A SOCIOLINGUISTIC ANALYSIS OF THE ATTITUDES OF STAFF AND STUDENTS OF THE UNIVERSITY OF KWAZULU-NATAL, TOWARDS A BILINGUAL (ENGLISH/ ISIZULU) MEDIUM OF EDUCATION

by

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Submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in Sociolinguistics; Faculty of Humanities, Social and Developmental Sciences; School of isiZulu; University of KwaZulu-Natal

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Declaration

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Dear Sir/ Madam

I, Dianna Lynette Moodley,

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Hereby declare that the dissertation entitled:

"A SOCIOLINGUISTC INVESTIGATION OF THE ATTITUDES OF STAFF AND STUDENTS OF THE UNIVERSITY OF KWAZULU-NATAL, TOWARDS A BILINGUAL (ENGLISH/ ISIZULU) MEDIUM OF EDUCATION"

Is a result of my own investigation and research and that it has not been submitted in part or in full for any other degree at any other university.

D. L. Moodley

02/02/2009
Date

i

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF CHARTS

1. Staff by Campus
2. Staff by Race
3. Staff by Gender
4. Students by Campus
5. Students by Race
6. Students by Gender
7. Students by College
8. Student Enrolment per Faculty
9. Respondent Age-Group (Staff)
10. Respondent Gender (Staff)
11. Respondent Qualifications (Staff)
12. Respondent Faculty (Staff)
13. Respondent Personnel Capacity (Staff)
14. Respondent Duration of Service (Staff)
15. Respondent Campus Location (Staff)
16. Respondent Home Province (Staff)
17. Respondent First/Home Language (Staff)
18. Respondents' Other Language/s Spoken (Staff)
19. Respondent Study of isiZulu (Staff)
20. Respondent Location of isiZulu Study (Staff)
21. Respondent Mode of isiZulu Study (Staff)
22. Respondent Familiarity with Present Language Policy (Staff)
23. How often are you officially CONSULTED about language policy issues at the university? (Staff)
24. How often are you officially INFORMED about language policy issues at the university? (Staff)
25. How INVOLVED are you in language policy decision-making at the university?(Staff)
26. Respondent Age-Groups (Students)
27. Respondent Gender (Students)
28. Respondent Educational Qualification (Students)
29. Respondent Faculty (Students)
30. Respondent Main-Campus Location (Students)
31. Respondent Level of Study (Students)
32. Respondent Home Province (Students)
33. Respondent Home/First Language (Students)
34. Respondents' Other Language/s Spoken (Students)
35. Respondent Study of isiZulu (Students)

LIST OF ABBREVIATIONS

ANC	AFRICAN NATIONAL CONGRESS
CHE	COUNCIL FOR HIGHER EDUCATION
DoE	DEPARTMENT of EDUCATION
DIT	DURBAN INSTITUTE OF TECHNOLOGY
eSATI	SOUTH AFRICAN TERTIARY INSTITUTIONS
G.D.A.	GREATER DURBAN AREA
KZN	KWAZULU-NATAL
KZNPLC	KWAZULU-NATAL PROVINCIAL LNAGUAGE COMMITTEE
L1	FIRST LANGUAGE
L2	SECOND LANGUAGE
LiEP	LANGUAGE in EDUCATION POLICY
LRDCs	LANGUAGE RESEARCH DEVELOPMENT CENTRES
MEC	MEMBER OF THE EXECUTIVE COMMITTEE
MT	MOTHER TONGUE
NLBs	NATIONAL LANGUAGE BOARDS
PanSALB	Pan SOUTH AFRICAN LANGUAGE BOARD
PLCs	PROVINCIAL LANGUAGE COMMITTEES
SANTED	SWEDISH AND NORWEGIAN EDUCATION TRUST
SGB	SCHOOL GOVERNING BODY
SPSS	STATISTICAL PACKAGE FOR SOCIAL SCIENCES
UKZN	UNIVERSITY OF KWAZULU-NATAL

LIST OF APPENDIXES

A. UKZN language policy (4th draft) 2005

B. Questionnaire cover letter: English and isiZulu versions

C. Staff questionnaire: English and isiZulu versions

D. Student questionnaire: English and isiZulu versions

ABSTRACT

This dissertation is a descriptive analysis of language-user attitudes toward a bilingual (English-isiZulu) medium of education at the University of KwaZulu-Natal (UKZN). It situates itself in the context of proposed bi/multilingual Higher Education policy in post-apartheid South Africa. The study postulates a dissonance between proposed bilingual policy and practice at UKZN due to potential resistance exhibited by the university community. The findings provide a more profound picture of particular reasons behind sentiments displayed by university constituents. Three objectives are pursued: (1) To report on the proposed new bilingual language policy currently implemented as a working document at the university, (2) To survey language attitudes prevalent among groups of essential language users, by means of a questionnaire developed for this purpose. One was distributed to staff members of UKZN, the other to students at the same institution. The questionnaires probe the following salient factors: (a) language-use patterns (b) proficiency in isiZulu (c) language preferences (d) language attitudes and (e) knowledge about language policy in Higher Education. Correlations between some of these factors are investigated, to show the effects of constituents' attitudes towards the proposed bilingual policy at UKZN. (3) The final objective of this study is to relate its conclusions to initiating the way for re-evaluation of the implementation procedure of proposed bilingual policy of UKZN, in line with the desirability of its constituents. It is envisaged that the findings of this study will have serious ramifications for language policy planning, not only at UKZN but in Higher Education in South Africa on the whole.

A Sociolinguistic Analysis of Attitudes of Staff and Students of the University of KwaZulu-Natal, Towards a Bilingual (English/isiZulu) Medium of Education

CHAPTER ONE

INTRODUCTION

1.1. General Introduction

More than a decade into democracy, after being riddled by a system of government, fittingly referred to as *"virtual heresies"* of racial discrimination persisting throughout the eighties (Shaw, 2001: 4), South Africans should be readily embracing rights that were previously denied to them. Democratic privileges have now been endowed to all citizens by essential changes in the South African Constitution and significant reforms in policy and legislation.

The revamping of language rights, for instance, has opened up new possibilities to promote enhanced communication across the barriers of race and culture, and encourage respect for multiculturalism. Society should be taking possession of this previously inaccessible *"basic human right…not any less important than any other right"* (Mkhulisi, 2003).

The most recently adapted South African Constitution accordingly contains a number of innovative measures, which enhance the promotion of *multilingualism. Multilingualism* is characterized by the ability to communicate in a variety of languages. It is a policy employed by the government, that promotes communication across linguistic groups and recognizes, *"… a reflection of the cultural diversity of the South African population,"* so pertinently portrayed by Van Huyssteen (2002: 149). This strategy situates itself aptly in line with current global trends that consider both societal and individual multilingualism as an essential modern-day benefit.

A special focus of this legislation is to heighten the use of historically neglected African languages, which greatly impact on indigenous languages and their speakers. Hence, this most recent language legislation gives official status to eleven languages: English, Afrikaans, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, as well as isiZulu. While article 6(1) of the Constitution recognises these previously marginalized languages as official languages, it also adds that they must, *'enjoy parity of esteem and must be treated equitably'*, they must be regulated and monitored by the government, and their development must be promoted [South African Constitution, 1996; Chapter 1, Section 6(1)].

The crucial move from the government to prioritize African languages should catapult every sector of society into a rigorous movement towards multilingualism. A salient statement regarding the critical function of education, for example, is reiterated in a document produced by the Department of Arts and Culture in South Africa. It states: *"Worldwide, the role of education in particular has been acknowledged in supporting the development of language facilitation tools needed by the government for policy implementation"* (Department of Arts and Culture, 2004: 7). This statement, in a nutshell, puts education in the frontline of spring-boarding the nation's language policy.

Revised policies now enable freedom in an education system that has for decades been wrought with discrimination and inequities under the apartheid system. The introduction of multilingualism now accesses all learners the right to choose their languages of learning. South Africa's Language in Education Policy (LiEP) stipulates that the school-learner has the right to receive education in the official language of his or her choice. Further to this, the new LiEP supports additive multilingualism, - *"the maintenance of learners' home language at the same time as they acquire additional languages"* (Department of Education, 1997: 2).

Not only have school language policies been adapted in line with promoting African languages in the context of multilingualism, but also language policies for Higher Education have been overhauled. The Council for Higher Education (CHE) strongly advocates multilingualism in a democratic South Africa. Section 3 of the Policy Framework for South African Higher Education endorses:

> The ability to speak more than one of South Africa's official languages and the development and promotion of respect for all languages used by South Africans constitute foundational values of our post-apartheid society.
>
> (Department of Education, 2001: 2)

The Policy Framework document also draws on the South African Languages Draft Bill, emphasizing the following objectives of a democratic language policy in a multilingual South Africa:

- To facilitate individual empowerment and national development by promoting the equitable use of the official languages and thus ensuring that all South Africans have the freedom to exercise their language rights by using the official language/s of their choice in a range of contexts.

- To develop and promote the official African languages and Sign Language/s of South Africa.

- To provide for the learning of South African languages by all South African citizens in order to promote national unity and multiculturalism.

> (Department of Education, 2001: 2-3)

The Higher Education Act of 1997, an important government document, provides the framework for the Language Policy for Education, 2002, whereby it enables Councils of Public Higher Education Institutions not only to determine the language policy of each institution but also to publish such a policy.

Yet, with the heralding of such innovative language measures, many crucial obstacles or conflicts still prevail, which hinder multilingualism from lifting off the ground in education in South Africa. Research (Kamwangamalu, 2000; De Klerk, 2002) concludes that multilingual policies are set in place theoretically, but they are still *'lugging behind'* in terms of on-the-ground implementation.

3

Kamwangamalu (2000: 51) justifies this view by observing that present language practices in South Africa are due to the fact that, "*Old language practices have, to a large extent, remained unaffected,*" in spite of the new Constitution. Evidently, there still exists a '*mismatch*' between language in education policy and practice. De Klerk (2002: 1) elaborates on how:

> Current debates about languages in education are fraught with controversy and opposing views, and real-world experience reveals huge gaps between idealistic theory and on-the-ground practice.

Studies have attempted to pinpoint where the actual problem lies, and many have narrowed the issue down to the promotion of indigenous languages, attesting ineffectiveness of policy implementation to the '*stunting*' of the development of African languages in post-apartheid South Africa (Maartens, 1998; Extra and Maartens, 1998). At many educational institutions, the language status quo has remained unchanged, where English continues to be the *modus operandi* as a language of learning and teaching, and is offered, for example at schools, as First Language (L1), while Afrikaans takes precedence as a Second Language (L2) (Moodley, 2005; Pillay, 2003).

Even Higher Education institutions like universities, which were supposed to be "*leading agents of social enquiry and usually leaders in the creation of new ideas and solutions*" (Pandor, 2006), persist in retaining former languages of learning and teaching in spite of theoretical reforms in their policies (Kamwangamalu, 2000). The situation at many institutions of Higher Learning is such that covert monolingualism is still the order of the day and education is facilitated through the medium of English 'only', although statistics reveal that the student population comprises a majority of African-language speakers (Geyser, Narisimulu and Ramsay-Brijball, 2001; Ndimande, Desai and Ramsay-Brijball, 2003). To date, no African-language medium university has ever been established in South Africa (Du Plessis, 2006: 88).

In essence, studies relating to the stagnation of African languages in post-apartheid South Africa reveal that thus far, society is not ready to let go of old

practices, forsaking a well esteemed language such as English, for what has so long been viewed as inferior languages (Kamwangamalu, 2001; De Klerk, Heugh, Murray, Owino, Pluddemann, Van Huyssteen, Wolff, 2002). In most of these studies, attention has been devoted to African-language speakers' attitudes towards African languages. So far, these researchers have contributed significant findings and have substantially touched on important issues concerning language attitudes.

A distinctive case in point is the situation in KwaZulu-Natal (KZN), where investigation at tertiary institutions reveals that not enough has been done to promote isiZulu, an officially recognized regional African language (Geyser et al., 2001; Ndimande et al., 2003). In fact, isiZulu appears to be 'losing ground' at tertiary institutions in KwaZulu-Natal (Zungu, 2000; Owino, 2002). Zungu highlights the absurd incongruity of isiZulu being offered as a subject at universities abroad, and becoming more and more well known and esteemed in Higher Education internationally (1998: 46). There is a compulsion to then scrutinize why South African Higher Education institutions are not following suit in a milieu of colossal linguistic transformation elsewhere around the world.

The University of KwaZulu-Natal (UKZN) claims to draw inspiration from its African identity, thus taking seriously its responsibilities to the development of the African continent. It is the largest, most culturally and linguistically diverse university in South Africa (UKZN, 2007). Just prior to its merger of five campuses in 2005, the Vice-Chancellor envisaged that the University would be "...*the largest in the country...much more demographically represented than any other South African university*" (UKZN, 2003, 3). The institution's current mission is to, "*Commit itself to the principles and values enshrined in the Constitution of South Africa and articulated in the preamble to the Higher Education Act of 1997 (as amended)*" (UKZN, 2007).

5

UKZN boasts a vision to be the Premier University of African Scholarship. The university has thereby set itself up as an icon in South Africa, committing itself to academic excellence, while at the same time embracing any change that might occur in pursuit of advancing previously disadvantaged societies. Not only has the university been identified as the primary site for language development in the region of KZN, but it also has isiZulu First Language speakers in the majority – close to 14 000, making up 40% of the enrolment (UKZN, 2005: 1). In fact, Zungu refers to UKZN as an *'embryo of isiZulu'* (2000: 2).

In a deliberate move to orchestrate with the ideal of multilingualism, a proposed new draft language policy has recently been passed as a 'working document' at UKZN (see Appendix A). The policy essentially proposes a bilingual (isiZulu/English) medium of education, supporting the increased functional use of isiZulu alongside English, both for instruction and university-wide communication. It states that, "*There is a need to promote proficiency in English and develop and promote proficiency in official indigenous African languages, particularly in isiZulu.*" It further articulates that this policy, "*...seeks to make obvious the greater benefits of being fully bilingual in South Africa"* (UKZN, 2005: 1).

1.2. Statement of the problem

Now that the policy has enabled such linguistic freedom at UKZN, the question remains whether the university community is embracing the new policy, or do they remain, as McDermott (1998: 118) so aptly puts it, a body of *'bland monolinguals'*? Moreover, UKZN's proposed new policy itself envisages how: *"It would indeed be a bitter irony if the new democratic South Africa allowed its indigenous languages to erode irreversibly through benign neglect"* (UKZN, 2005: 1). What hangs in the air is whether the language community's attitude towards African languages has been modified in more recent years.

6

Although covering a welcome variety of perspectives on language attitudes in South African education (Zungu, 2000; Mathonsi, 1994; Moyo Themba, 2002), very few studies have examined more recent attitudes towards bilingual education in Higher Education in KZN. In fact, no investigation has yet been discovered regarding attitudes towards bilingual education at the University of KwaZulu-Natal in particular. Too, research on South African Higher Education language policy stops short in showing societal attitudes towards the use of bilingual education where the learner may choose to use two languages side-by-side in a dual mode, not necessarily abandoning one for the other. In addition, all too little attention has been devoted to non-African speakers' attitudes towards isiZulu usage for education. Also, hardly any research has been devoted to the university staff's perspective on the issue at hand.

This study attempts to bring to the forefront whether negative attitudes towards the simultaneous use of isiZulu alongside English is affecting policy implementation at UKZN. Empirical findings derived from a study such as this could be invaluable in providing important statistics and conclusions relating to language-policy planning, development and practical implementation not only at the University of KwaZulu-Natal, but also in Higher Education in South Africa as a whole. To this end, particular objectives of the study have been stipulated and are explained in the next section.

1.3. Objectives of the study

The study primarily examines the present status of isiZulu at UKZN, regarding the extent of its practical use, not only for instruction but also for wider communication. This study seeks to explore whether, despite the university's eminent move towards changes in its current covert monolingual policy, students are still receiving instruction in English 'only' or even English 'mainly', and the primary language for assessment, administration and wider communication is also predominantly English.

7

Parenthetically, the study investigates the extent of the university's commitment to the implementation of bilingualism. The focus is on whether sufficient tangible mechanisms have been put in place for the practical realization of bilingual policy. The study specifically seeks to examine initiatives employed by university 'decision-makers', departments, staff and students.

A subsidiary objective of the study is to provide detailed research on the relationship between current policy and attitudes towards it at UKZN. A crucial starting point to this study is to conduct an empirical investigation into the attitudes and perceptions of staff and students of UKZN towards the proposed new language policy for UKZN, namely a bilingual (English/isiZulu) medium of education. Their perceptions towards language use for instruction as well as wider communication are examined. A more profound follow-up is to examine the rationale behind these attitudes in order to expose potential inhibitory factors that may be crippling advances towards bilingualism.

Additional investigation is carried out as to whether various affiliates of the university are involved in the university's decision-making in Language in Education Policy, and whether they are making informed decisions about languages offered to them as medium of education. It is hoped that a collation of these findings provide a cogent explanation of whether, and to what extent if any, the university community is practically implementing the proposed bilingual (isiZulu/English) medium of education.

On the whole, this study aims to contribute to recommendations and implications for language-in-education policy and practice within linguistically and culturally diverse Higher Education institutions. Specific focus is on the current language situation in Higher Education in South Africa, where debates around the introduction of bi/multilingualism continue to raise questions about their actual workability.

Ultimately, the aim of the research is to get directly to the crux of the perpetual language discourse revolving around the revitalizing of African languages in education in post-apartheid South Africa. This study aims to unravel whether these previously marginalized languages continue to lug behind despite the constitutional status afforded to them more than a decade in democracy.

Thus, a number of pertinent questions, as listed below, are addressed in the context of proposed bilingual policy at UKZN.

1.4. Key questions

The study is directed by the following questions:

- To what extent is bilingual policy being implemented at the university?
- Is the university community embracing bilingual education by making functional use of it for instruction and wider communication?
- Is there resistance to change in the language status quo (English 'only' as medium of education)? Why/why not?
- What are the attitudes of the university community towards the use of isiZulu as an additional medium of instruction?
- What concrete mechanisms can be put in place to propagate the wider use of isiZulu at the university, thereby ratifying a bi/multilingual policy?

With the above questions informing the study, certain assumptions have been formulated. These will be now be clarified.

1.5. Hypotheses

This study hypothesizes that language preference of UKZN's community is largely at odds with language accessibility. The assumption is that the proposed bilingual policy is creating merely an illusion of support for multilingualism, because the university's constituents are not in favour of it.

There is a notion that the university community has a blasé attitude towards any language change, in spite of their awareness of current bi/multilingual trends in

education. The supposition is that they are somewhat complacent with their use of 'English only' as the medium of education. Research has found that attitudes of the public at large towards a language can have an enormous effect on the actual practical implementation of that language (Wolff, 2002: 142). Thus, not only could a nonchalant attitude be considered a core contributor to the language status quo, but also, more profoundly, these attitudes could be negative. There might be perfectly logical reasons for the lack of citizen attachment to the policy.

It is envisaged that attitudes will be emitted from at least two interested parties: African language speakers and non-African language speakers. The inference is that, in spite of the proposed new language policy, both parties paradoxically have a preference towards the predominant use of 'English only' rather than English and isiZulu as media for formal interaction. This presupposition can be gauged from studies that view African language speakers as esteeming English as a politically, economically and sociably viable language that has reached worldwide prestige (Balfour, 2006; Moodley, 2005; Ramsay-Brijball, 2003 and Thorpe, 2002).

While this study investigates whether there exists inherent dissonance between policy and practice at UKZN, some fundamental concepts which relate to the study need to be defined first, which would enhance a better understanding of the important role of attitudes of societal groups towards languages in post-apartheid South Africa. These definitions are clarified in the section that follows.

1.6. Definition of concepts

1.6.1. Sociolinguistics

Linguistics, defined as the study of languages, comprises many different sub-fields. For the purpose of this study, the focus is on a particular branch that attempts to look at language in context, thus, *sociolinguistics. Sociolinguistics* is

the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used. Webster puts it concisely, in defining sociolinguistics as, *"the study of linguistic behaviour as determined by socio-cultural factors"* (2007).

Sociolinguistics concerns itself with language viewed as a social phenomenon, a manifestation of the self in interaction with the other. In this study, sociolinguistic issues are investigated in the light of linguistic behaviour as determined by socio-cultural factors and systems of interaction of a plurality of individuals within a community. The basic notion is to investigate language attitudes within multicultural groups, and connections between language and society.

1.6.2. Analysis

A close investigation, examination or *analysis* is carried out, regarding the conflict surrounding the issue of language choices in multilingual South Africa, particularly amongst constituents of a multicultural university; the University of KwaZulu-Natal (UKZN). For the purposes of this study *content analysis* is the best possible approach. Sommer and Sommer (1997: 169-170) define content analysis as, *"a technique for systematically describing the form and content of written and spoken material."* The process of examining data closely, in order to find constructs, themes and patterns can be used to describe and explain the phenomenon being studied. In this study, data are scrutinized to find prevailing attitudinal patterns of individuals and groups, concerning language use in post-apartheid South Africa.

1.6.3. Bilingualism/Multilingualism

Each of the world's nations has groups of individuals living within its borders, who use a particular language to function in their everyday lives. Most nations are categorized as either *monolingual, bilingual or multilingual. Monolingual* people

often use their mother tongue (MT) or First Language (L1) or home language as the primary language of communication. This principal language is fundamentally the national language of that country. However, a percentage of the world's population uses other languages in addition to the national language for day to day interaction, hence characterizing the nation as *bilingual* or *multilingual*.

The question of how to define *bilingualism* has engaged researchers for a very long time. One of the most common perceptions of bilingualism is in keeping with Bloomfield's (1993) definition, *'to have a native-like control of two languages'*. However, many would argue that the term bilingual may refer to people who sufficiently understand another language enough to meet their social or communicative needs. Romaine (1995) refers to this as *'passive'* or *'recipient'* bilingualism. For the purposes of this study, a very broad and inclusive definition of bilingualism, encompassing 'more than one' will suffice. This broad definition views bilingualism as a common human condition that makes it possible for an individual to function, at some level, in more than one language (Baker, 1988).

From an educational standpoint, to be characterized as *bilingual,* learning takes place primarily in the first language, where the underlying principle is to maintain home language(s) for cognitive development, while providing access to the effective acquisition of a second language, accommodating for linguistic, social and communicative skills. Language in education in South Africa is based on the notion of *'additive bilingualism'*, promoting the use of home language alongside an additional language (which for most learners will mean home language alongside English). Plainly, the policy, by implication, is geared towards the endorsement of African languages used interchangeably alongside English.

Multilingualism is the ability to use a variety of languages. South Africa's transition in 1994, from a top-down form of government to a democratic one, brought with it many changes in language policies. The official language policy changed from the predominant use of English and Afrikaans to a policy that is

also inclusive of languages spoken by the indigenous people of South Africa. For South Africa, multilingualism is characterized by equal status of all eleven languages listed as 'official' in the 1996 Constitution. These are: Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, isiZulu, English and Afrikaans. In the Department of Education documents, the emphasis appears to be very much on developing multilingualism within a framework of bilingualism. Bilingualism and multilingualism are therefore used synonymously in this study.

1.6.4. Post-apartheid

To understand *post-apartheid*, one has to retrace the history of South African language policies as far back as the post-colonial era. It is evident that government passionately implemented language policies in South Africa, as far back as 1652 to meet their own economic needs. In fact, foreign languages were imposed on people without a choice. Maartens (1998: 25) records the policy of *free association*' as being adopted for reasons of *trade'* and later for *missionary-consciousness'*.

Then, within about forty years of the formulation of the first language policy in South Africa, which was Dutch, an early form of what evolved into Afrikaans became the South African *lingua franca or* language most widely used for communication. The government's reason for imposing Afrikaans on immigrant slaves and the Khoikhoi inhabitants was again for economic reasons, in that these people had entered the employ of the white settlers and had to communicate with each other as well as with their employers if business had to succeed. This imposition of Afrikaans can be attributed to the prevailing government's determination to use Afrikaans for economic reasons.

With regard to English, notice the vigorous manner (special emphasis on words in bold) in which it gained ground within the next forty years or so:

> That the British authorities saw the importance of language is apparent from the steps periodically taken to **compel** the public use of English. They **applied pressure** first in the schools; they **extended** it by proclamation in the courts from the late 1820's onwards; in 1853 they **made** English the exclusive language of Parliament; and by [1870] they appeared to be triumphing on all fronts.
>
> (Maartens, 1998: 26)

The ardent attitude of government further made it compulsory for Bantu Mother-Tongue (MT), as well as English and Afrikaans as second and even third languages, to be taught at schools. The government's reason was simply because they were official languages and because they ironically met with learners' cultural needs.   Indigenous languages were neglected, as Alexander (1989: 20) remarks:

> For the colonized people themselves ... their own languages and cultural traits were devalued and often despised. A typical colonized mind... became one of the most potent weapons of colonial policy....

Apartheid had its origins in 1948 with an Afrikaner government, who in an authoritarian manner, was bent on Afrikaner survival at the expense of unequal treatment of all other people. The rights of the African languages were again disregarded (Maartens, 1998: 29). As mentioned earlier, Shaw (2001: 4) agrees with this notion and describes apartheid rule as *'virtual heresies"* persisting throughout the eighties. The apartheid era had created a moral breakdown of the nation, where whites received so much more than the others.

Then came a miracle - democracy, defined by Shaw (2001: 4) as, *"one nation many cultures."* The great divide between apartheid and democracy began in 1994 and ended with the 1999 elections. Whereas apartheid encouraged and created racial and ethnic divisions, democracy was marked by peaceful negotiations, to present the country with a new Interim Constitution for a multicultural society based on equity and justice for all South Africa's people. Democracy meant the creation of an open society where both Blacks and Whites are granted dignity as citizens of South Africa. When the African National

Congress (ANC) came into power, enormous expectations were envisaged regarding the underprivileged. Meskin (2003: 7) mentions that many organizations pledged to *"be human, to value the good of the community above self-interest ...and to show respect to others."* Government therefore set the ball rolling for a most urgent challenge - to live up to international standards of basic human rights for all who live in its country.

Consequently, language policies had to be revised and revamped, bringing the need to promote African languages to the forefront in order for South Africa to thrive as a nation. The new South African Constitution of 1996 thus contains a number of innovative measures wherein language as a human right is emphasized. This means that value must be attached to the worth and dignity of the whole population. Minority languages must not simply be tolerated but embraced and accommodated within the country as much as is reasonably possible to do. As a result various structures in South Africa have been set in place to promote previously neglected languages.

It is evident then that racial integration has been adopted in the education system in order to desegregate and normalise education and achieve equitable language access to all learners. South Africa's language policies are in fact set in place theoretically in order to advance previously delineated languages. *Post-apartheid* refers to the period extended beyond 1999 to include a period of social transformation towards fully-fledged democracy. South Africa is at this important juncture in history right now and this study situates itself amidst this transition.

1.6.5. isiZulu

"Zulu" is a national tag referring to people who form a particular ethnic group of Africans. The Zulu people, who hail from the Bantu nation (a large number of linguistically related peoples of Central and South Africa), comprise a prevailing population group in the province of KwaZulu-Natal in South Africa. This particular

15

Ntungwa group has been numerically influential since the reign of the famous Zulu kings Dingane and Shaka. The language of the Zulus, isiZulu, had its origins during the Shakan period and continues to be spoken by a vast majority of people in KwaZulu-Natal. Zungu (1998: 37) records that 'KwaZulu' in fact means, *'the home of the Zulus'*. Many linguists insist on adding the prefix *'isi'* to Zulu to refer to the language of the Zulu people. In this study, the term isiZulu is used to refer to the language spoken by the Zulus. Prefixes such as 'isi', 'se' and 'si' are also commonly attached to other African languages mentioned in this study.

Having clarified some important concepts relating to this research, the study's significance will now be explained.

1.7. Significance of the study

Naledi Pandor, South Africa's Minister of Education, highlights an urgency, which is directly addressed by this study. She states:

> ...the future of African languages as mediums of instruction is bleak if nothing is done immediately...I am pleased that a number of universities have responded positively to the language policy for higher education and some of the recommendations made by the Ministerial Committee and have developed and revised their institutional language policies to align them with the national policy. I continue to engage with stakeholders and role-players on language issues, so as to seek ways of finding a better and more effective implementation of our language policy.
>
> <div align="right">Pandor, 2006</div>

This study is located within the current debate about multilingual policy in Higher Education. The need to construct a national multilingual identity has never been more critical than at present, where there appears to be impending tensions about implementing multilingual language policies in South Africa. These tensions revolve around potential conflict between the resuscitation of previously disadvantaged languages on the one hand, and maintaining the already established 'high status' languages on the other. Further, there are challenges from affirmative action for African languages. In fact, language is an *'extremely*

emotive issue' in a country like South Africa, with such an ethnically mixed population so affected by a colonial past (Thorpe, 2002: 1; Banda, 2003). Ultimately, facts and trends concerning these emotive issues need to be more closely examined in order to gauge the nature and scope of challenges that deter the advancement of multilingualism.

Scholars emphasize that effective development and implementation strategies for language planning are dependable to a considerable degree upon reliable information about the sociolinguistics of that particular language community. Data are needed on, for example, language distribution, language proficiency, language usage patterns, language preferences and language attitudes of that specific community. Information on some of these areas of interest is generally found to be unavailable in regard to Higher Education institutions in South Africa, and the need for dedicated research cannot be overemphasized.

These very issues bring to the forefront the importance of such a study, which may be beneficial to any discussion on the issue of language planning, especially in education. In fact, there is general anticipation of the results of this study. A concerned university affiliate, for instance, requests:

> Can you please make these results available? We are working on the ... multilingualism project ... It will be most informative to us to see the results.   (UKZN Academic, 2007)

It is envisaged that outcomes of this study should encourage extensive use of its data, analysis and conclusions among linguists working with language in education policy-development in South Africa.

This study specifically explores the ideological paradox inherent in transforming South African tertiary education from a linguistically standardized education, to a diversifying one, in conformity with the needs of its community. The study explicitly focuses on whether Higher Education institutions in South Africa are avoiding the centuries old subordination of indigenous languages, and

transforming their language practices in line with refurbished legislation in education. Although many of these institutions are heeding to new legislation by accessing alternative languages to its learners, what needs to be scrutinized more profoundly is whether these policies, although expertly laid down in theory, are potentially a mere political farce if met by resistance from their users.

The point is that, rather than regarding the university population as inflexible racists or cultural conservatives, this study may better serve scholarship by getting beneath the skin of resident attitudes. The overall purpose of this study then, is to focus on the language status quo at one particular Higher Education institution; the University of KwaZulu-Natal, in order to bridge the gap if isiZulu is not being embraced by its constituents as a medium of education. Findings from a study such as this could have implications for future policy measures and further policy decisions not only at UKZN, but also for Higher Education in South Africa on the whole. In keeping with its purpose, the scope of the study is detailed next.

1.8. Scope of the study

A survey is administered, examining the attitudes of UKZN's staff and students towards the use of isiZulu alongside English as media of education. The research focuses specifically on findings drawn from the University of KwaZulu-Natal since its merger in January 2005. The study constitutes findings drawn from a survey of university affiliates from the different campuses located at five separate geographical sites in KwaZulu-Natal: Edgewood campus, Howard College campus, Nelson R Mandela School of Medicine, Pietermaritzburg campus and Westville campus. The investigation not only spans the five campuses, but also includes the different departments, faculties, and schools. It provides cross-sectional perspectives represented by the different ethnic groups, genders, ages and periods of affiliation with the university. Demographic records of the

18

university (UKZN, 2007) will provide authentic and up-to-date information on the population under study.

To survey the attitudes of large numbers of people such as a university community, an appropriate research methodology needs to be applied. The next section provides an overall explanation of the research methodology used for this study. Chapter 3 further details the research methodology.

1.9. Research methodology

Any sociolinguistic study needs to reflect an adequate and accurate account of findings, especially where there is a focus on the relationship between language and society. Achieving accurate results relies largely on achieving validity and reliability. For this reason, this study has opted for the use of a widely used methodology in sociolinguistics; the *quantitative* approach. This approach is most often used to survey large numbers of people to obtain trends in attitudes towards particular features of language as used in daily interaction.

For the quantitative approach, a quantitative data collection procedure must be used. A survey research was the best possible approach to this study since it allows for a quantitative or numeric description of the sample, which is a fraction of the population to be tested. This study was based on results drawn from a questionnaire survey, which was conducted amongst students and staff of the University of KwaZulu-Natal. This type of data collection allows for generalizations of findings from the sample to the population.

The primary goal of the survey research was to discover people's attitudes on a topic, thus, a group of carefully selected questions was formulated, with a view to gauging perceptions, values and beliefs on the topic. The questionnaire survey was the preferred type of data collection for this study because it had its

advantages in that it was economical, it saved time and had a relatively quick turn-around in data collection.

The questionnaire survey was administered and distributed via the University's electronic web system. This was an effective way of ensuring efficient and fair distribution to a population of this enormity. Data were retrieved from the electronic web system, systematically collected, then analyzed and presented in a descriptive format. There is a thorough exposition, in subsequent chapters, detailing the processes involved in the methodology used for undertaking this study. But first, an explanation needs to be provided about the conceptual framework used to approach the study.

1.10. Conceptual framework

The Department of Arts and Culture, a mouthpiece on education language policy in South Africa, released a document entitled "African National Congress Policy Considerations" (1992), which makes a powerful statement regarding the functionality of language policy. It states that, "*Any language policy must reflect the voice of the people and this voice is more important than any model which emerges.*" The conceptual framework for this study revolves around the notion that language policy development will only succeed if approached from a 'top-down' (government) stance, working in synchrony with a 'bottom-up' (community) perspective. In other words, policy development must thus be seen as a two-dimensional process rather than a linear one-way course of action. Language has to work in conjunction with, and adjust to, the realities of a changing society. It follows that determination and commitment from speech communities themselves must be forthcoming in order for concretize legislation.

From a theoretical standpoint, many linguists support a similar view that policy and community involvement must work hand-in-hand in order for any language to be used successfully. Baker (1988) provides the basis for such an argument,

while Bamgbose (1991) reiterates a similar notion and Alexander (1992) further develops such a stance in the South African context. This thought is succinctly advocated by Crawhall (1993) too, who contends that, *"... Any language policy must reflect the voice of the people and this voice is more important than any model that emerges."* (1993: 20-23). Fergusson (1996: 275) reinforces this idea when he argues that, *"In many ways the effectiveness of language policies...is determined more by the attitudes of the people on the language use than it is by simple demographic facts of language distribution and use."*

These attitudes can either be positive or negative. Wolff (2002: 142) also agrees that it is *"people's attitudes,"* toward a language, that can be stumbling blocks to people being receptive of using that language. Ferguson (1996) echoes this sentiment when he states that a language will revive only if its speakers portray a positive attitude towards it. And Zungu launches a remarkable reservation in point: *"Is it possible and necessary for a government to develop the language of its people if the speakers themselves do not see the need to do so?"* She continues to reinforce that, *"Legislation on Language...only provide an enabling environment to the transformation of the mind,"* and it is left to its speakers to develop and promote it (2000: 3). She quotes Reagan (1995) arguing in the same vein, that the, *"planning and development of African languages is likely to fail if resistance from their own speakers meets these languages"* (Zungu, 2000: 4).

Thus, this study puts forth that the ideal of multilingualism at UKZN may never be achieved unless policy is accompanied by positive attitude and authentic involvement of the university's constituents. After-all, these various affiliates are important stakeholders in the education offered by the institution. There has to be a wider consultative process, which draws on the voices from below. Whether UKZN's foremost patrons, the students and staff, are content with the language status quo, or whether there are signs of resistance, is of paramount importance in assessing the feat or failure of language policy.

In light of such points of view that form the conceptual framework for this study, it may emerge that the mismatch between language policy and practice at UKZN emulates from the attitudes of the university community towards these languages. More specifically, it is possible that English 'only' is the preferred language amongst the majority of students and staff, while isiZulu is not being widely used as a medium simply because of a nonchalant or worse still, negative attitude towards it. What is required is the cooperation and strong will of the university community as a whole, in order for a policy to be fully actuated; not just a tailor-made policy on paper.

Relevant and up-to-date literature needs to be surveyed in order to gain a clearer picture of how attitudes affect language use in education. The following section provides a synopsis of several works consulted for this study.

1.11. Previous Works

Literature for this study has been reviewed from a variety of sources regarding the effect of attitudes towards languages in education. The review of literature focuses on bilingual/multilingual education and is surveyed respectively as follows:

- Effect of attitudes towards languages in education worldwide
- Effect of attitudes towards languages in education in Africa
- Effect of attitudes towards languages in education in South Africa:
  - ➢ School-level education
  - ➢ Tertiary education
- Effect of attitudes towards languages in education in KwaZulu-Natal:
  - ➢ School-level education
  - ➢ Tertiary education

While a concise categorization of these works is provided hereunder, a more thorough review is detailed in the chapter that ensues.

Literature clearly reveals prevailing attitudes and orientations towards languages in education throughout the world. Research from Britain, Finland, Japan, India,

Canada and United States is expounded on. In this regard, the following works were consulted respectively:

- Norris-Holt, 2003, *Motivation as a Contributor in Second Language Acquisition*
- Liebkind, Broo & Finnas, 1995, *The Swedish-speaking minority in Finland: a case study*
- Norri, 2003, *The Language Net Project*
- Benson, 1991, *Attitudes and motivation towards English: A survey of Japanese freshmen*
- Morrow, *The users and uses of English in Japan*
- Kedreogo, 1997, *Linguistic diversity and language policy: the challenges of multilingualism Burkina Faso*
- Lukmani, 1972, *Motivation to learn and language proficiency*
- Ellis, 1997, *The study of second language acquisition*
- Malherbe, 1995, *Les languages de l` Humanite'*
- Schiffman, 1996, *Linguistic culture and language policy*

Looking further into literature, several scholars have highlighted the importance of attitudes of African society towards the survival of their languages. Among the most prominent are:

- Owino, 2002, *Conquering the conqueror. The empowerment of African languages casts a shadow over English in Africa*
- Kembo` Sure, 2002, *Little Languages and Little Speakers*
- Wolff, 2002, *'THE HEART OF THE AFRICAN LANGUAGE QUESTION' IN EDUCATION*
- Maartens, 1998, *Multilingualism and language policy in South Africa*
- Letsie, 2002, *African Languages as Media of Instruction*
- Angi`ella, 2002,
- Akindele's, 2002, *Literacy, Attitudes and Language Revitalization: The Case of Suba in Kenya*
- Kamwendo & Kachiwando, 2002, *Enhancing the Role of an African Language in Education: The Case of Ciyao in Malawi*

Literature also reveals that African languages have been severely marginalized within the country of South Africa because of attitudes of its speakers. The following studies provide noteworthy information relevant to this research:

- Owino, 2002, *Speaking African: African languages for education and development*
- Kamwangamalu, 2000, *A New Language Policy. Old Language Practices*

- Kamwangamalu, 2001, *The Language Planning Situation in South Africa*
- Wolff, 2002, *'THE HEART OF THE AFRICAN LANGUAGE QUESTION' IN EDUCATION*
- Murray, 2002, *Democratic values, humanism and African language learning*
- Heugh, 2002, *The case against bilingual and multilingual education in South Africa: laying bare the myths*
- Van Huyssteen, 2002, *MULTILINGUALISM: AN ASSET*
- De Klerk, 2002, *Language issues in our schools: Whose voice counts?*
- Probyn, Murray, Botha, Botya, Brooks & Westphal, 2002, *Minding the gaps - an investigation into language policy & practice in four Eastern Cape districts*
- Pluddemann, 2002, *Action and reflection: Dual-medium primary schooling as language policy realisation*

A significant amount of research has been undertaken to address language attitudes in the provincial context of KwaZulu-Natal. In this regard, major works have been refined by:

- Zungu, 1998, *The status of Zulu in KZN*
- Mathonsi, 1994, *The effects of multilingual situation on isiZulu syntax and semantics in the Greater Durban Area. (G.D.A.)*

Whereas Zungu and Mathonsi provide overall perspectives regarding attitudes of Zulus towards isiZulu, subsequent research adds to this consideration by effectively restructuring our understanding of attitudes towards isiZulu at schools in KZN. Those worth mentioning are:

- Zungu, 2000, *The Development of isiZulu Language*
- Moyo Themba, 2002, *Mother tongues versus an ex-colonial language as media of instruction and the promotion of multilingualism: the South African experience*

Additional studies focus on language attitudes prevalent at schools particularly in the geographical context of Durban, a metropolitan area in KZN. Amongst these are:

- Broeder, Extra and Maartens, 1998, *Durban Language Survey*
- Pillay, 2003, *A sociological investigation of the status of isiZulu at former House of Delegates high schools in the Greater Durban area*

- Moodley, 2005, *A sociolinguistic analysis of multilingual conflict in post-apartheid South Africa: with special reference to isiZulu in the Greater Durban Metro area*

The following researchers convincingly demonstrate the extent to which attempts have been made regionally to promote isiZulu in non-Zulu institutions of learning.

- Zungu, 1998, *The status of Zulu in KZN*
- Ndimande, Desai and Ramsay-Brijball, 2003, *Practical Strategies for Promoting Multilingualism in KwaZulu-Natal*

While the above-mentioned researchers appropriately expand our understanding of language attitudes in education at school-level in KZN, the researchers mentioned hereunder confine their studies to tertiary institutions in KZN:

- Chick, 1998, The *relationship between English and Zulu in KwaZulu-Natal*
- Ramsay-Brijball, 2003, *A sociolinguistic investigation of code-switching patterns among Zulu L1 speakers at the University of Durban-Westville*
- Geyser, Narisimulu and Ramsay-Brijball, 2001, *The challenge of language management in higher education*
- Ndimande, Desai and Ramsay-Brijball, 2003, *Practical Strategies for Promoting Multilingualism in KwaZulu-Natal*

Finally, latest advancements toward the endorsement of African languages at the University of KwaZulu-Natal are scrutinized. Here, departmental initiatives are traced and the proposed new bilingual policy is examined more closely.

The next section provides information on how the study is structured.

1.12. Chapterisation

Chapter one provides a brief overview of the locale of the study, as well as the motivation for undertaking the investigation. This chapter also defines key concepts that need to be understood in order to appreciate deeper the contextual significance of the study. Study objectives are laid out, and key questions to be answered by this study are noted. In addition, this chapter outlines the hypotheses of the study. It then provides a concise discussion of the

methodology used in undertaking this study. A theoretical framework is drawn out and previous works relevant to the subject are mentioned.

Chapter two deals with literature review. This chapter provides a number of perspectives, drawing from in-depth overview of the most up-to-date literature available on how attitudes affect policy implementation in education, both internationally as well as locally. The conceptual framework upon which this investigation is based is elaborated upon. Literature review revolves around the debate concerning bilingual/multilingual policy implementation, especially with reference to the current linguistic ambience amidst language policy transitions and development in post-apartheid South Africa. In addition, this chapter furnishes findings derived from previous research regarding the present status of isiZulu and English at educational institutions in KZN at large, and at Higher Education institutions in particular.

Chapter three details the research methodology utilized in this study. A step-by-step report-back is given on the process used in gathering data by using a questionnaire survey that is carried out amongst the university community at large. A full description is given on how information will be methodically and statistically documented and analyzed.

Chapter four reveals results of the survey, describing interpretations upon close analysis of the retrieved data. Attitudinal patterns of students and staff are discussed, as concluded from a close and systematic scrutiny of themes emerging from the data. This chapter is crucial in pinpointing whether the proposed new policy is being embraced by the university community and the extent (if any) to which it is working on the ground.

Chapter five includes recommendations based on conclusions drawn from the study. It analyses the role of attitudes in promoting bilingual education at UKZN and discusses what areas need to be attacked head-on if the proposed bilingual

policy has to become a working reality at the university. This chapter concludes with some feasible suggestions towards appeasing sociolinguistic conflict between policy and practice at UKZN, with implications for education in post-apartheid South Africa in general.

In collecting and compiling information for this research, some problems were encountered. The following section focuses on these specific problems.

1.13. Problems experienced in the study

Discovering language-attitudes of individuals was a more difficult task than initially perceived. Although basic data and simple demographic information of the different sectors that constitute the University community were available, retrieval of information relating to language use required a rather demanding effort.

First, it meant formulating a suitable questionnaire that would yield a wide range of important data on a deeper level of attitudinal analysis. Considerable time was thus spent on gathering information to devise such a questionnaire. Unfortunately, literature on formulating a questionnaire on this specific issue at UKZN was limited; compounded by the fact that there was no evidence of such a survey being administered by the university before. Furthermore, the questionnaire had to be succinct and easily understood in order to minimize time utilised by participants for its completion. Prioritizing, simplifying and confining a wide range of questions to minimal length posed somewhat of a challenge.

Moreover, there was the problem of administering the survey in two versions: isiZulu and English, in order to acquire a fair cross-sample of the different language groups represented. This process required extensive language translation and duplication of procedures on various levels of the study.

For a study of this enormity, covering university affiliates from five different campuses, situated in different geographical areas in KwaZulu-Natal, posed somewhat of an intricacy. For this reason, the practicality of distributing written copies of the questionnaire was virtually unreasonable. To ensure adequate distribution, use of the university's electronic notice system was crucial; the process of which was both tedious as well as lengthy. First, legal clearance for a study of this magnitude had to be sought and appropriate protocol had to be observed. Terms and conditions of distribution and administration had to be clearly defined and adhered to.

Distributing an electronic version of the questionnaire meant that individuals who were not sufficiently computer literate were at a disadvantage. Inaccessibility to computers may also have been an issue. This was a compromise which could have affected the selection of participants. Proceeding so could have led to study becoming more vulnerable to a greater degree of error in sampling. Nevertheless, it was economically more viable that the survey take this form. To minimize such a problem and to increase the probability of fair distribution and maximize participant access, the questionnaire had to be suspended over a considerable time-period on the university's electronic notice system. This process alone covered a substantial duration; more than initially intended.

1.14. Recapitulation

This chapter provided a brief background and motivation for undertaking this study. It also contributed insights to enhance an understanding of key concepts in language policy discourse in education in post-apartheid South Africa. Objectives of the study were clarified, which also made clear an indication of the key questions that guide the study. In addition, a theoretical approach to the study was laid out. Previous works providing more background into the role of attitudes on language planning in education were revealed. Included, were latest empirical findings (although limited) on the language status quo and user

attitudes at Higher Educational institutions in South Africa, both nationally and regionally. This chapter also briefly described the methodology used in undertaking the study. It concludes with a brief explanation of some problems experienced in the study.

