



Attitudes towards the implementation of isiZulu as a subject in selected Durban High Schools in 2006 and its implications for language planning and policy in South Africa.

Submitted in partial fulfilment of the requirements of the degree of

MASTER OF ARTS

**In the Department of Linguistics at the
University of KwaZulu-Natal (Howard College)**

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Submission Date: November 28, 2008

Declaration

I, Fiona Govindasamy, declare that

“Attitudes towards the implementation of isiZulu as a subject in selected Durban High Schools in 2006 and its implications for language planning and policy in South Africa,”

is my own work and that all sources I have used and quoted have been indicated and acknowledged.

Signature _____

Date: _____

Acknowledgements

I wish to place on record my sincere gratitude to all those who have assisted in the completion of this dissertation, in particular the following people:

- I am indebted to my supervisor, Annelie Geyser, for her suggestions, commitment, guidance and wisdom throughout the study. I am eternally grateful for all your help which has greatly enhanced the quality of this dissertation.
- My appreciation is extended to my parents for their love, support and patience through the most difficult times in the completion of this dissertation.
- Finally, I would like to extend a special thanks to the Department of Education and Culture (KwaZulu-Natal) for giving me permission to conduct research in schools under their jurisdiction. I am also grateful to all the learners, educators, principals, governing body members and parents who have participated in this research.

Abstract

This study examines the attitudes of learners, teachers, governing body members, principals and parents towards the implementation of isiZulu as a subject in selected Durban High Schools and its implications for language planning and policy in South Africa. The learners selected for the purposes of this study were in grade 8, 9, 10 and 11.

Combinations of quantitative (interviews) and qualitative (questionnaires) research methods are used to research the topic. Questionnaires were administered to learners, teachers and parents. Interviews were used to complement data obtained from the questionnaires. Interviews were conducted with learners, teachers, governing body members, principals and parents.

An important finding of this study is that the majority of learners, teachers, principals, governing body members, and principals have expressed positive attitudes towards isiZulu and view it as an important language in KwaZulu-Natal. Most isiZulu language learners, parents and teachers view isiZulu as important for their culture and identity. The majority of non-isiZulu speakers perceive isiZulu as a language for wider communication in KwaZulu-Natal.

The study found that there is a need for more support from the Department of Education to be more actively involved in the promotion of isiZulu in schools. There is also a shortage of trained teachers and teaching material in isiZulu. This study also established that some governing body members have limited knowledge of language policies at their schools. Most learners, teachers, principals, governing body members and parents expressed that it would be better for learners if they started learning isiZulu from primary school instead of high school. Some schools articulated that there appear to be different standards of isiZulu expected from schools and the Department of Education.

The findings led to the following recommendations which are aimed at enhancing and promoting the status of isiZulu in KwaZulu-Natal and South Africa as a whole.

- The Department of Education needs to be more involved in the promotion of isiZulu in KwaZulu-Natal
- More educators have to be trained in the teaching of isiZulu
- More educational material in isiZulu needs to be created and provided
- IsiZulu needs to be invested with more intensively
- The status of isiZulu in primary schools needs to be investigated
- The role of governing body members needs to be evaluated
- A common standard for isiZulu needs to be established

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Transcription Conventions

Bold

Normal

...../

N>R

UNDERLINE

I>R

Researcher/ Interviewer

Respondents

Long pause

Part of the transcription has been omitted

No response

Emphasis on a word

Inaudible response

Chapter One: The Study

1.1 Motivation and rationale for the study

In 1996, South Africa enshrined a multilingual language policy into the new Constitution. Section 6(2) of the founding provisions of this Constitution (Act 108 of 1996) states that “the state must take practical and positive measures to elevate the status and advance the use” of indigenous languages which were historically diminished. Furthermore, the Language in Education Policy (LIEP) announced by the Minister of Education in 1997, intends to promote as some of its goals multilingualism: the development of official languages, as well as the acquisition of additional languages. With the provisions of the Constitution and the LIEP in mind, Premier S’bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal (KZN) will offer isiZulu as a school subject in 2006 to “promote and integrate the use of isiZulu” (Seabi and Harrilal, 2005). The Premier is trying to elevate the status of isiZulu (spoken by 81% of the population in KZN as a first home language according to the 2001 Census) in KZN. Why would the premier try to elevate the status of isiZulu if it is spoken as a first home language in KZN by 81% of the population? The “unassailable position of English” in our society will be the main reason (Samuels, 1995: 80). Parents believe that there is no need for learners to learn their first language unless they are a school subject in the lower grades as they deem that the knowledge of English would allow for the vertical movement of their children (Samuels, 1995: 80).

The aim of my research is to investigate the attitudes of students, teachers, parents, principals and governing body members towards the implementation of isiZulu as a subject in some Durban high schools and how this has an impact on language planning and policy. Without a close examination of the language attitudes of these role players, the Premier’s attempts to promote the use of isiZulu would be futile and unsuccessful. This sentiment is similar to the one expressed by E.G. Lewis (in Baker, 1992: 9-10) who said that no policy will succeed if it does not “conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes of the disagreement”. One only has to look at the repercussions of The Bantu Education Act (1953) (see

section on Bantu Education Act in Chapter Two for further explanations) to understand the relationship between language attitudes and language policy.

1.2 The significance of the topic being studied (Purpose and Scope)

The focus of this study is on the attitudes of key role-players towards the implementation of isiZulu as a school subject in the Durban central area. I assume the key role-players are learners, teachers, parents, principals and governing body members. It is my understanding that it is the combined attitudes of all these role-players and not one group of role-players that leads to the success or failure of including isiZulu into the school curriculum. I selected the Durban central area, as this area has great racial and linguistic diversity. The study will be administered to both isiZulu and non-isiZulu speakers because it is the mutual responsibility of the speakers and non-speakers of a language to promote and maintain a language.

Research on language attitudes and other related issues in South African schools is not new. Ngcobo (2001) investigated the attitudes of isiZulu speaking teachers towards the role of isiZulu in education, while Moodley, Y (1999) examined the attitudes of teachers, students, and parents towards the choice of introducing isiZulu as a subject as well as medium of instruction in a former House of Delegates school in Merebank. In another study, Pillay (2004) scrutinized the status of isiZulu at former House of Delegates High Schools in Phoenix. His study suggests that the government should enforce the implementation of LIEP as the voluntary approach failed to elevate the status of isiZulu.

Rudwick's (2004) study investigates the attitudes of Grade 11 and 12 isiZulu-speaking students towards isiZulu and English at three High Schools in the Umlazi Township. Her study demonstrates that although the Umlazi youths are generally divided in terms of their attitudes towards English, isiZulu is regarded as a cultural resource and prerequisite to maintain symbols and practices of Zulu tradition. The study explains that African language speakers have a love-hate relationship with the English language and adds that the learners view English as an instrument to obtain academic and economic success. Moodley, D (2005) examines the attitudes of non-isiZulu speakers towards isiZulu in the greater Durban-Metropolitan geographical

area. Three hundred respondents were selected for the study. The respondents were white, coloured and Indian males and females between the age of 24 and 45. This study also focuses on the attitudes of decision-makers in education such as principals towards introducing isiZulu as a compulsory language to be taught in primary schools in KwaZulu-Natal. Her study shows that non-isiZulu speaking respondents have positive attitudes towards isiZulu, while key decision-makers (principals) in education have reservations in enforcing isiZulu as an important language to be learnt.

My study diverges from the above-mentioned ones for various reasons. One way in which it differs is that it looks at the attitudes of various role players towards the implementation of isiZulu as a school subject. It thus includes students and their parents who are affected by language policies on the one hand, but also teachers, governing body members and principals who are directly involved in planning and implementing language policies on the other hand. It does not look at the attitudes of students only or parents only or teachers only unlike the studies undertaken by Rudwick (2004), Ngcobo (2001), Moodley, D (2005), and Pillay (2004). A second difference is that it investigates the attitudes of both African and non-African language speakers towards the implementation of isiZulu in multiracial schools. Thirdly it explores the attitudes towards isiZulu as a school subject and not as a medium of instruction unlike Ngcobo (2001). This study is particularly timely due to the fact that it takes place while the Department of Education passed legislation that isiZulu be taught as a subject in public schools in KZN.

Therefore my study is important because it builds on and expands past research on language attitudes while at the same time taking a new angle at the issue.

1.3 Hypotheses

My central hypothesis is that the success of language planning and policy are directly affected by people's attitudes towards a language or languages as well as their attitudes towards users of that language.

Any policy for language, especially in the system of education, has to account for the attitude of those likely to be affected. In the long run, no

policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about the rightness of the policy; or seek to remove the causes of the disagreement. In any case knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation (Lewis, 1981: 262 cited in Baker, 1992: 10)

If policy makers do not take these attitudes into consideration when formulating language policies, it will fail. In order to implement successful language policies, it is important that policy makers adopt a bottom-up approach to language planning. Changing language attitudes that are antithetical to the implementation of multilingual language planning and policy should be at the forefront of language planning and policy agencies.

1.4 Definitions and Application of Key Terms

This study attempts to highlight the importance of language attitudes of key role-players and how these attitudes affect the successful language planning and policy. There is a need to first explain some of the fundamental terms which are relevant to this topic.

1.4.1 Language Planning

The concepts of language planning and policy have been used interchangeably to designate the same kind of activities. However, a large number of language planners prefer to treat these terms as separate entities. Einar Haugen introduced the term ‘language planning’ into sociolinguistics literature through his work on Norwegian language (Haugen, 1959). He defined language planning as “the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogenous speech community” (Haugen, 1959: 8). It was only in 1966, that he later identified these activities as the outcomes of language planning rather than language planning per se (Haugen, 1966: 52). The term was later popularized in *Can Language be planned* (Joan Rubin and Bjorn Jernudd, 1971).

Ever since the introduction of the term, there have been many who have attempted to redefine or expand on its definition. Language planning is “deliberate” language change and it is “future-orientated” (Rubin and Jernudd, 1971: xvi). Rubin and Jernudd (1971: xvi) define language planning as “deliberate” because it aims to bring about “[...] changes in the systems of language code or speaking or both that are planned by organizations that are established for such purposes or given a mandate to fulfill such purposes.” In all cases language planning is “future-orientated” since “the outcomes of policies and strategies must be specified in advance of action taken” (Rubin and Jernudd, 1971: xvi). With forecasting, there is always a certain degree of uncertainty or risk and planning has to allow for reformulations as new situations develop. Simply said, “[...] language planning is an attempt by someone to modify the linguistic behaviour of some community for some reason” (Kaplan and Baldauf, 1997: 3). Reasons could range from not liking the way a group talks, or the idea that a community can preserve their culture by preserving its language (Kaplan and Baldauf, 1997: 3-4). Haugen (1966: 52) states that

[...] language planning is called for wherever there are language problems. If a linguistic situation for any reason is felt to be unsatisfactory, there is room for a program of language planning.

Rubin and Jernudd (1971: vii) also see language planning as a language problem-solving activity. They emphasize that language planning “[...] refers to the development, implementation and evaluation of particular approaches to specific language problems” (Rubin and Jernudd, 1971: vii).

1.4.2 Language policy

Language policy is sometimes used as a synonym for language planning. According to Deumert (2001: 384), this is not the case. Language policy refers to the “more general linguistic, political and social goals, underlying the actual language planning process” (Deumert, 2001: 384). Cooper (1989: 31) looked at the social effects of language policies by asking the following question “Who plans what for whom and how?” For Tollefson (1991: 16-17), language policy is used by the state to perpetuate inequality.

‘Language planning-policy’ means the institutionalization of language on the basis for distinctions among social groups (classes). That is, language policy is one of the mechanisms for locating language within social structure so that language determines who has access to political power and economic resources. Language policy is one way in which dominant groups establish hegemony in language use (Tollefson, 1991: 16-17).

Kaplan and Baldauf (1997: xi) define language policy as a “body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system”.

South Africa’s past language policies demonstrate how those in power have influenced the language policies practiced at that time (Look at discussion on past language policies in Chapter Two for a more detailed explanation.). Like Tollefson (1991), Hawes (1979: 76) cited in Hartshorne (1995: 306) also assumes that language policies for education are highly charged political issues and are seldom, if ever, decided on educational grounds alone. With regards to African schooling in South Africa, language policy

[...] has revolved around the relative positions, power and status of English, Afrikaans, and the African languages, and been determined by the political and economic power of those using the various languages. (Hartshorne, 1995: 307).

1.4.3 Attitudes

Attitude is a term in common usage. Attitude is a hypothetical construct. It cannot be directly observed or measured, yet attitudes are used to explain consistent pattern in behaviour. Attitudes “summarize, explain and predict behavior” (Baker, 1992: 11). Allport (1954: 45) defines attitudes as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. Allport’s

(1954: 45) definition of attitude suggests that a person's attitude directs or influences their behaviour and responses. These sentiments are shared by Ajzen (1998: 4) who defines an attitude as "a disposition to respond favourably or unfavourably to an object, person, institution, or event". Baker (1992: 11) concurs with Ajzen by stating, "[...] attitudes are a convenient and efficient way of explaining consistent patterns in behaviour."

One of the most important aspects of Allport's (1954: 54) definition is that attitudes influence individual's responses to objects or situations. With this in mind, an attitude is an "inference that one makes from behavior" (Gardner, 1982: 132). The hypothesis that one can draw is that once we know an individual's attitude towards an attitude object, we have a better chance of predicting and understanding their behaviour towards that object (Gardner, 1982: 132). Once I investigate key role-players attitudes towards isiZulu and its implementation into the school curriculum as a subject, it will be possible to determine or predict how successful the language policy will be. The investigation of language attitudes is thus an integral part of this study.

1.4.4 Multilingualism

Wherever they are, whatever the first language they understood or learnt, they met people everyday, understand them or not, recognize them or not, like them or not, are dominated by them or dominate them. It is a fact that the world is multilingual (Calvert, 1998: 26).

Multilingualism refers to the ability to use a variety of languages. The former language dispensation in South Africa that was based on bilingualism has been replaced by multilingualism after 1994. In addition to providing for the status of eleven official languages, the current South African Constitution also addresses the transformation of the historically marginalized languages. In terms of the new Constitution of the Republic of South Africa (Clause 6 (2-5)), there is a movement towards the promotion of multilingualism. The eleven official languages are granted equal status. The underlying principle is to maintain home languages while also encouraging the acquisition of additional languages. South Africa is without a doubt a multilingual country. In addition to the eleven official languages, further languages

spoken in South Africa and mentioned in the Constitution are the Khoi, Nama and San languages, South African Sign Language, Arabic, German, Greek, Gujarati, Hebrew, Hindi, Sanskrit, Tamil, Telegu, Urdu, Portuguese as well as indigenous creoles and pidgins.

Multilingualism is not exclusive to South Africa. “A conservative estimate of about five thousand languages used in about two hundred countries indicates that multilingualism is a global reality” (Heugh, 2002: 449).

1.4.5 IsiZulu

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. The term “cluster” indicates a set of varieties that are closely related along linguistic lines. The Nguni languages, which are mutually intelligible to at least 30 million people, are the widest known language family in the southern sub-continent (Webb, 2002: 72).

Originally IsiZulu was the language of small tribes “which became generalized through the military genius of one of the early kings of the Zulus, Shaka (1790 – 1828), and his successor Dingane” (Webb, 2001: 72). Zungu (1998: 37) further adds that King Shaka was very “conscious of the ‘purity’ of the Zulu spoken by his people” and did not “entertain people who spoke non-standard dialects of Zulu”. Like all indigenous languages in South Africa, isiZulu was an oral language. 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). In 1994 the first full length feature film in isiZulu, *Yesterday*, was nominated for an Academy Award (“Oscar”). (“Zulu Language”, http://en.wikipedia.org/wiki/Zulu_language).

In 1994, isiZulu was recognized as one of the eleven official languages. It is the language of South Africa’s largest ethnic group, the Zulu people. IsiZulu is the most widely spoken language in South Africa spoken by 24% of the population (Census,

2001). In KwaZulu-Natal it is spoken by 81% of the population (in the Gauteng province by 21% and by 26% in Mpumalanga) (Census, 2001).

1.5 Chapterisation

Chapter One provides a brief overview of the motivation for this study. It also highlights key terms that are central to this study.

Chapter Two is devoted to the discussion of the study's historical background. It examines the Language in Education Policy of South Africa during the apartheid and post-apartheid era.

Chapter Three presents a review of literature thus presenting the theoretical framework of the study. I will discuss theories on acquisition planning, status planning, language-in-education policies and motivation.

Chapter Four provides details on the research methodology utilized in this study. The choice, design and administration of the research instruments (the questionnaires and semi-structured interviews), and the analyses of data are discussed. Lastly, problems encountered in the study are highlighted.

Chapter Five outlines the analyses of the data collected through interviews and survey questionnaires and reports on the results of the research.

Chapter Six concludes the study by presenting a summary of the main findings and the implications of these findings for language planning and policy. It includes recommendations based on conclusions drawn from the presented research.

1.6 Recapitulation

This chapter provides a brief overview of the motivation, rationale, objectives, purpose and scope that guide this study. It presents a detailed definition of key terms that are pivotal to this study. A brief outline of the organization of the preceding chapters has been included. The next chapter outlines the background of the current research. This entails a detailed description of South Africa's Language in Education Policy and how it contributed to the current hegemonic position of English.

Chapter Two: Background

2.1 Introduction

In the history of South Africa, language has occupied a central role in the country's socio-political history. Language is an important factor "in the development of nationalism, building the apartheid state, and in the struggle against it" (Finchilescu and Nyawose, 1998: 53). Language policy in African schooling has

[...] revolved around the relative positions, power and status of English, Afrikaans and the African languages, and been determined by the political and economic power of those using the various language (Hartshorne, 1995: 307).

The history of language planning in South Africa can be described in the following phases: the Dutchification applied by Dutch officials under the employment of the "Dutch East India Company" who settled in South Africa from 1652; the Anglicization applied by the British when they colonized South Africa in 1795 and again from 1806-1948; the Afrikanerization (1948–1994) applied by the Afrikaners when they came into power and; finally Democratization from 1994 when the African National Congress came into power and subsequently applied a language policy that shifted from English-Afrikaans bilingualism to pluralism (Cobarrubias, 1983).

Language has taken centre stage in the socio-political administration of South Africa in each of the above phases. In order to understand the language spread through South Africa's present educational system, it is important to look back at the country's past Language-in-education policies. Wiley (1999: 17 cited in Du Plessis, 2003: 99)

[...] emphasizes the importance of historical analyses in understanding the development of language policies in general, for two reasons: they can provide perspectives that could inform contemporary language policy and language planning, and in doing so, could help determine the "differential" impact of historical events and development in language in education across groups, especially in minority groups.

The following is a more detailed overview of past (from 1910) and present language-in-education policies in South Africa.

2.2 Language-in-education policies

2.2.1 The pre-apartheid years

In 1910, the Union of South Africa was formed. According to Du Plessis (2003: 110) the establishment of the Union of South Africa introduced a “new and different era of language policy,” in which policies could be described as “accommodative” and “promotive”. Both English and Dutch were the official languages of the Union. Dutch served as the medium of instruction in Dutch schools until 1914 and ‘its’ offspring, Afrikaans, took over unofficially as the medium of instruction (Kamwangamalu, 2001: 388). This according to Du Plessis (2003: 110) is a promotive language policy. African languages had no place in the state’s educational system, whether as a subject or as a medium of instruction.

This changed in the early 1930’s when missionaries requested that African languages be used as a medium of instruction during the early years of schooling. In this sense the language policy was “accommodative” towards the Black minority languages. With this in mind, by 1935, a vernacular language was a compulsory subject or a prerequisite for success in the Junior Certificate (Grade 10) and the Senior Certificate (grade 12), in all four provinces in South Africa. (Hartshorne, 1995: 308) summarizes the policy for African education as follows:

The pupil’s mother-tongue was to be used for the first six years of schooling in Natal, for the first four years in the Cape and the Free State, and for the first two years in the Transvaal. Thereafter an official language – in practice almost English – was to be used as the medium.

The continued domination of English in the educational sector constituted a barrier to the spread of Afrikaans. For the Afrikaners, this was seen as a threat to Afrikaner culture and identity (Kamwangamalu, 2001: 388). In their struggle for political recognition and economic power, Afrikaners emphasised the importance of their language as the “outward symbol of identity and solidarity” (Hartshorne, 1995: 309).

2.2.2 The Apartheid years 1948-1976

In 1948, The Nationalist Party led by Dr. Malan was sworn into power. The 1948–1994 period was marked by English–Afrikaans bilingualism (Kamwangamalu, 2000: 52). Du Plessis (2003: 111) adds that the language policy during the apartheid period became promotive towards the black minority languages. The official use of these languages was actually encouraged in the Black regions and homelands (Du Plessis, 2003: 111). During the apartheid era, South Africa had 19 distinct Departments of Education. Each department was responsible for determining the content of their curriculum, assessment policies, as well as their own language policies (Kamwangamalu, 2001: 389). The education system catered for 12 years of schooling. At the end of year 12 (Grade 12), each Department of Education required learners to participate in a written public examination.

With regard to language policy in white education, English or Afrikaans was the medium of instruction throughout the 12 years of general education. For Indian education, English was used as the medium of instruction. For coloured education, Afrikaans was used as a medium of instruction since the majority of Coloureds spoke Afrikaans as a first language (Kamwangamalu, 2001: 390).

The medium of instruction for black language speakers was not so simple. In black schools, an African language was used for the first four years of schooling. During this time, from the second year of schooling onwards, English and Afrikaans were taught as subjects. From grade 5 onwards, English became the medium of instruction. The switch from an African language to English as the medium of instruction resulted in a high failure and dropout rate. Black education changed drastically in 1953 with the advent of the Bantu Education Act (Kamwangamalu, 2001: 390) as described in the following section.

2.2.3 Mother-tongue education and the Bantu Education Act

Mother-tongue education was at the heart of the Bantu Education Act (1953). According to Kamwangamalu (2001: 391), The Bantu Education Act 1953 had two main objectives. The first objective aimed at ensuring equity between Afrikaans and

English. This objective was meant to be achieved by using both English and Afrikaans as the medium of instruction in Black schools. The second objective was to extend mother-tongue education from grade 4 to grade 8 in black schools.

The Bantu Education Act 1953 had serious implications for the languages of learning and teaching in Black schools. It meant that Black learners were educated in three languages, English, Afrikaans and their mother-tongue. The government's attempt to enforce the Bantu Education Act 1953 and the black learner's resistance to the Act led to the Soweto Uprising of 16 June 1976. The Black learner's rejection of mother-tongue education and of Afrikaans as a medium of instruction "[...] had the uncalculated effect of advancing the position of English not only over Afrikaans, but also over African languages" (Kamwangamalu, 1997: 238). English was seen as the language of liberation (Mazrui, 2002: 270). Afrikaans became stigmatized as a language of oppression because it was introduced as part of The Bantu Education Act (1953) (Heugh, 1995: 342). The Black's

[...] hatred toward Afrikaans and the poor image of African languages paved the way for English to become identified by Black South Africans as the language of advancement and democracy (Kamwangamalu, 1997: 338).

At the end of the 1980's English was assigned as the medium of education from standard three (grade 5) upwards (Hartshorne, 1995: 314).

2.2.4 The period 1976–1993

The Soweto uprising marked the first time in the history of South Africa that the people resisted the government's language policy. The Bantu Education Act (1953) had the uncalculated effect of

[...] strengthening the position of English in black communities, giving rise to suspicions about mother-tongue education in these communities, and finally sowing the seeds for the ultimate end of both apartheid and Afrikaner domination (Kamwangamalu, 1997: 238).

According to the Department of Bantu Education Annual Report 1978: 283, (cited in Hartshorne, 1995: 312), by 1978 over 96 percent of African pupils in Standard 5 (Grade 7) and above were being taught through the medium of English, while the remainder were using English and Afrikaans. When the government tried to introduce the first draft bill in 1978, to replace the original Bantu Education Act of 1953, it was clear that their intention was to keep six years of mother-tongue education. Due to Black learner's resistance to mother-tongue education, the final form of Act (no 9. of 1979) included a clause on the medium of instruction that stated mother-tongue education was to be observed till Standard 2 (grade 4) (ibid, 313). After Grade 4, one of the official languages (English and Afrikaans) could be chosen as the medium of instruction. Most parents and pupils opted for an English medium of instruction system from grade 5 onwards (ibid, 314).

In 1992, The Department of Education and Training proposed that parents should select the medium of instruction in primary schools. Parents were given the following options:

- a) Straight Choice – This option meant that the school uses the same language as the medium of teaching and learning from the beginning to the end. The school may use English, Afrikaans or an indigenous language
- b) Sudden Transfer – The children begin schooling in their mother-tongue. After the fourth year of schooling, English becomes the medium of teaching and learning.
- c) Gradual Transfer – The child starts school using their mother-tongue. The second medium of teaching and learning is slowly introduced during the first four years of schooling.

(Moodley Y, 1999: 25)

The majority of African parents selected the second option (Hartshorne, 1995: 315). Hartshorne (1995: 315) adds that the procedures underlying the selection can be criticized on a number of grounds: the options were decided upon unilaterally, insufficient time was given for debate and consideration by parents, and the medium

of instruction policy had yet to be debated upon at national level. The preference for English among black South Africans is “reasonably self-evident” (Webb, 2002: 12).

English is a world language, it provides access to almost all sources of knowledge (school textbooks) and pleasure (literature, television, films), and it is the most important language of work in the country, it allows one to communicate with billions of people all over the world, it is the language of the most successful people in the Western world, and it is the language of the struggle against apartheid (Webb, 2002: 12).

2.2.5 The post apartheid years – The period 1994 -

In 1994, the new democratic government came into power. On 8 May 1996, the Constitutional Assembly of the Republic of South Africa adopted a new democratic Constitution. One of the many changes instituted by the new democratic South African government was the country’s language policy. South Africa does not have one main language that can function as a likely candidate for one official language. The new language policy changed the country from a country with two official languages to a country with eleven official languages. These include English and Afrikaans (the two previous official languages) and nine indigenous languages: Ndebele, Northern Sotho, Southern Sotho, Swati, Tsongo, Tswana, Venda, Xhosa, and Zulu. This makes South Africa one of the countries with the highest number of official languages in the world. Why eleven languages?

If history has any lessons for the future, it should be clear to policy makers that language in South Africa should not be used to enforce segregation of one group from another, nor as a tool of domination or reinforcement of class, racial or ethnic distinction. Language must be allowed to be a tool by which people communicate in given situations without feeling superior or inferior in relation to the other language, and without being put at a disadvantage by it. South Africa’s history testifies to the tragic consequences of such unequal relationships (Maake, 1994: 118).

Eleven languages were chosen in recognition of South Africa's linguistic diversity. Indigenous languages were chosen because it is a fact that almost 80% of South Africans are mother tongue speakers of one of these languages (Census, 2001). The Constitution promotes an equal relationship between languages. Clause 6 (2-5) of the Founding Provisions of South Africa's new Constitution 1996 states that

- (2) Recognizing 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.
- (5) a) A Pan South African Language Board (PANSALB) established by national legislature must promote and create conditions for the development and use of:
 - (i) all official languages;
 - (ii) the Khoi, Nama and San languages; and
 - (iii) sign language; and
- b) promote and ensure respect for:
 - (i) all languages commonly used by communities in South Africa, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telugu and Urdu; and
 - (ii) Arabic, Hebrew, Sanskrit and other languages used for religious purposes in South Africa.

One of the main objectives of the new language policy is to promote the status of the nine indigenous languages and one of the ways of achieving this outcome are for these languages to be used as a media of teaching and learning. Following the announcement of the decision to adopt eleven languages as official languages, a committee, the Language Task Group (LANGTAG), was appointed to produce a framework for the development of a comprehensive natural language policy. The minister of Arts, Culture, Science and Technology (1995), DR B.S. Ngubane announced the establishment of LANGTAG. PANSALB and LANGTAG were formed to achieve the conditions stipulated in the Constitution. The minister also pointed out that PANSALB is an independent statutory body appointed by the Senate in terms of the Pan South African Language Board Act (Act No. 59 of 1995). The role

of PANSALB is to monitor that the Constitutional provisions and principals relating to the use of language is observed (South African Government Information).

Another document that must also be considered when deciding on how South Africa attempts to achieve its national ideas, is the proposed South African Languages Act (2003). One of the objectives of this Act is to give effect to the letter and spirit of section 6 of the Constitution. The Act opens with a list of its strategic goals (3(1)):

- (a) To facilitate individual empowerment and national development in accordance with the Constitution and international law.
- (b) To develop and promote the Bantu languages and South African sign language/s.
- (c) To promote a regulatory framework for the effective management of the official languages as languages of the public services.
- (d) To facilitate economic development via the promotion of multilingualism.
- (e) To enhance the learning of the South African languages.
- (f) There must be intergovernmental coordination and harmonization of policies, legislation and actions relating to the entrenchment and promotion of multilingualism.

My research attempts to investigate whether the attitudes towards isiZulu have any implications for language planning and policy and strategic goals (b), (e) and (f). The next section considers the current South African Schools Act (1997) that is concerned with language planning and policy within the educational sphere. The South African Schools Act (Act 84 of 1997, Chapter 2 Section 6(2)) states that

- (2) The governing body of the school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law.

In addition to the South African Schools Act (1997) the South African Bill of Rights also incorporates language planning and policy within the educational sphere. In

South Africa's Bill of Rights, The South African Constitution stipulates a position on language in education. (Section 29 (2)) specifies 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 practical. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives including single medium institutions, taking into account (a) equity (b) practicability and (c) the need to readdress the result of past racially discriminatory laws and practices.

The South African Constitution and The Bill of Human Rights acknowledge the linguistic human rights of children. Even though South Africa has been hailed as the country with the most progressive Constitution in the world, the above section is ambivalent. What is particularly ambivalent is the phrase "reasonably practical". Who decides what is practical? Furthermore, which criteria are used to determine what is practical? The phrase "reasonably practical" allows a loophole for not providing instruction in particular languages. This loop hole will allow schools to continue using only English and Afrikaans and therefore maintaining the status quo of past language policies. Without direct and clear guidelines, the language policy is open to individual interpretations that may not be in line with what the policy is trying to achieve. This flouts the principles of language equity enshrined in the country's Constitution.

2.3 Mismatch between policy and reality

Although South Africa has a multilingual language policy, there appears to be a mismatch between policy and reality. In practice, English appears to be the dominant language with African parents preferring to send their children to English medium schools. The medium of instruction at most institutes of higher learning is English. There is a "mismatch between South Africa's multilingual language policy on the one hand, and the language practices on the other. The language policy promotes additive multilingualism [...] while the language practices promote unilingualism in English" (Kamwangamalu, 2001: 429).

According to Webb (2002: 257) one of the factors that have contributed to the current state of affairs is low self-esteem. Bantu languages have low estimation, while ex-colonial languages have over-estimation. It would seem that African leaders “believe that the latter languages are better equipped to serve as administrative, educational, economic and social media, and that they are essential for developmental purposes” (Webb, 2002: 257). Kamwangamalu (2001: 417) referred to this as market factors. There is no

[...] sustained demand for multilingual skills in the African languages for academic, economic, administrative, and employment purposes. The lack of this demand has ensured that English and to some extent Afrikaans remain central to virtually all the higher domains of language use (Kamwangamalu, 2001: 417).

Another reason is the lack of political will among the leadership (ibid: 257). There is also an “apparent lack of the required political will among leaders and the lack of commitment by central officials in the state departments to the meaningful promotion of the Bantu languages” (Webb, 2002: 257). The present South African leaders need to demonstrate that they are serious and committed to the language provisions laid out in the Constitution.

Cost is also an important factor. It is costly to develop training material in the Bantu languages as well as time required for non-Bantu-speaking people to become adequately proficient in the language.

Webb (2002: 258) also adds there is a

[...] common fear that the promotion of the Bantu languages may lead to the renewed isolation of black communities, their exclusion from international developments in science and technology, and increased conflict (by giving rise to ethnic conflict, or by creating the impression of wanting to divide people in order to control them).

