. The authors concluded that forcing children whose mother tongue is not isiZulu to learn the language has only had a limited amount of success. According to Naidoo et al., (2018:2), UKZN was "a little bit short-sighted in that the attempt to promote social cohesion; since there was no obvious connection between the compulsory language module and attempts to integrate the interaction between mother tongue and non-mother tongue speakers of isiZulu at the institution". Wright's (2016), study about why speakers of European languages speak the way they do covers both language acquisition mandated by political and economic agendas as well as language choices made voluntarily for social mobility, economic advantage, and group identity. According to Fan's (year) investigation into the relationships between socioeconomic status and academic ability, individuals from various social origins can attend public versus private schools and receive variable amounts of extracurricular exposure to the target language (e.g. private tuition, learning resources, and study abroad). He pointed out that this influences students' drive to learn, self-control, and self-related beliefs in addition to the consequences of their language acquisition.

As the socially constructed group targeted by the policy, isiZulu speakers will gain from the university's multilingual policy. Language policies typically include a proportion of the target populations while excluding others, principally because they are socially formed during the policy creation process. The UKZN language policy is viewed favourably by isiZulu speakers, who make up the majority of the student body and is thus thought to have the ability to foster social cohesion. According to the UKZN language policy, isiZulu will aid in the potential to build social cohesion within the university. However, due to others' perceptions and the language's standing in society relative to other languages, alternative language users are occasionally stigmatized (Murray, 2002). Language users also consider the group to which the discounted language belongs. In comparison to the dominant group in society, the undervalued

linguistic group symbolizes an out-group, according to Swaffer (Citation 2014). Because of this, Afrikaans and the nine indigenous South African languages are given less respect than English.

Ramsay-Brijballs (2003), study found that isiZulu students on the UKZN's Westville campus “declined to speak isiZulu to avoid the stigma of being perceived as "old fashioned”. In support of this claim, Naidoo et al., (2018) found that just 7% of the respondents supported the mandatory required IsiZulu language requirement module choice voluntarily supports this. Given that language use can be linked to "identity adjustments meant to promote group status and favorability," this is not surprising (Edwards, 1985:152).

Zungu (1998) contends that when a speaker is interacting with other ethnic groups in Southern Africa, isiZulu is frequently promoted as a marker of ethnic identity, suggesting that language speakers seek to express a mixed identity and consequently choose to use two or more languages simultaneously. Students who speak isiZulu employ these languages in various contexts. As a result, among UKZN students, isiZulu and English have different social connotations. IsiZulu is seen as a language used to prove and claim one's ethnicity, but English continues to be a language of social prestige and modernity. In this situation, the mother tongue is used to explicitly foster a sense of self-identity, social cohesion, and cultural orientation (Gernsbacher, 2017). It is employed for every day, small-scale interactions as well as for informal, private communication. The reality is that "the hegemonic nature of English, imposed through apartheid and colonialism in South Africa, has resulted in the undeniable prestige of English, which has the effect of distorting educational possibilities and weakening the value which African languages possess" even though all nine indigenous South African languages are legally equal to English and are permitted to be used as languages of learning and teaching as well as for official communication (Naidoo et al., 2017:6).

2.7 The State of Mother Tongue in South Africa

According to Pluddemann (1999), numerous studies have shown that an increasing number of black and coloured ethnic group parents are demanding English as a medium of instruction for their children. This is evidence that that the apartheid nationalist government succeeded in creating monolingual societies out of multilingual South Africa. Apart from separating people according to race and language group, the apartheid regime also insisted on mother-tongue education being English or Afrikaans. However, recent literature shows that typically, a South

African uses at least two languages depending on context. Blacks, particularly those in urban areas, have been known to use three or more languages (Slabbert and Finlayson, 1999).

In South African schools most subjects are disseminated to children from lower levels of schooling up to matric in English. However, in alternate cases, the primary languages last only for the first three years of schooling. Thereafter, English takes over immediately when in Grade 4 until the tertiary level. Pandor (2005), posits that the use of mother tongue education in South Africa remains a problem and it is strongly believed that students should receive education in their mother tongue. However, there has been numerous challenges associated with the seamless implementation of this vision. (Pandor, 2005). Pandor (2005), therefore, suggested that the initial period of mother tongue instruction should be extended to six years that is both the Foundation Phase Grades 1 to 3 and the intermediate Phase Grades 4 to 6 instead of just the first three years. Additionally, it should go as far as being used as a tertiary language of instruction. According to Bloch (2013), different findings have demonstrated that it takes longer than three years to completely take in a language; hence, the best alternative is for students to learn through a language they know well for the initial six years at school. In addition, Kamwendo (2010) argues that English should be presented as an additional language during this time, and it can gradually be used as a co-teaching medium and therefore give children the best of both worlds.

The South African Constitution guarantees learners their right to receive education in the language of their choice. Moreover, students should also have a right to use their indigenous languages as a medium of instruction or teaching and learning. According to, Foley (2010), research has shown that learners entering school can grasp best through their mother tongue and that a second language such as English is more easily acquired if the learner already has a firm grasp of his or her home language. However, South African statistics have shown that the current practice of using English in schools like rural areas has a negative impact because most of the students do not understand English properly (De Klerk, 2002). According to Foley (2010), if African languages are to be used as the language of disseminating knowledge in schools, the first and most important step that must be taken is to change the Revised National Curriculum Statement (RNCS) into these languages, considering that currently, the main subject educational module which shows up in the indigenous languages are simply the African languages as subjects. Moreover, Foley (2010) argues that the rest are available in English and Afrikaans only and naturally it is not only the RNCS which must be available in the indigenous

languages. All textbooks, readers, support material, teaching aids, guides and literature must be made readily accessible in these languages and kept continuously (Foley, 2010).

2.8 Theoretical framework: Language Management Theory (LMT)

The study employed the language management theory (LMT) as the main theoretical framework and the language as problem, language as right, and language as resource, as a supplementary theory. The LMT was first developed by Jernudd and Neustupný (1987), as a response to problems evident in the traditional top-down language planning of the 1960s and 1970s. The theory has undergone many developments through the work of scholars such as Neustupný and Nekvapil (2003), Nekvapil and Nekula (2006), Giger and Sloboda (2008), Nekvapil and Sherman (2009), Nekvapil (2016), and Fairbrother et al., (2018), among others. While many different views and interpretations have emanated from the development of the LMT over time, this study will conceptualise language management as any activity aimed at language or communication, or what Fishman (1972:140-150) called ‘behaviour toward language’.

The significance of the LMT is that it attempts to improve scholarly understanding of how people use and interact with language (Fairbrother et al., 2018). The LMT is also viewed as an appropriate framework for examining ideologies and inequalities by the stakeholders of language policy and planning (Rudwick, 2017). The theory generates a holistic conceptualisation of language problems by focusing not only on the grammatical aspects of language but also on the socio-linguistic and socio-cultural features. Further, there are various other aspects that are subject to management, variety, situation, function, setting, form, content channel and performance in connection with the Hymesian model of communication (Neustupný and Nekvapil, 2003). A key feature of the LMT is its focus on the distinction and connection between macro-level management (organised management) and micro-level management (simple management) (Fairbrother et al., 2018; Jernudd and Neustupný, 1987; Nekvapil, 2016).

Simple management can be defined as the regulation of language problems in discourse or real-life interactions (Neustupny and Nekvapil, 2003). It is possible for a speaker to regulate personal language features or that of the interlocutor’s discourse in a particular interaction (Nekvapil, 2006). This could relate to the management of problems such as spellings of particular words, the problem of terminology development especially with regard technical and

scientific terms, the challenge of attempting to rectify the use an articulation that could be considered as impolite and inappropriate for a specific occasion (Nekvapil, 2006).

Organised management happens at national, regional and organisational level with a focus on management directed towards ‘language as a system’ (Jernudd and Neustupný 1987:76). In contrast, simple management focuses on micro-level discourse and is carried out by individuals in interaction (Fairbrother et al., 2018). Nekvapil and Sherman (2015) reveal that the relationship between simple and organised management can acquire many different forms, a feature referred to as the management cycle (Nekvapil and Sherman, 2009).

The concept of the management cycle was formulated based on Canagarajah’s (2006), concept of language policy cycle. Neustupný’ (1994), argues that every language planning activity must first consider language problems in interactions and hence the implementation of resolutions should facilitate the elimination of such problems in an interaction.

As mentioned previously that the LMT is a very broad concept or theory when it comes to language planning, the above paragraph is evidence that many researchers still prefer using this specific theory when conducting and analysing their data or rather findings. As this paper also employs the LMT, it will help being the link on fulfilling the aims and the objectives of the study. This theory will therefore be employed on this study using both one on one interviews and questionnaires.

2.8.1 Language as Problem, Language as Right, and Language as Resource.

The study also draws from Ruiz (1984: 2010), language planning orientations: Language as problem, language as right, and language as resource. The language as problem orientation is a set of ideals that originate from a monolingual approach and assimilationist view point (Hult & Hornberger, 2016). This orientation views linguistic diversity is impediment to national unity which is supposedly achieved through the use of a single, dominant and homogenous and dominant language (Ruiz, 1984). Language policies that are aligned to this particular orientation are aimed at limiting or entirely eliminating multilingualism in society while encouraging the dev the dominant language (Ruiz, 2010).

Speakers of non-dominant languages, in this context, are viewed from a deficit perspective that puts emphasis on their lack of linguistic abilities in the dominant language, and their languages are not seen as an asset but an impediment that needs to be gotten rid of (Ruiz, 1984). Within the educational context, the language as a problem orientation's goal is to fix the supposed linguistic deficiencies among speakers of non-dominant languages through subtractive language teaching which puts emphasis on the need for transition to the dominant language (Hult, 2018). The goal is to compensate for a linguistic deficit by focusing on assimilation and transition to a dominant language (Hult and Hornberger, 2016).

The language as right orientation's goal is to address linguistic inequities through the use of compensatory legal mechanisms (Hult and Hornberger, 2016). The orientation advances the view that language is an important factor in an individual's ability to access the life chances afforded by a society through, *inter alia*, healthcare, employment, jurisprudence, education, media, voting, education (Ruiz, 1984). Progressive language rights may be advanced through legislation by guaranteeing individuals use of their language in domains of society thereby advancing the status of non-dominant languages, expanding their functions and ensuring equality of access for their speakers (Hult and Hornberger, 2016). In South Africa, language rights are enshrined in the South Africa's democratic constitution and the Bill of Rights (RSA, 1996). Language rights are also framed in relation to international charters, conventions, covenants, declarations or treaties such as the European Charter for Regional or Minority Languages or the UN Declaration on the Rights of Indigenous Peoples (Skutnabb-Kangas, 2000; Hult, 2018).

The language as resource orientation is fundamentally a direct opposite of the language as problem orientation. In this particular orientation, multilingualism and cultural diversity are viewed as important resources that are compatible with national unity (Ruiz, 2010). Speakers of the non-dominant languages are viewed as a source of specialised linguistic expertise necessary for their communities, themselves and society in general (Ruiz, 1984). Linguistic diversity is thus viewed as beneficial, not only for speakers of non-dominant languages, but for everyone in society (Cummins et al., 2006). Further, this orientation does not pit languages against each other but is an additive perspective that puts emphasis on the development of advanced bilingualism in the dominant language and the non-dominant languages (Skutnabb-Kangas, 2000, Hult, 2018). To that end, the language as a resource orientation embraces the development and expansion of new multilingual resources as well as the maintenance of

existing resources as language is both a national and personal resource (Ruiz, 1984, Hornberger, 1990, Ruiz, 2010).

2.9 Conclusion

This chapter has defined and highlighted the challenges, importance, and significance of utilizing the mother tongue and bilingualism within an educational context. The literature has provided political, social, educational, and a policy background justifying the emphasis on using mother tongue and bilingual education for diverse purposes. The chapter drew from the international, regional, and local literature to locate this study topic within the broader scope of knowledge on the mother tongue and bilingual education topic. The subsequent chapter outlines the methodology underpinning this study, the chapter will discuss the methods that are used while conducting the study

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter delves into the research methodology and procedures implemented to gather data. The section discussed includes: The research paradigm and associated methods employed to conduct this research are described, along with a justification for the approaches used. The Chapter further explains the several stages of the research, including the sampling procedure, data collection methods and tools, and data analysis techniques. Regarding reflexivity, the chapter also explores the researcher's role in qualitative research. The chapter concludes with a discussion of the ethical considerations, limitations, delimitations and trustworthiness standards for qualitative research and how these standards were met in the current study.

3.2. Research Paradigm

3.2.1 Understanding Research Paradigm

According to Kivunja and Kuyini (2017), a research paradigm is a strategy, model, or pattern for conducting research; a group of ideas, convictions, or understandings that allow for the operation of theories and practices. A research paradigm provides a structured approach to research, allowing researchers to make informed decisions about how to design their studies and interpret their findings. It also provides a framework for researchers to use to develop research questions, analyze data, and make conclusions. A study on research paradigms asserts that positivism or interpretivism are the two research paradigms from which the bulk of paradigms are derived (Teherani et al., 2015). Each research endeavour follows one of the research paradigms as a framework for developing its research methodologies and conducting ethically and with rationality. Therefore, it is important for researchers to be cognizant of the different research paradigms available in order to select the one that is best suited for their research. Research paradigms provide a structured approach to research, ensuring the validity and reliability of data. They also help researchers avoid bias. Below are the research paradigms that are likely to be encountered as part of the qualitative research.

3.2.2 The Interpretivism Paradigm

This study employed the interpretivism paradigm. The interpretivism paradigm posits that multiple realities rather than a single reality exist, this paradigm is commonly employed in the bulk of qualitative research in the social sciences (Teherani et al., 2015). Accordingly, the interpretivism paradigm posit that the meaning of reality can only be extracted and established when the researcher negotiates and works together with research participants within a distinct moment and environment (Merriam and Tisdell, 2016). This negotiation is shaped by the researcher's own values and beliefs, which ultimately results in the researcher forming their own interpretation of the research data. The researcher should then communicate this interpretation to their peers and the public, and be open to feedback on their interpretation. The researcher must ensure that the interpretation is based on their values and beliefs, while ensuring that they are not influenced by external factors such as pressure from other stakeholders. Additionally, they need to ensure that their interpretation is accurate logical, and that the evidence supports their conclusions.

It is upon these premises that this study integrated the students, tutors, and lecturers' perceptions on the efficiency of the use of the isiZulu mother tongue and English bilingualism as languages of the medium of instruction and learning at the UKZN in the ECP. Therefore, the researcher relied on reflection and conversations with the subjects. Interpretivists contend that because human behaviour is complicated, it cannot be predicted with any certainty but depends on deciphering or understanding the meanings that people give to their actions (Merriam and Tisdell, 2015). Therefore, the researcher, without distorting the collected data from the participants, integrated it with data gathered from the reviewed literature and other sources to construct and create reality. Therefore, the findings of this study are not meant to be utilized as the sole authority on the topic but as another perspective from which the reality under review can be perceived. Thus, this means the findings of this study are not generalizable because they are fundamentally based on the social, cultural, and historical perspectives of the participants within this unique context and moment (Merriam and Tisdell, 2016).

3.2.3 Other Research Paradigms

It is important for the researcher to provide an overview of other research paradigms in order to clearly justify the choice of the interpretivist paradigm in this particular study. The research

paradigms that will be discussed in this section include the positivist paradigm, the critical realist paradigm, the interpretivist paradigm, and the constructivist paradigm.

