

ATTITUDES OF ZULU MATRICULANTS IN THE UMLAZI
TOWNSHIP TOWARDS ISIZULU AS A SCHOOL SUBJECT

By

Thembile Paschalia Nzuzo

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Promoter: Prof. R M Klopper

Department of Communication Science

University of Zululand (Durban Campus)

External Examiner

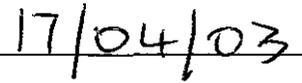
Dr S. P. Zulu (Durban Institute of Technology)

Declaration

I, the undersigned, declare that the contents in this thesis
constitute my own original work, which has not
previously been presented to another institution,
either in part or whole for the purposes of
obtaining a degree.

A handwritten signature in black ink, appearing to be 'S. S. S.', written over a horizontal line.

SIGNATURE

A handwritten date '17/04/03' in black ink, written over a horizontal line.

DATE

Abstract

ATTITUDES OF ZULU SPEAKING MATRICULANTS IN THE
UMLAZI TOWNSHIP TOWARDS ISIZULU AS A SCHOOL
SUBJECT

By

Thembile Paschalia Nzuzo

In this thesis I am going to look at attitude study theory and then will define the terms which will be presented, in my literature chapter to help with reading and understanding of my thesis. The literature, which informs this study, is on attitudinal study as presented by scholars of this field. From this I will use the methods suggested to study attitudes of the uMlazi matriculants towards isiZulu as a school subject. My focus is on isiZulu language, which is one of the official languages; this will then bring in the issues of language policy in Black South African schools. IsiZulu will then be compared with the dominant language, which is spoken by the participants of the research, and all the official languages will be investigated if they are being used. The language policy will be investigated from the colonial era up to post democratic South Africa to establish if it has changed or not. Then the new language policy is to be investigated if it is implemented or not, if not suggest how the languages could be uplifted to

promote multilingualism which is the requirement of the Language policy act of 1996.

Writing conventions

I wish to draw the attention of the reader to the following conventions that I am following in this study:

1 I am using the abbreviated Harvard style of referencing, for example:

Adendorff 1996---388-406 means Adendorff 1996 pages 388 to 406.

2. Graphs and tables are given as figure 1-14 and they follow chronological order.

3. My questionnaire is attached under Addendum A. All SPSS data are attached under addendum B.

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Chapter 1

ORIENTATION

Introduction

In this chapter I am going to give the general overview of my thesis to assist the reader when reading. This is therefore the road map for my thesis.

Overview of chapters

In chapter two of this thesis I will introduce my aims of conducting the study and I will also state the critical questions, which are going to be addressed by the study. After that I will then state the procedure, which I am going to follow in collecting data and analysing it.

Chapter three will be where I will introduce the terms, which are going to be dealt with in the literature survey. The terms will be defined briefly because in the following chapter they will be addressed in context

In chapter four the literature, which informs my study, will be addressed in details. I will try to relate the literature to the topic of the research in attempt to address the aims of the study.

In chapter five I present my methods of data collection and data in the form of tables as graphs as drawn from the questionnaires.

Chapter six will present my questionnaire which I used to collect data and I will show the break down of questions and analysis.

In chapter seven I present my conclusion and recommendations.

My questionnaire and the SPSS data appear in my addenda.

STATEMENT OF PROBLEM & RESEARCH PROCEDURE

INTRODUCTION

In the proposed thesis I will report the results of an attitude survey of matric learners in the urban area of uMlazi district regarding the prospects of using IsiZulu as language of everyday, formal and scientific communication. My study is closely coordinated with another study of another student, undertaken in the semi rural area of Scottsburgh and Sayidi districts. These studies are being twinned in order to obtain a basis for comparing the attitudes of rural and semi-rural students towards IsiZulu with those living in an urban area.

While the literature surveys of the two studies will be conducted independently, the same fieldwork procedures will be followed and the same questionnaire will be used in order to ensure that the survey results can be directly compared.

The following critical questions will be answered by means of empirical research:

- How well do IsiZulu matriculants report their ability to speak, read and write IsiZulu in relation to the other 10 official languages of South Africa?

- What is the home language of the respondents?
- What language does each respondent use by preference for every-day communication with their friends?
- What language does each respondent use most when communicating with her/ his teachers?
- Should IsiZulu be a compulsory or an optional subject in upper high school?
- In what contexts do the learners use IsiZulu outside of school?
- Does IsiZulu have the expressive capacity for communication about specific technical and scientific matters?

AIMS

- To document the respondents' attitudes towards using IsiZulu in relation to using the other 10 official languages of South Africa.
- To document the respondents' ability to communicate in IsiZulu in comparison with their ability to communicate in the other 10 official languages of South Africa.
- To document the respondents' attitudes towards IsiZulu as a language of everyday, technical and scientific communication.
- To document the social and cultural contexts in which respondents use IsiZulu.

RESEARCH METHODOLOGY

The research for this thesis will be based on literature surveys and attitude surveys regarding the extent to which IsiZulu Matriculants use IsiZulu in

various social settings outside of the classroom, and their attitudes towards IsiZulu about the matters that I have set out in the previous section.

The empirical research will be conducted by means of a questionnaire that has already been approved by the KZN Department of Education at the stage when they granted me permission to use grade 12 learners from five different schools in Umlazi Durban South district on an anonymous, voluntary basis for my research. About 300 matriculants will be surveyed to obtain a representative sample as set out by Leedy (1997). The responses on completed questionnaires will be encoded in SPSS version 11 for quantification, validity testing and analysis.

VALUE OF RESEARCH

The results of my study, when coordinated with that of the other student's will present a clear picture of the attitudes that IsiZulu Matriculants have towards the language, their perceptions of the utility of IsiZulu as language of everyday, technical and scientific communication, and their views on the future prospects of IsiZulu.

I plan to deal with problems 1, 2 and 3 in my master's thesis and hope to deal with the rest of them subsequently.

CONCLUSION

In this chapter I have stated the problems I am going to address with this study and I have laid out the aims, which I hope to achieve at the end. I indicated that as this is an empirical research I will collect data in schools by

means of questionnaire, which will be later, encoded in the SPSS 11 to interpret data collected.

KEY CONCEPTS

INTRODUCTION

In this chapter I will define key concepts relating to my study on attitudes.

The purpose is to put my audience into picture of my research by first explaining the key terms briefly and I intend to get into details of these terms in the following chapter by a way of showing how they link with my study.

ATTITUDES

Fish ban 1967 defines attitude as a mental state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects & situation with which he is related.

Kerlinger 1986 defines attitude as an organised predisposition to think, feel and behave towards a referent or cognitive object. The behaviour could either be negative or positive.

LANGUAGE ATTITUDES

Fasold, R. (1984) claims that in the study of attitudes one has to be aware that attitudes can be defined on either of two theories i.e. mentalist view or behaviourist view. The mentalist view defines attitudes as an internal state aroused by stimulation of some type and which may mediate the organism's subsequent response. This definition views attitudes to have sub parts like,

cognitive (knowledge), affective (feeling), and conative (action) components (Agheyisi & Fishman 1970:139, Cooper & Fishman 1974:7). The behaviourist view defines attitudes as a single unit.

COMMUNICATION

Steinberg 1996 defines communication as a process or a system that involves an intermediate, interdependent group of elements working together as a whole to achieve something. He says the process of communication has eight elements which are: source/encoder, message, channel, decoder/receiver, feedback, barrier, context and system.

Communication is the process in which two or more elements of a system interact in order to achieve a desired goal or outcome (Barker & Grant). When communication occurs between a large number of people it takes some form of patterns and these patterns Dreyer 1991 calls them communication networks. Communication networks occur in both large and small groups. The participants of my research belong to these networks therefore I have included a question on what their language preference is in their networks.

COMMUNICATION NETWORKS

Communication networks are interconnected channels or lines of communication used to pass information from one person to the other. They occur in small groups. These networks are given the names according to the root the communication follows e.g. the chain network, in this

communication pattern, communication moves from one person to the other following a line.

INTERPERSONAL COMMUNICATION

Interpersonal communication is the communication between people in a relatively direct contact with one another, (Frost, Vos, & Dreyer 1991). During interpersonal communication, both participants exchange information and share responsibility, one speaks and the other one listens and responds.

FORMAL DISCOURSE AND FUNCTIONS OF LANGUAGE (SPEECH ACTS)

Key concepts in language & linguistics, Trask 1996 .The term discourse is defined as any connected piece of speech or writing. A single speaker/writer or more people engaging in a conversation may produce a discourse. This study seeks to establish what language the participants use in everyday discourse (informal discourse), classroom discourse (formal discourse). A function of a language means what we do with the language. In sociolinguistics functions of a language are referred to as speech acts. People perform different functions with language e.g. request, ask for permission, apologise, and accept apology, invite and many more. Cohen, A.1996 In McKay & Hornberger states that, successful production of speech act depends on sociocultural and sociolinguistic ability of participant in discourse.

Participants in this study have to indicate what language they use to perform different speech acts.

MASS COMMUNICATION

Mersham and Skinner 1999: 166 defines the term mass communication as form of communication whereby knowledge, thoughts and attitudes are presented to a fairly large heterogeneous audience in the print media or radio and television transmission. De Beer also agrees with this definition but he expands his definition by adding that the audience of this communication may choose to respond or not to this communication. The questionnaires asked the participants to say what language do they choose to engage with mass communication media e.g. radio television and newspapers.

CODE SWITCHING

Scottons 1992 defines code switching as the use of two or more linguistic varieties in the same conversation. He says speaker's choice of codes depends on their linguistic repertoires. This means speakers alternate the codes during their conversation, the alternation of code may be at morphic/lexical level or even at phrasal or clausal level. The code speakers choose usually is the one they feel more at ease with.

ADDITIVE BILINGUALISM

Luckett 1995 defines additive bilingualism as the gaining of competence in the first language and then when learning a second language, use the first

language knowledge to learn the second language. Research proves that learners perform well if they learn first language first to master concepts, which are then later transferred to second language learning. Additive bilingualism is the choice of as opposed to subtractive bilingualism.

MULTILINGUALISM

In Trask's linguistics dictionary (1996) the term "multilingualism" means the ability to speak more than two languages. The South African language policy recommends South Africans to be multilingual. This provision calls for South African schools to offer at least two languages preferably three and one of which must be a previously disadvantaged language including isiZulu language.

DIAGLOSSIA

Holmes 1992 description of diaglossia says that it is a situation where two or more varieties of the language are used in different contexts, it could either be different varieties of the same language or two distinct languages. Like the situation in South Africa where we have the non-native speakers of English speaking English in some contexts and then speak their own languages in some other contexts. There are many reasons why this happens and it is mostly because of the politics of the past, which have influenced most South Africans to speak English on top of their mother tongues. Holmes emphasis that the term diaglossia refers to communities and not people, he says communities become diaglosic and people become bilingual.

In my literature review I am going to explain the diatopic situation in uMlazi, which is my research site.

AFRICAN CULTURE

Zolani Ngwane in his series of books titled “ The heritage library of African people”, 1997 addresses four major categories, which embodies African culture. The categories are ceremonies, dress, Arts and culture & homesteads. Ngwane provides explicit examples of how in each of the mentioned categories culture is portrayed. Umlazi my research site is an urbanised area where you find only African people living African life, which is integrated with western lifestyles, thus those two cultures are prevalent. The African culture is said to have undergone metamorphosis. This is also essential for my study as it deals with languages of preference for urbanised African people.

CULTURE

The Oxford Advanced Dictionary of Current English defines culture as all the arts, beliefs social institutions or characteristics of a community. Through urbanisation (movement of people from rural areas to urban areas) the rural people have adopted some aspects of western culture, which exists in the urban world, this has resulted to some people especially Africans abandoning their culture in favour of the urban western culture.

Gobodo 1993 defines culture as the configuration of learned behaviour and results of this behaviour whose components and elements are shared and

transmitted by the members of a particular society. Culture is broadly *dynamic ever changing way of life transmitted from one generation to the other.*

CONCLUSION

In this chapter I defined all the key concepts, which will be presented in greater detail in my literature review in the following chapter.

LITERATURE SURVEY

INTRODUCTION

The literature, which informs this research on language attitudes, is now going to be covered in details using key concepts, which have been introduced in the previous chapter.