These factors act against what the language policy is attempting to reach. Kamwangamalu (2001: 429) explains that the mismatch between South Africa’s language policy and reality derives from three factors – (a) the instrumental value of

English as an international language, (b) the ambivalent language related clauses found in the Constitution and (c) and the legacy of apartheid language-in-education policies, most notably the Bantu Education Act (1953). These factors together with market forces, cost, lack of political will and low self-esteem do not promote the status of indigenous languages.

2.4 Aims and objectives

The central issue investigated the attitudes of learners, parents, teachers, principals and governing body members towards the implementation of isiZulu as a school subject and how this impacts on language planning and policy.

This study is thus guided by the following aims:

- To find out the attitudes of learners, teachers, principals, governing in body members, and parents towards isiZulu as a language.
- To investigate the attitudes of learners, teachers, principals, governing body members, and parents towards the implementation of isiZulu.
- To access the status of isiZulu at selected Durban High Schools.
- To access how prepared schools are for the implementation of isiZulu.
- To investigate the guidelines given to the schools on the implementation of isiZulu.
- To investigate the problems faced by learners studying isiZulu.
- To access problems experienced by teachers and principals who offer isiZulu as a subject in their schools.
- To highlight some of the measures that can be adopted to promote isiZulu at these schools.

2.5 Key questions to be answered

This study focuses on the following questions:

a) Questions on attitudes:

- Which attitudes exist towards isiZulu as a language? What attitudes exist towards the implementation of isiZulu as a subject into the school curriculum?
- What are the reasons for these attitudes? Which factors have contributed to these language attitudes?

- What different or similar language attitudes exist between students, parents, principals, teachers and governing body members?
- What are the attitudes of non-African language speakers towards the implementation of isiZulu as a subject?
- What are the attitudes of African language speakers towards the implementation of isiZulu as a subject?

b) Questions on language planning and policy at the schools:

- What are the language policies of the schools featured in this study?
- Are the schools offering isiZulu as a school subject?
- Are schools prepared for the implementation of isiZulu into the school curriculum?
- Have the schools been given guidelines on how to implement isiZulu and what are these guidelines?
- Have the schools experienced any problems/difficulties implementing isiZulu into the school curriculum? If the schools have experienced problems, what are the problems?

c) Questions relating to my hypothesis

- Do the attitudes of students, parents, teachers, principals, and governing body members affect the success of the implementation of isiZulu as a subject in KZN schools?

2.6 Recapitulation

In this chapter I examined past and current language-in-education policies in South Africa as well as outlined the mismatch between the current language policy and reality. This chapter outlined the aims and objectives that direct this study. This Chapter also foregrounds the key questions that are attempted to be answered in Chapter six. The following Chapter provides the theoretical framework.

Chapter Three: Theoretical Framework

3.1 Introduction

This study will be conducted within the field of language planning. There are four types of language planning – corpus planning, status planning, prestige planning and acquisition planning (Deumert, 2001: 385–387). This study looks at **prestige planning, status planning and acquisition planning**.

Haarman (1990: 104) defines prestige planning as language planning that is directed “towards creating a favorable psychological background which is crucial for the long-term success of language planning activities.” The goal of prestige planning is to promote the positive image or the prestige of a language in a given society. According to Omar (1998)

A language needs to have a good image in order to be able to stand proud as a national and official language. The image is a necessary ingredient in the building of the confidence of its users, and it is this confidence that will take the language to greater heights (Omar, 1998: 62-63).

However, Haarman (1990) argued that the goals of prestige planning are more than this.

Any kind of planning attempts to

[...] attract positive values, that is, planning activities must have such prestige as to guarantee a favorable engagement on the part of the planners and, moreover, on the part of those who are supposed to use the planned language (Haarman, 1990: 104).

Haarman (1990: 105) adds that prestige planning is “receptive, required for both status and corpus planning, and required by both the actors and the targets of the planning”. Language planners and policy makers as well as their targets therefore need prestige planning. In terms of this study the targets for prestige planning are the learners.

It is necessary to improve the prestige of the language to make the promoted status of the language more socially acceptable. In this sense, prestige planning often becomes a prerequisite for status planning (Deumert, 2001: 388).

Status planning concerns “all efforts undertaken to change the use and function of a language (or language variety) within a given society” (Deumert, 2001: 385). The societal aspect of status planning is confirmed by Kaplan and Baldauf (1997: 30) who define status planning as those “aspects of language planning which reflect primarily social issues and concerns and hence are external to the language(s) being planned”. According to Deumert (2001: 385–387) some of the new functions allocated to a language could be official, provincial official, a school subject, religious, educational, or a language as the medium of communication in the work place, one of the functions that the South African government is trying to add to isiZulu is that of a provincial official language in KwaZulu-Natal and also as a school subject.

Acquisition planning refers to “efforts to spread and promote the learning of a language” (Deumert, 2001: 388). Cooper (1989: 33) is more specific in his definition of acquisition planning. When language planning is “directed towards increasing the number of users – speakers, writers, listeners or readers” it falls under the rubric of acquisition planning. Acquisition planning concentrates on increasing the number of users while status planning concentrates on increasing the number of uses. This does not mean that status and acquisition planning are two separate forms of languages planning. Status planning and acquisition planning can be dependent on each other. For example, new users of the language may be drawn to the uses of that language (Cooper, 1989: 33). Learners (new users) who study isiZulu at school may be drawn to the language because the knowledge of that language will help them gain employment (uses).

Acquisition planning can be distinguished on two bases: (1) the overt language planning goal and (2) the method employed to attain the goal (Cooper, 1989: 159). According to Cooper (1989: 159) overt goals can be further distinguished by: (a) the acquisition of the language as an additional language; (b) the reacquisition of the language by populations for whom at one stage the language was a vernacular or a language of specialized function; and (c) language maintenance. Three types of means

that may be employed to attain acquisition goals are: (a) those that are designed with the primary intention to create or to improve the opportunity to learn – as in the case of isiZulu being offered as one of the languages that students may have the opportunity of learning; (b) those goals that are designed with the primary function to create or to improve the incentive to learn; and (c) those goals who simultaneously attempt to improve both the opportunity and incentive (Cooper, 1989: 159).

Acquisition planning is evident in South Africa's multilingual language policy as one of its aims is to promote the learning of indigenous languages through an increase of users of the language.

The development of a language policy concerns itself with the selection of a language(s), which are chosen by or for a society through its political leaders (Kaplan and Baldauf, 1997: 30). Once the decision of which language will be adopted has been made, these policies need to be instantiated.

These policies are put in place through the implementation of a language plan. The language plan

[...] focuses on the adoption and spread of the language form that has been selected and codified. This is often done through the educational system and through other laws and regulations (Kaplan and Baldauf, 1997: 30).

The following section describes how the educational system implements the language plan.

3.2 Language-in-education policy

According to Kaplan and Baldauf (1997: 127) once an education policy is decided upon, numerous issues need to be examined as part of a language-in-education implementation programme. They identify some important issues that are relevant to this study in order to compare the guidelines that the Department of Education has given the schools. The first is curriculum policy, which is the allocation of a new language (isiZulu in the context of this study) into the curriculum. The school year

and school day is limited. Whenever something is added to the school curriculum, it is at the expense of something that is already in the curriculum (ibid: 127).

Apart from allocating space into the curriculum for more language teaching, there is also a need for a personnel policy that will include aspects of the number of teaching staff (ibid: 137). IsiZulu teachers need to be trained in language pedagogy and also be reasonably fluent in the target language. In addition to subsidize pre-service training, the educational system needs to provide high-quality in-service training that will help teachers maintain their level of proficiency.

Once the curriculum has allocated space for the new language and teachers have been trained, there is a need for a material policy, dealing with issues of teaching material (ibid: 133). This policy decides what methodology will be used and also what content will be taught. Methodologies need to be selected according to what is known about language learning and also in terms of the objectives of the curriculum.

Another issue is the evaluation policy (ibid: 135). This policy looks at the cost-effectiveness of the proposed plan and implementation of the new language. The plan to implement the language might be an excellent one, but if the “resources required to implement it cause bankruptcy of the system that can hardly be cost-effective” (ibid: 138).

Lastly (and most relevant to this study) language education does not occur in isolation. Teachers and learners are part of a community that extends beyond the classroom. In addition, learners have parents who are concerned about the education that their children receive. The attitude of the community or community policy (ibid: 135) towards language teaching in general, towards the target language, towards the change in the curriculum brought on by the introduction of the target language is important. Although all these issues are significant and affect language planning at schools directly, this study investigates these issues only from the impact that they have on the attitudes of the various constituencies. The main focus in this study is therefore on the attitudes of the community (community policy).

3.3 Attitudes

Language attitude goes beyond the central theories surrounding language acquisition, such as the cognitive, audio-lingual, communicative and humanistic theories. Instead, its basic question is how a speaker or learner of a language feels about that language, irrespective of whether it is a mother-tongue, second or foreign language. What is it that draws us to some languages, and makes us eager to learn them, while we appear to have such a strong resistance to, and even dislike of, others? (Dyers, 1996: 24)

The **attitudes** of a community are important in the implementation of language. Spolsky (2004: 8) applies the notion of “language management” to illustrate the “direct efforts to manipulate the language situation”. Multiple groups can accompany the process of language management on various social levels. Specific “language managers” may include a legislative assembly writing a national constitution, a national legislative making an official law, a state/provincial/cantonal/local government body determining the language of signs, a special interest group trying to influence new and different legislation, a court determining what the law is concerning the interpretation of language use, a business or institute selecting which languages to use for administrative purposes, or it could simple be a family influencing other members of the family on which language to use (Spolsky, 2004: 8). This is an example of how different groups or individuals on various levels attempt to manipulate the language situation. One of the components of language management is “its language beliefs or ideology – the beliefs about language and language use” (Spolsky, 2004: 4). Beliefs about language and language use often guide groups’ and individuals’ attempts to influence the language situation.

South Africa’s past language policies illustrate how attitudes and beliefs towards a particular language impacted on the acquisition of that language. Due to past policies like The Bantu Education Act (1953), which was based on Mother-Tongue Education and the legacy of apartheid, indigenous languages were stigmatized. Indigenous language speakers viewed this policy as a strategy by the government to deny African language speakers access to institutes of higher learning, which restricted their social

and economic advancement (Kamwangamalu, 2001: 394). African language speakers therefore view English as the language of “liberation”, democracy and advancement. The stigmatization of indigenous languages through past language policies and the socio-economic power of English resulted in some African language speakers exhibiting a negative attitude towards the use of indigenous languages. It is therefore important to see whether African language speakers regard the studying of their mother tongue as important and how, for example, they respond to the enforcement of their home language as a subject, given past experiences (e.g. the 1976 Soweto uprising). In the same light it is mandatory to investigate the attitudes of non-African language speakers for example to determine their readiness to acquire an African language. By surveying the attitudes I am testing what Baker (1992: 9) holds is “an indicator of current community thoughts and beliefs, preferences and desires” which should indicate changing beliefs and increase success in policy implementation. Baker (1992: 9) adds that

[...] in the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death. If the community is grossly unfavorable to bilingual education of the imposition of a ‘common’ national language is attempted, language policy implementation is unlikely to be successful.

Some of the main aims of this research are to examine what the **attitudes** towards isiZulu as a language are, how these affect the implementation of isiZulu as a subject and how they in turn impact on issues concerning language planning and policy. In order to examine this I assess **motivational theories** (as explained by Gardner (1982) as well as Baker (1992) below) such as instrumental and integrative motivation and also different **variants** that may influence **language attitudes**.

There are numerous components that can shape a person’s attitude towards a language. Attitudes can be based on instrumental or integrative motivations. Those with instrumental motivations want to learn a language because knowledge of that language helps them achieve “status, achievement, personal success, self enhancement, self actualization or basic security and survival” (Baker, 1992: 32). Integrative motivations, on the other hand, are concerned with the “need for

affiliation” (Baker, 1992: 32). The motive for the person to learn the language is to “facilitate interaction with the other language community” (Gardner, 1982: 134). It is important for this study to determine what motivates the attitudes of the various role players towards isiZulu as a language and towards the implementation of the language as a subject.

Baker (1992: 41-45) also discusses factors that may influence the construction of a person’s attitude towards a language. These factors are age, gender, and language background. Against this background attitudes can be characterized as **multidimensional** and therefore these factors are important for this study.

Baker (1992: 41) notes that age is an “indicator variable that sums up movement (attitude change) over time”. Age is a variable in my study because I am working with respondents from different age groups. This enables me to determine whether respondents of a different age group respond similarly or differently to each other as they have been exposed to different realities in the past. In the same light, gender is another variable as it may have an influence on language attitudes.

According to Baker (1992: 44), “[...] the language usage of family and friends, community and youth culture, mass media and identification models, peer groups and pop culture may be influential in attitude formation”. Language background (the history of the politics of apartheid South Africa makes this a very essential issue) is important to this research because it could provide reasons for the attitudes of African language speakers and non-African language speakers towards the implementation of isiZulu as a subject. Language planning “must take account of attitudes when they select a suitable language for development as an official or national language” (Holmes, 1992: 346) People’s attitudes, both speakers and non-speakers of that language will determine the success or failure of that language.

3.4 Recapitulation

This chapter discusses the theoretical framework selected for this study, namely, status planning, Language-in-education policies and attitudinal theories. The following chapter provides a detailed description of the methodology chosen for data collection – interviews and questionnaires.

Chapter Four: Methodological Framework

4.1 Introduction

This is a small-scale empirical study based on a combination of qualitative and quantitative approaches. I have chosen a multi-method approach to collect data in order to reduce any possible limitations associated with the utilization of a single method of data collection as “one approach is rarely adequate, and if the results of different methods converge then we have great confidence in the findings” (Gillham, 2000: 2). The sources of my data include written survey questionnaires and personal interviews.

Chapter Four outlines the methods in the collection of data intended to provide answers to the research questions highlighted in Chapter 2, Section 5. This chapter is divided into the following sections. In section 4.2 I outline the methods of research that is utilized in this study: questionnaires and interviews. In section 4.3 I focus on the design of the research instruments. Section 4.4 outlines the procedure I used to collect data. In section 4.5 I discuss the data analysis procedures. Section 4.6 provides a brief overview of the problems encountered regarding the research instruments, their design, administration and analysis. Lastly section 4.7 provides a summary of the issues discussed.

4.2 Methods of research

There are two types of data collection: qualitative and quantitative. Quantitative methods produce “numerical data” while qualitative methods result in information that can be “best described in words” (Casley and Kumar, 1988: 3). Both quantitative and qualitative data are crucial to any study.

Quantitative data are obviously needed when a number, rate, or proportion related to the target population must be estimated or a variable such as crop production must be measured. Qualitative data are needed when the attitudes, beliefs, and perceptions of the target population must be known [...] (Casley and Kumar, 1988: 5).

This study uses both quantitative and qualitative data as it attempts to analyse a proportion of the target population.

4.2.1 Questionnaires

The structured survey or questionnaire is the most widely used method for collecting quantitative data (Casley and Kumar, 1988: 4). It entails the administration of written questionnaires to a sample of respondents. Questionnaires can be administered personally to groups of respondents or they can be mailed. There are several advantages and disadvantages of using written questionnaires as a method of data collection. Questionnaires are a “less expensive procedure” (Selltiz, et al. 1976: 295). They can be mailed or simply handed to respondents. They can also be administered to large numbers of individuals simultaneously (Selltiz, et al. 1976: 295). Another advantage is that questionnaires can give respondents a feeling of anonymity (Selltiz, et al. 1976: 296). This might make the respondents feel freer to express their views and opinions. Questionnaires also place less pressure on respondents for an immediate response. Respondents are given sufficient time to fill in questionnaires, thus allowing them to consider each point carefully. There is moreover a lack of interviewer bias. Gillham (2000: 7) asserts, however, that “perceived race, sex, social class, age, and education level affect the answers people give”.

One of the main drawbacks of questionnaires as a method of data collection is that they “are not suitable for examining deeper levels of motivations or an opinion” (Somer and Somer, 1997: 148). The response rate is typically low unless the respondents are “captive” (Gillham, 2000: 9). A “captive” group – learners in a classroom, workers in a meeting – can yield a 100% return rate. Questionnaires that are not administered to a captive group can attract a return rate as low as 30% and a return rate of 50% may be considered a good response.

Another disadvantage is that misunderstandings cannot be corrected. Even with the aid of piloting and careful planning, misunderstandings and misinterpretations can never be entirely eliminated. A further limitation of survey questionnaires is the “lack of control over question order” (Kidder, et al. 1986: 223). It may be vital that the respondents answer the questions in the order that they appear and also not after

reading the entire questionnaire first. This may be important to ensure that the respondents' answers are not biased.

Questionnaires can take on various forms. They can contain closed questions, open questions, or a combination of both. Closed-questions are questions where responses are limited to stated alternatives (Selltitz, 1976: 311).

These alternatives may be a simple yes or no, or they may provide for indicating various degrees of approval or agreement, or they may consist of a series of replies of which the respondents pick the one closest to their own position (Selltitz, 1976: 311).

One of the advantages of using closed questions is that they are quicker and easier to analyse. One of the main limitations of closed questions is that it may force a "statement of opinion" on an issue or subject where the respondent does not have an opinion (Selltitz, et al. 1976: 315). This may have a bearing on the final results of the study.

According to Cohen, et al. (2008: 321) open questions "avoid the limitations of pre-set categories response". One shortcoming of open questions is that they might be "too open" (Cohen, et al. 2008: 322). The respondents may not know what type of information is being sought and this may lead to "irrelevant and redundant" information (Cohen, et al. 2008: 322). On the other hand, open-ended questions can capture the authenticity, richness, and depth of response, honesty and candour which might very well end up being the "gems" of information that might not be found in closed questions (Cohen, et al. 2008: 330).

One form of closed questions is attitudinal scales. Attitude scales are extremely useful for tapping attitudes, perceptions and opinions (Cohen, et al. 2008: 328). Some of the pitfalls of attitudinal scales are that people may respond to them with more socially desirable answers even if their private attitudes are different (Baker, 1992: 19). The person's response may also be influenced by the researcher and the perceived purpose of the research (Baker, 1992: 19). Furthermore, in order to provide respondents with a good attitude test, the researcher needs to "encompass the full range of issues and

ideas involved in a topic” (Baker, 1992: 19). One way of overcoming these problems is to assure respondents that their responses are confidential and they are free to answer the questions as they please. Another way to reduce these shortcomings is to include other variants such as age, gender, and language background and to include open-ended questions.

4.2.2 Interviews

There are various methods of collecting qualitative data. These methods include in-depth interviews with individual respondents, group interviews and participant observation (Casley and Kumar, 1988: 5). Personal interviews have the advantage to

[...] notice and correct the respondents’ misunderstandings, to probe inadequate or vague responses and to answer questions and allay concerns are important in obtaining complete and meaningful data (Kidder, et al. 1986: 225).

Little can be done to remedy misunderstandings and misinterpretations that may be found in questionnaires. Unlike questionnaires, which require the respondents to have some degree of literacy, interviews can be used with almost all segments of the population. Qualitative data often “focus on smaller numbers of people than quantitative data, yet the data tend to be detailed and rich” (Cohen, et al. 2008: 461).

One of the disadvantages of interviews is that they are a costly form of data collection. Not only are they costly, they are more time consuming than questionnaires since interviews call for questioning respondents individually unless it is a group interview. A further disadvantage of personal interviews is that they do not provide the respondents with a great degree of anonymity. Although most interviewers assure the respondents that the interview is confidential and that they will not be identified in any form, the researcher knows some identifying information such as the respondent’s name, address, and place of employment or school. The onus is upon the researcher to ensure that the anonymity and confidentiality of the respondents is kept at all times.

Interviews can take on a wide variety of forms. The most common type of interviewing is

[...] individual, face-to-face verbal exchange, but it can also take on the form of face-to-face group interviewing, mailed or self-administered questionnaires, and telephone surveys. Interviewing can also be structured, semi-structured or unstructured (Fontana and Frey, 1994: 361).

Structured interviewing refers to a situation in which the interviewer asks each respondent a series of questions that has already been pre-established with a limited set of response categories (Fontana and Frey, 1994: 363). This method allows no room for variation in response. One of the benefits of this approach is that each interviewee is presented with exactly the same questions in the same order. It also provides a reliable source of quantitative data. A shortcoming of structured interviews is that the quality and relevance of the information is dependent upon the quality of the questions asked. The interviewer can not add or omit any questions. In order to avoid or reduce this problem a substantial amount of pre-planning is required. Another disadvantage is that it limits the interviewee to answer any questions in detail or depth.

Unstructured interviews on the other hand provide for a greater breath. The “flexibility of the unstructured interview, if properly used, helps to bring out the affective and value-laden aspects of respondents’ responses and to determine the personal significance of their attitudes” (Selltiz, et al.1976: 319). The freedom afforded to the interviewer acts as both an advantage and disadvantage of interviews of this type. One of the advantages of this method is that the interviewees’ responses are “spontaneous rather than forced, are highly specific and concrete rather than diffuse and general, and are self-revealing and personal rather than superficial” (Selltiz, et al. 1976: 319). Respondents are free to express themselves in their own way. This method is difficult to measure, since its flexibility results in a lack of comparability of one interview with another (Selltiz et al, 1976: 319). Data analysis becomes more difficult and time consuming than standardized or structured interviews.

Seliger and Shohamy (1990: 167) explain that semi-open interviews “consist of specific core questions that are prepared in advance from which the interviewer elicits deeper insights by asking further probing questions that allow for elaboration of information”. This sentiment is also shared by McDonough and McDonough (1997: 183) who state that semi-structured interviews afford you the opportunity of asking follow-up questions. Some of the advantages of semi-open or semi-structured interviews are that they allow for probing, in-depth answers, flexibility, and free responses (Moodley Y, 1999: 46) as well as key questions.

In addition to these types of interviewing Cohen, et al. (2007: 355-356) briefly discusses non-directive interviews and focused interviews. Non-directive interviews derive from the therapeutic or psychiatric interviews. Principal features of these “are the minimal direction or control exhibited by the interviewer and the freedom the respondent has to express her subjective feelings as fully and spontaneously as she choose or is able” (Cohen, et al. 2007: 356).

Since this method of interviewing affords the interviewer less control there is a need to introduce more interviewer control into the non-directive situation. This need led to the development of the focused interview. The defining feature of this type of interviewing is that the focus point is the respondents’ subjective response to a known situation in which they have been a part of and which the interviewer has analysed prior to the interview (Cohen, et al. 2007: 356; Selltitz, et al. 1976: 319). This allows the interviewer to use the data from the interview to substantiate or reject previously formulated hypotheses. Selltitz, et al. (1976: 319) further adds that the interviewer has the freedom to explore the reasons and motives that were unanticipated. Even though the respondent is free to express as little or as much of their thoughts, the direction of the interview is determined by the interviewer (Selltitz, et al. 1976: 319).

A branch of sensitive research is concerned with research that is conducted with powerful people. The term “powerful people” refers to people who hold key positions or who might be in elite institutions. My research is concerned with language planning and policy in education. Powerful people in education include head and senior teachers, decision-makers, school governing body members and principals.

Researching the powerful is an example of “‘researching up’ rather than the more conventional ‘researching down’” (Cohen, et al. 2007: 127). According to Cohen, et al. (2007: 127) the research is sensitive because it deals with “key issues of policy generation and decision-making or issues of a politically sensitive nature”. This might be one of the reasons why access to powerful people is often denied. The first set of schools randomly selected for the purpose of this study refused access and permission to conduct research at their institution.

Each type of qualitative method has its advantages and limitations. The approach one decides to employ (quantitative, qualitative or a mixture of both) depends on the nature of the data that is collected.

4.3 Design of research instruments

4.3.1 The questionnaires

The majority of questions in the questionnaires used in this study are closed questions. Some open-ended questions were included to permit a freer response.

The questionnaires also contain attitudinal scales or rating scales (Cohen, et al. 2008: 328). One of the most popular ways to measure attitudes is to produce an attitudinal scale composed of statements (Baker, 1992: 17). Since there is a large number of respondents in my study, I chose mostly closed questions, as these are easier and less time consuming for participants to answer and also easier to analyse. The questionnaires include a large section with attitudinal scales. This is important to the study since some of the key issues to be investigated are people’s attitudes towards language. Attitudinal scales are one way of measuring attitudes.

4.3.2 The interviews

The interviews used in my research are semi-structured rather than unstructured or structured. I decided to use semi-structured interviews to ensure that all the essential questions to the study are included as well as allowing for probing and flexibility as well as for issues that may otherwise be overlooked. In this way I had the freedom to

include or exclude questions according to their relevance for the individual interviewee.

4.4 The procedure for data collection

With respect to the procedure adopted for data collection, I first gained permission from the Department of Education and Culture to conduct research at schools. A letter was written to the Department of Education and Culture requesting permission to carry out research. Permission was granted to conduct research (See Appendix A).

Before I attempted to visit the schools I first telephoned the principals of the selected schools stating the nature of my research and set out a meeting to further discuss my research and the possibility of conducting research at their schools. At the initial meeting with each principal I presented the letter from the Department of Education and Culture granting me permission to conduct research as well as a letter from the University of KwaZulu-Natal also granting me permission to conduct research (Refer to Appendix A).

Once I was granted permission to conduct my research the principals directed me to the Language Heads of Department and other language educators who helped facilitate and administer the questionnaires and interviews.

4.4.1 Administration of the questionnaires

I distributed survey questionnaires to one class of grade 8, 9, 10 and 11 from each school. Only learners from these classes were given questionnaires to take home for their parents to complete. Four language teachers from each of the schools completed the questionnaires. In most schools I remained in the classrooms while learners completed the questionnaires. I decided to be present in order to assist learners who experienced difficulty understanding or filling in the questionnaire. This also enabled me to discuss the ethical side of the questions and to assure learners that their participation was voluntary and that their anonymity and that of the school were assured at all times. In classes where I was not present, a teacher administered the questionnaires and also assisted with any problems. I went over the questionnaires

with the teachers before they were administered to the learners. The questionnaires took between 15 and 20 minutes to complete.

4.4.2 Administration of the interviews

When conducting the interviews I utilized an interview schedule that was prepared in advance. Interviews were carried out with 4 learners (2 males and 2 females) from each of the four classes selected in each school. Before I interviewed the respondents, I outlined the purpose and need of my study. I also reminded respondents that these were voluntary interviews and that they were not obligated to participate in the interview. Interviews were held on a one to one basis. The interviews' duration was between 5 and 10 minutes. The respondents were made aware that the interviews would be tape-recorded so that they could be analysed at a later stage. The advantage of tape-recording is that it allowed for greater accuracy than note taking and allows conversation to flow freely. Some respondents exhibited signs of nervousness about being tape-recorded. This made them conscious of how they responded to the questions.

The impact of the researcher's presence on the participants is referred to as the Observer's Paradox. The Observer's Paradox is a term coined by William Labov (1972: 113). The term refers to the difficulty of extracting natural speech for research purposes. Participants are conscious of the researcher and this consciousness might affect the outcome of the research.

This creates a problem as

The aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed; yet we can only obtain these data by systematic observation (Labov, 1972: 113).

One of the ways Labov tried to overcome this problem was to create a more natural environment by being a friend or an acquaintance to the interviewee instead of sitting across the table from the interviewee. Another method Labov used was to ask questions that provoke deep emotional responses. If the interviewee is talking about memories of an extremely poignant time in their lives, they are less conscious of their

responses. I alleviated some of the awkwardness of the interview situation by sitting next to the interviewees instead of across the table and by creating a friendly and relaxed environment.

4.5 The data analysis procedure

Data obtained through questionnaires administered to learners, teachers and parents provides the basis of the research findings. The research findings are validated by data derived from semi-structured interviews administered to learners, teachers, parents, governing body members and principals.

4.5.1 The questionnaire

The statistical analysis technique utilized for the purpose of this study is based on the Statistical Package for Social Sciences (SPSS) version 5.0. SPSS is an advanced statistical data analysis programme that allows to analyse large sums of quantitative data. The raw data is presented in Appendix O, P and Q.

4.5.2 The interview

It is impossible to study the content of an interview unless it is available in a complete written form. This means that the interviews need to be transcribed. The transcriptions include all questions, supplementary questions and answers. One of the shortfalls of transcribing is that it frequently neglects non-verbal communication. It is the non-verbal communication that gives more information than the verbal communication (Cohen, et al. 2008: 366). Transcripts inevitably lose certain data from the original encounter. Cohen, et al. (2008: 367) adds that the problem is further compounded “for a transcript represents the translation from one set of rule systems (oral and interpersonal) to another very remote rule system (written language). Cohen et al. (2008: 367) state that transcriptions are “frozen”. By referring to transcripts as “frozen”, Cohen et al. (2008:367) qualify that statement by describing transcripts as “[...] decontextualized, abstracted from time and place, from the dynamics of the situation, from the live form, and from the social, interactive, dynamic and fluid dimensions of their source”.

4.6 Problems encountered

In this study I have encountered a few problems. The first of which was that many of the schools randomly selected were not willing to participate in the study. Some schools indicated that they had previously participated in research and did not wish to repeat the experience. Due to this I had to randomly select a second set of schools. The schools in the second selection were more willing to participate in the study.

The second problem was that more than half of the questionnaires administered to parents were not returned even after several reminders. Respondents were given a choice as to whether or not to participate in this study; in the consequence many questionnaires were returned unanswered.

Respondents cannot be coerced into completing a questionnaire. They might be strongly encouraged, but the decision whether to become involved and when to withdraw from the research is entirely theirs (Cohen, et al. 2008: 317-318).

Thirdly, the majority of parents indicated that they were not willing to participate in an interview. I decided to at least interview the few willing parents. Lastly, most schools were reluctant to grant me access to governing body members. Moreover, one of the five schools in the study did not have a governing body. I did however interview one governing member from two schools and two members from a third school.

4.7 Recapitulation

In this chapter I outline the methods of data collection I used for this study and my rationales for selecting them. The advantages and limitations of each method are discussed. I offer a detailed explanation for the procedures of data collection. Problems that were encountered during the study are highlighted. The chapter concludes with how the data are analysed. The next chapter focuses on the data analysis and discussion.

Chapter Five: Data Analysis and Discussion of Data

In this chapter I analyse and present the data that was collected. As mentioned in chapter four, my data is based on questionnaires that were administered to learners, teachers, and parents as well as on interviews that were conducted with learners, teachers, parents, governing body members and school principals.

The respective data is discussed separately. I first present the data pertaining to learners, teachers, governing body member, principals and then parents. In the following I present the data obtained from questionnaires administered to learners.

5.1 Data obtained from questionnaires administered to learners

The following is an analysis and discussion of data collected from questionnaires administered to learners. The raw scores can be found in Appendix O.

5.1.1 Background information

The majority of learners in this study fall between the ages of 14 and 17 years. This constitutes 87.7% of the learners. The youngest learners are 13 years old and the oldest are 19 years old.

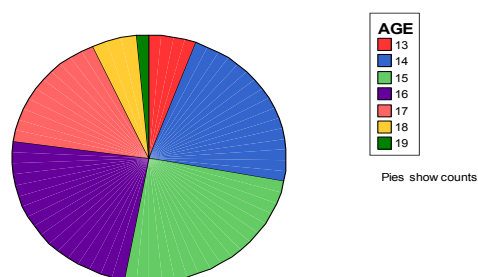


Figure 1: Learners' age

Of the 535 learners who participated in this study, 48% are male and 52% female. This indicates that there are almost equal numbers of male and female respondents

therefore providing a fairly equal representation of attitudes expressed by males and females.

The majority of learners are Africans (43.2%), followed by Indians (24.1%), and White (17.3%). The smallest race represented in this study is Coloureds (15.3%). It is no surprise that the largest race group represented is Africans since they make up the largest population group in KwaZulu-Natal.