3.2.3.1 Positivist Paradigm

The positivist paradigm is based on the idea that one can gain an understanding of human behaviour through observation and reason. Stated differently, under the positivist paradigm only objective, observable facts can be the basis for science (Khaldi 2017). Moreover, the paradigm is guided by the idea that true knowledge is based on experience of the senses and can be obtained by observation and experiment. Positivist thinkers lean strongly on determinism, empiricism, parsimony and generality.

The positivist paradigm thus organises the knowledge generation process with the help of quantification, which is essential to enhance precision in the description of parameters and the discernment of the relationship between them. An interesting feature of positivism is that it accepts the supernatural and abstract as data for research purposes. However, theological or metaphysical claims must relent to the positive which can be explained in terms of scientific laws.

A positivist approach to knowledge is based on a real and objective interpretation of the data at our disposal. Such knowledge can be transmitted in tangible form, knowledge is often derived from observation. Positivism is a philosophy of knowing, also called epistemology, which believes that only knowledge gained through direct observation is factual and trustworthy. Examples of factual information gathering include, watching people work, and measuring manufactured items, measuring time in athletics, which is regarded as objective and therefore also valid (Khaldi, 2017). According to Ryan (2006), Positivists believe that knowledge can be revealed or discovered using the scientific method. The discovered knowledge enables us to provide possible explanations of the causes of things that happen in the world. A positivist approach emphasises experimentation, observation, control, measurement, reliability and validity in the processes of research. This implies a quantitative approach.

Positivism relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and

explanatory factors and outcomes. However, positivist research does not always rely on quantitative methods. For example, an experimental study examining the effects of an intervention through qualitative analysis fits within the positivist paradigm.

3.2.3.2 Critical Realist Paradigm

The critical realist paradigm argues that social science can never be a hundred percent objective or unbiased. This paradigm is focused on validating social change through scientific investigation. Critical theorists question knowledge and procedures and acknowledge how power is used or abused in the phenomena or systems being investigated.

Stutchbury (2021), describes the critical realist paradigm as a branch of philosophy that distinguishes between the real world and the observable world. The real world cannot be observed and exists independent of human perceptions, theories, and constructions. The world as we know and understand it is constructed from our perspectives and experiences, through what is observable. Thus, according to critical realists, unobservable structures cause observable events and the social world can be understood only if people understand the structures that generate events.

3.2.3.3 Constructive Paradigm

The constructivist paradigm asserts that reality is a construct of our minds and therefore, reality is subjective because it can be subjected to the things we can observe with eyes, hear, touch, feel etc. Constructivists believe that all knowledge comes from our experiences and reflections on those experiences, they oppose the idea that there is a single methodology to generate knowledge. This paradigm is mostly associated with qualitative research approaches due to its focus on experiences and subjectivity. The researcher focuses on the experiences of participants and also reflects from the subjective realities of the researcher. (Petrućijová et al., 2021).

3.3. Research Design

3.3.1 Research Strategy

Kumar (2020), defines research design as a plan, organization, and strategy that research requires to find solutions to study issues or problems. Hodges and Thomas (2010), also refer

to research design as a study's logic or master plan, which sheds light on how the study is to be carried out and demonstrates how all the major components, such as samples, groups, measures, are cooperating to address the study's research questions. In this regard, Creswell (2017), posits that there are fundamentally three approaches that are commonly employed to explore and understand any phenomenon under investigation, and these are namely: Qualitative, Quantitative and Mixed Method Approach. For this study and consistent with the interpretivism a qualitative approach was employed to explore the experiences, and perceptions of students, tutors, and lectures within the BSS4 programme at the University of KwaZulu-Natal. The central question interrogated their perceptions on the use of the isiZulu mother tongue and English bilingualism as languages of instruction and learning. The two main approaches were the use of interviews and focus groups.

3.3.2 Qualitative Research

According to Creswell (2014:32), qualitative research is "an approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem." The objectives of qualitative research, according to Merriam and Tisdell (2016), are to illuminate how an event affects the people who are a part of it. Researchers are interested in learning how people explain their own experiences, "how they construct their worlds, and what meaning they attribute to their experiences" (Merriam and Tisdell, 2016:6). Moreover, Braun and Clarke (2013:3-4), posit that qualitative research "uses words as data collected and analysed in all sorts of ways". This is distinct from quantitative research, which looks at the relationship between measurable variables to evaluate theoretical hypotheses. To ascertain "cause and effect, predict, or describe the distribution of some attribute among a population" (Merriam and Tisdell, 2016:5), a quantitative study is also used. The study's findings are then derived from a statistical analysis of the quantitative study's data (Creswell, 2014).

Merriam and Tisdell (2016) claim that a qualitative study approach has several important features. The primary goal First and foremost, the study's goal is to comprehend human experiences. Secondly, the researcher is the main tool for gathering and analysing data. Third, an inductive analysis of the study's data is performed. In other words, the researcher will derive concepts, hypotheses, or theories from the collected data for analysis. Finally, from a variety of data sources, including documents, field notes, and interviews, rich descriptions will be generated. It is upon these premises that this study adopted the qualitative approach to explore

the experiences, feelings, attitudes, and conventions of the BSS4 students, tutors, and lectures regarding the use of isiZulu and English bilingualism as a language of teaching and learning within the BBS4 programme. The researcher as a main instrument for data collection, collected and analysed data from the group discussion, interviews, documents, and reviewed literature to provide an in-depth and comprehensive description of the phenomenon under investigation. In order to provide a rich description of the investigation, the inductive approach to data analyses was employed in this study and the merging themes were therefore narratively discussed guided by the theoretical framework underpinning this study.

3.3.3 Quantitative Research

Bandari et al., (2022), describes Quantitative research as the process of collecting and analysing numerical data. This data can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Quantitative research is further described as the opposite of qualitative research, which involves collecting and analysing non-numerical data for instance text, video, audio and questionnaires. Quantitative research is mostly used in the natural and social sciences biology, chemistry, psychology, economics, sociology, marketing, etc. Quantitative research methods can be used for descriptive, correlational or experimental research as mentioned in the examples above.

3.3.4 Mixed Method Approach

The Mixed methods approach combines both the elements of quantitative research and qualitative research in order to answer the particular research question. Mixed methods can help you gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods which helps to elevate the quality of the study (Bandari et al., 2022).

Mixed methods research is often used in the behavioural, health, and social sciences, especially in multidisciplinary settings and complex situational or societal research. Moreover, mixed methods research might be the right option if the research process suggests that quantitative or qualitative data alone will not sufficiently answer the research questions. It has been proven that there are several common reasons for using mixed methods research which includes contextualisation, credibility, and generalisation. Taherdoost (2021), posits that the Mixed-

method approach simply employs a combination of both qualitative and quantitative approaches based on the purpose of the study and the nature of the research question that aims to provide a better understanding of the subject. In utilizing the approach there can be an equal focus on both methods or the study can rely more heavily on one of the two methods considering the selected integration process.

3.4 Research Approach

There are many different approaches to research. According to Grover (2015), a research approach is described as the procedures of research that encompasses the steps from wide assumptions to data collection analysis and interpretation. Examples of research approaches include case studies, ethnography, longitudinal studies etc. Grover (2015), further states that there are three basic components of a research approach-philosophical worldview, research design and methods of research. In choosing a research approach it is necessary to select a matching research design. The philosophical worldview originates from epistemology considerations, which determine a paradigm as per the philosophical orientation of a research approach. Research design refers to the overall strategy that one chooses to approach the problem which requires the integration of different components of the study in a coherent and logical way, thereby, ensuring that the problem is solved efficiently. For this study, a case study approach was employed.

3.4.1 Case Study

According to Crowe et al., (2011), a case study is an additional research strategy that is utilized to produce a thorough grasp of a difficult subject in its actual setting. The case study allows the researcher to gather information from both primary and secondary sources. Document reviews, observations, interviews, and focus groups can all be used to gather data. According to Creswell (2014), a case study aims to learn as much as possible about a person or a group so that the findings can be applied to a wide range of people. Unfortunately, case studies can involve a great deal of subjectivity, making it challenging to extrapolate findings to a wider audience. To look for patterns and causes of behaviour, practically every aspect of the subject's life and background is examined in a case study (Heale and Twycross, 2018).

Based on these considerations, the current study used the Humanities BSS4 programme of the University of KwaZulu-Natal as a case study. The University of KwaZulu Natal's BSS4 program is the longest-running foundation program. In response to the pedagogical difficulties its students experience, the program has embraced bilingualism as one of its strategies. Accordingly, the study used the single case study to comprehensively investigate the academic effects of IsiZulu-English bilingualism as the medium of instruction and learning within the BSS4 programme at the University of KwaZulu-Natal. Furthermore, the adoption of the case study approach enabled this study an opportunity to explore and extract concrete, in-depth, and contextual data on the effects of bilingualism within the extended curriculum programmes in the university setup, using different data sources, ensuring that the phenomenon is examined through various lenses so that it can be comprehended and revealed in a variety of angles.

3.4.2 Ethnographic Approach

According to Caufield (2023), the Ethnographic approach is a type of qualitative research that involves immersing yourself in a particular community or organization to observe their behaviour and interactions up close. Furthermore, the word 'ethnography' also refers to the written report of the research that the ethnographer produces afterwards. This approach is a flexible research method that allows you to gain a deep understanding of a group's shared culture, conventions, and social dynamics. However, it also involves some practical and ethical challenges.

3.4.3 Longitudinal Approach

Amongst other approaches, Longitudinal approach researchers repeatedly examine the same individuals to detect any changes that might occur over a period of time. Longitudinal studies are a type of correlational research in which researchers observe and collect data on a number of variables without trying to influence those variables. While they are most commonly used in medicine, economics, and epidemiology, longitudinal studies can also be found in the other social or medical sciences (Thomas, 2010). When you want to implement a longitudinal study, you have two choices either collecting your own data or using data already gathered by somebody else.

3.5. Sampling

3.5.1 What is Sampling in Research?

Sampling is a very necessary part of any research project. The right sampling method can make or break the rationality of the research study and it is essential to choose the right method for your specific question. Sampling is also described as a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate the characteristics of the whole population. Different sampling methods are widely used by researchers in market research so that they do not need to research the entire population to collect actionable insights. It is also a time convenient and cost-effective method and hence forms the basis of any research design. Sampling techniques can be used in research survey software for optimum derivation (Turner, 2020).

3.5.2 Purposive Sampling

Purposive sampling was used to obtain a sample of students, tutors, and lecturers for interviews. Purposive sampling is defined as a sampling method that is dependent on the availability of participants and their willingness to participate whereby cases are typical of the population selected (Blanche et al., 2006). Robinson (2014) stipulates that purposive sampling strategies are non-random ways of ensuring that particular categories of cases within a sampling universe are represented in the final sample of a project. Cohen and Morrison (2007) argue that the size of participants depends on the purpose of the study and the nature of the population under scrutiny. In this regard, the researcher sampled a total number of 12 students for focus group interviews; 15 students, 5 tutors and 5 lecturers for interviews.

3.5.2.1 Advantages of Purposive Sampling

Purposive sampling enables researchers to squeeze a lot of information out of the data that they have collected. This allows researchers to describe the major impact their findings have on the population. One of the other benefits is that this type of sampling is less time consuming and less cost effective because the target sample has already been identified. It is easy to get the sample because you decide and also pick what is suitable for you. Rai and Thapa (2015), further support these statements by mentioning that one of the major benefits of purposive sampling is the wide range of sampling techniques that can be used across such qualitative research

designs; purposive sampling techniques that range from homogeneous sampling to critical case sampling, expert sampling, and more. The researchers further stipulate that even qualitative research designs can involve multiple phases, with each phase building on the previous one. In such instances, different types of sampling techniques may be required at each phase. Purposive sampling is useful in these instances because it provides a wide range of non-probability sampling techniques for the researcher to draw on.

3.5.2.2 Disadvantages of Purposive Sampling

This type of sampling method is known to be biased because the target sample is already determined. In this technique, the sample is created based on the judgement of the researcher and that is not a good defence when it comes to reducing possible researcher biases, especially when compared with probability sampling techniques that are designed to reduce such biases. However, this judgemental, subjective component of purpose sampling is only a major disadvantage when such judgements are ill-conceived or poorly considered; that is, where judgements have not been based on clear criteria, whether a theoretical framework, expert elicitation, or some other accepted criteria. Furthermore, the knowledge of the population may not always be available. If this happens then the researcher cannot fully use the method (Rai and Thapa, 2015).

3.5.3 Other types of Sampling

3.5.3.1 Snowball Sampling

Nikolopoulou (2022), defines Snowball sampling as a non-probability sampling method where new units are recruited by other units to form part of the sample. Snowball sampling can be a useful way to research people with specific traits who might otherwise be difficult to identify for instance people with a rare disease. This method is also known as chain sampling or network sampling, snowball sampling begins with one or more study participants. It then continues based on referrals from those participants. This process continues until you reach the desired sample or a saturation point.

3.5.3.1.1 Advantages of Snowball Sampling

The use of snowball sampling makes the study possible when it might not be able to perform it otherwise, owing to a lack of participants. Snowball sampling may help the researcher discover characteristics about a population that the researcher was not aware existed. For instance, the casual illegal downloader vs. the for-profit downloader. Moreover, this type of sampling is also less time consuming; the researcher doesn't have to look for samples to participate in the research activities. It is found to be cost effective, collecting samples through referrals is cheaper than reaching out to prospects through other digital or offline methods. Buying collected data from third parties will also cost a lot more. Data collection and research using snowball sampling are very convenient and whenever sampling occurs through referrals, the research team's workload decreases more than before. Consequently, a smaller team can perform the research, and it requires less effort.

3.5.3.1.2 Disadvantages of Snowball Sampling

It is usually impossible to determine the sampling error easily or make inferences about populations based on the obtained sample. Since people are referring to others with similar traits, the researcher might not be able to reach a huge number of people. Moreover, these people might be based on certain metrics because they share similar traits. This increases the margin of error in the research. In this regard, referrals might not be enough to convince people to cooperate with the research team. It can be wasteful to spend time and effort gathering referrals if the referrals aren't cooperative (Goodman, 2011).

3.5.3.2 Random Sampling

Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. The sample chosen randomly is meant to be an unbiased representation of the total population. If the sample does not represent the population, the variation is called a sampling error. Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process. For example, if we have a class that consists of fifty students; these students will definitely form groups in equal numbers. We will have five groups that consist of ten students each making a total of fifty.

3.5.3.2.1 Advantages of Random Sampling

Simple random sampling may be simple to execute as the name suggests, but it is not used that often and that doesn't mean it shouldn't be used. As long as it is done properly, there are certain distinct advantages to this sampling method. This method lacks biases because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected. In most cases, this creates a balanced subset that carries the greatest potential for representing the larger group as a whole. It is found to be simple, this method involves dividing larger groups into smaller subgroups that are called strata. Members are divided up into these groups based on any attributes they share. The method also requires less knowledge, this means that the individual conducting the research doesn't need to have any information or knowledge about the larger population to effectively do their job (Lynn, 2019).

3.5.3.2.2 Disadvantages of Random Sampling

Lynn (2019), states that even though there are distinct advantages to using a simple random sample, it does come with inherent negativity. These disadvantages include the time needed to gather the full list of a specific population, the capital necessary to retrieve and contact that list, and the bias that could occur when the sample set is not large enough to adequately represent the full population. This method cannot succeed or give difficulties accessing the list of the full population. An accurate statistical measure of a large population can only be obtained in simple random sampling when a full list of the entire population to be studied is available. For instance, a list of students at a university or a group of employees at a specific company. It is found to be time consuming, when a full list of a larger population is not available, individuals attempting to conduct simple random sampling must gather information from other sources. If publicly available, smaller subset lists can be used to recreate a full list of a larger population, but this strategy takes time to complete. In addition, this method is costly and the time it takes to gather information from various sources, the process may cost the researcher a substantial amount of money. Retrieving a full list of a population or smaller subset lists from a third-party data provider may require payment each time data is provided.