The subsequent chapter expounds on the literature survey, providing a more detailed synopsis of material relating to attitudes towards language policy implementation in education both locally and worldwide.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL ORIENTATION

2.1. Introduction

Linguistic information that provides a framework for this study has been drawn from a variety of sources; both primary as well as secondary. This chapter provides a methodical review of relevant literature pertaining to the effect of societal attitudes on languages in education. The structure of this chapter will take the following format:

2.2. Conceptual approach to the study
2.3. The effect of attitudes on languages in education worldwide
2.4. The effect of attitudes on languages in education in Africa
2.5. The effect of attitudes on languages in education in South Africa:
    2.5.1. School-level education
    2.5.2. Higher education
2.6. The effect of attitudes on languages in education in KwaZulu-Natal:
    2.6.1. School-level education
    2.6.2. Higher education

2.2. Conceptual approach to the study

From a conceptual standpoint, the history of language policy has been crucially impacted by attitudes of its users, as exemplified in the following excerpt by Lewis.

> Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will succeed which does not use 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 disagreement.
>
> (Lewis, 1981: 262)

In fact, attitude is viewed as fundamental to the *"growth or decay, restoration or destruction..."* of a language, so pertinently conveyed by Baker (1988: 112), who confers with Lewis (1981). Baker agrees with the notion that attitudes are pivotal

to language policy and it is on this basis that one can measure the success or failure of policy. Baker further advocates that individual attitudes have a profound effect on communal or societal behaviour. For him, "*An attitude is a hypothetical psychological construct that impinges in an important way on the reality of language life*" (1988: 112). This study posits itself around this conceptual framework and will further illustrate the importance of attitudes on language policy, by drawing on supporting theory.

Building more on the crux of his initial argument, Baker (1988: 113) perceives attitude as an '*end product*', involving both input (causal) variables as well as output (outcome) variables. He uses Welsh lessons provided in school as an example illustrating how it could yield '*greater facility in the language*' as well as '*positive attitude to the language*'. For him, watching Welsh language programmes on television may have twofold results too: "*enculturation and positive attitude to Welsh cultural forms*". He continues to clarify this idea in explaining how examination success, while it may be seen as the most important outcome of schooling, may result in mere 'short-lived' knowledge, whereas if accompanied by positive attitude, may yield a more 'enduring' outcome.

Baker adds another important dimension to his argument on attitudes. He alludes to the notion that attitudes and behaviour can be incongruent; this too resulting in the failure of policy. In other words, for him, "*A person may have positive thoughts about a language, yet behave in a negative way*" (1988: 113). He makes reference to Triandis's (1971) theory of attitudes encompassing three parts: cognitive, affective and active. In language, cognitive attitude may be exhibited by effective transmission of words and symbols, affective attitude may refer to feelings and emotions, and active attitude relates to '*readiness for action*'. Baker suggests that while there may be '*consonance*' between these three factors, there may also be '*dissonance*' (1988: 113). He profoundly suggests that

if language policy seeks to be successful, all three of these aspects should work concurrently.

In light of the above conceptual stance, a significant number of linguists echo the similar line of thought concerning the accomplishment of language policy. Many are of the view that language policy can only be considered successful if it is implemented in cooperation with its users. Bamgbose (1991: 120) conveys this sentiment well when he notes the three conditions that have to be met if language planning has to be successful: the language in question has to have a significant base of speakers, the political will must exist and there must be a strong government capable of implementing language-policy decisions. For him, language policy can be successful, "*provided there is a strong will to do so.*" (1987: 13). In keeping with Baker's view of the ramifications of attitude on successful language policy, this fervency of 'will' needs to be two-dimensional; exuding from legislators (top-down) and society (bottom-up). Success in practical implementation then, will depend on meaningful negotiation and cooperation of both decision-making agents; government and society.

Among the many linguists that support this notion, Neville Alexander (1992) emphatically makes a case for two points concerning language planning in South Africa. Firstly, it can be 'too much government orientated' where it is likely to appeal more to economic needs rather than communicative needs of its users; and secondly, language policy must have the support of the people. He argues the case for 'language planning from below', that is, from the perspective of the community. He provides insight into the fact that government orientated policy development is not enough. Stakeholder interests have to be harnessed as a necessary resource upon which policy must be developed.

Using the foregoing conceptual approach, a theoretical framework for bilingual policy in education in post apartheid South Africa is adopted by this study. The

32

following areas of concern will thus be scrutinized regarding attitudes of the constituents of UKZN towards bilingual education:

- Does the proposed new language policy conform to the expressed attitudes of those involved?
- Is there any notion of negativity towards bilingualism exhibited by the university community?
- Is there any notion of positive sentiments towards bilingualism displayed by the university community?

An investigation into these issues will provide a cogent picture of whether the proposed new bilingual policy at UKZN will be brought to fruition by its practical use. The review of literature that follows will focus specifically on the ramifications of societal attitudes on language policy in education around the world.

2.3. The effect of attitudes on languages in education worldwide

Literature survey clearly reveals prevailing attitudes and orientations towards languages throughout the world. A variety of perspectives are explored on second language acquisition, drawn from linguistic theory. The countries are discussed respectively as follows: Britain, Finland, Japan, India, Canada and the United States. These countries have been chosen because they present a complex linguistic situation, similar in some respects, to the linguistic state of affairs in post-apartheid South Africa. In a sense, these countries could be viewed as successful in examples of language planning. It is envisaged that the countries selected are as representative of worldwide views as possible.

Among the many researchers that view attitudes as having an overwhelming effect on language acquisition, Norris-Holt (2003: 1) discusses how the environment or *"social or cultural milieu…in which an individual is situated (has a) significant impact on language acquisition."* She uses mono-cultural Britain as an example of a society that believes that in order for assimilation of its entire

people, everyone should learn the single dominant language of the country. Additional languages need not be learned, simply because a common culture unites its people communicatively through a single medium. Likewise, an analogous attitude towards second language acquisition is reflected in other monolingual countries around the world.

Finland has 5 million inhabitants, with Finnish and Swedish as the country's two official languages. Over 90% of the population have Finnish as mother tongue. (Liebkind et al.1995: 63). Yet, Norri (2003) puts forth that students in Finland are eager to study English and Swedish because of political and historical reasons. She confers with the notion that language learning takes place optimally when learners reflect affirmative attitudes (2003: 3). She refers to the student's 'readiness' to identify with the target culture.

In Asia, the European colonial enterprise evolved differently from that in the Americas and Africa. Although forts and trading posts were established, the Europeans did not attempt actual colonization; as a result, European languages are not so widely spoken in everyday lives, however, the acquisition of English in Japan, for example, is attempted in some domains (Benson: 1991). Research in Japan shows that lack of positive attitude towards learning English as L2 is very significant in almost all of their schools. However, university students show marked preference to learning English although it plays no significant role in their overall lives. Benson suggests that students are motivated to learn for reasons such as, *"pleasure at being able to read English, and enjoyment of entertainment in English"* (1991: 36). In addition, Morrow (1987) offers a somewhat similar view regarding English in the Japanese education system. He focuses on how positive attitudes of older English teachers affect their desire to study English.

India is a very exceptional case when it comes to language planning. The country has perhaps 1 billion inhabitants and boasts over 400 languages. For any

language policy planner, this would be an outlandish situation. Hindi and English are the national official languages. Yet India's language policy seems to be successful since it covers 90% of the Indian population (Kedreogo, 1997). In fact, according to Kedreogo (1997: 17) the Indian model of language planning has proven successful and points to a possible solution for multilingual countries such as South Africa. Focusing on the effects of attitudes towards languages in education, Lukmani (1972) found that for female learners of English as a second language (L2) in Bombay, positive attitudes played an important role in motivating them to learn that target language.

In countries like Canada, on the other hand, bilingualism or biculturalism are encouraged within society (Ellis, 1997). Attitudes towards the target language and culture actively shape the learner's attitude towards learning that language. Ellis adds an interesting dimension to his study. He concludes that proper attitudes yield more desirable results in second language attainment.

As a result of European colonization of the Americas, almost all indigenous languages more or less disappeared and are somewhat endangered (Malherbe, 1995: 254). It should also be noted that there is a mix of immigrant language speakers in the United States (U.S.). Yet, although there is no formal language policy enforcing an official or national language, the primary (and in some cases exclusive) language used in education, business, government (state, federal, and local), and the media, is English. For this reason, English has become the de facto official language. Schiffman (1996) attests that the strength of English in education in the U.S. is as a result of the attitudes of U.S. society towards this language. Society considers English as playing a major role in being a national symbol. It is evident then that motivation to acquire English, stems from the positive attitudes of society's constituents.

Whatever the underlying motivation is to learn another language, literature indicates that attitude towards a language is an integral variable when rating the success of that language's use in society. What is interesting is that optimistic attitude is highly dependant on the context or setting within which the target language is taught.

Having discussed the effect of attitudes on language policy in education worldwide, the following section will focus on reflections of the language situation in Africa.

2.4. The effect of attitudes on languages in education in Africa

Looking further into literature, several works are confined to the African context and reveal attitudes of Africans towards their languages. Some literature goes as far as to discuss the importance of the resurgence of African languages in developing the nation and meeting with international standards of multilingualism in education.

In Africa, there are a very large number of indigenous languages, however, European languages are prevalent everywhere because of Africa's colonial history. Amongst the literature surveyed, Owino's 2002 report justifiably draws attention to the need for Africans to adopt positive attitudes towards their own languages in order to resurrect them. In his report, he acknowledges the need for Africans to introduce African languages in education alongside English. He attests that breakdown of linguistic mother tongue communication, is one of the key factors affecting the high dropout rate of South African learners over the years. He bases his argument on an understanding of *'bilingualism and linguistic interdependence,'* (2002: 197) and firmly puts forth that both English and African languages are vital to the development of the nation; in fact, multiple languages need to be adopted if any hope of success is to be achieved. He makes a

weighty statement that, given due attention, African languages will thrive over and above English on the African continent.

In support of this view, Kembo-Sure (2002: 30) enforces the *"need for African people to embrace pluralistic policies and enhance cultural democracy through an enriched multi/bilingual education,"* and he suggests that this can only be achieved by informed effort from government and all those who are committed to the course of developing language for social ascent.

Owino's 2002 report justifiably draws attention to how African languages have been severely neglected and why there is a need for Africans to resurrect their languages. He expounds on how renewed interest in indigenous languages has yielded positive attitudes towards African languages. He brings to our notice various African countries where this sentiment has become a reality. In Botswana, Setswana is gaining ground. Ethiopia uses regional languages as languages of instruction in primary education, Kenya is reported to have included four indigenous languages in their tertiary curricula at Maseno University, while *'positive political will'* (2002: 207) is one of the key factors that led Malawi to include indigenous languages in their media and at primary school level. In Mozambique, developing a standard orthography for fifteen languages is presently being lobbied. Namibia is working towards the upliftment of African languages in all domains. The Nigerian government boasts that school textbooks written in English are now being translated into regional languages, and indigenous languages in Somalia have survived a period of political turmoil. Tanzania's Swahili has gained momentum internationally. Many regional languages have been added to education curricula right up to university level in Uganda and most of the country's languages are now used in the government-owned newspaper. In Zambia educational materials in seven languages have been developed for use from primary right up to pre-tertiary phases of schooling.

In another interesting article, Wolff (2002) discusses the critical role of African languages in education. He argues that, contrary to what Africans are led to believe by the *"insulting judgements from former colonial masters,"* indigenous languages are vital to the *"overall importance of education, national development and democracy"* (2002: 130). He asserts that the African language question can be solved if Africans themselves (all those who share the African soil) solve it. However, he too, like many writers, advocates that success will only come with positive attitudes. Wolff also touches on the fact that the inferior status of African languages is as a result of low esteem by its very people. He adds that a language's status can only be heightened by its everyday use so far as it meets justifiable functions. He concludes with the notion that there can be no African Renaissance without the re-emergence of African languages amongst African people.

On the whole, literature review reveals that African-language speakers view African languages as substandard or inferior. Other works also confine themselves to the African context, but go on to reveal findings on attitudes towards African languages in education amongst its speakers. Maartens, (1998: 35) concludes that, *"most African people attach little value to their mother-tongue and believe it to be deficient or impoverished in a way that makes it unsuitable for use in modern society."* In terms of being used as media of instruction, Letsie (2002) reveals that African languages have received very little attention from its own speakers. The reasonhe states this is that, *"African languages have a low status compared to the former colonial languages"* (2002: 202).

On a more optimistic note, some African countries, on the other hand, are making profound progress in terms of their attitudes towards African languages. Attitudes of people regarding the Suba language, spoken by the people of Kenya, have been expounded by Angi`ella (2002). He attributes the near extinction of the language to negative attitudes exhibited by its people. He adds

that most Suba people showed "*lack of pride*" and "*lack of positive attitude*" toward their language (2002: 110), until recently when a resurgence of the Suba language emerged. Angi`ella's main objective was to examine the factors that contributed to this resurgence, and he concludes that among the many factors that led to the "*Suba renaissance*" (2002: 112), change of attitude featured strongly.

Akindele (2002) has also surveyed the language attitudes of Sethepu, Seputhi and Setebele speakers towards their languages. He indicates that the people "*have developed positive attitudes*" (2002: 123). In another study, Kamwendo & Kachiwando (2002) have discovered that, "*The (Ciyao) language has experienced some positive developments as regards its status in official domains*" as a result of its speakers portraying positive attitudes towards its use (2002: 181).

While the previous-mentioned researchers have explored how opinions and beliefs impinge on African language use on the entire African continent, the study will now spotlight the state of affairs in the country of South Africa.

2.5. The effect of attitudes on languages in education in South Africa

It is important to first and foremost discuss the progress that has been made in South Africa in regard to languages, especially considering its colonial history. In South Africa's advancement towards a newly democratised country, more major policy documents have appeared than at any other time in the past. This came as a result of addressing the need of reconstructing the country from what it has been to a system that brings equity to all of human kind. Government therefore set the ball rolling for a most urgent challenge - to live up to international standards of basic human rights for all who live in its country. In a compilation of reports on their Millennium Statement on Racism and Programme of Action, the

South African Human Rights Commission (2000) outlines how South Africa therefore obligated itself to live up to international standards by signing different treaties. The country, thus, found it necessary to develop a National Action Plan for the promotion and protection of Human Rights, deposited by the United Nations (December 1998). South Africa has also become party to the International Bill of Human Rights, the African Charter on Human and Peoples' Rights, the Vienna Declaration and Programme of Action (June, 1993) and the Grand Bay (Mauritius) Declaration and Plan of Action (April 1999). The country is also accomplice to other statements and resolutions of the United Nations, the Organisation for African Unity and the Southern African Development Community.

Consequently, language policies had to be revised and revamped, bringing the need to promote African languages to the forefront in order for South Africa to thrive as a nation. Policy document (ANC, 1992) stressed that, *"language is essential to thinking and learning. Learners must be able to learn in the language that best suit their purpose"* (1992: 64).

The new South African Constitution of 1996 also contains a number of innovative measures. The South African Constitution (Chapter 1, Section 6(1)) gives official status to eleven languages: English, Afrikaans, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, as well as isiZulu. While Article 6(1) recognises the indigenous languages as official languages, it also adds that:

> (2) All official languages must enjoy parity of esteem and must be treated equitably.

> (4) The national government and provincial governments, by legislative and other measures, must regulate and monitor their use of official languages.

> (5) A Pan South African Language Board (PanSALB) established by national legislation must:

(a) Promote and create conditions for the development and use of:
  (i) All African 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, Telegu and Urdu; and
  (ii) Arabic, Hebrew, Sanskrit and other languages used for religious purposes in South Africa.

South Africa's construction of a new Constitution, wherein language as a human right is emphasized, means that value must be attached to the worth and dignity of the whole population. Minority languages must not simply be tolerated but embraced and accommodated within the country as much as is reasonably possible to do so.

Various structures in South Africa have already been set in place to promote previously neglected languages. According to Marivate (quoted by Alberts, 2003: 40), *"The Pan South African Language Board (PanSALB) is required by the South African Constitution to develop the official languages and create conditions for the use of these languages"*. Furthermore, Alberts collaborates that, *"PanSALB is a constitutionally mandated Statutory Body established to oversee the process of language development and the protection of language rights"* (2003: 41). Using words very close to the United Nations Declaration, PanSALB also sees the need to take further steps towards promoting and protecting minorities. The primary objects of PanSALB (South African Constitution, Article 185(1) are:

(a) To promote respect for the rights of cultural, religious and linguistic communities;
(b) To promote and develop peace, friendship, humanity, tolerance and national unity among cultural, religious and linguistic communities, on the basis of equality, non-discrimination and free association; and
(c) To recommend the establishment or recognition, in accordance with national legislation, of a cultural or other council or councils for a community or communities in South Africa.

(2) The Commission has the power, as regulated by national legislation, necessary to achieve its primary objects, including the power to monitor, investigate, research, educate, lobby, advise and report on issues concerning the rights of cultural, religious and linguistic communities.

(3) The Commission may report any matter that falls within its powers and functions to the Human Rights Commission for investigation.

(4) The Commission has the additional powers and functions prescribed by national legislation.

The role of PanSALB is made evident by Alberts (2003: 41), who states that, "P*anSALB has made important strides in addressing language developmental problems...*" Its structures are in place. On the whole, it appears that PanSALB has done its share in the promotion of multilingualism in South Africa.

All in all, it is apparent that South Africa's language policies are in fact set in place. Theoretically, there are no loop-holes, however, the South African question of having 12 official languages comprising ten indigenous languages, as well as English and Afrikaans, is of utmost importance because it represents a peculiar challenge to the promotion of multilingualism. From the foregoing review, a good deal of literature reveals that African languages have been severely marginalized throughout South Africa's history. In fact, this attitude continues to prevail right into the post-apartheid era. Various researchers discuss how South African language policies fall short of practical implementation as a result of the effect of attitudes of society.

Remaining in the South African context, Owino (2000) brings to the forefront the need to adopt positive attitudes in promoting all levels of multilingualism. Inasmuch as Owino views South Africa as being way ahead in terms of multilingual development, at least in theory, he advocates that apartheid has caused '*hardened attitudes*' against African languages (2002: 208). He

emphasises that innovative language policies are set in place, but need to be concretized by practical implementation. He draws on relevant documents such as the South African Constitution (South African Schools Act, 1996), which makes provisions for the linguistic rights of children. He also refers to the Draft White Paper on Language (1999) that promotes functional multilingualism. Reference is made to the establishment of bodies like PanSALB and Provincial Language Committees (PLCs). Although he optimistically sees the role of PanSALB and the PLCs as South Africa's answer to reversing the status quo of African languages, he stresses the urgent need for affirmative attitudes of society to ensue.

Similarly, Van Huyssteen (2002) confines her discussion of multilingualism to the South African context. She clarifies how Afrikaans and English have survived through the apartheid era and how English maintains its status as *lingua franca*. She also contributes to a discussion of the emergence, importance and role of language policy organizations such as PanSALB and emphasizes that more needs to be done in the field of practical implementation of language policies.

The above-mentioned studies reveal much about the general language scenario in the country as a whole. Other studies focus specifically on language development in education in South Africa. Much of the research reveals contradictions between language in education policies in South Africa and practical language learning in education.

The following section will address attitudes towards languages in education at school-level in South Africa.

2.5.1. School level education (South Africa)

South Africa's Language in Education Policy (LiEP) stipulates that the learner has the right to receive education in the official language of his or her choice, taking into account equity, practicability and the need to redress past discriminatory laws [Department of Education (DoE), 1996]. The new LiEP (DoE, 1997) advocates additive multilingualism, communication across the barriers of race, and respect for others' languages. Learners may choose their languages of learning since this is a qualified right (LiEP, DoE, 1997, 2). The LiEP further advocates: *"- the maintenance of learners' home language at the same time as they acquire additional languages (additive multilingualism"* (DoE, 1997).

Further, the responsibility and power of practically implementing educated language choices in schools have been vested upon School Governing Bodies (SGB's). The South African School's Act, 1996 (DoE, 1997) advocates that an SGB should, *"announce the school's language policy and state how it will promote multilingualism through a variety of measures."* The 1996 South African Schools Act and provisions in the LiEP (DoE, 1997, 23) grant schools the right to decide on their own languages and, *"provide for more than one language of teaching where the need arises."*

Although appropriate language policies in education have been laid down, and in spite of the DoE's 1998 announcement that it will monitor the implementation process, certain languages are still neglected when it comes to learner preferences. Perhaps the failure can be linked to Kamwangamalu's (2000: 51) view that present language practices in South Africa are due to the fact that, *"Old language practices have, to a large extent, remained unaffected,"* in spite of the new Constitution. For him, *"English and Afrikaans remain the main stakeholders in the language practices in post-apartheid South Africa"* (2000: 51).

Maartens (1998) describes the history and development of language policies regarding English and Afrikaans in apartheid South Africa, and how the development of African languages have been stunted in post-apartheid South Africa. She brings to our awareness that there is a blatant *'mismatch'* between language policy and language practice in South African government, education and business. She makes clear that the *"will to do the 'right thing' for the most part is there,"* yet language practice is not justifiably reflecting language policy (1998: 35).

Kamwangamalu (2001) delves further into the language-planning situation in South Africa. He expounds on latest census figures of South Africa's multiracial population and the language profile in South Africa. His conclusions point to the fact that the non-indigenous languages, English and Afrikaans, albeit having a lower percentage of speakers than other home-grown languages in South Africa, have managed to retain their vibrancy against all odds. He describes English as gaining popularity because *"it is seen by many as the language of power prestige and status"* (2001: 367). Similarly, he states that although Afrikaans *"has lost some of the privileges it had during the apartheid era...it remains a vibrant language"* (2001: 370) because of its extensive *"transactional use... in the workplace, as well as in all the higher domains of language use"* (2001: 371).

On the other hand, he reveals that the prevailing negative attitudes of Black South Africans towards their languages in education are as a direct result of the negative impact of the Bantu Education Act of 1953. (Kamwangamalu, 2001: 390). He firmly puts forth that it is against the bleak backdrop of the apartheid demise which promoted discriminatory policies, that current multilingual policies are formed in the new Constitution. No wonder, he continues, Blacks consider education in African languages as *"useless, for it has no cachet in the broader socio-economic and political context"* (2001: 397).

Kamwangamalu further points out that a particular attitude is evident in English and Afrikaans-medium schools. English and Afrikaans are given precedence and justifiable time-allocation as teaching subjects at schools. However, African languages are sorely neglected. In his 2000 work, Kamwangumalu is of the view that if there's any hope of South Africa meeting true multilingual standards, African languages must be given precedence and must be viewed as *'valuable resources'* needed for *'upward social mobility'* of its people (2000: 59).

Particular attention must be given to Wolff's (2002: 134) statement that:

> The role of language in education should be discussed along at least four different lines of argument; language and cognitive development of the children, monolingual versus multilingual strategies, quality of teachers and materials, and language and the relevance of education to the wider society.

Drawing on the above excerpt, he agrees that early childhood introduction to languages is very important and multilingualism is the best obvious solution. He stresses the need for suitable teaching materials and effective teachers. He adds the importance of the primary school as the most effective vehicle used in the development of a community and that language must yield tangible benefits for the development of people. Language rights of a child also feature strongly in his article. Of particular significance to this study, is Wolff's view that the inferior status of African languages is as a result of low esteem by its very people. He adds that a language's status can only be heightened by its everyday use so far as it meets justifiable functions. He concludes with the notion that there can be no African Renaissance without the practical use of African languages.

Whereas Kamwangamalu and Wolff look at the above lines of arguments as pertaining to the attitudes of African language speakers towards the use of African languages as media of instruction at schools (mother tongue education), other research hinges on the need for English and Afrikaans-speaking teachers to embrace African languages by actually using them.

Murray (2002) makes case for English and Afrikaans-speaking teachers to adopt a positive attitude towards African languages and learn them. She describes how the achievement of such a goal is often stunted by *'overly academic approaches'* (2002: 112)). The result is that teachers fail to prioritize African language learning and thereby seem to have lost interest themselves. She provides the basis for a humanistic, community based approach as developed by the Project for the Transfer of African Language Knowledge (TALK), particularly as it relates to the development of multilingualism. Murray concedes that failure to speak another's language breaks down the creation of an inclusive school culture. In addition, she suggests that English and Afrikaans-speaking teachers should learn African languages since it is in keeping with values of human dignity. She concludes by reiterating that, *"...the teaching and learning of African languages as second language... (should) be a priority"* (2002: 120).

Heugh (2002) reiterates the need for adopting a positive attitude towards language practice in education in South Africa. Heugh lays bare the myth surrounding "The case against bilingual and multilingual education in South Africa". In her article, she outlines how unfounded obstacles and arguments are hampering the implementation of the new language in education policy. She refers to the attitudes and perceptions of the users of South African languages and concludes that they are being fogged by *'prevarication and myths'* (2002: 173). She puts forth that:

> Lest there be any misunderstanding on this issue, the development of and investment in African languages as languages of learning and teaching will bring the best possible returns...the benefits ... include (among others):
> 1. An increase in the overall standard of education in the country, and
> 2. Raised levels of self-esteem and a greater degree of social tolerance for many citizens, and a positive impact on the economy. (2002: 175)

She argues away the following myths about language in education in South Africa:

47

- There is little or no indigenous South African research.
- Parents want their children to be taught in the medium of English.
- In South Africa, English is the only language that has the capacity to produce quality education, and
- Bilingual and multilingual education is too expensive.   (2002: 177)

Heugh strongly disqualifies the first myth by pointing to the abundance of research having been undertaken in the area of African languages in this country. She points out that what is being denied as being unidentified problems, have already been identified. She adds that international studies on bilingualism and multilingualism serve to supplement and not confuse language in education issues in the South African context.

Regarding the second myth, Heugh confers with many researchers that there is no doubt that English continues to remain the dominant language of choice amongst parents. However, figures show that there is an alarmingly high degree of support to learn languages other than English. Heugh (2002: 183) refers to the following Table containing interesting statistics in relation to society's languages of choice for educational programmes on television and radio in South Africa.

Table 1: Support for Languages other than English

Afrikaans	**11.5%**
African languages:	**34.4%**
A combination of all official languages	**9.5%**

Source: PanSALB MarkData, 2000

Heugh concludes that these figures by no means prove that parents want 'English only' in regard to exposure to education outside school hours (2002: 183).

Regarding myth 3, Heugh argues that as far as South African research is concerned,

48

> Nowhere has English...been shown to be the most successful language of learning for most children.... There is however, ample evidence of the benefits of bilingual education, which adds to rather than subtracts from the pupils repertoire of languages.
>
> (2002: 187)

Finally, Heugh cancels out the fourth myth that multilingualism is too expensive a task to reckon with. She states that ironically, the state claims to spend an enormous budget (24% of the National budget) on education, yet more than half the learners either fail or drop out of school before matric. She further puts forth that, "*recent studies...for the World Bank, shows that the development and printing costs of bilingual teaching materials and books as well as the necessary teacher training to accompany the materials are not nearly as costly as claimed*" (2002: 192). She feels financial constraint is not an excuse for failure to promote multilingualism. Heugh's conclusions have significant bearings on the results of statistics derived from education officials in KZN, as to whether similar absurd claims such as costing is an excuse for multilingualism not fervently being pursued in KZN. She points to the crippling of isiZulu in the province of KwaZulu-Natal as a result of ill-founded reasons.

Other works in the field of language in education offer plausible recommendations for the implementation of proper language choices within the school curriculum. According to Owino (2002), curriculum development should include tri-lingual outcomes to encourage the use of at least two but preferably three South African languages by means of additive bilingualism and multilingual strategies. But more importantly, Owino encourages, "*the need for African people to embrace pluralistic language policies and enhance cultural democracy through an enriched multi/bilingual education*" (2002: 30).

On the whole, literature relating to languages in education in South Africa indisputably reveals that attitudes of society play a major role in either the impediment or the success of a particular language's proliferation.

49

Amongst the work focusing on regional languages in education within South Africa, Van Huyssteen (2002) spotlights the language rights of economically disadvantaged groups in the Western Cape. From a study carried out at the University of Western Cape, she points to an interesting conclusion that, *"...all over the world those whose language rights did not enjoy recognition could not succeed in becoming economically successful"* (2002: 152).

Van Huyssteen elaborates on the *lilweme* model: a model that empowers teachers and learners to take control of new language acquisition by analysing their own context and by mutual learning between teachers and learners. What is interesting is that she makes reference to the fact that 22 out of 23 schools participating in the project opted for the additive model for learning each other's languages. It is noteworthy that this approach does not put an added burden on teachers to acquire new knowledge, but allows teachers to become actively involved in dynamic interaction together with learners. In so doing, both teacher and learner achieve learning outcomes simultaneously, by adopting positive attitudes towards the target language. She concedes with the notion that it is in an atmosphere of mutual embracement that the practicality of language rights can be realised. She adds that parents and School Governing Bodies should become actively involved in offering children their language rights.

De Klerk (2002) highlights how the perceptions of important stakeholders in education towards language policies are disregarded when considering academic languages to meet learners' needs. In her contribution to discussions on the language in education crisis in South Africa, De Klerk (2002) provides valuable insight into the language situation in the Eastern Cape Province. She brings to light huge gaps inherent between *'idealistic theory'* and *'on-the-ground practice'* in education.

In a two-part article, De Klerk looks at the teaching of isiXhosa for mother tongue instructional use and provides a report on a small-scale survey carried out in Grahamstown in the Eastern Cape Province. De Klerk's report makes a valuable contribution to the understanding of African speakers' (Xhosa) attitudes about the inclusion of African languages in school curricula. She provides feedback on personal interviews with elite parents of isiXhosa speaking children, as well as heads of schools, where they describe their views with regard to language issues in education, particularly in the teaching of isiXhosa in English medium schools. While the study showed that isiXhosa speaking parents still loved their mother tongue, many parents indicated English as their instructional language of choice for their children. They saw many avenues opened to their children in the global village if they had to acquire competency and skill in English. Parents felt that isiXhosa lacked status as a recognised African language because its speakers lacked the enthusiasm to promote it. Rather, they chose languages that best suited their political, economical and social ends. De Klerk concludes that these parents should not be negatively criticized but rather merit must be given to the fact they are exercising freely their language of choice as stipulated by the Constitution. Her work provides extensive insight into attitudes of isiXhosa speaking parents and how they choose languages that best suit their needs.

In the second section of De Klerk's (2002) report she provides perspective on the attitudes prevalent in English-medium schools regarding isiXhosa. While she confers that language in education policies need to ensure the survival of indigenous languages, she adds that the status attached to the teaching of isiXhosa is not only due to its deficiency in resources, but also that, *"Whites do not bother about African languages because the language in education policy, and the poor resources and the curriculum allow them (force them in fact) to ignore them..."* (2002: 26). One very salient factor she brings up is that educators are not motivationally engaged to teach in another language.

Further survey of literature regarding regional languages in education exposes Probyn et al.'s (2002) contribution to insights on the language scenario in the Eastern Cape. They also agree that there are gross discrepancies between policy and practice in language in education. They explicitly maintain that the *'enactment of school language policy in ...four linguistically diverse sites (is) frustrated by community and school language practices'* (2002: 29). The report indicates that one of the factors leading to this mismatch is the uninformed language choice made by School Governing Bodies. More importantly, the research team goes on to explain that the prevailing attitude towards languages is that English dominates for economic reasons and is therefore given priority, while multilingualism and additive bilingualism are ignored. One conclusion drawn from their study is that there is very little School Governing Body involvement in language policy development. Some of the reasons are that schools:

- Lack knowledge of the policy,
- Do not fully understand the power vested upon them,
- Lack expertise in formulating their own policies,
- Do not know the extent to which the DoE will help,
- Departmental officials lack knowledge of the LiEP, and
- Educators are more concerned with the implementation of Curriculum 2005.

As far as attitudes of African language speakers are concerned, Pluddemann (2002) explains the need for dual-medium schooling in South Africa today. He focuses on the need in terms of the African language-speaking majority, the Xhosas in Cape-Town. It is clear, he notes, that they see African languages as inferior and historically stigmatised as a result of the institutionalised racism of apartheid. Pluddemann concludes with recommendations aimed at provincial education authorities on additional strategies for realising the LiEP.

In sum, literature survey on language in education at school-level in South Africa indicates that attitudes of language users have definitely played a role in the

realisation of language policies. Languages in Higher Education in South Africa will now be highlighted.

2.5.2. Higher Education (South Africa)

A useful point of departure in this section will be to primarily present an overview of language policy development in Higher Education in South Africa since the democratization of the country. Universities throughout South Africa have been forced to undergo a rather complex alteration in its language policies as a result of new education legislation that has been amended to synchronise with its democratic Constitution. Most recent language policy recognises English and Afrikaans as languages of instruction in Higher Education (Department of Education, *Language Policy for Higher Education*: 2002, par. 15.1) and also encourages universities to develop strategies to promote multilingualism, especially in South African languages and literature (par. 16).

Among the scholars that offer a synopsis of the present linguistic situation at universities in South Africa, is Du Plessis (2006). In his report, "From Monolingual to Bilingual Higher Education: The Repositioning of Historically Afrikaans-Medium Universities in South Africa," he describes in detail how South African universities have undergone '*sociolinguistic metamorphosis*' since their origination. He relates how South African universities began using English as its primary medium of tuition as far back as 1919 in spite of the Education Department's directives to employ bilingual Higher Education (English and Afrikaans), in the form of dual medium policy, where "*Bilingual students were to be considered 'normal students'* " (2006: 96). He further explains how bilingual universities, with predominantly Afrikaans-speaking students, ultimately evolved into monolingual Afrikaans-speaking universities.

What is significant about Du Plessis' report is that these changes were effected, amongst other factors, by attitudes towards English and Afrikaans, emanating from particular university constituents. He quotes Steyn (1994: 44-46) pointing to three significant factors that led to the change from English to Afrikaans medium of education: "... *the demand for Afrikaans higher education (among students and the public in general), the language competency of students...and language loyalty among Afrikaans speakers*" (Du Plessis, 2006: 97). Universities that constituted a majority of English-speakers followed suit, he reports, with English ultimately taking over as the medium of education: "*By 1994, the majority of universities were officially monolingual (18 out of 21 universities). Almost two-thirds of these were English-medium...and only one quarter Afrikaans-medium. Only three universities were bilingual by 1994.*"   (2006: 99)

Du Plessis highlights how the latest multilingual trend in South African language policies, viz. The *Language Policy for Higher Education* (par. 18) has led to a process of further transformation in language policy of the five historically Afrikaans-medium universities in South Africa. These are:

- The North West University
- The University of Johannesburg
- The University of the Free State
- The University of Pretoria
- The University of Stellenbosch

From his summary, Du Plessis clarifies that, "... *as far as policy of institutional language is concerned, none of the historically Afrikaans-medium universities is still Afrikaans-medium. Instead, English is accommodated in a number of ways...*" (2006:105). However, he makes a remarkable statement that these universities still do not consider themselves as bilingual, neither do they consider their language policies to be promoting bilingualism. Rather, he states that their preferred medium of education is what he terms, "*parallel bilingualism (or double-monolingualism)*" (2006: 106-107). He attributes this position to the universities' seeming commitment to survival, stemming from historical hostility against

bilingual education. "*In the end*, he concludes, "*the need to survive might weigh more heavily than language sentiment*" (2006: 107).

Of the five universities focussed on by Du Plessis, Van der Walt (2007) offers a wealth of perspectives on language attitudes of university students at the University of Stellenbosch. Her paper, 'University Students' Attitudes Towards and Experiences of Bilingual Education," is profoundly relevant to this study in that it provides important perceptions of bilingualism in tertiary level education in South Africa and "*provide(s) pointers for language planning in multilingual educational settings in general*" (Van der Walt, 2007: 3).

The paper describes a detailed report on a survey conducted in the bilingual context of the University of Stellenbosch situated in the Western Cape in South Africa. It must be noted that, unlike the UKZN, Stellenbosch University comprises 60% Afrikaans and 40% English-speaking students. Thus, the University Council approved a multilingual language policy and implementation plan in 2002, which included the use of Afrikaans, English and isiXhosa (the official African language of the Western Cape). Also of importance is the fact this policy has already, to some degree, been in practice for a few years now. It is against this backdrop that the survey attempts to "*gauge students' experiences of bilingual practice*" (Van der Walt, 2007: 2).

The survey was conducted among third year students of the University, based on the assumption according to Van der Walt that, "*since they have progressed to this level, they are generally successful students who would at some stage have encountered and efficiently dealt with bilingual classrooms*" (2007: 6). Students offered perspectives on three broad areas of focus: language use by the lecturer, provision of study material by the lecturer, actions taken by the students in bilingual classes in terms of note-taking and note-making.

Certain crucial results and conclusions drawn from the Stellenbosch University study have noteworthy implications relevant to this study. Regarding language use by the lecturer, Van der Walt (2007: 12) reports that:

- The majority of the students feel that they benefit when the lecturer uses English and Afrikaans.
- They do not mind the lecturer explaining in a language that he/she is comfortable with.
- They find it easier to write assignments in the language of the textbook, and are therefore less dependent upon lecturer-generated notes.
- They do not notice switching between languages by the lecturer because it occurs so commonly.

In conclusion, Van der Walt alludes to the fact that although the Stellenbosch University language policy and its implementation plan is prescriptive in nature, if bi- and multicultural students *'thrive in such an environment, there will be a powerful argument for the incorporation of 'good' bilingual strategies in language policy and planning...*" (2007: 13).

Another scholar that views the importance of attitudes in the context of language learning at university level is Conduah (2003). His article, "Introducing African Language for Teaching and Learning at Wits University," focuses on the attitudes of selected groups of staff and students at the University of Witwatersrand in South Africa. Significantly, the University has an enrolment of 21 000 local and international students from diverse ethnic, cultural and religious backgrounds. Conduah notes, from the University Students' Information and Record System, that although "*...all the eleven official languages of South Africa and 65 other languages are spoken at the University as primary languages...English is the sole language for teaching and learning*" (2003: 246).

He discusses notable conclusions drawn from a study that was undertaken on academic staff and practitioners, as well as first and third year students. Most of the students interviewed spoke one or more of the nine official African languages as their home language. A small proportion spoke English and very few spoke

Afrikaans as first language. Interestingly, he found that the overall view elicited by most of the participants was one of 'ambivalence', which "suggests conflicting attitudes" (2003: 245).

Views on possible introduction of an African language in addition to English for instruction revealed that a large percentage (41%), "...anticipated negative social and cultural effects such as disunity amongst students and violation of some students' linguistic rights if any one African language were selected for introduction" (2003: 248). A larger percentage (47%) felt that the introduction of an African language could enhance communication, academic progress and unity. Regarding the relationship between academic success, African identity and access to English, here too Conduah offers intricate positions emitted by the students. He testifies to, "Conflicting and competing views...regarding pressure to maintain both African identity and access to English" (2003: 250). However, the findings significantly suggested that students were eager to identify with their language and culture. Students were also required to respond to their desirability of using isiZulu or SeSotho as the African language for instruction. Here, the majority either opposed the choice of isiZulu or SeSotho or was undecided. Conduah points out that some students, "condemned the use of these two languages because it would enable only those groups to improve" (2003: 254).

The perceptions of academic practitioners were also gauged concerning the use of African languages in addition to English, for progress in students' academic work. The results revealed that a large percentage of respondents agreed that students' performance will significantly improve. However, the majority overwhelmingly either opposed the use of an African language or were undecided. The main reason for this feeling was that, "...certain disciplines lacked specialist vocabulary and conceptual base outside English" (Conduah, 2003: 256).

Drawing from the data retrieved in his study, Conduah strikingly concludes that academic freedom, cultural diversity and effective communication at the University of Witwatersrand will remain but a mere '*illusion*' unless changes to the current language policy for instruction are made (2003: 259).

In discussing any advancement that has been made towards multilingualism in South African Higher Education, a document that cannot be ignored, is a proposal by the Department of Arts and Culture, National Language Service, 2004. The document, entitled "Language Research and Development Centres (LRDCs) in South Africa", promotes the establishment of Centres within historically disadvantaged institutions of higher learning in South Africa, and considers such an establishment as critical to the promotion of multilingualism. It emphasises that the formation of such institutions should therefore be, "*expedited to give impetus to the implementation of the National Policy Framework.*" (2004: 1). Further to this, the document accentuates the importance of these Centres as forming the "*...backbone of the institutional infrastructure required for successful implementation of ... all related legislation, particularly at provincial level.*" (2004: 2). The proposal delineates a three-phase plan, beginning 2004 and culminating in phase three extending beyond 2006.

Important to this study, is the primary objective of these envisaged Centres, which would be, "*... to change deep-rooted attitudes towards indigenous languages - attitudes that reinforce practice as well as perceptions of inequality...*" (2004: 2). The anticipated focus of the Centres is to enhance previously disadvantaged languages, support language-related research, promote reading and writing in African languages, establish heritage and language museums and embark on community outreach. As much as this proposal can be considered as affirmative in its stance, so far very little progress has been noted concerning the establishment of these Centres at universities in South Africa. Worth mentioning however, is the existence of a Unit for isiXhosa in

the Language Centre at Stellenbosch University, South Africa, where amongst other languages prevalent at the University, isiXhosa, a previously marginalised native language, is being developed as an academic language. The unit also offers the following services:

- The development of terminology for various academic disciplines, and
- The development of language skills in Xhosa for staff and students.
                    (Stellenbosch University, 2006, Language Centre brochure)

Significant progress in this regard is also noted at UKZN's School of isiZulu Studies, details of which will be cited in the subsequent section (2.6.2.) of this chapter involving advancements that have been made in Higher Education in KZN.

Clearly, what has been discovered from literature thus far is that Higher Education in South Africa has been following suit in regard to reforming language policies according to the changing political and social environment. However, it has been found that after more than a decade of democracy, there is notable absence of a single South African university that employs an African-language medium of instruction.

Having spanned the general language situation in different provinces in South Africa, it would be beneficial to now look at the dynamics of language use and language attitudes specifically related to education in KwaZulu-Natal; a region that constitutes a predominance of isiZulu speakers.

2.6. The effect of attitudes on languages in education in KwaZulu-Natal

From relevant literature, we obtain the following broad depiction of the present linguistic situation in KwaZulu-Natal (KZN) in regard to education policy development. Significant efforts have been made to concretize multilingual policy formulation in KZN, rendering African languages accessible to all learners. Worth mentioning is the government's setting up of specific advisory bodies in

each province, to promote multilingualism, develop languages and protect language rights. The role of Provincial Language Bodies (PLCs) and National Language Boards (NLBs) is to assist the process of development of the nine official African languages. According to Alberts (2003: 41):

> A PLC is a provincial structure with the aim of taking care of the languages of [each province]. Each PLC serves the linguistic needs of its people by determining the needs of the various local speech communities. It ensures language policy implementation and practice in order to give the necessary advice to PanSALB and to the Member of the Executive Council (MEC) responsible for languages in the province.

Similarly, the NLBs, "*are responsible for providing advice to PanSALB on matters affecting a particular language"* (Alberts (2003: 41).

The KwaZulu-Natal Provincial Language Committee (KZNPLC) was established in 1999 in terms of Section 8 (8) (a) of (PanSALB) Act 59, 1995. The PanSALB Act mandates the KZNPLC to advise the Provincial MEC responsible for languages, and to advise PanSALB on matters relating to predominant languages within the KZN province. The Act further mandates the PLC to monitor and promote the use of these languages in the KZN province.

According to the KZNPLC's Annual Report 2001/2002, delivered by Chairperson Ms. N. Nkosi (2002) at a conference held at the University of Durban-Westville, the mission of the KZNPLC is the promotion and development of major official provincial languages. One of their long-term goals is to promote multilingualism, while their medium-term goal is to influence policies on language, and their short-term goal is to get involved in vigorous awareness campaigns. Nkosi disseminated a full report on the progress made by the KZNPLC. Amongst many endeavours towards the development of multilingualism in KZN, it was noted that, *"The KZNPLC advised the MEC on the matter of teaching isiZulu language in the ex-model C and HOD Schools (as per submission made in January and April 2002)."*

Remarkable progress has been made since then. KZN's Premier Sbu Ndebele recently announced in his state of the Province address that, "*All public schools in our province will offer isiZulu as one of the languages taught ...*" (Sunday Times, March 2005). Undoubtedly, this initiative will not only yield cognitive benefits of mother tongue learning, but will also equip non-Zulu speakers with knowledge of isiZulu, which is so indispensable for intercultural communication in a province where more than 80% of the population speaks isiZulu as First Language (Southafrica.info, 2004: 1).

And regarding Higher Education, at a colloquium hosted by the Department of Education (October 2006), the following finding was voiced: "*That higher education needs to play an active role in developing and promoting the learning and teaching of indigenous language*" (Pandor, 2006). As a result of the colloquium, the department intervened with a plan to implement:

> A national programme to revitalise the teaching and learning of indigenous languages in higher education institutions. This will focus on supporting the learning of the languages in all undergraduate programmes and also in teacher-education programmes.

Further, as part of the initiative to promote multilingualism in Higher Education, the Department of Education presently:

> Supports a number of pilot projects under the South African-Norway Tertiary Education Development programme. The focus of the pilot project is promoting multilingual proficiency for academic staff and students registered in service disciplines such as social work, law, nursing, medicine and other health sciences. Support is also provided for academic tutorials conducted in indigenous languages.
>
> Pandor, 2006

It appears that the government has done its part in promoting multilingualism in KZN, regarding isiZulu-teaching in particular. However, it has been noted that the process has been stunted by factors that still inhibit isiZulu from being taught at non-Zulu schools in KZN. These factors are largely due to negative attitudes towards isiZulu, emitted by parents, educators, School Governing Bodies and learners alike, as discovered by Moodley (2005).

Zungu (1998) provides an insightful perspective regarding the attitude of Zulus towards their mother tongue in KZN. She begins her chapter, "The status of Zulu in KwaZulu-Natal", by emphasizing the historical esteem of isiZulu. According to her, it *"enjoyed a high status and played a central role in KZN,"* (1998: 37) as far back as pre-Shakan times. In addressing isiZulu as first language, Zungu elaborates on how it sadly lost its value due to the apartheid national and education language policies (1998: 38). She goes on to explain that, as a result, many Africans have come to view isiZulu as inferior, so much so that they *"opt for the languages which have power and play down the value of their own languages"* (1998: 42).