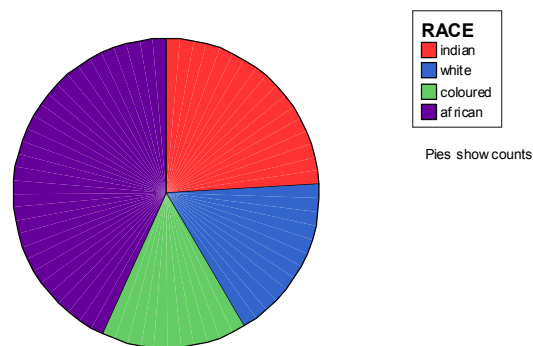


Figure 2: Learners' race

Grade 11 learners constitute the largest group of learners with 28.2%, followed by grade 9 with 27.3%, grade 10 with 22.8% learners, and finally grade 8 constituted the smallest percentage with 21.7%. This is a fairly equal representation of the four grades. My study concentrates on grade 8, 9, 10 and 11 learners as they are more aware of their decisions and the reasons that shape their decisions. Grade 12 learners are excluded from this study as they were preparing for their final exams.

English is the common home language spoken by almost half (49%) of the respondents, followed by isiZulu with 40%, Afrikaans with 8.8% and seSotho and isiXhosa each with 1.1%. According to the 2001 Census, isiZulu is the most commonly spoken language in KwaZulu-Natal with 81% of speakers, followed by isiXhosa, Afrikaans and English. This is significant for this investigation as one of the aims of this study is to analyse the attitudes of both isiZulu speakers and non-isiZulu speakers.

		Table %
HOME LANGUAGE	English	49.0%
	Afrikaans	8.8%
	isiZulu	40.0%
	Sesotho	1.1%
	isiXhosa	1.1%

Table 1: Home language (learners)

The most common other languages known to learners were English and Afrikaans, with 35.7% and 40.6% respectively. 7.9% of learners know isiZulu as another language while the rest of the learners know two or three other languages all being English and an indigenous language such as isiXhosa and seSotho.

The majority of learners (45.4%) belong to schools that offer English, Afrikaans and isiZulu while one-third (30.5%) belong to schools that offer only English and Afrikaans. The remainder of learners (24.1%) can choose English, Afrikaans, isiZulu and Arabic at their schools. None of the schools participating in this study has isiZulu as a language of instruction.

All the schools in the study offer English as the medium of instruction. Afrikaans is offered on two different levels: 90.7% of the learners can study Afrikaans as their first additional language and 9.3% have the opportunity of choosing Afrikaans as their medium of instruction. Learners are offered isiZulu as first additional language only.

Almost half (46.9%) of the learners study English and Afrikaans, 18.7% study English and isiZulu, 16.8% study English, Afrikaans and Arabic, 10.7% study English, Afrikaans and Zulu, and 6.9% learn English, isiZulu and Arabic. With regards to language studied and gender there appears to be an equal distribution amongst learners. The study indicates that there is a difference between language studied and race. The following statistics reflect percentages for only those learners who study the language and not the total number of learners in this study. The majority of Indian learners (11.2%) are learning English, Afrikaans and Arabic, White learners (17%) and Colored (13.5%) learn English and Afrikaans, followed by African learners (18.1%) who study English and isiZulu.

5.1.2 Reasons for studying English

This is an open-ended question and learners provided their own reasons for studying English. I wanted learners to provide their own reasons for studying the various languages. Sections 5.1.7, 5.1.8 and 5.1.9 are also open-ended questions designed to achieve the same objective.

More than half (64.1%) of the respondents indicated that they study English because it is a compulsory subject in their school while 15.5% indicated that they selected to study English in order to learn the language. With regards to age and the learners' reasons for studying English almost all age groups indicated that they study English because it is a compulsory subject at their school.

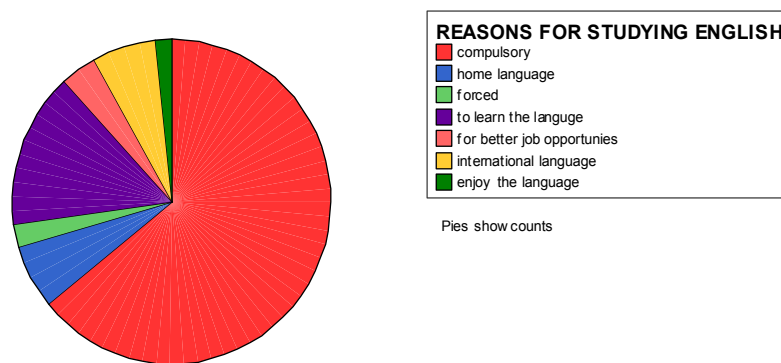


Figure 3: Learners' reasons for studying English

5.1.3 Reasons for studying Afrikaans

The majority of learners (65.7%) revealed that they study Afrikaans because it is a compulsory subject at their school. 14.1% indicated that they learn Afrikaans because they want to learn the language followed by 10.4% who find the language easy to learn. All age groups and both males and female indicate that their main reason for studying the language is that Afrikaans is a compulsory subject. More than one fifth of African learners indicated that they learned Afrikaans because it was compulsory. The majority of Indian learners (10.4%) also indicated that Afrikaans is compulsory at

the schools; in addition 9.8% of learners revealed that they study the language because it is easy to learn.

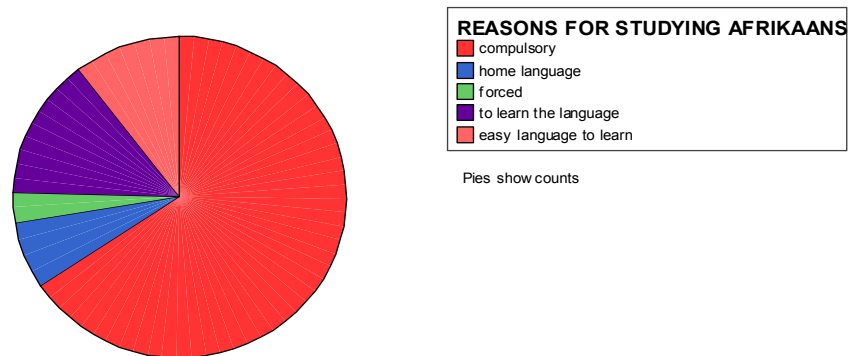


Figure 4: Learners' reasons for studying Afrikaans

5.1.4 Reasons for studying isiZulu

Unlike Afrikaans and English for which the majority of learners indicated that they study the language because it is compulsory, almost half the learners (44.6%) who studied isiZulu do so because it is their home language. This is closely followed by 33.8% of learners who indicated they study isiZulu in order to learn the language. This trend holds across gender. With regards to age the majority of 13 and 14 year olds indicated that they want to learn isiZulu in order to learn the language while the remaining age groups indicated that isiZulu is their home language. The majority of Indians, Whites and Coloureds study isiZulu to learn the language. This is not the case for isiZulu home language speakers. Almost half (44.6%) of these learners depicted that isiZulu is their home language and that is why they studied the language. At the same time one fifth (23.6%) of African respondents indicated that they want to learn the language.

The results also highlight that past language policies of English and Afrikaans being the compulsory languages is still alive in the current educational system. Only 16.9%

of all learners who study isiZulu indicated they study the language because it is a compulsory language.

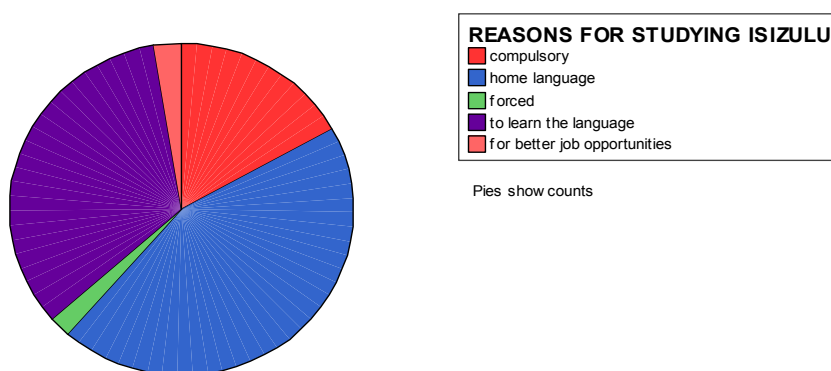


Figure 5: Learners' reasons for studying isiZulu

5.1.5 Reasons for studying Arabic

All learners, across all ages and grades, both male and female, indicated that they study Arabic primarily for religious reasons. These learners indicated that they need to study Arabic in order to read religious texts and perform religious acts.

5.1.6 Attitudes towards isiZulu as a language

The majority of learners strongly agreed (39.0%) or agreed (37.4%) that isiZulu is exciting. This constitutes almost two thirds of the respondents. This trend is observed across all age groups and for both males and females. 5.6% of Indian respondents indicated that they agree that isiZulu is exciting. At the same time 3.6 % were not sure or 3.6% disagreed (3.6%) with the statement.

Most learners also indicated that they like the language. Almost half (46.7%) strongly agreed and agreed (31.8%) with the statement. Almost three times more males (9.7%) than females (3.1%) indicated that they were not sure. The majority of African learners strongly agreed (43.6%) and agreed (24.6%) while the same percentage of Indian learners agreed (5.6%) and was not sure (5.6%) that they liked the language.

Similar attitudes were further observed when learners responded to the following statement. The majority of learners (29.1%) disagreed and strongly disagreed (22.1%) that they do not like isiZulu. Most 13, 14 and 15 years olds either agreed or strongly disagreed with the statement while the majority of 16, 17 and 18 years olds disagreed and strongly disagreed with the statement. A reason for the difference of attitudes exhibited between the different age groups could be attributed to whether or not isiZulu is studied by choice or because it is a compulsory language. Most 13, 14 and 15 year olds were in grade 8 or grade 9. IsiZulu is a compulsory subject for these learners and their dislike could be attributed to this factor. The 16, 17 and 18 year olds were in grade 10 or grade 11. The learners from these grades study isiZulu because they want to study the language and therefore like isiZulu. The majority of Indian learners (7.6%) agreed and strongly agreed (7.1%) with the statement. Most of the learners from other race groups indicated that they disagreed and strongly disagreed that they do not like isiZulu.

Two thirds of learners (48.2%) strongly agreed and agreed (20.5%) that they prefer isiZulu to Afrikaans. A similar pattern was seen across variants for ages, gender, race, and grade. Although most Indian learners (7.7%) agreed with the statement, 7.2% were not sure.

In addition to preferring isiZulu to Afrikaans, the majority of learners (43.1%) also expressed that they strongly agreed and agreed (20%) that isiZulu is easier than Afrikaans. This is not surprising since isiZulu is the home language of the majority of learners. 21.5% of learners were not sure. Most learners with English as a home language (8.2%) indicated that they were not sure whether they preferred isiZulu to Afrikaans. Most isiZulu home language learners strongly agreed (37.9%) and agreed (14.9%) with the statement.

A little less than half (43.1%) of the learners are not sure if isiZulu will help them get a job. More males (24.1%) than females (19%) were not sure; and more female learners (7.2%) than male learners (4.1%) strongly agreed with the statement. The majority of Indian learners strongly agreed (5.6%) and agreed (4.1%) that isiZulu will help them get a job. Most African learners (37.4%) on the other hand were not sure.

5.1.7 Attitudes towards the implementation of isiZulu as a subject into the school curriculum

An overwhelming 59.4% of learners indicated that isiZulu should be introduced into the school curriculum in grade 3, followed by 17.6% who believed that isiZulu should not be introduced into the school curriculum at all and 12.9% who selected grade 8 as the best time for learners to learn the language. All age groups selected grade 3. This highlights that learners believe that isiZulu should be introduced as early as possible into the school curriculum so they can have more time to learn the language. Another reason could be that if learners began learning isiZulu earlier, they would have a strong foundation in the language.

Most respondents indicated that they agree (25.6%) and strongly disagree (21.2%) that isiZulu is too difficult. At the same time a similar percentage (27.1%) was not sure how they felt about the statement. The majority of males (14.4%) were not sure. Most female learners on the other hand agreed (15.3%) and strongly agreed (13.5%) that isiZulu is too difficult. Most English home language learners (20.3%) agreed with the statement. The majority of Afrikaans home language learners (5.6%) were not sure while 3.5% agreed and 3.2% strongly agreed that isiZulu is too difficult. It is no surprise that isiZulu home language learners disagreed (10%) and strongly disagreed (4.1%) with the statement as they have some knowledge of the language. The attitudes expressed here are very different to the attitudes expressed to the following statement that isiZulu is difficult to learn.

More than one quarter (30.9%) disagreed and strongly disagreed (21.1%) that isiZulu is difficult to learn. Ages 14 to 16 disagreed while older learners aged 17 and 18 agreed with the statement. More females (19.1%) than males (11.9%) disagreed that isiZulu is difficult to learn. The majority of Indian learners agreed (6.2%) and strongly agreed (5.2%) while most African learners disagreed (26.8%) and strongly disagreed (19.6%). Most grade 8 learners agreed (5.7%) with the statement. Grades 9, 10 and 11 disagreed that isiZulu is difficult to learn. Home language appears to be a variant that has influenced the answers. Learners for whom English is a home language agreed (7.2%) and strongly agreed (6.7%) with the statement. Those learners

who speak isiZulu as a home language disagreed (25.3%) and strongly disagreed (119.1%) that isiZulu is difficult to learn.

Most learners agreed (41.7%) and strongly agreed (24.5%) that isiZulu is a language worth learning. This pattern was observed across learners from all ages, gender, race, grade as well as grade. This indicated that irrespective of age, gender, race and home language, learners felt that isiZulu is a language worth learning and an advantage to know.

More than half of the learners strongly agreed (35.9%) and agreed (28.7%) they can speak isiZulu therefore it is easier to learn. This attitude prevails for learners across all age groups. Most Indian learners disagreed (5.6%) and strongly disagreed (5.6%) with the statement. Coloured and African learners do not share the same sentiments. The majority of Coloured and African learners agreed and strongly agreed that they can speak the language therefore it is easier to learn. More than half of the learners who have isiZulu as a home language strongly agreed (31.8%) and agreed (25.1%) while learners who speak English as a home strongly disagreed (7.7%) and disagreed (6.7%).

The following two questions intended to find out if parents influence their children's choice of language learning. Although the majority of learners disagreed that their parents insist that they study the language, almost half, 21.5% strongly agreed and 23.6% agreed that their parents influence their choice of language learning. The greater percentage of 13, 15, 16 and 19 year olds indicated that they either disagreed or strongly disagreed that their parents insist they study the language. The majority of males (13.8%) indicated they disagreed that their parents insist they study the language while the majority of females (14.4%) indicated that they agreed with the statement. With regards to race, most Indian learners reflected that they disagreed with the statement. The majority of African learners on the other hand showed that their parents influence their choice of language learning.

The majority of learners strongly disagreed (42.1%) and disagreed (27.1%) that their parents do not want them to study the language. The same pattern was seen for

learners across all ages, gender, race, grade and grade. These two statements indicate that parents do not affect the learners' choice of language learning.

5.1.8 Language planning and policy at the schools

More than one third of the learners strongly disagree (34.7%) that isiZulu is not offered in their school as a subject. This is followed by 25.6% who indicated that they agreed with the statement. The same trend was observed across variants for age and gender. The majority of African learners (11.5%) and White learners (10.6%) strongly agreed with the statement while most Indian (20.9%) and Coloured (7.4%) learners strongly disagreed that isiZulu is not offered in their school.

IsiZulu is offered in schools to accommodate the majority of learners who are isiZulu mother-tongue speakers. Most of these learners perform poorly in Afrikaans or fail their examinations. These learners perform better in isiZulu than Afrikaans.

5.1.9 Attitudes toward the teaching material

42.1 % of learners agreed and 21.0% strongly agree that they find the teaching materials easy while 22.1% indicated that they were not sure. The majority of 13 year olds indicated that they were not sure while the rest of the age groups revealed that they agreed that they find the teaching material easy. The same pattern can be observed across gender, race and grade.

More than half disagreed (36.4%) and strongly disagreed (25.6%) that the teaching material is boring. The same trend can be observed across learners from all ages in this study. A much higher percentage of male learners (22.6%) disagree than females for whom 13.8% feel the same way. The majority of Indian learners (5.1%) were not sure while more than half of African learners disagreed (32.8%) and strongly disagreed (22.1%) that the teaching material is boring. This indicated that learners enjoy the teaching materials.

Although the majority of learners were not sure (34.9%) if teachers spend too much time on the teaching material, 33.3% agreed and 17.9% agreed that teachers spend too

much time on teaching material. Most learners with English as a home language agreed (8.2%) that teachers spend too much time on the teaching material while most isiZulu home language learners (28.7%) were not sure.

5.2 Data obtained from interviews administered to learners

5.2.1 Attitudes towards isiZulu as a language

The majority of learners expressed positive attitudes about isiZulu. The following are some of the views articulated by learners concerning their attitudes toward isiZulu. The complete transcripts of quoted interviews are found in Appendix J.

“I think the benefits of knowing isiZulu is that we can know more than one language because the common language that is used is English. You can use Zulu in the rural areas where they don’t know English” (School A – Learner 9)

“To tell you the truth I really love isiZulu. I want to learn more about my own language” (School A - Learner 10)

“Zulu, you can speak anytime, anywhere. You can go to Jo’burg and speak isiZulu” (School A - Learner 11)

“For me it is my culture, my language and it is very precious and valuable to me and to think some of my friends don’t know isiZulu, it is very sad” (School A - Learner 14)

Learners acknowledged that isiZulu is the most common language in KwaZulu-Natal. They have also expressed a positive attitude in maintaining their language and culture. They see isiZulu as an important part of who they are and their sense of identity.

Some of the negative attitudes are:

“...I don’t find it valuable in any way because the language we all use is English. Zulu you use only in class, at home and with your friends. There is no value to it except it is an indigenous language” (School B – Learner 13)

“I don’t think it holds that much of a benefit. Most people do speak Zulu but then more people know English” (School D – Learner 8)

English is still viewed as a language of high esteem and the knowledge of this language allows you access to better employment and higher domains. Learners acknowledge that quite a large number of people know isiZulu but they also point out that most people do have some knowledge of English as well.

5.2.2 Attitudes towards the implementation of isiZulu into the school curriculum

The following are some of the views articulated by learning concerning attitudes towards the above questions.

The following are learners' responses to when isiZulu should be introduced into the school career for the first time. These results obtained concur with the results obtained for same question that appeared on the learners' questionnaires.

"I would start in grade 3" (School A – Learner 2)

"I would have liked to start learning in grade 3" (School A – Learner 3)

"Maybe from grade 3 so I can get used to it by the time I'm in high school" (School A – Learner 5)

These results concur with the results obtained from the questionnaires administered to learners. Learners felt that they should start learning isiZulu as soon as possible as it was more difficult to begin in high school. Learners who began studying isiZulu in high school are disadvantaged because they do not have a strong foundation in the language but are expected to perform at the high school level.

Learners expressed the following attitudes on how they would feel if isiZulu became a compulsory subject at their schools.

"I will go to another school where I won't be forced" (School B – Learner 5)

"Very bad" (School B – Learner 12)

"Very bad, because I don't like being forced" (School B – Learner 14)

These attitudes indicate that learners feel that isiZulu should not be a compulsory subject. If they study isiZulu, they want it to be by their choice and not because they have to do it.

The following are some of the attitudes expressed by learners concerning whether or not they felt that they were at a disadvantage because they are not studying isiZulu at their schools.

“In a way yes, because there are some things in my culture and language that I do not know. I would like to learn more about isiZulu and I think schools should teach us things like that” (School A – Learner 14)

“Well, I’m in grade 11. I’ll be leaving school very soon. And when you apply for jobs you need to know another language, especially isiZulu now days. I think it is important to know isiZulu” (School A-Learner 16)

Learners indicated that they are disadvantaged by not studying isiZulu because it decreased their chances of finding employment as well being educated about their culture.

5.2.3 Attitudes towards the teaching material

“We don’t really have the books for all the children. We have to share books with other classes, so we use the books and then leave them for the other classes” (School A – Learner 9)

“We do have one text book I have seen for Zulu and dictionaries but we need more” (School A - Learner 10)

“We need more Zulu books” (School B – Learner 9)

“They can improve it’ (School B – Learner 11)

Once a language has been allocated, there is a need for a material policy that deals with teaching materials (Kaplan and Baldauf, 1997: 133). These learners indicated that there is a problem with the material policy. Learners felt that there is a shortage of isiZulu teaching material. This has a negative impact on their learning experience.

5.2.4 Problems experienced by learners studying isiZulu

One of the most common problems experienced by learners studying isiZulu concerns grammar, reading and writing.

“I’m having problems with the spelling but I am getting there” (School A- Learner 9)

“Yes, I can not spell in Zulu and it makes learning more difficult” (School B - Learner 5)

“Because I don’t understand the literature part of it, reading is easy, writing is very difficult” (School B – Learner 12)

Learners also expressed that they do not have enough time to learn the language.

“Because it get complicated and we need more time” (School B - Learner 6)

“It is not enough time” (School B – Learner 8)

These attitudes exist because these learners have attended schools where the medium of instruction is English. It is only in high school that these learners were introduced to isiZulu for the first time. They can speak the language but there have not received any formal training until now. It is for these reasons that these learners have difficulty with spelling, literature and writing.

5.3. Data obtained from questionnaires administered to teachers

The complete raw scores can be viewed in Appendix K.

5.3.1 Background information

Questionnaires were administered to 18 teachers who fell between the ages of 30 and 61. There are twice as many female teachers (66.7%) as male teachers (33.3%). The majority of teachers are African (38.9%), then White (33.3%), Indian (16.7%) and Coloured (11.1%). The three home languages are isiZulu (38.9%), English (33.3%) and Afrikaans (27.8%).

The majority (57.1%) of teachers indicated their highest qualification in isiZulu is a Bachelors' Degree. 28.6% stated that their highest qualification to teach isiZulu is matric. This alarming because it means that these teachers did not received any training to teach isiZulu and are therefore not qualified to do so yet they are teaching isiZulu.

The majority (71.4%) of teachers further indicated that isiZulu is taught through the medium of English and isiZulu. I think this is done in order to accommodate learners for whom isiZulu is not a home language and also because this is the first time that many of these learners are formally studying the language.

5.3.2 Attitudes towards isiZulu as a language

The majority (27.8%) of teachers disagreed that learners do not need to use isiZulu in their career. At the same time 22.2% agreed and were not sure about the statement. Most Indian and Coloured teachers disagreed with the statement. The attitudes of White and African teachers seem unclear. Although 11.1% agreed that learners do not need to use isiZulu in their career, 11.1% also disagreed with the statement. With majority of teachers for whom English (11.1%) and Afrikaans (11.1%) is a home language disagreed with the statement. IsiZulu home language teachers do not share this sentiment. The same percentages agreed (11.1%) and are not sure about the statement.

All teachers either strongly agreed (61.1%) or agreed (38.9%) that it is important to be able to use English and isiZulu in KwaZulu-Natal. This clearly points out that these teachers see both English and isiZulu as language of great use and importance in KwaZulu-Natal. This is hardly surprising since isiZulu is a home language for more than 80% of the residents of KwaZulu-Natal.

Similarly, the majority of teachers strongly disagreed (50%) and disagreed (44.4%) that speaking isiZulu is a disadvantage.

5.3.3 Attitudes towards the implementation of isiZulu into the school curriculum

Teachers, like learners also believed that isiZulu should be introduced into the learners' schooling career in grade 3.

Exactly half (50%) strongly agreed and agreed (44.4%) that isiZulu is a language worth learning. The same trend is observed across gender, race and home language.

Although the majority of teachers were not sure (33.3%) if isiZulu is a difficult subject to study, 27.8% agreed with the statement. The majority of males strongly disagreed (11.1%) while the majority of females was not sure (27.8%) or agreed (22.2%) that isiZulu is difficult to study. Most Indian and Coloured teachers were not sure. African teachers disagreed and strongly disagreed while the majority of White teachers agreed with the statement. Most English home language teachers were not sure (27.6%), while Afrikaans home language speakers agreed (16.7%) that isiZulu is difficult to study. One reason for this could be because Afrikaans home language speakers learn English as a first additional language. If they studied isiZulu it would be their second additional language. It is not surprising that isiZulu home language teachers disagreed (16.7%) and strongly disagreed (11.1%) with the statement.

5.3.4 Attitudes towards language planning and policy

More than one third of the teachers indicated that they were never (38.9%) or rarely (27.8%) consulted about language policy issues at their schools. The same percentage (38.9%) also identified that they were never informed about language policy issues at their school. At the same time 16.7% were rarely or sometimes informed.

Even though it is evident from the data that teachers were excluded from language policy decision at their schools, almost four fifths (77.8%) indicated that learners, teachers, parents, principals, governing body members, and the Department of education should be involved in language policy issues at their schools.

5.3.5 Attitudes towards the teaching material and syllabus

Most teachers agreed (42.9%) and strongly agreed (28.6%) that their schools have invested in teaching materials. Even though the majority of teachers feel that their schools spend a lot on teaching materials, the most teachers strongly agreed (28.6%) and agreed (28.6%) that they spend much time preparing teaching materials, as there is none available. The same percentage of teachers have agreed (28.6%) and disagreed (28.6%) that they make do with what they have as there is no money to purchase teaching materials.

Teachers strongly agreed (28.6%), strongly agreed (28.6%) or are not sure (28.6%) whether the teaching material is difficult. Even though the teaching material is difficult, more than half of the teachers agreed (57.1%) that they use the prescribed texts. The majority of teachers disagreed (42.9%) and strongly disagreed (14.3%) that the teaching materials are outdated. The teachers' attitudes to the teaching material seem unclear. Their attitudes also differ from those expressed by learners towards the teaching materials. Most of the teachers indicated that their schools have invested in teaching materials, yet the learners feel that there is a shortage.

Attitudes towards the syllabus seem unclear. The same percentage of teachers strongly agreed (14.3%) and strongly disagreed (14.3%) that no syllabus has been provided. Similarly 28.6% agreed and disagreed with the statement. On a more positive note 57.1% of teachers feel that there is an excellent syllabus for teaching isiZulu as a subject. At the same time 42.9% disagreed that the syllabus is not helpful. This figure is followed by 28.6% who agreed with the statement.

5.3.6 Attitudes towards training

A little more than half of the teachers (57.1%) who teach isiZulu as a subject strongly agreed and while 28.6% agreed that they received training on how to teach isiZulu as a language. Most teachers (57.1%) pointed out the last time they have attended a training course on isiZulu teaching was in 2007. Even though they received training on how to teach isiZulu, all isiZulu teachers feel that they would like to attend training courses on isiZulu teaching.

Most teachers strongly agreed (42.9%) and agreed (28.6%) that they would like to attend training on how to prepare teaching material. The majority of teachers strongly agreed (71.4%) and agreed (14.3%) that they would like to attend training on how to improve their teaching methodology. These attitudes indicate that teachers feel there is a need to improve their teaching methodology as well as training on how to prepare teaching material. When a new language is introduced into the school curriculum, there is a need for material policy. The attitudes expressed by teachers are a sign that there is an undeveloped material policy.

5.4 Data obtained from interviews conducted with teachers

The complete transcripts of the teachers can be viewed in Appendix K.

5.4.1 Attitudes towards isiZulu as a language

The following are views expressed by teachers towards isiZulu as a language.

“Better communication especially in KwaZulu-Natal. Currently I can speak isiZulu and hold a reasonable conversation that’s because I have grown up in an area where I have learnt isiZulu but I have a problem reading it and I definitely won’t be able to write in it. If I had learnt it early in my life it would have helped me at this stage”
(School A – Teacher 2)

“I do speak isiZulu but not 100%. I enjoy speaking the language. It also allows me to communicate with some of these learners when they are having a problem” (School A – Teacher 4)

The teachers’ attitudes towards isiZulu are similar to the attitudes expressed by principals. Like the majority of learners, teachers see isiZulu as a beneficial language as well as a means of wider communication.

5.4.2 Attitudes towards the implementation of isiZulu into the school curriculum

The following are attitudes expressed by teachers concerning when isiZulu should be introduced to learners.

“As early as primary school” (School B – Teacher 1)

“I think from grade 3. The same grade where most learners start learning their first additional language” (School C – Teacher 4)

“At primary school rather than at high school because learners should have the basic knowledge when they are learning the language, any language for that matter. You can not just drop it on them when they are in high school because they don’t have the grounding that they need to really get to master the language” (School A – Teacher 4)

These excerpts concur with the results obtained from the questionnaires administered to teachers. Like the learners, teachers also feel that it would be more beneficial for learners if they start learning the language in primary school. This would enable them to have a good grounding in the language which would then make it easier for them to learn the language at the high school level.

Teachers express the following views regarding how they view the implementation of isiZulu into the curriculum.

“I think it was a good idea because they need to know the language” (School A – Teacher 1)

“If it’s going to allow for the further development of learners, I think it is advisable although we should start it at a lower level” (School A – Teacher 2)

“It will help them after the complete their schooling with tertiary because when they are employed they will be able to communicate with African language speakers” (School B – Teacher 1).

These teachers have a positive view about learners studying isiZulu. They see it as being beneficial to their culture as well as giving them more opportunities of finding employment.

At the same time there are some teachers who do not believe that implementing isiZulu into the school curriculum will work.

“I don’t know if isiZulu will work until you have changed the Zulu’s ideas about Zulu. They see Zulu as inferior. When I speak Zulu to the Zulus, some of them pretend not to understand me. They say to me ‘don’t speak that language, speak English’” (School C – Teacher 2)

Attitudes towards a language will impact the acquisition of that language. According to this teacher, African learners see isiZulu as an inferior language. One of the goals of prestige planning is to promote a positive image of that language. If isiZulu is seen in a negative light it will discourage learners from studying the language.

5.4.3 Problems experienced

The following are attitudes expressed by teachers who had experienced problems with isiZulu.

“I think we need a lot of teaching material and the help from the primary school....we find at this stage some of the kids have never learnt isiZulu so they can only speak it. They can’t even write it or read” (School B – Teacher 2)

“...it is difficult for them to cope with isiZulu....” (School B – Teacher 1)

“You will find that the learner will tell you that what you are telling them today, their mother has never told them or the words that we use in the class, they will tell you that it is not used like this. This is how I know the word”(School A – Teacher 1)

“.... Zuluis also a very difficult language to take up at this level because learners need to learn from a very young age for their vocabulary and spelling of these words and I have already noticed that even our learners who are doing isiZulu now are finding it difficult to even spell these words” (School A- Teacher 4)

These comments indicate that learners experience difficulty with spelling, reading and writing. Is isiZulu a difficult language or is it difficult for learners and teachers because it is the first time that these learners are formally educated in it. The attitudes of the teachers are similar to the attitudes of the learners who have also expressed similar problems.

Even though some teachers feel that,

“There is enough time. It teaches them the basics for conversation” (School B – Teacher 1),

Some of their colleagues expressed different opinions,

“I think I need more time like seeing each class twice per day with the difficulties I have. Some of the learners can’t read and write so I need more time with them. I have even tried to use my second break to teach those who can’t read and write” (School A – Teacher 1)

What is the purpose of teaching learners isiZulu? Are they educated in isiZulu to facilitate basic conversation or are they educated to be completely competent in the language? Do these differing views exist because these schools have not being given guidelines, or are the guidelines unclear or do these schools have their own interpretation of these guidelines? If it is the later then there is a need for monitoring by the Department of Education. All schools that have isiZulu as a subject should employ the same standard and guidelines.

There is also an indication that there is not enough time to teach learners because of the problems there are experiencing. The school day is limited and there is also a limited amount of time allocated for each subject.

5.5 Data obtained from interviews conducted with principals

The complete transcripts can be viewed in Appendix L.

5.5.1 Attitudes towards isiZulu as a language

The following are attitudes expressed by principals towards isiZulu.

“In this school it is mainly the Zulu speakers who are studying isiZulu as a second language as apposed to taking Afrikaans as a language If anything you should

speak isiZulu as a second language so it would benefit students with their interactions with other isiZulu speakers” (School A – Principal)

“Fortunately for me I grew up on a farm and as a child I learnt isiZulu and I can communicate with the older African parents in Zulu....it has helped me tremendously” (School B – Principal)

“I wish I could speak it like my mother did. She was very fluent in Zulu. I do know some things in Zulu but it is very limited. I have promised the grade 8’s that by the time they leave this school I will be able to say goodbye in Zulu” (School C – Principal)

The principals expressed positive and favourable attitudes towards isiZulu as a language since it is one of the most widely spoken languages in KwaZulu-Natal. They regret not being more fluent in the language as they view the knowledge of isiZulu as being beneficial to them.