3.5.3.3 Stratified Sampling

Stratified sampling is a probability sampling method and a form of random sampling in which the population is divided into two or more groups according to one or more common allocations. These allocations can be sex, age, income, level of education based on the aims and objectives of the study.

Stratified random sampling intends to guarantee that the sample represents specific sub groups or brackets. Accordingly, application of stratified sampling method involves dividing population into different subgroups and selecting subjects from each group in a proportionate manner.

3.5.3.3.1 Advantages of Stratified Sampling

Turner (2003), stipulates that this type of method is known to be unbiased. Stratified random sampling ensures that each stratum or a significant portion of the population is adequately represented and removes the chance of any significant segment of the population being entirely neglected. The levels of its accuracy are very high, it offers more accurate estimates since the variability within each and every stratum is reduced. For instance, in stratified random sampling, the sampling estimate of the population proportion is more effective than the similar estimate derived in simple random sampling in both proportional & Neyman's allocation of the sampling to distinct strata. This method is a reliable source for sampling, it is the only sampling strategy that permits us to obtain findings with known precision for each stratum in stratified random sampling. The sampling issues vary quite a bit in various population subgroups pretty frequently. When this occurs, the issue can be efficiently solved by stratified sampling by treating each component of the population as a separate stratum and addressing them separately during sampling.

3.5.3.3.2 Disadvantages of Stratified Sampling

Some of the disadvantages about this theory is its dependency on other factors. The effective division of the population into homogeneous strata and the appropriate size of the sample to be obtained from each stratum are essential for stratified random sampling to be successful, the results will be affected if the stratification is flawed. Even using huge samples won't be able to

make up for the mistake caused by incorrect stratification. The method has an issue with value application meaning that the values that must be applied to the various strata in a disproportional stratified sample must be accurate otherwise, the samples will not be fair and may produce biased results. It further needs proper focus, Once the researcher is able to create subgroups that are reasonably homogeneous in comparison to the overall population can, stratified sampling yields benefits. The stratified sample won't be useful if the researcher can't develop suitable strata or if the individuals within a stratum aren't substantially similar (Turner, 2003).

3.6. Data Generation Tools

According to Godfred (2017), scientific research requires the acquisition of precise and organized data. This means that the data collection process must enable the researcher to gather relevant data to achieve the objectives of the study. Depending on the nature of the research, data collection techniques may involve document review, observation, questioning, measurement, or a mix of techniques (Creswell and Creswell, 2017). According to Osang et al., (2013), collected data could be classified or categorized into two main categories, namely: primary and secondary data. Primary data is defined as the first-hand data collected directly from the participants (Kumar and Kumar 2020), and it is extracted using interviews, observations, questionnaires, and focus groups. On the other hand, secondary data is a piece of information that is extracted mainly from documents and literature. Therefore, this study employed focus group interviews, semi-structured interviews, documents, and literature review as tools to extract and collect relevant data. The use of both primary and secondary data allowed this study to explore the phenomenon under investigation in different dimensions and further affirm the validity and credibility through cross-checking of the generated data.

3.6.1. Focus Group Interviews

Focus group interviews are frequently used in the qualitative approach to learn more about social issues in-depth and to get information from a group of people who have been carefully chosen (Nyumba, et al., 2018). A homogeneous group of people having a shared trait in which a researcher is interested constitutes the composition of the focus group (Krueger and Casey, 2015). In this study, the focus group consisted of 12 students from the three different foundation programmes, namely: BSS4, UNITE, and Music Foundation

Programme. This was done because the participants have comparable experiences, backgrounds, and knowledge. Furthermore, the size of the focus group was informed by the different assertions from different authors such as Krueger and Casey (2015) who assert that a reasonable number for a focus group is 10 to 12, while Creswell (2014), posits that 4 to 6 should be enough and Korstjens and Moser (2018), arguing that 6 to 12 participants should be adequate.

Students and the researcher met at a common venue to discuss their take on the isiZulu and English as the medium of instruction at the University of KwaZulu-Natal. The students were given the background of the study and its significance, they were then taken on how the mother tongue theory is relevant to this study. Since it was a multiracial group, they all had different opinions, some were happy about the implementation, some actually didn't care; they mentioned that to them it does not make so much of a difference.

3.6.1.1 Advantages of Focus Group interview

Focus groups interviews can occur with more participants than one-on-one interviews, this allows the researcher to collect diverse answers from multiple people at once. Most interviews are limited to one interviewer and one or more participants. Focus groups are more flexible. There can be more than one over looker who each observes and interacts with the participants, which helps reduce the subjectivity. This helps the researcher to get more insightful data while observing the body language of the interviewees, this try of data collection is cost effective and helps the researcher to connect emotionally with the interviewees (Acocella, 2012).

3.6.1.2 Disadvantages of Focus Group Interviews

This method is not as in dept as other market research. Compared to individual interviews, focus groups are not as efficient in covering maximum depth on a particular issue. A particular disadvantage of a focus group is the possibility that the members may not express their honest and personal opinions about the topic at hand. They may be hesitant to express their thoughts, especially when their thoughts oppose the views of another participant. They incur costs, compared with surveys and questionnaires, focus groups are much more expensive to execute. Participants sometimes offer their time for free and

others will have to be compensated in cash or in kind. Most of the expense is incurred behind the scenes. However, the questionnaires and product demonstrations must be carefully created to ask the right questions and elicit the type of responses that will be most valuable to the company's market research (Acocella, 2012)

3.6.2. Interviews

The researcher conducted semi-structured interviews with the students, tutors, and lecturers from the extended curriculum programme (access program). Shepherd (2016), stresses that semi-structured interviews consist of closed and open-ended questions, and this allows the researcher to have a guided conversation with the interviewee. The interviews allowed the researcher to extract in-depth and comprehensive information reflective of the true feelings, attitudes, and experiences of the participants. To be consistent with all participants, the interviewer has a set of pre-planned core questions for guidance such that the same areas are covered with each interviewee. As the interview progresses, the interviewee was given opportunities to elaborate or provide more relevant information if he or she opted to do so.

3.6.3 Document Review

This study also employed document review as a tool for data collection. The researcher will review research articles, policy document reports, and other documents that relate to bilingualism. Document review is a significant instrument that can be employed in the study for the researcher to gain access to information and views from informants who may not have been readily accessible through other methods (Bryman, 2012).

3.6.3.1 Advantages of the Document Review

One of the basic advantages of the document review is that it allows research on subjects to which the researcher does not have easy physical access. It is also free from reactivity, particularly when the document is written for other purposes. The document review also offers an opportunity for longitudinal analysis. Furthermore, the documents incorporated in a diary, for example, are, in most cases, spontaneous and thus reflect the author's instant feeling and observation.

3.6.3.2 Disadvantages of the Document Review

Among the disadvantages are the bias stemming from the fact that the document was written for some other purposes primarily for making money rather than reach purposes. Some documents are generally written on paper and do not withstand the elements well unless care is taken to preserve them. Many documents are incomplete and un-standardized, and thus researchers encounter difficulties in coding and analysis.

3.7. Data Analysis

Data Analysis is a process of working with data to extract relevant information that may be used to guide decisions (Walker et al., 2019). Furthermore, data analysis, according to Maguire and Delahunt (2017), is the process of turning raw data into interpretations supported by evidence that serves as the basis for publications and is the cornerstone of reliable qualitative research. Accordingly, this study extracted, organized, and presented relevant information from its raw data generated from the focus group interviews and semi-structured interviews in a readable text format.

According to Maguire and Delahunt (2017), there are a variety of methods, including content analysis, grounded theory (Glaser and Strauss, 2017), thematic analysis (Braun and Clarke, 2007), and discourse analysis, to be used to interpret the data qualitatively. Therefore, this study used thematic analysis. Oancea and Punch (2014), define thematic analysis as a technique for assessing qualitative data which focuses on reading through a collection of data and searching for patterns in the meaning of the data to identify themes. Making sense of the data is an active reflexive process where the researcher's personal experience is crucial. According to Braun and Clarke (2007), there are six steps to thematical analyses, namely: familiarization and immersion, coding, identifying themes, reviewing themes, elaboration, and interpretation.

Therefore, in this study, the researcher read thoroughly re-read and listened to audio tapes of the raw data collected from the focus group interviews and semi-structured interviews. The researcher coded data into a coding frame by allocating conceptual labels to fragments of data and then identified themes within and across subjects' accounts. To capture the finer nuances of meaning not captured by the original, possibly quite crude, coding system, the researcher provided more details about the themes that were collected. Lastly, the collected data was

interpreted against the literature review, context and subject positions, theoretical framework and the underlying assumptions that were initially proposed. This was done to ensure that the interpretation of the findings and themes is somehow trustworthy, meaning; it is credible, dependable, confirmable, transferable, and reliable.

3.8. Trustworthiness

A trustworthy study is at once credible, transferrable, dependable, and confirmable, according to (Babbie and Mouton 2001). These four ideas are related to one another. Consequently, "A qualitative study cannot be called transferable unless it is deemed credible, and it cannot be deemed credible unless it is deemed dependable" (Babbie & Mouton 2001:277). Therefore, this study consciously assured that the study is trustworthy.

3.8.1 Credibility

The truth value of qualitative research, or whether the study's conclusions are true and accurate is measured by its credibility. It partially depends on the trustworthiness of the researchers themselves as well as the methodologies they used. Procedures that can be utilized to boost the credibility of qualitative investigations include triangulation, extended engagement with data, persistent observation, negative case analysis, member checks, and referential adequacy (Korstjens and Moser, 2018). This study fundamentally used triangulation to ensure the credibility of its findings. Triangulation is defined as a process of utilizing several methods of data collection to improve the process of qualitative research (Korstjens and Moser, 2018). Therefore, this study used methodology triangulation by using a variety of data collection techniques, including in-depth interviews, focus groups, and document review, as part of its methodology. The researcher extracted information from different participants at different levels which included students, tutors, and lecturers. This ensured that the extracted data is multi-faceted and presented different dimensions of the phenomenon under investigation. Furthermore, to address the organizational components of the study and the process of analysis, the supervisor acted as a second researcher. Lastly, the participant's engagement was voluntary and freely obtained to ensure the credibility of the extracted information. The participants signed the consent form and were made aware that they are not coerced to participate, and that they can withdraw at any time they so wish.

3.8.2 Confirmability

Confirmability is attained when various researchers endorse and concur with the findings as the outcome of the investigation free from any researcher biases (Nowell et al., 2017). Therefore, triangulation in this study was also used to increase confirmability by lowering researcher bias. In this regard, the collected data was interpreted against the literature review, context and subject positions, theoretical framework and the underlying assumptions that were initially proposed to arrive at balanced and unbiased conclusions. Additionally, the detailed research methodology helped to increase confirmability since it allowed the reader to follow the steps used to get at the results. Furthermore, since all data generation sessions were tape-recorded for reference, the conclusions will be based on participant experiences.

3.8.3 Dependability

Consistency is a component of dependability. To assure dependability, the researcher must confirm that the analysis procedure adheres to the approved guidelines for a certain design (Nowell et al., 2017). Therefore, to ensure dependability in this study a detailed research design was articulated to serve as a prototype model for any other researcher who may want to duplicate the research with similar participants in a similar environment and expect the same or similar outcomes. In this regard, this study featured a detailed research methodology and design that is organized logically and thoroughly explained each component of the plan, including data collection and analysis tools.

3.8.4 Transferability

If the findings are transferrable, it is the potential user not the researcher who decides (Bryman, 2012). This refers to how broadly conclusions can be applied to other analogous situations. Therefore, to ensure transferability in this study, the researcher gives a thorough explanation of the circumstances surrounding the data collection, including information about the researcher's interactions with the participants as well as other key identifying information like background, setting, and the number of participants in the study.

3.9. Ethical Consideration

The conduct of this research project adhered to the University of KwaZulu-Natal ethical standards and other research ethical principles. Ethics is essentially a set of rules that a researcher must follow when conducting a study. According to De Vos, et al., (2011), "ethics" is a set of moral principles that are proposed by an individual or group and are subsequently widely accepted. They provide guidelines and expectations for behaviour regarding the best way to behave toward experimental subjects and respondents/participants, employers, sponsors, other researchers, assistants, and students. This research study obtained ethical clearance and the gatekeepers' letter from the University of KwaZulu-Natal to conduct research within the premises of the institution. The researcher maintained the confidentiality and anonymity of the extracted information and the participants. In this regard, participants' identities were always kept private. Participants were asked to sign a letter of consent outlining the study's aims and objectives and providing their informed consent, which they can later withdraw at any time if they so wish. All participants were informed of the study's conclusion via emails or any other practical routes. The actual research and raw data portfolio will be kept in a safe at the supervisor's office and destroyed after a predetermined period.

3.10. Limitations and Delimitations of Study

The scope of the research is defined by delimitations. Delimitations are decisions the researcher makes and should be noted. They outline the restrictions the researcher has placed on the study (Theofanidis and Fountouki, 2018). On the other hand, limitations are forces beyond the researcher's control. According to Theofanidis and Fountouki (2018), the researcher's methodology and conclusions are constrained by flaws, circumstances, or factors that are outside their control as the researcher. Therefore, in this study, the delimitation was that the study limited the scope of its participants within the foundation programmes in the Howard College Campus, namely: BSS4, Engineering UNITE and Music Foundation Programme. This was done because these three programmes were able to comprehensively capture and articulate different aspects of an enquiry since they are all unique in content and the exclusion of similar programmes from other campuses would have an insignificant effect on the findings of this study.

3.11. Conclusion

The research methodology, research design, sample procedures, data collection methods, methods for data analysis, and methods for data verification were covered in this chapter. The University of KwaZulu-Natal's Social Science Research Ethic Committee's ethical guidelines and all other ethical considerations were followed in this study. Lastly, the potential limitations and delimitations of this study were discussed. The following chapter analyses data, research findings and interpretation.

CHAPTER 4

RESEARCH FINDINGS, ANALYSIS AND INTERPRETATION

4. Data Presentation, Analysis and Discussion

4.1 Introduction

The antecedent chapter discussed the research methodology that were used to respond to the research questions and questionnaire that informed this study. The researcher gave a description of the research paradigm and the design of choice and sample was explained, then data production and analysis tools were outlined together with trustworthiness and ethical considerations of the study.

This section serves as the analysis of the interview and questionnaires data that were collected at the University of KwaZulu-Natal Howard College. The students were given hard copy and soft copy (Google Forms) questionnaires to participate. The researcher then held interviews with the lectures from BSS4, BAMUS4 & BSC4 together with the people who work at the University Language Planning Office. There was no particular order followed when conducting the interviews, only an available person would be interviewed at that time.