Mathonsi's (1994) study "The effects of multilingual situation on isiZulu syntax and semantics in the Greater Durban Area (G.D.A)" primarily concerns itself with the importance of sociolinguistics in identifying trends in the multilingual situation in the Greater Durban Area (G.D.A). The study provides important data of the language attitude situation. It focuses on isiZulu as a language in context. The validity of isiZulu is testified by Mathonsi who writes: *"In the G.D.A. multilingualism can be described in terms of the ability to interchangeably use English and Zulu"* (1994: 1). He elaborates on how although isiZulu is spoken by a vast majority of the South African population, contact with colonial languages have greatly affected it. He mentions that Zulus cling onto English and not their MT in order to *"adjust to the fast changing society which is characterized by knowledge explosion."* (1994: 10). He attributes this observation to the fact that this new knowledge is available in English, and therefore compels Zulus to use it. He further notes that:

> Blacks want to share in the culture of greater sophistication and higher status, that is why they use the medium in which culture is expressed. People are looked at with some respect if they can speak a foreign language, and Zulus (are esteemed) if they can show fluency in English and/or Afrikaans.
>
> (1994: 43)

Both Zungu and Mathonsi provide an overall perspective regarding attitudes of Zulus in KZN towards their own mother tongue, isiZulu. On the whole, literature review reveals that African language speakers in KZN attach a very inferior esteem to African languages. Hence, in spite of having access to previously denied language-choice, Zulus still value English more highly.

Whether schools in KZN are doing anything about promoting isiZulu was worth looking into. The following section will focus on the present linguistic ethos at schools in KwaZulu-Natal.

2.6.1. School-level education (KwaZulu-Natal)

In addressing isiZulu as L2 in schools, Zungu (1998) explains that a draft interim syllabus is being drawn up in collaboration with Zulu language experts, introducing isiZulu to be taught in all KZN schools. Although she views its implementation optimistically, she adds that, if anything, practical implementation will only become a reality "*at the end of this century*" (1998: 44). She attributes the lack of urgency to insufficient Zulu MT teachers. Ndimande et al. (2003: 12) collaborate with Zungu when they make an urgent appeal that, "*Non-Nguni speakers should be encouraged to do Zulu as L2. In this regard, an effort by the Department of Education is critical to endorse Zulu L2 at schools.*"

Zungu (2000), in a paper entitled 'The development of isiZulu language,' reveals that the problem is most glaring in the former House of Assembly and House of Delegates schools in KZN, where isiZulu is not offered as a subject at all. At very few schools where isiZulu is taught, such little effort is placed on its learning that the temporary teacher, who herself is not linguistically competent enough to teach in a multicultural classroom and who frequently resorts to 'Fanakalo', is paid a meagre wage. In addition, only one period per week, or sometimes one

per two weeks is devoted to the teaching of isiZulu. At a secondary school in a predominantly Indian suburb in KZN, Chatsworth, a teacher was made redundant simply because the principal lacked the enthusiasm to promote language shift. Zungu (2000) makes a thought-provoking statement when she says that the attitude displayed by non-Zulu speakers towards isiZulu is one of "*academic racism*" (2000: 2).

In an ongoing research study by Moyo (2002), he concedes with this finding when he states that the general attitude in schools is that these 'periods' are just 'filler' periods. He describes the offering of isiZulu as a third language at some schools in KZN as a mere "*pastime and given a third position*," (2002: 156) as compared to other languages taught.

Additional studies within schools in the city of Durban in KZN show somewhat of a difference in their results. One conclusion is that there is at least a desire on the part of pupils to learn other languages than what they are presently taught. Broeder, Extra and Maartens (1998) discharge their first report on the 'Durban Language Survey'.They elaborate on the status of isiZulu as MT, and attitudes of MT speakers towards their own language. They discovered that many individuals are yearning to learn languages relevant to their needs. In detailing the outcomes of this language survey carried out in the Greater Durban Metropolitan area, it was made clear that learners were not totally satisfied with the language status quo: there were indications of possible language shift in primary schools.

A more recent sociological investigation of the status of isiZulu has been carried out in the Greater Durban area (Pillay, 2003). This study provides valuable information concerning attempts that have already been made regionally to promote isiZulu in non-Zulu institutions of learning. Pillay brings to our attention some significant findings in his study "A sociological investigation of the status of isiZulu at former House of Delegates high schools in the Greater Durban Area."

Pillay discloses that isiZulu, although the dominant spoken language in South Africa, "*continues to be peripheral to English and Afrikaans*" (2003: 155). Upon closer examination of valuable data retrieved from high schools, Pillay concludes that isiZulu L1 learners would like to learn English and isiZulu, while English L1 learners prefer learning English and Afrikaans. On the other hand, data revealed that educators want to learn isiZulu. Pillay concludes with remarkable findings that, on the whole, "*the positive attitude expressed by the majority of isiZulu L1 learners and English L1 learners augers well for the future of isiZulu at high schools in the greater Durban area*" (2003: 156-157).

Overall, schools in KwaZulu-Natal seem to be making progress in regard to adopting multi/bilingual policy insofar as reformulation of policies is concerned. However, they show lack of enthusiasm towards the promotion of isiZulu. Attitudes of school communities are seen to impact on language choice.

In the meantime, what is the situation in Higher Education in KZN? Focus will now be centred on progress, if any, made towards bi/multilingualism in Higher Education in KwaZulu-Natal.

2.6.2. Higher Education (KwaZulu-Natal)

This section focuses on latest research findings related to the current language situation at tertiary institutions in KZN.

Chick (1998: 91) indicates that even though more than 80% of the total population of KZN are isiZulu first language speakers, there is noted advance of a '*diglossic situation*', where native speakers choose to use English in most public domains. Especially interesting, he states, is that this attitude is being developed in the immediate post-apartheid era (1998: 92). He refers to a 1996 study that was limited to African language students in KZN. Of the respondents,

half were matriculants and the other half comprised mostly first year students from the then University of Natal (Durban), Natal Technikon and teacher training colleges. Chick records that the study revealed that isiZulu L1 speakers "*attach a very positive symbolic value*" to English, regarding it as a language of "*international contact and ...national unity*" (1998: 92). What is more significant, he notes, is that the vast majority of students anticipated using English in their future professions, in interaction with public servants, in areas where they plan to live and in their homes (1998: 93). Keith suggests that isiZulu can only be given more esteem if bilingual policy is adopted. However, he too agrees that this is not enough. For him, "*for language policies to succeed they need to enjoy the support of those affected by them*" (1998: 99).

Investigation by Geyser, Narisimulu & Ramsay-Brijball (2001) reveals that not enough has been done to promote isiZulu in tertiary institutions in KwaZulu-Natal (2001: 2). In their report "The challenge of language management in higher education", they examine the sociolinguistic profiles, language policies and curricular responses of various tertiary institutions. From their findings, it became evident that African language students are in their majority and most of these students speak isiZulu as MT (2001: 3). Regarding language policies, it was noted that some tertiary institutions in KZN still do not have any formal language policy (4). Geyser et al. suggest that "*more aggressive marketing is required to promote isiZulu as a subject of study*" (2001: 4).

Geyser et al. record Dr. Beukes (Department of Arts and Culture, Science and Technology) as stating that, "*although it is not an easy task, language development in KZN is not impossible if proper implementation procedures are put in place*" (2001: 8). However, even though policies seem to be set in place, Geyser et al. highlight the need for consultation with stakeholders in education. This can only be achieved, they report, if language and cultural attitudes are addressed. They conclude that, "*it is important to change the attitudes of all*

groups involved, i.e. not only that of the students but of the parents and the wider community" (2001: 9).

So far, Ramsay-Brijball comes as close to home as possible in her 2003 study "A sociolinguistic investigation of code-switching patterns among Zulu L1 speakers at the (then) University of Durban-Westville" (my parentheses). She confines her findings to Zulu L1 students' attitudes toward isiZulu in a multilingual, urban setting such as that at the university. Taking these students' views into account, she clearly indicates that:

> On the one hand, Zulu L1 students have a positive attitude towards the Zulu language... However... some have a negative attitude towards the use of Zulu particularly in the campus setting, and prefer English.
> (2003: 227)

While students felt a sense of pride and loyalty towards Zulu, they preferred English as, *"their vehicle to achieve academic success and upward social mobility"* (2003: 228). Hence, according to Ramsay-Brijball, they choose to engage in Zulu-English code-switching.

Following the progress that has been made concerning multilingualism at institutions of Higher Education in KwaZulu-Natal, Ndimande et al. (2003: 4) mention, in a report entitled 'Practical strategies for promoting multilingualism in KwaZulu-Natal', that a 'Regional Working Group' has been formed, comprising a member from the Ministry of Education, Chairperson of KZNPLC, and a representative from each of the SATI (South African Tertiary Institutions) affiliates. According to Ndimande et al., this group was set up to monitor the institutions' progress in terms of multilingual development in KZN.

In addition, an Interim Language Committee was set up in order to develop a discussion document regarding language policy at tertiary institutions, viz. University of Durban-Westville. At a University Planning Workshop at Kapenta Bay in 2001, it was reported that although the document had been *'endorsed'*

and 'earmarked', no further developments have been noted. Ndimande et al. (2003) refer to the university as displaying a "nonchalant attitude" (2003: 5).

Later findings regarding language implementation at tertiary institutions in KZN reveal that the University of Durban-Westville went a step further in making multilingualism a reality. Of note here, is that this initiative was taken prior to the merging of the University of Durban-Westville with the present University of KwaZulu-Natal. In a letter addressed to the Dean of the Department of Humanities (4 August, 2003), the Director of the School of Languages and Literature, Dr. Shabane, made a strong request for 'isiZulu conversation' to be offered as a university wide foundation module for non-isiZulu speakers (UKZN, Faculty of Humanities, 2003). His motivation was based strongly on the need to "empower non-Nguni language speaking students to be able to interact easily with the majority of the people in ...KZN" (2003: 99). He further added that introduction of this module would "concomitantly improve language attitudes in general, thereby promoting multilingualism." (2003: 99). Marked progress has been noted since Shabane's request. Presently, the School of isiZulu Studies, Department of Humanities, Development and Social Sciences offers isiZulu foundation modules and basic isiZulu courses intended strictly for non-mother tongue speakers of isiZulu, for mother tongue Nguni speakers, and for both. Worth mentioning, are the following beginner-course offerings:

- Communicative isiZulu 1
- Intermediate Communicative isiZulu
- Advanced Communicative isiZulu
- IsiZulu Studies (Beginner's course)
- IsiZulu as service course

(UKZN, School of isiZulu Studies, 2007)

Another remarkable project has been embarked upon by the School of isiZulu Studies, UKZN. A document titled "Centre for the Development of isiZulu and Culture, University of KwaZulu-Natal" (Zungu, 2006) makes recommendation for the establishment of such a Centre at UKZN. This initiative is in line with the

broad aims of the Language Research and Development Centres (LRDCs) in South Africa, as discussed in section 2.5.2. of this chapter. The document emphasises that one of the key objectives of the Centre will be for it to function as a linchpin to, *"effectively develop the isiZulu language to ensure its public usage in such important fields as law, commerce, science, politics, education, etc."* and *"promote isiZulu in all UKZN Faculties"* (Zungu, 2006: 1-2). No further development regarding the formalization of this proposal by the University has been noted to date.

A further essential proposition in support of multilingualism in Higher Education, particularly promoting isiZulu, has recently come to the fore. A funding proposal, submitted jointly to the Sweden and Norwegian Trust in Education (SANTED) by the University of KwaZulu-Natal and Durban Institute of Technology (DIT) (2006) outlines the commitment of both these institutions to promote multilingualism, and advance equity and access in Higher Education. The document, entitled "Multilingualism to Promote Access, Retention and Successful Professional Training", professes to draw motivation from multilingual policy, as enshrined in the South African Constitution as well as *The Language Policy for Higher Education* (SANTED proposal, 2006: 3). Of particular importance, is the proposal's finding that students in many professional disciplines have been exposed to basic isiZulu proficiency courses, however this has not led to fully fledged multilingualism. Rather:

> With a few exceptions, it has failed to equip staff adequately, to enable them to draw on isiZulu in the teaching process and, more generally, in university processes and practices; and as a result, the initial student acquisition of isiZulu, too, has frequently not been sustained.
>
> (UKZN and DIT, 2006: 4)

As a result, the proposal anticipates offering three-phased pilot projects for:

1. Multi-language acquisition for students in certain professional programmes,
2. Enforcing the use of African languages as a medium of instruction, and
3. Offering courses to promote multilingualism among staff. (2006:4)

It also identifies that the projects will be undertaken within university structures, particularly within the capacity of existing expertise in teaching and developing isiZulu. For the UKZN, this would mean that the project will be undertaken within the school of isiZulu Studies. Although this proposal has envisaged approval by the University Senate before the end of 2006, no further development has been noted since.

By far, the most advanced development has been the introduction of a bilingual language policy for UKZN (see Appendix A). The proposed new bilingual language policy is currently in action as a working document at UKZN. It is deliberated according to certain principles that may be perceived as broad ideals central to the development of a democratic language policy. Bearing this in mind, the new draft policy of UKZN (2005) makes the following proposals:

- That students and instructors will have to demonstrate proficiency in isiZulu by 2006,
- That English will continue to be used as the primary academic language,
- That the university will begin actively the development and use of isiZulu as an additional medium of instruction, and
- That the main language of administration will be English, but all administration documents will also be in isiZulu.

The university intends to develop bilingualism in two phases. The first will span 2006 to 2011. In this phase, isiZulu will be introduced in course materials and terminology. Here, the university plans to introduce translation services. In addition, the university's web pages, curriculum, syllabuses and contracts of employment will appear in both English and isiZulu as soon as possible. Upon completion of this phase, faculty boards will determine the choice of languages in which lectures will be conducted. It would appear that the trend here is for the UKZN to become dual medium in order to enhance the status of isiZulu while at the same time maintaining English.

On the other hand, while the proposed policy document has set a platform for developing and promoting bilingualism, it has already provoked controversy in its

implementation, with speculation, such as the following, noted in the policy's preliminary stage:

> ... I have serious doubts about the desirability of such a policy even though I personally made the effort to learn isiZulu. I recognise that some Zulu students would do better if they could study in their home language but in the long run they would be the losers because their institution would be marginalised for lack of contact with the rest of the academic world. Added to that is the fact that many African speakers do not speak isiZulu. ... where I teach, only a minority of African students understand isiZulu.
>
> (UKZN academic, 2007)

According to another critic, the proposed policy appears to encompass too much of a top-down orientation. The document creates the impression of 'imposing' a particular language on the university community and seems to neglect the consideration and input of its constituents, viz. the students and staff of the university. This discrepancy stems from a noticeable absence of evidence of either the needs or opinions of the university community that have formally been addressed in the formulation of such a document. In fact, the document has already met with immense scrutiny, as one critic puts it:

> ... the tone adopted by the authors ... is overwhelmingly prescriptive, as if they had been given a mandate to impose their policies upon the university as a whole without debate or discussion...
>
> ... the document is endlessly authoritarian (and hence anti-academic) in tone, as if the authors had the power to decide language policy at UKZN...and even though they have not engaged in any discussion with anybody.
>
> (Wade, 2005:1)

Yet another critic questions the appeal of such a policy to the university community, and indicates serious doubt about its functionality. For him:

> ... the majority of current university academic staff teach in English and prefer to continue that way, and students and staff whose language is not English will prefer the language of instruction to be their home language.
>
> ... I for one, have no idea how I could teach my subject Anatomy, in Zulu. I understand that students have fundamental difficulties as the subject has its origins in Greek and Latin. It is difficult for clever medical students who speak English all over the world, so it is even harder for second language

speakers...Years ago, I attempted to help students by producing a glossary of anatomy words, how to pronounce the words, the English meaning and an equivalent translation in Zulu. What was amazing for me was that the students who I had hoped would use the glossaries never used them!!! The English speaking students, many whose own original home languages are not English, used the glossaries, but they never used them for the meaning of words in English!!!

There is a major leap between a university policy and the real world of learning. It will take ages before, I think, we ourselves can produce text books in Anatomy in Zulu...

(UKZN academic, 2007)

In parallel fashion, another University academic strongly opposes the bilingual proposition at UKZN. He states:

I would like to add my view that the introduction of Zulu as a teaching medium will achieve precisely what the Apartheid government was trying to achieve - an ethnic institution. Why would non-Zulu Africans enroll at a University that teaches in Zulu? Will the University only employ academics that can speak Zulu? Take a good look at our provincial Department of Agriculture if you want to see what this parochial policy will do for scholarship. (UKZN academic, 2007)

On the other hand, some students have expressed desirability of the proposed language policy. Comments like the following were put forth:

I'd be interested to go to seminars and conferences in IsiZulu that were in addition to my coursework. I'd go out of interest in the subject and to increase my knowledge of the language. I would not like to have to learn course material in a language other than my home language. It's difficult enough grasping the concepts in your own home-language.

(UKZN student, 2007)

And,

I think it is quite necessary to have a debate concerning language. As a student who was fortunate to attend a model C school I feel very guilty when I see fellow Africans struggle to express themselves in English. In the end, they just refrain from participating in class discussions, not due to them lacking knowledge, but because they feel insecure when lectures are being conducted in English. (UKZN student, 2007)

So far, literature review has offered a better understanding of how attitudes affect policy implementation worldwide. Relevant studies have also given a clearer perspective on the language situation on the African continent, showing that African languages are afforded inferior esteem and are not readily embraced for communication in education. Similar situations exist with various regional African languages at provincial level in South Africa, including KZN.

Review of literature also reveals that some research concerning attitudes towards bi/multilingualism (English-Afrikaans and the other official African languages) at tertiary institutions have been uncovered. However, it appears that attitudes towards the use of English-isiZulu at tertiary institutions, especially in KZN, have yet to be explored more extensively. This study will thus impart significant linguistic research, supported by latest statistical information unfolding from a tertiary institution employing English-isiZulu medium education, viz. the University of KwaZulu-Natal. In addition, there is a marked absence of studies regarding attitudes of non-African-language speakers towards African languages in education. This study will lead the way in positing new findings concerning attitudes of the entire university community, including both African and non-African speakers, towards the proposed new bilingual/multilingual policy.

2.7. Conclusion

Overall conclusions and reflections on language planning around the world leave one imperative question: how far can language actually be planned? In other words, at what point can language policy and planning be deemed successful? Without a doubt, literature reveals that the answer lies in the measure of its users' attitudes towards it and the extent to which its users accept its use. What is clear is that when it comes to the vitality of minority languages around the world, it has to be accepted that legislation alone is not enough to warrant its success. If speakers wish to switch to another language for some reason or

73

other, they will do so. Likewise, if speakers lack the will to change their language of use, they will continue with their present language, unperturbed by legislation.

2.8. Recapitulation

This chapter explored attitudes towards languages in education. It began with attitudes towards languages in education worldwide, scanning countries such as Britain, Finland, Japan, India, Canada and the United States. Thereafter, attitudes of African speakers towards indigenous African languages were elaborated on. Here, languages of the following countries were highlighted: Botswana, Ethiopia, Kenya, Malawi, Mozambique, Namibia, Nigeria, Tanzania and Zambia. Further, the current scenario in post-apartheid South Africa was described, concerning previously neglected African languages. This chapter went on to describe implementation of existing language in education policies in different regions in South Africa. Finally, attitudes towards languages in education in KZN were reviewed. Overall, it was discovered that societal attitudes play a pivotal role in any discussion concerning development of language policies in education.

The following chapter will provide a detailed description of the research design and methodology utilised in conducting this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter provides a comprehensive explanation of the research design and methodology utilised in conducting the study. Generally, scholars have portrayed studies relating to languages in South Africa as substandard, at best. Such a negative conception is succinctly conveyed by Selepe (2002) in the following excerpt:

> The essence of African languages as media of instruction in South Africa has been insufficiently explored, totally ignored or deceptively derailed.
>
> (203)

It is important that this study avoids such criticism by enhancing its credibility. One way of accomplishing this is by the employment of a thorough and recognized research design and methodology. Research has shown that any sociolinguistic study needs to reflect an adequate and accurate account of findings, especially where there is a focus on the relationship between language and society. A true reflection of society is imperative, as Fergusson (1996: v) stresses, since sociolinguistics examines discourse, "*as it is constructed…and shaped…in the interaction of everyday life, and as it reflects and creates the social realities of that life.*"

This study indeed, must provide this true reflection or authenticity, especially since it views the relationship between language and its users. Akindele (2002, 178) observes an efficient way of achieving this actuality. He highlights the salience of fact-finding: "*Fact-finding is a very important element of any language studying activity. In the absence of accurate information, bad or unworkable language policies may be put in place.*" In particular, questions such as the following, conjectured in this study, need to be answered with well-founded facts: What do speakers of a language believe or feel about languages in their

everyday interactions? Are they better or inferior to their own languages used for general or for specific purposes?

Research must also provide systematic and reliable information in order for it to be plausible. In addition, for it to be justifiable, research must avoid prejudice, innuendo and guesswork. In order to evade any degree of inaccuracy or flaws, this chapter attempts to explicitly specify methods and procedures used, thereby reducing any suspicion of weakness of the study.

A good starting point in detailing the methodology used for this study is to first describe the framework used to approach the study in order to achieve a cogent picture of the attitudes of different linguistic groups within a specific community, viz. that of the University of KwaZulu-Natal. To derive a clearer idea of an appropriate approach to a study of this nature, the purpose of the research needs to be drawn out first. According to Neuman (2007: 15), the purpose of research can either be *exploratory, descriptive* or *explanatory.*

Exploratory research seeks to examine the nature of the relationship or correlation between or among variables in a study. *Descriptive* research captures and displays a graphic picture of some aspect/s of a situation, and is expressed in numbers. *Explanatory* research inspects data to determine whether two or more differ on some variables. A clearer distinction between these three approaches is presented in the Table below, where Neuman categorizes them in an impressive summation.

Table 2: Purposes of Research

Exploratory	Descriptive	Explanatory
Become familiar with the basic facts, setting, concerns.	Provide a detailed, highly accurate picture.	Test a theory's predictions or principle.
Create a general mental picture of conditions.	Locate new data that contradict past data.	Elaborate and enrich a theory's explanation.
Formulate, focus and classify types.	Create a set of categories, issues or topics.	Extend a theory to new questions for future research.
Generate new ideas, conjectures or hypotheses.	Clarify a sequence of steps or stages.	Support or refute an explanation or prediction.
Determine the feasibility of conducting research.	Document a causal process or mechanisms.	Link issues or topics with a general principle.
Develop the technique for locating and collecting data	Report on the background or future context of a situation	Determine which of several explanations is best

Source: Neumann: 2007:15

Drawing on the comparisons between the three approaches to research, the best approach to this investigation on attitudes of society was the descriptive approach. One reason was because the study had already developed a hypothesis or supposition about the general picture that would emerge concerning attitudes about languages at UKZN. Descriptive research would seek to build on this basic premise by providing specific details of the situation. Neuman (2007) points out the strength of utilizing such an approach, affirming that:

> ...descriptive research begins with a well-defined subject and conducts a study to describe it accurately and the outcome is a detailed picture of the subject. The results may indicate a particular percentage of people who hold a particular view...   (2007: 16)

Within the descriptive research dimension, this study needed to launch itself from a suitable scientific paradigm, as clarified in the following section.

3.2. The research paradigm

Social research, such as the one conducted for this study, is affected by areas of philosophy that studies what science means, how science develops and how researchers integrate on these issues (Neuman, 2007). This general approach or design of a study is called a *paradigm*, or a way of perceiving the world, defined by Neuman as, "*an integrated set of assumptions, beliefs, models of doing good research, and techniques for gathering and analyzing data (that) organizes core ideas, theoretical frameworks, and research methods.*" (2007: 41). Approaching this study from an appropriate research paradigm, outlined in the next section, was of utmost importance when establishing a framework for the study.

3.2.1. Approaches to the paradigms

In the social sciences, three fundamental paradigms are used in research: the *positivist* approach, the *interpretative* approach and the *critical* approach (Neuman, 2007; Vogt, 2006, Robson, 2002). The *positivist* approach follows a so-called scientific method and is deductive in nature. Within this approach are experimental designs, quantitative data and statistical methods. The *interpretive* approach is sequential and flexible. It is inductive in nature, and includes natural inquiry, qualitative data and content analysis. It is also called the constructivist or relative approach. The *critical* approach is a more complex approach, combining both objective and subjective realities. This approach is also called the emancipatory approach. A deeper understanding of the differences between these approaches is provided in the following Table, where the three paradigms are compared. The basic assumptions and features of the paradigms have been extracted from Neuman (2007) and Robson (2002).

Table 3: Comparison of Paradigms

Positivist paradigm	Interpretative paradigm	Critical paradigm
Objective reality	Subjective reality	Multilayered reality
Value-free science	Value-laden science	Value-laden science
Quantitative methodologies	Qualitative methodologies	Blending methodologies

Many social scientists are against the idea of employing multiple paradigms, since according to them it may *'hinder the growth of knowledge'* or may even be *'confusing'* (Neuman, 2007: 42). For this reason, some social science researchers support the use of a single paradigm. In keeping with this train of thought, this study opts for a single paradigm – the positivist approach.

Paradigms in the social sciences, in this case, sociolinguistics, help us understand phenomena. For the purposes of this study, language-attitudes, as a social phenomenon, needed to be examined. Since the aim of this study was to determine what people think, or what people's attitudes are towards languages in a particular natural context, the study took on an *empirical* nature. *Empirical* research is based on a measurement of observable events, such as the effects of something, peoples' responses to something, or characteristics of something (Neuman, 2007). Sommer and Sommer (1997: 2) explain succinctly that empirical refers to, *"information that is sense-based ... demonstrable ... and ... subjective."*

Being thus, this study could adopt either the *quantitative* or the *qualitative* paradigm. These two paradigms have their roots in 20th century philosophical thinking. Both these paradigms use, *"careful, systematic methods to gather high-quality data"* (Neuman, 2007: 110), yet each has different styles. The *quantitative* study, *"... is an inquiry into a social ... problem ... measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory holds true"* (Creswell, 1994: 2). The quantitative paradigm is also known as the traditional, positivist, experimental or empiricist paradigm (Creswell, 1994:4). Unlike the quantitative study, Creswell (1994: 1)

defines the *qualitative* study as, *"an inquiry process of understanding a social ... problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting."* The qualitative paradigm is also termed the constructivist, naturalistic, post-positivist or post-modern perspective (Creswell, 1994: 4). In determining whether to use the qualitative or quantitative approach to this study, their assumptions needed to be noted. The following section will explain the assumptions of both paradigms.

3.2.2. Assumptions of the paradigms

Assumptions of the paradigms may better be noted when they are compared and contrasted from an *ontological, epistemological, axiological, rhetorical,* and *methodological* standpoint. The *ontological* assumption in research looks at what is real, from an objective standpoint. *Epistemological* research is more subjective, where the researcher's relationship to the research is important. Concerning the *axiological* assumption in a study, the researcher is aware of the role of values, and may choose to keep his/her values either in or out of the study. The *rhetorical* approach in research distinguishes itself from the other approaches based on the language of the research; either a formal, prescribed approach or an informal, evolving approach.

Based on either of these assumptions, a study can then assume a particular *methodology. Methodology* in research refers to the entire process or line of attack of a study. Research can thus use a *quantitative* or *qualitative* approach in methodology. In the Table below, Creswell (1994: 5) provides a simple synopsis of the different paradigmatic assumptions approached from two different methodologies – quantitative and qualitative.

Table 4: Quantitative and Qualitative Paradigm Assumptions

Assumption	Question	Quantitative	Qualitative
Ontological Assumption	What is the nature of reality?	Reality is objective and singular, apart from the researcher.	Reality is subjective and multiple, as seen by participants in the study.
Epistemological Assumption	What is the relationship of the researcher to the researched?	Researcher is independent from that being researched.	Researcher interacts with that being researched.
Axiological Assumption	What is the role of values?	Value-free and unbiased.	Value-laden and biased.
Rhetorical Assumption	What is the language of research?	Formal	Informal
		Based on set definitions	Evolving decisions
		Impersonal voice	Personal voice
		Use of accepted quantitative words	Accepted qualitative words
		Deductive process	Inductive process
		Cause and effect	Mutual simultaneous shaping of factors
		Static design-categories isolated before study	Emerging design categories
		Context-free	Context-bound Patterns, theories developed for understanding
		Generalizations leading to prediction, explanation and understanding	
		Accurate and reliable through validity reliability	Accurate and reliable through verification

Source: Creswell, 1994:5

The best possible methodology for this study was clearly the quantitative design, since it is deductive in nature, allowing the researcher to obtain information from a sample of subjects, which would lead to generalizations about the entire population. The advantage of this approach is that the researcher may remain independent from that being researched, thus allowing for unbiased deductions. This may enhance the value of the findings, the significance of which is highlighted in the following section.

3. 3. Validity and reliability

Because research must provide systematic and reliable information, it is the task of the researcher to present information or data that is scientifically based. In

order to be scientific, the information must be *valid* or *reliable*. Vogt (2006: 113) notes that these two concepts are often discussed simultaneously, but they are quite distinct from each other and, "*are important in varying degrees, to planning and judging the worth of all research.*"

Sommer and Sommer (1997: 3) describe *validity* as, "*the degree to which a procedure produces genuine and credible information.*" This study aimed to achieve validity by extracting a fair and significant sample of the population in a natural setting to generalize results beyond that setting, reflecting attitudes of the entire community.

In addition to being valid, there was also a need to provide *reliability* of findings. Reliability refers to the *'repeatability'* or *'replicability'* of findings (Sommer and Sommer, 1997: 4). This denotes the degree to which the same instrument can produce consistency of measures or equivalent results for repeated trials. Most scholars of sociolinguistics caution researchers about the difficulty of achieving reliability. However, they point out that one way of ensuring it is that the greater the consistency of the results, the greater the reliability of the measuring procedure.

According to Sommer and Sommer (1997: 4), "*Reliability is an important contributor to validity.*" Alternatively, what must also be noted is that validity requires reliability as a prerequisite. A study can thus be reliable but not valid, and vice-versa. In this study, validity and reliability were achieved by providing a well-informed motivation for the research methodology. Bearing the difficulty of achieving validity and reliability in mind, this study opted for the use of a known data collection procedure in the field of sociolinguistic research – quantitative data collection.

The following section will explain the methods of quantitative data collection that would be employed in research.

3.4. Quantitative data collection methods

There are several quantitative data collection methods available to a sociolinguistic researcher. Not all of these were suitable or useful to this study. Data may be collected by conducting tests, observing participants, recording behaviours or asking questions. Deciding which method to use depends on the nature of the problem. Once the nature of the problem is established, the study may employ a suitable technique. The following Table, from Sommer and Sommer (1997: 5), provides a clear overview of different research methods commonly used, depending on the nature of the problem. The Table then identifies a suitable research technique.

Table 5: Research Methods

Problem	Approach	Research technique
To obtain reliable information under controlled conditions	Test people in a laboratory	Laboratory environment
To find out how people behave in public	Watch them	Systematic
To find out how people behave in private	Ask them to keep diaries	Personal documents
To learn what people think	Ask them	Interview, questionnaire, attitude scale
To identify personality traits or assess mental abilities	Administer a standardized test	Psychological testing
To find patterns in written or visual material	Systematic tabulation	Content analysis
To understand an unusual event	Detailed and lengthy investigation	Case study

Source: Sommer & Sommer, 1997:5

The above Table indicates several techniques which a quantitative research may assume, depending on the problem under study. The techniques alluded to are: surveys, experiments, recording, testing or analysing. This study attempted to learn what people think, or investigated attitudes and opinions of society. The simplest way to have accomplished this was to ask people. To cover a relatively large body of university constituents while at the same time attempting to eliminate bias, the survey technique was administered to gauge university

83

affiliates sentiments towards the introduction of a bilingual medium of education. The use of the survey had to follow a complex quantitative technique as described in the following section.

3.5. The quantitative data collection technique

For quantitative study, quantitative techniques of data collection must be used. One such technique suitable for this study was the survey procedure. A *survey* research allows for a quantitative or numeric description of the sample, which is a fraction of the population to be tested. This type of data collection allows for generalizations of findings from the sample to the population. The primary goal of the survey research is to discover people's opinions on a topic. The principle methodology used in the survey research is to ask a group of people a set of carefully selected questions to collect their views, values and beliefs on the topic. In an *experiment*, on the other hand, cause and effect relationships are tested. Here, subjects are randomly assigned to groups. Independent variables are used to manipulate cause and outcome, and the experiment is controlled.

The survey type of data collection has its advantages. In fact, "*Surveys are an extremely popular method in research on … social attitudes and education.*" (Vogt, 2006: 90). Firstly, it is economical. It saves time and has a relatively quick turn-around in data collection. Secondly, the attributes of a small sample of the population can be generalised to the entire population. The rationale for choosing this type of procedure is enforced by Neuman (2007: 20) when he states that its purpose is to generalize from a sample to a population so that inferences can be made about some characteristics, attitude, or behaviour of this population without manipulating any situation or condition.

An important limitation worth mentioning here is that verbal data collected through survey research may differ appreciably from how people behave. This point is aptly demonstrated by Neuman (2007), quoting Pager and Quillian

84

(2005) stating that, "*Survey responses have very little connection to the actual behaviour exhibited...*" (Neuman, 2007: 168). Nevertheless, this type of data collection has its benefits in that respondents are expected to provide answers to the same questions, allowing the researcher to make inferences about past behaviour. For example, in this particular study, number of years of schooling, or the respondents' race may impact their present attitudes towards languages.

Nonetheless, the survey technique was considered the most suitable approach for this study. The ensuing Table provides a simple overview of the research method and data collection technique used in this study. It also tabulates reasons for the use of the survey technique.

Table 6: The Quantitative Data Collection Method

Research method	Data collection technique	Reason/Purpose
Quantitative method	Survey questionnaire	To gather the following information: • Age, gender, ethnicity, home language, home-province, occupation. • Linguistic background • Linguistic choices • Attitudes about isiZulu and English • Opinions about the status and role of languages in education.

Having decided on using the survey technique, the next step was to devise an appropriate survey instrument. An elaboration on the development of an appropriate instrument will follow in the ensuing section.

3.6. The quantitative study instrumentation

Since the aim of this study was to examine attitudes, opinions and beliefs of the subjects, which are subjective data, an efficient way to obtain such information

85

was to simply ask questions (Vogt, 2006: 90). Thus, to provide a systematic gathering of information, the questionnaire was used; an instrument consistent with the quantitative method. According to Ferguson (1996: 275), *"Questionnaires can be effective means of collecting sociolinguistic information from special sub populations."* The questionnaire is a series of written questions pertaining to information about respondents. This survey type was used as a fact-finding exercise to gauge attitudes and opinions of the University community concerning languages used as medium of education. In addition to subjective data, the questionnaire also allowed for gathering objective data directly from individuals. In this study, information such as age, gender, educational level, occupation, etc were crucial to the outcome.

Questionnaires are frequently used by researchers because of their efficiency too. One advantage put forth by Sommer and Sommer (1997: 128) is that it is very *"efficient in time and effort."* Vogt concurs that, *"it can yield a lot of information at a reasonable cost in time and effort."* (2006: 90). By and large, the questionnaire seemed to be the best possible choice for this study because of its economy.

Two self-designed questionnaires (see D and E) were developed separately for staff and students of UKZN. The most difficult part of the questionnaire was its construction. It meant drawing on the knowledge of other surveys pertaining to similar studies in order to devise a suitable set of items. In addition, to ensure even-handedness, the questionnaire was presented in both English and isiZulu. Clear instructions and careful wording were absolutely essential for the successful administration of the questionnaire.

Overall, there were two very important aspects to consider when constructing the questionnaire: its *content* and *format*. The *content* refers to the subject matter, whereas the *format* refers to the structure and form of questions. In regard to content, Sommer and Sommer (1997: 128) say, *"it is best to restrict a*

questionnaire to a single issue." In this study, the subject matter was confined to attitudes towards bilingual education at UKZN.

Close attention must also be devoted to the proper format of the questionnaire. Sommer and Sommer (1997: 129) put forth two major categories of questions: open-ended and closed-ended. Open-ended questions leave answers to the discretion of the respondent, while closed-ended questions or multiple-choice questions allow the respondent to choose from a pre-selected set of answers. A closed-ended format was suitable for this study because there were a large number of respondents, and in addition, there were several questions. Also, in order for answers to be scored and compared, some degree of uniformity needed to be maintained, which the close-ended format catered for.

Another important factor borne in mind when formatting the questionnaire was its '*salience*'. According to Sommer and Sommer (1997: 130), "*Salience refers to the importance of an issue in people's minds.*" Ranking, rating and matrix questions are methods commonly used to discover salience. *Ranking* involves arranging answers in order of importance, for example, 1 for 'most important', 2 for 'important', and so on. *Rating* requires the use of a scale, for example, from 'very important' to 'not at all important.' Because ranking and rating may pose certain difficulties, Sommer and Sommer (1997: 131) suggest the use of matrix questions to be, "*very efficient.*" For matrix questions, answer headings are displayed across the top, and items are placed along the side. These items are then to be rated as such, for example, from 'strongly disagree' (SD) to 'strongly agree' (SA). This study employed ranking, rating and matrix type questions. At this point, it must be noted that the middle position in any question was deliberately left out in order to force respondents to either agree or disagree. Promoting neutrality or middle-ground responses were not desirable in meeting the objective of the survey. In any case, most researchers agree on avoiding '*neutral, wishy-washy*' options (Vogt, 2006: 88). Their reason is that better answers with bigger variances may be yielded.

87

Some questions took on a multiple-choice format. Response options were arranged in what is referred to as a *Likert Scale,* named after the researcher who initiated it. The Likert Scale is a user-friendly, international standard for measurement of perception of a sample group. It is a widely used scale which utilizes, for example, the anchor of 'strongly disagree'; 'disagree'; 'neither disagree nor agree'; 'agree' and 'strongly agree'. The advantage of using this approach, according to Vogt (2006: 88)), is that it not only gives specific information but also enables the researcher to, "*add up the answers to get a general overall rating. And such composite rating scales tend to be more accurate than answers to single questions.*" Since this study required attitudinal responses to English and isiZulu, respondents were required to indicate whether they agreed or disagreed with a variety of statements pertaining to these two languages. For these particular items, respondents were required to choose from the 'YES' or 'NO' options.

Wording of the questions was also important. Sommer and Sommer (1997: 132) provide a good explanation that wording should be, '*clear...meaningful'* and not too difficult to understand. They also suggest that the questions must not be intimidating to the respondent; neither must they be '*double-barrelled'* (133), or confusing. Another factor that was considered in the planning of questions was the balance or neutrality of choices given to the respondent. Most researchers put forth that the questionnaire must not be devised in such a way as to force a response in a desired direction.

The questionnaire consisted of 28 items for students and 29 items for staff, each presented in English and isiZulu versions (See Appendixes C and D). The first part of the questionnaire asked for factual information, such as, age, gender, race, occupation, home-province, length of residence and home- language. Some questions asked for language background. Others required information about degree of daily use of isiZulu and degree of contact and association with African language speakers on campus. Additional questions required attitudinal

responses to the status and use of English and isiZulu as media of education at UKZN.

Taking all of the above information regarding designing of the questionnaire into account, the instrument for this study was checked against the following list of prerequisites for evaluating questionnaire items:

Table 7: Checklist for Evaluating Questionnaire Items

1. Is the question necessary? How useful will the answers be?
2. Is the item clear and unambiguous?
3. Is the respondent competent to answer the questions as asked?
4. Will the respondent be willing to answer the question as asked?
5. Have double-barrelled questions been eliminated?
6. Is the item as short as possible, while remaining clear and precise?
7. Do the multiple-choice questions provide a comprehensive set of choices? Do they include a "don't know" or "not applicable" category? Is there an "other" category, if appropriate?
8. Is the answer likely to be affected by social desirability (saying the "right thing")? If so, can the question be altered to reduce this bias?
9. Have negatives such as "no" and "not" been underlined?
10. Are the questions balanced so that the number of favourable items equals the number of unfavourable items?

Source: Sommer and Sommer, 1997:135

Choosing participants for the survey was the next important component. The procedure for the selection of participants (population and sample) is discussed hereunder.

3.7. The quantitative study: population and sample

Research begins with a general population, which may be streamlined more accurately. Neuman (2007) terms this sharper definition of the specific group of cases as the 'target population' (146). The target population for this study is the community that comprises the University of KwaZulu-Natal (UKZN). The University presents a relatively complex sociolinguistic profile when compared with other universities in South Africa – comprising more than 35 000 students and over 6 700 staff (UKZN website, 2007). In addition, the University is characterised as a mix of racial and cultural diversity, with its African, Asian,

Coloured and White influences creating a vibrant multicultural educational society. In sum, "*The University of KwaZulu-Natal aims to be a truly South African university that reflects the society in which it is situated* – ... *in terms of race, gender and class*" (UKZN Website, April 2007).

Being identified as the largest university in South Africa and more demographically represented than any other university in the country, the population for this study was this particular context; a community which boasts a great diversity of South African cultures interacting with each other daily within a higher educational setting. Set against this diverse sociolinguistic profile, the generalization of the findings to similar educational contexts may be strengthened.

Gall et al. (1996: 293) suggest that there is a need to select a population for whom your survey is *'highly salient'*. This study thus required a fair cross-section of subjects, both staff and students, with differing linguistic backgrounds. An imperative assumption made here is that both staff and students possess meta-awareness of languages used in their education process, therefore the subject under study would be of importance to them.

To obtain an operational population, research must develop a *'sampling frame'*. Neuman (2007:146) explains sampling frame as, "*a specific list that closely approximates all the elements in the population.*" He further sheds light on the credence of a good sampling frame. For this study, staff and student population demographic profiles have been retrieved from latest census figures on the University's Management Information System (UKZN Website, 2007). This information has been identified as a reliable referential source and was used as a sampling frame to strengthen the results of the study. Discussion of the sampling for this study will be dispensed in two sections:

    3.7.1.1. Staff demographics and
    3.7.1.2. Student demographics

3.7.1.1. Staff demographics

The Chart below reflects statistics for all staff including permanent, temporary and contract staff. It also includes academic, executive, administrative and support-staff. The total number of staff recorded is 6738. As mentioned earlier, UKZN constitutes five campuses situated in different geographical regions of KwaZulu-Natal. The five campuses are: Howard College, Pietermaritzburg, Medical School, Westville and Edgewood. Chart 1 shows the distribution of staff by campus. Howard College numbers the most (40%), followed by Westville (20%), Medical School (15%), Pietermaritzburg (13%) and Edgewood (6%) respectively.

Chart 1: Staff by Campus
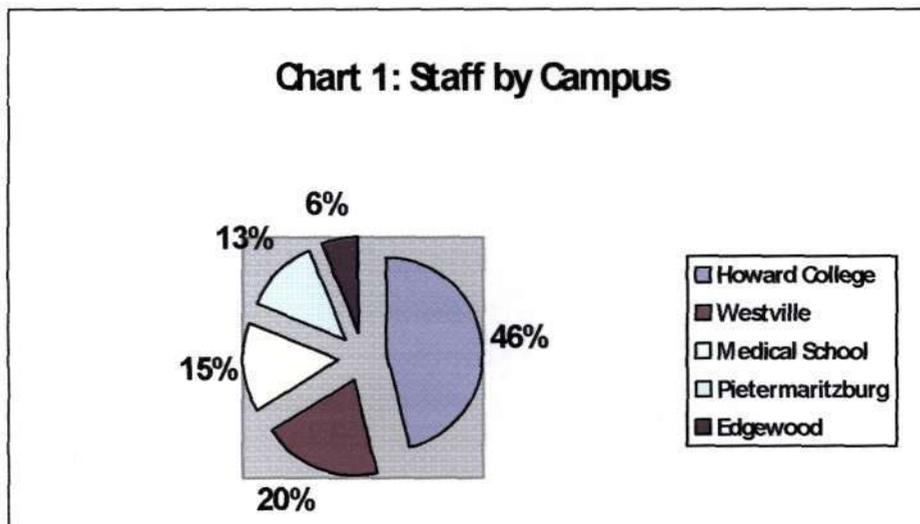
The four predominant race-groups that constitute the University of KwaZulu-Natal's staffing population are exhibited on the proceeding Chart. These are the: African, Indian, White and Coloured races. As indicated on the Chart, the Africans number the most (39%), followed by the Indians and Whites (29% respectively). The Coloureds number the least, at 3%.

Chart 2: Staff by Race

3%

29%

29%

39%

- African
- Indian
- White
- Coloured
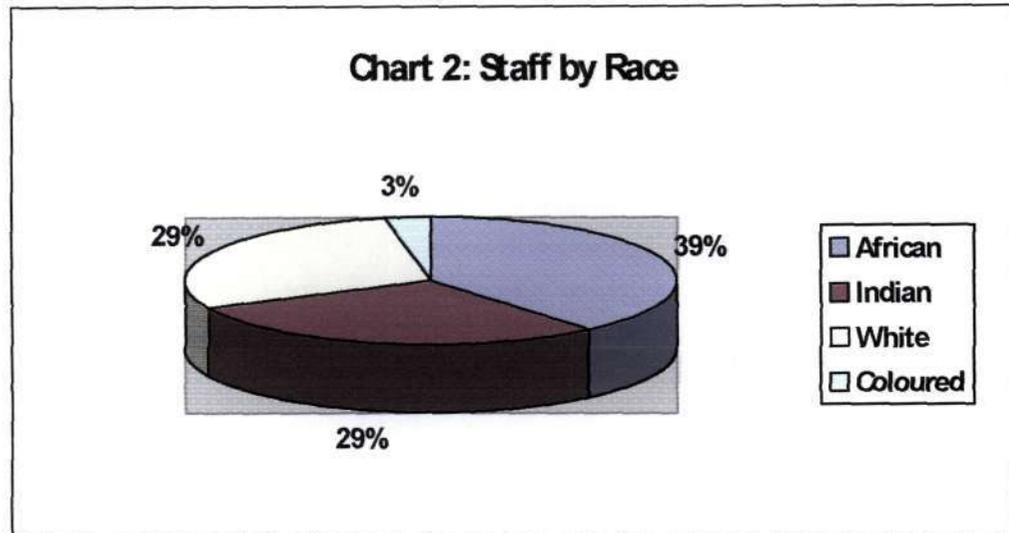
Data shown on Chart 3 below reveals the gender distribution of staff at UKZN. As can be seen, the number of females exceeds the number of males.