5.5.2 Attitudes towards the implementation of isiZulu into the school curriculum

The following are attitudes expressed by principals towards the implementation of isiZulu into the school curriculum.

“If the Department gives us additional teachers who have been trained then we will introduce Zulu. It must be a qualified teacher who can teach the subject. Sometimes people think just because they can cook then they can teach hospitality classes” (School C – Principal)

There is also a need for personnel policy; isiZulu teachers have to be trained in language pedagogy.

Even though the above principal indicated that he will introduce isiZulu if he has the staff to do so. This principal has also expresses the following.

“I’m very open minded. How far can they go in this country where they can use isiZulu outside the boundaries of KwaZulu-Natal because I feel in the rest of the country the language will not be of any benefit to them? The main language in the

work place is English. I don't know how good these kids are in their mother-tongue because for so long they have not being taught in it. You loose the easiness and fluency of the language if you do not use it" (School C – Principal)

This principal felt that isiZulu does not have any status outside KwaZulu-Natal and even if it does have some status, it is not a beneficial language in the business world. He expressed that learners will have difficulty learning the language because they have not been educated in it for a long time.

Some principals indicated that they will include isiZulu as a subject at their schools if learners want to learn the language.

"....Before we implement a new language or any subject in this school, it has to be something brought on by parents and learners" (School E – Principal)

The following are attitudes expressed about the impact on timetabling caused by the implementation of isiZulu into the school curriculum.

"All it means is that we have synchronized the isiZulu and Afrikaans so that they are taught at the same time" (School A – Principal)

"We formed a split between Afrikaans and isiZulu. They run concurrently" (School D – Principal)

These schools made provisions to include isiZulu in their timetable. Learners can study either isiZulu or Afrikaans but not both languages except School B where English, Afrikaans and isiZulu are compulsory subjects for grade 8 and grade 9 learners.

Whenever a new language is added into the school curriculum it is done so at the expense of something that is already in the curriculum (Kaplan and Baldauf, 1997: 127). Learners have to study English as a home language and they have the choice of either Afrikaans or isiZulu as a first additional language. If learners study Afrikaans they do so at the expense of isiZulu. If learners study isiZulu, it is at the expense of Afrikaans.

5.5.3 Problems experienced

The following are attitudes expressed towards problems encountered by the implementation of isiZulu into the school curriculum.

“It stems from the kind of support we are getting from the Department” (School B – Principal)

“I think the Department of Education needs to come to the party. We need clearer guidelines. And more support for our educators. I think that if the Department comes to the party, isiZulu will not only take off in our school but in various other schools” (School D – Principal)

The Principals indicated that there is a lack of support from the Department of Education on implementing isiZulu as a subject into the school curriculum. These schools feel that if they gained more support from the Department of Education it would be easier to implement isiZulu and it will also encourage other schools to adopt isiZulu as one of their languages.

5.5.4 Attitudes towards isiZulu teachers

The following are attitudes expressed by Principals towards their isiZulu teachers at their school.

“We have one isiZulu teacher. She is an isiZulu first language speaker” (School A – Principal)

“The isiZulu teachers come from the predominantly Black African communities. They have specialized in the teaching of isiZulu” (School B – Principal)

“We have people who are qualified in the language and we try our best to have, I may not be politically correct, but we try to have native teachers” (School D – Principal)

The principals' comments lead one to believe that the best educators for isiZulu are isiZulu home language speakers.

5.6. Data obtained from interviews conducted with governing body members

The complete transcripts can be viewed in Appendix M.

5.6.1 Attitudes towards isiZulu as a language

The following are comments expressed by governing body members towards isiZulu as a language.

“It means that I know another language to communicate with. I don’t think there is much economic value to isiZulu other than it being a cultural language. English is still the language of the tertiary educational sector as well as the business sector” (School C – Governing body member 1)

“It means that you are proficient in another language” (School D – Governing body member 1)

Governing body members view isiZulu as a language that is beneficial for communication and as a cultural marker. They don’t feel that isiZulu has any economic or educational power.

5.6.2 Attitudes towards the implementation of isiZulu into the school curriculum

The following are attitudes expressed by governing body members towards the implementation of isiZulu into the curriculum.

“It is very good. These learners can learn about their culture and their language. It will be good for Indian children as well. We are living in KZN; we need to learn the language and culture of this province” (School B – Governing body member 1)

“I feel only good things can come out of it. It will allow learners to communicate with more people. It might also be beneficial for their careers. If you read job advertisements, you will find that many of them are asking for applicants who are proficient in English as well as Zulu” (School D – Governing body member 1)

“I think it would be an excellent idea but before we implement the language we need to find out if it will be viable. Do we have enough learners who want to learn the

language and do we have enough teaching staff as well” (School C – Governing body member 1)

Governing body members are positive about the implementation of isiZulu. They see it as beneficial to learners but learners must want to learn the language and there have to be qualified teachers as well.

5.6.3 Problems experienced

The following are problems expressed by governing body members.

“...Learners are reluctant to take Zulu at matric level because they feel it is more difficult for them to get high marks it is the reason that many are opting for Afrikaans. They get much higher marks for Afrikaans than Zulu” (School D – Governing body member 1)

“Yes they have especially with external examinations; apparently what we believe is the external moderators fail to understand that these are not first language speakers. I think this school is one of the pioneers in this province to introduce isiZulu as a choice for a second language. Our intention initially was to phase out Afrikaans completely and offer only isiZulu. But we retracted on that because the Department of Education did not have their act together and there was no support from them for our isiZulu department. If matrices get good marks in isiZulu, then learners see that it is not difficult and they will be encouraged to take it. The feeling out there for learners is that isiZulu is a difficult language and Afrikaans is easier. The parents came up with a petition saying that they would still want Afrikaans as an option and give the children that chance to choose what language they want to study. So it worked counter productive to what we wanted to achieve. But we feel that if the Department has it's act together then we can still achieve it. If you go back and look at our matric results, we have students who have 7 As and 1 C for isiZulu. This also puts the children at a disadvantage of coming out in the top ten in the country and this has filtered down the years so more children are opting for Afrikaans” (School D – Governing body member 2)

The difficulty of the language is something that discourages learners from studying isiZulu. Marks are very important to matric students as they give them entry to institutions of higher learning. The principal of this school shared this view. These attitudes have a negative effect on the status and the implementation of isiZulu at these schools.

“....Where we have a problem is in grade 12. For example, the learners will get A’s when they take the internal examinations but when they write the Department papers it is very difficult for them. I think there is some problem within. This also does not help with the promotion of isiZulu in this school” (School D – Principal)

These attitudes indicate that there might be problems regarding the standards of isiZulu taught at these schools. It could be that the Department has a higher standard than the school. There is a need for consistency.

The following are governing body members’ response to guidelines given to schools on the implementation of isiZulu.

“I’m not sure” (School D – Governing body member 1)

“I think they have” (School B – Governing body member 1)

The governing body members are uncertain if their schools were given any guidelines on how to implement isiZulu. This could imply that these governing members are not very involved in language planning activities at their school even though The School Act determines that the governing body of a school must determine the schools’ language policy. It could also imply that these governing body members are unaware of their role with regards to language policies at school.

5.7 Data obtained from questionnaires administered to parents

The data obtained from questionnaires administered to parents can be observed in Appendix O.

5.7.1 Background information

The majority of parents in this study fell between the ages of 35 and 39 years. The youngest parents were 30 years old and the oldest were 54 years old.

Of the 96 parents who participated in the questionnaires 77.1% are female and 22.9% are male. There are almost four times as many female respondents than males clearly indicating that this is not an equal representation of attitudes expressed by females and males. A reason for the higher percentage of female respondents could be because females are generally the primary care givers and subsequently more involved in their children's lives.

Similar to learners, the majority of parents are African (44.8%); followed by White (29.2%), Coloured (13.5%) and Indian parents.

IsiZulu is the common home language spoken by 43.8% of the parents. 40.6% identified English as their home language. Afrikaans and isiXhosa parents constitute the smallest percentages with 14.6% and 1% respectively. As with the learners this is crucial since this study aims to investigate the attitudes of non-isiZulu speakers as well as isiZulu speakers. The most common other language known to parents are English and Afrikaans, with 44.8% and 38.5% respectively

		Table %
Home Language	English	40.6%
	Afrikaans	14.6%
	isiZulu	43.8%
	isiXhosa	1.0%

Table 2: Home language (Parents)

5.7.2 Reasons for studying English

Almost equal percentages of parents indicated that their children learn English because it is an international language (45.8%) and a compulsory school subject (44.8%). Only 9.4% of the parents pointed out that their children study English because it is their home language. Learning English is attractive because it is seen as an international language. The knowledge of English ensures access to the international community.

5.7.3 Reasons for studying isiZulu

Almost two thirds of parents indicated that their children are studying isiZulu because it is their mother-tongue. This was followed by 33.3% for whom isiZulu is a compulsory language at their children's school. The minority (5.6%) of parents identified that their children want to learn the language.

5.7.4 Reasons for studying Afrikaans

Almost three thirds (62%) of parents pointed out that their children study Afrikaans because it is a compulsory subject at their schools. Other reasons for studying Afrikaans included to learn the language (21.5%), it is their mother-tongue (12.7%) and because parents felt that Afrikaans is easier than isiZulu. Most learners study Afrikaans because they have no choice.

5.7.5 Reasons for studying Arabic

More than half of the parents (57.1%) indicated that their children study Arabic in order to read religious texts. The remainder of the parents (42.9%) pointed out that Arabic is a compulsory subject at their children's school.

5.7.6 Attitudes towards isiZulu as a language

A little more than half of the parents (51.4%) strongly agreed and a further 27% agreed that their children are excited about learning isiZulu. This was followed by 13.5% of parents who were not sure if their children are excited about learning isiZulu

and 8.1% who strongly disagreed with the statement. The same trend was observed across parents from all age groups and gender. The majority (2.7%) of White parents strongly disagreed while most (5.4%) Indian parents were not sure. Almost half (45.9%) of the parents for whom isiZulu was a home language strongly agreed with the statement. English home language parents did not share the same sentiment. 5.4% of these parents were not sure and equal numbers agreed (2.7%), strongly agreed (2.7%) and strongly disagreed (2.7%) with the statement. Afrikaans home language parents did not answer this question as none of their children study isiZulu.

Almost half (46.9%) of the parents indicated that they disagreed (46.9%) and strongly disagreed (17.7%) that their children do not need to use isiZulu in their career. This trend was seen across parents whose home language is English and/or isiZulu. This trend was not seen in the attitudes expressed by Afrikaans home language parents. The majority of these parents pointed out that they agreed (4.2%) with the statement.

Although the majority of parents disagreed (27.1%) and strongly disagreed (26%) that English contributes to the disappearance of African languages, 21.9% also agreed with the statement. This pattern is seen across parents from all age groups, gender, race and home language. These attitudes might indicate that there is a place for English and African languages to coexist together in society.

5.7.7 Attitudes towards the implementation of isiZulu as a subject into the school curriculum

Like learners for whom 59.4% believe that isiZulu should be introduced into the school curriculum as early as grade 3, the majority (61.5%) of parents indicated that isiZulu should be introduced into the school curriculum from grade 3. This was followed by 12.5% who felt that isiZulu should be introduced in grade 8 and 12.5% who believed that isiZulu should not be introduced at all.

When a new language or any new subject is implemented into the school curriculum, there is a need for educators for those new subjects. Learners' attitudes towards those teachers will have an impact on how learners feel about that subject.

The majority of parents strongly disagreed (35.6%) and agreed (30.5%) that their children already know the language. This was seen across parents from all age groups. It is no surprise that children of parents whose home language is isiZulu already know the language because it is their mother-tongue. Most parents with English and Afrikaans as their home language strongly disagreed and disagreed with the statement. Only 3.4% of English home language parents agreed that they already know the language and Afrikaans home language children do not have any knowledge of isiZulu.

Most parents clearly indicated that their children do not know isiZulu. It is hardly surprising then that the majority of parents strongly disagreed (32.2%) and disagreed (28.8%) that their children do not need to study isiZulu. An equal percent of parents indicated that they are not sure (15.3%) and strongly agreed (15.3%) with the statement. The majority of isiZulu home language parents indicated that their children need to study the language. Even though English home language parents indicated that they strongly disagreed (18.6%) and disagreed (13.6%) that their children do not need to study it, 11.9% are not sure and 10.2% strongly agreed with the statement. The attitudes of Afrikaans home language parents were spread out. An equal percent (5.1%) agreed, strongly agreed, disagreed and strongly disagreed that their children do not need to study isiZulu while 3.5% were not sure.

IsiZulu is a language worth learning. Most parents agreed (41.7%) and strongly agreed (30.2%) that isiZulu is a language worth learning. The same pattern is seen across different age groups, gender, race and home language.

Similarly the majority of parents disagreed (44.8%) and strongly disagreed (38.5%) that speaking isiZulu is a disadvantage. The same trend was seen across different age groups, gender and race. Even though this trend is also seen across parents from different home languages, it is only English home language parents that expressed that they strongly agreed (3.1%) and agreed (1%) with the statement.

The majority of parents further disagreed (36.5%) and strongly disagreed (22.9%) that their children do not need to learn isiZulu as English is the international language. This figure is followed 18.8% who agreed and 13.5% who strongly agreed with the

statement. The majority of females disagreed (31.3%) while the majority of male parents agreed (6.3%). The majority of Indian, Coloured and African parents either disagreed or strongly disagreed that their children do not need to learn isiZulu as English is an international language. White parents on the other hand strongly agreed (8.3%) and agreed (8.3%) with the statement.

Furthermore, a larger percentage of parents disagreed (37.5%) and strongly disagreed (29.2%) that their children do not have the time to learn isiZulu. This pattern was seen across parents from different age groups and gender. More Indian (5.2%) and African (20.8%) parents disagreed with the statement. An equal percent of White parent agreed (7.3%) and disagreed (7.3%) that their children do not have the time to study isiZulu. English, isiZulu and isiXhosa parent mostly disagreed with the statement. This was not the same for parents for whom Afrikaans is the home language. The majority of these parents strongly agreed (4.2%) and agreed (4.2%) that their children do not have the time to learn isiZulu.

5.7.8 Attitudes towards language planning and policy

The majority of parents stated that they are never consulted (71.9%) or informed (70.8%) about language policy issues at their children's school. These figures were followed by parents who are sometimes (17.7%) consulted about language policy issues and those who are sometimes (11.5%) or rarely (11.5%) informed.

These figures are alarming since it applies that the schools are not taking the parents views about language policies into consideration when they are creating their schools language policies.

5.7.9 Schools preparedness for the implementation of isiZulu into the school curriculum

Almost half (48.6%) of the parents strongly disagreed and disagreed (35.1%) that their children would not learn the language properly if the teacher is not a mother-tongue teacher of that language. The same trend can be seen across all age groups except parents between the ages of 45 and 49. Although most parents in this age

group disagree with the statement, an equal percent strongly agreed (5.4%) and are also not sure (5.4%) about the statement. Parents from all race groups, Indian, White and Coloured strongly disagreed and disagreed. A small percent of African parents were not sure (13.5%) and agreed (2.7%) that their children do not understand the language properly because their children's teacher is not a mother-tongue speaker. This trend was also observed for parents for whom isiZulu is their home language.

The majority of parents agreed (40.5%) or strongly agreed (21.6%) that the teaching material is interesting and it makes it easier for the child to learn. At the same time 27% were not sure about the statement. The same trend was observed across all ages and gender. The only race group who strongly disagreed (2.7%) was White parents. The attitudes of parents for whom English is the home language were evenly divided for all variables. IsiZulu home language speakers strongly agreed (37.8%) and agreed (16.2%) with the statement.

Although most parents (29.2%) were not sure if a change in the curriculum to include isiZulu is done at the expense of other more important subjects, 27.1% disagreed with the statement. This figure was followed by 17.7% who agreed with the statement. The majority of Indian (5.2%) and Coloured (6.3%) parents disagreed with the statement while most White (8.3%) and African (13.5%) were not sure if a change in the curriculum to include isiZulu was done at the expense of other more important languages.

5.8 Data obtained from interviews administered to parents

The complete transcripts can be viewed in Appendix N.

5.8.1 Attitudes towards isiZulu as a language

There were several opinions given by parents regarding their attitudes towards isiZulu as a language.

"It will be more beneficial for him when he looks for a job. He will have more opportunities" (School A - Parent 2)

“I am excited. It is our language. Even the Indian children can also learn it” (School B – Parent 2)

“It means that you can learn about Zulu people and our culture” (School B – Parent 3)

5.8.2 Attitudes towards the implementation of isiZulu into the school curriculum

The following are views expressed by parents on when isiZulu should be introduced into the school curriculum.

“Standard 8 is okay” (School A – Parent 3)

“Early maybe in grade 3 when she also started learning Afrikaans” (School B – Parent 1)

“From primary school” (School B – Parent 5)

These results concur with the results obtained from data collected from learners, teachers and principals.

“It would be okay. I don’t think that is a problem at all” (School A – Parent 1)

“I am very happy. She was doing very bad in Afrikaans, now it’s a little better with Zulu” (School A - Parent 3)

“We are Zulu speakers. I think Zulu will be easier than Afrikaans because he knows how to speak it” (School A – Parent 4)

“Although she goes to a multiracial school, the majority of learners are African speakers. You have to cater to the needs of those children as well” (School B – Parent 1)

“Not many children have the opportunity to study Zulu at their schools. The children at this school are very lucky” (School B – Parent 3)

Parents have a positive attitude towards their children studying isiZulu. They see the language as beneficial to their children in terms of culture as well as giving them more choices of languages to study.

5.8.3 Problems experienced by learners' studying isiZulu

The following are parents' attitudes towards problems their children are experiencing studying isiZulu.

"She does not find it easy. In primary school, she learnt Afrikaans and English. She already has a foundation in those languages. This is the first time that she is learning Zulu. She is still a beginner" (School B – Parent 1)

"She did manage to pass isiZulu but it was not easy for her. Zulu is a very difficult language, I think. And there weren't much opportunities for her to practice" (School B – Parent 4)

Although parents have favourable views towards their children studying isiZulu they were aware that their children experienced problems with the language. These problems arise because isiZulu is viewed as a difficult language and learners do not have any prior formal education in isiZulu at primary school level.

5.9. Recapitulation

In this chapter, I presented, analysed and discussed the main results obtained from the questionnaires and interviews conducted with learners, teachers, principals, governing body members and parents. Most stakeholders have positive attitudes towards isiZulu as a language for wider communication and cultural identity. Some viewed isiZulu as being beneficial in the business world while others felt that the knowledge of English only is enough.

Some schools have taken positive steps promoting isiZulu at their school but this process is not without problems. There is a shortage of teaching material and isiZulu teaching personnel. There also appears to be a problem with the standard and level of isiZulu in schools and the Department of Education.

The following chapter provides recommendations based on the main findings found in this chapter.

Chapter Six: Conclusion and Recommendations

6.1 Introduction

Chapter 6 concludes the investigation of the attitudes of learners, teachers, governing body members, principals and parents towards the implementation of isiZulu as a subject in selected Durban High Schools and its implications for language planning and policy in South Africa. A short summary of the main findings is presented. Finally, perspectives for further research are outlined.

6.2 Main findings

The study found that there is an overall positive attitude towards isiZulu as a language. Learners, teachers, principals, governing body members and parents, share this view. They view isiZulu as being an important cultural marker for isiZulu home language speakers. For non-isiZulu home language speakers, it is a vital communication tool in KwaZulu-Natal since it enables them to interact with the majority of the population in the province. The knowledge of isiZulu is also seen as crucial to learner's career. It is important to note that it is the knowledge of isiZulu together with English and not isiZulu alone that is perceived as beneficial for learners' careers. English is viewed as the main language needed for the commercial world.

Another significant finding is that the majority of learners, teachers, parents, principals and governing body members feel that isiZulu should be introduced at the primary school level. They hold that this would be beneficial for learners as well as teachers. Learners have problems studying isiZulu at the high school level because they have no prior formal education in isiZulu. This is the case for both isiZulu home language learners as well as English and Afrikaans home language learners. This disadvantages the learners and makes it difficult to learn the language. IsiZulu home language learners continue to study isiZulu as they see it as part of their cultural education and also because they find Afrikaans more difficult to study. However, these learners study isiZulu as an additional language and not as a mother-tongue language. Unlike isiZulu home language learners, English home language learners

continue to study Afrikaans as an additional language as this is easier for them than isiZulu.

Similarly to learners, teachers are at a disadvantage because learners do not have any foundation in isiZulu and the majority of learners encounter isiZulu for the first time at high school; thus these learners need to be taught the basics of the language. Even though isiZulu home language speakers can understand and speak the language, they experience great difficulties with spelling, reading and writing. This hinders their education in isiZulu, which in turn may lead to negative attitudes towards isiZulu. Such attitudes will discourage learners from studying the language.

Both isiZulu teachers and learners indicated that there is a shortage of isiZulu teaching material. Learners feel that this puts them at a disadvantage. Teachers have to spend extra time preparing teaching materials. Teachers added that the teaching material that is currently available is unsuitable for most learners, as it neither takes the learners' level of isiZulu into consideration nor the fact that not all of their learners are isiZulu home language speakers. Learners and teachers highlighted that learners experience great difficulties with reading, writing and grammar.

Even though the majority of teachers have been trained to teach isiZulu, they still feel that they would like to attend more workshops that target the preparation of teaching material and teaching methodology. Teachers feel that this would help them with their teaching. There are some teachers that have not had any training to teach isiZulu. The only education they have in isiZulu is as a high school subject. The knowledge of isiZulu as a school subject is insufficient to be an isiZulu teacher.

Some principals indicated that they need more support from the Department of Education with implementing isiZulu as a subject. Without guidelines it becomes difficult to implement the language into the schools.

It is evident from this study that although there are governing body members who are very knowledgeable about language planning policies and practices at their schools, there are also some who have no knowledge. This is concerning since one of the functions of the governing body is to determine the language policy of their schools.

It is impossible for governing body members to determine the language policy of their school if they do not know the current language policy and practices at their school.

Non-isiZulu home language speakers are reluctant to study isiZulu because it is more difficult for them to obtain high marks. Some of these learners obtain high marks during their internal examinations but perform poorly when they take external examinations. There might be a different standard and level of isiZulu required for learners from individual schools and from the Department of Education. These factors encourage learners to study Afrikaans instead of isiZulu.

6.3 Recommendations

On the basis of the main research findings, the following recommendations have been made.

6.3.1 Invest more power into isiZulu

Learners need to be motivated to learn isiZulu. Most non-isiZulu speakers are motivated to learn isiZulu because of “integrative motivations” and the “need for affiliation” (Baker, 1992: 32). Both isiZulu and non-isiZulu home language learners are motivated to be educated in English because of its instrumental value. English is seen as the language that will help them achieve “status, achievement, personal success, self enhancement, self actualization or basic security and survival” (Baker, 1992: 32). This makes English an attractive language for learners. According to Kamwangamalu (1997: 245)

[...] the language consumer would not strive to acquire knowledge of African languages, for currently these languages are not marketable and have no cachet in the broader political and economic context. A language is marketable if it has the ability and potential to serve as a tool by means of which its users can meet their material needs.

IsiZulu needs to be invested with power. People must need the knowledge of isiZulu to meet their needs and then only will people be encouraged and motivated to learn the language

6.3.2 Early implementation of isiZulu

There is a need to investigate the implementation of isiZulu at the primary school level. It has been recommended by learners, teachers, principals, governing body members and parents that it would be more beneficial for learners to start learning isiZulu in primary school rather than have the subject thrust upon them at high school as it becomes difficult for them to study. Learners who study isiZulu in primary schools learn the necessary basics of the language that are required to perform well at High School. This is one of the factors that prevent learners from studying isiZulu at High Schools.

6.3.3 The creation and provision of educational material in isiZulu

There is a shortage of teaching material for isiZulu learners and teachers. It is pivotal for the creation of educational material in isiZulu. Educational writers need to be encouraged and supported to create new isiZulu material. Students and teachers should have access to the appropriate and sufficient teaching and learning materials.

There is also a shortage of isiZulu teaching material that targets non-isiZulu home language speakers. Educational writers need to create more material that is appropriate for these learners. Learners who study material intended for isiZulu home language speakers are at a disadvantage and this disadvantage might discourage them from further learning the language.

Besides addressing the need for more educational material suitable for non-isiZulu learners there are several problem areas that also need to be addressed. Learners, isiZulu and non-isiZulu speakers are experiencing great difficulty with reading, writing and grammar. There is also a great need for educational writers to create materials that addresses these problem areas. If these areas are targeted it would be

more beneficial for learners and it would improve their isiZulu. This will therefore encourage learners to learn the language.

In addition to providing suitable learning and teaching material, there is a shortage of isiZulu books in school libraries. IsiZulu has to be treated in the same manner as all the other languages in the school. The importance of educational materials in indigenous languages is highlighted by Heugh (1999: 165, cited in Pillay, 2003: 152).

There can be no equality of education in South Africa.... until there are materials in each of the learning areas from grades 1-12 in all eleven official languages, and until matriculation examinations can be written through each of these languages.

6.3.4 Educator training

More educators need to be trained to teach isiZulu. This means that they have to possess the necessary qualifications to teach isiZulu and not just be speakers of the language. Teaching involves much more than being fluent in the target language. Schools have learners who are both isiZulu and non-isiZulu speakers. It is only through proper training that these teachers can accommodate these learners.

There is a further need for regular training workshops so that teachers are equipped with the best tools to teach their learners. In-servicing training gives teachers opportunities to highlight problematic areas, receive help with problem areas, and help other teachers with problems.

6.3.5 Support from the Department of Education

The Department of Education needs to adopt a more active role in promoting isiZulu at schools. Schools require more support and clearer guidelines on how to implement isiZulu into their schools. If isiZulu is already a subject at schools, the Department of Education should ensure that the inclusion of isiZulu is a success. Representatives from the Department of Education should visit schools to gain first hand knowledge of the status of isiZulu at these schools. Moreover, the department should supervise

the implementation of isiZulu; assess what problems schools experience when introducing isiZulu and what can be done to raise the status of isiZulu. In this way the Department of Education will be in a better position to assist schools.

6.3.6 The role of the governing body

Governing body members need to be informed of the purpose and functions of their duties on a continuous basis. They have to understand the importance and implications of language policies at their schools and that one of their duties is to determine the schools language policies. The Schools Act has given this power to governing body members. Governing body members must be aware of language issues in South Africa as this will allow them to make the best possible decisions.

6.3.7 The need for standards

There should be greater amount of communication between the schools and the Department of Education regarding the standard and level of isiZulu taught at schools. The introduction of isiZulu serves no purpose if there are inconsistent standards. External moderators cannot judge mother-tongue speakers and non-mother tongue speakers by the same standards. Such a practice is unfair and discriminatory to learners. The difference of standards currently seems to act as a deterrent to learners from studying isiZulu in schools that are actively promoting the language. The Department of Education and the schools need to investigate reasons for the difference of standards and to work together towards creating a common standard.

6.4 Recapitulation

The main findings of this study are presented in this chapter. Recommendations based on the main findings that aim to elevate the status of isiZulu in KwaZulu-Natal are presented.

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APPENDIX A



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8611
Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: M Francis
Navrae:

Reference:
Inkomba: 0205/08
Verwysing:

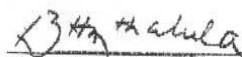
Date:
Usuku:
Datum: 16/10/2006

RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that Fiona Govindsamy has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Fiona Govindsamy has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.


for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

School of Language, Literature and Linguistics
Shepstone Building 813
Faculty of Humanities
University of KwaZulu-Natal
27 March 2007



TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT RESEARCH IN THE SCHOOL

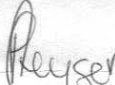
The University would be grateful if you would allow Ms. Fiona Govindasamy to do research in your school. The research is in partial fulfilment for the degree of Masters of Arts.

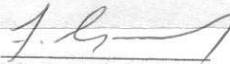
The aim of the research is to investigate the attitudes of students, teachers, parents, principals and governing body members towards the implementation of isiZulu as a school subject and how this has an impact on language planning and policy in South Africa. Ms. Govindasamy hopes to make a valuable contribution to the development of multilingualism and also isiZulu, especially today where more emphasis is being placed on the importance of developing and promoting the use of indigenous languages, as is also seen in KZN.

The research would be in the form of a questionnaire (that should take approximately 15 to 20 minutes) and/or an interview with the various stakeholders. Ms. Govindasamy followed the research protocol of the UKZN to gain ethical clearance and all research will be conducted within the parameters of research protocol of the University. She also obtained permission from the Department of Education to do the research in the schools. The research will be done on a voluntary basis and the confidentiality of all the participants will be respected. Furthermore she will make sure that the normal teaching and learning programme will not be disrupted.

Thanking you in advance. We promise to give you a copy of her findings and recommendations as soon as she has completed the study.

Yours sincerely


Ms. A. Geyser
Lecturer: Linguistics
Tel: (031) 260 7541
FAX: (031) 260 1253


Ms. F. Govindasamy
Tel: (031) 572 3379
Cell: 0823285442
FAX: (031) 572 3379

Faculty of Human Sciences, Linguistics

Postal Address: Durban, 4041, South Africa

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Telephone: +27 (0)31 260 1255 /
260 2617

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Email: linguistics@ukzn.ac.za

Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

APPENDIX B

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Questionnaires for Learners

Department of Linguistics, University of KZN (Howard College)

Researcher
Ms. F Govindasamy
Contact no: 031 – 5723379

Advisor
Mrs. A Geyser
University of KZN, Howard College
Contact no: 031 – 2607541

Premier S’bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu and how these attitudes effect language planning and policy. We need your help to understand what attitudes exist towards isiZulu as a subject in Durban High Schools and why.

- This is a voluntary, anonymous and confidential questionnaire.
- You do not have to take part if you do not want to, just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this questionnaire is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- This questionnaire will be kept safely in a secured place according to the university’s ethics regulations.
- This questionnaire should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:.....

Date:.....

Part 1: Personal information

Please answer all questions in part 1.

1. Age: _____

2. Gender :

2.1. _____ Male

2.2. _____ Female

3. Race:

3.1. _____ Indian

3.2. _____ White

3.3. _____ Colored

3.4. _____ African

3.5. _____ other (Please specify) _____

4. Grade:

4.1. _____ Grade 8

4.2. _____ Grade 9

4.3. _____ Grade 10

4.4. _____ Grade 11

5. Home language / languages:

5.1. _____ English

5.2. _____ Afrikaans

5.3. _____ isiZulu

5.4. _____ Other (Please specify) _____

6. Other language (s) spoken:

6.1. _____ English

6.2. _____ Afrikaans

6.3. _____ isiZulu

6.4. _____ isiXhosa

6.5. _____ isiNdebele

6.6. _____ Sepedi

6.7. _____ Sesotho

6.8. _____ Setswana

6.9. _____ siSwati

6.10. _____ Tshivenda

6.11. _____ Xitsonga

6.12. _____ Other (Please specify) _____

Part 2: Please answer all the questions in part 2.

7. What languages are currently offered at your school as a subject and at what level?

Language	Is it offered	Level offered			
		Medium of instruction	First Additional language	Second additional language	Other
English					
Afrikaans					
isiZulu					
Other (Please specify)					

8. What languages are you currently studying at your school, what level are you studying them and why?

Language	Are you studying the language	Level	Why are you studying it?
8.1. English			
8.2. Afrikaans			
8.3. isiZulu			
8.4. other (Please specify)			

9. At what stage of your schooling career do you think isiZulu should be introduced?

- 9.1. _____ Grade 3
 9.2. _____ Grade 8
 9.3. _____ Grade 10
 9.4. _____ At university
 9.5. _____ Not at all
 9.6. _____ Other (Please specify) _____

Part 3:

Answer the questions in Part 3a **ONLY** if **YOU STUDY** isiZulu as a subject at your school. Once you have completed the questions in part 3a, proceed to part 4.