4.2 Analysis Procedure

Every research process has to adopt and follow a particular procedure. It is in this regard that a data analysis procedure was adopted for this purpose. Marshall and Rossman (2014), describes data analysis as the process of bringing order, structure, and interpretation to the mass of collected data. This is to help enable the interpretation of data collected from respondents and it is important to analyse it rigorously in order to make the reporting of findings possible. Ethical permission to conduct the study was granted by the University of KwaZulu-Natal Human and Social Sciences Research Ethics Committee (HSSREC). In this research, primary data was collected through interviews focus group discussions and open-ended questionnaires. According to Gill et al., (2008), the research interview is commonly known as the verbal conversation between two people with the intention of collecting pertinent data for research. It is an appropriate method to give an in-depth understanding of social phenomena. In a

qualitative interview, it may be face to face or telephonic where the participants are required to talk about their experiences, beliefs and feelings.

The questionnaires on the other hand are almost similar to the interviews based on the format of questions that are being used to collect data, the only difference is the fact that they are written down and only one person can participate. According to Marshal (2005), a questionnaire is an effective way to collect data from large numbers of population. However, there has to be a plan of research before even opting for the questionnaire data. The researcher must know exactly what they want and what they are hoping to achieve with this process. For instance, they should already have the questions for the questionnaires in place. Secondary data was also collected through the process of document review. Documents such as research articles, policy documents and reports, among others were used.

4.2.1 Interview Data

An inductive approach to data analysis was employed in this particular study. The deductive researcher “works from the ‘top down’, from a theory to hypotheses to data to add to or contradict the theory”, in contrast, the inductive researcher works from the “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes” (Creswell, 2007: 23).

Creswell (2017), discusses six steps commonly used in analysing qualitative data. The first step is to generate a large consolidated picture from the detailed data (transcriptions or typed notes from interviews) to the more specific: codes and themes. Secondly, it involves analysing data while still in the process of collecting data. In qualitative research, the data collection and analysis are carried out at the same time. This is different from quantitative research where the collection of data comes before analysis. Thirdly, the phases of research in qualitative research are recursive, where the researcher can move back and forth between collecting data and analysing. Fourth, qualitative researchers analyse their data by reading it over several times and conducting an analysis each time. Reviewing the material allows the researcher to continue to explore for more details and patterns related to each common theme. Fifth, there is no single approach to analyse qualitative data although several guidelines exist for the process. It is an eclectic process. Sixth, qualitative research is interpretative: the researcher makes personal assessments of the data in a descriptive format. The researcher then develops the themes that

capture the major categories of information thus bringing their own perspective to the interpretations.

Anderson et al., (2014), describes thematic content analysis as one that begins with removing out biases and establishing researchers' overarching impressions of the data. Rather than approaching the data with a predetermined framework, it helps you identify common themes as you search the materials organically. The goal is to find common patterns across the data set. A narrative analysis on the other hand involves making sense of the interview respondents' individual stories. this type of qualitative data analysis is used to highlight prime aspects of their stories that will best resonate with the readers and highlight critical points that the researcher has found in other areas of research. The analysis of the interviews was therefore based on the above-mentioned approaches and strategies.

4.2.2 Questionnaire Data

Like the interview, the questionnaire also formed an important data set for this particular investigation. Questionnaires are also highly recommended as a method of data collection in qualitative research (Leedy 1993, Marshall, Rossman 2014 and Creswell 2007). Fallissard (2011), describes questionnaire data as the data collected during a survey or rather a campaign. This type of data can be analyzed and broken down, yielding statistics and information that can be used for research purposes. In this instance, students from across the University of KwaZulu-Natal Howard College Access programmes were handed over hard copies of questionnaires to collect data and some chose to answer via the link on Google Forms.

The charts below show demographic data and provide evidence that this data collection process was not only based and focused on the isiZulu and English speakers but also other language speakers since they are part of the Teaching and Learning at the University of KwaZulu Natal.

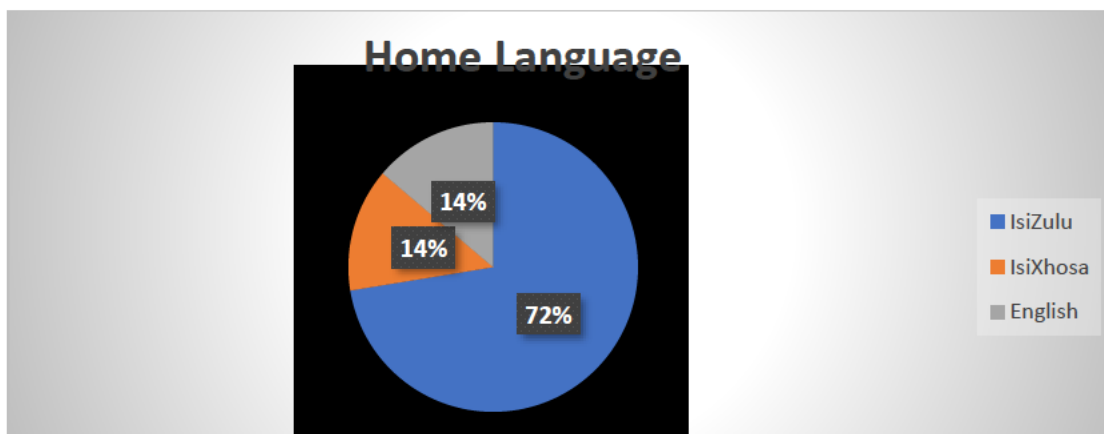


Figure 1

The above chart really confirms that the University of KwaZulu-Natal has isiZulu speakers as the majority and this clearly support the policy of officializing isiZulu as one of the teaching and learning languages.

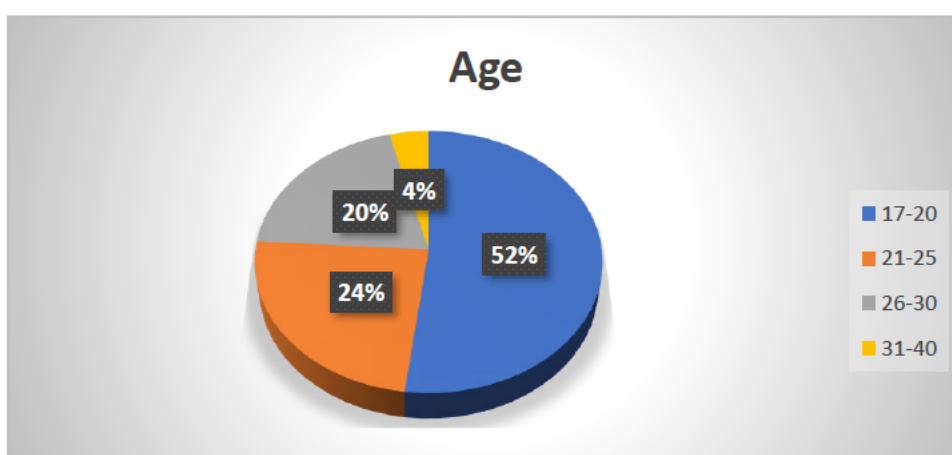


Figure 2

Figure two clearly shows that the majority of students that participated in this survey were between the age of 17-20 years of age, this gives hope that these people can still grasp the bilingual method and excel in it. The feedback that we received points back to one's personal choice.

The analysis of data is based on the LMT which was first developed by Jernudd and Neustupný (1987), as a response to problems evident in the traditional top-down language planning of the

1960s and 1970s. The study will draw from two major features of this theory, which are Simple Management (Micro management) and Organised management (Macro management).

4.3 Macro Management

Organised management happens at national, regional and organisational level with a focus on management directed towards ‘language as a system’ (Jernudd and Neustupný 1987:76). This section will therefore focus on the policy framework for the promotion of multilingualism at the University of KwaZulu-Natal.

4.4 Policy Framework in the Promotion of the IsiZulu Mother Tongue in the University of KwaZulu-Natal

4.4.1 The University of KwaZulu-Natal Language Policy

The University of KwaZulu-Natal is known for its goals of multilingualism in language policy consistent with the goals of the country, it seeks to be one of the key institutions that have successfully implemented multilingualism. The policy emphasizes the need to develop and promote proficiency in the official languages, more in particular the use of English and isiZulu. Many Universities have adopted the use of Bilingualism or multilingualism in their everyday teaching and learning processes. The benefits for students becoming proficient in English, the dominant medium of academic communication, trade and industry internationally, and the lingua franca in government and institutions in South Africa are clear. Proficiency in isiZulu will contribute to nation building and will assist the students in effective communication with the majority of the population of the KwaZulu-Natal province. This policy serves to ensure the benefits of being fully bilingual in English and isiZulu in South Africa and to inform a corresponding Language Plan.

The University of KwaZulu-Natal approved its bilingual language policy in 2006 based on the framework of the National Language Policy for Higher Education of 2002. The guiding principles of this policy suggest that the university develops the use of isiZulu as a language of instruction and communication, in line with recommendations of the Ministerial Committee report, which investigated the development of indigenous African languages as mediums of instruction in higher education. They started implementing the bilingual policy in 2008, under the responsibility of the university’s language board and faculties. Whilst debates on the policy itself are never ending, there are foreseen challenges in its implementation. This is a case of

‘acquisition planning’ as in effect acquisition of isiZulu as a second language will be expected from all the university staff and students.

4.4.2 The Implementation Plan of the UKZN Language Policy

According to UKZN Language Policy (2016) cited in Ndimande-Hlongwa (2010), The language policy is implemented in two phases. Phase One will run from 2015-2019 and is to establish the basis for and necessary conditions to promote and sustain Phase Two which will run from 2020-2030.

The first phase focuses on the delivery of services which includes an isiZulu language audit that will be carried out to identify bilingual staff to ensure that the University has the operational capacity to comply with the Language Plan. Language proficiency records of all staff will be maintained in the University Human Resources data base. Following below will be other plans of the phase one implementation:

- Standards of quality
- Dealing with the public which consist of;
 - Written communication with the public
 - Telephone communication with the public
 - Public meetings and communication with the public
- Publications
- The provision of education through the medium of isiZulu
- Focusing on student support services
- Research, Learning and Teaching Resources

They have focused more on the modules and courses when it comes to the second phase which was set to take place from 2020 to 2030, it has also been confirmed that the University is also planning to have its ducks in a row regarding implementing even a bigger policy of Multilingualism for both teaching and learning

With all that has been mentioned regarding the implementation plan, the University of KwaZulu Natal has indeed succeeded in some of the previously mentioned aspects. For instance, the University communicate is offered in both isiZulu and English; students and staff

members have the option to read in the language that they are comfortable with. The bilingual implementation has advanced, there are some modules that are doing exceptionally well implementing bilingualism. Some of the courses that offer Zulu-English bilingualism at the University of KwaZulu-Natal are Music, Entrepreneurship, Education, Accounting, Chemical Engineering and the list goes on.

4.4.3 Simple Management (Macro Management)

Simple management or macro management focuses on micro-level discourse and is carried out by individuals in interaction (Fairbrother et al., 2018). The following section will therefore analyse perceptions of students and staff about the experiences of mother tongue education at the university of KwaZulu-Natal.

4.4.4 Views of IsiZulu Mother Tongue Speakers about Mother Tongue Education

Three major themes emerged regarding the views of students and staff members regarding the use of isiZulu as a language of teaching and learning at the university of KwaZulu-Natal. These themes were framed based on the language as a problem, as a resource and as a right framework (Ruiz, 1984; 2010; Hornberger, 1990; Hult and Hornberger, 2016) This was done to provide a method of engaging and examining how participants viewed language policy related issues at the university of Kwazulu-Natal.

As part of the University of KwaZulu-Natal Language Policy, isiZulu has been made compulsory to both mother tongue and non-mother tongue students. Consequently, students who are mother tongue speakers of isiZulu are required to take at least one module at mother tongue level. Furthermore, non-mother tongue isiZulu students are required to take isiZulu as a second language. While this could be an important step taken by the university, students might have different views and experiences regarding this change. Kaschula and Docrat (2018), emphasize the importance of learning more than one language. They further underscore that the compulsory learning of the isiZulu module must be looked at as a resource and not a complication.

Numerous studies have been conducted in this regard. Olivier (2014), states that introducing the use of African languages as courses and even as a medium of instruction is possible and

necessary in higher education. Nevertheless, other researchers disagree with the notion of African languages being made compulsory at universities. Since we are in the KwaZulu-Natal province, for example, Rudwick (2015), warns that making only isiZulu mandatory at the university should be seen as a political decision that may contribute to linguistic and cultural nationalism. Additionally, Rudwick postulates that the required African languages at universities may cause more harm than good.

4.4.5 IsiZulu as a Right

The language as a right approach which is developed from a human rights framework and is primarily concerned with the right of individuals to identify with their mother tongue (Harrison, 2007). The language as right orientation seeks to address linguistically-based inequities using compensatory legal mechanisms (Hult and Hornberger, 2016). It further allows for strong bilingual programs which develop students' ability to adapt within different cultures without forcing them to negate their own value systems in preference of that of the dominant culture (Harrison, 2007).

Questionnaire data showed that many participants viewed the use of isiZulu for teaching and learning as an advancement of their linguistic rights. To a greater extent, they demonstrated their awareness of right to language and the rights appropriated to isiZulu and other languages in South Africa. Some of the responses are as follows:

Do you think that using the IsiZulu-English bilingualism as languages of teaching and learning at the University of KwaZulu-Natal is important? Why? [Question]

'kubalulekile ukufunda ngesiZulu ngoba thina esiluncele ebeleni kuba lula ukuchazeleka esifundweni mawungazwisisi okubhalwe ngolimi lwesiNgisi'

'Being taught in isiZulu is important because it is our Mother tongue language, it then becomes easy for us to grasp of understand in that particular module if you have difficulties understanding English' [Respondent One]

To what extent do you want the IsiZulu-English bilingualism to be used at the University of KwaZulu-Natal? (Informed conversations, study materials, exams question papers or used as language of teaching and learning) [Question]

‘It helps with the language barrier, since most student at UKZN are from KZN, a predominantly Zulu speaking province. I would like for it to be used more often’
[Respondent One]

Do you experience any problem in using English as only the language of teaching and learning, since other modules are not using the isiZulu-English bilingualism as yet? [Question]

‘Uhm Yes, because English is not my language, So I sometimes feel like I can take a break from using it and use my own vernacular.’ [Respondent One]

‘I feel very uncomfortable using English because most of the time I don't understand what they saying. I think it is best that the University introduces our mother tongue language as the language of teaching and learning’ [Respondent Two]

In support of the above views, UNESCO (2003), states that many researches show that education in the mother tongue is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance. This is also reflected in the South African Language-in- Education Policy, which states that isiZulu and other African languages have to be extended as a medium of instruction for those who are first language speakers, depending on the significant number of learners and their parents' choice. In this regard, Kamwangamalu (2012), states that when the National Party that came to power pursued two objectives in education which are segregated and differentiated education for different racial and cultural groups.

In 1953 the apartheid government passed the Bantu Education Act (Kamwangamalu, 2012). Chick (2002), believes that many for many blacks, mother-tongue education was an instrument that the apartheid government used to deny them access to more advanced learning, and to prepare them for a separate and inferior education. Furthermore, the then South African government’s attempt to enforce the Bantu Education Act resulted in the Soweto uprising in 1976. The Students were rather expressing their voices against Afrikaans and Bantu Education, it is without a doubt assured that when South Africa freed itself in 1994, the language matters were among the top priorities on their agenda. African languages have the potential to contribute significantly towards ensuring economic development, quality education, political

participation, the reduction of cultural alienation, and the inculcation of a sense of identity among speakers (Ndebele and Zulu, 2017).

4.4.6 IsiZulu as a Resource

The language as a resource approach is an antithesis of the language as a problem approach (Hult and Hornberger, 2016). Multilingualism and cultural diversity are valued and viewed as fostering national unity (Ruiz, 2010; Hornberger, 1990). This orientation views language as a community asset which is useful in the creation of social and economic bridges among different communities (McNelly, 2015:13). This orientation could be used to envision future policy and practice that promotes societal multilingualism by expanding individuals' linguistic repertoires.