Chart 3: Staff by Gender

47%

53%

- Females
- Males
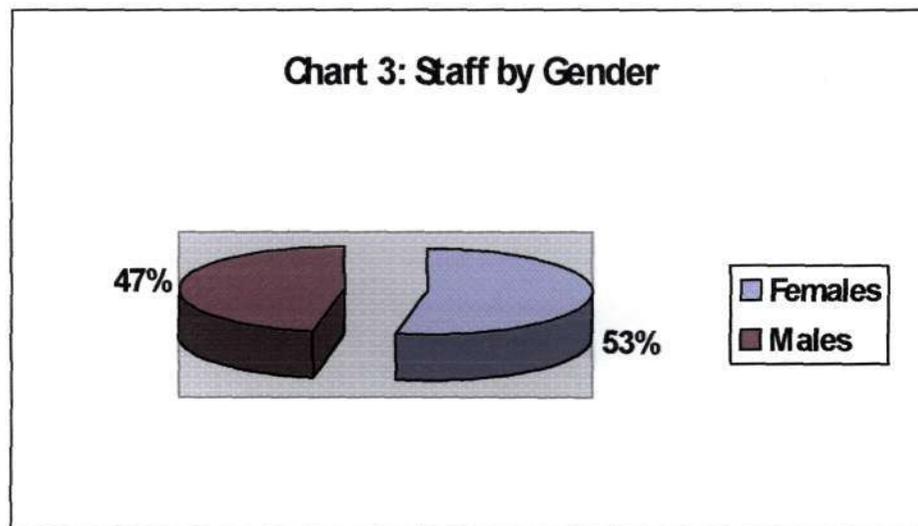
3.7.1.2. Student demographics

Focus will now be diverted to the student population demographics at UKZN. The total number of students is 35114. This total encompasses part-time, full-time, contact and distance-learning students. Chart 4 reveals student distribution by campus.

Chart 4: Students by Campus

6%
12%
32%
22%
28%

■ Westville
■ Howard College
■ Pietermaritzburg
■ Edgewood
■ Medical School
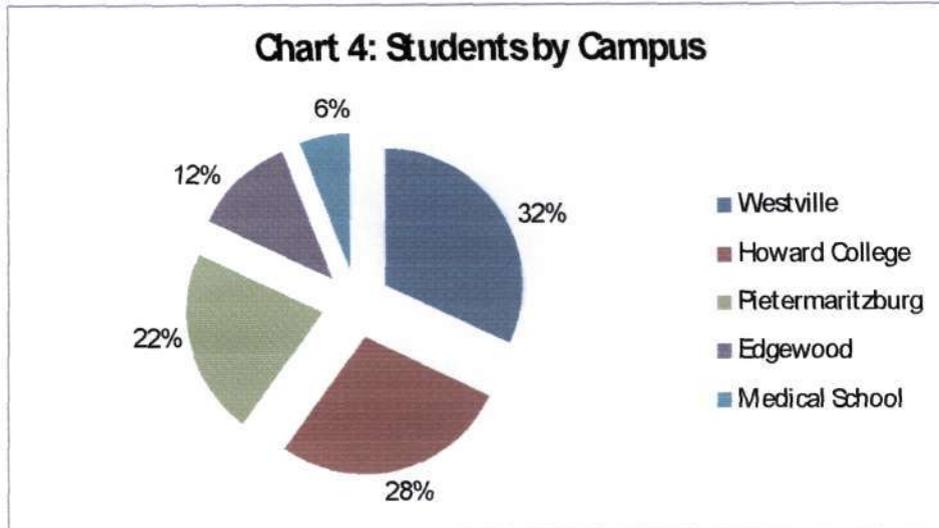
Based on the given data, Westville campus comprises the greatest number of students, followed by Howard College, Pietermaritzburg, Edgewood and finally, Medical School.

Four predominant race-groups represent the University community. These are the Africans, Coloureds, Indians and Whites. Other students, who form a minute proportion, include international students as well as students from other countries on the African continent. The proceeding Chart shows the number of students as distributed by race. African students outnumber the other race groups by far, followed by the Indians, Whites and Coloureds respectively.

Chart 5: Students by Race

1%
3%
31%
51%
14%

□ African
■ White
□ Indian
□ Coloured
■ Other

93
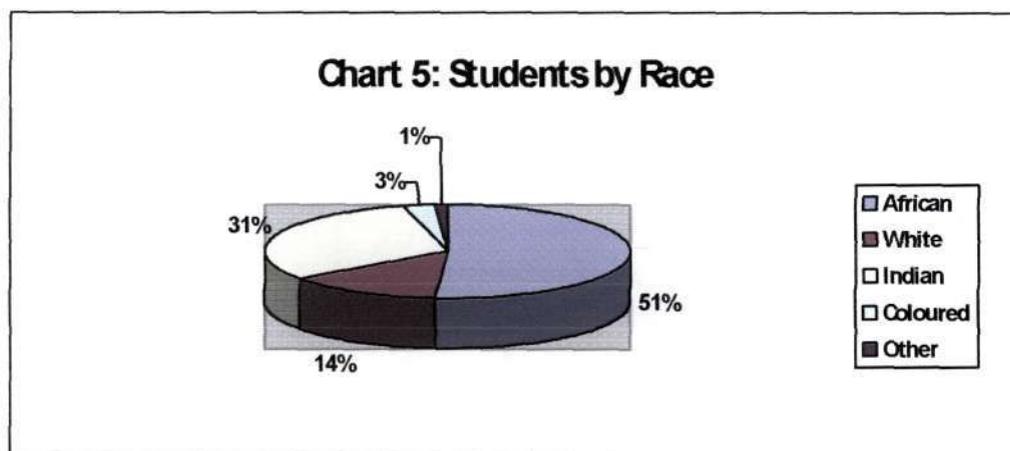
Chart 6 below is indicative of student ratio by gender at UKZN. The statistics confirm the number of female students exceeding the number of males.

Chart 6: Students by Gender

43%

57%

☐ Males
■ Females
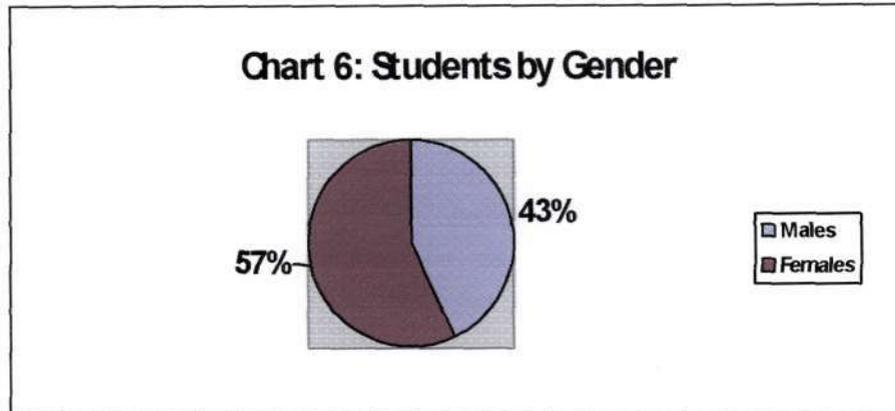
Four distinct colleges encompass UKZN. These are: Agriculture, Engineering and Science; Health Sciences; Humanities, Education and Social Sciences; and Law and Management Studies. The Chart below is representative of the distribution of students by college.

Chart 7: Students by College

30%   13%

20%

37%

☐ Agriculture, Engineering and Science

■ Health Sciences

☐ Humanities, Education and Social Sciences

☐ Law and Management Studies
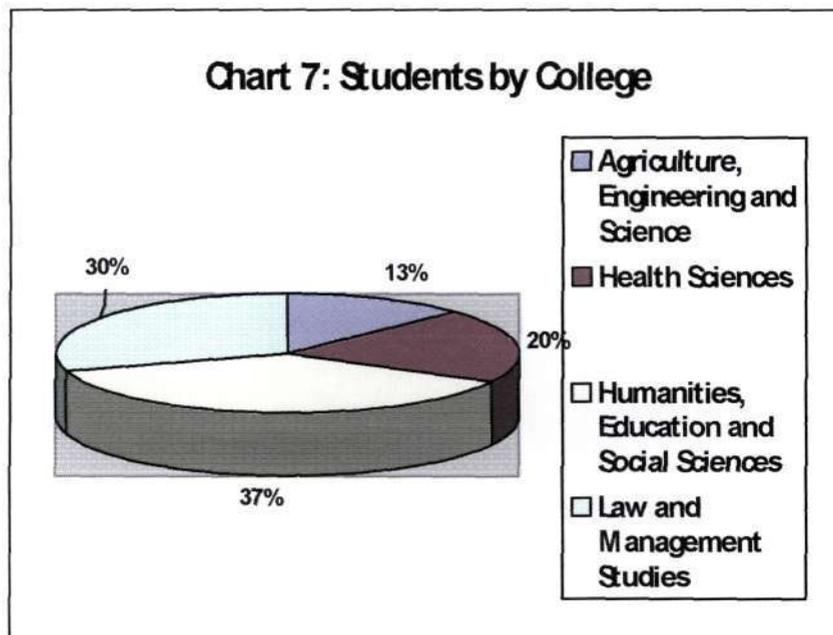
As shown above, most of the students (37%) are registered in the College of Humanities, Education and Social Sciences. Enrolment in the College of Law and Management Studies follows closely, at 30%. The College of Agriculture, Engineering and Science follows with 20% of the students, while Health Sciences reflects the least number of students – 13%.

The various Colleges, referred to above, are further separated into Faculties, viz. Education; Engineering; Health Sciences; Humanities, Development and Social Sciences; Law; Management Studies; School of Medicine; and Science and Agriculture. Students registered in the Faculty of Management Studies are in the majority (25%). The Faculty of Humanities, Development and Social Sciences subsequently measures up with 24%, while Education shows a proportion of 17%. The Faculties of Health Sciences as well as Engineering add up to 8% enrolment each. The School of Medicine and the Faculty of Law indicate 6% and 5% respectively. Chart 8 provides a graphic depiction of these ratios.

Chart 8: Student Enrolment per Faculty

95
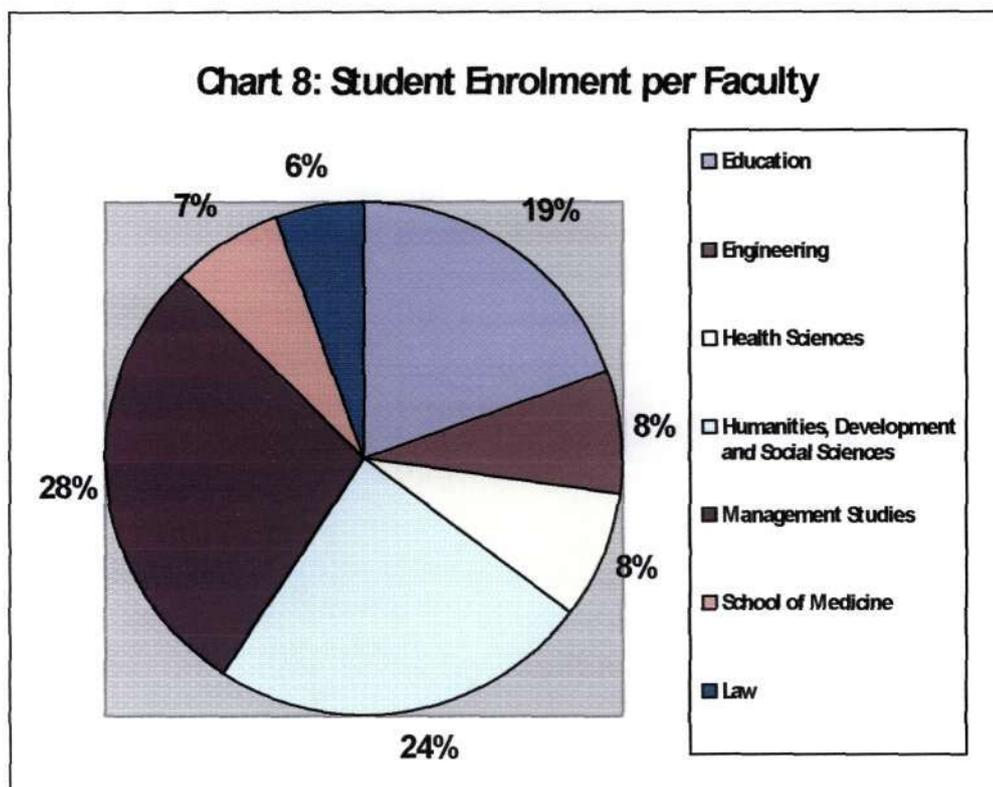
Taking into consideration the relative demographic proportions of the entire staff and student population of UKZN, much attention was given to the extraction of a fair *sample* for this study. Survey research selects a representative *sample*, or a smaller group or a subset of the population to be used for the study, since logically, all the people in a population cannot be used. A sample population has its advantages in that it is typically less expensive and more manageable. Good research is highly dependant on good samples, thereby accurately reflecting the population from which they are drawn. Sommer and Sommer (1997: 237) warns that the selection of a sample must be, *"unbiased...if it is to yield valid information."* Furthermore, the degree of certainty of generalizations from the sample to the population depends on both the representativeness and the size of the sample (Vogt, 2006: 77).

Bearing these important factors in mind, a choice from several different types of sampling were considered for this type of study. These include *probability sampling* (random or stratified) and *nonprobability sampling* (quota, purposive or convenience). According to Sommer and Sommer (1997: 238) *probability sampling* refers to that in which the probability of the inclusion of any given individual is known (Vogt, 2006: 77). Alternatively, in *nonprobability sampling*, likelihood of selection is not known. Nonprobability sampling may be easier to obtain, but at the risk of receiving limited or perhaps misleading information about the population. Vogt (2006) suggests that probability sampling is always preferable. A good technique for this study was probability sampling since selection of individuals was restricted to a known community; constituents of the University of KwaZulu-Natal.

Probability sampling can make use of either *random selection* or *stratified selection.* For *random selection*, each member of the population to be studied has an equal and independent chance of being chosen to participate in the sample. As a result, this type of sampling is sometimes referred to as *'equal probability sampling'* (Vogt, 2006: 78). This technique has to be undertaken with

care in order to eliminate the bias of one person chosen over another. In *stratified selection* the researcher divides the population into groups; each group containing subjects with similar characteristics. This type of sampling requires a thorough knowledge of the characteristics of the population in order to deduce a fair sample.

In this study, a small degree of stratified random sampling was undertaken in addition to the use of random sampling, which was carried out on a larger scale. Vogt (2006) justifies the possibility of using this dual process stating that, "*To do stratified sampling you first select groups or 'strata' from a population and then use the technique of simple random sampling within each of these groups. (2007: 79).* The purpose of choosing this type of procedure for this study was to ensure that a fair representation of 2 strata: staff or student. The use of this sampling strategy was to guarantee that the sample represented the population with regard to different perspectives from both staff and students as constituents of the university.

Once these 2 groups had been drawn out, simple random sampling occurred for the rest of the process. Random sampling has its advantages for this type of study. For one, it ensures impartial representation. Vogt (2006) cautions however, that, "*Although random sampling eliminates bias, it does not eliminate 'sampling error'.*" (78). *Sampling error* refers to differences found between the population and the sample. Vogt explains that some sampling error will always occur; however, by employing random sampling, error is minimized. Another advantage of using random sampling for this study was to ensure maximum *external validity*, i.e. the degree to which the results drawn from the sample can precisely be generalized to the population beyond the participants in the study.

Since the sample is a sub-section of the population and mirrors the traits of that population, it was anticipated that the selection for this particular study would include staff and students from significant age-groups, ethnicities, genders,

educational qualifications, occupations and linguistic backgrounds. Table 8 below clarifies how the sample was expected to be represented.

Table 8: Sample Representation

Staff	Students
Age	Age
Gender	Gender
Highest educational qualification	Highest educational qualification
Faculty working in	Faculty registered at and lectures held at
Position held	Programme of study
Number of years of service at UKZN	Level of study at UKZN
Campus location	Campus location
Home residency	Home residency
Linguistic background	Linguistic background
Linguistic competence	Linguistic competence

Proper representation of the population was not the only factor to take into consideration when sampling. Researchers suggest that sample size is also very important and should be specified as early as possible in the planning so that the study will not be viewed with the suspicion that data collection was halted as soon as the desired results, suiting the hypotheses, were achieved. For this reason, a sample size was determined for this survey, based on population size of both staff and students at UKZN.

It must be noted that the number of staff has been identified with a total of approximately 6700, while students number approximately 35000 (UKZN website, 2007). In deciding sample size for a population of this enormity, two important factors emerged - statistical logic and practicality. On the one hand, the researcher heeded to the possibility that if the sample is too large, then the probability of sampling error may be greater. For survey type research, researchers like Gall et al. (1996: 229) suggest 100 as a minimum. Some researchers may say that replication of results may sometimes occur with too large a sample. On the other hand, researchers like Vogt (2006) strongly suggest, *"the bigger the sample the better"* (84). For him, this reduces the risk of error. Neuman (2007) supports this view but only as far as if one wants to yield:

...high accuracy (or) if the population has a great deal of variability or heterogeneity, or if one wants to examine many variables in the data analysis simultaneously. Smaller samples are sufficient when less accuracy is acceptable, when the population is homogeneous, or when only a few variables are examined at a time.

(2007: 162)

Sampling representativeness or 'sampling ratio', as Neuman (2007: 146) will call it, is also a matter of importance for any study. This refers to the proportion of the size of the sample, compared to the size of the target population. To draw out an appropriate sample size for a large population, comprising thousands in number, Hopkins (2007) suggests approaching this crucial issue in one of 3 ways: via statistical significance, confidence intervals, or "on the fly" sampling. He defines statistical significance as a standard but somewhat complicated approach, where your sample size has to be big enough for you to be sure you will detect the smallest worthwhile effect or relationship between your variables. Using confidence intervals or confidence limits, he states, is a more accessible approach to sample-size estimation and interpretation of outcomes. Here, you simply want enough subjects to give acceptable precision for the effect you are studying. Hopkins believes that the use of confidence levels and not statistical significance is what yields more interesting results. Upon this basis, he suggests retrieving a sample size on the fly, where you start a study with a small sample size, then increase the number of subjects until you get a confidence interval that is appropriate for the magnitude of the effect that you end up with. It follows that a sample size may not necessarily be too large in order to get the desired result.

Taking all of the above guidelines for sampling size into consideration, Hopkins' 'on the fly' technique was most appropriate for this study. The first 140 completed staff questionnaires and the first 280 completed student questionnaires were thus collected for analysis.

It was anticipated that students and staff from all groups indicated in the following list would be represented to some degree in the sample.

- Age
- Gender
- Highest educational qualification
- Faculty registered at/Position held
- Lectures held at/ Campus location
- Year of study/ Duration of service at UKZN
- Home-Province
- First/Home Language

After drawing out a suitable sample number, considerable attention was given to the administration of the questionnaire survey. However, obtaining permission to use the University's Internet Web system had to be adhered to first. Focus will now turn to this process.

3.8. The survey administration

Following appropriate protocol to use the University's Internet Web system proved to be more difficult than initially envisaged. Obtaining legal and formal authorisation to administer the questionnaire via this electronic system was rather complex and time-consuming. Nevertheless, consent had to be sought; the process of which is explained hereafter.

3.8.1. Obtaining permission

A letter was written to the Corporate Relations Department of UKZN, wherein permission was requested. Details of the study were provided and endorsed by the research promoter.

A lengthy and detailed response from the Corporate Relations Department of UKZN resulted. Separate consultations had to be held with the University's legal representative, Web manager and Web master. Each of them detailed the legal

repercussions, procedure and Web design necessary to administer a study such as this. What needed to be ensured, were issues like anonymity, confidentiality and security of retrieved data. Another letter had to be submitted to the Department of Public Affairs. This one included what the survey was about. It explained that the survey was voluntary and anonymous. The letter also rendered the recipient an important stakeholder and decision-maker in education, thereby holding him/her in high esteem. Estimated response-time to the questionnaire was stipulated.

Finally, permission was granted by the Public Affairs Department to carry out the survey as planned; but not without a cover letter that should accompany the questionnaire. Formulation and contents of the cover-letter will now be described.

3.8.2. The cover-letter

The main objective of doing a survey is to get a high return rate so that reliability can be achieved. To entice a high return rate it was necessary to include a credible cover letter. A letter of transmittal, in both English and isiZulu (see Appendix B), accompanied every survey questionnaire, explaining its purpose and relevance to the recipients. viz. staff and students of the university.

Gall et al. (1996: 299) state that the cover letter should be carefully constructed so that it would create a positive first impression. In keeping with this thought, the cover letter was brief and conveyed specific information, such as, the purpose of the study and its significance. In addition, confidentiality and anonymity were ensured. Furthermore, according to Gall et al. (1996: 33), "*subtle flattery can have a positive effect.*" It was therefore necessary to emphasize the importance of choosing that particular recipient as a respondent, by stating that s/he was '*an important stakeholder in education.*'

101

It was desirable to associate the study with a well-known institution in order to add to its credibility. Thus, the University of KwaZulu-Natal was mentioned. Also, endorsing the cover letter by a Professor (supervisor) added to its value. It was envisaged that both these factors would represent, "*favourable symbol*(s) *of authority to the respondents*" (Gall et al., 1996: 300), thereby enhancing the study's importance.

Overall, the cover letter was succinctly presented and simply designed in order to maximise subject participation and economise on time. Presenting such a cover letter had its advantages in attracting a high response rate.

3.8.3. The questionnaire distribution

This study made use of the Web system to distribute the survey. Access to internet and e-mail has augmented over the years and both have become popular methods used to distribute surveys. One reason is that they allow fast and inexpensive access to many users concurrently. Another advantage is that they allow for flexible design, while at the same time following the general rules of question writing for paper questionnaire design.

In spite of the enormous benefits of using the internet and e-mail system, certain areas of concern must be considered. Firstly, sampling may be affected by unequal internet access or inefficiency of certain members of the population in using the system. However, the possibility of accessing ample respondents was made possible for this study, by utilising the University-wide internal website. Using this secure internet system also took care of the second concern; protecting respondent privacy and confidentiality. Only the sampled respondents were given access to the questionnaire. Finally, the complexity of choosing a suitable questionnaire design is also an area of concern when using computer surveys. The use of Web surveys may lead to technical glitches because of incompatibility with certain software and hardware on different computers. In

coping with this problem, repeated pretesting was carried out for this study, in the preliminary stages, before final release via the Web. Electronic versions of two distinct staff and student questionnaires, presented in both isiZulu and English, were eventually distributed. The survey was distributed over a nine-month period, beginning October 2006.

The following section will detail the technique that was used to analyse data once they were collected.

3.9. The data analysis technique

Credible research is based on reliable, trustworthy and meaningful outcomes, yielded from the set of data or information collected from the study (Salkind, 2005). This information, otherwise called *statistics,* may be organized, interpreted and described by using either the *descriptive* or *inferential* format. *Descriptive* statistics are used to organise and describe the characteristics of a data set. *Inferential* statistics are used to make inferences from a smaller to a larger group of data. This study drew on both descriptive and inferential statistics, working hand-in-hand for analysing of the results.

For a study of this enormity, one of many sophisticated computer tools or techniques may be utilised to analyse and interpret data. The data analysis technique used for this questionnaire survey was based on the Statistical Package for Social Sciences (S.P.S.S.). The S.P.S.S. programme (11) is a complex and highly developed statistical data analysis computer programme that provides many *descriptive and correlational statistics.* Descriptive statistics display graphic pictures of aspects of the research in numbers. Correlational statistics examine the nature of the relationship between or among variables. Raw data derived from the questionnaire are converted to Tables, Graphs and Charts, extracted from the Excel computer program, which converts numerical data into graphical information.

Such diagrammatic representations serve as helpful tools in enabling one to comprehend the essential features of *central tendency, frequency distributions* and *correlations* for the study. *Central tendency* is a measurement of the averages of groups of data, while *frequency distributions* simply provide numbers derived from the total sample in a graph format. *Correlations* indicate numerical indices that reflect relationship between variables. Deriving these three statistical measurements makes it simpler to compute and interpret patterns. The following statistical procedures, conducted separately for both staff and students, were thus carried out for this purpose:

- Descriptive Statistics, yielding raw scores.
- Correlational Statistics, yielding comparison Tables.

To test whether the questionnaire measured items consistently, the *reliability* of the test needs to be figured out. The reliability test used for this study is the *internal consistency reliability.* Here, items are tested for consistency with one another by testing whether they represent, *"one, and only one dimension, construct, or area of interest."* (Salkind, 2005: 282). Thus, the items in the questionnaire are assessed by using *Cronbrach's Coefficient Alpha*, named after Lee Cronbrach. For this procedure, if the value of the coefficient alpha is above 0.7 or the closer the value of the coefficient alpha is to 1, the greater the reliability of the questionnaire. In this study, the resultant coefficient alpha was 0.734 for the staff questionnaire and 0.921for the student questionnaire, indicating that the study is highly reliable; as well as has a high degree of consistency among the items in the questionnaires.

Results of the survey are presented in overall percentages, as will be seen in the proceeding chapter of this study. A straightforward presentation of data is provided, together with a detailed comparison elicited by the computer. Scores are then presented in Table format. The body of the subsequent report is devoted to major findings and detailed percentages are derived from the raw scores so as not to interfere with the flow of the report. The results are not

necessarily presented in the same sequence as the questionnaire; rather they are arranged topically in order of salience of findings.

Having discussed the data analysis technique, I now present the problems experienced in this study.

3.10. Problems encountered in the study

A questionnaire survey may be undesirable for many reasons. Firstly, a questionnaire may reach a person who is simply uninterested in the topic. Secondly, as a written document confined to a computer, it is not suitable for people who are busy or are on the move. In addition, questionnaires only skim the surface of what's really on people's minds. There is no room for details. Furthermore, questionnaires only provide information on people's general attitudes. Sommer and Sommer (1997: 148) make it quite clear that, "*Questionnaires are not suitable for examining deeper levels of motivation or opinions.*" Therefore, for this study, caution was taken so as not to insinuate people's behaviour from their responses.

Another factor that posed problematic was the difficulty of achieving a sample that is perfectly representative of the population. The resulting sample may therefore contain a certain degree of bias, and therefore the trustworthiness in generalizing the findings (the external validity) will be somewhat reduced.

An important finding must be stressed at this point. In spite of the economical advantage of using the web and questionnaire, it must also be emphasized that this does not mean that for this study the time put into devising the items, pre-testing, revising, adhering to university protocol, collecting the questionnaires and tabulating the responses should be undermined.

3.11. Recapitulation

Much of this chapter concerned itself with the quantitative method used in making systematic observations in scientific research. It explained survey research, its advantages and disadvantages. While the target population was described, the distinct techniques of sampling were also detailed. This chapter went on to elaborate on the use of questionnaires as data collection instruments for the quantitative research. The unique characteristics of this method were described, while their advantages and drawbacks were elaborated on. In addition, this chapter included the presentation of techniques for constructing and administering the instrument. The procedure for collection of data was also clarified. Finally, this chapter included information about how data will be analysed in order to provide valuable research information, which will be expounded upon in the chapter that follows.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1. Introduction

This chapter presents the data and results from the questionnaire survey obtained from students and staff of the University of KwaZulu-Natal. The discussion in this chapter pivots predominantly around particular attitudes which are prevalent amongst these university constituents, with regard to the use of a bilingual (isiZulu-English) medium for education. The findings are discussed across identifiable themes as derived from the questionnaires (see Appendixes C and D).

The results in this chapter heed to Neuman's (2007) suggestion that a good, commonly used way to summarize questions in survey research is to present the answers in percentages, Tables and Charts. Numerical values appearing in this segment of the study are frequently rounded off to whole numbers.

At this juncture, mention needs to be made about the reliability of the findings. As has been discussed in Chapter 3, reliability has been tested using an internal consistency test - Cronbach's Coefficient Alpha test. For this study, the resultant coefficient alpha was 0.734 for the staff questionnaire and 0.921for the student questionnaire, indicating that the study is highly reliable; as well as contains a high degree of consistency among items included in the questionnaires.

This segment of the study is divided into two sections. Section A presents data and results from the staff survey, while section B offers outcomes from the student survey.

Section A

4.2. The staff survey

The results emerging about participants from the staffing sector of UKZN are spotlighted under the following broad segments, further sub-divided in each section.

4.2.1. Respondent demographics
4.2.2. Language competency
4.2.3. Extent of isiZulu usage on and off campus
4.2.4. Language preference on campus
4.2.5. Knowledge of Language Policy for Higher Education

4.2.1. Respondent demographics

This section is discussed under the following sub-sections:

4.2.1.1. Age-groups
4.2.1.2. Gender
4.2.1.3. Education level
4.2.1.4. Faculty
4.2.1.5. Personnel capacity
4.2.1.6. Duration of service
4.2.1.7. Campus location
4.2.1.8. Home Province
4.2.1.9. Language background

4.2.1.1. Age-groups

The majority of respondents were above 45 years old, followed by those who fell in the 36 to 45 year age-bracket. A significant number belonged to the 25 to 35 year level, while the least were aged below 25 years. The Chart below displays the age ratios yielded from the data.

Chart 9: Respondent Age-Groups (Staff)

Below 25
4%

25-35
26%

Above 45
43%

36-45
27%
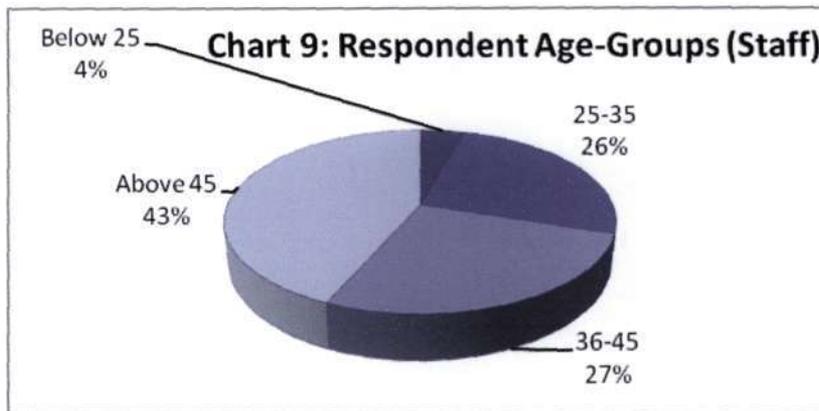
4.2.1.2. Gender

From the following Chart it can be deduced that the number of female respondents (67%) more than doubled the number of male respondents (33%).

Chart 10: Respondent Gender (Staff)

■ Male- 33.1%
■ Female- 66.9%
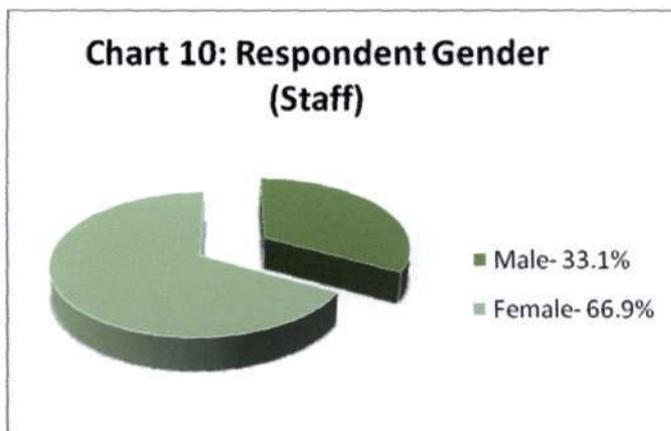
4.2.1.3. Education level

Chart 11 below shows that an accumulated 87% of the staff acquired post-graduate qualifications. This includes those who held Post-graduate Diplomas, Honours, Masters and Doctorate or equivalent qualifications.

Chart 11: Respondent Qualifications (Staff)

- 7%
- 2%
- 4%
- 5%
- 13%
- 23%
- 46%

Legend:
- Matric/senior Certificate
- Undergraduate Diploma
- Degree
- Postgraduate Diploma
- Honours
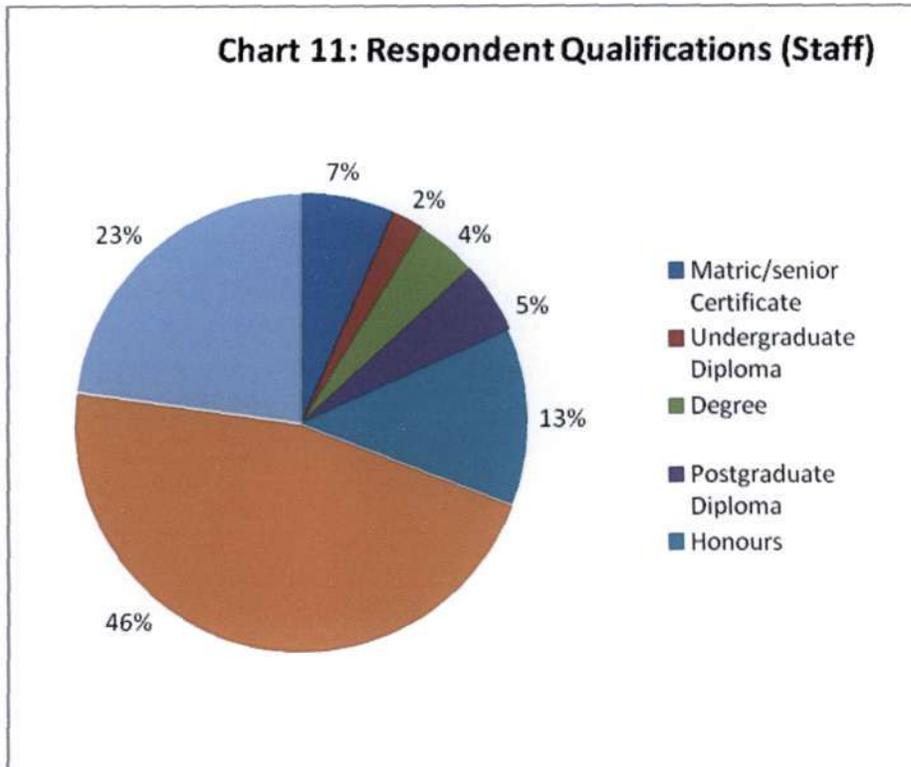
4.2.1.4. Faculty

Chart 12 below indicates that respondents from the Faculty of Humanities: Social and Development Sciences numbered the most (29%). The Faculty of Science and Agriculture followed, with 21% of response. The Faculties of Engineering, Law and Education numbered the least in comparison to the other Faculties.

Chart 12: Respondent Faculty (Staff)

- Education: 6%
- Engineering: 5%
- Health Science: 8%
- Humanities:...: 29%
- Law: 6%
- Managemen...: 8%
- Science and...: 21%
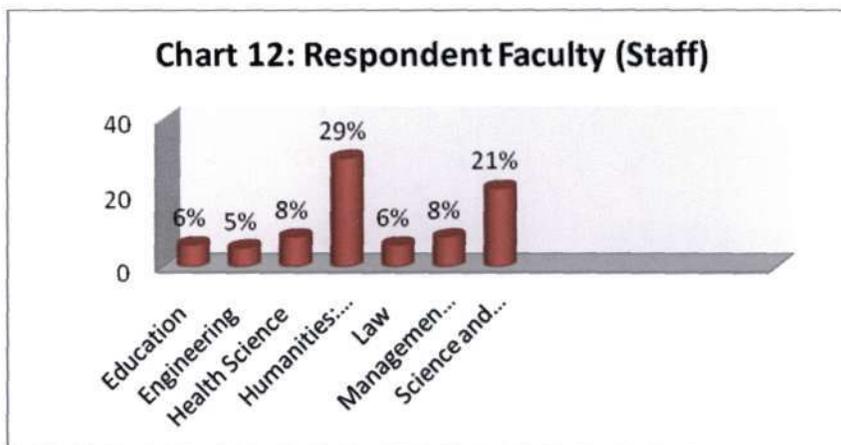
4.2.1.5. Personnel capacity

Most participants belonged to the academic-staff subdivision (60%), while support-staff came in at 21%. However, executive-staff and members of unions numbered very small proportions; even less than academic-staff. Participation by 9% administrative-members has also been noted.

Chart 13: Respondent Personnel Capacity (Staff)
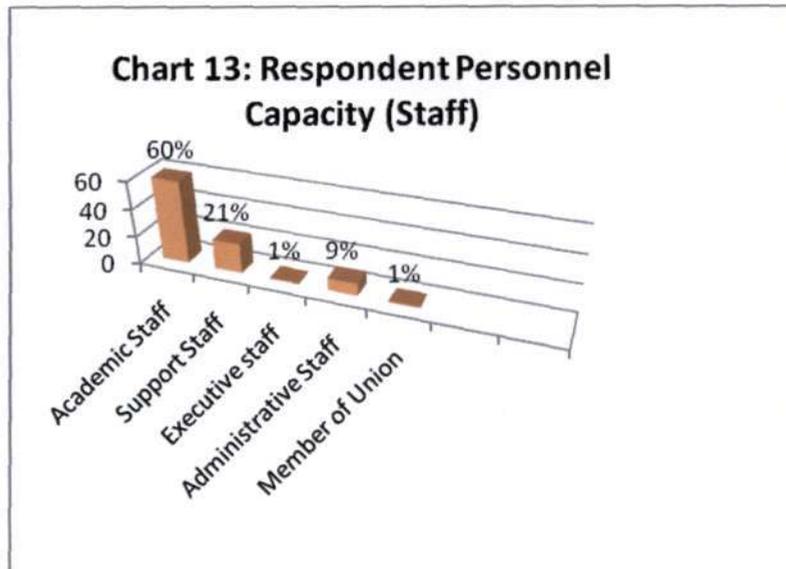
4.2.1.6. Duration of service

With regard to longevity of service, Chart 14 places the majority (61%) at below 10 years. The rest reported from 10 to more than 20 years of experience at UKZN.

Chart 14: Respondent Duration of Service (Staff)

111
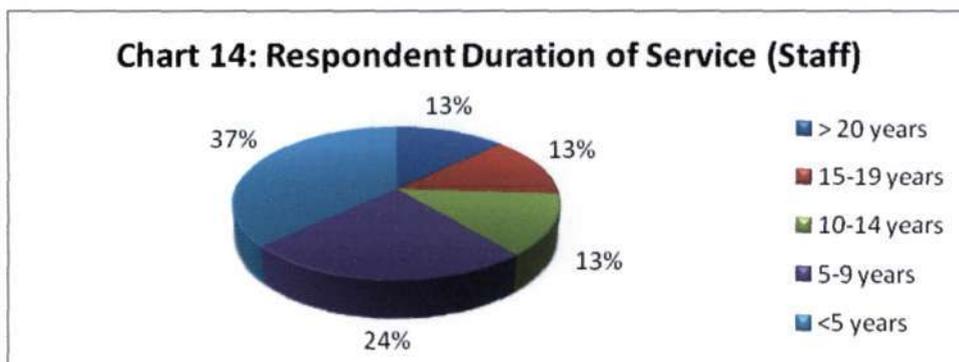
4.2.1.7. Main campus-location

The next Chart indicates that most respondents came from the Howard College campus, followed closely in proportion by Pietermaritzburg. Westville campus showed a relatively significant ratio, as compared to the small numbers that were reflected for the remaining campuses.

Chart 15: Respondent Main-Campus Location (Staff)
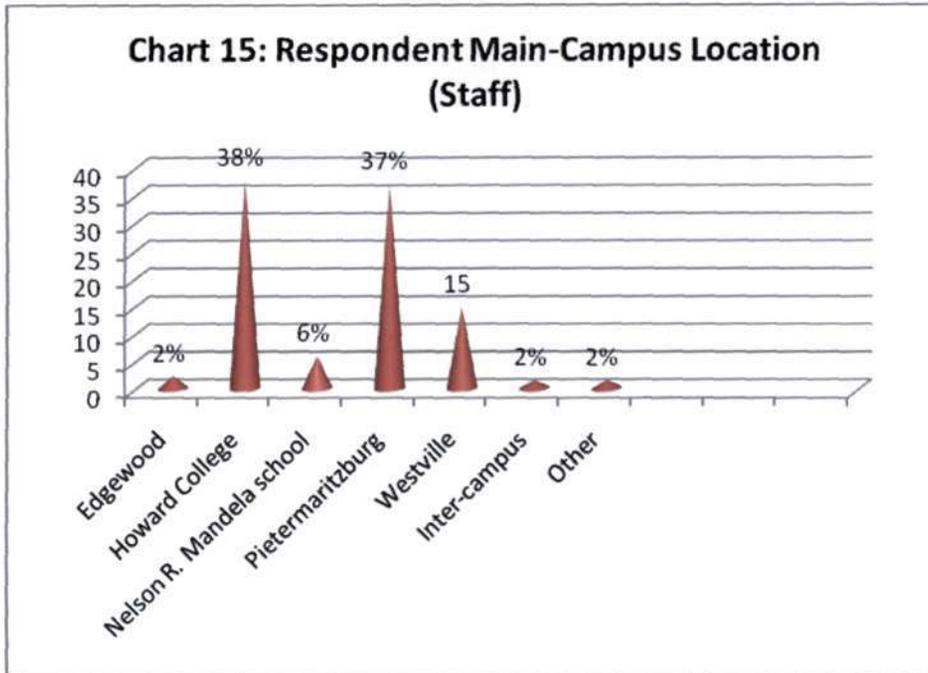
4.2.1.8. Home-Province

77%, as seen in the following Chart, listed KwaZulu-Natal as their home-province. The remaining number hailed from other provinces within South Africa (15%), and a small proportion (8%) from regions outside South Africa.

Chart 16: Respondent Home Province (Staff)

Other 8%

Other S.A Provinces 15%

KZN 77%
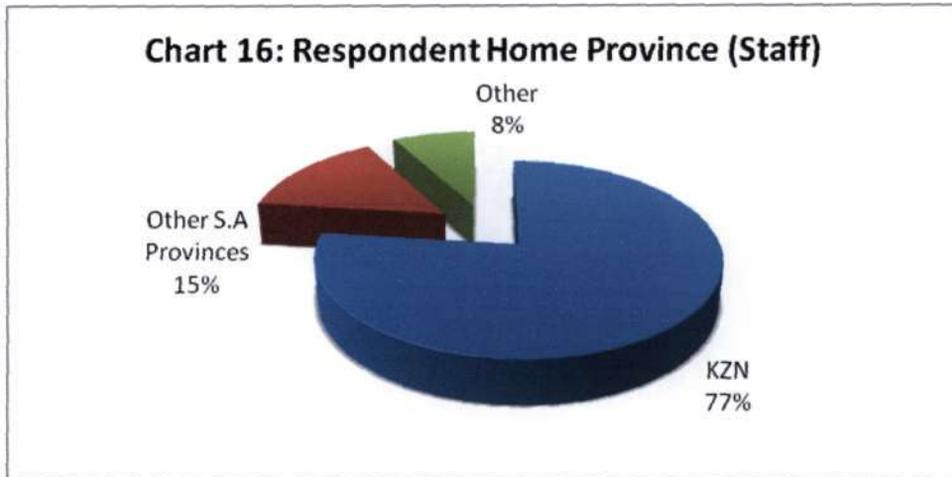
4.2.1.9. Language background

Participants' language background was discovered by examining representations of:

  4.2.1.9.1. First/ home language
  4.2.1.9.2. Other languages spoken
  4.2.1.9.3. Extent of isiZulu study

4.2.1.9.1. First/Home Language

English featured strongly as First Language amongst staff (70%), while isiZulu and Afrikaans L1 speakers numbered 9% and 7% respectively (see Chart 17 below).

Chart 17: Respondent First /Home Language (Staff)

13%
9%
7%
71%

- Eng.
- Afrik.
- Isizulu
- Other
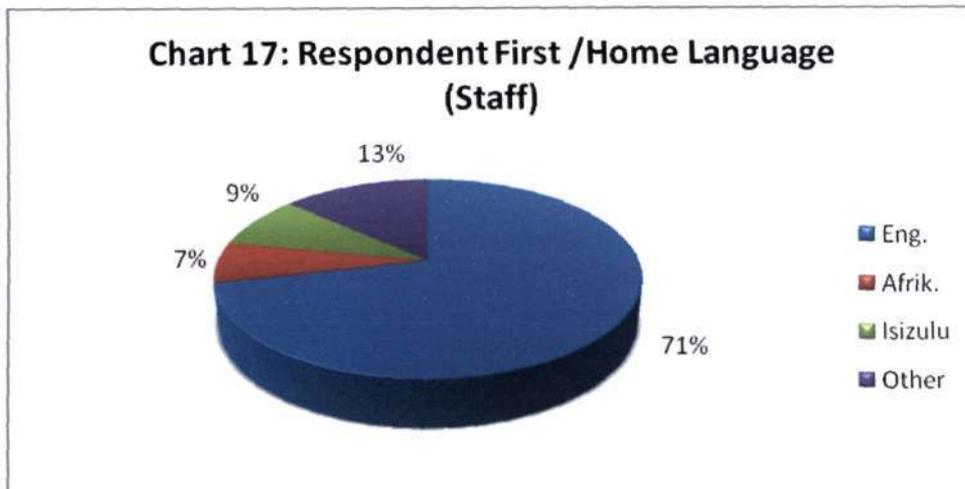
4.2.1.9.2. Other language/s spoken

45% spoke Afrikaans as 'other language', 13% spoke English as other language, while 2% spoke isiZulu (see Chart 18 below).

Chart 18: Respondents' Other Language/s Spoken (Staff)

45%
39%
13%
2%
1%

Eng.   Afrik.   Isizulu   Other   Combination
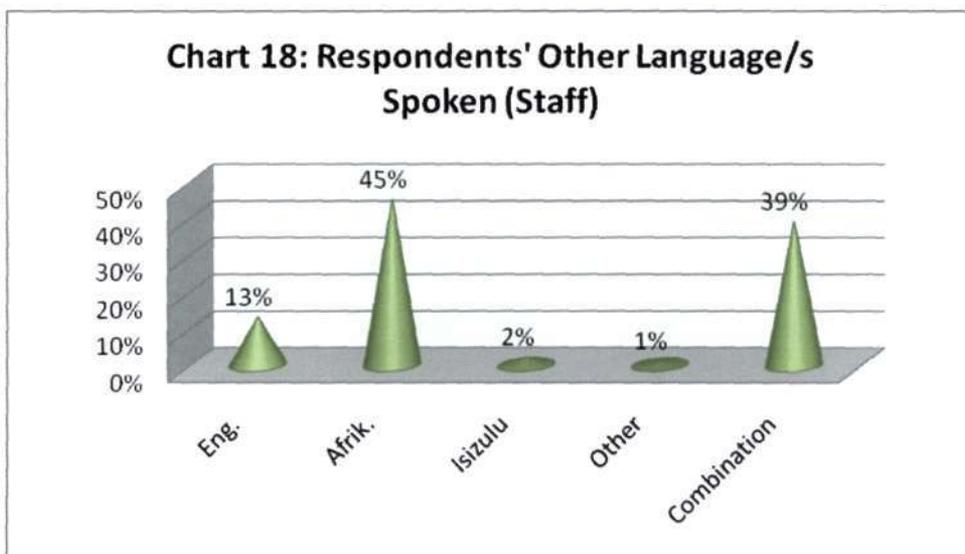
4.2.1.9.3. Extent of isiZulu study

The study probed several elements regarding the extent of isiZulu study in respondents. Firstly, what percentages of staff either attested to or denied studying isiZulu? The following Chart presents an overview of the results. The

majority of staff (80%) responded negatively to the study of isiZulu as compared to those that affirmed their study of the language.