Answer the questions in Part 3b **ONLY** if **YOU DO NOT** study isiZulu as a school subject at your school. Once you have completed the questions in part 3a, proceed to part 4.

Part 3a: ONLY if YOU STUDY isiZulu as a subject

Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
10.1. IsiZulu is exciting					
10.2. I find the teaching material interesting.					
10.3. My parents insisted that I take the language.					
10.4. IsiZulu is difficult to learn.					
10.5 I understand some of it so I thought it would be nice to learn more.					
10.6 I think it good to know an indigenous language in South Africa today.					
10.7 The teaching material is boring.					
10.8 I prefer isiZulu to Afrikaans.					
10.9 It will help me to communicate with African language speakers.					
10.10 I like the language.					
10.11 It helps me to maintain the symbols and practices of Zulu culture					
10.12 I can speak it therefore it would be easier to learn the language.					
10.13 It is my mother tongue.					
10.14 IsiZulu is easier than Afrikaans.					
10.15 Teachers spend a lot of time on the teaching material.					

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
10.16. I already know how to use some of the isiZulu words?					
10.17. It will help me get a job.					
10.18. It will help me make friends with isiZulu speakers.					

11. What do you think can be done to improve your learning experience of isiZulu?

Part 3b:

Answer the questions in Part 3b ONLY if YOU DO NOT study isiZulu as a subject at your school.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
12.1. IsiZulu is too difficult					
12.2 I do not like isiZulu.					
12.3 It is a waste of time.					
12.4 It is my mother tongue; I do not need to learn it.					
12.5 My parents do not want me to study it.					
12.6 It is not offered in my school as a subject.					
12.7Everybody knows English; there is no need to learn an African language.					
12.8. I don't need isiZulu to find a job.					

Part 4. Answer the following questions.

13. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
13.1 English contributes to the disappearance of African languages.					

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
13.2. I will not be able to use isiZulu in my career.					
13.3. IsiZulu is a language worth learning.					
13.4 It is important to be able to speak English and isiZulu in KZN.					
13.5. I would like to study isiZulu because it will give me status in my community.					
13.6. I feel positive about isiZulu and its potential for future development.					
13.7. Speaking isiZulu is a disadvantage					
13.8. I would like to learn isiZulu to keep my language alive.					
13.9. It is essential to learn the dominant African language in your region in order to get employment in the New South Africa.					
13.10. I think isiZulu is difficult to study.					
13.11. isiZulu should be used more in public signs, notices and advertisements in KZN.					
13.12. People only need to know one language.					
13.13. All South Africans should know at least one indigenous African language.					
13.14. I do not have the time to learn isiZulu.					
13.15. All children should be required to learn isiZulu in KZN schools.					
13.16. If I learned isiZulu I would be able to watch isiZulu programmes and read isiZulu books.					
13.17. I would not like to learn isiZulu because my friends will tease me about it.					

APPENDIX C

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Questionnaires for Teachers

Department of Linguistics, University of KZN (Howard College)

Researcher
Ms. F Govindasamy
Contact no: 031 – 5723379

Advisor
Mrs. A Geyser
University of KZN, Howard College
Contact no: 031 – 2607541

Premier S'bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu and how these attitudes effect language planning and policy. We need your help to understand what attitudes exist towards isiZulu as a subject in Durban High Schools and why.

- This is a voluntary, anonymous and confidential questionnaire.
- You do not have to take part if you do not want to, just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this questionnaire is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- This questionnaire will be kept safely in a secured place according to the university's ethics regulations.
- This questionnaire should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:.....

Date:.....

Part 1: Personal information

1. Age: _____

2. Gender :

2.1. _____ Male

2.2. _____ Female

3. Race:

3.1. _____ Indian

3.2. _____ White

3.3. _____ Colored

3.4. _____ African

3.5. _____ other

(Please specify)

4. What subject/s do you teach? _____

5. Home language/ languages:

5.1. _____ English

5.2. _____ Afrikaans

5.3. _____ isiZulu

5.4. _____ Other (Please specify) _____

6. Other language (s) spoken:

6.1. _____ English 6.2. _____ Afrikaans

6.3. _____ isiZulu 6.4. _____ isiXhosa

6.5. _____ isiNdebele 6.6. _____ Sepedi

6.7. _____ Sesotho 6.8. _____ Setswana

6.9. _____ siSwati 6.10. _____ Tshivenda

6.11. _____ Xitsonga

6.12. _____ Other (Please specify)

Part 2: Please answer the following questions

7. What languages are currently offered at your school as a subject and at what level?

Language	Is it offered	Level offered			
		Medium of instruction	First additional Language	Second additional Language	Other (please specify)
English					
Afrikaans					
isiZulu					
Other (Please specify)					

8. How do you feel about isiZulu being offered as one of the subjects at public schools at KZN?

9. Does your school have a language policy?

- 9.1. _____ Yes
 9.2. _____ No
 9.3. _____ I do not know
 9.4. If yes, what is your schools language policy?

10. How often are you officially CONSULTED about language policy issues at your school?

- 10.1 _____ Never
 10.2 _____ Rarely
 10.3 _____ Sometimes
 10.4 _____ Often
 10.5 _____ Always

11. How often are you officially INFORMED about language policy issues at your school?

- 11.1 _____ Never
 11.2 _____ Rarely
 11.3 _____ Sometimes
 11.4 _____ Often
 11.5 _____ Always

12. Which of the following affiliates do you think should be involved in language policy decision-making?

	Yes	No
Principals		
Teachers		
Governing Body members		
Parents		
Learners		
Department of Education		

13. At what stage of a learners schooling career do you think isiZulu should be introduced?

- 13.1 _____ Grade 3
- 13.2 _____ Grade 8
- 13.3 _____ Grade 10
- 13.4 _____ At university
- 13.5 _____ Not at all
- 13.6 _____ Other (Please specify) _____

Part 3

Answer the questions in Part 3 ONLY if YOU teach isiZulu as a subject at your school. Once you have completed the questions in part 3, proceed to part 4.

If you DO NOT teach isiZulu as a subject please proceed to part 4.

14. What is your highest qualification in isiZulu?

15. At what level do you teach isiZulu?

- 15.1 _____ mother tongue isiZulu teacher
- 15.2 _____ second additional language IsiZulu teacher
- 15.3 _____ third additional language isiZulu teacher
- 15.4 _____ at all levels
- 15.5 _____ Other (Please specify) _____

16. How many hours a week is allocated to teaching isiZulu as a subject? _____

17. How do you feel about the time allocation for isiZulu?

- 17.1 _____ It is too little
- 17.2 _____ It is too much
- 17.3 _____ It is just enough
- 17.4 _____ I get through my work
- 17.5 _____ I battle to get through my work

18. How many hours a week is allocated to teaching other languages as a subject at your school?

Languages	Hours allocated
_____	_____
_____	_____
_____	_____

19. IsiZulu is taught through the medium of

- 19.1 _____ English
- 19.2 _____ isiZulu
- 19.3 _____ English and isiZulu
- 19.4 _____ Other (Please specify)

20. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
20.1 I am a mother tongue speaker of the language.					
20.2 I was asked to teach isiZulu because I can speak the language.					
20.3 I applied for the teaching of isiZulu at this school.					
20.4 No one was available to teach isiZulu so I did it.					
20.5 I received training on how to teach isiZulu as a subject.					
20.6 I have some knowledge of isiZulu.					

21. When was the last time you attended a training course for teaching isiZulu as a subject?

22. Would you like to attend training courses on isiZulu teaching? Please explain your answer. What would be more helpful at these training courses?

23. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
23.1 I make do with what I have, as there is no money to purchase teaching material.					
23.2 The school has invested in a lot of teaching material.					
23.3 I use the prescribed texts.					

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
23.4 I spend a lot of time preparing teaching material as there is none available					
23.5 There is an excellent syllabus for teaching isiZulu as a subject.					
23.6 The syllabus is not helpful.					
23.7 No syllabus has been provided.					
23.8. I would like to attend training on how to prepare teaching material.					
23.9. I would like to attend training on how to improve my teaching methodology.					

24. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
24.1 Learners are excited about learning isiZulu.					
24.2. I feel the teaching material is difficult.					
24.3 The teaching material is outdated.					
24.4 I would be better for learners if we had mother tongue teachers.					
24.5. Learners are not interested in studying isiZulu.					
24.6. It would be more beneficial for learners if we had more isiZulu Teachers.					
24.7. Learners are experiencing difficulty with the subject.					
24.8. Most learners take the subject as it is an easy option.					
24.9. Most of my learners are isiZulu speakers.					
24.10. Most of my learners are non isiZulu language speakers.					

Part 4

25. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
25.1 English contributes to the disappearance of African languages.					
25.2. Learners do not need to use isiZulu in their career.					
25.3. IsiZulu is a language worth learning.					
25.4 It is important to be able to use English and isiZulu in KZN.					
25.5. I feel positive about isiZulu and its potential for future development.					
25.6. Speaking isiZulu is a disadvantage					
25.7. It is essential to learn the dominant African language in your region in order to get employment in the New South Africa.					
25.8. I think isiZulu is difficult to study.					
25.9 isiZulu should be used more in public signs, notices and advertisements in KZN.					
25.10. To be admitted to a public post, one should be able to speak in isiZulu					
25.11. People only need to know English.					
25.12. All South Africans should know at least one indigenous African language.					
25.13. I do not have the time to learn isiZulu.					
25.14. All learners should be required to learn isiZulu in KZN schools.					
25.15. IsiZulu needs to be taught as an examination subject to be taken seriously.					

APPENDIX D

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Questionnaires for Parents

Department of Linguistics, University of KZN (Howard College)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S'bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu and how these attitudes effect language planning and policy. We need your help to understand what attitudes exist towards isiZulu as a subject in Durban High Schools and why.

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I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:.....

Date:.....

Part 1: Personal information

1. Age: _____

2. Gender :

2.1. _____ Male

2.2. _____ Female

3. Race:

3.1. _____ Indian

3.6. _____ White

3.7. _____ Colored

3.8. _____ African

3.9. _____ other (Please specify) _____

4. Home language:

4.1. _____ English

4.2. _____ Afrikaans

4.3. _____ isiZulu

4.4. _____ Other (Please specify) _____

5. Other language (s) spoken:

5.1. _____ English

5.2. _____ Afrikaans

5.3. _____ isiZulu

5.4. _____ isiXhosa

5.5. _____ isiNdebele

5.6. _____ Sepedi

5.7. _____ Sesotho

5.8. _____ Setswana

5.9. _____ siSwati

5.10. _____ Tshivenda

5.11. _____ Xitsonga

5.12. _____ Other (Please specify) _____

Part 2: Please answer the following questions

6. Is isiZulu offered as a school subject in your child's school?

6.1. _____ Yes

6.2. _____ No

6.3. _____ Don't know

7. What other languages are currently offered at your child's school as a subject?

7.1. _____ English

7.2. _____ Afrikaans

7.3. _____ Other (Please specify) _____

7.4. _____ Don't know

8. What languages is your child currently studying at their school? Why are they studying these languages?

Language	Yes	Reason
8.1. English		
8.2. Afrikaans		
8.3. isiZulu		
8.4. other (Please specify)		

9. How often are you officially CONSULTED about language policy issues at your child's school?

- 9.1 _____ Never
 9.2 _____ Rarely
 9.3 _____ Sometimes
 9.4 _____ Often
 9.5 _____ Always

10. How often are you officially INFORMED about language policy issues at your child's school?

- 10.1 _____ Never
 10.2 _____ Rarely
 10.3 _____ Sometimes
 10.4 _____ Often
 10.5 _____ Always

11. At what stage of your child's schooling career do you think isiZulu should be introduced?

- 11.1 _____ Grade 3
 11.2 _____ Grade 8
 11.3 _____ Grade 10
 11.4 _____ At university
 11.5 _____ Not at all
 11.6 _____ Other (Please specify) _____

Part 2a: Please answer the questions in Part 2a ONLY if your child STUDIES isiZulu as a school subject. Once you completed the questions in part 2a, you may proceed to part 3.

Please answer the questions in Part 2b ONLY if your child DOES NOT STUDY isiZulu as a school subject. Once you completed the questions in part 2b, you may proceed to part 3.

Part 2a: ONLY if your child STUDIES isiZulu as a school subject.

12. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
12.1 My child is excited about learning the language.					
12.2. I think the teaching material is interesting and makes it easier for the child to learn.					
12.3. There is too much homework.					
12.4. My child complains that he/she does not understand the teacher.					
12.5. my child never comes home with homework.					
12.6 The teacher is not a mother tongue speaker of the language – therefore my child does not learn the language properly.					
12.7. My child uses isiZulu terms at home.					

Part 2b: ONLY if your child DOES NOT STUDY isiZulu as a school subject.

13. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
13.1 My child already knows the language.					
13.2. It is not offered at their school.					
13.3. My child does not need to study it.					

Part 3:

14. Please place your mark under the heading (strongly agree, agree, etc) that is closest to your feelings about each question.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
14.1 English contributes to the disappearance of African languages.					
14.2 My child does not need to use isiZulu in their career.					
14.3. IsiZulu is a language worth learning.					
14.4. My child does not need to learn isiZulu, as they already know the language.					
14.5 It is important to be able to speak English and isiZulu in KZN.					
14.6. IsiZulu plays a big role in my sense of identity.					
14.7. I feel positive about isiZulu and its potential for future development.					
14.8. Speaking isiZulu is a disadvantage					
13.9. It is essential to learn the dominant African language in your region in order to get employment in the New South Africa.					
14.10.All languages are equal.					
14.11. I think isiZulu is difficult to study					
14.12. IsiZulu should be used more in public signs, notices and advertisements in KZN.					
14.13 To be admitted to a public post, one should be able to speak in isiZulu					
14.14. My child does not need to learn isiZulu as English is the international language.					
14.15. It is important to learn isiZulu because it is one of our official languages.					
14.16. People only need to know one language.					

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
14.17. My child does not have the time to learn isiZulu.					
14.18. All children should be required to learn isiZulu in KZN schools.					
14.19. A change in the curriculum to include isiZulu is done at the expense of other more important subjects.					

Please complete the following information if you would like to participate in an interview:

Name: _____

Contact Details: _____

Your help is greatly appreciated. Thank you.

APPENDIX E

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Interview questions for Learners in selected Durban high schools

Department of Linguistics University of KZN (Howard College Campus)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S’bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu as a subject and how these attitudes affect language planning and policy. I need your help to understand what attitudes exist towards isiZulu as a subject and why. I am going to use this information for the purpose of research.

- This is a **voluntary, anonymous** and **confidential** interview.
- You do not have to take part if you do not want to; just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this interview is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- Interviews will be tape recorded live with your permission and will be transcribed for analysis.
- All data collected from interviews will be kept safely for 5 years and thereafter disposed of in a responsible manner.
- This interview should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:..... Date:.....

Personal Information

- 1) Age: _____ Race: _____
2) Gender: M / F _____ Grade : _____
3) First language: _____

Please answer the following questions

- 4) What language subjects are offered at your school?
- 5) Is isiZulu one of these languages?
If **YES**,
- Are you studying isiZulu, if yes, why, if no, why not?
 - At what level is it being taught?
 - Is it being taught as an examinable subject or a non-examinable subject?
- If **NO**,
- Would you like to study isiZulu, if yes, why, if no, why not?
 - Does the school have any plans to implement isiZulu at a later stage?
- 6) How would you feel if you were forced to learn isiZulu?
- 7) What are the benefits of knowing isiZulu?
- 8) How do you feel about isiZulu?
- 9) How do you feel about the implementation of isiZulu as a subject into the school curriculum?
- 10) What is the value of isiZulu to you?

10) ONLY IF LEARNER IS STUDYING ISIZULU AS A SUBJECT

- What is nice about learning isiZulu?
- Have you experienced any problems studying isiZulu?
- Do you feel you have enough time to study the language at school?
- How do you feel about the teaching materials?
- Have you experienced any difficulty with the teaching material?
- Has studying isiZulu as a subject helped you with other subjects?
- Why are you studying isiZulu as a subject?
- As a learner, what would be more helpful?

11) ONLY IF LEARNER IS NOT STUDYING ISIZULU AS A SUBJECT

- Why are you not studying isiZulu as a subject at your school?
- If you had to choose, when would you like to learn isiZulu as a subject at your school?
- Do you feel you are at a disadvantage because you are not studying isiZulu as a subject?

APPENDIX F

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Interview questions for teachers in selected Durban high schools

Department of Linguistics University of KZN (Howard College Campus)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S’bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu as a subject and how these attitudes affect language planning and policy. I need your help to understand what attitudes exist towards isiZulu as a subject and why. I am going to use this information for the purpose of research.

- This is a **voluntary, anonymous and confidential** interview.
- You do not have to take part if you do not want to; just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this interview is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- Interviews will be tape recorded live with your permission and will be transcribed for analysis.
- All data collected from interviews will be kept safely for 5 years and thereafter disposed of in a responsible manner.
- This interview should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:..... Date:.....

Personal Information

- 12) Age: _____
13) Gender: M / F
14) First language: _____

Please answer the following questions

- 15) What is the language policy of the school?
- 16) Has the language policy changed?
- 17) Is it according to the Language in Education policy?
- 18) What language subjects are offered at your school?
- 19) Which of these are examinable subjects? Do they appear on the students' report cards?
- 20) Is isiZulu one of these languages?
If **YES**,
- Why?
 - At what level is it being taught?
 - From when has it been taught? Why?
 - What type of teachers are you (first language teachers/second language speakers, etc)
 - What are your qualifications for teaching isiZulu?
 - What medium is isiZulu being taught through?
 - How many hours a week is allocated to teaching isiZulu?
 - Do you feel that this is enough time or do you feel that you need more time?
 - How many hours a week are allocated to other languages at the school?
- If there is a difference in time,**
- Why are the languages being taught at your school allocated different amount of time?
- If **NO**,
- Why not (don't want to/ no use to teach it/ cannot afford another teacher/ don't want to see it forced on students)?
 - What factors inhibit isiZulu from being taught at your school
 - Does the school have any plans to implement isiZulu at a later stage? Why?
- 21) Has the school been given any guidelines from the Education Department for the implementation of isiZulu as a subject?
If **NO**,
- Has the school requested any guidelines from the Education Department?
- If **YES**,

- Are the guidelines clear and easy to understand?
 - Are they providing help? (Funding, teachers, material, support)
- 22) How do you feel about adding another language as a subject to the present school curriculum?
- 23) Do you think enforcing students to learn isiZulu will work? Why/Why not?
- 24) What can knowledge of isiZulu do for the students?
- 25) If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum?
- 26) How do you feel about implementing isiZulu as a subject into the school curriculum?
- 27) If you teach isiZulu as a school subject
- Have you experienced any problems with the **teaching materials**?
 - IF **YES**, What problems have you experienced? Have the problems being resolved? If Yes, How were they resolved?
 - Have you experienced any problems with the **learners**?
 - IF **YES**, What problems have you experienced? Have the problems being resolved? If Yes, How were they resolved?
 - Have you experienced any problems with the **subject**?
 - IF **YES**, What problems have you experienced? Have the problems being resolved? If Yes, How were they resolved?
 - Have you been trained as an isiZulu teacher?
 - Are most of your learners who study isiZulu mother tongue isiZulu student or are they non-isiZulu speakers?

APPENDIX G

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Interview questions for governing body members in selected Durban high schools

Department of Linguistics University of KZN (Howard College Campus)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S'bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu as a subject and how these attitudes affect language planning and policy. I need your help to understand what attitudes exist towards isiZulu as a subject and why. I am going to use this information for the purpose of research.

- This is a **voluntary, anonymous** and **confidential** interview.
- You do not have to take part if you do not want to; just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this interview is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- Interviews will be tape recorded live with your permission and will be transcribed for analysis.
- All data collected from interviews will be kept safe for 5 years and thereafter disposed of in a responsible manner.
- This interview should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:..... Date:.....

Personal Information

- 28) Age: _____
29) Gender: M / F
30) First language: _____

Please answer the following questions

- 31) What is the language policy of the school?
- 32) Has the language policy changed?
- 33) Is it in line with the language in education policy?
- 34) Does the language policy of the school reflect the linguistics realities of the learner population?
- 35) What language subjects are offered at your school?
- 36) Is isiZulu one of these languages?
If **YES**,
- Why?
 - At what level is it being taught?
 - From when has it been taught? Why?
 - What type of teachers is teaching the course (first language teachers/second language speakers, etc) why?
 - How has the implementation of isiZulu into you school impacted on timetabling?
 - What are the differences between the present and former timetables?
 - Have the teachers been experiencing any difficulties?
 - Have the learners been experiencing any difficulties?
 - Has the school been given any guidelines form the Education Department?
 - If yes, how helpful are the guidelines? Are they providing support, funding, teaching materials?
 - If not, has the school requested any guidelines from the Department of Education.
 - How do you feel about implementing isiZulu into the school curriculum?
- If **NO**,
- Why not (don't want to/ no use to teach it/ cannot afford another teacher/ don't want to see it forced on students)?
 - Does the school have any plans to implement isiZulu at a later stage? Why?
 - How do you feel about implementing isiZulu into the school curriculum?

37) If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum?

11) What does the knowledge of isiZulu mean to you?

APPENDIX H

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Interview questions for principals in selected Durban high schools

Department of Linguistics University of KZN (Howard College Campus)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S’bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu as a subject and how these attitudes affect language planning and policy. I need your help to understand what attitudes exist towards isiZulu as a subject and why. I am going to use this information for the purpose of research.

- This is a **voluntary**, **anonymous** and **confidential** interview.
- You do not have to take part if you do not want to; just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this interview is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- Interviews will be tape recorded live with your permission and will be transcribed for analysis.
- All data collected from interviews will be kept safely for 5 years and thereafter disposed of in a responsible manner.
- This interview should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:..... Date:.....

Personal Information

- 38) Age: _____
39) Gender: M / F
40) First language: _____

Please answer the following questions

- 41) What is the language policy of the school?
- 42) Has the language policy changed?
- 43) Is it according to the language in education policy?
- 44) Does the language policy reflect the linguistics realities of the learner population?
- 45) What other language subjects are offered at your school?
- 46) Is isiZulu one of these languages?
If **YES**,
- Why?
 - At what level is it being taught?
 - From when has it been taught? Why?
 - What type of teachers do you have (first language teachers/second language speakers, etc) why?
 - Has the teachers been trained to teach isiZulu?
 - Do you supervise and support the teachers?
 - Do you view learner progression files and get report back from the teachers?
 - How has the implementation of isiZulu into you school impacted on timetabling?
 - What are the differences between the present and former timetables?
 - Have the teachers been experiencing any difficulties?
 - Have the learners been experiencing any difficulties?
 - Was it difficult to implement isiZulu as a subject?
 - Has the school been given any guidelines form the Education Department?
 - If yes, how helpful are the guidelines? Are they providing support, funding, teaching materials?
 - If not, has the school requested any guidelines from the Department of Education.
- If **NO**,
- Why not (don't want to/ no use to teach it/ cannot afford another teacher/ don't want to see it forced on students)?
 - Does the school have any plans to implement isiZulu at a later stage? Why?

- 47) What can knowledge of isiZulu do for the students?
- 48) If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum?
- 49) How do you feel about implementing isiZulu as a subject into the school curriculum?
- 15) What does the knowledge of isiZulu mean to you?

APPENDIX I

FOR OFFICE USE ONLY: Respondent number

ATTITUDES TOWARDS THE IMPLEMENTATION OF ISIZULU AS A SCHOOL SUBJECT IN SELECTED DURBAN HIGH SCHOOLS IN 2006 AND ITS IMPLICATIONS FOR LANGUAGE PLANNING AND POLICY IN SOUTH AFRICA.

Interview questions for parents of learners in selected Durban high
schools

Department of Linguistics University of KZN (Howard College Campus)

Researcher

Ms. F Govindasamy

Contact no: 031 – 5723379

Advisor

Mrs. A Geyser

University of KZN, Howard College

Contact no: 031 – 2607541

Premier S'bu Ndebele announced in his State of the Province address in 2005 that all public schools in KwaZulu-Natal will offer isiZulu as a school subject in 2006. The aim of my research is to investigate attitudes towards the implementation of isiZulu as a subject and how these attitudes affect language planning and policy. I need your help to understand what attitudes exist towards isiZulu as a subject and why. I am going to use this information for the purpose of research.

- This is a **voluntary, anonymous and confidential** interview.
- You do not have to take part if you do not want to; just tell us you are not interested. A decision not to take part will not result in any form of discrimination.
- Anyone who takes part in this interview is free to withdraw from the study at any stage and for any reason.
- If you do take part your responses will not be linked to you or your school.
- Interviews will be tape recorded live with your permission and will be transcribed for analysis.
- All data collected from interviews will be kept safely for 5 years and thereafter disposed of in a responsible manner.
- This interview should not take more than 15 to 20 minutes to complete.

Permission to use my responses for research purpose

I (full name of participant) hereby confirm that I have understood the contents of this document and the nature of the research project to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Sign:..... Date:.....

Personal Information

50) Age: _____

51) Gender: M / F

52) First language: _____

Please answer the following questions

53) What language subjects are offered at your child's school?

54) Is isiZulu one of these languages?

If **YES**,

- Is your child studying isiZulu, if yes, why, if no, why not. If no, would you encourage your child to study isiZulu?
- At what level is it being taught?

If **NO**,

- Would you like your child to study isiZulu, if yes, why, if no, why not?
- Does your child's school have any plans to implement isiZulu at a later stage?
- Do you feel that your child is at a disadvantage or advantage by not studying isiZulu as a subject?

55) What can knowledge of isiZulu do for your child?

56) If you had to choose, when would you like your child to learn isiZulu as a language of learning across the curriculum?

57) How do you feel about implementing isiZulu as a subject into the school curriculum?

58) What does the knowledge of isiZulu mean to you?

59) ONLY IF LEARNER IS STUDYING ISIZULU AS A SUBJECT.

- Why is your child excited about learning isiZulu as a subject?
- Is your child excited about studying the language?
- Do they find it easy? Okay or difficult?
- Has your child experienced any difficulty learning the language?
- Does your child bring home isiZulu homework?

60) ONLY IF LEARNER IS NOT STUDYING ISIZULU AS A SUBJECT

- Is there any reason why your child is not studying isiZulu as a subject?
- Do you feel that your child is at a disadvantage or disadvantage by not studying isiZulu as a subject?

APPENDIX J

School A – Learner 2

Grade : 8

Age: 14 Race: African Sex: Female First language: isiZulu

What language subjects are offered at this school? Afrikaans, isiZulu and English

Are you studying isiZulu? No, not yet.

Why not? Because we are not allowed to study isiZulu in grade 8.

At what grade are you allowed to study isiZulu? I think in matric.

Would you like to study isiZulu? Yes

Why? Because I would like to know my home language.

What are the benefits of knowing isiZulu? N>

How do you feel about isiZulu? I feel great

If you had to choose when would you like to start learning isiZulu? I would start in grade 3.

Why? Because I would like to learn the language before I get to high school.

Do you feel that you are at a disadvantage because you are not learning isiZulu?
Yes

Why? Because it is my language. I have to know my language.

School A – Learner 3

Grade : 8

Age: 13

Race: Coloured

Sex: Female

First language: English

What language subjects are offered at this school? Afrikaans and English

Is isiZulu one of the languages offered at this school? I think so but we don't learn isiZulu at grade 8

Why? I don't know.

Would you like to study isiZulu? Yes

Why? Because in South Africa you have to know Zulu languages to get a job.

Do you know if you will study isiZulu later on in this school? I think so

What are the benefits of knowing isiZulu? N>R

What is good about knowing it? It's exciting and everybody is speaking it now so I want to learn it.

If you had to choose when would you like to learn isiZulu as a subject? I would have liked to start learning in grade 3.

Why? So we can know it by this time

Do you feel you are at a disadvantage because you are not studying isiZulu? No

Why not? N>R

School A – Learner 5

Grade : 9

Age: 14

Race: Coloured

Sex: Male

First language: English

What language subjects are offered at this school? Just Afrikaans, English and Zulu

Are you studying isiZulu? No, I don't want to.

Why not? I find it difficult like last year in Standard 6 we were doing isiZulu and when it came to exams it was difficult like the spelling and pronunciation of words, its not for me.

How would you feel if you were forced to learn isiZulu? I'll leave school.

Are there're any benefits to knowing isiZulu? Yes there is because most of the people in this province speak Zulu and some jobs are bilingual, must know two languages. I prefer Afrikaans and English, no other language.

If you had to choose when would you have liked to have started learning isiZulu?

From maybe grade 3 so that I can get used to it by the time I am in high school.

Do you feel that you are at a disadvantage because you are not studying isiZulu?

No, I find it an advantage to me because in my opinion I don't want to learn isiZulu. I prefer just English and Afrikaans. There are already 9 subjects; I do not need a tenth one as well.

School A – Learner 9 Grade : 10
Age: 16 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English, Afrikaans and isiZulu

Are you studying isiZulu? No

Why not? It's offered from grade 10.

Would you like to study isiZulu? No

Why not? I think I would like to learn my language better because I have never done it before as it has never been offered at this school. This is the first time the school has offered it.

What are the benefits of knowing isiZulu? I think the benefits of knowing isiZulu is that we can know more than one language because the most common language that is used is English. You can use Zulu in the rural areas where they don't know English.

How do you feel about isiZulu? I feel okay about it. It's a good subject. It's a good language.

How would you feel if you were forced to learn isiZulu, if it became a compulsory language? I wouldn't mind. It would be okay

What is nice about learning isiZulu in this school? You learn different things, things that you didn't know

Have you experienced any problems studying isiZulu? No, it's just the spelling. I'm having a problem with the spelling but I am getting there.

Do you feel you have enough time to study the language at school? Yes I do think so but the material is not enough.

How do you feel about the teaching material? We don't really have the books for all the children. We have to share books with other classes, so we use the books and then leave them for the other classes can use them.

Do you think you need more teaching material? Yes

Have you had any other difficulty with the teaching material? No it's just the books. It's okay for the dictionaries to stay at school.

Has studying isiZulu as a subject helped you with any other subject? Not really

School A – Learner 10 Grade : 10
Age: 16 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? It's English, Afrikaans and isiZulu

Are you studying isiZulu? Yes

Why are you studying isiZulu? I'm studying isiZulu so I can help my children with their homework when I have children.

At what level is it being taught? I think it is a first language

Is it being taught as a examinable subject? Yes

What are the benefits of knowing isiZulu? Communication with people.

How would you feel if you were forced to learn isiZulu? It would be okay

How do you feel about this school offering isiZulu as one of the languages that learners can choose to study? I'm very disturbed about it because the first time in grade 8 they had isiZulu and they changed it last year. They didn't have isiZulu in grade 9 but grade 10.

Do you know why they had isiZulu in grade 8 and not grade 9? I think they didn't have teachers to teach us isiZulu.

What is nice about learning isiZulu in this school? I think it is the new words you learn in isiZulu that you didn't know the meanings and the words you didn't know how to spell

Have you experienced any problems studying isiZulu? Yes, in the beginning because I didn't have a background in isiZulu. I didn't study it at all. It was my first time in grade 10 but I got to understand it. I got to understand it by Miss teaching us.

Do you feel you have enough time to study the language at school? I can say yes but there are shorter time, the periods are short.

Would you like to have more or less time? More time

How do you feel about the teaching material? We do have one text book I have seen for Zulu and dictionaries but we need more.

Have you had any difficulty with the teaching material? No

Has studying isiZulu as a subject helped you with any other subject? Yes

Which subject? Geography

How? Like isiZulu words on the map. We get to know the meaning of the isiZulu words.

As a learner what would be more helpful? I think by people acknowledging us and knowing we are studying isiZulu. That would be great. Like culture, we can have a room and on one side Afrikaans culture, and African culture etc

School A – Learner 11 Grade : 10
Age: 16 Race: African Sex: Female First language: isiZulu

What language subjects are offered at this school? They offer English, Afrikaans and isiZulu

Are you studying isiZulu? Yes

Why are you studying isiZulu? Because I find it easier for me as I know the language.