Both interview and questionnaire data reflect the view of participants of isiZulu as a resource in teaching and learning. When respondents were asked in the interviews about the standard of teaching and learning since isiZulu was officially recognised as an additional language of teaching and learning, some of the responses were as follows:

How do you feel about the initiation taken by the University of KwaZulu-Natal of implementing the use of IsiZulu and English as the two languages of teaching and learning?

[Question]

'The standard of teaching and learning is improving because of those who found themselves not understanding at that time, they ask someone to translate to Zulu so that they can understand, that is how we learn English.' [Respondent one]

'Improving, because as students we are able to understand better during the process of teaching and learning. Reason being the use of one's own language in class.' [Respondent Two]

"This assist multilingual students develop phonological awareness abilities, which are necessary for pre-reading, more quickly than other students" [Respondent Three]

Evidenced from the examples above demonstrates that most of the students found that being taught in their own language is very interesting and they enjoyed being taught isiZulu as their second language.

4.4.7 IsiZulu as a Problem

This framework, is the language as problem orientation which rests on the idea of compensating for a linguistic deficit by focusing on assimilation and transition to a dominant majority language (Hult and Hornberger, 2016). It represents a set of values that are linked to a monolingual ideal and assimilationist approach (Ruiz, 1984, Hornberger, 1990). In this particular approach, multilingualism is viewed as being problematic and a threat to national unity which is believed to be achieved and maintained through the use of a single common language (Ruiz, 1984).

Some of the participants indicated in their responses that lack of resources is a major impediment to mother-tongue education. According to the lecturers and Tutors;

Are there any challenges that you have faced when you are teaching in isiZulu? If yes, name them. [Question]

‘So far it is the material, you know reference material for what I teach like the subject material. The teaching material is written in English and each time I ask for translation it becomes a problem. The general expectations...uhhm even our computers are in English you know so I think we just have to look into it and also try to avoid direct translation. This makes teaching very difficult because they are very limited Music materials that are written in isiZulu.’ [Respondent One]

‘Our students face a lot of challenges because some of them comes from previously disadvantaged schools, they find it difficult to understand some of the things taught at the Tertiary levels. Having no translated materials to assist them is also a huge problem.’ [Respondent Two]

The above statements show that there is a lot that needs to be done with the development of isiZulu learning materials to make the teaching and learning process seamless for both the

lecturers and students. This also indicates that the years after democracy the government continues to fail in redressing the linguistic injustices of the colonial era.

Some of the respondents also highlighted a challenge relating to the lack of lecturers who are competent enough to implement isiZulu as a language of teaching and learning in the classroom. An example of this is captured below:

‘For now, the teaching and learning standard has not improved because sometimes they take people who do not know Zulu that much, their translation is poor, if the university could take people who really know Zulu then it would help a lot.’

[Respondent Three]

IsiZulu is the most common home language in South Africa. It belongs to the Nguni language family which is one of the language clusters that form part of the Bantu languages. Webb (2010), states that isiZulu was the language of small tribes which later became generalized through the military genius of one of the early kings of the Zulus Shaka. Moreover, like all other indigenous languages in South Africa, isiZulu was an oral language. It is confirmed that the written form of isiZulu was established by European Christian missionaries in the 19th century in the province of KwaZulu-Natal, previously known as Natal. It is not surprising that the first isiZulu translation was of the Bible produced in 1883. The first written novel in isiZulu was *Insila kaShaka* by John Dube (1933) cited in Scheub (1985).

The Language in Higher Education Policy (2002), is indeed a policy that was formulated to fight against the apartheid education. It is, however, without a doubt been noted that irrespective of the new policies, people still look at being taught in isiZulu as a problem. Nevertheless, Khumalo (2017), stipulates that in the last five years the institution has made extensive efforts in promoting isiZulu as medium of instruction across faculties of the institution in the University of KwaZulu natal. Besides the compulsory isiZulu module for all first-year students, the University Language Planning and Development Office (ULPDO) has generated large amount of scientific isiZulu terminology bank and corpus building through digital technologies which will help assist teaching and learning.

Moreover, Ndebele and Zulu (2017: 6), confirm that the balance of teaching and learning in isiZulu and English at the University of KwaZulu-Natal is still not exactly 50% per language,

but varies from module to module, dependent on the offering of lecturers and tutors. They further stipulate that some lecturers teach in isiZulu, while their transparencies and whiteboard projections are in English.

Over and above that, it is vividly clear that some students and even lecturers have never viewed isiZulu as a language that could be used to enhance learning in the classrooms. For example, almost seventy percent of the students did not agree or were unsure as to whether bilingual teaching material could enhance learning. It is important to note that students' perception of isiZulu as a problem could be a result of misconceptions associated with most indigenous African languages in South Africa and other countries in the African continent. As such, these misconceptions were clearly reflected in the questionnaires.

4.5 Macro-Micro Management

Understanding language problems as they appear in various discourses within the context of communication in the health sector is an important aspect of language management in this particular domain. This is confirmed by Nekvapil and Sherman (2009), who states that language management in micro-level interactions enables us to formulate a number of incentives for macro-level management. Nekvapil and Sherman (2015), further assert the merits of the LMT based on its continuous interest in the interplay of simple and organised management and, in particular, a perspective that distinguishes the LMT from various other approaches in Language Policy and Planning. This connection is highlighted by Neustupný (2006:50) who states that:

I shall claim that any act of language planning should start with the consideration of language problems as they appear in discourse, and the planning process should not be considered complete until the removal of the problems is implemented in discourse.

In the context of the above, it is therefore important to outline the language problems that have affected the use of isiZulu as a language of the academy and to outline the different initiative that have been formulated as strategies of implementing the multilingual policy.

4.6 Challenges of Implementing IsiZulu Mother Tongue Education

The post-apartheid language policy of South Africa grants every child the right to study in their mother tongue. Despite this provision, mother-tongue education in indigenous languages has only been implemented in some of the universities in the country. Studies have however highlighted the challenges of mother-tongue education in South Africa, there are a lot of challenges faced in the implementation of isiZulu mother tongue education. Despite the benefits of mother-tongue education, South Africa's history of colonialism and apartheid led to English and Afrikaans being retained as the media of instruction throughout the country. The challenges identified by the participants included the problem of terminology, the negative attitude of the community since some see it as a taboo, the lack of training and the lack of adequate resources.

4.7 Strategies of Implementing Mother Tongue Education at the University of KwaZulu-Natal

There are many strategies that are used by the University of KwaZulu-Natal in ensuring that the implementation and use of IsiZulu as the medium of instruction succeeds, the University Language Planning and Development office being the part of the agents that take an initiative of making sure this policy is a success. This office implements the University's Language Policy through a range of carefully developed language activities. It has been persuasively argued that in order for African languages to be used in higher education as languages of instruction, innovation, science, mathematics and logic, there has to be a clear, conscious and careful process of intellectualising these languages.

This office has played a huge role in supporting the University policy and their objectives include;

- To foster the development of isiZulu to be a language of administration, teaching & learning, research and innovation while accentuating the role of English as a primary academic language.
- To advance, facilitate and oversee the adherence to the statutory provisions in the development of technical terminology in isiZulu.
- To observe and render quality translation, editing and interpreting services to the entire university community.

- To advance an isiZulu National Corpus and isiZulu Term Bank as important reservoirs for the development of robust Human Language Technologies (HLT) and for posterity.

Figure 1 will help illustrate how the office works with showing all the processes that takes place when it comes to their terminology development;

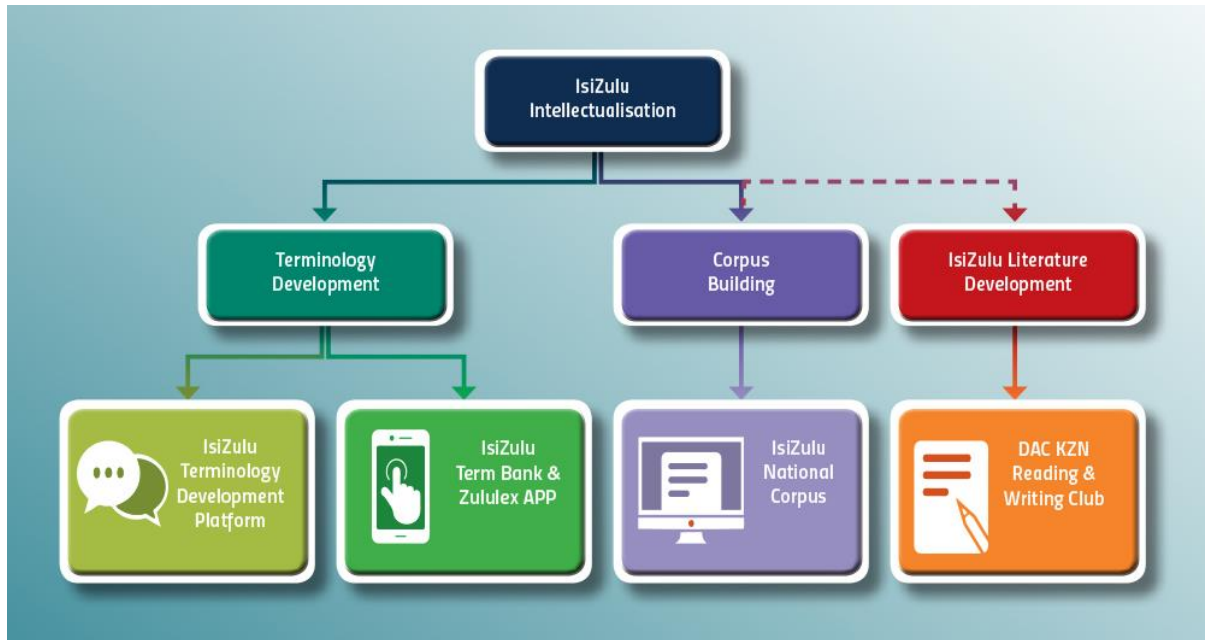


Figure 3 (source, the University of KwaZulu-Natal website)

During the interviews, the interviewees were asked “Which method or strategies that could be used in teaching a module from IsiZulu inception to ensure that targeted students benefit from this?” some felt that there are number of strategies that can be used in ensuring that the IsiZulu as the medium of instruction fulfils its course. Below transcriptions are proof that people really have hope and better vision of this initiative;

I think that our students should be encouraged to speak IsiZulu... you know and should be encouraged to read books that are written in isiZulu you know. If we are to look at the strategy uhhm from the top, I will say that the institutions need to hire people who are competence mostly in the language and also accommodate those who do not speak the language. I feel sometimes Zulu speakers are intimidated by the English speakers and they end up losing their confidence. [Respondent One]

“akengithi nje ukusuka ngo 2020 njoba sibe ne Covid-19, ngicabanga ukuthi iCovid ikwazile ukuvula amathuba ezinto eziningi okusebenza sihleli emakhaya ko

Teams, Zoom etc kodwa bekulele kakhulu kwi technology. Itechnology yenye yezinto esingakwazi ukuthi sizisebenzise ukuze sikwazi ukuthi si upliffe ukusebenziseka kwesiZulu, nanokuthi ke mhlampe ke kubekhona ama-class afundisa noma aqondene nesiZulu njengo Bua Lena. [Let me just say since the 2020 Covid-19 outbreak, I think that this era introduced more the use of technology since we were working and communicating from home using Teams, zoom etc. basically technology is one of the instruments that we can use in uplifting isiZulu and also start creating classes/groups that will be Zulu based or that teaches isiZulu like Bua Lena.] [Respondent Two]

“Uuuh ey ziningi izindlela engicabanga ukuthi singazisebenzisa, mina ngike ngithi ulimi lufundeka kaluma umangabe nilifunda ngendlela enemidlalo ethokozisayo. Umzekelo ukubanika ama crossword pazzeles Kanye nemincintiswano emincane yokubhala Ngoba phela sikhumbule ukuthi lolu limi akulona ulimi olwalusetshenziswa kakhulukazi eNyuvesi ngokufunda. Isibonelo nje, thina sine app esinayo as ihhovisi eliqukethe amatemu ahluahlukene for different disciplines, ngicabanga ukuthi loku kwenza omkhulu umehluko ekuthuthukiseni ukusetshenziswa kwesiZulu njenge language yokufunda nokufundisa.” [uuuh there are a lot of ways we can use, I always say that it’s easier to learn a different language when there is creativity and fun. For instance, giving them crossword puzzles and short writing competition. We must also bear in mind that this is not a language that was used by the university. For instance, we have our very own terminology app that we have created that has different Zulu terms for different disciplines. I think this has a huge impact in the upliftment of the use of isiZulu as the medium of teaching and learning.] [Respondent Three]

With regards to the above interview with the Lecturers and Tutors, this proves that there are a lot of ways that can be used to promote isiZulu and to help everyone understand their modules more and also be in an advantage of passing because of the language fairness.

4.7.1 Terminology Development

According to Alberts (2014), terminology is the medium through which knowledge is disseminated and terminology development refers to a process of functionally extending,

especially the lexical semantics of a language into new domains. Terminology development adheres to the language policy of the country. In the previous social system, with a bilingual policy, terms were supplied in English and Afrikaans. Since 1994 the Republic of South Africa has had a multi-lingual policy and therefore terminology should be available in the 11 official languages.

According to ULPDO (2015), cited in Langa (2017), The isiZulu terminology development is one of the essentially significant projects that are principal to the intellectualization of isiZulu. The concentration in creating discipline specific terminology is in accordance with the ULPDO’s objectives which are "to foster specific specialized terminology to compile a specific multidisciplinary comprehensive bilingual isiZulu glossary. Subsequently the ULPDO office keeps on facilitating workshops that develop terminology to fulfil the previously mentioned objective.

Below is the figure that simplifies the process of the terminology development at the University Language Planning Office at the University of KwaZulu-Natal, from the terminology harvesting to the very last end step.