LANGUAGE ATTITUDES

Attitudes in general is a very complex issue, that is why Fasold 1984 points out that to study attitudes one has to be aware of the two contrasting views on attitude studies, the views are that of mentalist and behaviourist. Research has proven that people's attitudes towards languages influence them when it comes to their choices of language use in whatever domain they may find themselves in. It is therefore important that attitude studies be carried out so that when it comes to language planning issues attitudes of people concerned are taken into consideration so that language policies succeed. The focus of this study is going to be on language attitudes, which means it is limited to the study of language attitudes towards isiZulu language among the uMlazi matriculants. I am being specific here to clarify the point that the focus is on attitudes of the learners towards isiZulu and not towards the speakers of the languages. Mc Groarty cites Gardner &

Lambert 1972 who state that attitude has cognitive, affective & conotive component, and that attitude consists in broad term an underlying psychological predisposition to act or evaluate behaviour in a certain way. Attitudes therefore are linked to a person's value and beliefs and they promote or discourage the choices made in all realms of activity whether academic or informal. This survey is going to indicate what attitude the Umlazi matriculants have towards isiZulu, which is a school subject and their first language. Because attitudes of people towards languages connect with other social factors it is empirical that they are studied either in an indirect way or direct way (mc Groarty 1999) to give linguist and language planners an idea of what people think of the languages. Fasold 1984 suggests a number of approaches, which could be used in language attitudes study e.g. match guise technique, interviews, questionnaires etc. In my study I chose to use questionnaire method, which I will explain in details in the next chapter on methods.

The fact that the attitudes of a teacher influence the attitudes of a learner towards a language cannot be ignored. Learners in the classroom situation are expected to behave and act in a way their teacher wants, if a teacher encourages the learners to use one particular language children will usually develop a positive attitude towards that language so as to get along with the teacher. The case in uMlazi schools as they are all African schools, children are encouraged to use English in class instead of their mother tongue which

is isiZulu, this has resulted to these schools becoming diglossic as is Zulu together with English are used.

Children whose mother tongue is isiZulu are competent in the two languages isiZulu and English. This is the result of the past oppressive language policy which prescribed the use of English as a medium of instruction in all black schools. Beside, it is common that individual people's language repertoire include different varieties of the same language or varieties of different languages. Social factors in speech communities help individuals to choose one variety to use rather than the other, for an example when the family plans a family party, at home the variety which they would use would be that which is associated with home environment, the low (L) variety. This is because family is the low prestigious domain, it is unlike the situation when a teacher is solving a problem with his learners at school where he would opt for high (H) variety. Holmes states that the components of a domain are not always congruent; people may use any variety or code because it makes it easier for them to discuss a particular topic regardless of the domain. Zulu school children sometimes choose to use English with their peers even during their leisure time which under normal circumstances isiZulu, which is L variety, would be expected in such a domain. But because Zulu school children may feel comfortable with using both languages (isiZulu & English) they then can choose to use English instead of Zulu. Holmes calls this leaking into a wrong domain.

Another factor, which determines code choice is the social distance between speakers, e.g. both isiZulu speaking learner and a teacher tend to use English most of the time. There are many explanations, which may be given to that situation, one of which is that the school domain is a prestigious domain therefore prestigious domains call for H variety of the language. Another explanation may be that because they have been socialised to bilingualism they have no reason not to converse in English. One question in the questionnaire asks the respondents to indicate what language they use when speaking to their teachers, their responses to the question will indicate what their attitude are towards the two languages IsiZulu and English.

People generally have different attitudes towards the H and the L varieties. In most cases the H variety is what most people admire and respect whereas their attitudes towards the L variety are ambivalent. Politics have affected people's attitudes towards languages, because the colonial powers that colonised the African countries imposed their languages to the Africans at the same time marginalizing the indigenous languages. This resulted to the colonial languages being viewed with suspicion such that some politicians called for the use of indigenous languages instead of the colonial languages. This does not seem practical because the politicians themselves are not making it practical as they continue using English in almost all prestigious domains. The National Language Policy Act of 1996 calls for multilingualism among all South Africans. It is hoped this act will help enhance the status of indigenous languages thus addressing their

marginalisation. This might assist the isiZulu to function as an H variety just as English does; I personally see no reason why this should not happen. There has been an argument about the non-availability of scientific words in isiZulu and also that isiZulu is non-standardised but that has been addressed by the dictionary department at the university of Zululand by compiling new isiZulu words which have been coined to name those terms which did not exist in isiZulu language. The coining of words is made possibly through borrowing from other languages as it has been done before e.g. the Zulu word for window is 'iwindi' this comes from English word window and its synonym is 'ifastela' from Afrikaans word 'venster'. Another example is 'uMese' from Afrikaans "mes", 'ingilazi' from English word glass and many more. I therefore support the idea of coining words to help develop isiZulu vocabulary so that it can be uplifted to become an H variety as well. Coining of words means deriving words from other languages like the examples I alluded to before where the isiZulu did not have a Zulu word for glass and then adjusted the glass in English to suit Zulu by naming it "ingilazi"

Chick and Wade 1997 cited Schuring 1995 who in his survey discovered that in Kwa- Zulu Natal approximately 80% of population are isiZulu L1, only 16% are English L1 and less than 5% are speakers of other languages, but isiZulu has been an inferior language as compared to English, making it L variety and English H variety. This means English has been dominant over isiZulu, and the situation has been diglossic. English has and is still used in educational and economic spheres "It is amazing to see English stabilising

instead of being eroded”,(Chick and Wade 1997) as it is a colonial language, which discriminated speakers of indigenous languages from speakers of prestigious language. The questionnaires of this survey asked the participants to indicate what their language preference is between isiZulu and English during their leisure time.

In the classroom situation it is sometimes common to find speakers of isiZulu switching between isiZulu and English during lessons, even teachers also switch the two codes. This practise is called code switching (Adendorff 1996) and it is used as a resource for communication to clarify some issues in mother tongue. The acceptance of code switching to isiZulu in an English medium class helps facilitate learning and if this is legitimate I see no reason why isiZulu does not become an H variety as it can function in education domain, which is a prestigious domain. Code switching has been not regarded as an acceptable practice and with communicative language teaching it was emphasised that second language learners must practise the second language all the time to get competence and no code switching was accommodated, but with innovation it has become evident that mother tongue helps the learner learn a second language through code with the switching. Alexander, N, and Luckett L 1996 supports this idea of additive bilingualism where the learner gains competence in his L1 and then use it to learn L2. Alexander and Luckett 1996 argue that it is better that the child gains the BISC (basic interpersonal communications skill) in his L1 first then progress to CALP (cognitive and academic language development).

They say-with the confidence in his L1 it then becomes easy to transfer the skills he has learnt in his mother tongue to second language learning. The problem is that code switching has not been accepted as legitimate when communicative language was introduced to black South African schools learners, therefore African teachers have been forced to use English as a medium to teach African learners and this created a problem. English has and still is a foreign language rather than a second language to African teachers because they themselves are the product of apartheid education. This is a problem for the teachers, as they have no confidence to use English as a medium of teaching. Very often teachers struggled with the demands of the language together with the subject matter, which they had to deliver to the learners. Teachers used English through out their lessons and this choice was not what teachers really wanted, but the reason being that books were and are still written in English, therefore teachers had to try by all means not to distort information by using their languages to teach but deliver the content in English even if they did not understand it themselves. Chick and McKay 1999 calls this act as protecting face by the teachers who do not want to appear in front of their learners as people who do not know what they are talking about. This claim is based on the ethnographic study, which was conducted by Chick in Black South African schools. Two lessons were observed which were presented to the learners in English and at the end of each it was discovered that very little learning had taken place, as the children did not understand much of the subject matter.

The attitudes of the parents towards a language also influence those of the learners. Many parents who have experienced brutalities of discrimination in job situations because of their inability to communicate in the employers language which is usually English in South African case, tend to discourage their children from speaking indigenous languages (some even at home). They encourage English which is seen as " means towards upward mobility" De Klerk 1999; 311-312. This is evident as we see many black African children choosing to go to ex model C schools which are English medium schools because their parents believe that if they go to such schools they will speak better English and therefore will have better chances in the job market. This is true because gatekeepers in the co-operate world usually discriminate through interviews on language competence to offer jobs. In the National language Education policy framework of 1996 the following suggestions are put forward in order to change black people's negative attitudes towards indigenous languages:

- Introduction of university courses taught through medium of African language.
- Translation of high quality literature into African languages linked to incentives to produce original literature into those languages.
- Promotion of African drama & literature by awarding prizes for the best of these works and by prescribing them in senior schools.

Unless the marginalisation of African languages is addressed, there will always be negative attitudes towards these languages. The language policy

planners together with the government have to ascertain that the status of all the languages in the country is uplifted. Language policies shape the attitudes of people towards languages therefore I conclude that the attitudes the participants will show in this survey were shaped by the language policy of the past and with the new language policy in place their attitudes are to change for the better provided the new Language policy is implemented and sustained as it gives official recognition to the 11 South African languages. IsiZulu as one of the official languages is likely to gain positive attitudes like English if the matter is discussed. Policies are not to be imposed upon people instead they have to be discussed in order that they succeed.

COMMUNICATION

The field of communication science deals with systematic study of all aspects of communication related to how human beings communicate with one another. However this is a very broad field therefore in this study I am only going to cover a few of these aspects like mass communication, interpersonal communication and formal discourse & functions of language. Mersham and Skinner 1999: defines mass communication as a form of communication whereby knowledge, thoughts and attitudes are presented to a fairly large, heterogeneous audience in the print media or television and radio transmission.

Mass communication plays a very important role in the lives of all people. Media of mass communication like television and radio are basically the only

source of entertainment for almost all my research participants as most of them cannot afford to go to cinemas for movies or stadiums to watch matches be it soccer, cricket or tennis and rugby. Teenagers listen to radios and watch T.V. during their spare time and their language choice for the above will show what their attitudes are towards their own language. The questionnaire also asked them to state what language they prefer when reading newspaper or books for pleasure. Their language choices in all of the above will help to show their attitudes towards isiZulu, which is the main concern of this study. One of the basic tools, which people use to communicate, is language therefore without language communication process would almost be difficult for human beings. The issue in the South African context is that there are many languages that exist, but even their own speakers use few of them. The question is; why are these languages not used in all domains? if need be they have to be developed so that they can be used in all domains. In this study I am looking at the language preference for uMlazi matriculants in different domains. That will cover language use at home and at school both during teaching time and free time. Frost, Vos and Dreyer 1991 describe interpersonal communication as communication, which occurs between individuals. Individuals use mainly language to communicate because it is language that distinguishes human beings from animals, with language humans function in the social world. Relationships are important for human survival and it is with communication through language that humans make relationships.

Each person may have a large repertoire of languages which function differently at different speech communities and with a person's linguistic competence a person knows what language to use in each particular situation. In this study some question seek to find out what languages these uMlazi matriculants use to communicate in interpersonal communication situations. The participants use language to perform different skills including speaking and writing in addition to listening, which I have already covered above. Cohen, 1996 In Mac Kay & Hornberger say successful production of speech act depend on socio cultural & linguistic ability, therefore these abilities in the participants of this study shape their attitudes towards using isiZulu during their free time (informal discourse) and during class time (formal discourse). The attitudes which the learners have, have been shaped by the history of South African Language policies of the past which I will now discuss in details

THE HISTORY OF SOUTH AFRICAN LANGUAGE POLICIES

The problem with the South African language policy for the black schools dates back to the 19th century when the only official languages were English and Dutch. Afrikaans replaced later Dutch. This meant that all the indigenous languages were not official and they could not be used as media of instruction at schools. The African learners were forced to learn through a foreign language. This was later changed when Verwoed introduced the Bantustan and wanted Africans to be taught in their Bantu languages to exclude them from the economy of South Africa. In 1953 when the

National party was at its peak with its apartheid policy, the government passed the Bantu education act of 1953. Kamwangamalu, 1997 describes the intentions of this act as:

- To extend mother tongue education in black schools.
- To impose in these schools use of both English and Afrikaans on equal basis as media of instructions thus forcing blacks into trilingualism.
- To promote Afrikaans and reduce influence of English in black schools.