Chart 19: Respondent Study of isiZulu (Staff)

MISSING
1%

YES
19%

NO
80%
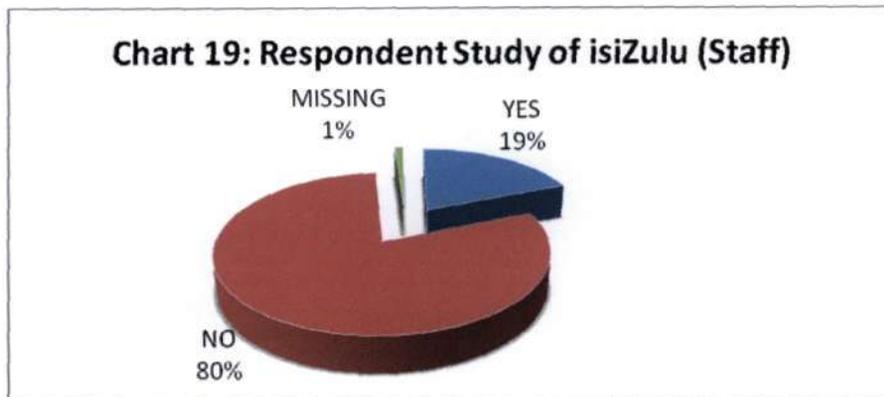
Secondly, for the few who indicated that they either presently study or have studied isiZulu, their location of study was examined. The following Chart depicts the proportion of response for each category. There were indications that isiZulu study was carried out at school, university, another institution or by self-study. Some respondents revealed more than 1 choice.

Chart 20: Respondent Location of isiZulu Study (Staff)

Category	Percentage
Self-study	14%
Other Institution	17%
University	21%
School	19%
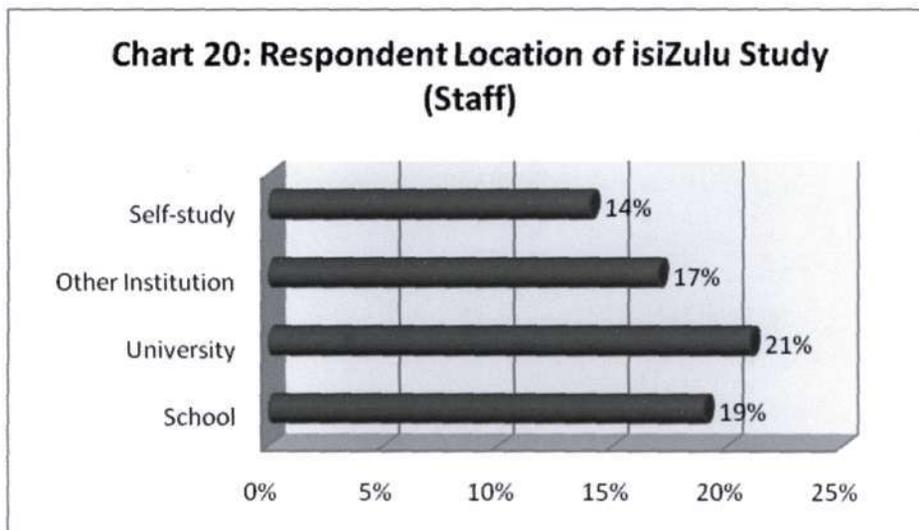
Focusing closely on the extent of isiZulu study at UKZN, the investigation further sought which particular clusters of staff indicated that they either currently study,

or have studied isiZulu at university. Cross-comparisons were thus carried out across respondents':

-First/Home-language
-Age-groups
-Gender
-Education level
-Faculty
-Personnel capacity
-Duration of service

When staff's Home/First language was cross-tabulated with isiZulu study at university, the results (as per Table 9) disclosed that a large proportion of isiZulu L1 speakers, but minute percentages of the others, studied isiZulu at university.

Table 9: Respondent First/Home Language and isiZulu Study at University (Staff)

HOME/FIRST LANGUAGE (L1)	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
English	75%	13%
Afrikaans	7%	-
isiZulu	9%	7%
Other indigenous languages	1%	-
Other languages	2%	-

Pertaining to age-groups, the following Table exposes that half of the 'below 25' year-olds gave evidence of isiZulu study at university. However, significantly lower proportions of staff across all the other age-categories revealed that they studied the language at university.

Table 10: Respondent Age-group and isiZulu Study at University (Staff)

AGE-GROUP	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Below 25 years	4%	2%
25-35 years	26%	9%
36-45 years	27%	6%
Above 45 years	43%	5%

As far as the relationship between staff's gender and isiZulu study at university is concerned, very low ratios of both males and females indicated study of isiZulu at university. The results are displayed in the following Table.

Table 11: Respondent Gender and isiZulu Study at University (Staff)

GENDER	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
MALE	33%	7%
FEMALE	67%	14%

The research pursued possible correlation between isiZulu study and the education level of staff. Evident from the following Table is that almost a third of the matric-qualified and Honours-qualified staff indicated that they study/studied isiZulu at university. Very small proportions of staff across the other education levels indicated that they study/studied isiZulu at university.

Table 12: Respondent Education Level and isiZulu Study at University (Staff)

EDUCATION LEVEL	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Matric/Senior Certificate	7%	2%
Undergraduate Diploma	2%	-
Degree	4%	-
Postgraduate Diploma	5%	1%
Honours	13%	4%
Masters	46%	10%
PhD/equivalent.	23%	4%

As regards staff's Faculty affiliation and isiZulu study at university, more than a third from the Humanities Faculty admitted to isiZulu study at university. Very few across the other Faculties indicated that they study/studied isiZulu at university (see Table 13 below).

Table 13: Respondent Faculty and isiZulu Study at University (Staff)

FACULTY	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Education	6%	1%
Engineering	5%	-
Health Sciences	8%	2%
Humanities	30%	11%
Law	6%	1%
Management Studies	8%	2%
Science & Agriculture	22%	2%

The following results were revealed when staff's personnel capacity was cross referenced with whether they studied isiZulu at university (see Table 14 below). Very few staff, at most about a quarter, across all categories of functional capacity, showed that they studied isiZulu at university.

Table 14: Respondent Personnel Capacity and isiZulu Study at University (Staff)

PERSONNEL CAPACITY	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Academic staff	60%	15%
Support staff	21%	4%
Executive staff	1%	-
Administrative Staff	9%	2%
Member of Union	1%	-

The study continued to unravel whether staff's duration of service at UKZN had any bearing on their study of isiZulu at university. The subsequent Table illustrates the results, where significantly small proportions of staff belonging to almost all categories of service-duration gave evidence of isiZulu study at university. Approximately a third of the '15 to 19' and 'above 25' year duration gave positive evidence of such study at university.

Table 15: Respondent Duration of Service and isiZulu Study at University (Staff)

SERVICE DURATION	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Below 5 years	37%	5%
5-9 years	24%	7%
10-14 years	13%	2%
15-19 years	13%	4%
20-25 years	7%	1%
Above 25 years	6%	2%

For the few that indicated that they studied isiZulu at university, the investigation scrutinized what mode of study was used. Respondents were required to indicate whether they undertake/undertook part-time or full-time study. The following Chart offers an overview of the results. In summary, almost equivalent ratios of staff indicated that they indulged in either part-time or full-time study.
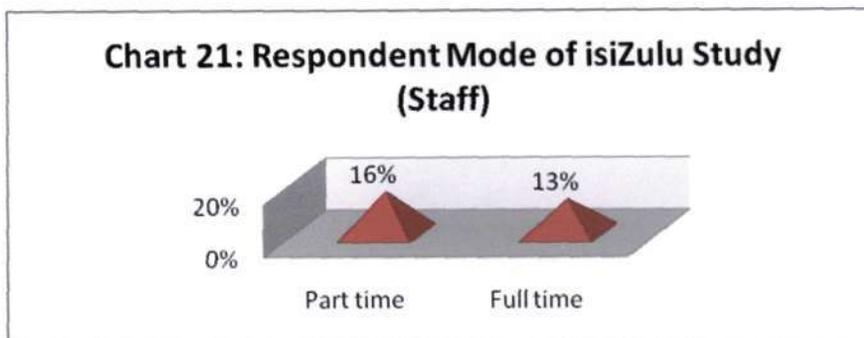
Chart 21: Respondent Mode of isiZulu Study (Staff)

For the fraction of staff that indicated affirmative study of isiZulu, their reasons for doing so were probed. From the Table below, it is evident that most respondents indicated that isiZulu was necessary to know in KZN. Only 1% revealed that the language was necessary to know in KZN or that it was needed for day-to-day life.

Table 16: Reasons for Studying isiZulu (Staff)

REASON	%
1. Necessity of knowing it in KZN	5%
2. Academic/course requirement	3%
3. Enjoyment of learning new languages	3%
4. To learn more about the Zulu culture	2%
5. isiZulu is necessary for my job	1%
6. isiZulu needed for day-to-day life	1%

For those who did not study the language, the study investigated reasons for them not doing so. These specific reasons are listed in Table 17 below, in order of decreasing proportions. The Table reveals that the majority indicated that they did not have the time to study isiZulu. A good proportion also disclosed that it was not part of their academic requirement. Only 1% chose the reason: "I do not think it is necessary to study isiZulu".

Table 17: Reasons for not Studying isiZulu (Staff)

REASON	%
1. I do not have the time to learn isiZulu	25%
2. Not part of my academic/course requirement	14%
3. I do not have the funds to study isiZulu.	5%
4. I think isiZulu is difficult to study	4%
5. I do not think it is necessary to know isiZulu	1%

4.2.2. Language competency

Respondents' aptitudes in both English and isiZulu were charted, these being the two languages proposed in the bilingual policy. In this regard, their speaking, reading, writing and understanding of these two languages were tracked. The results are presented as follows:

        4.2.2.1. English proficiency
        4.2.2.2. isiZulu proficiency

4.2.2.1. English proficiency

Evidence of 'average'/'good'/'excellent' aptitude in English was given by almost all the respondents. The following Table exhibits the results.

Table 18: Respondent English Proficiency (Staff)

RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	-	-	-	-
Poor	1%	1%	1%	-
TOTAL	1%	1%	1%	-
Average	1%	1%	2%	1%
Good	10%	7%	14%	5%
Excellent	88%	92%	84%	94%
TOTAL	99%	99%	99%	100%

4.2.2.2. isiZulu proficiency

Regarding isiZulu proficiency, the majority indicated 'non-existent'/'poor' overall ability in the language (see Table 19 below).

Table 19: Respondent isiZulu Proficiency (Staff)

RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	45%	63%	65%	36%
Poor	36%	18%	15%	42%
TOTAL	81%	81%	80%	78%
Average	6%	7%	9%	9%
Good	3%	3%	2%	3%
Excellent	9%	9%	9%	10%
TOTAL	19%	19%	20%	21%

From the minority that indicated some proficiency in isiZulu ('average'/'good'/'excellent'), cross-referencing of the data was done, to examine exactly which categories of staff these were. Comparisons were made across respondents':

- First/Home Language
- Gender
- Education level
- Faculty
- Personnel capacity
- Duration of service

According to Table 20 below, a cross comparison of staff's Home/First language with isiZulu competence revealed that:

- Almost all isiZulu L1 speakers demonstrated adequate overall aptitude.
- All respondents with other African languages as mother tongue showed sufficient competence.
- Very few English L1 and Afrikaans L1 speakers exhibited ability in the language.

Table 20: Respondent Home/First Language and isiZulu Competence (Staff)

HOME/FIRST LANGUAGE (L1)	% RESPONDENTS	COMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
-English	75%	7%	9%	9%	12
-Afrikaans	7%	-	-	2%	-
-isiZulu	9%	8%	8%	8%	9
-Other indigenous languages	1%	1%	1%	1%	1%

The results concerning age-groups offered the following general view (see Table 21 below). More staff below 25 years old displayed average/good/excellent general ability in isiZulu.

Table 21: Respondent Age and isiZulu Competence (Staff)

COMPETENCY CATEGORIES	RESPONDENT AGE-GROUP IN YEARS			
	Below 25	25-35	36-45	Above 45
Speaking	3%	8%	2%	19%
Reading	3%	7%	4%	6%
Writing	3%	6%	4%	8%
Understanding	4%	7%	6%	6%
% RESPONDENTS	4%	26%	27%	43%

isiZulu competency ('average'/'good'/'excellent' rating) was then compared across gender (See Table 22 below). Very small ratios of both males and females indicated overall isiZulu competency.

Table 22: Respondent Gender and isiZulu Competence (Staff)

COMPETENCY CATEGORIES	RESPONDENT GENDER	
	MALE	FEMALE
Speaking	5.4%	13.3%
Reading	6.2%	19.4%
Writing	6.4%	14.2%
Understanding	7.8%	14.2%
% RESPONDENTS	33%	67%

Staff's isiZulu competency was examined against their highest educational qualification. The results shown in Table 23 reveal that, on the whole:

-Almost half of the 'matric/senior certificate' qualified staff showed all-round proficiency in isiZulu.
-On average, a third of the Honours qualified staff disclosed efficiency in the language.
-Very small pockets of staff with other education levels reveal proficiency in the language.

122

Table 23: Respondent Education Level and isiZulu Competence (Staff)

EDUCATION LEVEL	% RESPONDENTS	COMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Matric/Senior Certificate	7%	3%	3%	3%	3%
Undergraduate Diploma	2%	-	-	-	-
Degree	5%	1%	1%	1%	8%
Postgraduate Diploma	6%	1%	1%	1%	1%
Honours	13%	4%	5%	6%	6%
Masters	45%	6%	7%	6%	8%
PhD or equivalent	23%	4%	3%	4%	3%

On the topic of Faculty, Table 24 displays the results.

-Almost a third of the staff from the Humanities and Education Faculties showed proficiency in the language.

-Very few staff members across the other Faculties exhibited adequate expertise in isiZulu.

Table 24: Respondent Faculty and isiZulu Competence (Staff)

FACULTY	% RESPONDENTS	COMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Education	7%	1%	2%	2%	2%
Engineering	6%	1%	-	-	1%
Health Sciences	8%	2%	2%	2%	2%
Humanities	30%	11%	10%	10%	10%
Law	7%	-	-	-	-
Management Studies	9%	1%	2%	1%	1%
Science & Agriculture	20%	1%	1%	1%	2%

Table 25 below highlights small pockets of staff across all categories of personnel capacity displaying isiZulu adequacy.

Table 25: Respondent Personnel Capacity and isiZulu Competence (Staff)

PERSONNEL CAPACITY	% RESPONDENTS	COMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Academic staff	60%	12%	11%	9%	12%
Support staff	21%	3%	4%	6%	5%
Executive staff	1%	-	-	-	-
Administrative staff	9%	2%	2%	3%	2%
Member of Union	1%	-	-	-	1%

The study continued to examine whether staff's duration of service had any influence over their isiZulu competency. The following Table summarizes the results. By and large:

- Incredibly undersized proportions were revealed for isiZulu proficiency in staff across all categories of service-duration.
-There is a blatant absence of numbers that reflect for isiZulu competency in the 'above 25' years of service category.

Table 26: Respondent Duration of Service and isiZulu Competence (Staff)

SERVICE DURATION	% RESPONDENTS	PROFICIENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Below 5 years	34%	8%	6%	8%	10%
5-9 years	24%	5%	5%	5%	4%
10-14 years	14%	2%	2%	4%	3%
15-19 years	13%	3%	3%	3%	4%
20-25 years	8%	1%	1%	1%	1%
Above 25 yrs	6%	-	-	-	-

4.2.3. Extent of isiZulu usage on and off campus

The data retrieved provided information on the extent of isiZulu usage by university staff insofar as their interaction on and off campus was concerned. Respondents were required to indicate their usage on a rating of 'never', 'rarely', 'sometimes', 'often' or 'always'. A simple overview of the results is presented in the following Table, where the majority indicated that isiZulu is 'never' used for any purpose on campus. It must be noted that relatively more staff showed rare use of the language for interaction and consultation with staff and students, and for non-academic purposes on campus (social, religious, cultural, formal events).

Table 27: Frequency of isiZulu Interaction on Campus (Staff)

FOR:	Never	Rarely	Sometimes	Often	Always
-lectures	88%	3%	4%	3%	1%
-tutorials	82%	8%	6%	3%	1%
-practical work	92%	4%	2%	2%	1%
-seminars/conferences	92%	5%	3%	-	-
-group-work	82%	6%	4%	7%	1%
-written work	94%	2%	3%	2%	-
-tests and examination papers	98%	-	-	2%	-
-learning materials	92%	3%	3%	2%	-
-consultations with staff/students	74%	13%	5%	6%	1%
-consultation/interaction with peers	75%	11%	7%	6%	2%
-administrative procedures	90%	7%	1%	2%	-
-financial matters	96%	3%	1%	1%	-
-interviews, meetings	88%	6%	5%	2%	-
-social/religious/cultural/formal events	68%	15%	10%	5%	3%

Participants were then quizzed on which language/s they most often used for interaction outside campus, i.e. for social, business, official and leisure purposes. The results are revealed in Table 28 below. On the whole,

- The majority indicated that the language most often used outside campus was English.
- Significantly higher percentages are observed for the use of both English and isiZulu for leisure and entertainment purposes, as compared to percentages reflected for social, business and official purposes.

Table 28: Language most often used Off Campus (Staff)

FOR	English	isiZulu	Both English and isiZulu	Other
- interaction with family	81%	7%	5%	7%
-interaction with friends	88%	5%	8%	-
-interaction with Neighbours	88%	5%	7%	-
-business transactions	93%	-	7%	-
-official transactions	95%	-	5%	-
-watching TV programmes	84%	2%	15%	-
-listening to the radio	83%	1%	14%	2%
-reading the newspaper	88%	1%	11%	-

4.2.4. Language preference on campus

The questionnaire pursued staff's language-preference on campus by posing the following question: "If you had a choice, which language would you prefer as a medium for..." The results are displayed in the Table below.

- The majority of staff preferred English as medium for specific purposes on campus.
- Relatively larger ratios showed preference for bilingualism as opposed to isiZulu only.
- Higher percentages appear for preference of bilingualism for 'social, religious, cultural, and formal events', than for any other purpose.

Table 29: Language-Preference as Medium on Campus (Staff)

FOR:	English	isiZulu	Both English and isiZulu
-lectures	84%	1%	14%
-tutorials	75%	4%	20%
-practical work	79%	3%	16%
-seminars, conferences, etc.	86%	2%	13%
-group-work	77%	2%	20%
-written work	85%	2%	13%
-learning materials	83%	2%	16%
-consultation with staff/students	74%	1%	25%
-consultation/interaction with peers	75%	1%	24%
-administrative procedures	81%	2%	17%
-financial matters	81%	2%	17%
-interviews, meetings	81%	2%	16%
-social/religious/cultural/formal events	67%	3%	30%

Still on the subject of language preference on campus, although a strikingly minimal number showed inclination for a bilingual (isiZulu and English) medium, the investigation delved into which specific categories of staff these were. The following categories were thus further analyzed:

- First/Home Language
- Age-groups
- Gender
- Education level
- Faculty
- Personnel capacity
- Duration of service

The impact of respondents' First language on their language choice as medium on campus is summarized in the following Table, where:

- Relatively higher ratios of isiZulu and other indigenous L1 speakers desired the bilingual mode for almost all purposes, especially for small-group work and one-on-one interaction.
- Very small percentages of English and Afrikaans L1 speakers vied for the bilingual medium.
- There was some indication that the bilingual mode was chosen by more English L1 speakers, for consultation and interaction with staff and students, and for non-academic purposes on campus, than for any other function.

Table 30: Respondent First/Home Language and Bilingual Preference (Staff)

BILINGUAL PREFERENCE FOR:	FIRST/HOME LANGUAGE AND (% RESPONDENTS)			
	ENGLISH (75%)	AFRIKAANS (7%)	ISIZULU (9%)	OTHER INDIGENOUS LANGUAGES (1%)
-lectures	8%	-	4%	1%
-tutorials	11%	1%	6%	1%
-practical work	8%	-	6%	1%
-seminars, conferences, etc.	6%	-	4%	1%
-group work	11%	1%	6%	-
-written work	9%	-	3%	-
-learning materials	10%	-	4%	-
-consultation with staff/students	14%	1%	7%	1%
-consultation/interaction with peers	14%	-	7%	1%
-administrative procedures	9%	1%	4%	1%
-financial matters	8%	1%	6%	1%
-interviews, meetings	9%	-	4%	1%
-social/religious/cultural/ formal events	20%	1%	7%	1%

Cross-comparisons of staff's age-group and bilingual preference for specific reasons on campus are displayed in the following Table. The Table stipulates that meagre proportions across all age-groups preferred the bilingual medium. However:

- For the 'below 25' category, noticeably higher percentages preferred the bilingual medium for small group interaction viz. tutorials, practical-work and group-work.
- The numbers significantly increase across all age-groups for bilingual preference for consultation and interaction with staff, students and peers; and social, religious, cultural and formal events.
- For the '36-45' year old category, the ratios are considerably boosted for bilingualism for administrative procedures and financial matters.

Table 31: Respondent Age-group and Bilingual Preference (Staff)

BILINGUAL PREFERENCE FOR:	RESPONDENT AGE-GROUPS IN YEARS AND (%RESPONDENTS)			
	Below 25 (4%)	25-35 (26%)	36-45 (27%)	Above 45 (43%)
-lectures	2%	3%	5%	5%
-tutorials	3%	4%	6%	7%
-practical work	3%	3%	4%	6%
-seminars, conferences, etc.	2%	3%	3%	5%
-group-work	3%	4%	6%	7%
-written work	2%	2%	4%	6%
-learning materials	2%	4%	4%	6%
-consultation with staff/students	3%	7%	6%	10%
-consultation/interaction with peers	3%	6%	6%	8%
-administrative procedures	-	3%	7%	6%
-financial matters	-	5%	7%	5%
-interviews, meetings	2%	4%	5%	6%

The study examined possible correlations between staff's bilingual preference and gender. On the whole, observably small proportions of both male and female staff demonstrated preference for the bilingual medium on campus (see Table 32 below). Nonetheless, the numbers increase slightly for bilingual preference for consultation and interaction with staff, students and peers; and social, religious, cultural and formal events.

Table 32: Respondent Gender and Bilingual Preference (Staff)

BILINGUAL REFERENCE FOR:	RESPONDENT GENDER & (%RESPONDENTS)	
	MALE (33%)	FEMALE (67%)
-lectures	5%	9%
-tutorials	6%	14%
-practical work	4%	12%
-seminars, conferences, etc.	5%	8%
-group-work	6%	15%
-written work	4%	9%
-learning materials	5%	11%
-consultation with staff/students	9%	18%
-consultation/interaction with peers	10%	14%
-administrative procedures	8%	9%
-financial matters	6%	10%
-interviews, meetings	7%	9%
-social/religious/cultural/formal events	9%	21%

Likely correlations between staff's bilingual preference and education level were determined. Table 33 summarizes the results. Generally, very poor proportions of staff across all education levels indicated affinity for the bilingual medium on campus. Notable though, is that:

- More 'Matric/Senior Certificate' qualified staff preferred the bilingual medium for consultation and interaction with staff, students; and peers; and social, religious, cultural and formal events.
- A marked increase in numbers reflects for 'Masters' qualified staff who preferred bilingualism for consultation and interaction with staff, students and peers; and social, religious, cultural and formal events, than for any other specific reasons.
- Slightly higher ratios of 'PhD or equivalent' qualified staff preferred bilingual medium for tutorials, group-work and social, religious, cultural and formal events, than for any other specific reasons.

Table 33: Respondent Education Level and Bilingual Preference (Staff)

BILINGUAL REFERENCE FOR:	EDUCATION LEVEL AND (% RESPONDENTS)						
	Matric (7%)	Undergrad Diploma (2%)	Degree (4%)	Post-grad Diploma (5%)	Honours (13%)	Masters (46%)	PhD or equivalent (23%)
-lectures	1%	-	-	1%	5%	5%	2%
-tutorials	2%	-	-	2%	5%	6%	6%
-practical work	2%	-	-	2%	5%	5%	2%
-seminars, conferences, etc.	1%	-	-	1%	5%	4%	2%
-group-work	2%	-	-	1%	5%	7%	5%
-written work	1%	-	-	1%	4%	6%	2%
-learning materials	1%	-	-	1%	5%	6%	3%
-consultation with staff/students	4%	-	-	1%	5%	12%	4%
-consultation/ interaction with peers	3%	-	-	1%	5%	11%	4%
-administrative Procedures	1%	-	-	1%	3%	7%	5%
-financial matters	1%	-	-	1%	3%	9%	3%
-interview/meetings	1%	-	-	1%	5%	7%	2%
-social/ religious/ cultural/formal events	3%	-	-	2%	4%	15%	5%

The study sought likely correlation between staff's bilingual preference and Faculty. Table 34 below exposes that:

- Except for the category 'Education', very small pockets of staff across all Faculties preferred the bilingual medium for various functions on campus.
- Significantly more staff from 'Humanities' preferred the bilingual medium for consultation and interaction with staff, students and peers, and for non-academic purposes on campus (social, religious, cultural and formal events)

Table 34: Respondent Faculty and Bilingual Preference (Staff)

BILINGUAL REFERENCE FOR:	FACULTY AND (% RESPONDENTS)						
	EDU-CATION (6%)	ENGIN-EERING (5%)	HEALTH SCIENCES (8%)	HUMANITIES (30%)	LAW (6%)	MNGMNT STUDIES (8%)	SC & AGRICUL. (22%)
-lectures	2%	-	2%	6%	-	-	1%
-tutorials	2%	-	2%	9%	-	1%-	2%
-practical work	1%	-	2%	7%	-	1%	1%
-seminars, conferences, etc.	-	-	-	7%	-	1%	1%
-group-work	3%	-	2%	10%	-	1%	2%
-written work	2%	-	2%	7%	-	-	1%
-learning materials	2%	-	2%	7%	-	1%	2%
-consultation with staff/students	2%	1%	2%	12%	-	1%	3%
-consultation/ interaction with peers	2%	-	2%	12%	-	1%	3%
-administrative Procedures	2%	-	-	7%	1%	1%	3%
-financial matters	2%	-	-	7%	1%	1%	3%
-interview/meetings	-	1%	-	7%	-	1%	3%
-social/ religious/ cultural/formal events	3%	1%	3%	13%	-	1%	5%

Concerning cross comparisons with staff's personnel capacity and bilingual preference, the following picture emerged (see Table 35 below):

- Very small proportions of staff showed bilingual preference for all functions on campus.
- Relatively more academic staff preferred bilingualism for group-work, one-on-one consultations and interactions, and non-academic purposes.
- None of the executive staff showed preference for bilingualism for most purposes on campus, except for administrative procedures, financial matters and non-academic purposes.

Table 35: Respondent Personnel Capacity and Bilingual Preference (Staff)

BILINGUAL PREFERENCE FOR:	PERSONNEL CAPACITY AND (% RESPONDENTS)				
	ACADEMIC STAFF (60%)	SUPPORT STAFF (21%)	EXECUTIVE STAFF (1%)	ADMIN. STAFF (9%)	MEMBER OF UNION (1%)
-Lectures	8%	2%	-	3%	1%
-Tutorials	13%	3%	-	3%	1%
-Practical work	10%	3%	-	3%	-
-Seminars/Conferences	8%	2%	-	2%	-
-Group work	14%	2%	-	3%	-
-Written work	9%	2%	-	2%	1%
-Learning materials	10%	2%	-	2%	1%
-Consultations with staff/students	16%	4%	-	3%	1%
-Consultation/interaction with peers	14%	4%	-	3%	1%
-Administrative procedures	9%	4%	1%	2%	1%
-Financial matters	7%	4%	1%	2%	1%
-Interviews, meetings	11%	3%	-	2%	-
-Social/religious/cultural /formal events	19%	5%	1%	2%	1%

The following Table mirrors the overall picture of whether staff's duration of service at UKZN had any influence on their bilingual preference. By and large, insignificant percentages of staff across the different categories of duration of service vied for the bilingual medium on campus. What was clear though was that:

- More staff from the 'below 5' years service-category preferred the bilingual medium for the purposes of consultation and interaction with staff, students and peers.
- Most staff with 'below 9' years service desired the bilingual medium for social, religious, cultural and formal events.

Table 36: Respondent Duration of Service and Bilingual Preference (Staff)

BILINGUAL PREFERENCE FOR:	SERVICE DURATION IN YEARS AND (% RESPONDENTS)					
	Below 5 (37%)	5-9 (24%)	10-14 (13%)	15-19 (13%)	20-25 (7%)	Above 25 (6%)
-lectures	5%	-	5%	2%	1%	1%
-tutorials	6%	3%	6%	2%	2%	2%
-practical work	6%	2%	6%	1%	1%	1%
-seminars, conferences, etc.	5%	1%	5%	1%	1%	1%
-group-work	6%	4%	6%	2%	2%	2%
-written work	5%	-	4%	2%	2%	1%
-learning materials	6%	2%	4%	2%	2%	1%
-consultation with staff/students	10%	4%	6%	2%	2%	1%
-consultation/interaction with peers	9%	4%	6%	3%	1%	1%
-administrative procedures	2%	2%	6%	3%	2%	1%
-financial matters	4%	2%	6%	3%	2%	1%
-interviews, meetings	6%	2%	6%	2%	1%	1%
-social/religious/cultural/formal events	11%	6%	6%	4%	3%	1%

4.2.5. Knowledge of language policy for Higher Education

This segment highlighted two important themes:

> 4.2.5.1. Staff's familiarity with language policy
> 4.2.5.2. Staff's degree of involvement in language policy

4.2.5.1. Familiarity with language policy

Here, respondents were expected to rate their familiarity with Higher Education language policy from a scale of 'not familiar' to 'very familiar'. The analysis of data is reproduced graphically on the proceeding Chart. The majority of staff (77%) exhibited inadequate awareness of language policy, indicating that they were 'not familiar' or 'somewhat familiar'. Only 23% conveyed that they were 'sufficiently' to 'very' familiar with current policy.

Chart 22: Respondent Familiarity with Present Language Policy (Staff)

How familiar are you with present language policies in Higher Education?

- 4%
- 19%
- 24%
- 53%

- ■ Not familiar
- ■ Some what familiar
- ■ Sufficiently familiar
- ■ Very familiar
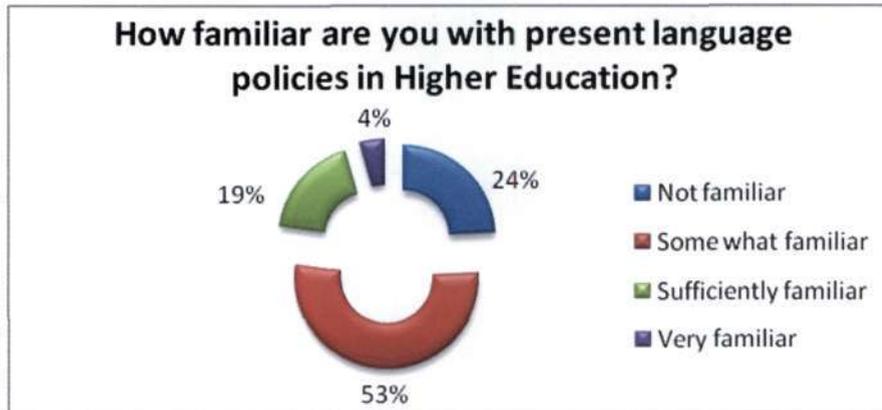
An investigation was carried out to see exactly which sectors of staff showed that they were 'sufficiently' or 'very' familiar with language policy. The study identified these 2 ratings as 'adequate' awareness of language policy. The results are revealed under the following sub-sections:

- First/Home language
- Age-groups
- Gender
- Education level
- Faculty
- Personnel capacity
- Duration of service

Judging from Table 37 below, very few staff across all categories of home language indicated ample familiarity with language policy in education.

Table 37: Respondent First/Home Language and Policy Awareness (Staff)

FIRST/HOME LANGUAGE (L1)	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
English	75%	15%
Afrikaans	7%	2%
isiZulu	9%	2%
Other Indigenous Languages	1%	-

Vis-à-vis age-groups, for the most part, very small ratios of the staff across all age-groups displayed adequate awareness of language policy. The following Table discloses the results.

Table 38: Respondent Age-group and Policy Awareness (Staff)

AGE-GROUPS	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Below 25 years	4%	-
25-35 years	26%	4%
36-45 years	27%	7%
Above 45 years	43%	12%

The study continued to examine possible gender correlation with adequate policy awareness of staff. Almost a third of the male staff showed adequate awareness of language policy, while very few of the female staff displayed this awareness. The following Table précis the results.

Table 39: Respondent Gender and Policy Awareness (Staff)

GENDER	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Male	33%	10%
Female	67%	13%

Probable correlation between staff's education level and awareness of language policy was inspected. From the Table below, it can be concluded that very few staff across all education levels illustrated adequate awareness of language policy. Outstanding though, is that more staff that held 'PhD or equivalent' qualification showed awareness of language policy compared to the other education-level categories.

Table 40: Respondent Education Level and Policy Awareness (Staff)

EDUCATION LEVEL	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Matric/Senior Certificate	7%	-
Undergraduate Diploma	2%	-
Degree	4%	-
Postgraduate Diploma	5%	2%
Honours	13%	2%
Masters	46%	12%
PhD or equivalent	23%	9%

Table 41 below exhibits that the majority of staff from the Education Faculty, but very few from the other Faculties, indicated sufficient awareness of language policy in education. A one-third ratio of staff from Humanities showed awareness.

Table 41: Respondent Faculty and Policy Awareness (Staff)

FACULTY	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Education	6%	4%
Engineering	5%	-
Health Sciences	8%	2%
Humanities	30%	10%
Law	6%	-
Management Studies	8%	-
Science & Agriculture	22%	5%

Regarding staff's personnel capacity and their awareness of language policy in education, Table 42 exposes that only executive staff showed adequate familiarity.

Table 42: Respondent Personnel Capacity and Policy Awareness (Staff)

PERSONNEL CAPACITY	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Academic Staff	60%	17%
Support Staff	21%	2%
Executive staff	1%	1%
Administrative Staff	9%	2%
Member of Union	1%	-

As far as duration of service of staff is concerned, the study tracked whether it had any effect on their awareness of language policy. In summary, poor numbers of staff across all categories for duration of service presented evidence of adequate awareness of language policy (see Table 43 below).

Table 43: Respondent Service Duration and Policy Awareness (Staff)

SERVICE DURATION	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Below 5 years	37%	8%
5-9 years	24%	4%
10-14 years	13%	3%
15-19 years	13%	3%
20-25 years	7%	3%
Above 25 years	6%	2%

Next, staff was questioned about the need to know predominant official languages in KZN viz. English, Afrikaans and isiZulu. Participants were required

to agree or disagree with specific statements on this issue. The ensuing Table lists these statements and then indicates the responses in percentages.

Table 44: Respondent Knowledge of Language Policy (Staff)

Do you agree with the following statements:	Yes	No
All South Africans must know English and Afrikaans only?	2%	98%
All South Africans must know African languages only?	-	99%
All South Africans must know at least one indigenous African language?	65%	35%
All official languages of South Africa carry equal status?	47%	53%

It became evident that:

- While the greater part agreed on the notion that 'All South Africans must know at least one indigenous African language', a third of the total disagreed on this issue.
- Regarding the notion that 'All official languages of South Africa carry equal status', 53% agreed, however, an almost equivalent percentage disagreed.

The study found it essential to observe exactly which clusters of staff disagreed with the statement that "All South Africans must know at least one indigenous language'. Thus, cross-comparisons were carried out across:

- First/Home-Language
- Age-groups
- Gender
- Education level
- Faculty
- Position held
- Duration of service

As for respondents' home language and their disagreement with the statement, Table 45 reveals that:

- More than a third of the English L1 speakers disagreed with the statement.
- Almost a third of the Afrikaans and isiZulu L1 speakers opposed the statement.

Table 45: Respondent Home/First Language and Disagreement with Statement (Staff)

HOME/FIRST LANGUAGE (L1)	% RESPONDENTS	% DISAGREEING WITH STATEMENT
English	75%	27%
Afrikaans	7%	2%
isiZulu	9%	2%
Other Indigenous Languages	1%	-

Regarding age-groups (see Table 46), except for the 'Below 25' year old category, approximately a third of staff from the other age-groups disagreed on this statement.

Table 46: Respondent Age-group and Disagreement with Statement (Staff)

AGE-GROUPS	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Below 25 years	4%	1%
25-35 years	26%	11%
36-45 years	27%	9%
Above 45 years	43%	14%

On the topic of gender (see Table 47) almost half of the male staff and a third of the female staff disagreed that all South Africans should know at least one indigenous African language.

Table 47: Respondent Gender and Disagreement with Statement (Staff)

GENDER	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Male	33%	13%
Female	67%	22%

Vis-à-vis education level (see Table 48):

- Approximately half of the 'Undergraduate Diploma', 'Degree' and 'PhD or equivalent' qualified staff disagreed with the statement that all South Africans should know at least one indigenous African language.
- Almost a third of the 'Masters' qualified staff disagreed with the statement.

Table 48: Respondent Education Level and Disagreement with Statement (Staff)

EDUCATION LEVEL	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Matric/Senior Certificate	7%	2%
Undergraduate Diploma	2%	2%
Degree	4%	2%
Postgraduate Diploma	5%	1%
Honours	13%	4%
Masters	46%	14%
PhD or equivalent	23%	10%

When respondents' Faculty was cross tabulated with the statement that all South Africans should know at least one indigenous African language, the following results emerged (see Table 49 below).

- Half from Law, and Health Sciences opposed it.
- More than half from Management Studies disagreed.
- The majority from other Faculties concurred with the statement.

Table 49: Respondent Faculty and Disagreement with Statement (Staff)

FACULTY	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Education	6%	-
Engineering	5%	2%
Health Sciences	8%	4%
Humanities	30%	9%
Law	6%	3%
Management Studies	8%	6%
Science & Agriculture	22%	7%

Table 50 portrays that:

- Almost a third of the academic and administrative staff disagreed that all South Africans must know at least one indigenous African language.
- Almost half of the support staff disagreed on the statement.
- None of the executive staff and members of Union disagreed on the issue.

Table 50: Respondent Personnel Capacity and Disagreement with Statement (Staff)

PERSONNEL CAPACITY	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Academic Staff	60%	19%
Support Staff	21%	9%
Executive Staff	1%	-
Administrative Staff	9%	2%
Member of Union	1%	-

As regards duration of service (see Table 51), on average, almost a third of staff across all categories of service-duration disagreed with the statement that all South Africans must know least one indigenous African language.

Table 51: Respondent Service-Duration and Disagreement with Statement (Staff)

SERVICE DURATION	% RESPONDENTS	% DISAGREEING WITH STATEMENT
Below 5 years	37%	14%
5-9 years	24%	10%
10-14 years	13%	4%
15-19 years	13%	3%
20-25 years	7%	2%
Above 25 years	6%	2%

4.2.5.2. Degree of involvement in language policy

The study sought to discover the extent to which staff was officially consulted, informed or involved in language policy issues and decisions. Thus, the following questions were posed:

- How often are you CONSULTED officially about language policy issues at the University?
- How often are you INFORMED officially about language policy issues at the University?
- How involved are you in language policy decision-making at the University?

Participants were required to rate their responses from 'never' to 'always'. The results are graphically represented in the subsequent 3 Charts. As seen from Chart 23 below, the majority (91%) claimed that they were 'never' or 'rarely' consulted about language policies.

CHART 23: How often are you officially CONSULTED about language policy issues at the university? (Staff)

- Never
- Rarely
- Sometimes
- Always

8%   1%

23%

68%
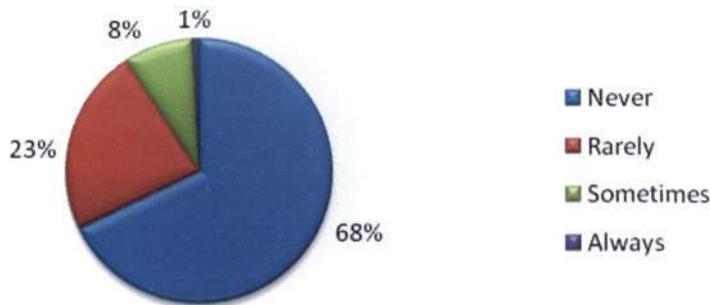
The bulk of respondents (an accumulated 69%) of staff attested to either 'never' or 'rarely' being informed about language policies (see Chart 24 below). Only 6% disclosed that they were 'often' or always' informed.

Chart 24: How often are you officially INFORMED about language policy issues at the university? (Staff)

NEVER 31%

RARELY 38%

SOMETIMES 26%

OFTEN 4%

ALWAYS 2%
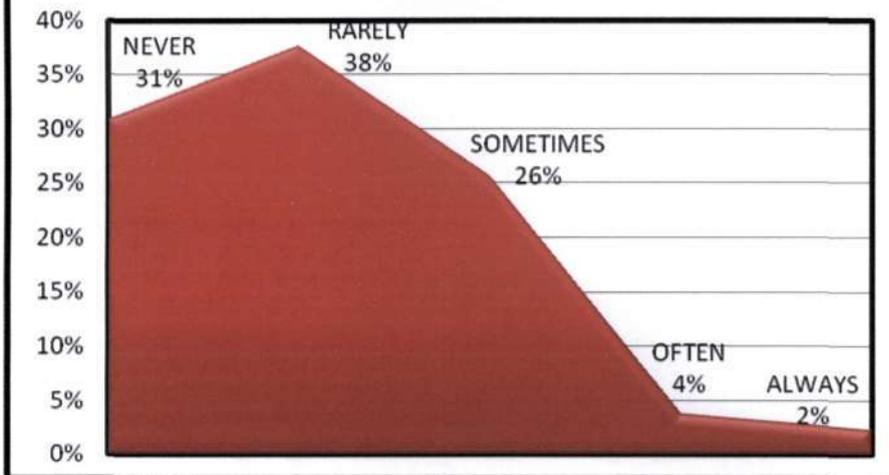
A meagre proportion of respondents (2%) alleged to have sufficient involvement in language policy decision-making (see Chart 25 below).

140

CHART 25: How INVOLVED are you in language policy decision-making at the university? (Staff)

- Never involved
- Somewhat involved
- Sufficiently involved

2%
11%
87%
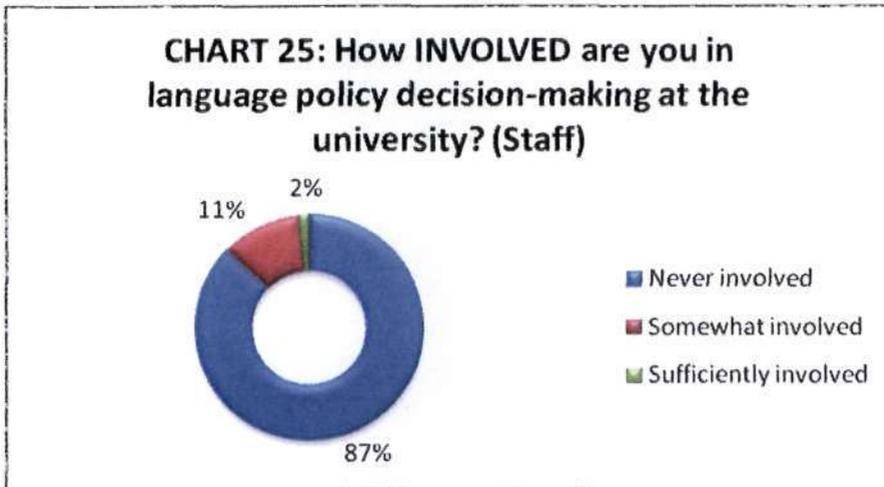
The staff was further prodded to yield their sentiments about the necessity of specific university affiliates being involved in language policy decision-making. The following question was presented: Do you think it is necessary for the following university affiliates to be involved in language policy decision-making for the University? The Table below lists specific affiliates, and registers the responses in percentages.

Table 52: Respondent Involvement in Decision-Making (Staff)

UNIVERSITY AFFILIATES	Yes	No
Students	86%	14%
Parent/s of students	62%	38%
Academic staff	99%	1%
Support staff	88%	12%
Executive staff	92%	8%
Administrative staff	90%	10%
University unions, organisations, etc	89%	12%

The majority supported the notion that all identifiable groups that constitute the university should be involved in negotiation about language policy. Note that the percentage that vied for 'parent' involvement substantially decreased as compared to other categories of university affiliates.

Section B follows, disseminating the results yielded from the student survey.

Section B

4.3. The student survey

The results emerging about participants from the student sector of UKZN will be spotlighted under the following segments:

4.3.1. Respondent demographics
4.3.2. Language competency
4.3.3. Status of isiZulu usage on campus
4.3.4. Language preference on campus
4.3.5. Knowledge of Language Policy for Higher Education
4.3.6. Degree of involvement in language policy

4.3.1. Respondent demographics

This section will be discussed under the following sub-sections:

4.3.1.1. Age-groups
4.3.1.2. Gender
4.3.1.3. Education level
4.3.1.4. Faculty
4.3.1.5. Campus location
4.3.1.6. Level of study
4.3.1.7. Home-Province
4.3.1.8. Language background

4.3.1.1. Age-groups

The majority (74%) of respondents were below 25 years old. A significant number belonged to the 25 to 35 year-old level. 3% were aged between 36 to 45 years old. The Chart below displays the age ratios yielded from the data.