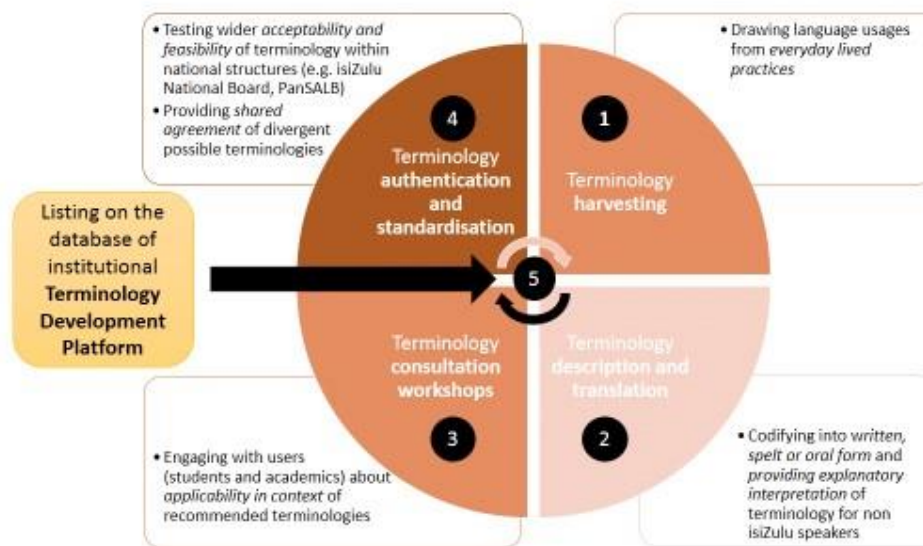


Figure 4 (source, Khumalo 2016)

After the ULPDO office went through all these stages of terminology development, it is exciting to also mention that they have also developed an app that helps different discipline

translate specific terms. This app is called the terminology Term Bank, below is the figure that illustrates how this app looks and works;

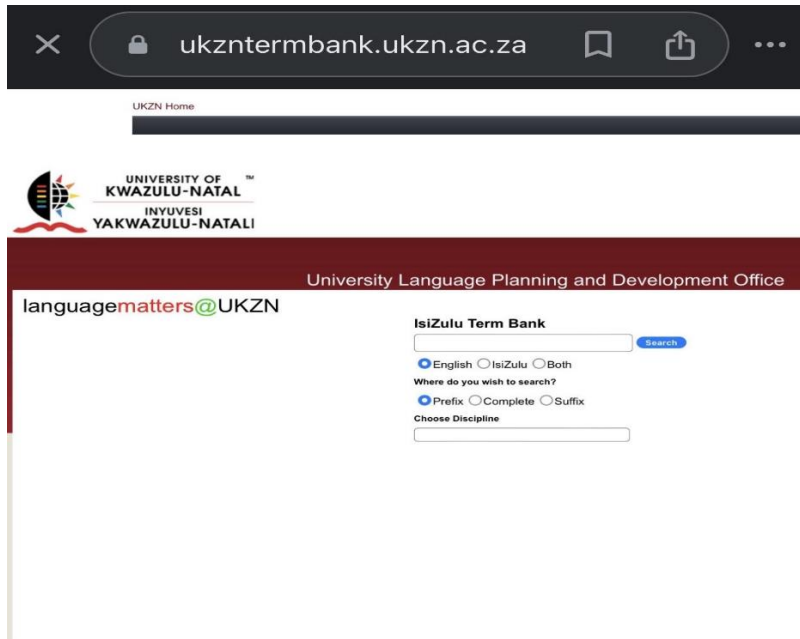


Figure 5 source (screenshot from the term bank website)

4.7.2 Bilingual Lecturers

With the case of the University of KwaZulu-Natal, the core objective is to develop and enhance isiZulu as medium of instruction side by side with English as per the argument of the University's Language Policy and not to replace English all together. For isiZulu speaking students, the development of the UKZN Bilingual Tutoring Training Programme, through Bilingual Education Approaches, supports the students by increasing their access to the curriculum through isiZulu speaking tutors. Furthermore, during Bilingual tutoring process, the tutors must assist student to analyse and explain complex and scientific concepts for themselves, using their mother tongue to clarify scientific concepts. For this process to be a success, in this kind of communication or exercise tutors must be prepared to go beyond the use of basic conversational isiZulu to communicate or rather interact with students better during the tutorials.

Some students confirmed that bilingual lecturers have been a great help to them academically when they were asked if they think that the use of isiZulu-English Bilingualism as the languages of teaching and learning was important, below are some of their comments:

Do you think that using the IsiZulu-English bilingualism as languages of teaching and learning at the University of KwaZulu-Natal is important? Why? [Question]

“Yes. It helps clear the language barrier for those who come from predominately Zulu backgrounds.” [Respondent One]

“Yes, it is important because it helps us to communicate easily” [Respondent Two]

“Yes, I think it is important, because there are students who easily understand when tough/addressed in their own languages.” [Respondent Three]

“It is. Because the pass rate of the University can increase” [Respondent Four]

“Promoting IsiZulu-English bilingualism, can foster cultural richness, linguistic diversity, and inclusive learning environments that benefit both individuals and society as a whole” [Respondent Five]

“I really would love to see more of IsiZulu being promoted in the university. The language and some cultural aspects. For the KZN experience, but also because it's more relevant as UKZN. I think it would be so impactful for many students.” [Respondent Six]

“Promoting IsiZulu-English bilingualism at the University of KwaZulu-Natal can have several benefits, fostering inclusivity and cultural relevance in the academic environment. The extent of its usage can vary based on the university's goals, resources, and the preferences of the students and faculty.” [Respondent Seven]

With all that have been mentioned previously, the University of KwaZulu natal also offer bilingual learning in some of the modules. For instance, the isiZulu and Psychology modules give students that option and right to write their tests and assessments whether in isiZulu or English depending on the language they feel they understand the most.

4.7.3 Translanguaging

Translanguaging is a process whereby multi or bilingual speakers use their languages as an integrated way of communication. It is a vital process in which multi or bilingual language users navigate complex social and cognitive demands through strategic employment of multiple languages. Nagy (2018), mentioned that the term Translanguaging originates from Cen Williams who was a leading educationalist in the 1980s. Williams used the term *trawsieithu* to describe a language practice that implied the planned and systematic use of two languages within the same lesson. This term later translated into English as “translinguifying” but was later changed to Translanguaging by Baker (2001), which intended to describe a language practice that involved a deliberate alternation between the language of input and output in the classroom (Lewis, 2012: 643). After some time, it also came to be used to encompass the mode and purpose of this linguistic process and today, Translanguaging is used to refer both to a language practice that involves the deliberate process of switching between languages and the theoretical considerations behind it. Some Lecturers and Tutors identified Translanguaging as one of the important strategies of developing and promoting isiZulu as a language of teaching and learning. Some of the extracts from the interviews are as follows;

Which method or strategies that could be used in teaching a module from IsiZulu inception to ensure that targeted students benefit from this? [Question]

‘I believe it is important that as lecturers, we allow students to bring and use their different linguistic repertoires in the classroom. Allow students to express themselves in isiZulu. In that way, we are promoting the use of the language, and those who may have had an attitude may change their attitude as well.’ [Respondent One]

‘There is this thing that they call translanguaging. I have not read much about it but I think it involves using many languages in the classroom at the same time. You see, we know each other’s languages and we will definitely translate for each other if there is communication breakdown. But I think it is a good way of gradually allowing isiZulu to be used in the classroom also.’ [Respondent Two]

The above extracts attest to the importance of Translanguaging in the classroom. It is in the context of the above that Baker and Wright (2017), argue that Translanguaging moves us away from dominant political and ideological pressures to keep all the languages pure and separate. Furthermore, it is crucial that the trainees for bilingual tutoring understand the ultimate purpose of their work, which is to help students learn subject content by using both the language they are taught in lectures and the language they own to participate in and own their learning. This is not to translate or interpret the content, nor is it to switch or mix language codes. It is important to note that the end goal is to develop the students to participate and to become owners of their learning.

Other scholars like Canagarajah and Suresh (2011), describe Translanguaging is the ability to move fluently between languages and a pedagogical approach to teaching in which teachers support this ability the most. In Translanguaging, students are able to think in multiple languages simultaneously and use their home language as a vehicle to learn academic English. A student could be reading a book about the solar Anatomy in English, but in their brain, they are also able to think and make connections in isiZulu. Moreover, Teachers can engage in a variety of activities that intentionally encourage Translanguaging, ranging from providing vocabulary in multiple languages to collaborative translation opportunities. The goal is to get students Translanguaging as a practice that can be leveraged toward supporting literacy outcomes and engagement, as well as other academic avenues.

4.7.4 Integrating isiZulu with Technology.

The integration of isiZulu with technology is an important area that needs to be taken advantage of in order to intellectualize and entrench it as a language of teaching and learning in higher education. These views of the Lecturers and Tutors were reflected in the interviews as follows:

Do you think that isiZulu as a language is integrated enough with technology? [Question]

‘I think basically as African language speakers in general we have been lacking in terms of technologizing our languages. Look at English, it’s everywhere. Go to the internet, you can translate English to many different languages. Go to your computer, you have spell checkers and grammatical tools that help you when you write in English. If you want the meaning of a word in English, you can easily get

it in the internet. So, I think as isiZulu, we also need that. We must find isiZulu everywhere and its status will be respected that way...’ [Respondent one]

The above extract highlights the importance of human language technologies in the intellectualization of isiZulu as a language of teaching and learning at the university of KwaZulu-Natal. While some technologies such as a spell checker for isiZulu and a terminology bank have been developed, there is a need to make sure that these resources are marketed, and easily accessible to willing language users. Some of the respondents from the lecturers also highlighted the adoption of teaching technologies that might enhance the use of isiZulu as a language of teaching and learning alongside English:

Which method or strategies that could be used in teaching a module from IsiZulu inception to ensure that targeted students benefit from this? [Question]

“Let me just say since the 2020 Covid-19 outbreak, I think that this era introduced more the use of technology since we were working and communicating from home using Teams, zoom etc. basically technology is one of the instruments that we can use in uplifting isizulu and also start creating classes/groups that will be Zulu based or that teaches isiZulu like Bua Lena.” [Respondent One]

“Uuh ey ziningi izindlela engicabanga ukuthi singazisebenzisa, mina ngike ngithi ulimi lufundeka kalula umangabe nilifunda ngendlela enemidlalo ethokozisayo. Umzekelo ukubanika ama crossword puzzles kanye nemincintiswano emincane yokubhala ngoba phela sikhumbule ukuthi lolu limi akulona ulimi olwalusetshenziswa kakhulukazi eNyuvesi ngokufunda. Isibonelo nje, thina sine app esinayo as ihhovisi eliqukethe amatemu ahlukahlukene for different disciplines, ngicabanga ukuthi loku kwenza omkhulu umehluko ekuthuthukiseni ukusetshenziswa kwesiZulu njenge language yokufunda nokufundisa.”
[umphenduli wesibili]

“uuh there are a lot of ways we can use, I always say that it’s easier to learn a different language when there is creativity and fun. For instance, giving them crossword puzzles and short writing competition. We must also bear in mind that this is not a language that was used by the university. For instance, we have our

very own terminology app that we have created that has different Zulu terms for different disciplines. I think this has a huge impact in the upliftment of the use of isiZulu as the medium of teaching and learning.” [Respondent Three]

In the above extracts, crossword puzzles, pre-recorded lectures and online games, among other technological affordances, are some of the initiatives that could be employed in enforcing and enhancing the use of isiZulu as a language of teaching and learning.

4.8 English Hegemony

English has dominated and continues to dominate as a memorandum of incorporation in both basic education and higher education. This has affected the majority of learners who speak it as a second language, especially those from schools where exposure to the language is limited to the classroom. Language is believed has the ability to touch on many aspects of social life and also the linguistic discrimination is tantamount to discrimination in other aspects of social life affected by language. Crystal (2003), supports this view through the statement that “that the limit of my language is the limit of my world”. Moreover, the language rights issues go back to the 1976 protest against instruction in Afrikaans, which went down in history as a unique disaster. Webb (2010), mentions the large number of complaints submitted to PanSALB about the perceived violation of language rights and the establishment of a committee for marginalised languages. Kamwangamalu (2004), further states that one of the reasons in favour of the English language policy is that indigenous languages were subjected to years of discrimination of mother tongue education.

The design of an established language policy and framework for the development of multilingualism is undermined by the fact that South Africa seems to be in favour of an English language policy. The evidence of this is that till this day there is a scarcity of universities in South Africa that offer tuition in indigenous languages in some of their programmes, whilst the rest only offer indigenous languages as elective modules or as major subjects within degree programmes that are offered mainly in English, with others offering some of their modules in indigenous languages. The practice in question is contrary to the provisions of section 29(2) of the Bill of Rights, which state that every individual has the right to obtain an education in public schools at reasonable educational institutions in the official language or languages of their choice. The reasonably practicable part of the section is problematic in the sense that

educational institutions simply invoke it to cover their reluctance to implement its stipulations. Other scholars assent that African languages appear to be under blockage in tertiary institutions in spite of the commitment demonstrated by universities in their language policies. This clearly indicates that in South African universities, English is still a dominant language and so far, it does not have competition.

4.9 Language Attitudes about African Languages

Throughout the colonial era, African languages and African culture were disparaged and it is saddening to affirm that in a post-colonial era, the only reference to language is when people speak English for better communication.

It is also saddening to note that many African nations are in the process of self-colonization in the name of empowerment, access to education and globalization.

Many people believe that they chose English as their language of communication because there is an entire world of knowledge, skills, jobs, power and influence, which will not open to them when they can only speak an indigenous language. It is without a doubt that they are limited study materials in indigenous languages, for instance you can't find a mathematics or technology book that is written in these languages but you are guaranteed to find them all in English. Even things in store are written in English, it has indeed become the idealized language of communication. Moodley (2000), further states that the door out of that prison is knowledge of English. The views of respondents also reflected some attitudes towards isiZulu as a language of teaching and learning at university level as follows:

How do you feel about the initiation taken by the University of KwaZulu-Natal of implementing the use of IsiZulu and English as the two languages of teaching and learning?

[Question]

‘Since this to some is a taboo, you will find Zulu speakers academics questioning why they should teach in isiZulu, forgetting that they are also being affected by not getting a chance of being taught by isiZulu because they will probably be Professors not Drs had they been given an opportunity of studying in their own language. I believe there still need to be a paradigm shift because this is a huge challenge, and then comes students, they will also complain of being taught Chemistry in Zulu’

Such views are indeed a confirmation that some people still view African languages such as isiZulu as inferior and incapable of functioning as languages of teaching and learning at universities below are the views from the students:

Since the IsiZulu-English bilingualism is used as a language of teaching and learning at the University of KwaZulu-Natal, do you think the standard of teaching and learning is improving or declining? Why?

“Miina angicabangi ukuthi lento yokufundisa nokufundiswa ngesiZulu izosebenza, zincane kakhulu izinto ezingenza ukufunda ngesiZulu kube lula azikho nezinsiza kusebenza” [umuphenduli wokudala]

Personally, thing that teaching and learning in isiZulu won't work, simply because they are limited resources that can help with the teaching and learning. [Respondent One]

“Being taught or teaching in IsiZulu can really create a confusion, isiZulu has limited and poor vocabulary. It will make things difficult rather making them easy.” [Respondent Two]

“eeeh, the fact that there are terms that you still can't translate from English to isiZulu and get a meaningful meaning proves that IsiZulu really can't function independently without any assistance from English.” [Respondent Three]

” ooh well, I think uhohm... the isiZulu-Bilingual policy doesn't give me so much hope, because even though the University Language Planning and Development office (ULPDO) has work tirelessly on uplifting this policy, uuuuh....eeh.. I still believe that the term bank doesn't have enough term to assist with the Zulu-English education.” [Respondent Four]

The data provided above from the questionnaire and the interviews clearly shows that, irrespective of the work that has been done to promote the isiZulu-English bilingualism, some students and lecturers still don't believe that it can work perfectly or bring any change to the University.

The relegation of African languages from high status to low status resulted in people thriving to learn the colonizer's language so that they be able to consume Western products, they believe it's the only language that makes things easy. Indigenous languages, are an important means of communication in African societies and are not widely used in the formal educational systems. These languages are not the languages of national government and the languages of mass communication are hardly the languages of the people. For instance, in Ghana, fifty-one percent of the total amount of annual broadcast hours is reserved for English alone, leaving the rest for all the many Ghanaian African languages. It is this lack of an adequate linguistic communication system on the national level that has significantly contributed to the economic and technological stagnation and backwardness of indigenous languages in most African countries (Bodomo, 1996:57).