After passing this act the government took over all black schools and imposed the act to promote wider goals of apartheid. Moss and Obey 1990 argue that this act was to protect power control by whites therefore mother tongue instruction, which in the provision of Bantu education Act was meant to exclude Bantus from economic power in South Africa. The reaction of the Africans to this act was not what the government had anticipated but the opposite .The Africans rejected the Mother tongue education instead preferred English as a medium in their schools which is still evident today in all African schools in the Republic of South Africa. Since then there has been language policy debate for all South African schools. This is because language influences, thus it can be drawn into power context. Through language a person can empower or disempower or he can be empowered or disempowered. To be disempowered means to be excluded from progressive and meaningful life

as it happened when the Bantu education Act was passed for the Africans to offer them mother tongue education at junior primary and Afrikaans medium at senior primary level. There was a lot of dissatisfaction amongst the blacks because of the government policies and the language policy was resisted until 1976, when the government tried to force African schools to take half of their school subjects in Afrikaans and another half in English starting from grade four. The black students in Soweto mobilised a demonstration to oppose that policy. The day was June 16 when student met at Orlando stadium where they were faced with police force who shot and killed many students and injured some. That event turned into worldwide event through mass media and it was then that Afrikaans was associated with oppression even today. This benefited English as it was seen as a better and neutral as compared to Afrikaans. Alexander N. 1998 cites Heugh saying "whereas, elsewhere a certain amount of resentment against the use of the colonial language, English has been expressed, the situation has taken an ironic situation in South Africa... The irony lies in the emergent attitudes towards English as the vehicle for ideologies of freedom and independence." Indeed in South Africa even African people prefer English compared to their mother tongue. This means African learners are multilingual and they have always been as they were forced to learn Afrikaans, English, and their mother tongue languages. The June 16 1976 incident caused a lot of unrest in black schools, and later public in general and there was a lot of political unrest leading to the formation of new

political parties like UDF after the banning on the ANC. These events put pressure to the government until 1990 when the NP decided to call CODESA to decide how to better govern South Africa by removing all discriminatory practices including that of language use in the school and the country at large.. After the elections of 1994 a new language policy for the country was introduced. All the 11 South African languages were declared official. The languages are: Sepedi, seSotho, Setswana, siSwati, tshiVenda, xiTsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu.

The attitudes of the learner towards languages are an area of concern because the language policies for schools should be formulated in a way that learners develop positive attitudes towards their own languages .The problem with the Black South African learners attitudes towards their own languages is that they have always been negative because their languages are not developed to the extent that they can be used in all fields. A good argument is put that a child learns better if he gains competence in mother tongue first which then proceed to second language after that. That is why Alexander, N 1996 and Luckett suggest additive bilingualism for South African learners.. Now that the language policy for South African schools has been developed the solution to the existing problem is that this policy has to be implemented. Attitudes of learners influence the implementation of this new policy in the schools.

The attitudes of the learners are shaped by the culture of the learners in a particular area. This study is based in the urban schools of uMlazi suburb therefore their culture which is a mixture of western culture and rural culture greatly influence their attitudes towards language choices. The culture which exists in uMlazi as I have indicated that it has aspects of both African and Western culture. It is because the population in this suburb originated from rural roots but because of urbanization (movement of people from rural areas to the urban areas). The uMlazi residents are Zulu by origin and the kind of life, which they live, is typical Zulu life with some traces of western life. We still see celebration of “umemulo” 21-st birthday celebrations in this suburb traditionally. During this ceremony girls wear traditional leather skirts made from hide and boys wear wild animals skins. Usually after that event then the ceremony is celebrated in more modern way where girls and boys wear jeans and fashion skirts. Although western life is more common amongst people in this suburb of uMlazi many of this people still have contact with their rural relatives. Zulus maintain a strong attachment to land cattle and other aspects of Zulu culture therefore they do not want to lose contact with their rural relatives. To sustain this relationship they visit their rural contacts or relatives often. Ngwane, Z 1997 points out that the continuity of practice and beliefs from the past e.g.” lobola “ (bride price) still exist in urban world. Also the beliefs in ancestors have survived the introduction of Christianity. On the other hand the urbanization has weakened traditional culture like, custom of ‘hlonipha ‘

(name given to range of social avoidance custom practiced by Nguni people)

Many of these things mentioned have had influence on the people of uMlazi. As they consider themselves urbanized therefore their language choice has to be in line with their life styles. It is hoped that the difference between attitudes of urban learners and rural learners will show is a need for attitudes study so that a language policy that will address the issue of negative attitudes is implemented in South African schools.

CONCLUSION

In this chapter I have related my literature survey to language attitudes study and I will now report on the methodology I used in gathering my data for this research.

RESEARCH METHODOLOGY

INTRODUCTION

In this chapter I am going to show how I formulated my questionnaire and then discuss how I distributed the questionnaire to collect data. I will also explain the procedure I used to process data from questionnaire to data table.

THE QUESTIONNAIRE

In this section I am now going to account briefly how I outlined my questionnaire, which is attached, as addendum A. It was an anonymous questionnaire designed for grade 12 learners. Before the questionnaire was handed out to the respondents they were informed that it was an anonymous survey and all the responses of the respondents to the questionnaire would remain confidential at all times. Further to that the respondents were informed that their participation in the survey was voluntarily although it was added that their participation would be of importance to the study, as the results of the survey will help the researcher to answer research question.

The following is the breakdown of the questions that are in the questionnaire:

In question 1—4 the respondents are asked their class, age, gender, and race.

In questions 5—15 the respondents are asked about their knowledge to speak 11 official languages.

In questions 16—26 the respondents are asked about their knowledge to read 11 official languages.

In questions 27—37 the respondents are asked about their knowledge to write 11 official languages.

Question 38 asks if isiZulu is the respondent's mother tongue.

Question 39 asks the respondent the grade he is doing isiZulu at matric.

Questions 40—46 ask the respondents to say what language they use when speaking to their friends, use at school, speak to colleagues during breaks, with friends during weekends, and speak to old people and science teacher.

Question 47 ask the respondents if they think isiZulu should be compulsory at schools if yes from what grade.

Question 48 asks the respondents to choose symbol that indicate their feelings towards isiZulu.

Questions 49—52 ask the respondents to say if they have difficulties with reading, writing, follow a conversation or participate in a conversation in isiZulu.

Question 53 and 54 ask if there are ideas, which can be expressed better in isiZulu than English or better in English than in isiZulu.

Question 55 asks if concepts can be expressed better in English than in isiZulu.

Question 56 asks if isiZulu should be compulsory at schools.

Questions 57—68 ask how often the respondents use isiZulu in the following: listen to isiZulu radio, watch TV in isiZulu, read newspaper in isiZulu, read isiZulu school books, read isiZulu story books, speak isiZulu to colleagues outside class, write to friends in isiZulu, write to newspapers in isiZulu, fill in crossword puzzles in isiZulu, write poems in isiZulu, write stories in isiZulu.

Questions 69—74 ask the respondents how often he thinks he will use isiZulu in 5 years time from now in the following: with family at home, with relatives, entertaining friends, visiting with friends, with colleagues, and in ceremonies like graduations.

Question 75—86 ask the respondents if in his opinion he thinks there are Zulu words that can be used to teach at schools and universities the following subjects: art, astronomy, biology, science, economics, education, engineering, history, literature, maths, politics, religious studies.

Questions 88 and 89 ask the respondents to say what languages they would choose if their schools offered only two or three languages.

Questions 90— 100 ask the respondent to say if they think there are chances to use isiZulu in the following jobs: university management, education, business world, politics, culture, entertainment, civil services, media, police and sports.

FIELDWORK

The data for this survey was gathered in 4 African schools in the uMlazi suburb, which is under Durban south region in KwaZulu Natal. Permission to conduct the survey was asked from the regional office at Malgate house the letter to the official is attached as addendum— In two of the schools I was not allowed to go into the classes and hand out the Questionnaires instead I had to rely on the teachers to hand out the questionnaire to their Learners. The reason I was given in one school was that the grade 12 's were getting ready to write their trial exams therefore the principals felt it would waste time to have a researcher going into class, they felt it would be better if their teachers distributed the questionnaires. In one school the headmaster told me to leave the questionnaire with the teacher and come *some other time to collect them*. When I collected them some were *missing*. Out of 400 Questionnaires, which were handed out 353 were returned. My survey is base on these 353 responses.

DATA PROCESSING FROM QUESTIONNAIRE TO DATA TABLE

In the questionnaires the respondent was required to indicate by means of a tick or a cross what his choice is in the space provided. Those who made

more than one choice that were treated as spoilt responses. Then I entered the responses in the statistical database program SPSS 11.

SETTING UP THE ENCODING PARAMETERS IN SPSS

In spss I clicked on the right on each column header, selected “define variables”, which then opened up a coding dialogue box. This dialogue box enabled me to define each variable in my questionnaire.

Using value label I typed the question statement I am ----- years old. Thereafter I set up the coding parameters by entering the appropriate data code in the value slot, and the age range that it represents in the value label slot. In the example I first typed 1, followed by 16-18 in the value label slot. After that I clicked on the “add” button to establish coding parameter. This had to be done for each and every age variable. The add button is used to add each age variable to the list of age variable. This process had to be followed for each question in the questionnaire

ENTERING DATA

Each question in the questionnaire is assigned a particular column in the database. The appropriate code variant for the individual respondent is entered in the column that deals with that question.

VERIFYING THE ACCURACY OF THE CODING

To verify my coding I had to double-check all the questionnaires that had been encoded to the database.

CONCLUSION

In this chapter I have shown the breakdown of the questions in the questionnaires. I then reported how my survey was conducted, where and who assisted me in collection of data. Finally I reported how I used SPSS to encode my data for this survey.

Chapter 6

THE PERSPECTIVE OF AFRICAN MATRICULANTS ABOUT THE UTILITY OF ISIZULU AS LANGUAGE OF EVERYDAY AND FORMAL COMMUNICATION

INTRODUCTION

In this chapter I am going to present the results of my survey. I will use graphs and tables to demonstrate my findings. Tables are attached as addendum--

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Grade

Indicate in what grade you are	grade 12	345
	no sesponse	3
	spoilt response	5

Fig. 1 Table showing the grade of respondents

The table in Figure 1 on the side shows that all my respondents were doing grade 12. Grade 12 was chosen deliberately

because they will soon be leaving school, therefore it would be easier for them to respond truthfully as they are not afraid of what their teachers might think of them in as far as their responses are concerned.

Age

	no response	4	1.1%
Indicate your age	16-18	199	56.4%
	19-21	119	33.7%
	22+	26	7.4%
	Spoilt response	1	.3%
	No response	8	2.3%

Fig. 2 Table showing the age of the respondents

In The table in Figure 2 on the left the table shows the age of the respondents. Their

ages range from 16 to 22, just over 56% of the respondents are between ages 16 and 18 and almost 34 of the respondents range between 19 and 21

above. The respondents who are between ages 16-18 and 19-21 can be considered to be valid, as they constitute a large percentage of respondents. The no response and spoilt response are a very small percentage therefore they cannot be considered to validate the results of the survey.

Gender

		Subtable %
Indicate your gender	female	48.2%
	male	50.7%
	no response	1.1%

Fig. 3 Table showing the gender of the respondents

The table in figure 3 beside shows that the respondents were almost evenly balanced by gender, with females

constituting just over 48% of the respondents, and males constituting almost 52% of them. I am visually representing this proportion by means of the bar graph in Figure 4 below.

The first inference that can be drawn from the bar graph beside is that there is a good gender balance in the sample of respondents. The second inference is that the “No response” component of the sample is insignificant, and that for all intents and purposes it can be ignored as

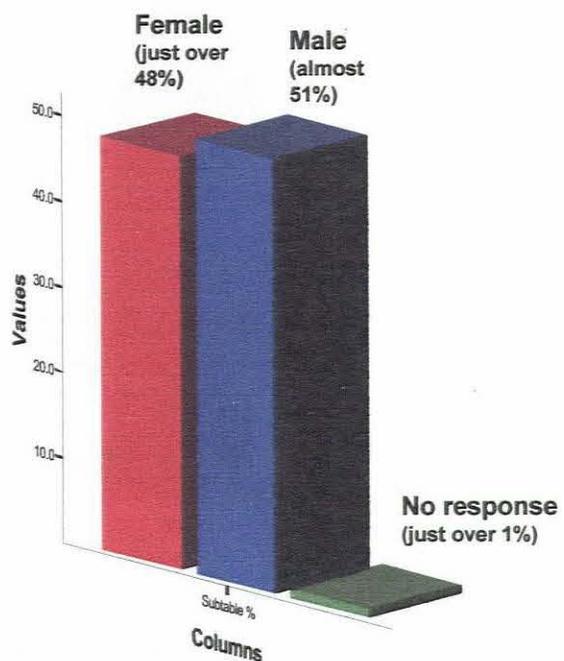


Fig. 4 Bar graph showing the gender of the respondents

an explanatory factor. Finally, the implication of the even gender balance among the respondents is that in cases of diversity of opinion gender bias could be considered as possible source of the diversity.