At what level is it being taught? First additional language

Is it being taught as an examinable subject? Yes, its an examinable subject

What are the benefits of knowing isiZulu? I think isiZulu comes second from English. It's very easy to communicate with other people. It's easier for me.

How would you feel if you were forced to learn isiZulu, if it became compulsory? I feel okay because I know the language.

How do you feel about this school offering isiZulu as one of the languages that learners can choose to study? I think it was a good idea because we want it. It's a very good idea.

What is nice about learning isiZulu in this school? You get to know the language and speak the language

Have you experienced any problems studying isiZulu? Not yet

Do you feel you have enough time to study the language at school? Of course I practice it on a daily basis

How do you feel about the teaching material? Because they introduce it this year we are not perfect with the facilities but I think its going to get better.

Have you had any difficulty with the teaching material? No

Has studying isiZulu as a subject helped you with any other subject? Not really.

As a learner what would be more helpful? For isiZulu I am one of the top achievers so I am fine.

School A – Learner 14 Grade : 11
Age: 17 Race: African Sex: Female First language: isiZulu

What language subjects are offered at this school? isiZulu is offered but when we started out it was not offered to us. They started this year from grade 10. other language are Afrikaans and obviously English.

Are you studying isiZulu? No

What are the benefits of knowing isiZulu? isiZulu is one of the most common languages that people now communicate with and it is a lot of fun and interesting.

What is the value of isiZulu to you? For me it is my culture, my language and it is very precious and valuable to me and to think some of my friends don't know isiZulu, it is very sad.

How would you feel if you were forced to learn isiZulu, if it became compulsory? I'll be absolutely happy because it is my home language and I need to know it.

How do you feel about this school offering isiZulu as one of the languages that learners can choose to study? It's great as many other schools offer isiZulu.

If you had to choose when would you have liked to have started learning isiZulu? From very small, primary school in grade 3.

Why? Because if you learn it from very young you will understand it perfectly.

Do you feel that you are a disadvantage because you are not studying isiZulu? In a way yes, because there are some things about my culture and language that I do not know. I would like to know more about isiZulu and I think schools should teach us things like that.

School A – Learner 16 Grade : 11
Age: 18 Race: Coloured Sex: Female First language: English

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? No

Why not? It wasn't offered to us.

How would you feel if you were forced to learn isiZulu, if it became compulsory?

I guess I would have to go with it. If it was compulsory then I would go with it.

What are the benefits of knowing isiZulu? I think it is very important especially now in our country. We need to know a language especially isiZulu in order to get jobs and stuff like that.

How do you feel about this school offering isiZulu as one of the languages that learners can choose to study? I don't think it is a good move.

Why? Because isiZulu is a difficult language and I think it is not fair to accept children to adapt to a new language in these school years. We should start in primary school.

If you had to choose when would you have liked to have started learning isiZulu?

I think grade 3 is a good start.

Do you feel that you are a disadvantage because you are not studying isiZulu?

Yes

In what way? Well, I'm in grade 11, I'll be leaving school very soon. And when you apply for jobs you need to know another language, especially isiZulu now days. I think it is important to know isiZulu.

School B – Learner 5 Grade : 9
Age: 15 Race: Coloured Sex: Female First language: English

What language subjects are offered at this school? English Afrikaans and isiZulu – that's about it.

Are you studying isiZulu? I have no choice.

Why are you studying it? I think because most people speak Zulu in South Africa and so you can get a better job.

At what level is it being taught? I think as a second language because they speak isiZulu and then translate into English.

Is it being taught as an examinable subject? Yes

What are the benefits of knowing isiZulu? You can communicate with other people.

How do you feel about the language? Since I can't speak isiZulu its kind of difficult for me because I grew up speaking only English, one language. Some of the Zulu speakers don't even know how to write in Zulu. They know English better.

How would you feel isiZulu became a compulsory subject? I will go to another school where I won't be forced.

How do you feel about the school offering isiZulu as one of their subjects? It's difficult because I have to try and pass another subject that I don't even know.

What is nice about learning isiZulu? The only thing is that I can translate and I can speak to my friends in Zulu.

Have you experienced any problems studying isiZulu? Yes, I can not spell in Zulu and it makes learning more difficult

Do you feel there is enough time to study the language? No.

Would you like more or less time? Less time.

Why? Because it's hard for us that only speak one language to have to go through something we don't even know.

How do you feel about the teaching material? It's okay.

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No.

What would be more helpful to you? To be able to speak in isiZulu and then to learn it.

School B – Learner 6 Grade : 9
Age: 15 Race: African Sex: Female First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? Yes

Why are you studying it? Because it's compulsory at the moment

At what level is it being taught? As a first language

Is it being taught as an examinable subject? Yes

What are the benefits of knowing isiZulu? For me I'm able to communicate with people everyday

How do you feel about the language? I enjoy it. It's quiet interesting.

How would you feel isiZulu became a compulsory subject? I wouldn't mind

How do you feel about the school offering isiZulu as one of their subjects? I am happy about that.

What is nice about learning isiZulu? N>R

Have you experienced any problems studying isiZulu? No

Do you feel there is enough time to study the language? No.

Would you like more or less time? More time.

Why? Because it gets complicated and we need more time to understand it

How do you feel about the teaching material? We hardly ever use it

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No.

What would be more helpful to you? We should be using the teaching material that the teachers have and they should explain it more properly

School B – Learner 8 Grade : 9
Age: 17 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? Yes, I am

Why are you studying it? Zulu is my first language and I know Zulu more than English and Afrikaans.

At what level is it being taught? Third language.

Is it being taught as an examinable subject? Yes

What are the benefits of knowing isiZulu? Like everywhere you go people are speaking Zulu

How do you feel about the language? I like isiZulu. I feel confident when I speak it.

How would you feel isiZulu became a compulsory subject? I won't have any problems.

How do you feel about the school offering isiZulu as one of their subjects? It is good because it is my first language.

What is nice about learning isiZulu? Many people in my class are speaking isiZulu even the Indians. If they don't know something they ask us what is this in Zulu, for example what is a t-shirt in isiZulu

Have you experienced any problems studying isiZulu? No

Do you feel there is enough time to study the language? It is not enough time.

Why? If I can get two periods a day I would be fine.

How do you feel about the teaching material? They're fine

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No, not at all.

What would be more helpful to you? N>R

School B – Learner 11 Grade : 10
Age: 16 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? Yes, I am

Why are you studying it? It's easier for me to learn.

At what level is it being taught? First additional

Is it being taught as an examinable subject? Yes

How would you feel if you were forced to learn isiZulu, if it became a compulsory subject? It would tear me apart

Why? I don't like doing things that I'm forced to do

What are the benefits of knowing isiZulu? I wouldn't say they are benefits. I already know it. I am learning it now to improve my writing. I don't know how to write properly.

How do you feel about isiZulu being one of the subjects offered at this school? Its great because Afrikaans is more difficult.

What is nice about learning isiZulu? we are learning a language I can understand

Have you experienced any problems studying isiZulu? No problems.

Do you feel there is enough time to study the language? Yes

How do you feel about the teaching materials? They can improve it.

Have you experienced any problems with the teaching materials? I wouldn't say that.

Has studying isiZulu helped you with any other subject? Yes sometimes in history when we learn about the old stuff.

What would be more helpful to you? I don't know.

School B – Learner 12 Grade : 10
Age: 17 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? Yes, I am

Why are you studying it? I thought it would be better than Afrikaans. But not now.

Why do you say that? Because I only started learning isiZulu in grade 6. I learnt Afrikaans from primary school.

Are you finding isiZulu difficult? Yes especially the literature.

At what level is it being taught? Not sure

Is it being taught as an examinable subject? Yes, we write exams.

How would you feel if you were forced to learn isiZulu, if it became a compulsory subject? Very bad

Why? Because I don't understand the literature part of it, reading is easy writing is very difficult

What are the benefits of knowing isiZulu? I'm not sure

How do you feel about isiZulu? I don't think we should learn isiZulu.

Why? Because we speak isiZulu, we know Zulu.

How do you feel about isiZulu being one of the languages offered at this school?

It's a great opportunity for those who want to learn it.

Have you experienced any problems studying isiZulu? Yes

What problems have you experienced? Literature is difficult

Do you feel there is enough time to study the language? Yes

How do you feel about the teaching materials? We get everything

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No

What would be more helpful to you? I think it is a waste of time because I already know the language.

School B – Learner 13 Grade : 11
Age: 17 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu
Are you studying isiZulu? Yes, I am.

Why are you studying it? Because I know Afrikaans, I wanted to know another language.

At what level is it being taught? Second level.

Is it being taught as an examinable subject? Yes, we write exams

How would you feel if you were forced to learn isiZulu, if it became a compulsory subject? I don't know.

What are the benefits of knowing isiZulu? None, I don't find it valuable in any way because the language we all use is English. Zulu, you use only in the class, at home and with your friends. There is no value to it except as an indigenous language.

How do you feel about isiZulu being one of the languages offered at this school?
As it is my mother-tongue, I am very proud.

What is nice about learning isiZulu? The environment and the way the teacher conducts the lesson. She does it on a more friendly level

Have you experienced any problems studying isiZulu? No

Do you feel there is enough time to study the language? Yes, there's enough.

How do you feel about the teaching materials? It's okay, no complaints

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No

What would be more helpful to you? It's fine, it can't get any better.

School B – Learner 14 Grade : 11
Age: 17 Race: African Sex: Male First language: isiZulu

What language subjects are offered at this school? English Afrikaans and isiZulu

Are you studying isiZulu? Yes

Why are you studying it? Just because my parents forced me to I guess

Why did they force you? Because I understand it better and it would be easier

At what level is it being taught? Second level.

Is it being taught as an examinable subject? Yes,

How would you feel if you were forced to learn isiZulu, if it became a compulsory subject? Very bad, Because I don't like being forced.

What are the benefits of knowing isiZulu? N>R

How do you feel about the language? It's just a language that I am studying

How do you feel about isiZulu being one of the languages offered at this school? I think it is great because other children from other race groups can learn the language.

What is nice about learning isiZulu? Its fun and understandable

Have you experienced any problems studying isiZulu? No

Do you feel there is enough time to study the language? Yes

How do you feel about the teaching materials? It's a bit boring at times but you get used to it

Have you experienced any problems with the teaching materials? No

Has studying isiZulu helped you with any other subject? No

What would be more helpful to you? I>R

School D – Learner 8 Grade : 9
Age: 15 Race: Indian Sex: Male First language: English

What language subjects are offered at this school? We have English, Afrikaans , Arabic and isiZulu

Are you studying isiZulu? No

Why not? I personally don't like isiZulu. I think it is too difficult. If you look at the matric results in this school, Afrikaans gets more marks.

How would you feel if isiZulu became a compulsory subject language? I would be angry and disappointed because I don't think it is necessary to learn the language.

What are the benefits of knowing isiZulu? I don't think it holds that much of a benefit. Most people do speak Zulu but then more people know English

If you had to choose when you have liked to have started learning isiZulu as a subject? I would never choose it

Do you feel that you are at a disadvantage because you are not studying isiZulu?
No

School D – Learner 11 Grade : 10
Age: 16 Race: Indian Sex: Female First language: English

What language subjects are offered at this school? English and Arabic are compulsory subjects. We can have a choice of Afrikaans and Zulu as our second language.

Are you studying isiZulu? No, I'm not

Why not? I prefer Afrikaans because it is easier.

How would you feel if isiZulu became a compulsory subject language? I wouldn't like it much

What are the benefits of knowing isiZulu? Apparently you get more jobs

If you had to choose when you have liked to have started learning isiZulu as a subject? Grade 3, maybe it would be easier then because we are younger

Do you feel that you are at a disadvantage because you are not studying isiZulu?

No, I actually did study Zulu but I changed to Afrikaans because it was too difficult.

APPENDIX K

School A – Teacher 1

Age: 31 Sex: Female Race: African First language: isiZulu

What is your first language? My first language is isiZulu.

What is the language policy of this school? Unfortunately I don't know that.

What languages are offered in this school as a subject? We offer isiZulu, English and Afrikaans.

Which of these languages are examinable? All of them.

Why is isiZulu one of the languages offered at this school? Because in our school we have Zulu speaking learners. Even though some of them are not speaking isiZulu we find that the Coloureds we have in our schools are also staying in our townships so they do not know how to speak isiZulu because they are not taught in isiZulu.

At what level is isiZulu being taught? It is taught in grade 10 but next year we will be doing it in grade 10 and 11 and in the following year up to grade 12.

Is it taught as a first additional, second additional? It's taught as a first additional language? What are your qualifications for teaching isiZulu?

Okay, I have a diploma in Secondary Teacher's Diploma, then isiZulu was one of my majors. It was my first major subject.

What medium is isiZulu being taught through? I'm teaching it is isiZulu but I find that some of the words that I use in Zulu, they don't know and then I have to translate them in English so that they can have a better understanding of that word.

How many hours a week are allocated for the teaching of isiZulu? In terms of hours I'm not sure but each and every week I have one period for Zulu and I have two classes so you can say I have ten classes.

Do you think that this is enough time? I think I need more time like seeing each class twice per day with the difficulties I have. Some of the learners can't read and write so I need more time with them. I have even tried to use my second break to teach those who can't read and write.

How many hours are allocated to the other languages taught in this school? I'm not sure.

Is it the same as isiZulu? More or less? In Afrikaans I can say that it is the same because learners in one class who are doing Afrikaans will go for Afrikaans and isiZulu learners will go for isiZulu.

Has the school being given any guidelines for the implementation of isiZulu? No I haven't but I used to communicate with my colleagues from the other schools and I also work hand in hand with the teachers who are teaching Afrikaans.

Has the school requested and guidelines? They have tried and I was supposed to go for one of their workshops but unfortunately I didn't make it.

How do you feel about adding another language into the school curriculum?

IsiZulu was added this year how do you feel about this? I think it was a very good idea because they need to know their language.

Do you think enforcing students to learn isiZulu will work? Yes I think so because it forms part of their background. We have students from Zulu families and others from two racial groups. But they don't know the language. If they know the language, they will know their background.

What can a knowledge of isiZulu do for students? Knowing where they come from. Knowing their language and to speak the right language and to write correctly.

If you had to choose when would you like to introduce isiZulu as a language across the curriculum? I'll say from the primary level, maybe grade 3 but in the high school you can start from grade 8.

Have you experienced any problem with the teaching material? No.

Have you experienced any problem with the learners? Yes, sometimes.

What kind of problems? You will find that the learner will tell you that what you are telling them today, their mother has never told them or the words that we use in class, they will tell you that it is not used like this. This is how I know the word. So you have to tell them that this is the right word. Some of them are using slang.

Has these problems being resolved? Yes, we know have dictionaries.

Have you experienced any problem with the subject? No

Are most of your learners who take isiZulu mother tongue isiZulu speakers?

Yes, two learners but those two are Coloured. I think their mother's are Zulu speakers. They are using the surnames of their fathers who are Coloureds but they usually socialize in isiZulu and they go to townships.

Do you think it would be better if they started implementing isiZulu in grade 8?

Yes, these learners can't read and write. Although they speak the language they are not fluent. You will find them using other words. They will say miss I don't think this is the right word for what you are trying to say.

Do the dictionaries help? Yes it does, because most of the words that they use and know the meaning in English so when they check the dictionaries they know that it is right.

What would be more helpful for you? I think more workshops.

School A – Teacher 2

Age: 45 Race: Indian Sex: Female First language: English

What is the language policy of the school? As far as I know English is the medium of instruction. Afrikaans is a first additional language in grade 8, 9, 11 and 12. In grade 10 learners have been offered the opportunity to choose between Afrikaans and isiZulu as their first additional language.

Is the language policy in accordance with the language in education policy? Yes.

Which of these languages are examinable? All of them – English, Afrikaans and isiZulu.

Why is isiZulu one of the languages offered at this school? We find that learners who come from the Zulu culture are obviously disadvantaged in learning Afrikaans because this would now be a third language and we felt that offering isiZulu might allow them to communicate better and it is open to other learners who want to learn isiZulu but at a level that is now problematic. At grade 10 they do not have the grounding in other grades so this is going to make it difficult for them.

How do you feel about adding another language into the school curriculum? If it's going to allow for the further development of learners, I think it is advisable although we should start it at a much lower grade. In our school it was in grade 8 but if it is possible to introduce it in the primary school level would be an advantage.

Do you think enforcing students to learn isiZulu will work? No, however we are forcing learners to learn Afrikaans and I don't understand how it will be different. You know we are allowing Zulu learners to choose isiZulu. We do have some of them that still stick to Afrikaans but most of them have chosen isiZulu. Why can't we offer other learners the opportunity to do what they want to do but with that it's a wide lot of politics because it would mean that we need a number of different teachers.

What can a knowledge of isiZulu do for learners? In KwaZulu-Natal it is obviously going to allow them better communication. The prospects of speaking Afrikaans here is limited. Outside of this province you will be able to use Afrikaans. In KwaZulu-Natal isiZulu is the main language of communication even more so than English.

When would you like to introduce isiZulu as a language of learning across the curriculum? I think as early as grade 3 when they start learning other languages.

Why grade 3? Because that is where you start your grounding in languages. By then hopefully you would have mastered the use of English as your medium of instruction so you should be able to move on to a second language.

This is the first year that this school has offered isiZulu to their learners. How do you feel about that? If the learners can cope with starting with it at that level then it is advisable. If they have done isiZulu before or if they have been exposed to isiZulu before but if you are suddenly expecting learners who have never done isiZulu to take it in grade 10 it is not going to be to their advantage.

What does the knowledge of isiZulu mean to you? Better communication especially in KwaZulu-Natal. Currently I can speak isiZulu and hold a reasonable conversation that's because I have grown up in an area where I have learnt isiZulu but I have a problem reading it and I definitely won't be able to write in it. If I had learnt it early in my life it would have helped me at this stage.

School A- Teacher 4 Grade: 8
Age: 53 Race: Colored Sex: Female First language: English

What is the language policy of this school? We offer English on the higher grade, Afrikaans is also on higher grade and our first additional language and so is isiZulu to some learners in grade 10.

Has the language changed recently? Yes. It was only last year that we introduced isiZulu at grade 10 for those learners who want to study it.

Which of these languages are examinable? All of them are.

Why do you think isiZulu is one of the languages offered at this school? Our learners speak isiZulu and they find it difficult to cope with Afrikaans. And Zulu is the language of KZN. For work purposes many people want learners to have Zulu when they apply for jobs.

How do you feel about adding another language as a subject? I don't think it will work. Already with Afrikaans, learners are having a problem with Afrikaans. Zulu on the other hand is also a very difficult language to take up at this level because learners need to learn from a very young age for their vocabulary and spelling of these word and I have already noticed that even our learners who are doing isiZulu now are finding it difficult to even spell these words.

What can the knowledge of isiZulu do for learners? It can do a lot like I said in the work place. Zulu will be one of the requirements when applying for jobs.

When would you like to introduce isiZulu as a language of learning across the curriculum? At primary school rather than at high school because learners should have basic knowledge when they are learning a language, any language for that matter. You can not just drop it on them when they are in high school because they don't have the grounding that they need to really get for them to master the language.

What does the knowledge of isiZulu mean for you? I do speak isiZulu but not 100%. I enjoy speaking the language. It also allows me to communicate with some of these learners when they are having a problem.

School B – Teacher 1

Age: 45 Sex: Female Race: African First language: isiZulu

What is the language policy of this school? I am a new teacher and I haven't viewed it as yet

What languages are offered in this school as a subject? We offer isiZulu, English and Afrikaans.

Why is isiZulu one of the languages offered at this school? Because our school is in KZN and isiZulu is the language most used. For the residents and people of KZN, is better to learn isiZulu

At what level is isiZulu being taught? As an additional language

From when has it being taught? It started earlier, maybe 2001. I'm not sure but it was done before there was a policy to implement it.

What are your qualifications for teaching isiZulu?

I majored in isiZulu at university

What medium is isiZulu being taught through? To accommodate our learners in our school who are mostly Blacks and Indians, we used to code switch and code mix for them to understand.

How many hours a week are allocated for the teaching of isiZulu? It is according to the policy.

Do you think that this is enough time? There is enough time. It teaches them the basics for conversation.

How many hours are allocated to the other languages taught in this school?

English is the main language so it has more time.

Has the school being given any guidelines for the implementation of isiZulu? I don't know as I am a new teacher

How do you feel about adding isiZulu into the school curriculum? It is good. Learners can learn the language

What can a knowledge of isiZulu do for students? It will help them after the complete their schooling with tertiary because when they are employed they will be able to communicate with African language speakers.

If you had to choose when would you like to introduce isiZulu as a language across the curriculum? As early as primary school

Why? When kids are young it is easier for them to learn languages

Have you experienced any problem with the learners? Some of them, it is difficult for them to cope with isiZulu and they don't want to practice simple things amongst

Have you experienced any problem with the subject? No problem

Are most of your learners who take isiZulu mother tongue isiZulu speakers?

Most are isiZulu mother tongue, few are isiXhosa and then English mother tongue speakers

What would be more helpful for you? Like having textbooks that will accommodate those learners who are not mother tongue speakers. The language will be simplified.

School B – Teacher 2

Age: 25 Sex: Male Race: African First language: isiZulu

What is the language policy of this school? Not at all

What languages are offered in this school as a subject? We offer isiZulu, English and Afrikaans.

Why is isiZulu one of the languages offered at this school? I think from the government, parliament. They said if schools want to learn isiZulu they can. There are also some who are struggling to know Afrikaans and some struggle to know isiZulu from grade 10. they can choose Afrikaans or isiZulu, they are not forced

At what level is isiZulu being taught? As a second language

From when has it being taught? It started earlier, maybe 2001. I'm not sure but it was done before there was a policy to implement it.

What are your qualifications for teaching isiZulu? At present no qualifications as yet.

What medium is isiZulu being taught through? Zulu for the FET phase but for the OBE phase we use English and Zulu

How many hours a week are allocated for the teaching of isiZulu? FET you see them daily for 45 minutes. For OBE you see them twice a week

Do you think that this is enough time? I think we need more time for the kids to be perfect in isiZulu

How many hours are allocated to the other languages taught in this school?

Afrikaans is the same but there is more for English

Has the school being given any guidelines for the implementation of isiZulu? I don't know about that

How do you feel about adding isiZulu into the school curriculum? It's a great idea. I really like it. Some of the kids show a lot of interest in learning it

What can a knowledge of isiZulu do for students? A lot. As we are approaching the 2010 World Cup so many tourist will arrive in this province. They will want to know the culture of the Zulu.

If you had to choose when would you like to introduce isiZulu as a language across the curriculum? At the very first grade

Why? Because they need the background. When they come here they don't have the basics. That is why I said we need more time because we have to go back to the basics.

Have you experienced any problem with the learners? No

Have you experienced any problems with the teaching materials? No

Have you experienced any problem with the subject? No

Are most of your learners who take isiZulu mother tongue isiZulu speakers?

Most are mother tongue

What would be more helpful for you? I think we need a lot of teaching material and the help from the primary school. I think they must introduce isiZulu to make it better for us because we find at this stage some of the kids have never learnt isiZulu so they can only speak it. They can't even write it and read.

School C – Teacher 2

Age: 54 Race: White Sex: Female First language: Afrikaans

What is the language policy of the school? We are an English/Afrikaans school and we give lessons in both of these languages. I'm not sure if we can call ourselves double medium because some of our classes use both languages at the same time.

Why is isiZulu not one of the languages offered at this school? Because we can't get staff to teach it. We don't have the allocation.

Does the school have any plans to implement isiZulu at a later stage? It depends on the Department, if they give us enough teachers to be able to cope, then I imagine we would have isiZulu

How do you feel about adding another language into the school curriculum? I feel it's a good idea if we have enough trained teachers.

Do you think enforcing students to learn isiZulu will work? I don't know if isiZulu will work until you have changed the Zulus' ideas about Zulu. They see Zulu as inferior. When I speak Zulu to the Zulus' some of them pretend not to understand me. They say to me "don't speak that language, speak English".

Do you think introducing isiZulu will benefit students? Yes. In Natal yes. I feel all people should be able to speak Zulu but then I feel all people should be able to speak Afrikaans

When would you like to introduce isiZulu as a language of learning across the curriculum? As earlier as possible, then it's easier to teach it

This is the first year that this school has offered isiZulu to their learners. How do you feel about that? If the learners can cope with starting with it at that level then it is advisable. If they have done isiZulu before or if they have been exposed to isiZulu before but if you are suddenly expecting learners who have never done isiZulu to take it in grade 10 it is not going to be to their advantage.

School C – Teacher 4

Age: 40 Race: White Sex: Female First language: Afrikaans

What is the language policy of the school? Every Department has their own policy

Is it according to language-in-education policy? Yes

What language subjects are offered at your school? English home language, English first additional, Afrikaans home language, Afrikaans first additional

What do you teach? English

Why is isiZulu not one of the languages offered at this school? We had it about two or three years ago as a seventh subject for matrices but it was quiet a mission to get some one out here to teach it.

Does the school have any plans to implement isiZulu at a later stage? I'm not sure

How do you feel about adding another language into the school curriculum? I think it is fine but it is something that should have started in primary school otherwise High School kids will have problems dealing with the language. I find many often can't write Zulu. I teach the choir as well and when I ask them to write Zulu songs, they are not capable.

Do you think enforcing students to learn isiZulu will work? No I don't. I don't think enforcing any language will work. I see their attitudes towards Afrikaans and they hate it. English they're okay. They are still going to use it in the business world.

Do you think introducing isiZulu will benefit students? In the first place it's part of their culture, that's for Zulu learners. As for the white kids it would be better for their career.

When would you like to introduce isiZulu as a language of learning across the curriculum? I think from grade 3. The same grade where most learners start learning their first additional language.

School D – Teacher 2

Age: 61 Sex: Female Race: African First language: isiZulu

What is the language policy of this school? English is our medium of instruction. Learners also have to take Arabic. They can choose between Afrikaans and isiZulu as a first additional language.

Why is isiZulu one of the languages offered at this school? isiZulu has been taught in this school for more than 10 years. I could be wrong. The school felt that isiZulu is more widely known in KZN than Afrikaans and it would be better for these learners.

What are your qualifications for teaching isiZulu?

I have a BA Honors qualification

What medium is isiZulu being taught through? The lower grades I use English and isiZulu, at the higher level I try to use more isiZulu

Do you think that this is enough time? Yes, there is enough time.

Has the school being given any guidelines for the implementation of isiZulu? I'm not sure because isiZulu was introduced a long time ago.

How do you feel about adding isiZulu into the school curriculum? It is good for the learners to know isiZulu and like this school it must be by choice. They learners must choose what languages they want to study

What can a knowledge of isiZulu do for students? I think isiZulu will help them when they are working. Most of the people in this province are isiZulu speakers. If these people have a problem communicating our learners will be able to assist them because they know isiZulu. Even if they don't need the language for their jobs, they are living in KZN, they will be able to communicate with more people.

If you had to choose when would you like to introduce isiZulu as a language across the curriculum? Like all languages I believe that it should start early when the mind is young.

Have you experienced any problem with the learners? Most of the learners who are studying isiZulu do not have too much problems. I thinking our learners are doing well. There is only one major problem. Our learners do not want to take isiZulu in matric because it is difficult for them to get high marks. I have seen the papers from the Department and it is not in a level that is appropriate for our learners. Those papers would be more suitable for mother-tongue isiZulu speakers. I think there is some problems within the Department.

Have you experienced any problem with the subject? No problems

Are most of your learners who take isiZulu mother tongue isiZulu speakers? No, most of my learners are English mother-tongue speakers

What would be more helpful for you? I think this school is doing a very good job promoting isiZulu. I feel the problem lies with the Department. There needs to be regulations about grading and they need to inform the teachers about that.

APPENDIX L

School A: Principal

Age: 54 **Sex:** Male **First language:** English **Race:** Coloured

What is the language policy of this school? English is used as the medium of instruction. It is the language of learning.

Is it according to the language in education policy? Yes

Does the language policy reflect the linguistic realities of the learner population? Yes

What other languages are offered at your school? Afrikaans and isiZulu.

Why is isiZulu one of the languages offered in your school? Because 30% of the learners are African languages speakers.

At what level is it being taught? It is taught as a second language.

From when has it being taught? It's being taught from grade one.

From which year has it being taught? It started this year.

What type of isiZulu teachers do you have? We have one isiZulu teacher. She is an isiZulu first language speaker.

Has the teacher been trained to teach isiZulu? Yes.

Do you supervise and support the teachers? Yes

Do you view learner progression files and get report back from teachers? Yes.

How has the implementation of isiZulu in your school impacted on timetabling? All it means is that we synchronised the isiZulu and the Afrikaans so that they are taught at the same time.

Have the teachers experienced any difficulties? No.

Have the learners experienced any difficulties? No

Was it difficult to implement isiZulu as a subject? No.

Has the school being given any guidelines from the Education Department? Yes.

What type of guide lines? Well there is a curriculum statement.

Are they providing support, funding, teaching materials? Not really.

What can the Department of Education do to help make the implementation of isiZulu better? They can support us and the teachers.

What can the knowledge of isiZulu do for the students? In this school it is mainly the Zulu speakers who are studying isiZulu as a second language as opposed to taking Afrikaans as a language. KwaZulu-Natal was never an Afrikaans colony. If anything you should speak isiZulu as a second language so it would benefit students with their interactions with other isiZulu speakers.

If you had to choose, when would you like to introduce isiZulu as a language of learning across the curriculum? I would still choose grade 10.

What does the knowledge of isiZulu mean to you? It means that you accept South Africa as your home because South Africa is a country where indigenous languages are the languages of the majority.

School B: Principal**Age:** 49**Sex:** Male**First language:** English**Race:** Indian

What is the language policy of this school? In terms of medium of instruction it is English but because we have a very large number of African learners, we have encourage isiZulu as a subject as far as our second language is concerned. Our first language is English and we give learners the choice of Afrikaans or isiZulu as a second language.

At what level is it being taught? It is being taught from grade 8 to grade 12

From when has it being taught? We introduced isiZulu several years ago, I'm not exactly sure how many but I would say 5 or 7 years ago.

What type of isiZulu teachers do you have? The isiZulu teachers come from the predominately Black African communities. They have specialized in the teaching of isiZulu

Has the teacher been trained to teach isiZulu? To the best of my knowledge, those teachers who are permanent have received some form of training. However the educators we have employed recently are paid by the school governing body. They have not received any training what so ever. When it comes to training the focus is more on state paid educators.

Do you supervise and support the teachers? Generally speaking in all spheres I supervise and support the teachers to the best of my abilities. I have 55 educators and it is impossible to supervise individually but I often liaise with the HODs.

Do you view learner progression files and get report back from teachers? Yes, I do it via the HODs due to time constraints. The HOD's report to me on learners' progression.

How has the implementation of isiZulu in your school impacted on timetabling?

Well, isiZulu is a normal learning subject like all our subjects and it fits into our curriculum. The introduction of isiZulu has helped in improving our overall results, particularly at grade 12 level. IsiZulu appears to be a subject where learners are passing as apposed to mathematics and even Afrikaans.

Have the teachers experienced any difficulties? It stems from the kind of support we are getting from the Department. Yes they would be experiencing problems but they tend to liaise with the subject advisors and try to iron out as many problems as possible.

Have the learners experienced any difficulties? No

Was it difficult to implement isiZulu as a subject? I can not be sure but I think the Department via the subject advisor are offering guidance and direction

Are they providing support, funding, teaching materials? I do not know but with the limited financial constraints they are trying their best to do whatever they can

What can the knowledge of isiZulu do for the students? I think that we need to keep up with the times. After 1994 I think we need to brace ourselves for more isiZulu and I also believe that over a matter of time if Afrikaans phases out, schools will do 80% isiZulu and 20% Afrikaans. We need to keep abreast of times.

If you had to choose, when would you like to introduce isiZulu as a language of learning across the curriculum? I think from grade R to grade 12.

What does the knowledge of isiZulu mean to you? Fortunately for me I grew up on a farm and as a child I learnt isiZulu and I can communicate with the older African parents in Zulu. I can not read or write isiZulu. I'm very fortunate even though I'm not perfect. It has helped me tremendously

School C – Principal

Age: 57

Sex: Male

First language: Afrikaans

Race: White

What is the language policy of this school? We changed our policy in 1997 to a dual medium school. Up until then we were an Afrikaans medium school.