Bamgbose (2007), confirms that the existence of widespread negative attitudes to African languages as medium of instruction among Africans of all walks of life is one of the major challenges to educational language planning in Africa. These negative prejudices are deeply rooted in the colonial experience and the downgrading of status. Moreover, Africa's indigenous languages rest on centuries of marginalization and ignorance combined with previous unhappy experiences on the part of the speakers themselves. All this creates a negative attitude because many people have come to accept that 'real' education can only be obtained in a world language such as English. Many educated parents dispute even the idea that a child will benefit if the initial education is given in the first language. Parents who prefer an English medium education sometimes do so because they see the products of an English medium education getting rewards in terms of lucrative jobs and upward social mobility (Bamgbose, 2000:88).

With all that being said, some of the students really had positive thoughts about the introduction of isiZulu -English bilingual education. Below are some of their thoughts;

Since the IsiZulu-English bilingualism is used as a language of teaching and learning at the University of KwaZulu-Natal, do you think the standard of teaching and learning is improving or declining? Why?

"Promoting IsiZulu-English bilingualism at the University of KwaZulu-Natal can have several benefits, fostering inclusivity and cultural relevance in the academic environment. The extent of its usage can vary based on the university's

goals, resources, and the preferences of the students and faculty.” [Respondent One]

“If possible, we wish to have both English and IsiZulu to be used in classes for teaching, writing exams, tutorials, and quizzes” [Respondent Two]

“I want the Isizulu-English to be used in exam question papers, study material and sometimes in informed conversation.” [Respondent Three]

“Using isiZulu-English bilingual would help a lot of students to pass their modules, at times we know the answer but the problem is we don't understand the question, if there was some translation here and there things would be easy.” [Respondent Four]

These comments from the students show that they are somehow open to learning, and the language barrier is some of the things that contributes to their pass rate.

4.10 Lack of Resources

African languages like isiZulu and other minority languages in the world, have received less recognition in schools and other spheres of life. Some scholars believe that these languages have been marginalized mainly because people do not recognize them as languages of upward mobility, and job interviews are never conducted in languages like isiZulu even if the person is applying for a job in that language department for example, isiZulu teachers. There are even limited resources that can help IsiZulu be easily to understandable for those who really don't understand it, but speak it' as their Mother Tongue. Below are some of the Lecturers and Tutors:

Are there any challenges that you have faced when you are teaching in isiZulu? If yes, name them. [Question]

“well this is a very interesting conversation and yet saddening at the same time, simply because as I teach Music foundation students, they come form from different backgrounds. Remember that uuuh.... this Programme accommodates mostly those who comes from disadvantaged backgrounds, now just imagine teaching that student only in English? There are terms that they definitely do not

understand. When I give them assignments, resources to use as a reference in Zulu are very scarce. Our students are indeed having a difficult time” [Respondent One]

“Personally, I think Tutors who focused on tutoring our students in the isiZulu-English bilingual are also limited. I believe that the University is not doing as much as it promised to promoter and implement this policy.....even though it is a very nice initiative there’s a lot that still needs to be done.” [Respondent Two]

From the above view conducted from one the lecturers, the interviewees clearly state his/her grievances about the lack and limitations of resources. They believe that a lot can be done to promote and make this policy a living dream for our students. Existing books and research papers can also be translated to isiZulu to make things a lot easier.

4.11 Low Language Competence and Poor Writing Skills among African Language Speakers

Since IsiZulu is not taken seriously as a language of teaching and learning in many spheres, the research conducted clearly show that even students who are Zulu mother tongue speakers struggle a lot when they have to use their own language in class. Research results also show that they even fail to translate a simple text from English to isiZulu, they have instilled in their minds that learning in isiZulu is difficult. Below are some of the views from the students that participated on the survey;

Do you experience any problem in using English as only the language of teaching and learning, since other modules are not using the isiZulu-English bilingualism as yet? [Question]

‘From an educational perspective, using English as the sole language of teaching and learning may present some challenges in a context where other modules or subjects are not using bilingualism with isiZulu.’ [Respondent One]

“Okwamanje azakobi bikho izinkinga engihlangabezana nazo ezifundweni.”
[Umphenduli wesibili]

“For now, I haven’t had any problems with my studies” [Respondent Two]

Looking at the second to the last statement, there is a lot of grammatical errors with this statement, this proves that our Zulu speaking students can’t even write a proper sentence in their home language.

Some of the students come from Model C schools, where English was regarded as their first or home language. This has to be one of the contributing factors on having Zulus who can't speak nor write isiZulu properly.

4.12 Conclusion

This chapter has provided a detailed presentation and analysis of data collected during the study. The first section of the chapter provided a description of the analysis approach that the researcher employed. It went on and discussed the policy frameworks that promotes Mother Tongue Education focusing on the University of KwaZulu-Natal. Interviews and questionnaire data were provided accordingly, then a detailed discussion of challenges and the views about the isiZulu-Bilingual education were provided. Thereafter, other important subheadings were discussed including the challenges that are faced by the country regarding the shortage of study and reference materials on initiating the Zulu-English bilingualism. The following chapter will provide a summary of the entire dissertation as well as the general conclusion of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main aim of this exploratory and descriptive qualitative study was to obtain an in-depth understanding of the investigation on the efficiency of the isiZulu mother tongue and English bilingualism as languages of teaching and learning at the University of KwaZulu-Natal in the Extended Curriculum Programme Access Programmes. Chapter five provides an overview of the study summarising the basic research findings, which is followed by a brief discussion of the recommendations arising from this study. The chapter concludes by pointing out suggestions for further research. In summation of the chapters, chapter one was an introductory chapter that gave the background of the study, it further gave details on the main research problem and the aims of the research. The objectives of the study were given together with the research question. It further explained the significance of the study; the study settings and the structure of the dissertation were discussed. Chapter two was a literature review chapter, which gave more details and literature about the Mother Tongue and Bilingual education. Chapter three was a methodology chapter that gave all the study methods on how the data was going to be collected, analysed and interpreted, giving the strategies and methods. Chapter four is a chapter that focused on the research finding, data analysis and interpretation. The data that was collected through the questionnaires and interviews was further analysed. Chapter five entailed the concluding chapter of the study that presented the study overview, findings and gave recommendations.

5.2 Overview

The study investigated the efficiency of the isiZulu and English bilingualism for teaching and learning at the University of KwaZulu-Natal within the Extended Curriculum Programme Access Programmes. The objectives of the study were to firstly explore students' and educators' attitudes towards the use of IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal within various Extended Curriculum Programmes. The conceptualisation and evaluation of these language as a right, as a resource

and as a problem guided the study to its second objective, which was to investigate the academic benefits and challenges of implementing isiZulu-English bilingualism education at the University of KwaZulu-Natal within various Extended Curriculum Programmes. The last objective was to investigate different strategies used by various Extended Curriculum Programmes to ensure IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal yields the envisaged outcomes. This provided an opportunity to explore various strategies that could be instrumental in the implementation of the use of isiZulu-English bilingual education.

It is important to highlight that this study was primarily informed by the language management theory approach which puts emphasis on the understanding language problems and “gratifications”, that is, deviations from the norm, the positive evaluation of such problems and finally their implementation in ordinary discourse (Neustupny, 2003).

5.3 Summary of Findings

Objective 1: To explore students' and educators' attitudes towards the use of IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal within various Extended Curriculum Programmes.

Three major themes emerged with regards to the views of students and staff members regarding the use of isiZulu as a language of teaching and learning at the university of KwaZulu-Natal. These themes were framed based on the language as a problem, as a resource and as a right. There were a lot of positive and also negative feedbacks that were received from the Lecturers and the students regarding their introduction and the implementation of the isiZulu-English bilingualism. Some of the students really believe that this initiative will help them understand more and grasp easily in class, they believe that it can even help with the increment of the pass rate at the University of KwaZulu-Natal. However, there were critical views that did not believe that the introduction and the implementation of this policy can change anything, some believe that this will rather confuse the students more than anything.

Objective 2: To investigate the academic benefits and challenges of implementing isiZulu-English bilingualism education at the University of KwaZulu-Natal within various Extended Curriculum Programmes.

The study showed that there are many strategies that are used by the University of KwaZulu-Natal in ensuring and benefiting the implementation and use of IsiZulu as the medium of instruction. The University Language Planning and Development office being the part of the offices that takes an initiative in making sure that this policy is a success. Some of the respondents also highlighted a challenge relating to the lack of lecturers who are competent enough to implement isiZulu as a language of teaching and learning in the classroom. The research further finds that there were a number of challenges that were mentioned in the data collection for this study, the limitations of resource were one of the major problems that hinders the success of this policy; some believe that there is not much of an effort that is put by the University in ensuring the success. Most African students in universities are not fully competent in either their mother tongue or the language of instruction. While linguistic competence in the English language is important, this must not overshadow the importance of proficiency and competence in the mother tongue. Despite the challenges, there were also positive responses about the isiZulu-Bilingual teaching and learning. Students are excited because they now get the chance to express themselves in their home language even when writing exams and assignments or even being taught in class

Objective 3 To investigate different strategies used by various Extended Curriculum Programmes to ensure IsiZulu-English bilingualism as a medium of instruction and learning at the University of KwaZulu-Natal yields envisaged outcomes.

During the interviews, the interviewees were asked which method or strategies that could be used in teaching a module from IsiZulu inception to ensure that targeted students benefit from this. Some felt that there are number of strategies that can be used in ensuring that the IsiZulu as the medium of instruction fulfils its course. Terminology development, Bilingual lecturers and Translanguaging were also highlighted as many of the strategies that can help ensuring that the use of isiZulu-Bilingual education yields the envisaged outcome. In this regard, the research showed that there are many strategies employed by the University Extended programmes in ensuring the success of this policy. For instance, students are divided into small tutorial groups, in those groups they are able to use isiZulu-English bilingualism; they are able to speak isiZulu

with their Tutors, code switch and code mix if they want, this allows a student to be free and understand more what they are being thought.

5.4 Recommendations

From the findings received on this study, the researcher accordingly makes some recommendations. The first recommendation is that the institutions of Higher Education should establish institutional language boards that would oversee the implementation of various strategies aimed at the promotion and intellectualisation of indigenous African languages in Higher Education. The availability of university language boards is bound to facilitate collaboration between departments and institutions. African language departments should play a significant role in such platforms.

The second recommendation being the consistent and persistent implementation of the UKZN Language policy implementation. This needs to be emphasised and cultivated in the learning environment especially in the mainstream to allow all the students to express themselves freely in speech and writing using the language that they are comfortable with. If the language policy is not equally embraced and implemented across the disciplines, it will do more harm than good to the Extended Curriculum Programmes (ECP) students in their mainstream courses.

The third recommendation will be to design support programmes that will strengthen the student-university-home relations to supplement all other university support initiatives. This will allow parents, guardians, and families an opportunity and responsibility to be practically involved in providing necessary support to students.

The fourth recommendation will be for the institutions of higher learning to adopt a language management approach in their language planning initiatives. Encouraging and acknowledge the significant role played by lecturers, tutors, and administrators in redefining the university experience and making it manageable for students thus encouraging an enhanced sense of belonging. This will maintain the system that will disseminate positive and impactful stories to change the narrative about the programme and inspire students to achieve their educational goals. Furthermore, this will inspire positive perceptions associated with positive behaviours and reduce negative behavioural practices such as bunking classes, lack of participation, not consulting and not making use of the available amenities for maximum benefit.

5.5. Conclusion

The study found that since there are many policies that have been developed in order to address the problem of the underdevelopment and marginalised status of the African languages, the implementation of the mentioned policies has not been effective or fully achieved. The multiplicity of indigenous African languages also creates problems that relate to decision making regarding which languages to promote at a particular point in time.

In light of the above overview, it would be appropriate to come to the following conclusions with regards to the research findings. The language problems associated with the low profile of indigenous African are a major hindrance and obstacle to the promotion and intellectualisation of indigenous African languages. This enforces the dominance of the English language and the continued marginalisation of indigenous languages. Therefore, there is still a lot that needs to be done so that there is inclusivity of African languages at a Tertiary level teaching and learning.

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Appendix 1
Informed Consent Form



COLLEGE OF HUMANITIES

This informed consent form is for students from the University of KwaZulu-Natal Extended curriculum Programmes (Access programmes), who I am inviting to participate in a research titled ‘The use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal.’

Name of Student: Thandi Eva Ndlovu

Name of Institution: University of KwaZulu-Natal

Student Number: 213527289

Supervisor: Dr Gugulethu B Mazibuko

Contact number: [REDACTED]

Introduction

My name is Thandi Eva Ndlovu, a student at the University of KwaZulu-Natal in the Humanities faculty, School of IsiZulu. I am conducting a spoken word-based research on the use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal.

I am going to give you information and invite you to be part of this research. You do not have to decide today whether or not you will participate in the research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask me.

Objectives of the study

- To critique policy framework that promotes the use of IsiZulu mother tongue as a medium of instruction at the University of KwaZulu-Natal to enforce the University's policy of IsiZulu-English bilingualism.
- To explore the views of IsiZulu mother tongue speaker about the mother tongue education at the University of KwaZulu-Natal.
- To investigate different strategies used by the University of KwaZulu-Natal regarding the implementation of the IsiZulu mother tongue education to enforce the University's policy of IsiZulu-English bilingualism.

Type of Research Intervention

This research will involve your participation in interviews that will take about twenty to thirty minutes.

Participant Selection

You are being invited to take part in this research because we feel that as a 1st language IsiZulu speaker, you can contribute much to our understanding and knowledge on the effect on the use of isiZulu Mother Tongue as the medium of instruction and learning at the University of KwaZulu-Natal.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no bearing on your studies. You may change your mind later and stop participating even if you agreed earlier.

Procedures

I will conduct the interviews myself at any setting that you are comfortable with. If it is better for you, the interview can take place at the lecture room or the University library. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. The information recorded is confidential, and no one else except the interviewer will have access to the information documented during your interview. The entire interview will be voice-recorded, but no-one will be identified by name on the recordings. The recordings will be transcribed and stored as computer textual files. The

information recorded is confidential, and no one else except me will have access to the recordings.

Duration

Each interview will take about twenty to thirty minutes.

Risks

There are no risks associated with your participation in this research.

Benefits

There will be no direct benefit to you, but your participation is likely to help us find out more about mother tongue education and the language policy of the University of KwaZulu-Natal.

Confidentiality

The research being done in the University may draw attention and if you participate you may be asked questions by other people in the University. We will not be sharing information about you to anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is. It will not be shared with or given to anyone.

Sharing the Results

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that we get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so and choosing to participate will not affect you in any way. You may stop participating in the interview at any time that you wish without you being affected. I will give you an opportunity at the end of the interview to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my remarks.

Who to Contact.

For any information about this research or me, you can contact the research office.,

.....

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Ifomu Lokuvuma



IKOLISHI LEZESINTU

Leli fomu lokuvuma elabafundi baseNyuvesi YaKwazulu-Natal bohlelo ama-Extended curriculum programmes (Access programmes), abamenywe ukuba babambe iqhaza ocwaningweni olunesihloko esithi ‘Ukusetshenziswa Kolwimi Lwebele IsiZulu njengolwimi lokufunda nokufundisa eNyuvesi yaKwaZulu-Natali: Udaba Lwe- Extended Curriculum programme (Access programme).’