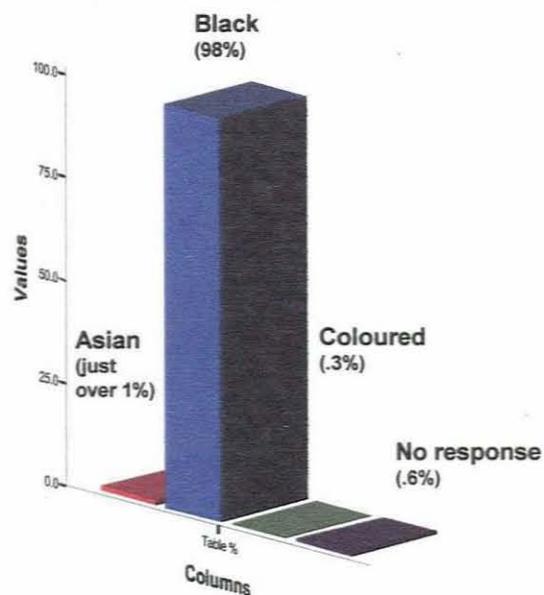
Indicate your race	Asian	Count	4
		Table %	1.1%
	Black	Count	346
		Table %	98.0%
	Coloured	Count	1
		Table %	.3%
	No response	Count	2
		Table %	.6%

Ethnic group

The table under Figure 5 beside shows the different ethnic groups, which participated in this survey. It

shows that at 98% (346) Black respondents form the vast majority of sample, and that Asian respondent at just over 1% (4), and Coloured respondents at .3% (1) of the sample constitute such a small component of the sample that

their opinions cannot be considered as representative of their groups. Therefore, for all intents and purposes this survey can be considered to be representative of the attitude of Black



matriculants doing IsiZulu as school subject. The bar graph in Figure 6 beside shows the predominance of Black learners in the sample of respondents.

COMMAND OF THE OFFICIAL SOUTH AFRICAN LANGUAGES

In this section I will analyse the self-reported command that the respondents have of the 11 official languages of South Africa. The results are important because they give an indication of the extent to which the 11 languages are understood, written and spoken by learners in the Durban region—in effect an indication of the extent to which the multilingualism strategy that underpins South Africa's official languages policy is realised as practical language use in the Durban region.

			Indicate your gender	
			female	male
How well do you speak Afrikaans?	not at all	Count	83	98
		Col %	48.8%	54.7%
	average	Count	75	67
		Col %	44.1%	37.4%
	well	Count	3	3
		Col %	1.8%	1.7%
	no response	Count	9	11
		Col %	5.3%	6.1%
How well do you speak English?	not at all	Count	6	6
		Col %	3.5%	3.4%
	average	Count	126	136
		Col %	74.1%	76.0%
	well	Count	36	30
		Col %	21.2%	16.8%
	no response	Count	2	7
		Col %	1.2%	3.9%
How well do you speak IsiZulu?	not at all	Count	6	12
		Col %	3.5%	6.7%
	average	Count	16	13
		Col %	9.4%	7.3%
	well	Count	145	152
		Col %	85.3%	84.9%
	spoilt response	Count	2	1
		Col %	1.2%	.6%
no response	Count	1	1	

Fig 7: Table showing respondents' self-reported ability to speak Afrikaans, English and IsiZulu

I verbal compet

Ability to Ability to speak Afrikaans

In the table above the majority of the respondents, which is just over 48% females and just over 54% males reported that they cannot speak Afrikaans at all. About 44% females and over 37% males reported to have average ability to speak Afrikaans. There is a very small percentage of the respondents who reported that they can speak Afrikaans well.

Ability to speak English

The vast majority of the respondents reported to have average ability to speak English, which is just over 74% females and 76% males. The group that follows is that which reported to speak English well, just over 21% females and 16 males. There is however a very small percentage of respondents who reported not to be able to speak English at all this group is just over 3% females and just over 1% males.

Ability to speak IsiZulu

This table indicates that by far, vast majority of the respondents reported to speak IsiZulu well. Over 85% of females and almost 85% of the males reported to speak IsiZulu well. There is just over 9% of females and just over 7% of males who reported to have average ability to speak IsiZulu.

Ability to speak other Nguni languages

The table below indicates the respondents' ability to speak the Nguni languages excluding IsiZulu. With regards to Xhosa, the table indicates that just over 32% females and over 33% males reported to have the average

ability to speak Xhosa. The majority of the respondents indicated not to be able to speak Xhosa at all, of this majority it is almost 53% of the females and just over 52% of the males. A very small percentage which constitutes about 5% females and 5% males said they can speak Xhosa well. The respondents ability to speak Xhosa well as compared to siSwati may be because there is much contact with Xhosas who come to the Durban area to work in the industries and their contact with the Zulus help Zulu learn Xhosa language as they sometimes have to converse with them. The other reason I suspect are political reason, with influence from Xhosa speaking political leaders including the president and the former president, matters concerning the country are sometimes delivered in Xhosa language.

			Indicate your gender	
			female	male
How well do you speak isiXhosa?	Count		90	94
	Col %		52.9%	52.5%
	average	Count	55	60
		Col %	32.4%	33.5%
	well	Count	8	9
		Col %	4.7%	5.0%
How well do you speak SiSwati?	no response	Count	17	16
		Col %	10.0%	8.9%
	not at all	Count	141	148
		Col %	82.9%	82.7%
	average	Count	10	14
		Col %	5.9%	7.8%
	well	Count		1
		Col %		.6%

Fig 8: Table showing respondents' self-reported ability to speak the other Nguni languages

General concl

General Conclusion

In conclusion the majority of the respondents reported to have a good command of isiZulu, which is the language of the province. Following isiZulu very closely is English then Afrikaans and Xhosa, the other Nguni language siSwati has a very low percentage of respondents who reported to be able to speak it.

Ability to speak other non-Nguni indigenous languages

Table 9 below indicates the respondents' ability to speak none Nguni languages. Those languages are isiNdebele, Sepedi, seStwana, tshiVenda and xiThonga

The respondents show a general pattern of not being able to speak all the indigenous languages at all. Among all the indigenous languages on the table in figure 9 almost 90% of the respondents report not to be able to speak the languages at all.e.g. an overwhelming majority of over 85% females and almost 89% of the males reported not to be able to speak isiNdebele at all. Therefore it is

			Indicate your gender	
			female	male
How well do you speak isiNdebele?	not at all	Count	145	159
		Col %	85.3%	88.8%
	average	Count	6	1
		Col %	3.5%	.6%
	well	Count		1
		Col %		.6%
How well do you speak Sepedi?	no response	Col %	11.2%	10.1%
	no response	Col %	.6%	.6%
	not at all	Count	142	158
		Col %	83.5%	88.3%
	average	Count	2	
		Col %	1.2%	
How well do you speak Sesotho?	well	Count	6	4
		Col %	3.5%	2.2%
	no response	Count	20	17
		Col %	11.8%	9.5%
	not at all	Count	144	148
		Col %	84.7%	82.7%
How well do you speak Setswana?	average	Count	5	15
		Col %	2.9%	8.4%
	well	Count	1	
		Col %	.6%	
	no response	Count	20	16
		Col %	11.8%	8.9%
How well do you speak TshiVenda?	not at all	Count	149	162
		Col %	87.6%	90.5%
	average	Count	1	1
		Col %	.6%	.6%
	no response	Count	20	16
		Col %	11.8%	8.9%
How well do you speak XITshonga?	not at all	Count	150	163
		Col %	88.2%	91.1%
	no response	Count	20	16
		Col %	11.8%	8.9%
	not at all	Count	150	163
		Col %	88.2%	91.1%
How well do you speak XITshonga?	no response	Count	20	16
		Col %	11.8%	8.9%

evident that the Fig 9: Table showing respondents' self-reported ability to speak the non-Nguni indigenous official languages

indigenous languages competence is poor among the respondents.

In the figure labelled as fig 10 below the respondents' ability to write

Afrikaans English and isiZulu is illustrated

			Indicate your gender	
			female	male
How well do you write Afrikaans?	not at all	Count	40	54
		Col %	23.5%	30.2%
	average	Count	106	99
		Col %	62.4%	55.3%
	well	Count	18	14
		Col %	10.6%	7.8%
	spoilt response	Count		1
Col %			.6%	
no response	Count	6	11	
	Col %	3.5%	6.1%	
How well do you write English?	not at all	Count	3	5
		Col %	1.8%	2.8%
	average	Count	82	93
		Col %	48.2%	52.0%
	well	Count	82	75
		Col %	48.2%	41.9%
	spoilt response	Count	1	
Col %		.6%		
no response	Count	2	6	
	Col %	1.2%	3.4%	
How well do you write IsiZulu?	not at all	Count	5	6
		Col %	2.9%	3.4%
	average	Count	17	15
		Col %	10.0%	8.4%
	well	Count	148	155
		Col %	87.1%	86.6%
	no response	Count		3
Col %			1.7%	

Ability to write Afrikaans

The majority indicated to have average ability to write Afrikaans.

This majority is just over 62% females and over 55% males. Just over 16 % females and almost 9% males reported to be able to write Afrikaans well.

The respondents who reported not to be able to write Afrikaans t all are over 23% females

Fig 10: Table showing respondents' self-reported ability to read Afrikaans, English and IsiZulu

and over 32% males, this might be because with the language policy some schools decided to drop Afrikaans all together therefore some children have not learnt Afrikaans since they started secondary education.

Ability to write English

The table indicates that there is almost balance between the respondents who reported to be able to write English well and average. The results are not surprising since in all the schools where the data was gathered for this

survey English as the medium of instruction which means they all write in English. The percentages are over 48% females and 52 % males reported to write English average, over 48% females and almost 42% males reported to write English well. Only 15% females and over 2% males said they couldn't write English at all.

Ability to write IsiZulu

The table indicates the vast majority of the respondents reported to be able to write IsiZulu. Over 87% females and over 86% males reported to be able to write IsiZulu well. Again this result was anticipated as the research was conducted among Zulu speaking matriculants who do IsiZulu as one of their school subject and further on IsiZulu is their first language. 105 females and over 8% males reported to write IsiZulu average and most surprisingly over 2% females and over 3% males reported not to write IsiZulu at all

Ability to write Nguni languages

The responses for the respondents ability to write Nguni languages, excluding IsiZulu is almost the same as those for speaking where it was discovered that there was a low percentage which indicated to be able to speak SiSwati and seSotho as compared to IsiXhosa.

General conclusion

The respondents showed good command of writing IsiZulu and English followed by Afrikaans. The ability to write other indigenous language is between

			Indicate your gender	
			female	male
How well do you write IsiXhosa?	not at all	Count	94	94
		Col %	55.3%	52.5%
	average	Count	46	54
		Col %	27.1%	30.2%
	well	Count	12	10
		Col %	7.1%	5.6%
How well do you write Sesotho?	spoilt response	Count	1	3
		Col %	.6%	1.7%
	no response	Count	17	18
		Col %	10.0%	10.1%
	not at all	Count	141	147
		Col %	82.9%	82.1%
How well do you write SiSwati?	average	Count	9	10
		Col %	5.3%	5.6%
	well	Count		1
		Col %		.6%
	spoilt response	Count	1	1
		Col %	.6%	.6%
How well do you write SiSwati?	no response	Count	19	20
		Col %	11.2%	11.2%
	not at all	Count	132	146
		Col %	79.0%	82.0%
	average	Count	14	11
		Col %	8.4%	6.2%
How well do you write SiSwati?	well	Count	1	
		Col %	.6%	
	spoilt response	Count	1	
		Col %	.6%	
	no response	Count	19	21
		Col %	11.4%	11.8%

Fig 11: Table showing respondents' self-reported ability to write the other Nguni languages and SeSotho

not at all categories and average with the high percentage falling under not at all category. The general conclusion which can be deduced is that the inability to speak other indigenous language results to the respondent being unable to read and write them. This is illustrated by the tables at the back therefore it is unnecessary to show

them here.

Figure 12 below is the graphic representation of the respondents' responses to whether isiZulu is their mother tongue or not.

In figure 12 the graph shows that the vast majority of the respondents have isiZulu as their mother tongue. Just over 92% females and 95% males indicated that isiZulu is their mother tongue. Almost 3% females and 5%

males reported that isiZulu is not their mother tongue. It then can be concluded that isiZulu is

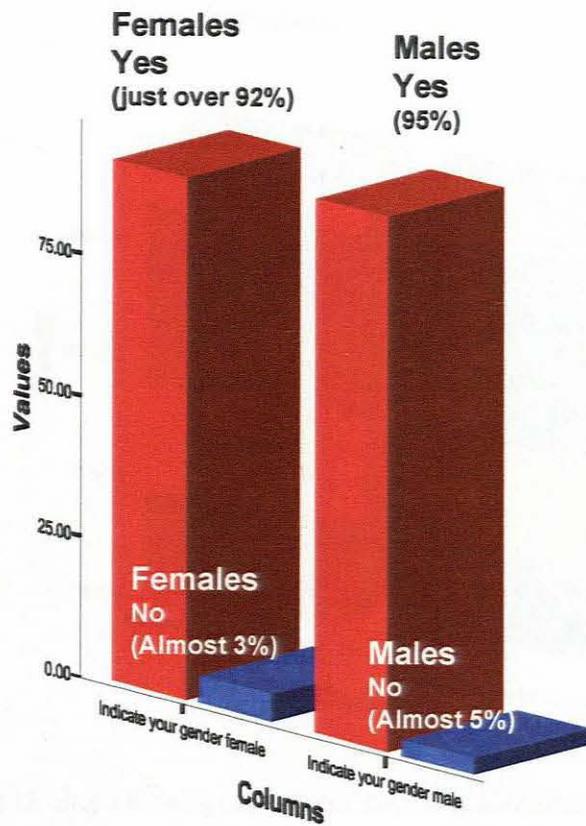


Fig 12: Graph showing respondents' response to the question whether or not isiZulu was their mother tongue

the language which the majority of the respondents use in different domains and their choice to use isiZulu can be used to deduce the attitudes they have towards the language. The percentage for those who do not have isiZulu as their mother tongue is too low therefore it is not of significance to this study.