Chart 26: Respondent Age-Group (Students)

- 36-45 yrs 3%
- 25-35 yrs 23%
- Below 25 yrs 74%
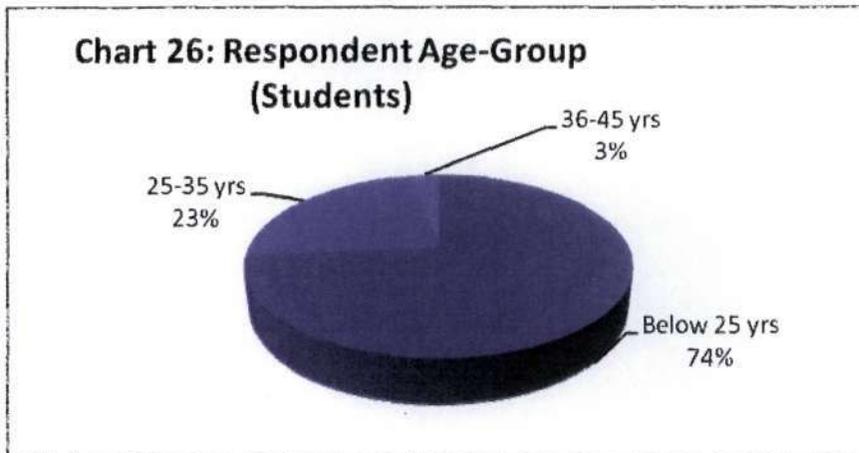
4.3.1.2. Gender

From the following Chart it can be deduced that the number of males and females that responded to the survey were equivalent.

Chart 27: Respondent Gender (Students)

- 50%
- 50%
- Male
- Female
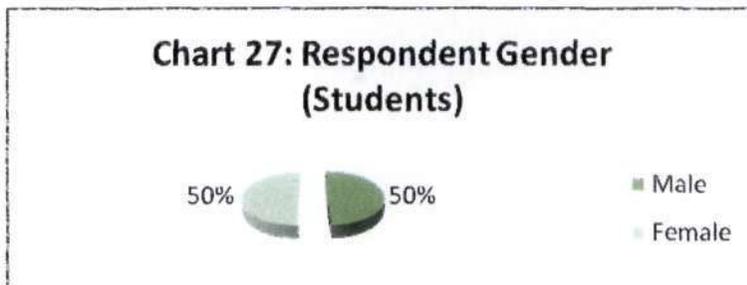
4.3.1.3. Education level

Chart 28 below shows that the majority (60%) of respondents were undergraduates. Significant percentages of 'Degree' and 'Honours' students responded. Only 5% of staff with "Masters' or 'other' qualifications responded to the study.

Chart 28: Respondent Educational Qualification (Students)

- Undergraduates: 60%
- Degree: 19%
- Honours: 16%
- Masters: 4%
- Other: 1%
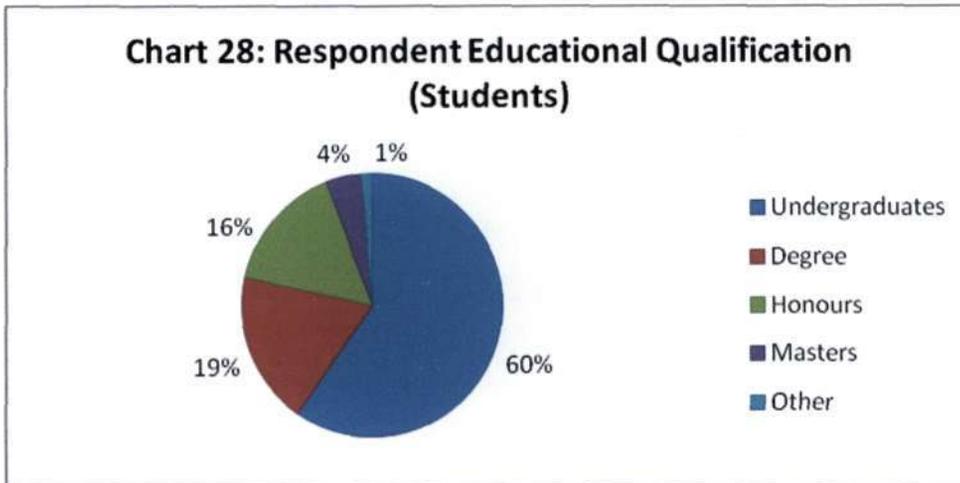
4.3.1.4. Faculty

Chart 29 indicates that respondents from the Faculty of Humanities: Social and Development Sciences numbered the most (45%). The Faculty of Science and Agriculture followed, with 21% response. 'Management Studies' also showed a significant proportion. Relatively fewer numbers responded from the Faculties of Law (10%), Engineering (5%), Health Sciences (3%) and Education (2%).

Chart 29: Respondent Faculty (Students)

- Education: 2%
- Engineering: 5%
- Health Science: 3%
- Humanities: Soc & Dev...: 45%
- Law: 10%
- Management Studies: 15%
- Science and Agriculture: 21%

144
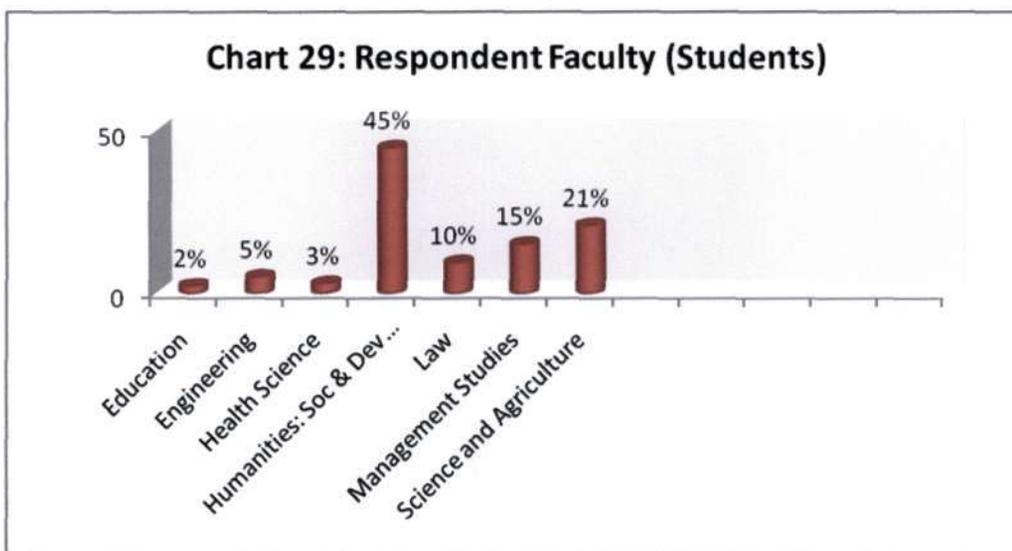
4.3.1.5. Main campus-location of study

Most respondents (52%) attended lectures at the Howard College campus. Relatively significant ratios showed for the Pietermaritzburg and Westville campuses. Very few attended lectures at Medical School and Edgewood campuses.

Chart 30: Respondent Main-Campus Location (Students)
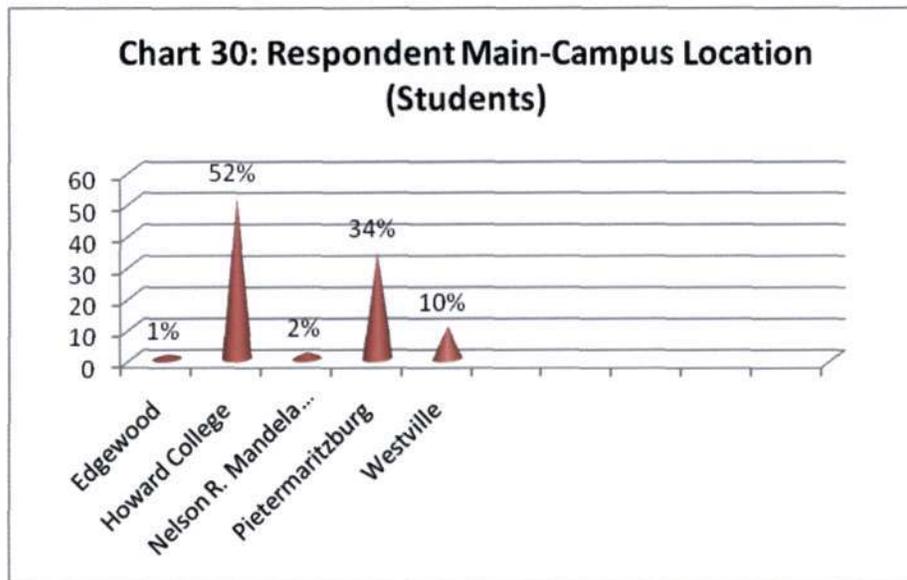
4.3.1.6. Level of study

Noteworthy from the graph below, is that the majority (an accumulated 73%) of respondents were on their first 3 years of study. Significantly fewer students (18%) with 4 or more years of study responded.

Chart 31: Respondent Level of Study (Students)
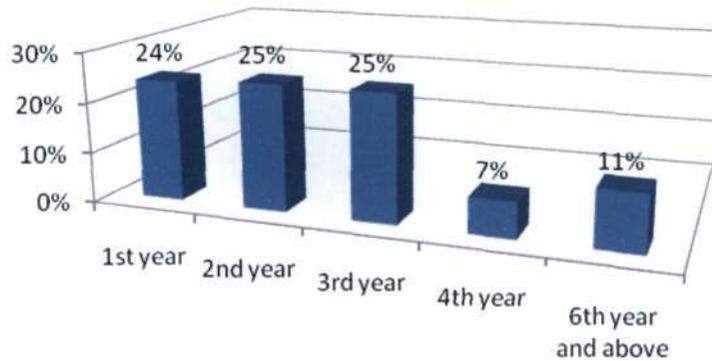
4.3.1.7. Home-Province

89%, as seen in the following Chart, listed KwaZulu-Natal as their home-province. The remaining number hailed from other provinces within South Africa (9%), and a small proportion (2%) from regions outside South Africa.

Chart 32: Respondent Home Province (Students)
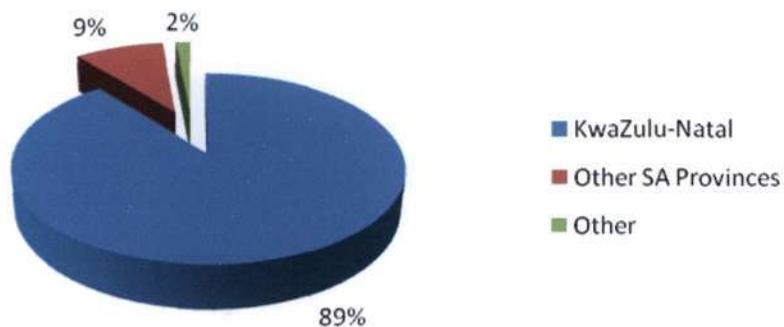
4.3.1.8. Language background

Students' language background was discovered by examining representations of:

    4.3.1.8.1. Home/First language
    4.3.1.8.2. Other languages spoken
    4.3.1.8.3. Extent of isiZulu study

4.3.1.8.1. First/Home Language

The majority (44%) indicated isiZulu as First Language (L1), followed closely by 41% who listed English as First Language. Those who revealed other African languages as L1 numbered 13%, while Afrikaans L1 students reflected the least (2%).

Chart 33: Respondent Home/First Language (Students)

- English
- Afrikaans
- isiZulu
- Other SA indigenous languages

13%
41%
44%
2%
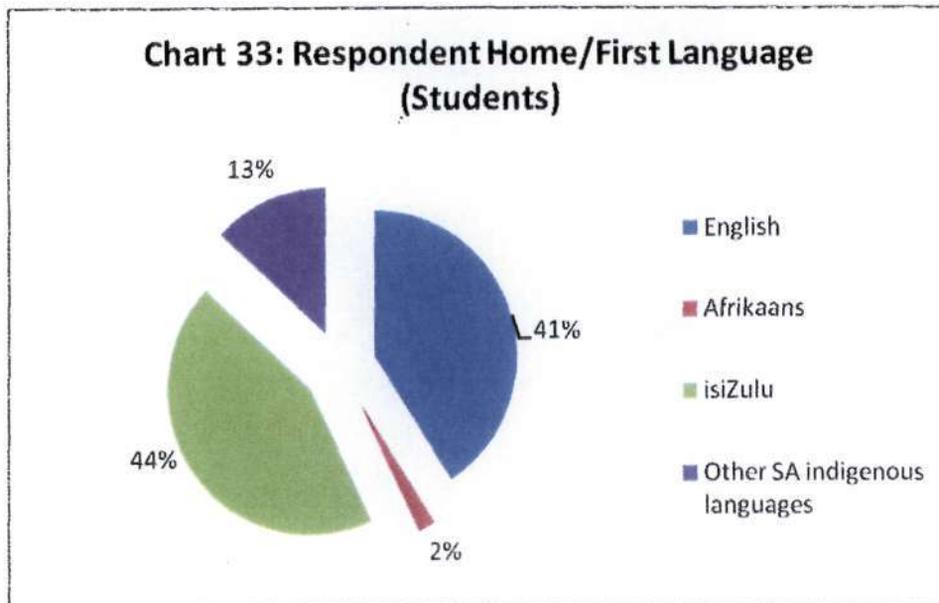
4.3.1.8.2. Other languages spoken

The majority (38%) spoke English as 'other language', while 21% spoke Afrikaans. A large proportion also pointed to a combination of languages (see Chart 34 below).

Chart 34: Respondents' Other Language/s Spoken (Students)

Language	Percentage
English	38%
Afrikaans	21%
Combination	31%
Other	10%
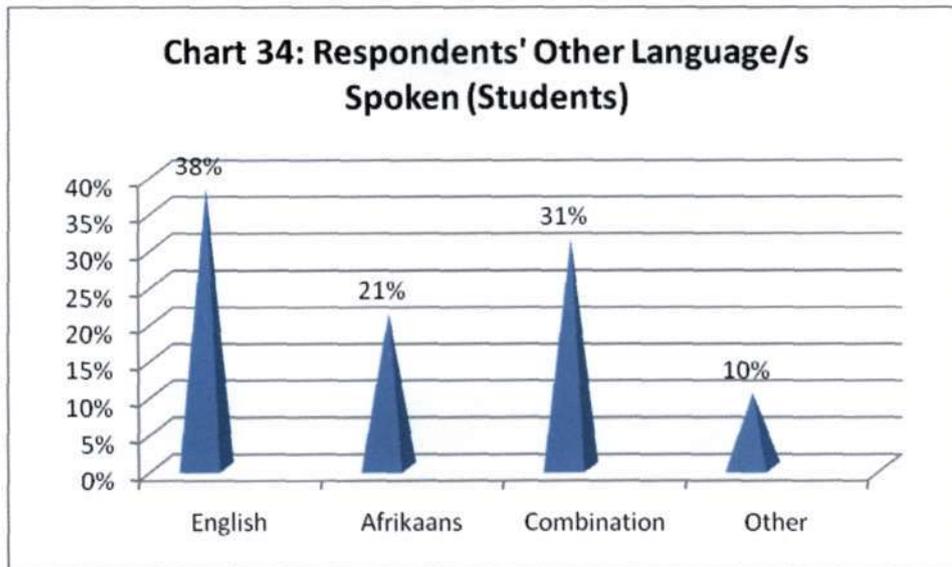
4.3.1.8.3. Extent of isiZulu study

The study probed various elements regarding the extent of isiZulu study in respondents. Firstly, what percentages of students either attested to or denied studying isiZulu? The following Chart presents an overview of the results. The majority of students (69%) responded affirmatively to the study of isiZulu as compared to those that denied their study of the language.

Chart 35: Respondent Study of isiZulu (Students)

NO: 31%

YES: 69%
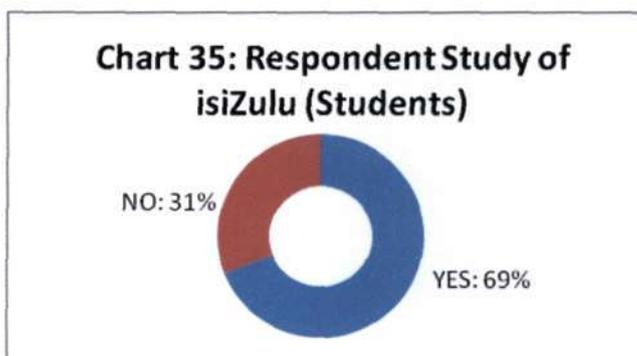
Secondly, for those who studied isiZulu, their location of isiZulu study was examined. There were indications that isiZulu study was mostly carried out at school. Others pointed either to university, another institution or self-study. Some

respondents revealed more than 1 choice. The following Chart depicts the proportion of response for each category.

Chart 36: Respondent Location of isiZulu Study (Students)

School: 60%
University: 25%
Other institution: 4%
Self-study: 14%
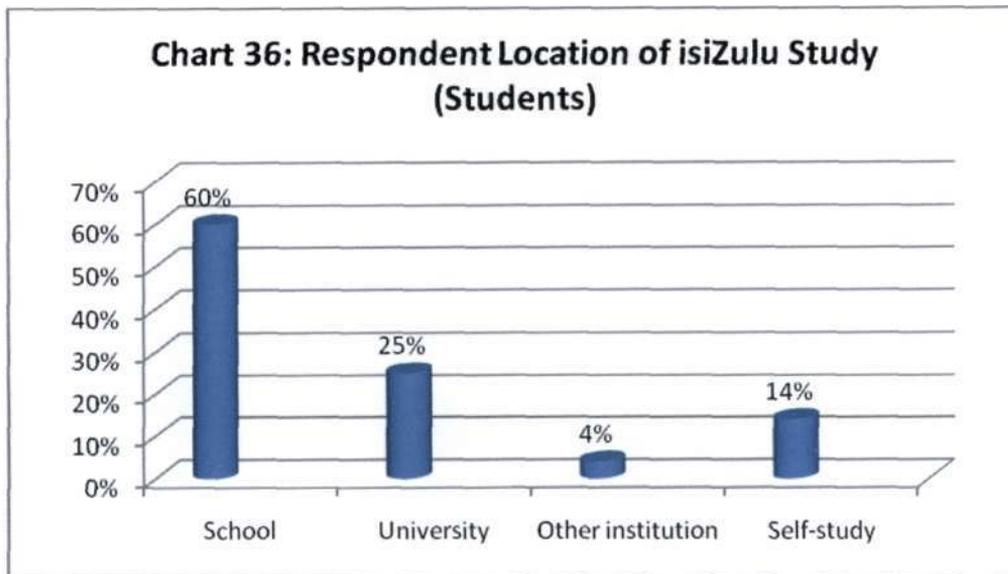
Next, for those who study/studied isiZulu at university, which particular clusters did these encompass? Cross-comparisons were thus carried out across:

-First/Home Language
-Age-groups
-Gender
-Education level
-Faculty
-Level of study

As far as respondents' home language is concerned, Table 53 exposes that:

-Very few English, isiZulu and other L1 speakers indicated study of isiZulu at university.
-However, half of the Afrikaans L1 speakers affirmed their study of the language at university.

Table 53: Respondent Home/First Language and isiZulu Study at University (Students)

HOME/FIRST LANGUAGE (L1)	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
English	41%	11%
Afrikaans	2%	1%
isiZulu	44%	14%
Other Indigenous Languages	13%	-

Pertaining to age-groups, the following Table exposes that:

-More than half of the '36 to 45 year' category, study/studied isiZulu at the university.
-Very small proportions of the other age-groups indicated study of the language at university.

Table 54: Respondent Age-group and isiZulu Study at University (Students)

AGE-GROUP	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Below 25 years	74%	19%
25-35 years	23%	5%
36-45 years	3%	2%

As far as the relationship between gender and isiZulu study at university is concerned, a significantly higher percentage of females than males indicated such study. The results are displayed on the following Table.

Table 55: Respondent Gender and isiZulu Study at University (Students)

GENDER	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
MALE	50%	8%
FEMALE	50%	17%

The research pursued possible correlation between isiZulu study at university and education levels of students. Evident from the following Table is that very small proportions, if not none, across almost all education levels indicated that they study/studied isiZulu at university. However, almost half of the 'Honours' qualified students confirmed their study of the language at university.

Table 56: Respondent Education Level and isiZulu Study at University (Students)

EDUCATION LEVEL	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Matric/Senior Certificate	57%	10%
Undergraduate Diploma	3%	-
Degree	19%	7%
Honours	16%	8%
Masters	4%	-

Respondents' Faculty was cross-compared with their study of isiZulu at university. The results revealed that a greater proportion of students from Health

Sciences revealed that they study/studied isiZulu at university (see Table 57 below). Almost half of the Law students attested to studying the language at university, and a significant proportion (more than a third) from Humanities disclosed the same. The smallest proportion of respondents who studied isiZulu at university was revealed from Science and Agriculture.

Table 57: Respondent Faculty and isiZulu Study at University (Students)

FACULTY	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
Education	2%	-
Engineering	5%	-
Health Sciences	3%	2%
Humanities	45%	16%
Law	9%	4%
Management Sciences	15%	-
Science and Agriculture	21%	2%

The study then sought to unravel whether students' level of study at UKZN had any bearing on their study of isiZulu. More than half the proportion of 4th year-level respondents confirmed their study of the language at university. Minorities from all other categories revealed such study. The subsequent Table illustrates the results.

Table 58: Respondent Level of Study and isiZulu Study at University (Students)

LEVEL OF STUDY BY YEAR	% RESPONDENTS	% THAT STUDY/STUDIED ISIZULU AT UNIVERSITY
1st	24%	3%
2nd	25%	9%
3rd	25%	3%
4th	7%	4%
5th	9%	4%
6th and above	11%	3%

The investigation proceeded to scrutinize students' mode of isiZulu study at university. Respondents were required to indicate whether they undertake/undertook part-time or full-time study of isiZulu. The following Chart offers an overview of the results. In summary, the majority (45%) indicated that they indulged in full-time study of isiZulu.

Chart 37: Respondent Mode of isiZulu Study (Students)
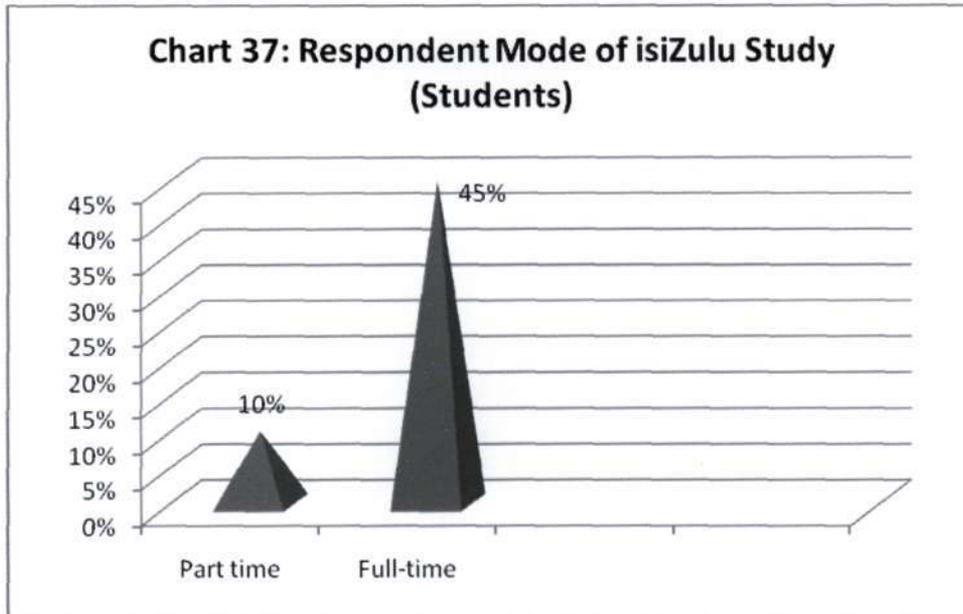
For the fraction of students that indicated affirmative study of isiZulu, their reasons for doing so were probed. The Table below reveals these reasons in order of decreasing proportions. Most (21%) wanted to learn more about the Zulu culture. Others (20%) studied the language as a course requirement.

Table 59: Reasons for Studying isiZulu (Students)

REASON	RESPONSE
1. To learn more about the Zulu culture	21%
2. Course/school requirement	20%
3. To enable me to make new friends	12%
4. isiZulu needed for my day-to-day life	5%
5. isiZulu necessary for my job	4%
6. Necessity of knowing it in KZN	3%
7. Enjoyment of learning new languages	1%

For those who did not study the language, the study investigated respondents' reasons for not doing so. These specific reasons are listed in Table 60 below, in order of decreasing proportions. Most (36%) indicated that it was not part of their academic requirement.

152

Table 60: Reasons for not Studying isiZulu (Students)

REASON	RESPONSE
1. Not part of my academic/course requirement	36%
2. I think isiZulu is difficult to study	8%
3. I resent having to learn isiZulu	7%
4. I do not have the time to learn isiZulu	4%
5. I do not have the funds to study isiZulu.	3%
6. I do not think it is necessary to know in KZN	1%
7. My parents do not want me to learn isiZulu	1%

4.3.2. Language competency

Respondents' aptitude in both English and isiZulu were charted, these being the two languages proposed in the bilingual policy. In this regard, their speaking, reading, writing and understanding of these two languages were tracked. The results are presented as follows:

> 4.3.2.1. English proficiency
> 4.3.2.2. isiZulu proficiency

4.3.2.1. English proficiency

Almost all respondents gave evidence of 'average'/'good'/'excellent' aptitude in English. The following Table exhibits the results.

Table 61: Respondent English Proficiency (Students)

RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	-	-	-	-
Poor	1%	2%	2%	2%
TOTAL	1%	2%	2%	2%
Average	6%	2%	2%	2%
Good	35%	19%	26%	35%
Excellent	58%	78%	70%	61%
TOTAL	99%	88%	98%	98%

4.3.2.2. isiZulu proficiency

Regarding isiZulu proficiency, the majority indicated 'excellent'/'average'/'good' abilities. However, large proportions also revealed 'non-existent'/'poor' overall ability in the language (see subsequent Table).

Table 62: Respondent isiZulu Proficiency (Students)

RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	21%	27%	28%	18%
Poor	19%	13%	15%	21%
TOTAL	39%	40%	43%	38%
Average	8%	8%	5%	9%
Good	8%	15%	13%	18%
Excellent	45%	37%	39%	35%
TOTAL	61%	60%	57%	61%

From the proportion that indicated 'poor'/'non-existent' proficiency in isiZulu cross-referencing of the data was done, to examine exactly which clusters of students these were. Comparisons were made across particular:

- Home Language
- Age-groups
- Gender
- Education level
- Faculty
- Level of study

Table 63 divulges that a great majority of English L1 speakers and all the Afrikaans L1 speakers exhibited inadequate competence in isiZulu.

Table 63: Respondent Home/First Language and isiZulu Incompetence (Students)

HOME/FIRST LANGUAGE (L1)	% RESPONDENTS	INCOMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
-English	41%	35%	33%	37%	33%
-Afrikaans	2%	2%	2%	2%	2%
-isiZulu	44%	1%	1%	-	-
-Other indigenous languages	13%	2%	4%	4%	2%

The results concerning age-groups offered the following general view (see Table 64 below).

-Approximately half of the '25-35' year old category revealed lack of overall aptitude in the language.
-Almost all from the '36-45' year old group expressed inadequacy in the language.

Table 64: Respondent Age-group and isiZulu Incompetence (Students)

INCOMPETENCY CATEGORIES	RESPONDENT AGE-GROUP IN YEARS		
	Below 25	25-35	36-45
Speaking	24%	12%	3%
Reading	25%	14%	2%
Writing	26%	14%	3%
Understanding	23%	13%	3%
% RESPONDENTS	74%	23%	3%

The following Table clarifies that more than half of the females revealed overall inadequacy in isiZulu.

Table 65: Respondent Gender and isiZulu Incompetence (Students)

INCOMPETENCY CATEGORIES	RESPONDENT GENDER	
	MALE	FEMALE
Speaking	11%	28%
Reading	11%	29%
Writing	12%	39%
Understanding	12%	27%
% RESPONDENTS	50%	50%

Regarding the highest educational qualification of respondents, their isiZulu aptitude was examined accordingly. The results are displayed on Table 66 below. On the whole,

-Almost all the "Undergraduate Diploma' respondents revealed inadequacy in the language.
-More than half the "Honours' students indicated lack of proficiency.

155

Table 66: Respondent Education Level and isiZulu Incompetence (Students)

EDUCATION LEVEL	% RESPONDENTS	INCOMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Matric/Senior Certificate	57%	17%	16%	19%	16%
Undergraduate Diploma	3%	2%	2%	2%	2%
Degree	19%	5%	7%	7%	5%
Honours	16%	9%	9%	9%	9%

The data depicted possible correlation between respondent's Faculty and inefficiency in isiZulu. Table 67 portrays that:

-None from 'Education', and almost none from 'Law' indicated inefficiency.
-Significant proportions from the other Faculties revealed general incompetence in the language.

Table 67: Respondent Faculty and isiZulu Incompetence (Students)

FACULTY	% RESPONDENTS	INCOMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
Education	2%	-	-	-	-
Engineering	5%	2%	2%	2%	1%
Health Sciences	3%	2%	2%	2%	2%
Humanities	45%	21%	20%	23%	19%
Law	9%	1%	-	-	-
Management Studies	15%	6%	6%	6%	6%
Science & Agriculture	21%	9%	10%	11%	11%

From Table 68 below, the majority of respondents on their '6th and above' year of study indicated overall isiZulu inadequacy.

Table 68: Respondent Year of Study and isiZulu Incompetence (Students)

YEAR OF STUDY	% RESPONDENTS	INCOMPETENCY CATEGORIES			
		Speaking	Reading	Writing	Understanding
1st	24%	5%	5%	5%	6%
2nd	25%	10%	9%	11%	10%
3rd	25%	11%	8%	11%	8%
4th	7%	2%	5%	4%	2%
5th	9%	2%	2%	2%	2%
6th and above	11%	9%	9%	9%	9%

4.3.3. Extent of isiZulu usage on and off campus

The data provided information on the extent of isiZulu usage by students insofar as their interaction on and off campus was concerned. Respondents were

required to indicate their usage on a rating of 'never', 'rarely', 'sometimes', 'often' or 'always'. A simplified overview of the results is presented in the following Table.

- Except for the category 'social/religious/cultural/formal events', the majority exposed that they 'never' used isiZulu for the specified reasons on campus.
- A relatively greater percentage of students indicated that they 'always' used isiZulu for consultation/interaction with peers, than for any other reason.

Table 69: Frequency of isiZulu Interaction on Campus (Students)

FOR:	Never	Rarely	Sometimes	Often	Always
-lectures	71%	15%	9%	5%	-
-tutorials	73%	15%	5%	7%	-
-practical	70%	16%	5%	7%	2%
-seminars/conferences/etc.	72%	19%	6%	3%	-
-group-work	52%	9%	18%	21%	-
-written work	90%	8%	1%	2%	-
-tests and examination papers	92%	3%	4%	2%	-
-learning materials	87%	6%	4%	2%	2%
-consultations with staff/students	58%	15%	15%	12%	1%
-consultation/interaction with peers	45%	9%	13%	19%	15%
-administrative procedures	61%	17%	16%	5%	2%
-financial matters	64%	12%	11%	10%	3%
-housing/residential matters	61%	13%	14%	8%	3%
-interviews, meetings	74%	14%	8%	3%	2%
-social/religious/cultural/formal events	50%	11%	16%	17%	7%

Participants were then quizzed on which language/s they most often used for interaction outside campus, i.e. for social, business, official and leisure purposes. The results are revealed on Table 70 below.

- The majority used English for specific reasons off campus.
- Relatively higher percentages of respondents used isiZulu for 'interaction with family/friends/neighbours'.
- Relatively greater numbers used both isiZulu and English for 'watching television programmes' and 'listening to the radio'.

Table 70: Respondent Language Use Off Campus (Students)

FOR:	English	isiZulu	Both English and isiZulu
-interaction with family	43%	40%	11%
-interaction with friends	44%	32%	15%
-interaction with neighbours	46%	38%	15%
-business transactions	77%	2%	19%
-official transactions	80%	3%	17%
-interaction at the workplace	66%	6%	26%
-watching television programmes	48%	9%	39%
-listening to the radio	45%	11%	41%
-reading the newspaper	61%	6%	30%

157

4.3.4. Language preference on campus

The study went on to investigate language-preferences of students, for different purposes on campus. The subsequent results are disclosed in this segment. The questionnaire pursued language-preference on campus by posing the following question: "If you had a choice, which language would you prefer as a medium for..." The results are displayed in the Table below.

- The majority of students preferred English as medium for most purposes on campus.
- Relatively larger ratios showed preference for bilingualism as opposed to isiZulu-only.

Table 71: Respondent Language-Preference as Medium on Campus (Students)

FOR:	English	isiZulu	Both English and isiZulu
-lectures	64%	7%	28%
-tutorials	53%	14%	33%
-practical work	50%	15%	34%
-seminars, conferences, etc.	56%	13%	29%
-group-work	49%	15%	33%
-written work	66%	9%	23%
-test & examination papers	67%	8%	24%
-learning materials	62%	6%	32%
-consultation with staff/students	49%	19%	31%
-consultation/interaction with peers	44%	14%	34%
-administrative procedures	52%	14%	34%
-financial matters	49%	17%	33%
- housing/residential matters	49%	18%	32%
-interviews, meetings	55%	15%	29%

From the respondents that preferred the bilingual mode, the investigation delved into which specific clusters of students these were. The following categories were thus cross-compared with bilingual preference:

- Home/First Language
- Age-groups
- Gender
- Education level
- Faculty
- Level of study
- First/Home-Language

158

Concerning the correlation between students' first/home language and bilingual preference, the following situation emerged (see Table 72):

- Significant ratios of isiZulu L1 speakers chose the bilingual medium for the specified functions.
- Very small percentages of English L1 speakers preferred the bilingual option.
- No numbers show for Afrikaans L1 preference for the bilingual medium.
- Insignificant numbers are revealed for bilingual choice amongst other indigenous language speakers.

Table 72: Respondent First/Home Language and Bilingual Preference (Students)

BILINGUAL PREFERENCE FOR:	FIRST/HOME LANGUAGE (L1) (% RESPONDENTS)			
	ENGLISH (41%)	AFRIKAANS (2%)	ISIZULU (44%)	OTHER INDIGENOUS SA LANGUAGES (13%)
- lectures	5%	-	21%	2%
-tutorials	6%	-	24%	2%
-practical work	6%	-	26%	2%
-seminars, conferences, etc	5%	-	22%	2%
-group-work	4%	-	26%	2%
-written work	5%	-	15%	2%
-tests/examination papers	6%	-	15%	2%
-learning materials	7%	-	23%	2%
-consultation with staff/students	8%	-	22%	2%
-consultation/ interaction with Peers	8%	-	23%	3%
-administrative procedures	9%	-	22%	2%
-financial matters	7%	-	23%	3%
-housing/residential matters	9%	-	21%	2%
-interview/meetings	6%	-	21%	2%
-social/religious/cultural/formal events	9%	-	23%	2%

A cross-comparison of students' age-group and bilingual preference is displayed in Table 73. It stipulates that more '36-45' year old respondents preferred the bilingual medium for all the specified reasons on campus, except for lectures. As for the respondents from the other 2 age-categories, the majority did not prefer the bilingual mode.

Table 73: Respondent Age-group and Bilingual Preference (Students)

BILINGUAL PREFERENCE FOR:	AGE-GROUPS IN YEARS & (%RESPONDENTS)		
	Below 25 (74%)	25-35 (23%)	36-45 (3%)
-lectures	20%	7%	1%
-tutorials	24%	7%	2%
-practical work	26%	7%	2%
-seminars, conferences, etc.	20%	8%	2%
-group-work	24%	7%	2%
-written work	18%	4%	2%
-tests/examination papers	17%	5%	2%
-learning materials	23%	7%	2%
-consultation with staff/students	24%	6%	2%
-consultation/interaction with peers	26%	7%	2%
-administrative procedures	27%	5%	2%
-financial matters	27%	5%	2%
-housing/residential matters	24%	7%	2%
-interviews, meetings	22%	6%	2%

The study then examined possible correlations between students' bilingual preference and gender. Table 74 illustrates the results. On the whole, minorities of both male and female respondents demonstrated preference for the bilingual medium on campus.

Table 74: Respondent Gender and Bilingual Preference (Students)

BILINGUAL REFERENCE FOR:	GENDER AND (% RESPONDENTS)	
	MALE (50%)	FEMALE (50%)
-lectures	17%	11%
-tutorials	18%	15%
-practical work	18%	16%
-seminars, conferences, etc.	16%	13%
-group-work	19%	13%
-written work	11%	12%
-tests/examination papers	11%	13%
-learning materials	15%	16%
-consultation with staff/students	15%	16%
-administrative procedures	17%	16%
-financial matters	17%	16%
-housing/residential matters	14%	18%
-interviews/meetings	15%	15%
-social/religious/cultural/formal events	14%	20%

Likely correlation between students' bilingual preference and education level was determined. Table 75 summarizes the results. Generally, very poor proportions of respondents across almost all education levels indicated affinity for the bilingual

160

medium on campus. Notable though, is that an average of half the 'Honours' qualified respondents affirmed bilingual preference for the purposes listed.

Table 75: Respondent Education Level and Bilingual Preference (Students)

BILINGUAL REFERENCE FOR:	EDUCATION LEVEL AND (% RESPONDENTS)				
	Matric	Undergraduate Diploma	Degree	Honours	Masters
	(57%)	(3%)	(19%)	(16%)	(4%)
- lectures	15%	-	6%	7%	-
-tutorials	18%	-	7%	8%	-
-practical work	20%	-	7%	8%	-
-seminars, conferences, etc	14%	-	8%	8%	-
-group-work	21%	-	5%	7%	-
-written work	11%	-	7%	5%	-
-tests/examination papers	11%	-	5%	7%	-
-learning materials	17%	-	8%	-	-
-consultation with staff/students	20%	-	4%	7%	-
-consultation/ interaction with peers	23%	-	5%	8%	-
-administrative procedures	20%	-	-	7%	-
-financial matters	20%	-	7%	6%	-
-housing/residential matters	20%	-	5%	8%	-
-interview/meetings	18%	-	4%	8%	-
-social/ religious/ cultural/formal events	20%	1%	6%	8%	-

Table 76 discloses the following results concerning the relationship between respondents' Faculty and their bilingual preference.

- Almost all respondents from the Faculties of 'Education' and 'Health Sciences' preferred the bilingual medium.
- More than half the respondents from the Faculty of 'Law' chose bilingualism for learning materials, consultation with peers, administrative procedures and financial matters.
- Almost half the respondents from 'Science and Agriculture' desired both isiZulu and English for group-work.

Table 76: Respondent Faculty and Bilingual Preference (Students)

BILINGUAL REFERENCE FOR:	FACULTY AND (% RESPONDENTS)						
	Edu-cation (2%)	Engin-eering (5%)	Health Sciences (3%)	Humanities (45%)	Law (9%)	Mngmnt Studies (15%)	Science & Agriculture (21%)
- lectures	1%	2%	2%	12%	5%	3%	3%
-tutorials	1%	2%	2%	16%	3%	3%	6%
-practical work	2%	2%	2%	15%	3%	3%	7%
-seminars, conferences, etc	2%	2%	2%	13%	3%	3%	3%
-group-work	2%	2%	2%	12%	3%	3%	10%
-written work	-	2%	2%	12%	3%	3%	2%
-tests/examination papers	-	-	2%	12%	3%	3%	3%
-learning materials	2%	2%	2%	14%	5%	3%	4%
-consultation with staff/students	2%	1%	2%	16%	4%	3%	4%
-consultation/ interaction with peers	2%	-	2%	16%	6%	3%	5%
-administrative procedures	2%	-	2%	16%	5%	5%	4%
-financial matters	2%	-	2%	13%	5%	5%	5%
-housing/residential matters	2%	-	2%	15%	2%	4%	7%
-interview/meetings	2%	-	2%	13%	3%	2%	6%
-social/ religious/ cultural/formal Events	2%	2%	3%	17%	3%	2%	6%

The following Table mirrors the overall picture of whether students' level of study had any influence on their bilingual preference. By and large:

- Almost half of the '2nd year' students chose the bilingual mode for learning materials.
- Almost half of the '3rd year' students preferred bilingualism for consultation/interaction with peers.
- The majority of '5th year' level students vied for the dual medium for most reasons on campus.

Table 77: Respondent Level of Study and Bilingual Preference (Students)

BILINGUAL PREFERENCE FOR:	LEVEL OF STUDY AND (% RESPONDENTS)					
	1st yr (24%)	2nd yr (25%)	3rd yr (25%)	4th yr (7%)	5th yr (9%)	Above 5yrs (11%)
- lectures	4%	9%	8%	4%	2%	-
-tutorials	4%	11%	9%	2%	6%	2%
-practical work	6%	10%	10%	2%	6%	2%
-seminars, conferences, etc	4%	9%	8%	2%	5%	2%
-group-work	7%	10%	10%	-	5%	-
-written work	2%	9%	7%	2%	3%	2%
-tests/examination papers	2%	9%	5%	2%	5%	2%
-learning materials	3%	12%	9%	2%	5%	2%
-consultation with staff/students	6%	10%	8%	2%	4%	2%
-consultation/ interaction with Peers	6%	11%	12%	-	5%	2%
-administrative procedures	8%	9%	8%	3%	4%	2%
-financial matters	8%	9%	8%	3%	3%	2%
-housing/residential matters	6%	8%	10%	3%	4%	2%
-interview/meetings	6%	9%	6%	2%	5%	2%
-social/religious/cultural/formal events	4%	10%	10%	2%	6%	2%
-other purpose	-	-	25%	-	-	-

162

4.3.5. Knowledge of language policy for Higher Education

This segment highlights two important themes:

   4.3.5.1. Students' familiarity with language policy
   4.3.5.2. Students' degree of involvement in language policy

4.3.5.1. Familiarity with language policy

Here, respondents were expected to rate their familiarity with Higher Education language policy from a scale of 'not familiar' to 'very familiar'. The analysis of data is reproduced graphically on the proceeding Chart. An alarming combination of students (83%) exhibited inadequate awareness of language policy, indicating that they were 'not familiar' or 'somewhat familiar'. Only 15% conveyed that they were 'sufficiently' to 'very' familiar with current policy.

Chart 38: Respondent Familiarity with Language Policy (Students)
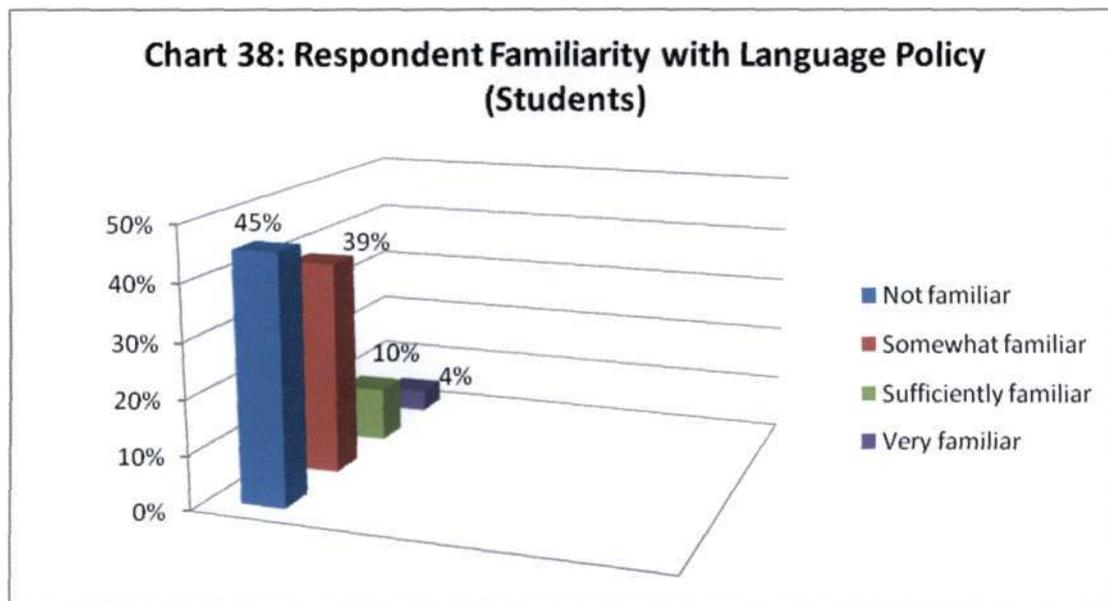
An investigation was carried out to see exactly which sectors of students indicated that they were 'sufficiently' or 'very' familiar with language policy. The study identified these 2 ratings as 'adequate' awareness of language policy. The results are revealed under the following sub-sections:

- Age-groups
- Gender
- Education level
- Faculty
- Level of study
- First/home language

Vis-à-vis age-groups, the following Table discloses the results. For the most part, very few students across all age-groups displayed adequate awareness of the language policy.

Table 78: Respondent Age-group and Policy Awareness (Students)

AGE-GROUPS	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Below 25 years	74%	13%
25-35 years	23%	2%
36-45 years	3%	-

The study continued to examine possible gender correlation with adequate policy awareness of students. The following Table précis the results. Insignificant proportions of both male and female participants exposed adequate awareness of the language policy, albeit more males than females.

Table 79: Respondent Gender and Policy Awareness (Students)

GENDER	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Male	50%	10%
Female	50%	5%

Probable correlation between students' education level and awareness of the language policy was inspected. The following Table provides the outcomes. It can be concluded that:

- Very few respondents across almost all education levels illustrated adequate awareness of the language policy.
- In fact, no numbers show for the 'Masters' and 'Other' categories.
- However, the majority from the 'Undergraduate Diploma' group revealed adequate policy awareness.

Table 80: Respondent Education Level and Policy Awareness (Students)

EDUCATION LEVEL	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Matric/Senior Certificate	57%	7%
Undergraduate Diploma	3%	2%
Degree	19%	6%
Honours	16%	1%
Masters	4%	-
Other	1%	-

Concerning the correlation between respondents' Faculty and policy awareness, the following picture emerged (see Table 81):

- The majority of participants from the Engineering Faculty disclosed sufficient awareness of language policy.
- Very small proportions of students from the other Faculties demonstrated satisfactory policy awareness.

Table 81: Respondent Faculty and Policy Awareness (Students)

FACULTY	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
Education	2%	-
Engineering	5%	4%
Health Sciences	3%	-
Humanities	45%	6%
Law	9%	3%
Management Studies	15%	1%
Science & Agriculture	21%	2%

The study also focused on the influence of students' level of study and their policy awareness. The subsequent Table gives an overview of the conclusions. Clearly, very small pockets of students across all levels of study displayed adequate awareness of language policy.

Table 82: Respondent Level of Study and Policy Awareness (Students)

LEVEL OF STUDY	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
1st year	24%	1%
2nd year	25%	4%
3rd year	25%	5%
4th year	7%	2%
5th year	9%	2%
6th year and above	11%	1%

A similar situation is revealed across every category of respondents' home language (see Table 83). Very few, if not none of the students across every category of home language, attested to being adequately familiar with the language policy in education.