Is the language policy of this school according to the language-in-education policy?

Well, I think there is a need for us to introduce isiZulu but there has been no pressure. The kids that come here know that there are two languages. There has been no pressure from the Department or parents.. If the Department supplies us with an additional teacher then we can start isiZulu as soon as we can.

Does the language policy reflect the linguistic realities of the learner population?

No, not at all. There is quite a lot of Zulu learners but they come from primary schools where they learnt English and Afrikaans.

Does the school have any plans to implement isiZulu at a later stage? Well. Its not a matter of having a plan. If the Department gives us additional teachers who have been trained then we will introduce Zulu. It must be a qualified teacher who can teach the subject. Sometimes people think just because they can cook then they can teach hospitality classes

What can the knowledge of isiZulu do for the learners? I'm very opened minded. How far can they go in this country where they can use Zulu outside the boundaries of KwaZulu-Natal because I feel in the rest of the country the language will be of any benefit to them? The main language in the workplace is English. I don't know how good these kids are in their mother-tongue because for so long they have not being taught in it. You loose the easiness and fluency of a language if you do not use it.

What does the knowledge of isiZulu mean to you? I wish I could speak it like my mother did. She was very fluent in Zulu. I do know some things in Zulu but it is very limited. I have promised the grade 8s that by the time they leave this school I will be able to say good bye in Zulu

School D – Principal

Age: 41

Sex: Male

First language: English

Race: Indian

What is the language policy of this school? English is the medium of instruction. Arabic is a compulsory subject. We also offer Afrikaans and isiZulu as a first additional language.

Does the language policy reflect the linguistic realities of the learner population? Very much so

Why is isiZulu one of the languages offered in this school? Many years ago we took the bold step of adopting isiZulu because for one, we live in South Africa and two, we live in KwaZulu-Natal. If we want to integrate with the population of South Africa how better than with the languages of the masses

At what level is it being taught? Right up to grade 12

From when has it being taught? For the last 12 years or so, maybe even 15.

What type of isiZulu teachers do you have? We have people who are qualified in the language and we try our best to have, I might not be politically correct, but we try to have native speakers.

Do you supervise and support the teachers? Previously I should supervise but now it fall under the language department of this school

Do you view learner progression files? Yes I do

How has the implementation of isiZulu impacted on timetabling? Not at all. We formed a split between Afrikaans and isiZulu. They run concurrently.

Have the teachers experienced any difficulties? Yes. I think the Department of Education needs to come to the party. We need clearer guidelines. And more support for our educators. I think that if the Department comes to the party, isiZulu will not only take off in our schools but in various other schools

Have the learners experienced any problems? Not really. They have a choice so learners have a passion to do the language. Where we have a problem is in grade 12. for example, the learners will get As when they take the internal examinations but when they write the Department papers it is very difficult for them. I think there is some problem within. This also does help with the promotion of isiZulu in this school.

What can the knowledge of isiZulu do for the learners? I think it can do wonders. I would say it is the most widely spoken African language and its culture is something that fascinates me. They have systems in place but because we are not exposed to it we don't know. Every time you think of an African person you think of a maid or a worker but they have such an intricate culture. I feel that our kids should be exposed to it. It is via the language that you learn the culture.

School E – Principal

Age: 38

Sex: Male

First language: English

Race: White

What is the language policy of this school? Our learners study English and Afrikaans

Is the language policy of this school according to the language-in-education policy? Yes, it is.

Does the language policy reflect the linguistic realities of the learner population? Yes

Does the school have any plans to implement isiZulu at a later stage? Not at this moment. Before we implement a new language or any new subject in this school it has to be something brought on by parents and learners. Thus far, the learners and the parents have not expressed any dissatisfaction with English and Afrikaans.

What can the knowledge of isiZulu do for the learners? It is a tool for communication. I have no problems including isiZulu but it must be something that the learners in this school want. Yes, I do feel that isiZulu would serve these learners more than Afrikaans, especially in KZN where it is the common language.

What does the knowledge of isiZulu mean to you? Well it is a means of communication. I speak a little Zulu and there are times where that little I know is of great benefit to me. When I speak Zulu, Zulu speakers are excited and proud. They are proud because somebody took the time to a language that is important to their culture.

APPENDIX M

School B – Governing Body member 1

Age: 43

Sex: Female

Race: African Home language: isiZulu

What is the language policy of the school? I'm not sure

Has the language policy changed? I don't really know

Is it in line with the language in education policy? I'm sure it is.

What languages are offered at this school? English, Afrikaans and isiZulu

Does it reflect the linguistic realities of the learner population? Yes it does, very much so. Most of the learners in this school are Africans and Indians.

Why is isiZulu not one of these languages? I think because most of these learners are African children and it is better for them to learn isiZulu than Afrikaans.

Why? I think many of the children were having problems with Afrikaans. isiZulu is easier for them.

At what level is it being taught at? I'm not sure

From when has it being taught? For a very long time

What type of teachers is teaching the course? I think you need to ask the school that question.

How do you feel about implementing isiZulu into the school curriculum? I don't think there is a problem.

Have the teachers been experiencing any difficulties? I don't think so

Have the learners been experiencing any difficulties? Not that I know of

Has the school been given any guidelines from the department of Education? I think they have.

How do you feel about implementing isiZulu into the school curriculum? It is very good. These learners can learn about their culture and their language. It will also be good for Indian children as well. We are all living in KZN, we need to learn the language and culture of this province.

If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum? If it is possible from grade 4.

What does the knowledge of isiZulu mean to you? It means that you know your language. You know where you are coming from. It means everything.

School C – Governing Body member 1

Age: 39

Sex: Female

Race: White Home language: Afrikaans

What is the language policy of the school? We are a dual medium school. We offer English and Afrikaans. Learners have the choice of being instructed in English or Afrikaans

Is it in line with the language in education policy? Yes

Does it reflect the linguistic realities of the learner population? It does not. We do have many African learners at this school

Why is isiZulu not one of these languages? I'm not really sure. We haven't received any indication from the African learners or parents for that matter.

How do you feel about implementing isiZulu into the school curriculum? I think it would be an excellent idea but before we implement the language we need to find out if it will be viable. Do we have enough learners who want to learn the language and do we have the teaching staff as well.

If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum? From the primary level but it must be by choice. Learners should be able to choose the languages they want to study

What does the knowledge of isiZulu mean to you? It means that I know another language to communicate with. I don't think there is much economic value to isiZulu other than it being a cultural language. English is still the language of the tertiary educational sector as well as the business sector.

What does the knowledge of isiZulu mean to the learners? It means that they can communicate with more people in this province. For the African learners it is part of their identity and culture.

School D – Governing Body member 1

Age: 46

Sex: Male

Race: Indian Home language: English

What is the language policy of the school? English is the medium of instruction. English and Arabic are compulsory subjects. Learners also have the choice of Afrikaans or Zulu as a second language.

Is it in line with the language in education policy? Yes it is.

Why is isiZulu one of these languages? We are living in KwaZulu-Natal. Zulu is the language of most of the people in this province. Our learners need to active members of this society and Zulu is one of the ways of achieving that.

At what level is it being taught? It is being taught at the same level as Afrikaans

From when has it been taught? I'm exactly certain but maybe 8 or 10 years

What type of teachers is teaching the course? We have qualified teachers who are Zulu mother-tongue speakers.

How has the implementation of isiZulu into you school impacted on timetabling?
There has been no impact

Have the teachers been experiencing any difficulties? No

Have the learners been experiencing any difficulties? Not really. Learners are reluctant to take Zulu at matric level because they feel is more difficult for them to high marks it is for this reason that many of them are opting for Afrikaans. They get much higher marks for Afrikaans then Zulu.

Has the school been given any guidelines form the Education Department? I'm not sure

How do you feel about implementing isiZulu into the school curriculum? I feel only good things can come out of it. It will allow learners to communicate with more people. It might also be beneficial to their careers. If you read job advertisements, you will find that many of them are asking for applicants who are proficient in English as well as Zulu.

If you had to choose, when would you introduce isiZulu as a language of learning across the curriculum? From the very beginning so they can better understand the language.

What does the knowledge of isiZulu mean to you? It means that you are proficient in another language.

School D – Governing Body member 2

Age: 44

Sex: Male

Race: Indian Home language: English

What is the language policy of the school? We have English as a first language. We offer two second languages. It's a choice between Afrikaans and isiZulu and we teach Arabic as a foreign language.

Why is isiZulu one of these languages? When we took a decision to offer isiZulu at the board level, we looked at the province that we live in, and we looked at the opportunities that did not exist during the apartheid times and now with this country opening up there are opportunities for the communities to get closer and obviously language is a barrier. We saw isiZulu as a means to break these barriers.

From when has it been taught? I think it was 1994, I'm not sure about the exact date.

What type of teachers is teaching the course? We have first language teachers

How has the implementation of isiZulu into your school impacted on timetabling?

Not on timetabling but I can tell you that it has impacted on staff. In terms of our cost factor it has doubled for language teachers. We decided to bite the bullet, take in the costs with a wider vision.

Have the teachers been experiencing any difficulties? No

Have the learners been experiencing any difficulties? Yes they have especially with external examinations; apparently what we believe is the external moderators fail to understand that these are not first language speakers. I think this school is one of the pioneers in this province to introduce isiZulu as a choice for a second language. Our intention initially was to phase out Afrikaans completely and offer only isiZulu. But we retracted on that because the Department of Education did not have their act together and there was no support from them for our isiZulu department. If matrics get good marks in isiZulu, then learners see that it is not difficult and they will be encouraged to take it. The feeling out there for learners is that isiZulu is a difficult language and Afrikaans is easier. The parents came up with a petition saying that they would still want Afrikaans as an option and give the children that chance to choose what language they want to study. so it worked counter productive to what we wanted to achieve. But we feel that if the Department has it's act together then we can still achieve it. If you go back and look at our matric results, we have students who have 7 As and 1 C for isiZulu. This also puts the children at a disadvantage of coming out in the top ten in the country and this has filtered down the years so more children are opting for Afrikaans

Has the school been given any guidelines from the Education Department? It would be unfair of me to say that the Department has provided no help. 6 or 5 years ago we used to call people from the Department and we will talk to them about the problems but they don't do anything about it.

What does the knowledge of isiZulu mean to you? It means an opportunity to understand the culture and the people of this province and also to be active members of this province through the knowledge of the language.

APPENDIX N

School A – Parent 1

Age: 35 Race: Coloured Sex: Female First language: English

What language subjects are offered at your child's school? English and Afrikaans
Is isiZulu one of the languages offered at their school? I don't think so, I'm not really sure.

Would you like your child to study isiZulu? Not at this time

Why? She is in Standard 9. She is not going to learn a new language in one year. It won't make any difference to her right now.

Do you feel that your child is at a disadvantage because they are not studying isiZulu as a language? Everyone speaks and understands English so not studying Zulu is not a disadvantage.

If you had to choose when would you like your child to learn isiZulu as a language? I don't really know but maybe at the same time when they start learning Afrikaans. That's what I think.

How do you about implementing isiZulu into the school curriculum? N>R

How would you feel if isiZulu became one of the subjects at your daughter's school? It would be okay. I don't think that is a problem at all. There are many African children going to her school.

What does the knowledge of isiZulu mean to you? Every language has some advantages to it. Most people in KZN and I think maybe South Africa speak Zulu. If I knew Zulu I would be able to communicate with more people.

School A – Parent 2

Age: 41

Race: Coloured

Sex: Female

First language: English

What language subjects are offered at your child's school? English and Afrikaans

Is isiZulu one of the languages offered at their school? I think so

Would you like your child to study isiZulu? Yes

Why? It will be beneficial for him when he looks for a job. He will have more opportunities.

Is your child currently studying isiZulu? No. That subject is not offered in his grade. I'm not sure what grade it is offered in.

Do you feel that your child is at a disadvantage because they are not studying isiZulu as a language? No

Why? He already learns English and Afrikaans. That's two languages. I think that is enough.

If you had to choose when would you like your child to learn isiZulu as a language? Grade R

Why? It would be easier for him and he will have enough opportunity to practice Zulu and also to learn

How do you about implementing isiZulu into the school curriculum? There are more African children than Coloured children in the school. I think it is good.

What does the knowledge of isiZulu mean to you? It means you can speak and understand more people.

School A – Parent 3

Age: 38

Race: African Sex: Female

First language: isiZulu

What language subjects are offered at your child's school? English and Zulu

Is your child studying isiZulu? Yes

Why? It is our home language

At what level is it being taught? I don't know

Why is your child excited about learning isiZulu? Because she is learning our language.

Does she find isiZulu easy? Yes. She find the writing and reading very very difficult and this is the first time she is studying the language.

Has she experienced an difficulty or problems with the language? Just reading and writing. And I think words too.

Does your child bring home isiZulu home work? Yes. Sometimes she asks me or her sister for help.

If you had to choose when would you like your child to learn isiZulu as a language? I'm not sure.

How do you about implementing isiZulu into the school curriculum? I am very happy. She was doing very bad in Afrikaans, now it's a little better with Zulu.

What does the knowledge of isiZulu mean to you? My child can know about her people and her culture.

School A – Parent 4

Age: 40 Race: African Sex: Male First language: isiZulu

What language subjects are offered at your child's school? Zulu and Afrikaans

Is your child studying isiZulu? Yes, he is. He started this year

Why? We are Zulu speakers. I think Zulu will be easier than Afrikaans because he knows how to speak it.

At what level is it being taught? I think second language

Why is your child excited about learning isiZulu? He is learning proper Zulu not the slang these young children speak with their friends.

Does she find isiZulu easy? No. No school subject is easy but it is okay for him.

Has she experienced any difficulty or problems with the language? He has not told me anything

Does your child bring home isiZulu homework? Yes

If you had to choose when would you like your child to learn isiZulu as a language? Standard 8 is okay

How do you about implementing isiZulu into the school curriculum? It feels good. Now the children have more choice not only Afrikaans.

What does the knowledge of isiZulu mean to you? It means everything. It is my language

School B – Parent 1

Age: 40 Race: Indian Sex: female First language: English

What language subjects are offered at your child's school? Zulu, English and Afrikaans

Is your child studying isiZulu? Yes she is.

Why? She is in grade 8. The three languages are compulsory for her. When she is in grade 10, she has to choose between Afrikaans and Zulu

At what level is it being taught? Second language

Why is your child excited about learning isiZulu? She can understand more people around her and she enjoys learning it

Does she find isiZulu easy? She does not find it easy. In primary school, she learnt Afrikaans and English. She already has a foundation in those languages. This is the first time that she is learning Zulu. She is still a beginner.

Has she experienced any difficulty or problems with the language? I think she has some problem speaking the language, especially the words that have click in them.

Does your child bring home isiZulu home work? Yes she does

If you had to choose when would you like your child to learn isiZulu as a language? Early maybe in grade 3 when she also started leaning Afrikaans.

How do you about implementing isiZulu into the school curriculum? Although she goes to a multiracial school, the majority of learners are African speakers. You have to cater to the needs of those children as well.

What does the knowledge of isiZulu mean to you? It means that you can communicate with more people. More people in this province understand Zulu than any other language. You need Zulu to communicate with those people.

School B – Parent 2

Age: 43 Race: African Sex: Female First language: isiZulu

What language subjects are offered at your child's school? Zulu and English

Is your child studying isiZulu? Yes

Why? She was studying English, Afrikaans and Zulu last year. This year she is not studying Afrikaans. Afrikaans was too difficult. She had much problems.

At what level is it being taught? N>R

Is your child excited about learning isiZulu? Yes

Why is your child excited about learning isiZulu? She enjoys Zulu alot

Does she find isiZulu easy? Yes, She knows Zulu better than Afrikaans and even English. She does very well.

Has she experienced any difficulty or problems with the language? No problems

Does your child bring home isiZulu home work? Yes

If you had to choose when would you like your child to learn isiZulu as a language? From high school

How do you feel about implementing isiZulu into the school curriculum? I am excited. It is our language. Even the Indian children can also learn it.

What does the knowledge of isiZulu mean to you? I>R

School B – Parent 3

Age: 36

Race: African Sex: Male

First language: isiZulu

What language subjects are offered at your child's school? Zulu and English and Afrikaans

Is your child studying isiZulu? Yes

Why? It is a compulsory language

At what level is it being taught? I don't know about that

Is your child excited about learning isiZulu? Yes, very excited

Why is your child excited about learning isiZulu? He enjoys all his subjects at his school

Does she find isiZulu easy? Yes

Has she experienced any difficulty or problems with the language? I think he has some difficulty with spelling and reading also.

Does your child bring home isiZulu homework? Yes

If you had to choose when would you like your child to learn isiZulu as a language? From very early

Why? So when they come to high school they won't be having any problems with Zulu. They will know the language well.

How do you feel about implementing isiZulu into the school curriculum? It is good.

Why? Not many children have the opportunity to study Zulu at their schools. The children at this school are very lucky

What does the knowledge of isiZulu mean to you? It means that you can learn about Zulu people and our culture

School B – Parent 4

Age: 44 Race: Indian Sex: Female First language: English

What language subjects are offered at your child's school? Zulu, English and Afrikaans

Is your child studying isiZulu? No, she did study Zulu in grade 8 and grade 9 but not from grade 10.

Why? In grade 8 and 9 Zulu and Afrikaans were compulsory subjects. When she was in grade 10 she choose to study Afrikaans instead of Zulu.

Was your child excited about learning isiZulu in grade 8 and 9? No, it is not easy to learn three languages concurrently in addition to all the other subjects that she needs to study

Did she find isiZulu easy? She did manage to pass Zulu but it was not easy for her. Zulu is a very difficult language, I think. And there weren't much opportunities for her to practice.

Had she experienced any other difficulty or problems with the language? It was four years ago, I can't remember if there were other problems

If you had to choose when would you like your child to learn isiZulu as a language? I don't believe she needs to learn Zulu.

Why do you feel that way? When is she going to use Zulu? Everyone understands English. We studied Afrikaans in school for many years and never used Afrikaans outside of the classroom. She should spend that time with other subjects that will be more valuable to her.

How do you about implementing isiZulu into the school curriculum? It is a very good idea. There are many African children in her school. These children can learn Zulu instead of Afrikaans

What does the knowledge of isiZulu mean to you? To me? I don't feel Zulu has any meaning to me

Do you feel that your child is at a disadvantage because they are not studying isiZulu as a language? No

School B – Parent 5

Age: 43 Race: African Sex: Female First language: isiZulu

What language subjects are offered at your child's school? Zulu, English and Afrikaans

Is your child studying isiZulu? Yes

Why? Because he needs to know his language and culture

At what level is it being taught? I don't know

Is your child excited about learning isiZulu? My child is very excited

Why is your child excited? She enjoys the language

Does she find isiZulu easy? Yes

Has she experienced any other difficulty or problems with the language? No

If you had to choose when would you like your child to learn isiZulu as a language? From primary school

Why? So she can learn it better

How do you about implementing isiZulu into the school curriculum? I'm very happy about it

What does the knowledge of isiZulu mean to you? That I know my home language

Appendix O Raw Scores (Learners)

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	30	5.6	5.6	5.6
	14	120	22.4	22.4	28.0
	15	133	24.9	24.9	52.9
	16	130	24.3	24.3	77.2
	17	86	16.1	16.1	93.3
	18	28	5.2	5.2	98.5
	19	8	1.5	1.5	100.0
	Total	535	100.0	100.0	

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	257	48.0	48.0	48.0
	female	278	52.0	52.0	100.0
	Total	535	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Indian	129	24.1	24.1	24.1
	white	93	17.4	17.4	41.5
	colored	82	15.3	15.3	56.8
	African	231	43.2	43.2	100.0
	Total	535	100.0	100.0	

GRADE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grade 8	116	21.7	21.7	21.7
	grade 9	146	27.3	27.3	49.0
	grade 10	122	22.8	22.8	71.8
	grade 11	151	28.2	28.2	100.0
	Total	535	100.0	100.0	

HOME LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	262	49.0	49.0	49.0
	Afrikaans	47	8.8	8.8	57.8
	isiZulu	214	40.0	40.0	97.8
	Sesotho	6	1.1	1.1	98.9
	isiXhosa	6	1.1	1.1	100.0
	Total	535	100.0	100.0	

OTHER LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	190	35.5	35.5	35.5
	Afrikaans	218	40.7	40.7	76.3
	isiZulu	42	7.9	7.9	84.1
	English and isiXhosa	65	12.1	12.1	96.3
	English and Sesotho	11	2.1	2.1	98.3
	English and isiNdebele	1	.2	.2	98.5
	English, isiZulu, isiXhosa	1	.2	.2	98.7
	English and isiZulu	7	1.3	1.3	100.0
	Total	535	100.0	100.0	

LANGUAGE OFFERED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English and Afrikaans	163	30.5	30.5	30.5
	English, Afrikaans and isiZulu	243	45.4	45.4	75.9
	English, Afrikaans, isiZulu and Arabic	129	24.1	24.1	100.0
	Total	535	100.0	100.0	

LEVEL OFFERED - ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium of instruction	535	100.0	100.0	100.0

LEVEL OFFERED - AFRIKAANS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium of instruction	50	9.3	9.3	9.3
	first additional language	485	90.7	90.7	100.0
	Total	535	100.0	100.0	

LEVEL OFFERED - ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first additional language	372	69.5	100.0	100.0
Missing	System	163	30.5		
Total		535	100.0		

LEVEL OFFERED - ARABIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	second additional language	127	23.7	100.0	100.0
Missing	System	408	76.3		
Total		535	100.0		

LANGUAGES STUDIED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English and Afrikaans	251	46.9	46.9	46.9
	English and isiZulu	100	18.7	18.7	65.6
	English, Afrikaans and isiZulu	57	10.7	10.7	76.3
	English, Afrikaans and Arabic	90	16.8	16.8	93.1
	English, isiZulu and Arabic	37	6.9	6.9	100.0
Total		535	100.0	100.0	

REASONS FOR STUDYING ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	compulsory	343	64.1	64.1	64.1
	home language	34	6.4	6.4	70.5
	forced	12	2.2	2.2	72.7
	to learn the language	83	15.5	15.5	88.2
	for better job opportunities	20	3.7	3.7	92.0
	international language	34	6.4	6.4	98.3
	enjoy the language	9	1.7	1.7	100.0
Total		535	100.0	100.0	

REASONS FOR STUDYING AFRIKAANS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	compulsory	260	48.6	65.7	65.7
	home language	27	5.0	6.8	72.5
	forced	12	2.2	3.0	75.5
	to learn the language	56	10.5	14.1	89.6
	easy language to learn	41	7.7	10.4	100.0
	Total	396	74.0	100.0	
Missing	System	139	26.0		
Total		535	100.0		

REASONS FOR STUDYING ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	compulsory	33	6.2	16.9	16.9
	home language	87	16.3	44.6	61.5
	forced	4	.7	2.1	63.6
	to learn the language	66	12.3	33.8	97.4
	for better job opportunities	5	.9	2.6	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

REASONS FOR STUDYING ARABIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to read religious texts	127	23.7	100.0	100.0
Missing	System	408	76.3		
Total		535	100.0		

INTRODUCE ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grade 3	318	59.4	59.4	59.4
	grade 8	69	12.9	12.9	72.3
	grade 10	34	6.4	6.4	78.7
	at university	4	.7	.7	79.4
	not at all	94	17.6	17.6	97.0
	grade 1	16	3.0	3.0	100.0
	Total	535	100.0	100.0	

ISIZULU IS EXCITING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	76	14.2	39.0	39.0
	agree	73	13.6	37.4	76.4
	not sure	26	4.9	13.3	89.7
	disagree	13	2.4	6.7	96.4
	strongly disagree	7	1.3	3.6	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I FIND THE TEACHING MATERIALS EASY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	41	7.7	21.0	21.0
	agree	82	15.3	42.1	63.1
	not sure	43	8.0	22.1	85.1
	disagree	17	3.2	8.7	93.8
	strongly disagree	12	2.2	6.2	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

MY PARENTS INSISTED I STUDY THE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	42	7.9	21.5	21.5
	agree	46	8.6	23.6	45.1
	not sure	18	3.4	9.2	54.4
	disagree	53	9.9	27.2	81.5
	strongly disagree	36	6.7	18.5	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

ISIZULU IS DIFFICULT TO LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	24	4.5	12.4	12.4
	agree	43	8.0	22.2	34.5
	not sure	26	4.9	13.4	47.9
	disagree	60	11.2	30.9	78.9
	strongly disagree	41	7.7	21.1	100.0
	Total	194	36.3	100.0	
Missing	System	341	63.7		
Total		535	100.0		

I UNDERSTAND SOME - NICE TO LEARN MORE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	78	14.6	40.0	40.0
	agree	77	14.4	39.5	79.5
	not sure	19	3.6	9.7	89.2
	disagree	15	2.8	7.7	96.9
	strongly disagree	6	1.1	3.1	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I THINK IT IS GOOD TO KNOW AN INDIGENOUS LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	101	18.9	51.8	51.8
	agree	70	13.1	35.9	87.7
	not sure	12	2.2	6.2	93.8
	disagree	4	.7	2.1	95.9
	strongly disagree	8	1.5	4.1	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

THE TEACHING MATERIAL IS BORING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	15	2.8	7.7	7.7
	agree	26	4.9	13.3	21.0
	not sure	33	6.2	16.9	37.9
	disagree	71	13.3	36.4	74.4
	strongly disagree	50	9.3	25.6	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I PREFER ISIZULU TO AFRIKAANS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	94	17.6	48.2	48.2
	agree	40	7.5	20.5	68.7
	not sure	31	5.8	15.9	84.6
	disagree	13	2.4	6.7	91.3
	strongly disagree	17	3.2	8.7	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

IT WILL HELP ME COMMUNICATE WITH AFRICAN LANGUAGE SPEAKERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	98	18.3	50.3	50.3
	agree	70	13.1	35.9	86.2
	not sure	18	3.4	9.2	95.4
	disagree	5	.9	2.6	97.9
	strongly disagree	4	.7	2.1	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I LIKE THE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	91	17.0	46.7	46.7
	agree	62	11.6	31.8	78.5
	not sure	25	4.7	12.8	91.3
	disagree	9	1.7	4.6	95.9
	strongly disagree	8	1.5	4.1	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

IT HELPS MAINTAIN SYMBOLS OF ZULU CULTURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	86	16.1	44.1	44.1
	agree	57	10.7	29.2	73.3
	not sure	21	3.9	10.8	84.1
	disagree	11	2.1	5.6	89.7
	strongly disagree	20	3.7	10.3	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I CAN SPEAK IT THEREFORE IT IS EASIER TO LEARN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	70	13.1	35.9	35.9
	agree	56	10.5	28.7	64.6
	not sure	21	3.9	10.8	75.4
	disagree	24	4.5	12.3	87.7
	strongly disagree	24	4.5	12.3	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

IT IS MY MOTHER TONGUE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	100	18.7	51.3	51.3
	agree	36	6.7	18.5	69.7
	not sure	8	1.5	4.1	73.8
	disagree	13	2.4	6.7	80.5
	strongly disagree	38	7.1	19.5	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

ISIZULU IS EASIER THAN AFRIKAANS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	84	15.7	43.1	43.1
	agree	39	7.3	20.0	63.1
	not sure	42	7.9	21.5	84.6
	disagree	11	2.1	5.6	90.3
	strongly disagree	19	3.6	9.7	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

TEACHERS SPEND MUCH TIME ON THE TEACHING MATERIAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	35	6.5	17.9	17.9
	agree	65	12.1	33.3	51.3
	not sure	68	12.7	34.9	86.2
	disagree	20	3.7	10.3	96.4
	strongly disagree	7	1.3	3.6	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

I ALREADY KNOW HOW TO USE SOME OF THE ISIZULU WORDS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	112	20.9	57.4	57.4
	agree	70	13.1	35.9	93.3
	not sure	9	1.7	4.6	97.9
	disagree	1	.2	.5	98.5
	strongly disagree	3	.6	1.5	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

IT WILL HELP ME GET A JOB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	22	4.1	11.3	11.3
	agree	48	9.0	24.6	35.9
	not sure	84	15.7	43.1	79.0
	disagree	26	4.9	13.3	92.3
	strongly disagree	15	2.8	7.7	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

IT WILL HELP ME MAKE FRIENDS WITH ISIZULU SPEAKERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	73	13.6	37.4	37.4
	agree	79	14.8	40.5	77.9
	not sure	20	3.7	10.3	88.2
	disagree	17	3.2	8.7	96.9
	strongly disagree	6	1.1	3.1	100.0
	Total	195	36.4	100.0	
Missing	System	340	63.6		
Total		535	100.0		

WHAT CAN BE DONE TO IMPROVE YOUR LEARNING EXPERIENCE OF ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	more books	41	7.7	22.9	22.9
	more time	46	8.6	25.7	48.6
	better explanations	21	3.9	11.7	60.3
	use English to explain to non-mother tongue learners	8	1.5	4.5	64.8
	more oral practice	41	7.7	22.9	87.7
	to start learning at a younger age	10	1.9	5.6	93.3
	learn more about Zulu culture	12	2.2	6.7	100.0
	Total	179	33.5	100.0	
Missing	System	356	66.5		
Total		535	100.0		

ISIZULU IS TOO DIFFICULT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	72	13.5	21.2	21.2
	agree	87	16.3	25.6	46.8
	not sure	92	17.2	27.1	73.8
	disagree	64	12.0	18.8	92.6
	strongly disagree	25	4.7	7.4	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

I DO NOT LIKE ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	51	9.5	15.0	15.0
	agree	61	11.4	17.9	32.9
	not sure	54	10.1	15.9	48.8
	disagree	99	18.5	29.1	77.9
	strongly disagree	75	14.0	22.1	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

IT IS A WASTE OF TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	36	6.7	10.6	10.6
	agree	24	4.5	7.1	17.6
	not sure	55	10.3	16.2	33.8
	disagree	119	22.2	35.0	68.8
	strongly disagree	106	19.8	31.2	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

IT IS MY MOTHER-TONGUE, I DO NOT NEED TO LEARN IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	26	4.9	7.6	7.6
	agree	23	4.3	6.8	14.4
	not sure	50	9.3	14.7	29.1
	disagree	100	18.7	29.4	58.5
	strongly disagree	141	26.4	41.5	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

MY PARENTS DO NOT WANT ME TO STUDY IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	26	4.9	7.6	7.6
	agree	21	3.9	6.2	13.8
	not sure	58	10.8	17.1	30.9
	disagree	92	17.2	27.1	57.9
	strongly disagree	143	26.7	42.1	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

IT IS NOT OFFERED IN MY SCHOOL AS A SUBJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	87	16.3	25.6	25.6
	agree	57	10.7	16.8	42.4
	not sure	25	4.7	7.4	49.7
	disagree	53	9.9	15.6	65.3
	strongly disagree	118	22.1	34.7	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

EVERYBODY KNOWS ENGLISH, THERES'S NO NEED TO LEARN AN AFRICAN LANGAUGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	59	11.0	17.4	17.4
	agree	27	5.0	7.9	25.3
	not sure	32	6.0	9.4	34.7
	disagree	105	19.6	30.9	65.6
	strongly disagree	117	21.9	34.4	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

I DON'T NEED ISIZULU TO FIND A JOB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	54	10.1	15.9	15.9
	agree	50	9.3	14.7	30.6
	not sure	82	15.3	24.1	54.7
	disagree	84	15.7	24.7	79.4
	strongly disagree	70	13.1	20.6	100.0
	Total	340	63.6	100.0	
Missing	System	195	36.4		
Total		535	100.0		

ENGLISH CONTRIBUTES TO THE DISAPPEARANCE OF AFRICAN LANGAUGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	90	16.8	16.8	16.8
	agree	124	23.2	23.2	40.0
	not sure	173	32.3	32.3	72.3
	disagree	74	13.8	13.8	86.2
	strongly disagree	74	13.8	13.8	100.0
	Total	535	100.0	100.0	