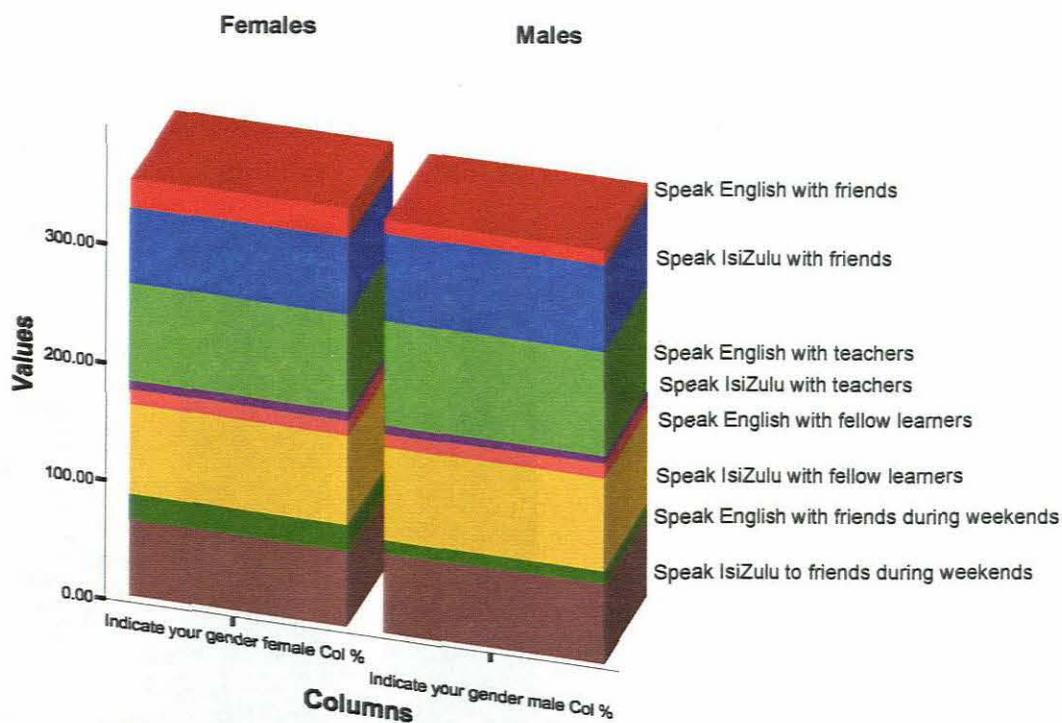


Fig 13: Graph showing respondents' domain-specific uses of English

The graph above indicates the presence of bilingualism among the respondents in different domains. Both isiZulu and English appears to be the languages, which are used by the respondents. The choices made by the individual respondent are voluntarily therefore they can be used to judge what attitudes the respondents have towards languages concerned. The graph clearly shows the existence of bilingualism among the respondents and therefore the situation can be referred as a diglossic one as it is evident that the respondents use both isiZulu and English in different domains. There is not much gender difference except, when speaking to friends the females who use English to speak to friends is a bit higher than the males. In conclusion the respondents show the similar pattern in the attitudes they have towards isiZulu and English.

Figure 14 is the graphic indication of what languages the respondents would choose if they had a choice to choose two languages to learn at school..

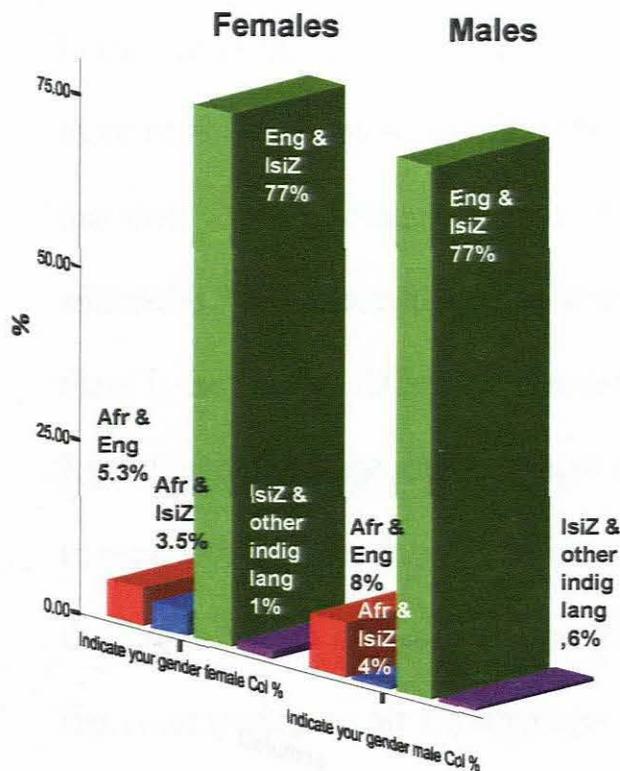


Fig 14: Graph showing respondents' response to the question which two languages they would opt for if their school offered only two languages at matric level

The bar graph above shows that the overwhelming majority of the respondents indicated that they would choose isiZulu and English if the schools they went to offered them a choice between two languages only. Both females and males equal 77% of the respondents who would choose to have isiZulu and English. The next choice is that of English and Afrikaans, the females who reported to prefer Afrikaans and English equals just over 5% and 8% males. Just over 3% females indicated to prefer Afrikaans and isiZulu, and only 4% males. For isiZulu and other indigenous languages it is only 1% females and less than 1% males. The

general conclusion is the pattern where there is preference of the colonial languages than the other indigenous languages. I can conclude that if the indigenous languages are not developed they might cease to exist in Durban because there is no one who uses them in whatever domain.

CONCLUSION

In this survey the respondents have shown that they use isiZulu and English more often as compared to other languages. It can therefore be concluded that their attitudes towards the two languages are positive. Both the females and males have almost the same attitudes to all languages preferences, as there is no gender difference, gender cannot be used to measure attitudes. Regarding other indigenous languages there is also a general report of inability to read, write and speak other indigenous languages. This brings the issue of the South African official languages policy to question. The constitution of the country regards all 11 languages as official including the indigenous languages but the results of this survey indicate the respondents to be more inclined to the use of English as compared to isiZulu. For the language planners it is essential that the attitudes of the people be understood before a language policy is formulated so that it succeeds. Therefore I think the government together with speakers of languages at stake have to come up with strategies to help develop these languages.

I

CONCLUSIONS & RECOMMENDATIONS

Introduction

In this chapter I will now present my results to the study on language attitudes of my respondents towards isiZulu and other South African languages. The summary of all the chapters of this thesis will be presented below.

The survey of the attitudes of uMlazi matriculants was undertaken among 4 schools in the Durban region, before this was done I laid out the aims and objectives for my survey to ascertain that the study had a direction and purpose. The aims of the study are laid out at the beginning of this report. In chapter 1 I gave the road map of the survey, giving the idea of what the thesis is about. In Chapter 2 , I defined the key concepts to clarify those terms, which might not be familiar. In chapter 3, I presented my literature survey in details and related all the concepts to the study of attitudes. This is where I showed how language and communication are related. In Chapter 4, I reported on my research site and how I collected my data by means of questionnaire, which is attached as addendum A. I also reported on how I decoded information from questionnaires to the data table by means of spss 11. In chapter 6, I established tables from the information I got from the

results of the survey. The tables are also attached as addenda--- from them I formulated graphs, which are also shown in the chapter on analysis. Chapter 7 is then the last chapter of my thesis, which is going to be followed by recommendations.

RECOMMENDATIONS

It is the general procedure that at the end of research the researcher makes recommendations on how the problems addressed could be re dressed. Therefore I am now going say what findings were then I will make suggestions and recommendations from my discovery in this study.

My findings were that the attitudes of the Umlazimatriculants towards IsiZulu as school subject are ambivalent. This is because I found them using both isiZulu and English. The respondents showed the parten of using isiZulu and English in different domains.I then concluded that this was the reason why schools have become diaglosic in Umlazi.The majority of the respondents indicated that they use English when speaking to teachers and a very small percantage said they speak isiZulu to teachers.On the the other hand most respondents said they speak isiZulu to their friends outside class and during weekends but some percentage indicated that they speak English to their friends even outside class. The language choice of the respondents shows the ambivalence I have already alluded to above which is present in their attitudes towards isiZulu and English. The question which asked the respondents about the language they use when listening to radios and

watching T.V., reading for pleasure indicated the majority to prefer English as compared to isiZulu. This is the issue which needs attention as these respondents seem to be associating isiZulu with low domains and English with prestigious domains.

My suggestion is that language practitioners work together with all the stakeholders to develop isiZulu to be used in all domains. The majority of the respondents indicated they do not think isiZulu could be used to teach science subjects Maths and computer studies because those subjects are classified as prestigious as compared to history and music, which the respondents felt they can be taught in isiZulu. My reaction in to address this issue is that which I mentioned earlier, the coining of all scientific words which do not exist in isiZulu so that it can be developed to be used in all domains like English.

For the language policy to succeed the government together with the stakeholders must see to it that it is being implemented and sustained by providing support to schools and their stakeholders. The implementation of the language policy will succeed if the indigenous languages are developed to reach the same level of development as the colonial languages. The introduction of the current South African language policy has in a certain extent addressed the discrimination of the past and what is left now is to have all languages recognised and utilised at National government level.

My final recommendations are :

* The government of National unity must make certain that all indigenous languages, which are recognised by the constitution of the Republic of South Africa as official, are developed and promoted among speakers of European languages,

* The use of English as a lingua franca must be promoted among speakers of Indigenous languages so that they can participate in all matters of the country and its economy,

* The government must ensure that the language policy is implemented and sustained. To do this a Task team must be appointed to follow up and review the effectiveness and bring necessary innovations at all times.

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ADDENDUM A: QUESTIONNAIRE

Imibuzo Eyikhulu Eqondiswe Kubafundi Bebanga Le-12*Abenza IsiZulu ulimi lwebele noma lwesibili*

Umcwaningi: Nksz. Sthembile Nzuza

Umnyango Wezokuxhumana

Inyuvesihi YakwaZulu (Ophikweni-Umlazi)

- (i) Sidinga usizo lwakho mayelana nokuthola ukuthi abazali nezingane bazibona bexhumene kangakanani.
- (ii) Lucwaningo lolu olungaphoqelelwe. olungenakudalulwa futhi oluyimfihlo. *Ungangazimbandakanyi uma ufisa, kanti uma ufisa ukuphendula igama lakho aluzukuhlenganiswa nezimpendulo zakho.*
- (iii) Ukuphendula lemibuzo akuphoqelelwe uma ungathandi ukuphendula buyisela iphepha njengoba linjalo ekugcineni .
- (iv) Ungayiphendula imibuzo ngesiZulu noma ngesiNgisi.
- (v) Ake usitshela ukuthi wena ubona kanjani ngokwenzeka kwezinto. yimibono yakho esemqoka kithina, hhayi eyabanye abantu.
- (vi) Funda umbuzo ngamunye ngokucophelela okukhulu bese uthatha imizuzwana usacabanga ngempendulo yombuzo ngamunye. Sicela usebenzise ipeni uphendule ngokushaya uphawu u-X noma uqhwishe kanje ✓ ngalo esikhaleni esifanele. noma ubhale ulwazi olufanele lapho kudingeka khona ungaxikizi.
- (vii) Sicela ungaguquli nayinye yezimpendulo zakho.

1. Ngenza ibanga: 2. Ngine minyaka e-:

3. Ngingo:

4. Uhlanga:

Ulwazi onalo ekukhulumeni kwalezi zilimi ezilandelayo?