Table 83: Respondent First/Home Language and Policy Awareness (Students)

FIRST/HOME LANGUAGE (L1)	% RESPONDENTS	% AWARE OF LANGUAGE POLICY
- English	41%	5%
- Afrikaans	2%	-
- isiZulu	44%	11%
- Other indigenous languages	13%	-

Next, participants were questioned about the need to know the predominant official languages in KZN viz. English, Afrikaans and isiZulu. Students were required to agree or disagree with specific statements on this issue. The ensuing Table lists these statements and then indicates the responses in percentages. The majority agreed that 'All South Africans must know at least one indigenous language' and 'All official languages of South Africa carry equal status'.

Table 84: Respondent Knowledge of Language Policy (Students)

Do you agree with the following statements:	Yes	No
All South Africans must know English and Afrikaans only?	2%	98%
All South Africans must know African languages only?	6%	94%
All South Africans must know at least one indigenous African language?	72%	28%
All official languages of South Africa carry equal status?	65%	35%

4.3.5.2. Degree of involvement in language policy

The study sought to discover the extent to which students were consulted, informed or involved in language policy issues and decisions. Thus, the following questions were posed:

- How often are you CONSULTED officially about language policy issues at the University?
- How often are you INFORMED officially about language policy issues at the University?

166

- How involved are you in language policy decision-making at the University?

Participants were required to rate their responses from 'never' to 'always'. The results are graphically represented on the subsequent 3 Charts. The majority (an accumulated 89%) claimed that they were 'never' or 'rarely' consulted about language policies (Chart 39 below).

Chart 39: How often are you officially CONSULTED about language policy at the university? (Students)

- Never
- Rarely
- Sometimes
- Often

8% 4%
16%
73%
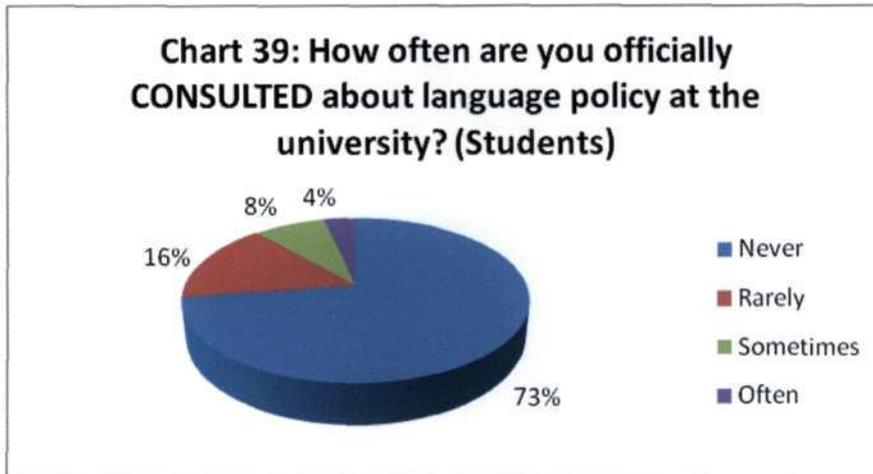
According to Chart 40 below, the bulk of respondents (85%) exposed that they were 'never' or 'rarely' informed about language policies. Only an accumulated 12% indicated that they were 'sometimes' or 'often' informed on this matter.

Chart 40: How often are you officially INFORMED about language policy issues at the university? (Students)

60%
25%
8%
4%

Never
Rarely
Sometimes
Often
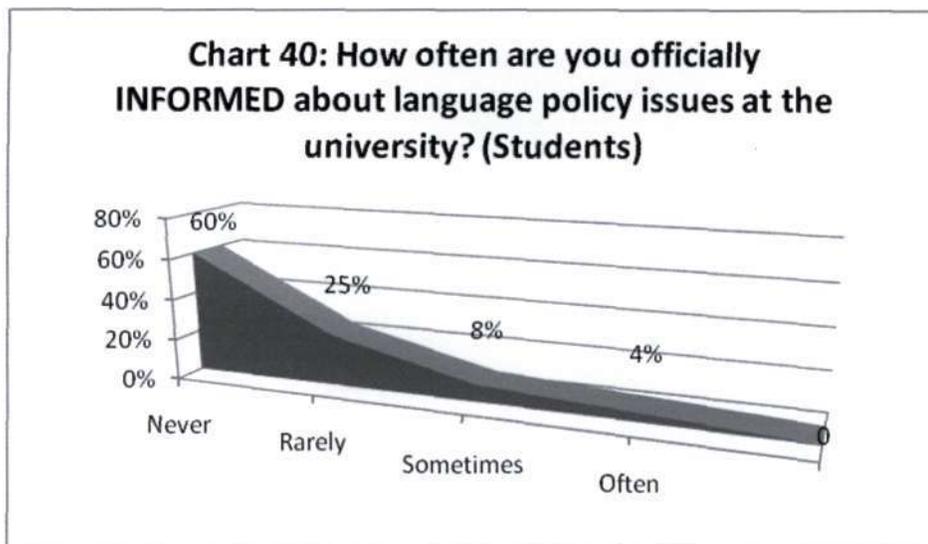
From Chart 41 below, it is clear that the majority (99%) attested to 'never' or 'rarely' being involved in language policy decision-making. At best, only 1% admitted to 'sometimes' being involved in such decisions.

Chart 41: How INVOLVED are you in language policy decision-making at the university? (Students)
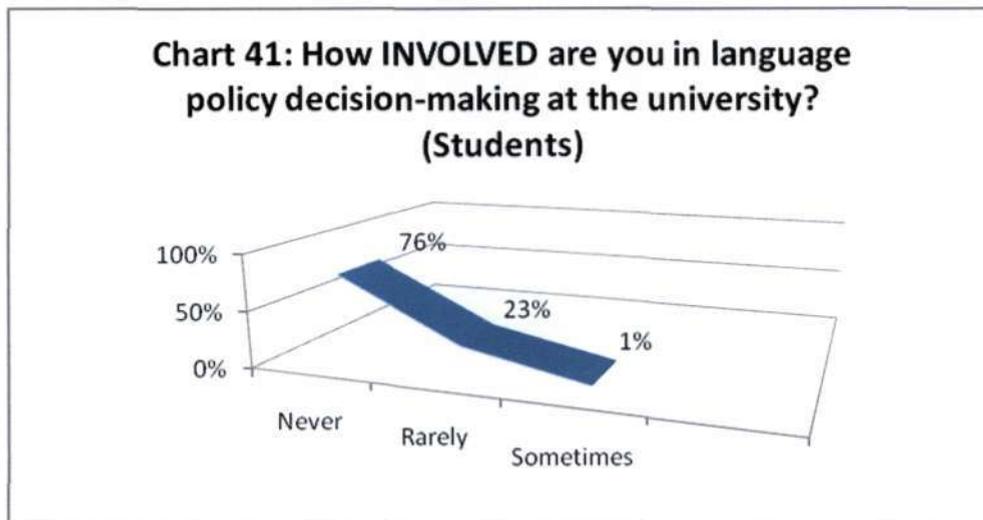
Students were further prodded to yield their sentiments about the necessity of specific university affiliates being involved in language policy decision-making. The following question was presented: Do you think it is necessary for the following university affiliates to be involved in language policy decision-making for the University? The Table below lists the specific affiliates, and registers the responses in percentages. The majority of respondents supported the notion that all identifiable groups that constitute the university should be involved in negotiation about language policy. Note that the percentage that vied for 'parent' and 'support staff' involvement somewhat decreased as compared to other categories of university affiliates.

Table 85: Respondent Involvement in Decision-Making (Students)

UNIVERSITY AFFILIATES	Yes	No
Students	96%	4%
Parents of students	64%	36%
Academic staff	98%	2%
Support staff	73%	27%
Executive staff	90%	10%
Administrative staff	89%	11%
University unions, organisations, etc	79%	21%

4.3.6. Recapitulation

This chapter revealed the results of the survey, describing interpretations upon close analysis of the retrieved data. Attitudinal patterns of students and staff were discussed, as concluded from a close and systematic scrutiny of themes emerging from the data. This chapter was crucial in pinpointing whether the proposed new policy is being embraced by the university community and the extent (if any) to which it is working on the ground. The next chapter will bring the study to a close, by providing conclusions based on the results, and putting forth relevant recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the conclusions drawn from the questionnaire survey obtained from students and staff of the University of KwaZulu-Natal. The study was conducted between July 2006 and April 2007. The discussion pivots predominantly around particular attitudes which are prevalent amongst these university constituents, with regard to the use of a bilingual (isiZulu-English) medium of education. Findings are discussed across identifiable themes as derived from the questionnaires (see appendices A & B). Recommendations based on the outcomes of the study are offered in the latter part of this chapter.

The study has refuted the hypothesis that the university community is knowledgeable about language policy for Higher Education and their language rights.

The following hypotheses have been accepted by the study:

- Staff and students are not embracing bilingual policy.
- They prefer the predominant use of 'English only' as a medium of education.
- They do not have a desire to use isiZulu for educational purposes.

This segment of the study is divided into the following sub-sections:

  5.2. The staff survey
  5.3. The student survey
  5.4. Summary of conclusions
  5.5. Recommendations
  5.6. Recapitulation

5.2. The staff survey

Conclusions emerging about participants from the staffing sector will be spotlighted under the following broad segments, further sub-divided in each section.

5.2.1. Respondent demographics
5.2.2. Language competency
5.2.3. Extent of isiZulu usage
5.2.4. Language preference
5.2.5. Knowledge of Language Policy for Higher Education
5.2.6. Degree of involvement in language policy

5.2.1. Respondent demographics

The research participants, who voluntarily undertook the investigation, included 140 staff members across all age-groups. Most participants were chronologically mature, presumably having experienced significant changes in language interaction in education both during apartheid and also through a transformative period regarding the country's language policies. This experience may place them in an advantageous stance to provide more valid perceptions about language attitudes, compared to their younger counterparts.

From the standpoint of educational qualifications, the majority (84%) of staff acquired post-graduate qualifications; adding to the credibility of their opinions on educational issues.

Although staff members comprise equal numbers of males and females currently employed at UKZN, the number of female respondents more than doubled the number of male respondents. This supports the notion, which many researchers advocate, that females may be more 'language sensitive' than males, and would thus display relatively more eagerness to participate in a survey of this nature.

Most respondents hailed from the Faculty of Humanities: Social and Development Sciences. The supposition is that the issue under study posed a higher degree of salience to this staffing sector, since language studies fall under this Faculty. It was also noted that the survey elicited significant response from the Faculty of Science and Agriculture. However, judging from the poor response from the Faculties of Engineering, Law and Education, it is apparent that the issue under discussion may have posed a lesser degree of relevance for these sectors of the university staff.

Most participants belonged to the academic-staff subdivision, while a significant percentage of support-staff responded. By implication, it could be that academic and support personnel interact fundamentally in actual teaching and therefore expressed more interest on the issue at hand. However, participation of very small proportions of executive-staff, administrative staff and members of unions may mean that the topic under scrutiny was not as salient to these clusters of personnel.

Significant response rates were elicited from participants, both with more than 10 years of service and less than 10 years experience at UKZN. These representations of staff may provide balanced perceptions of two groups; those who have worked partly through the apartheid era, transitioning into democracy; and those who have experienced working under a democratic system of government only, within the last decade, the latter having been less shackled by political restrictions on language use in education.

77% listed KwaZulu-Natal as their Home Province. An important inference is that this segment may demonstrate a greater degree of sensitivity to the most predominant regional languages spoken by the majority in KZN, particularly English and isiZulu, since they have been immersed in this linguistic environment possibly all their lives.

English featured as First Language amongst most staff (70%), while isiZulu and Afrikaans numbered 9% and 7% respectively. The presumption is that although the majority of UKZN employees are Black, competence in English may have acted as catalyst for these constituents to have reached this higher level of academia in the first place, since historically in South Africa, English has always accessed greater educational mobility to its speakers. Of note here, is that the category 'Black' is further stratified to Indians, Coloureds and Africans; it would be interesting to dwell into how many Africans consider English as their first language.

41% of staff spoke Afrikaans as 'other language', while 2% spoke isiZulu. The fact that most of the workforce at UKZN is competent in English and Afrikaans could be a direct result of having been compulsorily schooled in these 2 official languages during apartheid.

The majority of non-isiZulu L1 staff responded negatively to the study of isiZulu as compared to those that affirmed their study of the language. A possible reason for this state of affairs is that many may have missed the opportunity to study the language at school, having been compelled to learn English and Afrikaans during apartheid.

For the meager proportion that studied isiZulu, there were indications that this study was carried out at school, university, another institution or by self-study. Those that studied the language at university were mostly isiZulu L1 staff, and those below 25 years old. A possibility here is that these younger participants may have had the opportunity of studying isiZulu at university after the advent of democracy, and when a higher influx of Zulu students were noted at UKZN. Another plausible explanation here may be that these are isiZulu teaching staff, and may therefore exhibit more interest in the study of the language.

Equivalent ratios of staff indicated that they had indulged in part-time, full-time or self-study. Important here, is that there is at least a hint of self-motivation noted, regarding the learning of isiZulu.

For the fraction of staff that indicated affirmative study of isiZulu, too few by far, are convinced of these reasons:

-Necessity of knowing it in KZN.
-Academic/course requirement.
-Enjoyment of new languages.
-To learn more about the Zulu culture.
-isiZulu is necessary for my job.
-isiZulu is necessary for day-to-day life.

Understandably, most participants may have missed the opportunity of studying isiZulu at school-level, since it has only recently become part of the national school curriculum. However, the question of why a great proportion of the staffing sector had not indicated isiZulu study at tertiary level was worthy of closer scrutiny. The study investigated reasons for not studying the language. The majority indicated that they did not have the time to study isiZulu and a significant proportion pointed to isiZulu not being required as an academic requirement. Interestingly though, almost all (99%) concurred on the necessity of studying isiZulu.

5.2.2. Language competency

Respondents' aptitudes in both English and isiZulu were charted, these being the two languages proposed in the bilingual medium policy. In this regard, their speaking, reading, writing and understanding of these two languages were tracked. (99%) of respondents gave evidence of 'average'/'good'/'excellent' aptitude in English, and understandably so, since many of them have been thoroughly schooled in the language.

Aptitude in isiZulu however, showed considerably poor results. On average, only 9% indicated 'excellent' ability in isiZulu and 3% faired as 'good'. A possible reason for this overall inefficiency in isiZulu may be due to the lack of learning it at school-level.

From the minority (12%) that indicated some proficiency in isiZulu, cross referencing of the data was done to examine exactly which categories of staff these were. The benefit of exploring this avenue could assist in assessing particular areas of strengths and weaknesses of specific sectors of the staff for future language planning strategies. The results showed that significantly higher percentages of respondents that showed adequate proficiency in the language were:

- African L1 speakers.
- Those below 25 years old.
- Those whose highest educational qualification was 'Matric/Senior Certificate'.

5.2.3. Extent of isiZulu usage

The majority indicated that they 'never' used isiZulu for various purposes on campus. For functioning outside campus, most indicated that the language they most often used was English. However, significantly higher percentages were observed for the use of both English and isiZulu for leisure and entertainment purposes, than for social, business and official purposes. One possibility for this scenario is that entertainment from television, movies, radio, music, etc. although offered in both languages, is more welcomed since it does not require two-way interaction.

5.2.4. Language preference

It is critical to note that although the survey was offered in two versions; isiZulu and English, only two respondents used the isiZulu version. Strikingly minimal

numbers showed inclination for a bilingual (isiZulu and English) medium for specific purposes on campus, these being mostly isiZulu L1 speakers, younger staff members, those from the Education and Humanities Faculties. Overall, the majority of staff preferred 'English only'. The result here is in line with numerous studies that point to the fact that a relatively lower esteem is attached to African languages stemming from their colonial history (Zungu, 2000). There is also the possibility that indigenous languages (isiZulu , in this case) have been so tightly connected to ethnicity or Zulu Nationalism that it is difficult for people to connect it to education in a democratic era.

Nevertheless, there is a slight indication of non-Zulu language speakers' preference for the bilingual medium for small-group and peer interaction for academic purposes, as well as for non-academic purposes on campus (banking, socializing, and religious/cultural/formal events).

5.2.5. Knowledge of Language Policy for Higher Education

An alarming majority of staff (77%) exhibited inadequate awareness of language policy, indicating that they were 'not familiar' or 'somewhat familiar'. Only 23% conveyed that they were 'sufficiently' to 'very' familiar with current policy. These were mostly males, belonging to the executive staff personnel capacity, those from the Education Faculty, and those with 'PhD or equivalent' qualifications. The supposition here is that those involved in language policy decision-making are mainly from these particular groups.

While the greater part of staff agreed on the notion that 'All South Africans must know at least one indigenous African language', it must be noted that more than a third disagreed on this issue. However, notably all respondents from the Education Faculty and from the executive staff sector agreed with this statement. Regarding the notion that 'All official languages of South Africa carry equal

status', 53% agreed, however, an almost equivalent percentage disagreed. Evident here, is the blatant lack of knowledge of language policy.

5.2.6. Degree of involvement in language policy

The majority claimed that they were 'never' or 'rarely' consulted, informed or involved in language policy issues. The largely popular notion was that all identifiable groups that constitute the university should be involved in negotiation about language policy.

5.3 The student survey

Conclusions emerging about participants from the student sector are spotlighted under the following broad segments, further sub-divided in each section.

- 5.3.1. Respondent demographics
- 5.3.2. Language competency
- 5.3.3. Extent of isiZulu usage
- 5.3.4. Language preference
- 5.3.5. Knowledge of Language Policy for Higher Education
- 5.3.6. Degree of involvement in language policy

5.3.1. Respondent demographics

The research participants, who voluntarily undertook the investigation, included 278 students. The majority (74%) of respondents were below 25 years old. A significant number belonged to the '25 to 35' year-old category. Equal proportions of males and females responded. The majority (60%) of respondents were undergraduates. Significant percentages of 'Degree' and 'Honours' students also responded. The majority (73%) of respondents were on their first 3 years of study.

Respondents from the Faculty of Humanities: Social and Development Sciences numbered the most (45%). It is assumed that this study concerning languages posed more salient to respondents from this Faculty. A significant percentage

(21%) of participants from the Faculty of Science and Agriculture also responded. Most respondents attended lectures at the Howard College campus. Relatively significant ratios showed for the Pietermaritzburg and Westville campuses; the subject under scrutiny perhaps being more salient to these clusters. Very few responded from Medical School and Edgewood campuses.

89% listed KwaZulu-Natal as their Home-Province, placing them in a more credible position to comment on the 2 predominantly used languages in KZN – English and isiZulu. In addition, the majority (44%) indicated isiZulu as First Language (L1), and 41% listed English as First language (L1). The majority (38%) spoke English as 'other language', while a significant portion spoke Afrikaans as 'other language'. It is possible that respondents were compulsorily schooled in English and Afrikaans.

The majority of students responded affirmatively to the study of isiZulu. There were indications that most studied the language at school, presumably because most schools began offering isiZulu as a subject of learning since the onset of democracy.

For those who studied isiZulu at university (25%), cross-comparisons of the data portrayed higher ratios of older, female, graduate students, those from the Faculty of Health Sciences and Afrikaans L1 speakers.

The majority indicated that they had indulged in full-time study of isiZulu. As for their reasons for studying the language, most wanted to learn about the Zulu culture and needed to study it as a requirement for their studies. A significant percentage also indicated they desired to make new friends.

For those who did not study isiZulu, most indicated that their reason for not studying the language was because it was not part of their academic or course

requirement. Nonetheless, almost all (99%) agreed that the language is necessary to know in KZN.

5.3.2. Language competency

Respondents' aptitudes in both English and isiZulu were charted, these being the two languages proposed in the bilingual medium policy. Their speaking, reading, writing and understanding of these two languages were tracked. Almost all respondents gave evidence of sufficient aptitude in English. Regarding isiZulu, although the majority indicated sufficient ability, large proportions also revealed substandard proficiency.

Cross-referencing of the data mirrored that more of the older students, with more than five years' study at UKZN, and English and Afrikaans L1 speakers indicated shoddy proficiency in isiZulu. These students may have missed the opportunity of acquiring isiZulu study at school level.

5.3.3. Extent of isiZulu usage

The majority used English for specific reasons on campus, exposing that they 'never' used isiZulu for these reasons. However, there was some indication that a relatively greater percentage of students used isiZulu for social, religious, cultural and formal events as well as for interaction with peers.

Outside campus, although English was the predominant language used, relatively higher percentages of respondents used isiZulu for social interaction, than for any other reason. There were also indications that both isiZulu and English was used more for entertainment than for any other reason.

5.3.4. Language preference

It is critical to note that although the questionnaire was administered in both English and isiZulu versions, only 4 students responded in isiZulu. Clearly, participants chose English over isiZulu for this purpose.
The majority of students preferred English as medium for most purposes on campus.

Very few respondents showed inclination for a bilingual (isiZulu and English) medium. Of the few, cross comparison of the data yielded relatively higher ratios of isiZulu L1 speakers, older, post-graduate, males, and those from the Faculties of 'Education' and 'Health Sciences'.

5.3.5. Knowledge of Language Policy for Higher Education

Conclusions were drawn on two issues here: respondents' familiarity with language policy and degree of involvement in language policy. An alarming majority of students (83%) exhibited inadequate awareness of language policy, indicating that they were 'not familiar' or 'somewhat familiar'. Only 15% conveyed that they were 'sufficiently' to 'very' familiar with current policy.

An investigation was carried out to see exactly which sectors of students indicated that they were adequately ('sufficiently' or 'very' familiar) with language policy. Cross-comparisons of the data exposed relatively higher ratios of the following clusters of students that showed familiarity with language policy:
- Those with "Undergraduate Diploma' as highest educational qualification.
- Those from the 'Engineering' Faculty.

Most students agreed that "All South Africans must know at least one indigenous African language. However, only 65% agreed that "All official languages of South Africa carry equal status." The perceived notion here is that students are convinced that English is more prestigious than the other languages.

5.3.6. Degree of involvement in language policy

The majority claimed that they were 'never' or 'rarely' consulted, informed or involved in language policy decisions. A great majority supported the notion that all identifiable groups that constitute the university should be involved in negotiation about language policy.

5.4. Summary of conclusions

The results of the study provide insightful answers to profound questions within the discourse of proposed bilingual policy at UKZN: What do the attitudes of this multicultural community convey? Do the results help in contributing to the inherent gap between policy and practice? Are issues of language medium in education relevant to anyone other than the 'policy makers' themselves?

A distinguishing feature of the findings was the collective notion of undesirability expressed by the majority of respondents to bilingual education. Such an attitude suggests negativity towards the adoption of bilingual policy, resulting in no real incentive and fervor to practically adopt it on the ground. This unfavourable climate within which the new policy has been introduced is too volatile right now for clear cut advancements in bilingual usage. Nevertheless, the future may yield contrasting and varying results concerning attitudes towards accessible languages for education.

Plainly, there exists an undesirable position towards extending any functional use of isiZulu alongside English, with the exception of African Language L1 students from the Education and Health Sciences who opted for the bilingual alternative. In actuality, the university community at large has no reservation towards retaining 'English only' as a medium. The fact is that the hegemony of English as a medium of education is reality that cannot be side-swept. Nonetheless, there was a slight hint of preference for bilingualism for one-on-one interaction like

tutorials and consultations, and for non-academic purposes on campus, like social and religious events.

One possible reason for the unwelcome attitude of the university community toward isiZulu usage concerns their level of proficiency in the language. Amongst staff, the majority exposed poor aptitude in speaking, understanding, reading and writing. As for students, 49% revealed substandard proficiency. A reason for this shoddy proficiency in isiZulu may be linked to lack of isiZulu study.

Their reasons for not having studied the language were largely because it was not an academic requirement and due to insufficient time to study it. However, almost all agreed that it was necessary to know the language. There was a slight hint too, that students who studied the language took initiative to learn about the Zulu culture and to make new friends.

Concerning the extent of isiZulu usage on campus, the majority of staff and students never, or at best rarely, used isiZulu as medium. Nevertheless, students revealed some isiZulu usage for non-academic purposes on campus, like socializing and religious events.

An additional finding was that an alarming majority of staff and students exhibited inadequate knowledge or awareness of language policy for Higher Education. What also surfaced was that the majority of staff and students claimed that they were never formally consulted, informed or involved in language policy issues. The majority supported the notion that all identifiable groups that constitute the university should be involved in negotiation about language policy.

In essence, the intention to develop additive bilingualism (English and isiZulu) through two phases between 2005 and 2010 has already been long delayed. To date, insufficient practical mechanisms have been put in place to encourage the use of isiZulu as medium of instruction, alongside English. Clearly, the larger

university community does not see the need to implement such a policy in the first place. The best that can be expected at this juncture is that only a minute number of those who are proficient in the language will be able to assimilate into UKZN's plan of action towards bilingualism. In summary, UKZN finds itself in a situation where there is no significant commitment from its constituents towards the functional application of isiZulu across any level of institutional activity. Unfortunately, the bilingual policy is at a gridlock and any hope of advancement toward isiZulu usage is at a cul-de-sac.

5.5. Recommendations

Theoretical presentation of a bilingual policy is clearly not enough for UKZN. Presenting bilingual documents, web pages, curricula, syllabi, contracts, announcements etc. is not enough. Simply making isiZulu courses available is not enough. On a superficial level, additive bilingualism seems to be advancing, but persuading the university community to use a dual medium in a predominantly English-speaking environment is the real challenge. Unless its constituents can be concertedly geared toward valuing isiZulu on par with English, 'policy failure' at UKZN is inevitable.

First, there has to be an appeasement of a rather resistant climate before the bilingual policy can be practically implemented. To achieve this, there must be a most urgent and decisive move forward to change the university community's attitude towards the use of an African language.

To commence with, affecting an attitudinal change will require designated development task forces to focus exclusively on identified directions for coordinated projects in advancing bilingualism and isiZulu in particular. These task forces should encompass affiliates in the fields of multiculturalism, multilingualism, education policy, African languages and teaching, and other

related fields, and should be energized by university grants to implement the under-mentioned strategies.

5.5.1. Motivation

Bearing in mind that the university community needs no motivation for retaining English, for they are already convinced of its value, immediate and rigorous campaigns need to be employed, motivating for the importance of adding isiZulu literacy to constituents' repertoire, both for extrinsic and intrinsic purposes. It must be stressed upon the university community that vying for bilingualism does not mean that English should be abandoned; rather a dual medium is more favourable. The bilingual policy would need to ensure that English proficiency is equally developed. If not, this might give rise to suspicions of a reversion to mother-tongue education, which, in South Africa's history, limited access to economic and academic opportunity for non-English language speakers. Only then would the university community begin to learn and use isiZulu, and only then could respect for linguistic diversity and appreciation of multilingualism begin to take root.

Probably the best way to revitalize an underprivileged language is to create a social need for it. The goal of language planning must be to enable people to want to use a language, and thus it will advance multilingualism. Kamwangamalu (2000) suggests that one way of altering African languages from their passive roles as official languages is to engage in "reverse covert planning". By this he means that languages need to be seen as marketable. This entails the recognition of these languages as tools by means of which users can meet their material needs (Kamwangamalu, 2000: 58). This idea is reinforced by Cooper (1989) and Bourdieu (1991) who believe that language planning is really a marketing problem.

The cognitive, social, economic, cultural, corporate, national and global benefits of African language (isiZulu) proficiency must be stressed from the perspective of language:

- As a career-enhancing skill
- As a means of self development
- As a source of knowledge about one's own culture
- For appreciation of another culture
- For citizenship

What is necessary is for society on the whole to provide increased rewards for isiZulu proficiency in all spheres, from the provincial parliament to the provincial public service. For:

> ... unless the language gains some official recognition, be it at local, regional or national level, literacy in a national language cannot have the expected impact on the masses.
>
> (Kedreogo, 1997: 16)

The pay-off for proficiency in isiZulu has to supersede the existing pay-off for English. Employers in business, government, and nongovernmental organizations must stress the importance of African language fluency in an increasingly interacting world, both at home and abroad. Students should be encouraged to pursue careers in isiZulu journalism, translation, interpreting, communication studies, performing arts, entertainment and script-writing for stage, radio and television.

A cultural ethos needs to be created on campus, in the form of bilingual posters, emblems and signs. Campus and community wide campaigning for isiZulu proficiency needs to be launched. The university should be used as a primary platform to launch motivational talks, workshops, seminars and presentations on the benefits of being isiZulu-literate, not only to its constituents but to parents as well. The academia should be a leading role-model in this respect. The intelligentsia's use of isiZulu for public address must take effect without delay. The university should enhance the use of isiZulu at cultural, religious, social and formal events. Their role-modeling should overtly and repeatedly demonstrate

185

belief in the capacity of isiZulu to fulfill all functions of a language in all domains of life.

The media's potential to expose the perks of being isiZulu literate in KZN cannot be undermined. The results of this survey study reveal that there is a hint of preference for bilingualism (English and isiZulu) for entertainment and leisure purposes. Therefore, purposeful media advertisement needs to ensue, highlighting corporate and global prospects of being isiZulu literate. The public needs to know where literacy in isiZulu is taking people nationally and internationally. There should be widespread media coverage of African language speakers excelling oversees. There should be promotion of isiZulu in competitions to produce books, articles, poems, essays etc. In addition, UKZN should exploit the media to launch community outreach programmes in isiZulu literacy training, language policy education and advantages of bi/multilingualism.

5.5.2. Incentive-based learning

Perhaps the best way to get people to act is to *'talk in terms of money'* (Alexander, 2004). Attractive incentives need to be provided in the form of grants, scholarships, credit-bearing courses and certification in isiZulu. Incentives need to be achievable, tangible, clearly stipulated and widely exposed to the university community. Students and staff need to be offered substantial perks in electing isiZulu as a course of study. Otherwise, acquisition and use of isiZulu will continue to be regarded as futile.

5.5.3. Professional development

Bilingual education at UKZN seems to be overwhelmed by the dominance of academics that prefer to teach in English. There is a glaring personnel problem, exposed by this study, in regard to the level of under-preparedness and unpreparedness to teach in a transformative system. Most existing academics

are not proficient in the language, compounded by the fact that they are not pedagogically trained to teach in an African language. Evidently, academics feel stifled by their own inefficiencies in isiZulu and also feel that it is burdensome to learn yet another language. Clearly, Faculty members need retooling to command two additional skills: one scholarly (linguistics) and the other pedagogical.

Phase I of the proposed policy implementation-plan encompasses the introduction of isiZulu through terminology and course materials, into courses of academic study. Evidently, academics have neither initiated nor intend employing this strategy. Not only is there a dire need to provide well-trained bilingual faculty, but also an urgency for compulsory and convenient in-service and on-the-job training courses for all existing teaching staff.

A quick solution to this problem would be to recruit graduate students, who are pursuing or planning to pursue African language teaching as a profession, as teaching assistants or tutors. Results of the study have revealed that relatively more students that were older, isiZulu L1, at more advanced levels of study showed all-round proficiency in isiZulu. Hence a good recruitment pool may be drawn from these groups of students as an initial move. Other candidates must be literate in at least one African language or demonstrate serious interest in African language learning and teaching. Graduate students in good standing in any African language, linguistics, cultural studies, literature, education, second language acquisition or any related field at an accredited institution of higher education must be eligible. Existing African language instructors and scholars may also participate. Immediate job creation could be affected in every Faculty. Preference must be given to applicants who plan to remain at their institution for a stipulated period of time after the completion of their programme of study.

A longer term solution would be the provision of a compulsory Bi/Multilingual Teaching Programme, designed to help meet the needs of existing staff. It should

train fellows in a number of crucial areas central to the effective operation of an isiZulu Language Teaching Program. The goal of the programme should be to provide knowledge about less commonly used languages in Higher Education. Emphasis should be on a learner-centred philosophy: shifting the focus from 'how teachers teach' to 'how learners (optimally) learn'. The programme should have a pedagogical approach to teaching in a multilingual learning environment. It should encompass:

- Teaching the skills of speaking, listening, reading and writing in an African language (isiZulu).
- Testing and assessing these four skills.
- Lesson planning and classroom management.

The program should progress from theoretical overview to hands-on practice in teaching the four language skills: listening, speaking, reading and writing, and assessing them. This must occur hand in hand with developing bilingual resources to successfully implement the proposed bilingual language policy. In addition, ongoing workshops need to be held to evaluate teaching and to develop consensus among academics on learning needs and strategies for the increased use of isiZulu alongside English. Off course, convenience and incentives for staff must be given due consideration here.

5.5.4. Translating and interpreting

The need for translators and interpreters is apparent. The policy stipulates that students and staff will be provided the necessary assistance to develop skills in both isiZulu and English. The provision of translation and interpretive services in the form of bilingual graduate students as support staff and tutors may be an excellent idea. Part-time and full-time tutors should be deployed to every department, in readiness and at-hand for individual and group assistance for staff and students. Since this study has revealed that there is a hint of bilingual preference for one-on-one interaction among and between staff and students,

translators and interpreters should be especially available for practical and small-group work.

5.5.5. General education

The university must provide the widest range of African language proficiency and cultural education to its student constituency, incorporating it into a general core curriculum for every incoming student, regardless of which programme the student is channeled into. The development of such a programme should encompass:

- The importance of communicating in languages other than English
- Knowledge and understanding of other cultures
- The nature of language and culture

Appreciation and respect for students' own and other cultures, and appreciation for African values need to be integral to the university's curriculum if is to become the 'Premier University of African Scholarship'.

The university community also needs to be schooled in language policy, especially in terms of Higher Education. Provision of bilingual versions of the language policy is not enough. Students, as well as staff, should be educated about language policy, their rights spelled out, and informed about latest trends in policy, before being presented with written versions of it. Appreciation of policy needs to be inculcated first.

5.5.6. Assessment, placement and evaluation

Entry level students should be given isiZulu aptitude tests to identify a realistic threshold of practical language ability and must be placed in basic, intermediate or advanced levels of isiZulu courses. This should form part of the core component of study for all incoming students. In addition, suspending isiZulu studies beyond just the 'survival' level, thus sustaining it over more than an

academic year is more likely to culminate in better communicative efficiency in the language. Usable feedback or evaluation about the learning progress will help decide where to go next.

Notwithstanding that actual enforcement may be problematic, there should be two options for new staff appointments: incoming staff should show at least basic/conversational level of isiZulu competency; or should undergo ongoing compulsory training in isiZulu. In addition, future employment advertisements should encourage preference for isiZulu literate candidates. And there is no apparent reason why existing staff should not undergo isiZulu proficiency assessment, placement and evaluation, in the context of professional development.

5.5.7. Materials design

The proposed bilingual policy plan highlights the provision of appropriate resources to develop both isiZulu and English proficiencies. Learner-centred learning should be offered, with move away from programmes in isiZulu that have traditionally utilized exhaustive and time-consuming text-books and grammar-driven syllabi. Resources must be appealing to a modern generation of learners. Learning should be made as stimulating and practical as possible. The introduction of, for example, computer based, interactive resources, videos and the like, need to be employed. Language learning needs to be integrated into the rapidly expanding technologies of digital learning too.

5.5.8. Research

While the results of this study have revealed much about the undesirability of university constituencies towards isiZulu use and study, ongoing empirical research must be encouraged, to test updated modifications of the language

status quo at UKZN. Policy implementation must adapt constantly to the changing needs of society.

In addition, research on bilingual policy implementation should be encouraged by incentives in the form of scholarships and fellowships. Study-abroad programmes should provide opportunities for staff and students to augment their educational experience by becoming immersed in bi/multilingual contexts. Participation in such programmes should lead to the adoption of appropriate foreign models, focusing on motivational strategies for language acquisition and usage, especially on how to affect attitudinal changes of society towards lesser used languages.

5.5.9. University-wide participation

Although UKZN should be commended in its endeavour to eradicate racially based and divided education, the present proposed new bilingual language policy will continue to be merely a political myth unless there is due consideration of the attitudes of all university constituents. Results of this study have revealed that there is a lack of formal negotiation between university 'policy-makers' and the university community in policy development. It is crucial that before embarking on any future course of action, the wishes of the university's constituents should be considered by means of a participatory approach to planning. If democratic policy has to be achieved, all voices must be heard. This will lead to a better understanding of the needs of the constituencies the institution serves. Fair representations of the multiple identities of all sectors of the university should be involved in decision–making so as not to come across as authoritarian. UKZN needs to engage in debates, discussion, forums and consortiums to achieve consensus and avoid imposing isiZulu on an unwilling community of users. Otherwise the use of isiZulu as a medium of instruction may divide people instead of uniting them, bearing in mind that the inclusion of dual

medium education at UKZN has already been seen by some to contradict the very essence of democracy and revert to South Africa's old policy of apartheid.

5.6. Overall conclusion

The bottom line is that attitudes are at odds with proposed policy, and policy is at odds with popular demand for the language of power (English). Suffice to say, a covert policy of *de facto* monolingualism/unilingualism is here to stay unless the entire speech community does their part in inducing isiZulu for education. Yet, although the logistical obstacles exposed by this study appear to be rather severe, the facts cannot stand in the way of good policy. The zeal of policy makers is appreciable; nonetheless there is very little hope that bilingual policy at

UKZN will result in practical fruition in the near future. It will involve perseverance and a long term collective commitment of all its stake-holders.

5.7. Recapitulation

This chapter rendered significant conclusions derived from the quantitative study of attitudes of staff and students of UKZN, towards a bilingual medium of education. Deductions revolved around the university community's language competency, extent of isiZulu usage for education, language preference for education, knowledge of Language Policy for Higher Education and degree of involvement in language policy.

In addition, viable recommendations were presented, favouring a sustained advancement of a bilingual medium, synchronised with more persuasive and unrelenting motivational strategies to affect attitudinal appeasement.

5.8. Concluding remarks

This study has emphasized the importance of a more insightful understanding of the language preferences of the constituents UKZN serves. The findings lead to a thoughtful and reflective re-conceptualization and consideration of the university community's interests and needs in the implementation of bilingual policy. The conclusions have serious ramifications for language policy planning, not only at UKZN but in Higher Education in KZN and throughout South Africa. In the words of Naledi Pandor, Minister of Education, it is hoped that this study will impact profoundly on the ongoing debate on a policy for a multilingual language approach in education in suggesting, "*how we can move faster towards creating and consolidating a multilingual environment in our higher education institutions*" (Pandor, 2006).

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APPENDIX A

Language Policy of the University of KwaZulu-Natal
(DRAFT 4)

Introduction

The University also identifies with the goals of South Africa's multilingual language policy and seeks to be a key player in the successful implementation of this policy. There is a need to promote proficiency in English and develop and promote proficiency in official indigenous African languages, particularly in isiZulu, since the University has been identified as the primary site for language development in the region of KwaZulu-Natal. A policy for the University would need to make explicit:

- its own language policy and practices;
- the need to elevate isiZulu to equivalence with English and Afrikaans;
- the need to foster research in language planning and development;
- the provision of facilities to enable the use of isiZulu as a language of instruction and learning;
- the development of awareness of multilingualism through an acknowledgement of all the official languages of KwaZulu-Natal;
- the promoting respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties.

Proficiency in isiZulu will contribute to nation building and will assist the student in effective communication with the majority of the population of KwaZulu Natal, South Africa.

The benefits for students becoming proficient in English, the dominant medium of academic communication and of trade and industry internationally, and the *lingua franca* in government and institutions in South Africa, are obvious. This policy seeks to make obvious the greater benefits of being fully bilingual in South Africa.

1) Vision and mandate of the University

The University is committed to becoming the premier institution of African scholarship by promoting first-class academic learning and teaching in a multilingual and multicultural society. The University will continue to use English as its primary academic language but will begin actively the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) that make the use of the language a real possibility for interaction by all constituencies in the University. The fostering of respect for other languages and associated cultures and their inclusion in academic study forms a part of this Language Policy. Further development of these languages must be the primary responsibility, within their respective disciplines, of the College of Humanities.

The Higher Education Act of 1997 obliged the Minister of Education to determine language policy for higher education. The document *Language Policy for Education, November 2002,* set out the framework for that policy. Under the Higher Education Act, and subject to the policy determined by the Minister, the Councils of Public Higher Education Institutions must determine the language policy of each institution and publish such a policy.

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1.1) Rationale

1.1.1) The central function of the University is to impart and generate knowledge, in accordance with the highest international standards, and to add to the store of knowledge by research and cooperation with scholars, nationally and internationally.

1.1.2) At our University, students whose home language is isiZulu form an important and increasing language group, reflecting the fact that isiZulu speakers are by far the largest single language group in KwaZulu-Natal. As such the University has a duty to provide a linguistic and cultural ethos favourable to those students, so enhancing their capacity to study and to learn.

1.1.3) isiZulu is one of the official South African indigenous languages named in the Constitution, whose 'use and status' have been 'historically diminished'. The University, following the Constitution, is bound to 'take practical and positive measures to elevate the status and advance of the use of isiZulu'. The University is bound simultaneously to promote the principle of multilingualism i.e. that all official languages of South Africa enjoy parity of esteem and are treated equitably. The University, as an educator of young South Africans, and as an intellectual powerhouse, has the responsibility and privilege to give leadership in this, as in other areas, to the wider KwaZulu-Natal community and to South Africa as a whole.

1.1.4) At the same time, the University recognizes the problem to be addressed in respect of the indigenous languages, namely, the cultural demoralization caused by colonialism and apartheid. Restoring confidence and re-establishing pride in language constitutes a major challenge for the African renaissance. As has been stated: "the simple fact is that there can be no serious talk of a regeneration of Africa without the full development of the African languages". Of cause for concern also has been the 'noticeable decline in the number of students of African languages' at our Universities. It would, indeed, be a bitter irony if the new democratic South Africa allowed its indigenous languages to 'erode irreversibly through benign neglect'.

1.1.5) If effective action is *not* taken *now* at the level of the University to promote isiZulu as an academic language, subsequent generations will question – and rightly so – why the educators of the first generation of the new democratic South Africa failed to play their part in 'the creation of conditions for the development and for the promotion of the *full* and *equal* use and enjoyment' of isiZulu.

1.1.6) The language policy of the University must form part of a wider interconnected strategy at the national and provincial levels to promote multilingualism and to elevate and advance isiZulu especially in KwaZulu-Natal where our University is situated. The University needs to advise both national and provincial government of the need to promote bilingualism in schools within the Province so that this can become a feature of the education system as a whole.

1.2) Principles guiding the University's language policy

The following principles have been espoused for the Policy:

1.2.1) The University's teaching, learning and research must continue to be of the highest quality and to be recognized as such nationally and internationally;

1.2.2) University policy must be informed by the legal and policy requirements on language as established nationally and provincially;

1.2.3) The language policy must be in accordance with the University's vision and mission statement which includes the injunction to promote and foster tolerance and respect for diverse cultural and social values;

1.2.4) The University recognises the value of the English language as an international language of scholarship and the main language of administration and business in KwaZulu-Natal;

1.2.5) The University equally recognizes the importance of isiZulu as the custodian of the culture, heritage, and tradition of the Zulu people in KwaZulu-Natal;

1.2.6) The University attaches importance to the Afrikaans linguistic and cultural tradition and notes the use of Afrikaans as a means of communication for both advantaged and disadvantaged communities in certain areas of KwaZulu-Natal;

1.2.7) The University recognises that the languages and traditions of the South African population of Indian origin enhance the cultural richness of the Province;

1.2.8) The policy of multilingualism calls for the active cultivation of respect for diversity in language and culture.

1.2.9) University policy on language will be driven by exhortation, example, and leadership whenever possible. However, a number of provisions will be specifically defined as *mandatory*.

2) The development of languages of instruction of the University

2.1) The University intends to develop additive bilingualism in English and isiZulu through two phases of implementation, the first (2005-2010) establishing the basis and circumstances to promote and sustain the second (2011-2015).

2.1.1) In Phase 1 (2005-2010) the main language of learning and instruction at the University will be English. The use of isiZulu as a medium of instruction will be encouraged. The use of other languages will continue to be promoted e.g. in language courses and where such use can facilitate understanding of academic content.

2.1.2) In Phase 1 isiZulu will begin to be introduced, by way of course materials and terminology, into courses of academic study at the University.

2.1.3) In Phase 1 students and staff will be expected to begin to demonstrate a satisfactory level of communicative competence in isiZulu and English as the languages instruction and learning of this University.

2.1.4) In Phase 1 to assist students to achieve cognitive/academic proficiency in English as the language of instruction, sufficient for academic success in their chosen fields of study, appropriate credit-bearing and non-credit bearing language proficiency courses will be made available by the University.

2.1.5) In Phase 1 and 2 the University will encourage and facilitate all academic disciplines to assist students and staff to develop appropriate writing skills in their disciplines.

2.1.5.1) In this regard the University will make provision, in Phase 1 of implementation, for the use of translation services in isiZulu in the access and first year of degree studies on the basis that:

    a)   it has been shown that such services facilitate the development of academic discourse in isiZulu;

    b)   such services will improve access of isiZulu speakers to academic content in English;

    c)   it will signal to the University and Province the seriousness of our initiative to develop isiZulu as a medium of instruction and a means for intercultural communication;

    d)   will facilitate the development of course materials and terminology in isiZulu for the acquisition of CALP in Phase 2 of implementation.

2.1.2) In order to develop a fully-fledged bilingual institution in Phase 1 and 2, there needs to be recognition that, academics, administrators, and students need to be provided with resources to enable the use and development of isiZulu for Cognitive Academic Language Proficiency, and Basic Interpersonal Communication Skills.

2.2) The languages of administration of the University
2.2.1) In Phase 1, the main language of administration will be English, but all administrative documents addressed to staff and students will be in English and isiZulu. This will apply only to offices of the Central Administration (Executive/ HR etc.).
2.2.2) In Phase 2, and to support the development of isiZulu described earlier, all important documents will be made available in English and isiZulu. This will apply to the offices at College and Faculty level.
2.2.3) For legal purposes, the English version of the document shall be the definitive version.
2.2.4) For effective communication with students and their parents, appropriate letters and directions will also be made available in isiZulu and Afrikaans if so requested.
2.2.5) In Phase 1, the University's web-pages (including the texts of all documents thereon), curriculum, syllabuses and the texts of contracts of employment/ appointment will, as soon as possible, be in the two languages. Interpretation will be provided as necessary (for example, through the Disabilities Office for students requiring such assistance).
2.2.6) The University's language policy will be available in English and isiZulu on the web-pages of the University.