I WILL NOT BE ABLE TO USE ISIZULU IN MY CAREER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	55	10.3	10.3	10.3
	agree	58	10.8	10.8	21.1
	not sure	175	32.7	32.7	53.8
	disagree	159	29.7	29.7	83.6
	strongly disagree	88	16.4	16.4	100.0
	Total	535	100.0	100.0	

ISIZULU IS A LANGUAGE WORTH LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	131	24.5	24.5	24.5
	agree	223	41.7	41.7	66.2
	not sure	92	17.2	17.2	83.4
	disagree	52	9.7	9.7	93.1
	strongly disagree	37	6.9	6.9	100.0
	Total	535	100.0	100.0	

IT IS IMPORTANT TO SPEAK ENGLISH AND ISIZULU IN KZN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	219	40.9	40.9	40.9
	agree	190	35.5	35.5	76.4
	not sure	58	10.8	10.8	87.3
	disagree	41	7.7	7.7	95.0
	strongly disagree	27	5.0	5.0	100.0
	Total	535	100.0	100.0	

STUDYING ISIZULU WILL GIVE ME STATUS IN MY COMMUNITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	106	19.8	19.9	19.9
	agree	152	28.4	28.5	48.3
	not sure	107	20.0	20.0	68.4
	disagree	108	20.2	20.2	88.6
	strongly disagree	61	11.4	11.4	100.0
	Total	534	99.8	100.0	
Missing	System	1	.2		
Total		535	100.0		

I FEEL POSITIVE ABOUT ISIZULU AND IT'S POTENTIAL FOR FUTURE DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	94	17.6	17.6	17.6
	agree	160	29.9	29.9	47.5
	not sure	138	25.8	25.8	73.3
	disagree	90	16.8	16.8	90.1
	strongly disagree	53	9.9	9.9	100.0
	Total	535	100.0	100.0	

SPEAKING ISIZULU IS A DISADVANTAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	20	3.7	3.7	3.7
	agree	21	3.9	3.9	7.7
	not sure	108	20.2	20.2	27.9
	disagree	184	34.4	34.5	62.4
	strongly disagree	201	37.6	37.6	100.0
	Total	534	99.8	100.0	
Missing	System	1	.2		
Total		535	100.0		

I WOULD LIKE TO LEARN ISIZULU TO KEEP MY LANGUAGE ALIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	153	28.6	28.7	28.7
	agree	148	27.7	27.7	56.4
	not sure	82	15.3	15.4	71.7
	disagree	92	17.2	17.2	89.0
	strongly disagree	59	11.0	11.0	100.0
	Total	534	99.8	100.0	
Missing	System	1	.2		
Total		535	100.0		

IT IS ESSENTIAL TO LEARN A DOMINANT AFRICAN LANGUAGE IN YOUR REGION TO GAIN EMPLOYMENT IN THE NEW SA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	85	15.9	15.9	15.9
	agree	135	25.2	25.2	41.1
	not sure	176	32.9	32.9	74.0
	disagree	81	15.1	15.1	89.2
	strongly disagree	58	10.8	10.8	100.0
	Total	535	100.0	100.0	

I THINK ISIZULU IS DIFFICULT TO STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	104	19.4	19.4	19.4
	agree	123	23.0	23.0	42.4
	not sure	88	16.4	16.4	58.9
	disagree	138	25.8	25.8	84.7
	strongly disagree	82	15.3	15.3	100.0
	Total	535	100.0	100.0	

ISIZULU SHOULD BE USED MORE IN PUBLIC SIGNS, NOTICES, AND ADS IN KZN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	89	16.6	16.6	16.6
	agree	116	21.7	21.7	38.3
	not sure	92	17.2	17.2	55.5
	disagree	109	20.4	20.4	75.9
	strongly disagree	129	24.1	24.1	100.0
	Total	535	100.0	100.0	

PEOPLE ONLY NEED TO KNOW ONE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	31	5.8	5.8	5.8
	agree	27	5.0	5.0	10.8
	not sure	43	8.0	8.0	18.9
	disagree	149	27.9	27.9	46.7
	strongly disagree	285	53.3	53.3	100.0
	Total	535	100.0	100.0	

ALL SOUTH AFRICANS SHOULD KNOW AT LEAST ONE INDIGENOUS LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	119	22.2	22.2	22.2
	agree	183	34.2	34.2	56.4
	not sure	88	16.4	16.4	72.9
	disagree	87	16.3	16.3	89.2
	strongly disagree	58	10.8	10.8	100.0
	Total	535	100.0	100.0	

I DO NOT HAVE THE TIME TO LEARN ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	55	10.3	10.3	10.3
	agree	81	15.1	15.1	25.4
	not sure	71	13.3	13.3	38.7
	disagree	165	30.8	30.8	69.5
	strongly disagree	163	30.5	30.5	100.0
	Total	535	100.0	100.0	

ALL CHILDREN SHOULD BE REQUIRED TO LEARN ISIZULUB IN KZN SCHOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	115	21.5	21.5	21.5
	agree	152	28.4	28.4	49.9
	not sure	70	13.1	13.1	63.0
	disagree	100	18.7	18.7	81.7
	strongly disagree	98	18.3	18.3	100.0
	Total	535	100.0	100.0	

IF I LEARNED ISIZULU I WOULD BE ABLE TO WATCH ISIZULU PROGRAMMES AND READ ISIZULU BOOKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	187	35.0	35.0	35.0
	agree	199	37.2	37.2	72.1
	not sure	50	9.3	9.3	81.5
	disagree	45	8.4	8.4	89.9
	strongly disagree	54	10.1	10.1	100.0
	Total	535	100.0	100.0	

I WOULD NOT LIKE TO LEARN ISIZULU BECAUSE MY FRIENDS WILL TEASE ME ABOUT IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	17	3.2	3.2	3.2
	agree	14	2.6	2.6	5.8
	not sure	40	7.5	7.5	13.3
	disagree	105	19.6	19.6	32.9
	strongly disagree	359	67.1	67.1	100.0
	Total	535	100.0	100.0	

**APPENDIX P
RAW SCORES (TEACHERS)**

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-34	4	22.2	22.2	22.2
	35-39	3	16.7	16.7	38.9
	40-44	4	22.2	22.2	61.1
	45-49	3	16.7	16.7	77.8
	50-54	2	11.1	11.1	88.9
	55-59	1	5.6	5.6	94.4
	60-64	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	6	33.3	33.3	33.3
	female	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Indian	3	16.7	16.7	16.7
	white	6	33.3	33.3	50.0
	colored	2	11.1	11.1	61.1
	African	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

WHAT SUBJECTS DO YOU TEACH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	6	33.3	33.3	33.3
	Afrikaans	5	27.8	27.8	61.1
	isiZulu	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

HOME LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	6	33.3	33.3	33.3
	Afrikaans	5	27.8	27.8	61.1
	isiZulu	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

OTHER LANGUAGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	12	66.7	66.7	66.7
	Afrikaans	5	27.8	27.8	94.4
	isiXhosa	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

HOW OFTEN ARE YOU CONSULTED ABOUT LANGUAGE POLICY ISSUES AT YOUR SCHOOL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	7	38.9	38.9	38.9
	rarely	5	27.8	27.8	66.7
	sometimes	3	16.7	16.7	83.3
	often	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

HOW OFTEN ARE YOU INFORMED ABOUT LANGUAGE POLICY ISSUES AT YOUR SCHOOL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	7	38.9	38.9	38.9
	rarely	3	16.7	16.7	55.6
	sometimes	3	16.7	16.7	72.2
	often	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

WHICH OF THE FOLLOWING AFFILIATES DO YOU THINK SHOULD BE INVOLVED IN LANGUAGE POLICY DECISION-MAKING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the above	14	77.8	77.8	77.8
	all parties except learners	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

**AT WHAT STAGE OF A LEARNER'S SCHOOLING CAREER DO YOU THINK
ISIZULU SHOULD BE INTRODUCED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grade 3	17	94.4	94.4	94.4
	grade 8	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

WHAT IS YOUR HIGHEST QUALIFICATION IN ISIZULU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Matric	2	11.1	28.6	28.6
	Degree	4	22.2	57.1	85.7
	Honours degree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

AT WHAT LEVEL DO YOU TEACH ISIZULU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	first additional language	4	22.2	57.1	57.1
	at all levels	3	16.7	42.9	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

HOW DO YOU FEEL ABOUT THE TIME ALLOCATION FOR ISIZULU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	it is too little	1	5.6	14.3	14.3
	it is just enough	6	33.3	85.7	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

WHAT MEDIUM IS ISIZULU TAUGHT THROUGH?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	isiZulu	2	11.1	28.6	28.6
	English and isiZulu	5	27.8	71.4	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I AM A MOTHER-TONGUE SPEAKER OF ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	38.9	100.0	100.0
Missing	System	11	61.1		
Total		18	100.0		

I WAS ASKED TO TEACH ISIZULU BECAUSE I CAN SPEAK THE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	22.2	57.1	57.1
	agree	1	5.6	14.3	71.4
	not sure	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I APPLIED FOR THE TEACHING OF ISIZULU AT THIS SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	27.8	71.4	71.4
	agree	1	5.6	14.3	85.7
	disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

NO ONE WAS AVAILABLE TO TEACH ISIZULU SO I DID IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	16.7	42.9	42.9
	not sure	2	11.1	28.6	71.4
	disagree	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I RECIEVED TRAINING ON HOW TO TEACH ISIZULU AS A LANGAUGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	22.2	57.1	57.1
	agree	2	11.1	28.6	85.7
	disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I HAVE SOME KNOWLEDGE OF ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	27.8	71.4	71.4
	agree	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

WHEN WAS THE LAST TIME YOU ATTENDED A TRAINING COURSE FOR TEACHING ISIZULU AS A LANGAUGE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	1	5.6	14.3	14.3
	this year	4	22.2	57.1	71.4
	2006	2	11.1	28.6	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

WOULD YOU LIKE TO ATTEND TRAINING COURSES ON ISIZULU TEACHING?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	38.9	100.0	100.0
Missing	System	11	61.1		
Total		18	100.0		

WHAT WOULD BE MORE HELPFUL IN TRAINING COURSES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	more training workshops	5	27.8	100.0	100.0
Missing	System	13	72.2		
Total		18	100.0		

**I MAKE DO WITH WHAT I HAVE, AS THERE IS NO MONEY TO PURCHASE
TEACHING MATERIAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	2	11.1	28.6	42.9
	not sure	1	5.6	14.3	57.1
	disagree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

THE SCHOOL HAS INVESTED IN A LOT OF TEACHING MATERIAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	28.6	28.6
	agree	3	16.7	42.9	71.4
	not sure	2	11.1	28.6	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I USE THE PRESCRIBED TEXTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	4	22.2	57.1	71.4
	disagree	2	11.1	28.6	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**I SPEND A LOT OF TIME PREPARING TEACHING MATERIALS AS THERE ARE
NONE AVAILABLE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	28.6	28.6
	agree	2	11.1	28.6	57.1
	disagree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**THERE IS AN EXCELLENT SYLLABUS FOR TEACHING ISIZULU AS A
SUBJECT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	4	22.2	57.1	71.4
	not sure	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

THE SYLLABUS IS NOT HELPFUL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	2	11.1	28.6	42.9
	not sure	1	5.6	14.3	57.1
	disagree	3	16.7	42.9	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

NO SYLLABUS HAS BEEN PROVIDED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	2	11.1	28.6	42.9
	not sure	1	5.6	14.3	57.1
	disagree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**I WOULD LIKE TO ATEND TRAINING ON HOW TO PREPARE TEACHING
MATERIAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	16.7	42.9	42.9
	agree	2	11.1	28.6	71.4
	not sure	1	5.6	14.3	85.7
	disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**I WOULD LIKE TO ATEND TRAINING ON HOW TO IMPROVE MY TEACHING
METHODOLOGY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	27.8	71.4	71.4
	agree	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

LEARNERS ARE EXCITED ABOUT LEARNING IsiZulu

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	22.2	57.1	57.1
	agree	2	11.1	28.6	85.7
	not sure	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

I FEEL THE TEACHING MATERIAL IS DIFFICULT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	28.6	28.6
	agree	2	11.1	28.6	57.1
	not sure	2	11.1	28.6	85.7
	disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

THE TEACHING MATERIAL IS OUTDATED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	1	5.6	14.3	14.3
	not sure	2	11.1	28.6	42.9
	disagree	3	16.7	42.9	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**IT WOULD BE BETER FOR LEARNERS IF WE HAD MOTHER-TONGUE
TEACHERS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	16.7	42.9	42.9
	agree	1	5.6	14.3	57.1
	not sure	1	5.6	14.3	71.4
	disagree	2	11.1	28.6	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

LEARNERS ARE NOT INTERESTED IN STUDYING ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	1	5.6	14.3	14.3
	not sure	1	5.6	14.3	28.6
	disagree	2	11.1	28.6	57.1
	strongly disagree	3	16.7	42.9	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

**IT WOULD BE MORE BENEFICIAL FOR LEARNERS IF WE HAD MORE ISIZULU
TEACHERS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	22.2	57.1	57.1
	agree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

LEARNERS ARE EXPERIENCING DIFFICULTY WITH THE SUBJECT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	3	16.7	42.9	57.1
	disagree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

MOST LEARNERS TAKE THE SYBJECT AS IT IS AN EASY OPTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	14.3	14.3
	agree	4	22.2	57.1	71.4
	not sure	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

MOST OF MY LEARNERS ARE ISIZULU SPEAKERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	16.7	42.9	42.9
	agree	2	11.1	28.6	71.4
	disagree	1	5.6	14.3	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

MOST OF MY LEARNERS ARE NON ISIZULU SPEAKERS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	16.7	42.9	42.9
	agree	1	5.6	14.3	57.1
	disagree	2	11.1	28.6	85.7
	strongly disagree	1	5.6	14.3	100.0
	Total	7	38.9	100.0	
Missing	System	11	61.1		
Total		18	100.0		

ENGLISH CONTRIBUTES TO THE DISAPPEARANCE OF AFRICAN LANGUAGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	22.2	22.2	22.2
	agree	4	22.2	22.2	44.4
	not sure	4	22.2	22.2	66.7
	disagree	5	27.8	27.8	94.4
	strongly disagree	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

LEARNERS DO NOT NEED TO USE ISIZULU IN THEIR CAREER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	11.1	11.1
	agree	4	22.2	22.2	33.3
	not sure	4	22.2	22.2	55.6
	disagree	5	27.8	27.8	83.3
	strongly disagree	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

ISIZULU IS A LANGUAGE WORTH LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	50.0	50.0	50.0
	agree	8	44.4	44.4	94.4
	not sure	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

IT IS IMPORTANT TO BE ABLE TO USE ENGLISH AND ISIZULU IN KZN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	11	61.1	61.1	61.1
	agree	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

I FEEL POSITIVE ABOUT ISIZULU AND IT'S POTENTIAL FOR FUTURE DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	33.3	33.3	33.3
	agree	6	33.3	33.3	66.7
	not sure	4	22.2	22.2	88.9
	strongly disagree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

SPEAKING ISIZULU IS AN DISADVATGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	1	5.6	5.6	5.6
	disagree	8	44.4	44.4	50.0
	strongly disagree	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

**IT IS ESSENTIAL TO LEARN THE DOMINANT AFRICAN LANGUAGE IN YOUR
REGION IN ORDER TO GET EMPLOYMENT IN THE NEW SOUTH AFRICA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	33.3	33.3	33.3
	agree	8	44.4	44.4	77.8
	not sure	2	11.1	11.1	88.9
	disagree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

I THINK ISIZULU IS DIFFICULT TO STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	11.1	11.1
	agree	5	27.8	27.8	38.9
	not sure	6	33.3	33.3	72.2
	disagree	3	16.7	16.7	88.9
	strongly disagree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

**ISIZULU SHOULD BE USED MORE IN PUBLIC SIGNS, NOTICES AND
ADVERTISEMENTS IN KZN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	27.8	27.8	27.8
	agree	6	33.3	33.3	61.1
	not sure	3	16.7	16.7	77.8
	disagree	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

**TO BE ADMITTED TO A PUBLIC POST, ONE SHOULD BE ABLE TO SPEAK
ISIZULU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	11.1	11.1	11.1
	agree	4	22.2	22.2	33.3
	not sure	3	16.7	16.7	50.0
	disagree	7	38.9	38.9	88.9
	strongly disagree	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

PEOPLE ONLY NEED TO KNOW ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	2	11.1	11.1	11.1
	disagree	9	50.0	50.0	61.1
	strongly disagree	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

ALL SOUTH AFRICANS SHOULD KNOW AT LEAST ONE INDIGENOUS AFRICAN LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	38.9	38.9	38.9
	agree	7	38.9	38.9	77.8
	disagree	3	16.7	16.7	94.4
	strongly disagree	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

I DO NOT HAVE THE TIME TO LEARN ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.6	5.6	5.6
	agree	5	27.8	27.8	33.3
	not sure	1	5.6	5.6	38.9
	disagree	6	33.3	33.3	72.2
	strongly disagree	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

ALL LEARNERS SHOULD BE REQUIRED TO LEARN ISIZULU IN KZN SCHOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	38.9	38.9	38.9
	agree	10	55.6	55.6	94.4
	disagree	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

ISIZULU NEEDS TO BE TAUGHT AS AN EXAMINATION SUBJECT TO BE TAKEN SERIOUSLY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	27.8	27.8	27.8
	agree	10	55.6	55.6	83.3
	disagree	2	11.1	11.1	94.4
	strongly disagree	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

APPENDIX Q RAW SCORES - PARENTS

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-34	13	13.5	13.5	13.5
	35-39	27	28.1	28.1	41.7
	40-44	16	16.7	16.7	58.3
	45-49	22	22.9	22.9	81.3
	50-54	18	18.8	18.8	100.0
	Total	96	100.0	100.0	

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	22	22.9	22.9	22.9
	Female	74	77.1	77.1	100.0
	Total	96	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Indian	12	12.5	12.5	12.5
	White	28	29.2	29.2	41.7
	Colored	13	13.5	13.5	55.2
	African	43	44.8	44.8	100.0
	Total	96	100.0	100.0	

HOME LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	39	40.6	40.6	40.6
	Afrikaans	14	14.6	14.6	55.2
	isiZulu	42	43.8	43.8	99.0
	isiXhosa	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

OTHER LANGUAGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	43	44.8	44.8	44.8
	Afrikaans	37	38.5	38.5	83.3
	isiZulu	1	1.0	1.0	84.4
	English and isiXhosa	15	15.6	15.6	100.0
	Total	96	100.0	100.0	

IS ISIZULU OFFERED AS A SCHOOL SUBJECT IN YOUR CHILD'S SCHOOL?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	56	58.3	58.3	58.3
	no	37	38.5	38.5	96.9
	Don't know	3	3.1	3.1	100.0
	Total	96	100.0	100.0	

OTHER LANGUAGES OFFERED IN YOUR CHILD'S SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	1	1.0	1.0	1.0
	English and Afrikaans	88	91.7	91.7	92.7
	English, Afrikaans and Arabic	7	7.3	7.3	100.0
	Total	96	100.0	100.0	

WHAT LANGUAGES IS YOUR CHILD STUDYING?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English and Afrikaans	53	55.2	55.2	55.2
	English and isiZulu	24	25.0	25.0	80.2
	English, Afrikaans and isiZulu	12	12.5	12.5	92.7
	English, Afrikaans and Arabic	6	6.3	6.3	99.0
	English, isiZulu and Arabic	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

REASONS FOR CHILD STUDYING ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	international language	44	45.8	45.8	45.8
	compulsory language	43	44.8	44.8	90.6
	home language	9	9.4	9.4	100.0
	Total	96	100.0	100.0	

REASONS FOR CHILD STUDYING ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	mother-tongue	22	22.9	61.1	61.1
	compulsory language	12	12.5	33.3	94.4
	to learn the language	2	2.1	5.6	100.0
	Total	36	37.5	100.0	
Missing	System	60	62.5		
Total		96	100.0		

REASONS FOR CHILD STUDYING AFRIKAANS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	compulsory language	49	51.0	62.0	62.0
	to learn the language	17	17.7	21.5	83.5
	mother-tongue	10	10.4	12.7	96.2
	Afrikaans is easier than isiZulu	3	3.1	3.8	100.0
	Total	79	82.3	100.0	
Missing	System	17	17.7		
Total		96	100.0		

REASONS FOR CHILD STUDYING ARABIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	compulsory	3	3.1	42.9	42.9
	to read religious texts	4	4.2	57.1	100.0
	Total	7	7.3	100.0	
Missing	System	89	92.7		
Total		96	100.0		

**HOW OFTEN ARE YOU OFFICIALLY CONSULTED ABOUT LANGUAGE POLICY
ISSUES AT YOUR CHILD'S SCHOOL?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	69	71.9	71.9	71.9
	rarely	8	8.3	8.3	80.2
	Sometimes	17	17.7	17.7	97.9
	Often	1	1.0	1.0	99.0
	Always	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

**HOW OFTEN ARE YOU OFFICIALLY INFORMED ABOUT LANGUAGE POLICY
ISSUES AT YOUR CHILD'S SCHOOL?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	68	70.8	70.8	70.8
	Rarely	11	11.5	11.5	82.3
	Sometimes	11	11.5	11.5	93.8
	Often	5	5.2	5.2	99.0
	Always	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

**AT WHAT STAGE OF YOUR CHILD'S SCHOOLING CAREER DO YOU THINK
ISIZULU SHOULD BE INTRODUCED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 3	59	61.5	61.5	61.5
	Grade 8	12	12.5	12.5	74.0
	Grade 10	3	3.1	3.1	77.1
	At university	2	2.1	2.1	79.2
	Not at all	12	12.5	12.5	91.7
	Grade R	8	8.3	8.3	100.0
	Total	96	100.0	100.0	

MY CHILD IS EXCITED ABOUT LEARNING THE LANGUAGE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	19	19.8	51.4	51.4
	agree	10	10.4	27.0	78.4
	not sure	5	5.2	13.5	91.9
	strongly disagree	3	3.1	8.1	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

**I THINK THE TEACHING MATERIAL IS INTERESTING AND MAKES IT EASIER
FOR THE CHILD TO LEARN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	8.3	21.6	21.6
	agree	15	15.6	40.5	62.2
	not sure	10	10.4	27.0	89.2
	disagree	3	3.1	8.1	97.3
	strongly disagree	1	1.0	2.7	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

THERE IS TOO MUCH HOMEWORK.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	1.0	2.7	2.7
	agree	3	3.1	8.1	10.8
	not sure	6	6.3	16.2	27.0
	disagree	23	24.0	62.2	89.2
	strongly disagree	4	4.2	10.8	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

**MY CHILD COMPLAINS THAT SHE/HE DOES NOT UNDERSTAND THE
TEACHER.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	1.0	2.7	2.7
	agree	2	2.1	5.4	8.1
	not sure	3	3.1	8.1	16.2
	disagree	20	20.8	54.1	70.3
	strongly disagree	11	11.5	29.7	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

MY CHILD NEVER COMES HOME WITH HOMEWORK.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	2.1	5.4	5.4
	agree	2	2.1	5.4	10.8
	not sure	3	3.1	8.1	18.9
	disagree	14	14.6	37.8	56.8
	strongly disagree	16	16.7	43.2	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

**THE TEACHER IS NOT A MOTHER TONGUE SPEAKER OF THE LANGUAGE -
THEREFORE MY CHILD DOES NOT LEARN THE LANGUAGE PROPERLY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	1	1.0	2.7	2.7
	not sure	5	5.2	13.5	16.2
	disagree	13	13.5	35.1	51.4
	strongly disagree	18	18.8	48.6	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

MY CHILD USES ISIZULU TERMS AT HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	10	10.4	27.0	27.0
	agree	17	17.7	45.9	73.0
	not sure	4	4.2	10.8	83.8
	disagree	3	3.1	8.1	91.9
	strongly disagree	3	3.1	8.1	100.0
	Total	37	38.5	100.0	
Missing	System	59	61.5		
Total		96	100.0		

MY CHILD ALREADY KNOWS THE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	4.2	6.8	6.8
	agree	9	9.4	15.3	22.0
	not sure	7	7.3	11.9	33.9
	disagree	18	18.8	30.5	64.4
	strongly disagree	21	21.9	35.6	100.0
	Total	59	61.5	100.0	
Missing	System	37	38.5		
Total		96	100.0		

IT IS NOT OFFERED AT THEIR SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	21	21.9	35.6	35.6
	agree	13	13.5	22.0	57.6
	not sure	6	6.3	10.2	67.8
	disagree	8	8.3	13.6	81.4
	strongly disagree	11	11.5	18.6	100.0
	Total	59	61.5	100.0	
Missing	System	37	38.5		
Total		96	100.0		

MY CHILD DOES NOT NEED TO STUDY IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	9.4	15.3	15.3
	agree	5	5.2	8.5	23.7
	not sure	9	9.4	15.3	39.0
	disagree	17	17.7	28.8	67.8
	strongly disagree	19	19.8	32.2	100.0
	Total	59	61.5	100.0	
Missing	System	37	38.5		
Total		96	100.0		

ENGLISH CONTRIBUTES TO THE DIFFERENCE OF AFRICAN LANGUAGES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	9.4	9.4	9.4
	agree	21	21.9	21.9	31.3
	not sure	15	15.6	15.6	46.9
	disagree	26	27.1	27.1	74.0
	strongly disagree	25	26.0	26.0	100.0
	Total	96	100.0	100.0	

MY CHILD DOES NOT NEED TO USE ISIZULU IN THEIR CAREER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	8.3	8.3	8.3
	agree	10	10.4	10.4	18.8
	not sure	16	16.7	16.7	35.4
	disagree	45	46.9	46.9	82.3
	strongly disagree	17	17.7	17.7	100.0
	Total	96	100.0	100.0	

ISIZULU IS A LANGUAGE WORTH LEARNING.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	30.2	30.2	30.2
	agree	40	41.7	41.7	71.9
	not sure	12	12.5	12.5	84.4
	disagree	12	12.5	12.5	96.9
	strongly disagree	3	3.1	3.1	100.0
	Total	96	100.0	100.0	

MY CHILD DOES NOT NEED TO LEARN ISIZULU AS THEY ALREADY KNOW THE LANGUAGE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	3.1	3.1	3.1
	agree	3	3.1	3.1	6.3
	not sure	9	9.4	9.4	15.6
	disagree	52	54.2	54.2	69.8
	strongly disagree	29	30.2	30.2	100.0
	Total	96	100.0	100.0	

IT IS IMPORTANT TO BE ABLE TO SPEAK ENGLISH AND ISIZULU IN KZN.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	41	42.7	42.7	42.7
	agree	36	37.5	37.5	80.2
	not sure	8	8.3	8.3	88.5
	disagree	7	7.3	7.3	95.8
	strongly disagree	4	4.2	4.2	100.0
	Total	96	100.0	100.0	

ISIZULU PLAYS A BIG ROLE IN MY IDENTITY.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	29	30.2	30.2	30.2
	agree	18	18.8	18.8	49.0
	not sure	12	12.5	12.5	61.5
	disagree	24	25.0	25.0	86.5
	strongly disagree	13	13.5	13.5	100.0
	Total	96	100.0	100.0	

I FEEL POSITIVE ABOUT ISIZULU AND ITS POTENTIAL FOR FUTURE DEVELOPMENT.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	20	20.8	20.8	20.8
	agree	48	50.0	50.0	70.8
	not sure	11	11.5	11.5	82.3
	disagree	11	11.5	11.5	93.8
	strongly disagree	6	6.3	6.3	100.0
	Total	96	100.0	100.0	

SPEAKING ISIZULU IS A DISADVANTAGE.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	3.1	3.1	3.1
	agree	1	1.0	1.0	4.2
	not sure	12	12.5	12.5	16.7
	disagree	43	44.8	44.8	61.5
	strongly disagree	37	38.5	38.5	100.0
	Total	96	100.0	100.0	

**IT IS ESSENTIAL TO LEARN THE DOMINANT AFRICAN LANGUAGE IN YOUR
REGION IN ORDER TO GET EMPLOYMENT IN THE NEW SOUTH AFRICA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	15	15.6	15.6	15.6
	agree	24	25.0	25.0	40.6
	not sure	25	26.0	26.0	66.7
	disagree	20	20.8	20.8	87.5
	strongly disagree	12	12.5	12.5	100.0
	Total	96	100.0	100.0	

ALL LANGUAGES ARE EQUAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	33	34.4	34.4	34.4
	agree	29	30.2	30.2	64.6
	not sure	10	10.4	10.4	75.0
	disagree	18	18.8	18.8	93.8
	strongly disagree	6	6.3	6.3	100.0
	Total	96	100.0	100.0	

I THINK ISIZULU IS TOO DIFFICULT TO STUDY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	10	10.4	10.4	10.4
	agree	29	30.2	30.2	40.6
	not sure	15	15.6	15.6	56.3
	disagree	29	30.2	30.2	86.5
	strongly disagree	13	13.5	13.5	100.0
	Total	96	100.0	100.0	

**ISIZULU SHOULD BE USED MORE IN PUBLIC SIGNS, NOTICES AND
ADVERTISEMENTS IN KZN.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	19	19.8	19.8	19.8
	agree	23	24.0	24.0	43.8
	not sure	17	17.7	17.7	61.5
	disagree	23	24.0	24.0	85.4
	strongly disagree	14	14.6	14.6	100.0
	Total	96	100.0	100.0	

**TO BE ADMITTED TO A PUBLIC POST, ONE SHOULD BE ABLE TO SPEAK
ISIZULU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	15	15.6	15.6	15.6
	agree	33	34.4	34.4	50.0
	not sure	9	9.4	9.4	59.4
	disagree	26	27.1	27.1	86.5
	strongly disagree	13	13.5	13.5	100.0
	Total	96	100.0	100.0	

**MY CHILD DOES NOT NEED TO LEARN ISIZULU AS ENGLISH IS THE
INTERNATIONAL LANGUAGE.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	13	13.5	13.5	13.5
	agree	18	18.8	18.8	32.3
	not sure	8	8.3	8.3	40.6
	disagree	35	36.5	36.5	77.1
	strongly disagree	22	22.9	22.9	100.0
	Total	96	100.0	100.0	

**IT IS IMPORTANT TO LEARN ISIZULU BECAUSE IT IS ONE OF OUR OFFICIAL
LANGUAGES.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	22	22.9	22.9	22.9
	agree	40	41.7	41.7	64.6
	not sure	13	13.5	13.5	78.1
	disagree	11	11.5	11.5	89.6
	strongly disagree	10	10.4	10.4	100.0
	Total	96	100.0	100.0	

PEOPLE ONLY NEED TO KNOW ONE LANGUAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	4.2	4.2	4.2
	agree	5	5.2	5.2	9.4
	not sure	9	9.4	9.4	18.8
	disagree	30	31.3	31.3	50.0
	strongly disagree	48	50.0	50.0	100.0
	Total	96	100.0	100.0	

MY CHILD DOES NOT HAVE THE TIME TO LEARN ISIZULU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	8.3	8.3	8.3
	agree	11	11.5	11.5	19.8
	not sure	13	13.5	13.5	33.3
	disagree	36	37.5	37.5	70.8
	strongly disagree	28	29.2	29.2	100.0
	Total	96	100.0	100.0	

ALL CHILDREN SHOULD BE REQUIRED TO LEARN ISIZULU IN KZN SCHOOLS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	25	26.0	26.0	26.0
	agree	33	34.4	34.4	60.4
	not sure	9	9.4	9.4	69.8
	disagree	20	20.8	20.8	90.6
	strongly disagree	9	9.4	9.4	100.0
	Total	96	100.0	100.0	

**A CHANGE IN THE CURRICULUM TO INCLUDE ISIZULU IS DONE AT THE
EXPENSE OF OTHER MORE IMPORTANT SUBJECTS.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	11	11.5	11.5	11.5
	agree	17	17.7	17.7	29.2
	not sure	28	29.2	29.2	58.3
	disagree	26	27.1	27.1	85.4
	strongly disagree	14	14.6	14.6	100.0
	Total	96	100.0	100.0	