5. Afrikaans	Angikwazi Nhlolo	Kahle	Kahle kakhulu
6. English	Angikwazi Nhlolo	Kahle	Kahle kakhulu
7. IsiNdebele	Angikwazi Nhlolo	Kahle	Kahle kakhulu
8. IsiXhosa	Angikwazi Nhlolo	Kahle	Kahle kakhulu
9. IsiZulu	Angikwazi Nhlolo	Kahle	Kahle kakhulu
10. Sepedi	Angikwazi Nhlolo	Kahle	Kahle kakhulu
11. Sesotho	Angikwazi Nhlolo	Kahle	Kahle kakhulu
12. Setswana	Angikwazi Nhlolo	Kahle	Kahle kakhulu
13. SiSwati	Angikwazi Nhlolo	Kahle	Kahle kakhulu
14. Tshivenda	Angikwazi Nhlolo	Kahle	Kahle kakhulu
15. Xitsonga	Angikwazi Nhlolo	Kahle	Kahle kakhulu

Ulwazi onalo ekufundeni lezi zilimi ezilandelayo?

16. Afrikaans	Angikwazi Nhlolo	Kahle	Kahle kakhulu
17. English	Angikwazi Nhlolo	Kahle	Kahle kakhulu
18. IsiNdebele	Angikwazi Nhlolo	Kahle	Kahle kakhulu
19. IsiXhosa	Angikwazi Nhlolo	Kahle	Kahle kakhulu
20. IsiZulu	Angikwazi Nhlolo	Kahle	Kahle kakhulu
21. Sepedi	Angikwazi Nhlolo	Kahle	Kahle kakhulu
22. Sesotho	Angikwazi Nhlolo	Kahle	Kahle kakhulu
23. Setswana	Angikwazi Nhlolo	Kahle	Kahle kakhulu
24. SiSwati	Angikwazi Nhlolo	Kahle	Kahle kakhulu
25. Tshivenda	Angikwazi Nhlolo	Kahle	Kahle kakhulu
26. Xitsonga	Angikwazi Nhlolo	Kahle	Kahle kakhulu

Ulwazi onalo ekubhaleni lezi zilimi ezelandelayo?

27. Afrikaans	Angikwazi Nhlobo	Kahle	Kahle kakhulu
28. English	Angikwazi Nhlobo	Kahle	Kahle kakhulu
29. IsiNdebele	Angikwazi Nhlobo	Kahle	Kahle kakhulu
30. IsiXhosa	Angikwazi Nhlobo	Kahle	Kahle kakhulu
31. IsiZulu	Angikwazi Nhlobo	Kahle	Kahle kakhulu
32. Sepedi	Angikwazi Nhlobo	Kahle	Kahle kakhulu
33. Sesotho	Angikwazi Nhlobo	Kahle	Kahle kakhulu
34. Setswana	Angikwazi Nhlobo	Kahle	Kahle kakhulu
35. SiSwati	Angikwazi Nhlobo	Kahle	Kahle kakhulu
36. Tshivenda	Angikwazi Nhlobo	Kahle	Kahle kakhulu
37. Xitsonga	Angikwazi Nhlobo	Kahle	Kahle kakhulu

38. IsiZulu ulimi lwakho lwebele	Yebo	Cha
39. Isizulu usenza kuliphi izinga ku Matriki	Ulimi lokuqala	Ulimi lwesibili

40. Uluphi ulimi ojwayele ukulusebenzisa uma unabazali?

Afrikaans	English	IsiZulu	Olunye
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41. Uluphi ulimi ojwayele ukulusebenzisa uma unabangani?

Afrikaans	English	IsiZulu	Olunye
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42. Uluphi ulimi ojwayele ukulusebenzisa uma unothisha esikoleni (Ngaphandle kothisha wesiZulu)?

Afrikaans	English	IsiZulu	Okunye
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43. Uluphi ulimi ojwayele ukulusebenzisa uma unozwakwenu ngesikhathi sekhefu esikoleni

Afrikaans	English	IsiZulu	Olunye
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44. Uluphi ulimi ojwayele ukulusebenzisa uma unabangani ngezimpelasonto?

Afrikaans	English	IsiZulu	Olunye
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45. Uluphi ulimi ojwayele ukulusebenzisa uma ukhulumana nabantu abadala?

Afrikaans	English	IsiZulu	Olunye
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46. Uthisha wesayensi ujwayele ukusebenzisa luphi ulimi uma echaza ?

Afrikaans	English	IsiZulu	Olunye
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47. Ukufundisa ulimi lwesiZulu okuphoqelekile kufanele kuqale kuliphi ibanga KwaZulu-Natal?

(Khetha okukodwa)

Akumele kuphoqelelwe	
Kusukela ebangeni lokuqala kuya phezulu	
Kusuka ebangeni lesine kuya phezulu	
Kusukela ebangeni lesikhombisa kuya phezulu	
Kusukela ebangeni leshumi kuya phezulu	

48. Uluphi uphawu olukhombisa umqondo sino wakho maqondana nesiZulu?	😊😊	😊	😐	😞	😞😞
49. Unobunzima obungakanani ekufundeni isiZulu	Kulula kakhulu	Kulula	Akunzima	Kunzima	Kunzima kakhulu
50. Unobunzima obungakanani ekubhaleni isiZulu?	Kulula kakhulu	Kulula	Akunzima	Kunzima	Kunzima kakhulu
51. Unobunzima obungakanani ekulandeleni ingxoxo ngesiZulu?	Kulula kakhulu	Kulula	Akunzima	Kunzima	Kunzima kakhulu
52. Unobunzima obungakanani ekubambeni iqhaza engxoxweni ngesiZulu?	Kulula kakhulu	Kulula	Akunzima	Kunzima	Kunzima kakhulu

53. Ikhona yini imiqondo engabekeka kalula ngolimi lwesiZulu kunolwesiNgisi?	Yebo	Angazi	Chabo
54. Ikhona yini imiqondo engabekeka kalula ngolimi lwesiNgisi kunolwesiZulu?	Yebo	Angazi	Chabo
55. Kulula yini ukubeka amaconcept ezesavensi ngesiNgisi kunangesiZulu?	Yebo	Angazi	Chabo
56. Kumele yini ukuba isiZulu kube isifundo esiphogelelwe kuMatikulelsheni?	Yebo	Angazi	Chabo

Usisebenzisa kangakanani isiZulu kulemikhakha?

57. Ngilalela umsakazo wesiZulu	Njalo	Ngankathi	Nhlobo
58. Ngibukele izinhlelo zesiZulu kumabonakude	Njalo	Ngankathi	Nhlobo
59. Ngifunda iphephandaba/noma iphephebhuku lesiZulu	Njalo	Ngankathi	Nhlobo
60. Ngifunda izincwadi zesikole zesiZulu	Njalo	Ngankathi	Nhlobo
61. Ngifunda izincwadi zezindaba zesiZulu umangiphumula	Njalo	Ngankathi	Nhlobo
62. Ngikhuluma isiZulu nozakwethu uma singaphandle kwamakilasi	Njalo	Ngankathi	Nhlobo
63. Ngisebenzisa isiZulu ngezinkathi zenkulumo mpikiswano noma zengxoxo esikoleni	Njalo	Ngankathi	Nhlobo
64. Ngibhalelela abanganibami izincwadi ngesiZulu	Njalo	Ngankathi	Nhlobo
65. Ngibhalelela ephephandabeni izincwadi ngesiZulu	Njalo	Ngankathi	Nhlobo
66. Ngigcwalisa icrossword puzzle ngesiZulu	Njalo	Ngankathi	Nhlobo
67. Ngibhala amapoem ngesiZulu	Njalo	Ngankathi	Nhlobo
68. Ngibhala imidlalo neziqephu ngesiZulu	Njalo	Ngankathi	Nhlobo

Ucabanga ukuthi uyobe usisebenzisa isiZulu eminyakeni emihlanu ezayo kulemikhakha?

69. Uma unabomndeni ekhaya	Njalo	Ngankathi	Nhlobo
70. Uma unezihlobo	Njalo	Ngankathi	Nhlobo
71. Uma uthokozisa abangani ekhaya	Njalo	Ngankathi	Nhlobo
72. Uma uvakasha nabangani	Njalo	Ngankathi	Nhlobo
73. Uma unozakwenu emsebenzini	Njalo	Ngankathi	Nhlobo
74. Uma usemcimbini wezifundiswa njengowokwethweswa kweziqhu noma umshado	Njalo	Ngankathi	Nhlobo

Ngokubona kwakho isiZulu sinawo yini amagama afanele ukuthi singa setshenziswa njengolimi lokufunda/fundisa ezikoleni zemfundo ephakeme nasemaNyuvesi kulezizifundo ezilandelayo?

75. Ezobuciko	Yebo	Angazi	Chabo
76. Ezezinkanyezi	Yebo	Angazi	Chabo
77. Ezempilo nemvelo	Yebo	Angazi	Chabo
78. Ezesayensi	Yebo	Angazi	Chabo
79. Ezamakompwutha	Yebo	Angazi	Chabo
80. Ezengecebo nokuphathwa kwayo	Yebo	Angazi	Chabo
81. Ezemfundo	Yebo	Angazi	Chabo
82. Ezobunjiniyela	Yebo	Angazi	Chabo
83. Ezomlando	Yebo	Angazi	Chabo
84. Ezokubhalwa kwezincwadi	Yebo	Angazi	Chabo
85. Izibalo	Yebo	Angazi	Chabo
86. Ezembangazwe	Yebo	Angazi	Chabo
87. Ezenkolo	Yebo	Angazi	Chabo

88. Uma isikole sakho sinquma ukufundisa izilimi ezintathu iziphi ongakhetha kube yizo (khethe zibe ntathu)	Afrikaans	English	IsiZulu	Olunye ulimi
89. Uma isikole sakho sinquma ukufundisa izilimi ezimbili iziphi ongakhetha kube yizo (khethe zibembili)	Afrikaans	English	IsiZulu	Olunye ulimi

Imiphi kulemisebenzi obona kunamathuba amaningi okusetshenziswa kwesiZulu ngezinkhathi eziningi?

90. Ukuphathwa kwamaNyuvesi (Abaphathi, Abaphathizimali noma Abaphathi jikelelebezikhungo zemfundo ephakeme)	Yebo	Angazi	Chabo
91. Ezemfundo (Othisha noma Abacwaningi)	Yebo	Angazi	Chabo
92. Ezamabhizinisi (Abaphathi bezinkampani, izimenenja, abagcinimabhuku, omabhalane abadayisi)	Yebo	Angazi	Chabo
93. Emnyangweni kahulumeni (Noma imuphi umsebenzi kahulumeni omkhulu / wesfundazwe)	Yebo	Angazi	Chabo
94. Ezombusazwe (Amakhansela kaMasipala, Apha lamende ezifunda, Amaphalaende amazwe)	Yebo	Angazi	Chabo
95. Ezamasiko (noma ubani okhathalele ukuthuthukiswa kwamasiko)	Yebo	Angazi	Chabo
96. Ezokuzithokozisa (Abalingisi, oprojusa, abaculi)	Yebo	Angazi	Chabo
97. Ezomthetho (Amajajai, izimatshi, abashushisi)	Yebo	Angazi	Chabo
98. Ezokusakaza (Abahleli bezindaba, abasakazi bezindaba emsakazweni nakomabonakude, abafundi bezindaba emsakazweni nakomabonakude)	Yebo	Angazi	Chabo
99. Ezokuphepha komphakathi (amaphovisa, amasotsha, abacishimililo)	Yebo	Angazi	Chabo
100. Abadlali bezemidlao (Abasubathi, abashayisibhakela, abadlali bombhoxo, abadlali bebhola lezinyawo, abadlali bethenisi)	Yebo	Angazi	Chabo

Siyabonga kakhulu ngesikhathi osisebenzisile kanye nemibono yakho ebalulekile!

One Hundred Questions For Matric Learners

Who do IsiZulu as first or second language

Researcher: Ms. T.P. Nzuza

Department of Communication Science, University of Zululand (Durban Campus)

- (i) We need your help to figure out what the attitudes of Matric IsiZulu learners are towards IsiZulu as language of communicating about everyday matters, formal matters and scientific matters.
- (ii) This is a voluntary, anonymous and confidential survey.
- (iii) You do not have to take part. If you decide not to take part, you can just hand in the blank questionnaire at the end of the session.
- (iv) If you take part, your responses will not be linked to you as a person, or to your school.
- (v) Please indicate how you feel about things. Your opinions are important to us, not those of your teachers, your parents, or even your friends.
- (vi) Please read each question carefully and take a moment to think about your answer. It will not count if you mark more than one option, or if you in any way change an answer that you have already given.
- (vii) Please use a pen to mark your responses by placing a clear X in the appropriate spaces, or by writing down the appropriate information, where required.