Igama Lomfundi: Thandi Eva Ndlovu

Igama Lesikhungo: Nyuvesi YaKwaZulu-Natal

Inombolo Yomfundi: 213527289

Umeluleki: Dr Gugulethu B Mazibuko

Inombolo Yeselula: [REDACTED]

Isingeniso

Igama lami nginguThandi Eva Ndlovu, umfundi waseNyuvesi YaKwaZulu-Natal kufakhalathi yezesiNtu, eSikoleni SesiZulu. Ngenza ucwaningo olusebenza ngenkulumo mayelana Nokusetshenziswa Kolwimi Lwebele IsiZulu njengolwimi lokufunda nokufundisa eNyuvesi yaKwaZulu-Natali: Udaba Lwe- Extended Curriculum Programme (Access Programme). Ngizokunika imininingwane besengikumema ukuthi ubambe iqhaza kulolu cwaningo. Akudingekile ukuthi uthathe isinqumo sokuthi uyalibamba iqhaza noma cha namuhla. Ngaphambi kokuthi uthathe isinqumo, ungakhuluma nanoma ubani omethembayo ngocwaningo. Leli fomu lokuvuma lingaba namagama ongawaqondi. Ngicela ungimise ngenkathi siqhubeka nemininingwane futhi ngizothatha isikhathi sami ngikuchazele kahle. Uma unemibuzo futhi ungangibuza nayo.

Okuhloswe ucwaningo

- Ukuhlaziya uhlaka lwezinqubomgomo olugququzela ukusetshenziswa kwesiZulu njengolimi lokufundisa eNyuvesi YaKwaZulu-Natal ukuze kuqinisekise ukulandelwa kwenqubomgomo yeNyuvesi yobulimimbili besiZulu-nesiNgisi.
- Ukuhlola imibono yokhuluma isiZulu njengolimi lwebele mayelana nezokufundiswa ngolimi lwebele eNyuvesi YaKwaZulu-Natal.
- Ukuphenya ngamasu ahlukeni asetshenziswa yiNyuvesi YaKwaZulu-Natal okuqala ukusebenzisa ezokufunda ngolimi lwebele okuyinqubomgomo yeNyuvesi yobulimimbili besiZulu-nesiNgisi.

Uhlobo Locwaningo

Lolu cwaningo luzobandakanya ukubamba kwakho iqhaza ezingxoxweni ezizothatha cishe imizuzu engamashumi amabili.

Ukuqokwa Kwabazobamba Iqhaza

Uyamenywa ukuba ubambe iqhaza kulolu cwaningo ngoba sibona ukuthi njengoba ulimi lwakho lwebele kuyisiZulu, unabamba iqhaza elikhulu ekuqondeni kwethu nasekwazini imiphumela esekusetshenzisweni kolwimi lwebele isiZulu njengolimi lokufunda nokufundisa eNyuvesi yaKwaZulu-Natali.

Ukubamba Iqhaza Okungaphoqelekile

Ukubamba kwakho iqhaza kulolu cwaningo akuphoqelekile neze. Kuwukuthanda kwakho ukubamba iqhaza noma cha. Lokho okukhethayo ngeke kube nomthelela ezifundweni zakho noma ekuhlolweni nemibiko ephathelene nomsebenzi. Ungasithatha isinqumo sokuyeka emva kwesikhathi yize kade uvumile ekuqaleni.

Izinqubo

Ngizobamba izingxoxo noma yikhuphi lapho uzizwa ukhululekile khona. Uma kungcono kuwena, izingxoxo zingabanjelwa egumbini lokufundela noma emtapweni wolwazi waseNyuvesi. Uma ungathandi ukuphendula noma yimuphi umbuzo, sicela usho futhi oxoxa naye uzodlulela embuzweni olandelayo. Imininingwane eqoshiwe iyimfihlo futhi akekho

omunye ngaphandle koxoxa naye ozofinyelela kokuqoshiwe ngesikahthi sengxoxo. Ingxoxo yonke izoqoshwa ngesiqophimazwi kodwa akekho ozodalulwa ngegama kokuqoshiwe. Okuqoshiwe kuzoguqulelwa embhalweni ozolondolozwa kukhompnyutha. Okuqoshiwe kuyimfihlo futhi akekho omunye ngaphandle kwami ozofinyelela kokuqoshiwe.

Ubude bezingxoxo

Ingxoxo ngayinye izothatha cishe imizuzu engamashumi amabili.

Ubungcuphe

Akunabungcuphe obuhambelana nokubamba iqhaza kulolu cwaningo.

Okuzuzwayo

Akukho ozokuzuzwa ngqo kodwa ukubamba kwakho iqhaza kungalekelela ekutholakaleni kolwazi mayelana nezemfundo ngolimi lwebele KwaZulu-Natal.

Ubumfihlo

Lolu cwaningo olwenziwa eNyuvesi lungakubeka esimweni lapho uma ubambe iqhaza kungafaneleka ukuthi uphendule imibuzo kubantu baseNyuvesi. Ngeke sidlulisele imininingwane yakho ngaphandle kweqembu labacwaningi. Imininingwane esizoyiqoqa kulolu cwaningo izohlala iyimfihlo. Imininingwane mayelana nawe izomelwa yinombolo hhayi igama lakho. Abacwaningi kuphela abazokwazi ukuthi inombolo yakho ithini. Ngeke isetshenziswe omunye umuntu.

Ukwabelana Imiphumela

Akukho ozositshela khona okuzodluliselwa nomuntu ongaphandle kweqembu labacwaningi, futhi akukho okuzohlenganiswa negama lakho. Esizokuthola kulolu cwaningo kuzokhonjiswa wena ngaphambi komphakathi. Ababambe iqhaza bazothola imiphumela yocwaningo efinqiwe.

Ilungelo Lokunqaba noma Lokuyeka

Awuphoqelekile ukubamba iqhaza kulolu cwaningo uma ungathandi, futhi ukunqaba ukubamba iqhaza ngeke kube nomthelela kuwena. Ungayeka noma yinini ukubamba iqhaza engxoxweni uma uthanda futhi ngeke ube nenkinga. Ngizokunika ithuba lokubuyekeza

izimpendulo zakho futhi ungacela nokubeka kabusha noma ukususe lokho okukhona uma ungavumelani nakho.

Ongaxhumana Naye.

Uma udinga imininingwane mayelana nalolu cwaningo noma ngami, ungaxhumana ne Hhovisi locwaningo.,

.....

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Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za



Please tick the correct box.

Gender: Female Male

Please fill in the dotted line.

Age..... Degree..... Level of study.....

Programme.....

Home language.....

PLEASE WRITE DOWN YOUR RESPONSES IN THE SPACES PROVIDED

1. Do you think that using the IsiZulu-English bilingualism as languages of teaching and learning at the University of KwaZulu-Natal is important? Why?

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2. Since the IsiZulu-English bilingualism is used as a language of teaching and learning at the University of KwaZulu-Natal, do you think the standard of teaching and learning is improving or declining? Why?

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6. To what extent do you want the IsiZulu-English bilingualism to be used at the University of KwaZulu-Natal? (Informed conversations, study materials, exams question papers or used as language of teaching and learning)

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7. Do you see any changes since IsiZulu was promoted as an academic language at the University of KwaZulu-Natal?

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8. Any other comments

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UNIVERSITY OF TM
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Sicela ufake uphawu ebhokisini elifanele.

Ubulili: Owesifazane Owesilisa

Sicela ugcwalise umugqa wamachasazi.

Iminyaka..... Iziqu..... Unyaka wokufunda.....

Uhlelo.....

Ulwimi lwasekhaya.....

SICELA UBHALE IZIMPENDULO ZAKHO EZIKHALENI OZINIKEZIWE.

1. Ngokucabanga kwakho, ngabe ukusebenzisa ubulimimbili besiZulu nesiNgisi njengezilimi zokufunda nokufundisa eNyuvesi yaKwaZulu-Natali kubalulekile? Ngobani?

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2. Njengoba ubulimimbili besiZulu nesiNgisi busetshenziswa njengezilimi zokufunda nokufundisa eNyuvesi yaKwaZulu-Natali, mawucabanga izinga lokufunda nokufundisa liyathuthuka noma liyehla? Ngobani?

5. Zikhona izinkinga ohlangabezana nazo uma usebenzisa isiNgesi kuphela njengolimi lokufunda nokufundisa, njengoba ezinye izifundo zingakasebenzisi ubulimimbili besiZulu nesiNgesi?

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6. Ngabe ufisa ubulimimbili besiZulu nesiNgesi busetshenziswe kuliphi izinga eNyuvesi yaKwaZulu-Natali? (Kwizingxoxo ezinolwazi, kwizinto zokufunda, kwizivivinyo noma lusetshenziswe ekufundeni nokufundisa)

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7. Ngabe lukhona ushintsho olubonayo seloku isiZulu saqokwa njengolwimi lokufunda nokufundisa eNyuvesi yaKwaZulu-Natali?

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8. Noma yikuphi ukuphawula.

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Interview guide

Name of the Interviewer: Thandi Eva Ndlovu

Demographic data of the interviewee

Gender:

Age:

Race:

Home language:

Introduction:

My name is Thandi Eva Ndlovu; I am doing a Master's Degree at the School of Arts at the University of KwaZulu-Natal. As part of my research study, I have to conduct interviews with the aim of collecting data regarding the use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal.

The burning question is whether the University of KwaZulu-Natal is doing justice enough to develop and promote the isiZulu-English bilingualism in the University. This research will further try to identify any gaps that may exist in the process of developing and promoting isiZulu-English bilingualism.

I would like to assure you that everything we are going to discuss during this interview will be strictly confidential and I will not disclose your identity to anyone and in this study.

I would like to request to record the interview proceedings to allow me to transcribe and ensure that I cover all important points. The recording will strictly be used for data collection purposes only. If the permission is granted, we may proceed.

Interview questions:

1. What is your preferred language of communication (e.g. when teaching/communicating in class)? Why?
2. Are you familiar with the language policy of the University of KwaZulu-Natal? If yes, tell me more about it.
3. How do you feel about the initiation taken by the University of KwaZulu-Natal of implementing the use of IsiZulu and English as the two languages of teaching and learning?
4. Who are most likely to benefit from the introduction of the IsiZulu Mother tongue as the language of teaching, and why?
5. Which method or strategies that could be used in teaching a module from IsiZulu inception to ensure that targeted students benefit from this?
6. Are there any challenges that you have faced when you are teaching in isiZulu? If yes, name them.
7. Do you think that being taught in your IsiZulu mother tongue can improve pass rate at the University of KwaZulu-Natal? If yes/no, why?
8. What are your views regarding the Mother tongue education at the University of KwaZulu-Natal? Are there any obstacles? If yes, name them.

9. How do you think the department from the University can overcome those obstacles?

10. Do you think that isiZulu as a language is integrated enough with technology?

Thank you once again for allowing me this opportunity to interview you. Again, I would like to assure you that everything we discussed will only be used for the basis of this research study and your identity will kept confidential. Thank you.



Igama lomcwangingi: Thandi Eva Ndlovu

Imininingwane yombambiqhaza

Ubulili:

Iminyaka:

Ubuhlanga:

Ulwimi lwasekhaya:

Introduction:

Igama lami ngingu; Thandi Eva Ndlovu, ngenza izifundo zeMasters esikolweni sezobuciko eNyuvesi yaKwaZulu-Natali. Njengengxenywe yocwaningo lwami, kumele ngenze izingxoxo ngemiphumela ekusetshenzisweni kolwimi lwebele isiZulu njengolimi lokufunda nokufundisa eNyuvesi yaKwaZulu-Natali: Udaba Lwe- Extended Curriculum programme (Access programmes).’

Umbuzo oyinkinga ilo wokwazi ukuthi ngabe INyuvesi yakwaZulu-Natali yenza okwanele yini ukuthuthukisa ubilimibili besiZulu nesiNgisi eNyuvesi. Lolu cwanningo luzozama

ngokusemandleni ukuthola amagebe angaba khona ekuthuthukiseni ubulimimbili besiZulu nesiNgisi.

Ngifisa ukukuqinisekisa ukuthi konke esizokuxoxa kule ngxoxo kuzoba yimfihlo futhi angeke kudalulwe gama lamuntu.

Ngingathanda ukuqopha ingxoxo yethu ukuze ngikwazi ukuloba futhi ngiqinisekise nokuthi ngibhale wonke amaphuzu abalulekile. Lokhu okuqoshiwe kuzosetshenziswa ukuqoqa imininingwane kuphela. Uma unginika imvume singaqhubeka.

Imibuzo yengxoxo:

1. Yiluphi ulimi lokuxhumana ongaluthokozela ekuxhumaneni? (isibonelo, uma ufundisa/uxoxa eklasini)? Ngobani?
2. Ngabe uyayazi futhi uyayiqonda inqubomgomo yaseNyuvesi yaKwaZulu-Natali? Uma uthi yebo, ngicela wenabe.
3. Ngabe uzizwa kanjani ngesinqumo esithathwe iNyuvesi yaKwaZulu-Natali sokusebenzisa isiZulu nesiNgisi njengezilimi ezimbili zokufunda nokufundisa?
4. Ngabe ngobani abazusa kakhulu ekusetshenzisweni kwolimi lwebele isiZulu njengolwimi lokufundisa? Ngobani?
5. Ngabe iyiphi indlela engasetshenziswa ekufundiseni izifundo ngesiZulu ukuqiniseka ukuthi abafundi abaqondiwe bayazusa kuloku?
6. Ngabe zikhona izingqinamba uhlangabezana nazo uma ufunda ngesiZulu? Uma zikhona, Yiziphi?
7. Ngokucabanga kwakho, ngabe ukufundisa ngolwimi lwakho lwebele kungathuthukisa izinga lokuphasa eNyuvesi yaKwaZulu-Natali? Uma uthi yebo/cha, ngobani?

8. Ithini imibona yakho mayelana nokufundiswa ngolwimi lwebele eNyuvesi yaKwaZulu-Natali? Kungabe zikhona izingqinamba? Uma uthi yebo, zibalule.
9. Ngokucabanga kwakho, ngabe umnyango wase Nyuvesi ungakwazi ukuzinqoba lezi ngqinamba?

Ngicela ukuphinde ngibonge ngethuba ongiphe lona, ngisaphinda ngiyaqinisekisa ukuthi konke esikuxoxile kuzosetshenziselwa ucwaningo kuphela futhi alikho igama elizodalulwa. Ngiyabonga

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Appendix 5



29 October 2018

Miss Thandi Eva Ndlovu (SN 213527289)
School of Arts
College of Humanities
Howard College Campus
UKZN
Email: 213527289@stu.ukzn.ac.za zuluu@ukzn.ac.za

Dear Miss Ndlovu

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"The investigation of the effect of the use of isiZulu Mother Tongue as the medium of instruction and learning at the University of KwaZulu-Natal: A case of the Extended Curriculum Programme (Access Programme)."

It is noted that you will be constituting your sample by handing out questionnaires and/or conducting interviews with students registered in the Extended Curriculum Programme on the Howard College campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yenza sinomandla



MR SS MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag 284001, Durban, South Africa

Telephone: +27 (0) 31 203 8005/2706 Facsimile: +27 (0) 31 266 7624/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 6

Editor's Note

7 December 2023

*This is a confirmation that I, Ntuthuko Mhlongo, handled the editing for the thesis for the **'The use of IsiZulu Mother Tongue as the Medium of Teaching and Learning in the Access Programmes at the University of KwaZulu-Natal.'***

As a writing center practitioner, Ntuthuko Mhlongo carried out this activity under the direction of the writing center philosophy, which is supported by the academic literacies approach. Without offering the editor's comments on the paper's direction, the student received suggestions on grammar, linguistic fluency, and spelling. Consequently, the student who received the writing services is the owner of all the ideas and work.

Contact Ntuthuko Mhlongo [REDACTED]

Mhlongo.ntuthuko@mut.ac.za

Mhlongon2@ukzn.ac.za