3) Promoting bilingualism at the University

3.1) As a contribution to nation building the University is committed to bilingualism
3.1.1) It will encourage staff already in its employment to improve their proficiency in isiZulu and English, and will facilitate this process.
3.1.2) Where it can be demonstrated to be beneficial, bilingual competence and the capacity to interact with students and the wider community for whom English is a second language, will count positively in the hiring and the performance evaluation of staff.
    3.1.2.1) To this end the University will make short courses in language proficiency available to assist members of staff and members of the general public to gain competence in isiZulu and English.
3.1.3) Ceremonial occasions will be used to underline the bilingual and multicultural character of the University.

3.2) Respecting multilingualism at the University
3.2.1) The University, through its teaching and curriculum design, will promote additive bilingual proficiency amongst its students to ensure that they will be able to function effectively as professionals in a multilingual context.
3.2.2) The University will develop proficiency in languages of wider currency in promoting international trade, tourism, cultural and academic contact.
3.2.3) Respect for multilingualism and linguistic diversity will be incorporated into subject curricula to include teaching about language rights, sign language, the history of languages in South Africa, the legacy of the San and Koi people and other cultural legacies;
3.2.4) The University will cooperate in developing designated centres for the study of the main languages of regional and international exchange;

3.2.5) Initiatives to encourage an appreciation of multilingualism will be organised. For example, a series regular public lectures on aspects of multilingualism might be given in Afrikaans, English, or isiZulu;

3.2.6) The University will promote an initiative to develop translation and interpreting services in all languages, and in particular isiZulu and English;

3.2.7) The University will commit itself to the protection and development of Indian languages in recognition of the Indian community as significant stakeholders in education in the Province of KwaZulu-Natal.

4) IsiZulu and English are requirements for administrative/ academic posts

4.1.1) Candidates for posts in the administration will be expected to have knowledge of the two languages: English and isiZulu, and where appropriate Afrikaans. For academic teaching posts, while the criterion of selection will principally be academic merit, language skills will be taken into account.

4.1.2) For new appointments, and as part of their probationary requirements, staff will participate in a language course in order to enhance the quality of their communication within the University.

4.1.3) Existing staff both academic and administrative, who do not already have knowledge of English and isiZulu, will participate in a language course in order to enhance the quality of their communication within the University.

4.1.4) Incentives will be considered for such participants.

5) The development of a culture and ethos in the University

An ethos will be cultivated which is favourable to the development of isiZulu, and not to the detriment of other languages.

5.1) This ethos will feature the use of isiZulu (as well as English and Afrikaans)

5.1.1) Monuments and other commemorative objects erected in the past that reflect other South African cultural values in a positive way (e.g. Afrikaner, English or Indian) will be retained. Multiculturalism will be respected.

5.1.2) University official emblems, public signs and notices, and where appropriate, at public ceremonies such as graduation, inaugural lectures and other public functions will feature the three official languages of the Province.

5.2) Competence in the designated languages of the University

5.2.1) Provision will be made for academic literacy courses in isiZulu and English for undergraduate and postgraduate students. Such courses will be the responsibility of the Colleges and Faculties of the University. Such teaching will concentrate on the use of academic and technical language for oral and written comprehension and communication, on the correct drafting of academic reports and on the acquisition of technical vocabulary.

5.2.2) Such courses will be a requirement for postgraduate students of the University who are deemed in need of such development by their Faculties.

5.2.3) At undergraduate level, students who do not meet the requirements of the Faculty, or who do not pass the access test in isiZulu and English, will be required to pursue language courses in isiZulu and English.

6) Monitoring, budgets, and resources for policy implementation at the University

An adequate budget for the implementation of this policy is essential. The Education Ministry's document *The Language Policy for Higher Education* (1997) refers to the 'injection....of substantial financial resources' including 'amending the funding grids' for selected languages, 'providing earmarked institutional development funds for research' etc. Phase 1 and 2 developments are summarised here.

6.1)   In Phase 1, the University Executive will make available the financial and human resources necessary for the establishment of a Unit for Translation and Interpreting Services (UTIS) to service the major constituencies of the University.

6.2)   In Phase 1, the University Executive will make available the financial and human resources necessary for a massive injection of resources in isiZulu for students and staff in terms of:
    6.2.1) materials development to complement the academic programmes as well as extra-curricular initiatives of the University;
    6.2.2) the training of educators in isiZulu;
    6.2.3) corpus planning of isiZulu;
    6.2.4) the creation of incentives for students and staff to study isiZulu.

6.3)   In Phase 1, the Senate of the University will establish a Languages Examinations Board (LEB) to facilitate the implementation of the Policy in terms of targets approved by the University Senate and Executive. The University Executive will provide the financial and human resources necessary for the establishment of the LEB.

6.4)   In Phase 1, a Language Policy Compliance Officer to be appointed by the Executive on the recommendation of the LEB to act as its Director. The Director will report to the Deputy Vice-Chancellor for Institutional Planning and will report on issues relating to compliance to PanSALB and the DoE.

6.5)   In Phase 1, the Board will draw up a UKZN Language Policy Implementation Plan and Budget and submit these within six months of the Board's establishment for approval by the University Senate and Executive. The Plan will be made operational and provide for specific detail for implementation within the broad timeframes indicated within this UKZN policy document.

6.6)   Links will be established and consultation will also take place with foreign Universities where bilingual teaching and learning exist.

6.7)   By the end of Phase 2 the Board will make recommendations to the University Senate on its language policy and practice, and publish a comprehensive report for Senate, the DoE, and PanSALB.

END

APPENDIX B

UKZN: ENGLISH/ISIZULU
UKZN: ISINGISI NESIZULU

Dear Recipient/Kuloyo ozobe ephendula

VOLUNTARY ANONYMOUS SURVEY ON THE USE OF BILINGUAL (ENGLISH/ISIZULU) MEDIUM OF EDUCATION AT UKZN

LOLU UCWANINGO OZOBA YINGXENYE YALO NGOKUTHANDA KWAKHO LUNGOKUSETSHENZISWA KOBULIMIMBILI (ISINGISI NESIZULU) NJENGENDLELA YOKUXHUMANA ENYUVESI YAKWAZULU-NATAL

The University of KwaZulu-Natal is currently redrafting its language policy. This survey seeks to gather more information on your attitude towards implementing a bilingual (English/isiZulu) medium of education, not only for academic purposes, but also for university-wide communication.

Information gained from this survey will help policy-designers to implement a language policy to facilitate the university's practical implementation of languages to meet the needs of its community. It will also help in the realisation of the university's vision to be the Premier University of African Scholarship.

You are considered an important decision-maker in education: therefore, you have been selected to participate in this survey. Please take a few minutes to provide us with your candid responses. All replies will remain absolutely confidential and anonymous, and will be administered with the strictest care.

Inyuvesi yaKwaZulu-Natal ihlela kabusha inqubomgomo yolimi lwayo. Lolu cwaningo luqonde ukuthola ulwazi oluthe xaxa mayelana nemizwa yakho ephathelene nokusungulwa kobulimimbili (isiNgisi nesiZulu) kule nyuvesi, hhayi nje kuphela ekufundiseni, kodwa nakwezokuxhumana kweNyuvesi yonkana.

Ulwazi oluyotholakala kulolu cwaningo, luyosiza abenzi benqubomgomo ukuba benze inqubomgomo ehlangabezanayo nezidingo zomphakathi uma kuya kwezezilimi. Izosiza futhi ekufezeni iphupho lalesi sikhungo esiphakeme esizigqaja ngokuba ngungqa phambili ekucwaningeni ngezase-Afrika.

Uthathwa njengomuntu obalulekile ekuthathweni kwezinqumo kwezemfundo, ngakho-ke, ukhethiwe ukuba ube yingxenye yalolu cwaningo. Uyacelwa ukuba usiphe imizuzu embalwa ekuphenduleni le mibuzo. Zonke izimpendulo zizoba yisifuba sethu futhi angeke lidalulwe igama lakho fkanti konke kuzophathiswa okwezikhali zamaNtungwa.

Yours faithfully/Owakho
Dianna Moodley
UKZN
E-mail: moodleydi@ukzn.ac.za

Prof. Phyllis Jane Nonhlanhla
School of IsiZulu Studies
University of KwaZulu-Natal
Tel.   : 031-260 7492 / 2510
Fax   : 031-260 2816
E-mail: zungup@ukzn.ac.za

APPENDIX C

STAFF QUESTIONNAIRE (ENGLISH AND ISIZULU)
All replies will remain absolutely confidential.
Please mark an X in the appropriate space.

1. Age?
1.1. _____ Less than 25 years
1.2. _____ 25-35 years
1.3. _____ 36-45 years
1.4. _____ more than 45 years

2. Sex?
2.1. _____ Male
2.2. _____ Female

3. Highest qualification?

3.1. _____ Matric/Senior Certificate
3.2. _____ Undergraduate Diploma
3.3. _____ Degree
3.4. _____ Postgraduate Diploma
3.5. _____ Honours
3.6. _____ Masters
3.6. _____ PhD or equivalent
3.7. _____ Other (Please specify)

_____

4. Faculty?
4.1. _____ Education
4.2. _____ Engineering
4.3. _____ Health Sciences
4.4. _____ Humanities, Development and Social
Sciences
4.5. _____ Law
4.6. _____ Management Studies
4.7. _____ Science and Agriculture
4.8. _____ Other (Please specify)

_____

5 Position held at UKZN?
5.1. _____ Academic staff
5.2. _____ Support staff
5.3. _____ Executive staff
5.4. _____ Administrative staff
5.5. _____ Member of union,
organisation, etc
5.6. _____ None of the above
5.7. _____ Other
(Please specify)

_____

6. No.of yrs. as UKZN staff?
6.1. _____ less than 5 years
6.2. _____ 5-9 years
6.3. _____ 10-14 years
6.4. _____ 15-19
6.5. _____ 20 -25 years
6.6. _____ 25 years and more

7.Your present campus location/s?
7.1. _____ Edgewood
7.2. _____ Howard College
7.3. _____ Nelson R. Mandela
School of Medicine
7.4. _____ Pietermaritzburg
7.5. _____ Westville
7.6. _____ Inter-campus
7.7. _____ Other
(Please specify)

_____

1

8. Home Province?

8.1.____ Eastern Cape
8.2.____ Free-State
8.3.____ Gauteng
8.4.____ KwaZulu-Natal
8.5.____ Limpopo
8.6.____ Mpumalanga
8.7.____ North-West
8.8.____ Northern Cape
8.9.____ Western Cape
8.10.____ Other (Please specify)

_____

9. First language/Home language

9.1.____ English
9.2.____ Afrikaans
9.3.____ isiZulu
9.4.____ isiXhosa
9.5.____ isiNdebele
9.6.____ Sepedi
9.7.____ Sesostho
9.10.____ Setswana
9.11.____ siSwati
9.13____ Tshivenda
9.14____ Xitsonga
9.15____ Other (Please specify)

_____

10. Other languages spoken?

10.1. ____ English
10.2. ____ Afrikaans
10.3. ____ isiZulu
10.4. ____ isiXhosa
10.5. ____ isiNdebele
10.6. ____ Sepedi
10.7. ____ Sesotho
10.8. ____ Setswana
10.9. ____ siSwati
10.10. ____ Tshivenda
10.11. ____ Xitsonga
10.12. ____ Other (Please specify)

11. Did you study isiZulu at school?

11.1.____ Yes
11.2 ____ No

12. Did/do you study isiZulu at university?

12.1.____ Yes
12.2.____ No

13. Did/do you study isiZulu at other institutions?

13.1.____ No
13.2.____ Yes (please specify)

_____

14. Did/do you study isiZulu mostly by taking:

14.1.____ Full-time classes
14.2.____ Part-time classes
14.3.____ Self-study
14.4.____ Never studied it

15. Rate your SPEAKING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
15.1.English					
15.2. IsiZulu					
15.3. Other (Please specify) _____					

16. Rate your READING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
16.1. English					
16.2. IsiZulu					
16.3. Other (Please specify) _____					

17. Rate your WRITING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
17.1. English					
17.2. IsiZulu					
17.3. Other (Please specify) _____					

18. Rate your UNDERSTANDING of:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
18.1. English					
18.2. IsiZulu					
18.3. Other (Please specify) _____					

19. If you studied/are studying isiZulu, what were/are your main reasons for doing so?

19.1. _____ Academic/course requirement.

19.2. _____ Enjoyment of learning new languages.

19.3. _____ Necessity of knowing it in KZN.

19.4. _____ IsiZulu necessary for my job.

19.5. _____ IsiZulu necessary for my career.

19.6. _____ To enable me to make new friends.

19.7. _____ IsiZulu needed for day-to-day life.

19.8. _____ To learn more about the Zulu culture.

19.9. _____ Not studying/never studied it.

19.10 _____ Other reason/s (Please specify)

_____

20. If you DID NOT study/are not studying isiZulu what were/are your main reasons for NOT doing so?

20.1. _____ Not part of my academic/course requirement.

20.2. _____ I resent having to learn isiZulu.

20.3. _____ I do not have the time to learn isiZulu.

20.4. _____ I think isiZulu is difficult to study.

20.5. _____ I do not think it is necessary to know isiZulu.

20.6. _____ I do not have the funds to study isiZulu.

20.7. _____ I am studying it presently.

20.8. _____ Other reason/s (Please specify)

_____

21. How often do you use isiZulu as a medium on campus:

	A. Never	B. Rarely	C. Sometimes	D. Often	E. Always
21.1. For lectures?					
21.2. For tutorials?					
21.3. For practicals?					
21.4. For seminars/conferences?					
21.5. For group work?					
21.6. For written work?					
21.7. For tests and examination papers?					
21.8. For learning materials?					
21.9. For consultations with staff/students?					
21.10. For consultation/interaction with peers?					
21.11. For administrative procedures?					
21.12. For financial matters?					
21.13. For interviews, meetings?					
21.14. For social/religious/ cultural/formal events?					
21.15. Other? (Please specify) _____					

22. If you had a choice, which language/s would you prefer as a medium:

	A. English	B. isiZulu	C. Both English and isiZulu	D. Other (please specify)
22.1. For lectures?				
22.2. For tutorials?				
22.3. For practicals?				
22.4. For seminars, conferences, etc.				
22.5. For group work?				
22.6.For written work?				
22.7. For learning materials?				
22.8. For consultations with staff/students?				
22.9. For consultation/ interaction with peers?				
22.10. For administrative procedures?				
22.11. For financial matters?				
22.12. For interviews, meetings?				
22.13. For social/religious/ cultural/formal events?				
22.14.Other? (Please specify) _____				

23. Which language do you use most often for the following situations outside campus:

	A. English	B. IsiZulu	C. Both English and isiZulu	D. Other (Please specify)
23.1. For interaction with family?				
23.2. For interaction with friends?				
23.3. For interaction with neighbours?				
23.4. For business transactions?				
23.5. For official transactions?				
23.6. For watching TV programmes?				
23.7. For listening to the radio?				
23.8. For reading the newspaper?				

24. How familiar are you, with present language policies in Higher Education?
24.1. _____ Not familiar
24.2. _____ Some-what familiar
24.3. _____ Sufficiently familiar
24.4. _____ Very familiar

5

25. Do you agree with the following statements:

	A. Yes	B. No
25.1. All South Africans must know English and Afrikaans only.		
25.2. All South Africans must know African languages only.		
25.3. All South Africans must know at least one indigenous African language.		
25.4. All official languages of South Africa carry equal status.		

26. How often are you officially CONSULTED about language policy issues at the University?

26.1. _____ Never
26.2. _____ Rarely
26.3. _____ Sometimes
26.4. _____ Often
26.5. _____ Always

27. How often are you officially INFORMED about language policy issues at the University?

27.1. _____ Never
27.2. _____ Rarely
27.3. _____ Sometimes
27.4. _____ Often
27.5. _____ Always

28. How INVOLVED are you in language policy decision-making at the University?

28.1. _____ Never involved
28.2. _____ Some-what involved
28.3. _____ Sufficiently involved
24.4. _____ Very involved

29. Do you think it is necessary for the following university affiliates to be involved in language policy decision-making at the University?

	Yes	No
29,1, Students		
29.2. Parent/s of students		
29.3. Academic staff		
29.4. Support staff		
29.5. Executive staff		
29.6. Administrative staff		
29.7. University unions, organisations, etc		
29.8. None of the above		

isiZulu version…

6

Zonke izimpendulo zakho zizogcineka ziyimfihlo.
Uyacelwa ukuba ukhombise ngophawu X kokuqondene nawe.

1. Iminyaka?

1.1. _____ Ingaphansi kwama-25 eminyaka
1.2. _____ Kusukela kuma-25 kuya kuma -35 eminyaka
1.3. _____ Kusukela kuma-36 kuya kuma- 45 eminyaka
1.4. _____ Ngaphezu kwama-45 eminyaka

2. Ubulili?
2.1. _____ Owesilisa
2.2. _____ Owesifazane

3. Imfundo ephakeme onayo?

3.1. _____ Umatikuletsheni
3.2. _____ I-Diploma
3.3. _____ I-Degree
3.4. _____ I-Postgraduate Diploma
3.5. _____ 1-Honours
3.6. _____ I-Masters
3.7. _____ Iziqu zobudokotela noma okulingana nazo.
3.8. _____ Okunye (uyacelwa ukuba ucacise)

4. Umkhakha Okuwona?
4.1. _____ Owezemfundo
4.2. _____ Ezobunj iniyela
4.3. _____ Ezesayensi Yezempilo
4.4. _____ Ezobuntu, Ukuthuthuka kanye Nesayensi yobuntu

4.5. _____ Ezomthetho Ezobuholi
4.6. _____ Isayensi nezolimo
4.7. _____ Omunye (Uyacelwa ukuba ucacise)

5. Isikhundla okuso eNyuvesi yaKwaZulu- Natal?

5.1. _____ Kwabaphathelene nezokufunda

5.2. _____ Kwabangaphathelene nezokufunda

5.3. _____ Abaphethe

5.4. _____ Konobhala

5.5. _____ Ilunga lenyunyana, inhiangano, njalo njalo

5.6. _____ Akukho kokungenhia

5.7. _____ Okunye (Uyacelwa ukuba ucacise)

6. Iminyaka ungumsebenzi yaseNyuvesi yaKwaZulu-Natal?

6.1. _____ Ngaphansi *kweyi-5*

6.2. _____ Kusuka kweyi-5 kuya kweyi-9

6.3. _____ Kusuka kweyi-1O kuya kweyi-14

6.4. _____ Kusuka kweyi- 15 kuya kweyi 19

6.5. _____ Kusuka kwengama-20 kuya kwengama-25

6.6. _____ engama-25 nangaphezulu

7. lyiphi ikhampasi osebenzela kuyo?

7.1. _____ E-Edgewood

7.2. _____ E-Howard College

7.3. _____ E-Nelson R. Mandela School of Medicine

7.4. _____ E-Westville

7.5. _____ Usebenzela kwamaninigi.

7.6. _____ Okunye (uyacelwa ukuba ucacise)

8. Isifundazwe sasekhaya?

8.1. _____ Empumalanga Kapa

8.2. _____ E-Free State

8.3. _____ E-Gauteng

8.4. _____ E-KwaZulu-Natal

8.5. _____ E-Limpopo

8.6. _____ Empumalanga

8.7. _____ E-North West

8.8. _____ E-Nyakatho Kapa

8.9. _____ E-Ntsonalanga Kapa

8.10 _____ Enye (uyacelwa ukuba ucacise)

9. Ulimi lwebele/ lwasekhaya?

9.1. _____ isiNgisi

9.2. _____ isiBhunu

9.3. _____ isiXhosa

9.4. _____ isiNdebele

9.5. _____ Sepedi

9.6. _____ Setswana

9.7. _____ isoSwati

9.8. _____ Tsbivenda

9.9. _____ Xitsonga

9.10._____ Olunye (uyacelwa ukuba ucacise)

10. Ezinye izilimiozikhulumayo?

10.1. _____ isiNgisi

10.2. _____ isiBhunu

10.3. _____ isiXhosa

10.4. _____ isiNdebele

10.5. _____ Sepedi

10.6. _____ Sesotho

10.7. _____ Setswana

10.8. _____ IsiSwati

10.9. _____ Tshivenda

10.10 _____ Xitsonga

10.11 _____ Olunye (uyacelwa ukuba ucacise)

11. Ingabe wasifunda isiZulu esikolem?

11.1. _____ Yebo

11.2. _____ Cha

12. Ingabe wasi!uyasifunda isiZulu eNyuvesi?

12.1. _____ Yebo

12.2. _____ Cha

13. Ingabe wasi/uyasifunda isiZulu kwezinye izikhungo?

13.1. _____ Cha

13.2. _____ Yebo (uyacelwa ukuba ucacise)

14. Usazi/ wasazi isiZulu kakhululu ngoku:

14.1. _____ thatha izifundo zansuku zonke

14.2. _____ thatha izifundo zesikhathi esikhethiwe

14.3. _____ ngokuzifundela

14.4. _____ awukaze usifunde

15. Uzazi kangakanani lezizilimi uma UZIKHULUMA?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle kakhulu
15.1. isiNgisi					
15.2. isiZulu					
15.3. Olunye (uyacelwa ukuba ucacise)					

16. Ukwazi kangakanani UKUFUNDA ngalezi zilimi?

	A. Awusazi Nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
16.1.isiNgisi					
16.2. isiZulu					
16.3. Olunye (uyacelwa ukuba ucacise)					

17. Ukwazi kangakanani UKUBHALA ngalezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
17.1. isiNgisi					
17.2. isiZulu					
17.3. Olunye (uyacelwa ukuba ucacise)					

18.UZIQONDA kangakanani lezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
18.1. isiNgisi					
18.2. isiZulu					
18.3. Olunye (Uyacelwa ukuba ucacise)					

19. Uma sewake / noma ufunda isiZulu, yiziphi izizathu ezakwenza / ezenza wenze lokhu?

19.1. _____ Kuyadingeka njengengxenye yezifundo zakho
19.2. _____ Ukuthokozela ukufunda izilimi ezintsha
19.3. _____ Isidingo sokulazi KwaZulu-Natal
19.4. _____ IsiZulu siyisidingo emsebenzini wami
19.5. _____ IsiZulu siyisidingo kwengifisa ukukwenza
19.6. _____ Singenza ngikwazi ukwenza abangani abasha
19.7. _____ IsiZulu siyadingeka empilwen yansuku zonke
19.8. _____ ukuze ngazi kabanzi ngosikompilo IwamaZulu
19.9. _____ Angisifundil Angikaze ngisifunde
19.10 _____ Esinye sizathu (uyacelwa ukuba ucacise)

20. Uma ungakaze futhi ungasifundi isiZulu, kwakuyiziphi/ iziphi izizathu zokungakwenzi lokho?

20.1. _____ Asisiyo ingxenye yokudingwa izifundo zami
20.2. _____ Ngiyakuzonda ukufunda isiZulu
20.3. _____ Anginaso isikhathi sokufunda isiZulu
20.4. _____ Ngicabanga ukuthi kubukhuni ukufunda isiZulu
20.5. _____ Angicabangi ukuthi kunesidingo sokufunda isiZulu
20.6. _____ Anginayo imali yokufunda isiZulu
20.7. _____ Ngiyasifunda njengamanje
20.8. _____ Esinye isizathu (uyacelwa ukuba ucacise)

21. Kukangaki lapho usebenzisa isiZulu njengolimi lokuxhumana ekhampasini?

	A. Angikaze	B. Kuthukela	C. Ngezinye izikhathi	D. Kujwayele	E. Njalo
21.1. Lapho kufundwa					
21.2. Kuma-tutorials					
21.3. Kuma-practicals					
21.4. Kumasemina nezinkomfa					
21.5. Emsebenzini wamagogo					
21.6. Ernsebenzini obhalwayo					
21.7. Emaphepheni okuhlolwa noma					
21.8. Ezivivinyo					
21.9. Kwizinsizakufunda					
21.10.Lapho kubonanwa nabasebenzi/					
21.11.Abafundi					
21.12.Ukuxhumana nontanga					
21.13. konobhala					
21.14. Kwezezimali					
21.15. Izinhiolovo nemihiangano					
21.16. Emohianganweni yesenkolo,					
21.17. ezamasiko,neyezokungcebeleka					
21.18. Okunye (uyacelwa ukuba ucacise)					

11

22. Iluphi ulumi olusebenzisa kakhulu ezimweni ezilandelayo ngaphandle kwekhampasi:

	A. isiNgisi	B. isiZulu	C. Kokubili , isiNgisi nesiZulu	D. Olunye (uyacelwa ukuba ucacise)
22.1. Ukuxoxa nomndeni				
22.2. Ukuxoxa nabangani				
22.3. Ukuxoxa nomakhelwane				
22.4. Kwezamabhizinisi				
22.5. Ezintweni ezihloniphekile				
22.6. Izinhlelo zikamabonakude				
22.7. Ukulalela umsakazo				
22.8. Ukufunda iphephendaba				

24. Ingabe uyavumelana yini nalokhu okulandelayo:

	A. Yebo	B. Cha
24.1. Bonke abaseNingizimu Afrika mabazi isiNgisi nesiBhunu kuphela.		
24.2. Bonke abaseNingizimu Afrika mabazi Izilimi zaseAfrika kuphela		
24.3. Bonke abaseNingizimu Afrika mabazi okungenani ulimi olulodwa Iomdabu lase Afrika		
24.4. Zonke izilimi zaseNingizimu Afrika ezisemthethweni kumele zithole ukuhionipheka okulinganayo.		

12

25. Kukangaki lapho owathintwa khona ngendlelangenqubomgomo yolimi eNyuvesi?

25.1. _____ Angikaze
25.2. _____ Kuthukela
25.3. _____ Ngezinye izikhathi
25.4. _____ Izikhathi eziningi
25.5. _____ Njalo

26. Kukangaki lapho waziswa khona ngendlela ngezindaba esiphatehiene nenqubomgomo yolimi eNyuvesi?

26.1. _____ Akukaze
26.2. _____ Kuthukela
26.3. _____ Ngezinye izikhathi
26.4. _____ Izikhathi eziningi
26.5. _____ Njalo

27. Uyingxenye kangakanani ekwakhiweni kwezinqumo zenqubomgomo yolimi yeNyuvesi.

27.1. _____ Angikaze ngibe yingxenye
27.2. _____ Ngiyingxenye nje
27.3. _____ Ngiyingxenye
27.4. _____ Ngiyingxenye kakhulu

28. Ingabe ucabanga ukuthi lezi zinhiaka zeNyuvesi ukuba zibe yingxenye yokuthathwa kwezinqumo ngenqubomgomo yolimi eNyuvesi?

	A. Yebo	B. Cha
28.1. Abafundi		
28.2. Abazali babafundi		
28.3. Abafundisi		
28.4. Abasebenzi abangafundisi		
28.5. Abasebenzi abangabaphathi		
28.6. Onobhala		
28.7. Izinyunyana zeNyuvesi nezinhlangano		
28.8. Akukho kokungenhla		
28.9. Okunye (uyacelwa ukuba ucacise)		

APPENDIX D

STUDENT QUESTIONNAIRE (ENGLISH AND ISIZULU)
All replies will remain absolutely confidential.
Please mark an X in the appropriate space.

1. Age?
1.1_____ Less than 25
1.2_____ 25-35
1.3_____ 36-45
1.4_____ more than 45

2. Sex?
2.1_____ Male
2.2_____ Female

3. Highest Qualification?
3.1_____ Matric/Senior Certificate
3.2_____ Undergraduate Diploma
3.3_____ Degree
3.4_____ Postgraduate Diploma
3.5_____ Honours
3.6_____ Masters
3.7_____ PhD or equivalent

4. Faculty registered at?
4.1_____ Education
4.2_____ Engineering
4.3_____ Health Sciences
4.4_____ Humanities, Development and Social
       Sciences
4.5_____ Law
4.6_____ Management Studies
4.7_____ Science and Agriculture

5. Lectures held at?
5.1_____ Edgewood campus
5.2_____ Howard College campus
5.3_____ Nelson R Mandela School of Medicine
5.4_____ Pietermaritzburg campus
5.5_____ Westville campus
5.6_____ Correspondence/ distance education

6. Year of study?
6.1_____ 1st
6.2_____ 2nd
6.3_____ 3rd
6.4_____ 4th
6.5_____ 5th
6.6_____ 6th or more

7. Home Province?
7.1_____ Eastern Cape
7.2_____ Free-State
7.3_____ Gauteng
7.4_____ KwaZulu-Natal
7.5_____ Limpopo
7.6_____ Mpumalanga
7.7_____ North-West
7.8_____ Northern Cape
7.9_____ Western Cape
7.10 Other (Please specify)
_____

8. First/Home language?
8.1._____ English
8.2_____ Afrikaans
8.3_____ isiZulu
8.4_____ isiXhosa
8.5_____ isiNdebele
8.6_____ Sepedi
8.7_____ Sesotho
8.8_____ Setswana
8.9_____ siSwati
8.10_____ Tshivenda
8.11_____ Xitsonga
8.12.Other(Please specify)
_____

1

9. Other languages spoken?
9.1__ English
9.2__ Afrikaans
9.3__ isiZulu
9.4__ isiXhosa
9.5__ isiNdebele
9.6__ Sepedi
9.7__ Sesotho
9.8__ Setswana
9.9__ siSwati
9.10_ Tshivenda
9.11_ Xitsonga
9.12_ Other (Please specify)
_____

10. Did you study isiZulu at school?
10.1_ Yes
10.2_ No

11 Did/do you study isiZulu at university?
11.1_ Yes
11.2_ No

12. Did/do you study isiZulu at other institutions?
12.1_ No
12.2_ Yes (Please specify)
_____

13. Did/do you study isiZulu mostly by:
13.1_ Taking full-time classes
13.2_ Taking part-time classe
13.3_ Self-study
13.4_ Never studied it

14. Rate your SPEAKING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
14.1. English					
14.2. isiZulu					
14.3. Other (Please specify) _____					

15. Rate your READING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
15.1 English					
15.2. isiZulu					
15.3. Other (Please specify) _____					

16. Rate your WRITING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
16.1. English					
16.2. isiZulu					
16.3. Other (Please specify) _____					

17. Rate your UNDERSTANDING of:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
17.1. English					
17.2. isiZulu					
17.3. Other (Please specify) _____					

18. If you studied/are studying isiZulu, what were/are your main reasons for doing so?

18.1. _____ Course/school requirement.

18.2. _____ Enjoyment of learning new languages.

18.3. _____ Necessity of knowing it in KZN.

18.3. _____ Parents want me to learn isiZulu.

18.4. _____ IsiZulu necessary for my job.

18.5. _____ IsiZulu necessary for my future career.

18.6. _____ Enable me to make new friends.

18.7. _____ isiZulu needed for day-to-day life.

18.8. _____ To learn more about the Zulu culture.

18.9. _____ Not studying it/ never studied it

18.10. _____ Other reason/s.

(Please specify) _____

19. If you DID NOT study/are not studying isiZulu what were/are your main reasons for NOT doing so?

19.1. _____ Not part of my school/course requirement.

19.2. _____ I resent having to learn isiZulu.

19.3. _____ I do not have the time to learn isiZulu.

19.4. _____ I think isiZulu is difficult to study.

19.5. _____ I do not think it is necessary to know isiZulu.

19.6. _____ My parents do not want me to learn isiZulu.

19.7. _____ I do not have the funds to study isiZulu.
19.8. _____ I am studying it presently.
19.9. _____ Other reason/s (Please specify) _____

20. How often do you use isiZulu as a medium on campus for …

	A. Never	B. Rarely	C. Sometimes	D. Often	E. Always
20.1. Lectures?					
20.2. Tutorials?					
20.3. Practicals?					
20.4. Seminars/Conferences?					
20.5. Group work?					
20.6. Written work?					
20.7. Tests and exam papers?					
20.8. Learning materials?					
20.9. Consultations with staff/students?					
20.10. Consultation/interaction with peers?					
20.11. Administrative procedures?					
20.12. Financial matters?					
20.13. Housing/residential matters?					
20.14. Interviews/meetings?					
20.15. Social/religious/cultural/formal events?					
20.16. Other reason/s? (Please specify). _____					

21. If you had a choice, which language/s would you prefer as a medium for:

	A. English	B. isiZulu	C. Both English & isiZulu	D. Other (Please specify)
21.1. Lectures?				
21.2. Tutorials?				
21.3. Practicals?				
21.4. Seminars/conferences?				
21.5. Groupwork?				
21.6. Written work?				
21.7. Tests and examination papers?				
21.8. Learning materials				
21.9. Consultations with staff/students?				
21.10. Consultation/interaction with peers?				
21.11. Administrative purposes?				
21.12. Financial matters?				
21.13. Housing/residentaial matters?				
21.14. Interviews/meetings?				
21.15. Social/religious/cultural/formal events?				
21.16. Other reason/s (please specify)				

22. Which language do you use most often for the following situations outside campus for:

	English	IsiZulu	Both English and isiZulu	Other (Please specify)
22.1. Interaction with family?				
22.2. Interaction with friends?				
22.3. Interaction with neighbours?				
22.4. Business transactions?				
22.5. Official transactions?				
22.6. Interaction at the workplace?				
22. 7. Watching TV programmes?				
22.8. Listening to the radio?				
22.9. Reading the newspaper?				

23. How familiar are you with present language policies in Higher Education?

23.1. _____ Not familiar
23.2. _____ Somewhat familiar
23.3. _____ Sufficiently familiar
23.4. _____ Very familiar

24. Do you agree with the following statements?

	A. Yes	B. No
24.1. All South Africans must know English only.		
24.2. All South Africans must know African languages only.		
24.3. All South Africans must know at least one indigenous African language.		
24.4. All official languages of South Africa carry equal status.		

25. How often are you officially CONSULTED about language policy issues at the University?

25.1. _____ Never
25.2. _____ Rarely
25.3. _____ Sometimes
25.4. _____ Often
25.5. _____ Always

26. How often are you officially INFORMED about language policy issues at the University?

26.1. _____ Never

26.2. _____ Rarely

26.3. _____ Sometimes

26.4. _____ Often

26.5. _____ Always

27. How INVOLVED are you in language policy decision-making at the University?

27.1. _____ Never

27.2. _____ Rarely

27.3. _____ Sometimes

27.4. _____ Often

27.5. _____ Always

28. Do you think it is necessary for the following university affiliates to be involved in language policy decision-making at the University?

	A. Yes	B. No
28.1. Students		
28.2. Parents of students		
28.3. Academic staff		
28.4. Support staff		
28.5. Executive staff		
28.6. Administrative		
28.7. Unions, organisations, etc.		
28.8. None of the above		
28.9. Other (Please specify) _____		

isiZulu version…

6

Zonke izimpendulo zakho zizogcineka ziyimfihlo.
Uyacelwa ukuba ukhombise ngophawu X kokuqondene nawe.

1.   Iminyaka?

1.1. _____ Ingaphansi kwama-25 eminyaka

1.2. _____ Kusukela kuma-25 kuya kuma -35 eminyaka

1.3. _____ Kusukela kuma-36 kuya kuma- 45 eminyaka

1.4. _____ Ngaphezu kwama-45 eminyaka

2. Ubulili?

2.1. _____ Owesilisa

2.2. _____ Owesifazane

3. Imfundo ephakeme onayo?

3.1. _____ Umatikuletsheni

3.2. _____ I-Diploma

3.3. _____ I-Degree

3.4. _____ I-Postgraduate Diploma

3.5. _____ 1-Honours

3.6. _____ I-Masters

3.7. _____ Iziqu zobudokotela noma okulingana nazo.

3.8. _____ Okunye (uyacelwa ukuba ucacise)

4. Umkhakha obhalisele kuwo?

4.1. _____ Owezemfundo

4.2. _____ Ezobunj iniyela

4.3. _____ Ezesayensi Yezempilo

4.4. _____ Ezobuntu, Ukuthuthuka kanye Nesayensi yobuntu

4.5. _____ Ezomthetho Ezobuholi

4.6. _____ Isayensi nezolimo

4.7. _____ Omunye (Uyacelwa ukuba ucacise)

5. Isifundo zibanjelwa e?

5.1. _____ E-Edgewood

5.2. _____ E-Howard College

5.3. _____ E-Nelson R. Mandela School of Medicine

5.4. _____ E-Westville

5.5. _____ Usebenzela kwamaninigi.

5.6. _____ Ufunda ngeposi

6. Unyaka wemfundo?

6.1. _____ 1- owokuqala
6.2. _____ 2 - owesibili
6.3. _____ 3 - owesithathu
6.4. _____ 4 – owesine
6.5. _____ 5 - owesihlanu
6.6. _____ 6 or more - owesithupha/nagaphezulu _

7. Isifundazwe sasekhaya?

7.1. _____ Empumalanga Kapa
7.2. _____ E-Free State
7.3. _____ E-Gauteng
7.4. _____ E-KwaZulu-Natal
7.5. _____ E-Limpopo
7.6. _____ Empumalanga
7.7. _____ E-North West
7.8. _____ E-Nyakatho Kapa
7.9. _____ E-Ntsonalanga Kapa
7.10. _____ Enye (uyacelwa ukuba ucacise)

8. Ulimi lwebele/ lwasekhaya?

8.1. _____ isiNgisi
8.2. _____ isiBhunu
8.3. _____ isiXhosa
8.4. _____ isiNdebele
8.5. _____ Sepedi
8.6. _____ Sesotho

8.7. _____ Setswana
8.8. _____ isiSwati
8.9. _____ Tshivenda

8.10. _____ Xitsonga
8.11. _____ Olunye (uyacelwa ukuba ucacise)

9. Ezinye izilimiozikhulumayo?

9.1. _____ isiNgisi
9.2. _____ isiBhunu
9.3. _____ isiXhosa
9.4. _____ isiNdebele
9.5. _____ Sepedi
9.6. _____ Sesotho
9.7. _____ Setswana
9.8. _____ IsiSwati
9.9. _____ Tshivenda
9.10. _____ Xitsonga
9.11. _____ Olunye (uyacelwa ukuba ucacise)

10. Ingabe wasifunda isiZulu esikolem?
10.1. _____ Yebo
10.2. _____ Cha

11. Ingabe wasi!uyasifunda isiZulu eNyuvesi?
11.1. _____ Yebo
11.2. _____ Cha

12. Ingabe wasi/uyasifunda isiZulu kwezinye izikhungo?
12.1. _____ Cha
12.2. _____ Yebo (uyacelwa ukuba ucacise)

13. Usazi/ wasazi isiZulu kakhululu ngoku:
13.1. _____ thatha izifundo zansuku zonke
13.2. _____ thatha izifundo zesikhathi esikhethiwe
13.3. _____ ngokuzifundela
13.4. _____ awukaze usifunde

14. Uzazi kangakanani lezizilimi uma UZIKHULUMA?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle kakhulu
14.1.isiNgisi					
14.2. isiZulu					
14.3. Olunye (uyacelwa ukuba ucacise)					

15. Ukwazi kangakanani UKUFUNDA ngalezi zilimi?

	A. Awusazi Nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
15.1.isiNgisi					
15.2. isiZulu					
15.3. Olunye (uyacelwa ukuba ucacise)					

16. Ukwazi kangakanani UKUBHALA ngalezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
16.1isiNgisi					
16.2. isiZulu					
16.3. Olunye (uyacelwa ukuba ucacise)					

17. UZIQONDA kangakanani lezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
17.1.isiNgisi					
17.2. isiZulu					
17.3. Olunye (Uyacelwa ukuba ucacise)					

18. Uma sewake / noma ufunda isiZulu, yiziphi izizathu ezakwenza / ezenza wenze lokhu?

18.1. _____ Kuyadingeka njengengxenye yezifundo zakho
18.2. _____ Ukuthokozela ukufunda izilimi ezintsha
18.3. _____ Isidingo sokulazi KwaZulu-Natal
18.4. _____ IsiZulu siyisidingo emsebenzini wami
18.5. _____ IsiZulu siyisidingo kwengifisa ukukwenza
18.6. _____ Singenza ngikwazi ukwenza abangani abasha
18.7. _____ IsiZulu siyadingeka empilwen yansuku zonke
18.8. _____ ukuze ngazi kabanzi ngosikompilo IwamaZulu
18.9. _____ Angisifundil Angikaze ngisifunde
18.10. _____ Esinye sizathu (uyacelwa ukuba ucacise)

19. Uma ungakaze futhi ungasifundi isiZulu, kwakuyiziphi/ iziphi izizathu zokungakwenzi lokho?

19.1. _____ Asisiyo ingxenye yokudingwa izifundo zami
19.2. _____ Ngiyakuzonda ukufunda isiZulu
19.3. _____ Anginaso isikhathi sokufunda isiZulu
19.4. _____ Ngicabanga ukuthi kubukhuni ukufunda isiZulu
19.5. _____ Angicabangi ukuthi kunesidingo sokufunda isiZulu
19.6. _____ Anginayo imali yokufunda isiZulu
19.7. _____ Ngiyasifunda njengamanje
19.8. _____ Esinye isizathu (uyacelwa ukuba ucacise)

20...

20. Kukangaki lapho usebenzisa isiZulu njengolimi lokuxhumana ekhampasini?

	A. Angikaze	B. Kuthukela	C. Ngezinye izikhathi	D. Kujwayele	E. Njalo
20.1. Lapho kufundwa					
20.2. Kuma-tutorials					
20.3. Kuma-practicals					
20.4. Kumasemina nezinkomfa					
20.5. Emsebenzini wamagogo					
20.6. Ernsebenzini obhalwayo					
20.7. Emaphepheni okuhlolwa noma					
20.8. Ezivivinyo					
20.9. Kwizinsizakufunda					
20.10. Lapho kubonanwa nabasebenzi/					
20.11. Abafundi					
20.12. Ukuxhumana nontanga					
20.13. konobhala					
20.14. Kwezezimali					
20.16. Emohianganweni yesenkolo,					
20.17. yezamasiko, neyezokungcebeleka.					
20.18. Okunye (uyacelwa ukuba ucacise)					

21. ukuba ubunokuzikhethela, iluphi ulimi obungalukhetha ni engelokuxhumana.

	A. isiNgis i	B. isiZulu	C. Kokubili Ngisi nesiZulu	D. Ezinye (uyacelwa ukuba ucacise)
21.1. Ekufundeni				
21.2. Kuma-tutorials				
21.3. Kuma-practicals				
21.4. Kumasemina nezinkomfa njalo njalo				
21.5. Emsebenzini wamaqoqo				
21.6. Emsebenzini obhaliwe				
21.7. Kwizinsizakufunda				
21.8. Apho kubonanwa nabasebenzi nabafundi				
21.9. Lapho kuxhunyanwa nontanga				
21.10. Kwezonobhala				
21.11. Kwezezimali				
21.12. Kwizinhlovo nemihlangano				
21.13. Emibuthanweni yezenkolo, ezokungcebeleka neyamasiko.				
21.14. Eminye(uyacelwa ukuba ucacise)				

11

22. ukuba ubunokuzikhethela, iluphi ulimi obungalukhetha ni engelokuxhumana.

	A. isiNgisi	B. isiZulu	C. Kokubili isiNgisi nesiZulu	D. Ezinye (uyacelwa ukuba ucacise)
22.1. Ekufundeni				
22.2. Kuma-tutorials				
22.3. Kuma-practicals_				
22.4. Kumasemina nezinkomfa njalo njalo				
22.5. Emsebenzini wamaqoqo				
22.6. Emsebenzini obhaliwe				
22.7. Kwizinsizakufunda				
22.8. Apho kubonanwa nabasebenzi nabafundi				
22.9. Lapho kuxhunyanwa nontanga				
22.10. Kwezonobhala				
22.11. Kwezezimali				
22.12. Kwizinhlovo nemihlangano				
22.13. Emibuthanweni yezenkolo, ezokungcebeleka neyamasiko.				
22.14. Eminye(uyacelwa ukuba ucacise)				

23. ...

23. Iluphi ulumi olusebenzisa kakhulu ezimweni ezilandelayo ngaphandle kwekhampasi:				
	A.isiNgisi	B.isiZulu	C.Kokubili , isiNgisi nesiZulu	D.Olunye (uyacelwa ukuba ucacise)
23.1. Ukuxoxa nomndeni				
23.2. Ukuxoxa nabangani				
23.3. Ukuxoxa nomakhelwane				
23.4. Kwezamabhizinisi				
23.5. Ezintweni ezihloniphekile				
23.6. Izinhlelo zikamabonakude		I		
23.7. Ukulalela umsakazo				
23.8. Ukufunda iphephendaba				

12

24. Wazi kangakanani ngenqubomgomo yolimi emfundweni ephakeme.

24.1. _____lutho
24.2._____kancane
24.3. _____ngokwenelisayo
24.4. _____kakhulu

25. Ingabe uyavumelana yini nalokhu okulandelayo:		
	A. Yebo	B. Cha
25.1. Bonke abaseNingizimu Afrika mabazi isiNgisi nesiBhunu kuphela.		
25.2. Bonke abaseNingizimu Afrika mabazi Izilimi zaseAfrika kuphela		
25.3. Bonke abaseNingizimu Afrika mabazi okungenani ulimi olulodwa Iomdabu lase Afrika		
25.4. Zonke izilimi zaseNingizimu Afrika ezisemthethweni kumele zithole ukuhionipheka okulinganayo.		

26. kukangaki lapho owathintwa khona ngendlelangenqubomgomo yolimi eNyuvesi?
26.1. _____Angikaze
26.2. _____Kuthukela
26.3. _____Ngezinye izikhathi
26.4. _____Izikhathi eziningi
26.5. _____Njalo

27. kukangaki lapho waziswa khona ngendlela ngezindaba esiphatehiene nenqubomgomo yolimi eNyuvesi?
27.1. _____Akukaze
27.2. _____Kuthukela
27.3. _____Ngezinye izikhathi
27.4. _____lzikhathi eziningi
27.5. _____Njalo

28. Uyingxenye kangakanani ekwakhiweni kwezinqumo zenqubomgomo yolimi yeNyuvesi.
28.1. _____Angikaze ngibe yingxenye
28.2. _____Ngiyingxenye nje
28.3. _____Ngiyingxenye
28.4. _____Ngiyingxenye kakhulu

29. Ingabe ucabanga ukuthi lezi zinhiaka zeNyuvesi ukuba zibe yingxenye yokuthathwa kwezinqumo ngenqubomgomo yolimi eNyuvesi?

	A. Yebo	B. Cha
29.1. Abafundi		
29.2. Abazali babafundi		
29.3. Abafundisi		
29.4. Abasebenzi abangafundisi		
29.5. Abasebenzi abangabaphathi		
29.6. Onobhala		
29.7. Izinyunyana zeNyuvesi nezinhlangano		
29.8. Akukho kokungenhla		
29.9. Okunye (uyacelwa ukuba ucacise)		