1. Indicate what grade you are in:

I am in grade

2. Indicate your *age*:

I am

years old

3. Indicate your *gender*:

Female

Male

4. Please indicate your race:

I am

Asian

Black

Coloured

White

Other

How well do you speak the following languages?

5. Afrikaans	Not at all	Average	Well
6. English	Not at all	Average	Well
7. IsiNdebele	Not at all	Average	Well
8. IsiXhosa	Not at all	Average	Well
9. IsiZulu	Not at all	Average	Well
10. Sepedi	Not at all	Average	Well
11. Sesotho	Not at all	Average	Well
12. Setswana	Not at all	Average	Well
13. SiSwati	Not at all	Average	Well
14. Tshivenda	Not at all	Average	Well
15. Xitsonga	Not at all	Average	Well

How well do you read the following languages?

16. Afrikaans	Not at all	Average	Well
17. English	Not at all	Average	Well
18. IsiNdebele	Not at all	Average	Well
19. IsiXhosa	Not at all	Average	Well
20. IsiZulu	Not at all	Average	Well
21. Sepedi	Not at all	Average	Well
22. Sesotho	Not at all	Average	Well
23. Setswana	Not at all	Average	Well
24. SiSwati	Not at all	Average	Well
25. Tshivenda	Not at all	Average	Well
26. Xitsonga	Not at all	Average	Well

How well do you write the following languages?

27. Afrikaans	Not at all	Average	Well
28. English	Not at all	Average	Well
29. IsiNdebele	Not at all	Average	Well
30. IsiXhosa	Not at all	Average	Well
31. IsiZulu	Not at all	Average	Well
32. Sepedi	Not at all	Average	Well
33. Sesotho	Not at all	Average	Well
34. Setswana	Not at all	Average	Well
35. SiSwati	Not at all	Average	Well
36. Tshivenda	Not at all	Average	Well
37. Xitsonga	Not at all	Average	Well

38. Is IsiZulu your home language?	Yes	No
39. At what level are you doing IsiZulu in matric?	First language	Second language

40. Which language do you use most when speaking to your parents?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

41. Which language do you use most when speaking to your friends?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

42. Which language do you use most when speaking to your teachers at school (excluding your IsiZulu teacher)?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

43. Which language do you use most when talking to fellow learners at school, during break time for instance?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

44. Which language do you use most when you go out with your friends during weekends?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

45. Which language do you use most when talking to older people in your community?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

46. Which language does your teacher use most when explaining science subjects like biology & maths?

Afrikaans	English	IsiZulu	Another: _____
-----------	---------	---------	----------------

47. In your opinion from what grade should IsiZulu be a compulsory subject at schools in KwaZulu-Natal?

(Mark only one option)

Not at all as a compulsory school subject	
From grade 1 onwards as a compulsory school subject	
From grade 4 onwards as a compulsory school subject	
From grade 7 onwards as a compulsory school subject	
From grade 10 onwards as a compulsory school subject	

48. Which symbol best expresses your attitude towards IsiZulu?	☺☺	☺	☹	☹	☹☹
49. How difficult is IsiZulu to <u>read</u> ?	Very easy	Easy	Not too difficult	Difficult	Very difficult
50. How difficult is IsiZulu to <u>write</u> ?	Very easy	Easy	Not too difficult	Difficult	Very difficult
51. How difficult is it to <u>follow</u> a conversation in IsiZulu?	Very easy	Easy	Not too difficult	Difficult	Very difficult
52. How difficult is it to <u>take part</u> in a conversation in IsiZulu?	Very easy	Easy	Not too difficult	Difficult	Very difficult

53. Are there ideas that one can express more easily in IsiZulu than in English?	Yes	I don't know	No
54. Are there ideas that one can express more easily in English than in IsiZulu?	Yes	I don't know	No
55. Is it easier to express scientific concepts in English than in IsiZulu	Yes	I don't know	No
56. Should IsiZulu be a compulsory examination subject for all Matriculants?	Yes	I don't know	No

To what extent do you regularly use IsiZulu in the following ways?

57. I listen to IsiZulu on the radio	Often	Sometimes	Never
58. I watch IsiZulu TV programs	Often	Sometimes	Never
59. I read an IsiZulu newspaper and/or magazine	Often	Sometimes	Never
60. I read IsiZulu prescribed books	Often	Sometimes	Never
61. I read IsiZulu story books for relaxation	Often	Sometimes	Never
62. I speak IsiZulu to my fellow-pupils outside of class	Often	Sometimes	Never
63. I use IsiZulu during debates or speeches at school	Often	Sometimes	Never
64. I write IsiZulu letters to friends	Often	Sometimes	Never
65. I write IsiZulu letters to newspapers	Often	Sometimes	Never
66. I fill in IsiZulu crossword puzzles	Often	Sometimes	Never
67. I write poems in IsiZulu	Often	Sometimes	Never
68. I write sketches or stories in IsiZulu	Often	Sometimes	Never

Do you expect you will be using IsiZulu in five years time to communicate under the following circumstances?

69. With your immediate family at home	Often	Sometimes	Never
70. With your extended family	Often	Sometimes	Never
71. While entertaining your friends at home	Often	Sometimes	Never
72. When going out with your friends	Often	Sometimes	Never
73. With colleagues at work	Often	Sometimes	Never
74. On formal occasions such as a graduation ceremony, a wedding or in court	Often	Sometimes	Never

In your view does IsiZulu have the appropriate words and phrases to be used as medium of instruction at high school and university in the following subjects?

75. Art	Yes	I don't know	No
76. Astronomy	Yes	I don't know	No
77. Biology	Yes	I don't know	No
78. Chemistry & Physics	Yes	I don't know	No
79. Computer Science	Yes	I don't know	No
80. Economic & Management Sciences	Yes	I don't know	No
81. Education	Yes	I don't know	No
82. Engineering	Yes	I don't know	No
83. History	Yes	I don't know	No
84. Literature Studies	Yes	I don't know	No
85. Mathematics	Yes	I don't know	No
86. Political Science	Yes	I don't know	No
87. Religion Studies	Yes	I don't know	No

Addendum 6
Tables

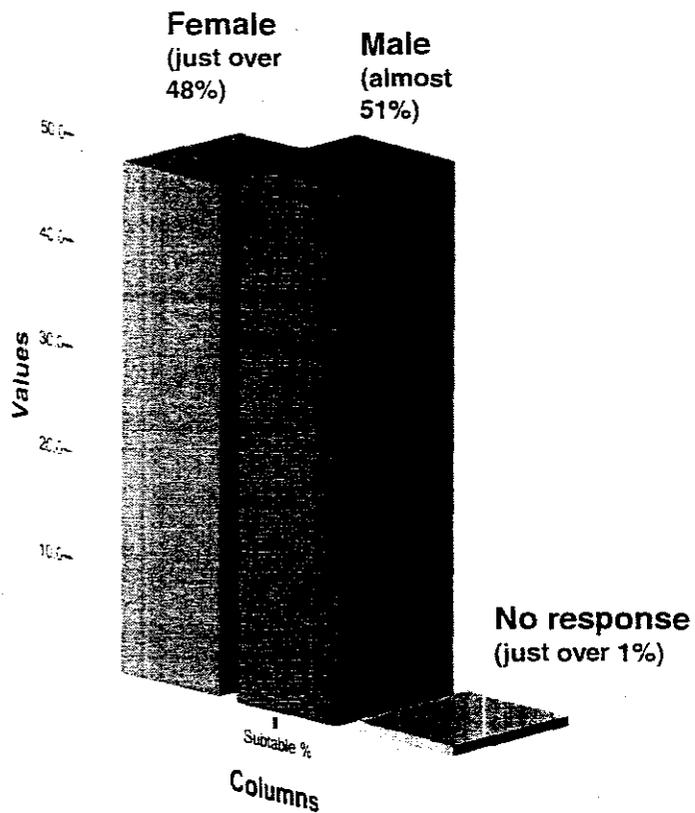
ables

Indicate in what grade you are	grade 12	345
	no sesponse	3
	spoilt response	5

Tables

		Count	Subtable %
Indicate your gender	female	170	48.2%
	male	179	50.7%
	no response	4	1.1%
Indicate your age	16-18	199	56.4%
	19-21	119	33.7%
	22+	26	7.4%
	Spoilt response	1	.3%
	No response	8	2.3%

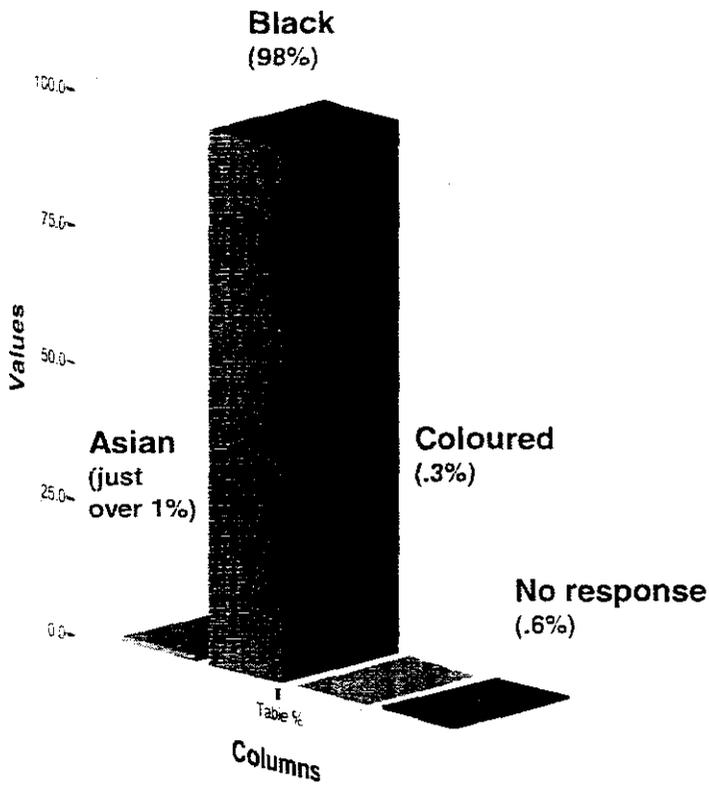
		Subtable %
Indicate your gender	female	48.2%
	male	50.7%
	no response	1.1%



Tables

Indicate your race	Asian	Count	4
		Table %	1.1%
	Black	Count	346
		Table %	98.0%
	Coloured	Count	1
		Table %	.3%
	No response	Count	2
		Table %	.6%

Indicate your race	Asian	Table %	1.1%
	Black	Table %	98.0%
	Coloured	Table %	.3%
	No response	Table %	.6%



Tables

			Indicate your gender		
			female	male	no response
How well do you speak Afrikaans?	not at all	Count	83	98	1
		Col %	48.8%	54.7%	25.0%
	average	Count	75	67	3
		Col %	44.1%	37.4%	75.0%
well	Count	3	3		
	Col %	1.8%	1.7%		
no response	Count	9	11		
	Col %	5.3%	6.1%		

			Indicate your gender		
			female	male	no response
How well do you speak SiSwati?	not at all	Count	141	148	2
		Col %	82.9%	82.7%	50.0%
	average	Count	10	14	2
		Col %	5.9%	7.8%	50.0%
	well	Count		1	
		Col %		.6%	
no response	Count	19	16		
	Col %	11.2%	8.9%		
How well do you speak TshiVenda?	not at all	Count	150	163	4
		Col %	88.2%	91.1%	100.0%
	no response	Count	20	16	
		Col %	11.8%	8.9%	
How well do you speak XiTshonga?	not at all	Count	150	163	4
		Col %	88.2%	91.1%	100.0%
	no response	Count	20	16	
		Col %	11.8%	8.9%	

			Indicate your gender	
			female	male
How well do you speak Afrikaans?	not at all	Count	83	98
		Col %	48.8%	54.7%
	average	Count	75	67
		Col %	44.1%	37.4%
	well	Count	3	3
		Col %	1.8%	1.7%
	no response	Count	9	11
		Col %	5.3%	6.1%
How well do you speak English?	not at all	Count	6	6
		Col %	3.5%	3.4%
	average	Count	126	136
		Col %	74.1%	76.0%
	well	Count	36	30
		Col %	21.2%	16.8%
	no response	Count	2	7
		Col %	1.2%	3.9%
How well do you speak IsiNdebele?	not at all	Count	145	159
		Col %	85.3%	88.8%
	average	Count	6	1
		Col %	3.5%	.6%
	well	Count		1
		Col %		.6%
	no response	Count	19	18
		Col %	11.2%	10.1%
How well do you speak IsiXhosa?	not at all	Count	90	94
		Col %	52.9%	52.5%
	average	Count	55	60
		Col %	32.4%	33.5%
	well	Count	8	9
		Col %	4.7%	5.0%
	no response	Count	17	16
		Col %	10.0%	8.9%
How well do you speak IsiZulu?	not at all	Count	6	12
		Col %	3.5%	6.7%
	average	Count	16	13
		Col %	9.4%	7.3%

			Indicate your gender	
			female	male
How well do you speak IsiZulu?	well	Count	145	152
		Col %	85.3%	84.9%
	spoilt response	Count	2	1
		Col %	1.2%	.6%
How well do you speak Sepedi?	not at all	Count	142	158
		Col %	83.5%	88.3%
	average	Count	2	
		Col %	1.2%	
How well do you speak Sesotho?	well	Count	6	4
		Col %	3.5%	2.2%
	no response	Count	20	17
		Col %	11.8%	9.5%
How well do you speak Setswana?	not at all	Count	144	148
		Col %	84.7%	82.7%
	average	Count	5	15
		Col %	2.9%	8.4%
How well do you speak SiSwati?	well	Count	1	
		Col %	.6%	
	no response	Count	20	16
		Col %	11.8%	8.9%
How well do you speak TshiVenda?	not at all	Count	149	162
		Col %	87.6%	90.5%
	average	Count	1	1
		Col %	.6%	.6%
How well do you speak XiTshonga?	not at all	Count	141	148
		Col %	82.9%	82.7%
	average	Count	10	14
		Col %	5.9%	7.8%
How well do you speak Afrikaans?	well	Count		1
		Col %		.6%
	no response	Count	19	16
		Col %	11.2%	8.9%
How well do you read Afrikaans?	not at all	Count	150	163
		Col %	88.2%	91.1%
	no response	Count	20	16
		Col %	11.8%	8.9%
How well do you read Afrikaans?	not at all	Count	150	163
		Col %	88.2%	91.1%
	no response	Count	20	16
		Col %	11.8%	8.9%

Tables

			Indicate your gender		
			female	male	no response
How well do you read Afrikaans?	not at all	Count	28	44	
		Col %	16.5%	24.6%	
	average	Count	111	110	2
		Col %	65.3%	61.5%	50.0%
	well	Count	26	15	2
		Col %	15.3%	8.4%	50.0%

			Indicate your gender		
			female	male	no response
How well do you read Afrikaans?	spoilt response	Count	2		
		Col %	1.2%		
	no response	Count	3	10	
		Col %	1.8%	5.6%	
How well do you read English?	not at all	Count	1	5	
		Col %	.6%	2.8%	
	average	Count	74	92	
		Col %	43.5%	51.4%	
	well	Count	91	79	4
		Col %	53.5%	44.1%	100.0%
	no response	Count	4	3	
		Col %	2.4%	1.7%	
How well do you read IsiNdebele?	not at all	Count	138	152	4
		Col %	81.2%	84.9%	100.0%
	average	Count	9	8	
		Col %	5.3%	4.5%	
	spoilt response	Count	1	1	
		Col %	.6%	.6%	
	no response	Count	22	18	
		Col %	12.9%	10.1%	
How well do you read IsiXhosa?	not at all	Count	78	70	2
		Col %	45.9%	39.1%	50.0%
	average	Count	65	80	2
		Col %	38.2%	44.7%	50.0%
	well	Count	10	12	
		Col %	5.9%	6.7%	
	spoilt response	Count	1	2	
		Col %	.6%	1.1%	
	no response	Count	16	15	
		Col %	9.4%	8.4%	
How well do you read IsiZulu?	not at all	Count	6	3	
		Col %	3.5%	1.7%	
	average	Count	19	25	
		Col %	11.2%	14.0%	
	well	Count	143	145	4
		Col %	84.1%	81.0%	100.0%
	spoilt response	Count		1	
		Col %		.6%	
	no response	Count	2	5	
		Col %	1.2%	2.8%	
How well do you read Sepedi?	not at all	Count	139	153	4
		Col %	81.8%	85.5%	100.0%
	average	Count	7	5	
		Col %	4.1%	2.8%	
	well	Count	3	3	
		Col %	1.8%	1.7%	
	spoilt response	Count	2	1	
		Col %	1.2%	.6%	
	no response	Count	19	17	
		Col %	11.2%	9.5%	
How well do you read Sesotho?	not at all	Count	134	143	4
		Col %	78.8%	80.3%	100.0%
	average	Count	13	18	
		Col %	7.6%	10.1%	
	well	Count	3		
		Col %	1.8%		
	spoilt response	Count	1		
		Col %	.6%		

			Indicate your gender		
			female	male	no response
How well do you read Setswana?	no response	Count	19	17	
		Col %	11.2%	9.6%	
How well do you read Setswana?	not at all	Count	142	154	4
		Col %	83.5%	86.0%	100.0%
	average	Count	7	7	
		Col %	4.1%	3.9%	
	well	Count	1		
		Col %	.6%		
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	19	18	
		Col %	11.2%	10.1%	
How well do you read SiSwati?	not at all	Count	133	146	3
		Col %	78.2%	82.5%	75.0%
	average	Count	16	14	1
		Col %	9.4%	7.9%	25.0%
	well	Count	2	1	
		Col %	1.2%	.6%	
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	18	16	
		Col %	10.6%	9.0%	
How well do you read TshiVenda?	not at all	Count	145	155	4
		Col %	85.3%	88.6%	100.0%
	average	Count	5	3	
		Col %	2.9%	1.7%	
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	19	17	
		Col %	11.2%	9.7%	
How well do you read XiTshonga?	not at all	Count	145	158	4
		Col %	85.8%	88.3%	100.0%
	average	Count	4	4	
		Col %	2.4%	2.2%	
	well	Count	1		
		Col %	.6%		
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	18	17	
		Col %	10.7%	9.5%	

Tables

			Indicate your gender		
			female	male	no response
How well do you write Afrikaans?	not at all	Count	40	54	
		Col %	23.5%	30.2%	
	average	Count	106	99	4
		Col %	62.4%	55.3%	100.0%
	well	Count	18	14	
		Col %	10.6%	7.8%	
	spoilt response	Count		1	
		Col %		.6%	
	no response	Count	6	11	
		Col %	3.5%	6.1%	

			Indicate your gender		
			female	male	no response
How well do you write English?	not at all	Count	3	5	
		Col %	1.8%	2.8%	
	average	Count	82	93	1
		Col %	48.2%	52.0%	25.0%
	well	Count	82	75	3
		Col %	48.2%	41.9%	75.0%
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	2	6	
		Col %	1.2%	3.4%	
How well do you write isiNdebele?	not at all	Count	142	145	2
		Col %	83.5%	81.0%	50.0%
	average	Count	7	11	1
		Col %	4.1%	6.1%	25.0%
	well	Count	1	3	1
		Col %	.6%	1.7%	25.0%
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	19	20	
		Col %	11.2%	11.2%	
How well do you write isiXhosa?	not at all	Count	94	94	2
		Col %	55.3%	52.5%	50.0%
	average	Count	46	54	1
		Col %	27.1%	30.2%	25.0%
	well	Count	12	10	1
		Col %	7.1%	5.6%	25.0%
	spoilt response	Count	1	3	
		Col %	.6%	1.7%	
	no response	Count	17	18	
		Col %	10.0%	10.1%	
How well do you write isiZulu?	not at all	Count	5	6	
		Col %	2.9%	3.4%	
	average	Count	17	15	
		Col %	10.0%	8.4%	
	well	Count	148	155	4
		Col %	87.1%	86.6%	100.0%
	no response	Count		3	
		Col %		1.7%	
How well do you write Sepedi?	not at all	Count	145	153	4
		Col %	85.3%	85.5%	100.0%
	average	Count	2	6	
		Col %	1.2%	3.4%	
	well	Count	3		
		Col %	1.8%		
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	19	20	
		Col %	11.2%	11.2%	
How well do you write Sesotho?	not at all	Count	141	147	4
		Col %	82.9%	82.1%	100.0%
	average	Count	9	10	
		Col %	5.3%	5.6%	
	well	Count		1	
		Col %		.6%	
	spoilt response	Count	1	1	
		Col %	.6%	.6%	
	no response	Count	19	20	
		Col %	11.2%	11.2%	

			Indicate your gender		
			female	male	no response
How well do you write SeTswana	not at all	Count	144	152	4
		Col %	84.7%	84.9%	100.0%
	average	Count	6	6	
		Col %	3.5%	3.4%	
	spoilt response	Count	1		
		Col %	.6%		
no response	Count	19	21		
	Col %	11.2%	11.7%		
How well do you write SiSwati?	not at all	Count	132	146	3
		Col %	79.0%	82.0%	75.0%
	average	Count	14	11	1
		Col %	8.4%	6.2%	25.0%
	well	Count	1		
		Col %	.6%		
spoilt response	Count	1			
	Col %	.6%			
no response	Count	19	21		
	Col %	11.4%	11.8%		
How well do you write TshiVenda?	not at all	Count	143	154	4
		Col %	84.6%	86.5%	100.0%
	average	Count	4	4	
		Col %	2.4%	2.2%	
	spoilt response	Count	2		
		Col %	1.2%		
no response	Count	20	20		
	Col %	11.8%	11.2%		
How well do you write XiTshonga?	not at all	Count	141	155	4
		Col %	83.9%	87.1%	100.0%
	average	Count	7	4	
		Col %	4.2%	2.2%	
	spoilt response	Count	1		
		Col %	.6%		
no response	Count	19	19		
	Col %	11.3%	10.7%		

Tables

			Indicate your gender		
			female	male	no response
How well do you speak Afrikaans?	not at all	Count	83	98	1
		Col %	48.8%	54.7%	25.0%
	average	Count	75	67	3
		Col %	44.1%	37.4%	75.0%
	well	Count	3	3	
		Col %	1.8%	1.7%	
How well do you read Afrikaans?	not at all	Count	28	44	
		Col %	16.5%	24.6%	
	average	Count	111	110	2
		Col %	65.3%	61.5%	50.0%
	well	Count	26	15	2
		Col %	15.3%	8.4%	50.0%
How well do you write Afrikaans?	spoilt response	Count	2		
		Col %	1.2%		
	no response	Count	3	10	
		Col %	1.8%	5.6%	
	not at all	Count	40	54	
		Col %	23.5%	30.2%	
How well do you write Afrikaans?	average	Count	106	99	4
		Col %	62.4%	55.3%	100.0%
	well	Count	18	14	
		Col %	10.6%	7.8%	
	spoilt response	Count		1	
		Col %		.6%	
How well do you write Afrikaans?	no response	Count	6	11	
		Col %	3.5%	6.1%	

Tables

			Indicate your gender		
			female	male	no response
How well do you speak English?	not at all	Count	6	6	
		Col %	3.5%	3.4%	
	average	Count	126	136	1
		Col %	74.1%	76.0%	25.0%
	well	Count	36	30	3
		Col %	21.2%	16.8%	75.0%
How well do you read English?	not at all	Count	1	5	
		Col %	.6%	2.8%	
	average	Count	74	92	
		Col %	43.5%	51.4%	
	well	Count	91	79	4
		Col %	53.5%	44.1%	100.0%
How well do you write English?	not at all	Count	3	5	
		Col %	1.8%	2.8%	
	average	Count	82	93	1
		Col %	48.2%	52.0%	25.0%
	well	Count	82	75	3
		Col %	48.2%	41.9%	75.0%
	spoilt response	Count	1		
		Col %	.6%		
	no response	Count	2	6	
		Col %	1.2%	3.4%	

Tables

			Indicate your gender		
			female	male	no response
How well do you speak IsiZulu?	not at all	Count	6	12	
		Col %	3.5%	6.7%	
	average	Count	16	13	
		Col %	9.4%	7.3%	
	well	Count	145	152	4
		Col %	85.3%	84.9%	100.0%
	spoilt response	Count	2	1	
		Col %	1.2%	.6%	
	no response	Count	1	1	
		Col %	.6%	.6%	
How well do you read IsiZulu?	not at all	Count	6	3	
		Col %	3.5%	1.7%	
	average	Count	19	25	
		Col %	11.2%	14.0%	
	well	Count	143	145	4
		Col %	84.1%	81.0%	100.0%
	spoilt response	Count		1	
		Col %		.6%	
	no response	Count	2	5	
		Col %	1.2%	2.8%	
How well do you write IsiZulu?	not at all	Count	5	6	
		Col %	2.9%	3.4%	
	average	Count	17	15	
		Col %	10.0%	8.4%	
	well	Count	148	155	4
		Col %	87.1%	86.6%	100.0%
	no response	Count		3	
	Col %		1.7%		

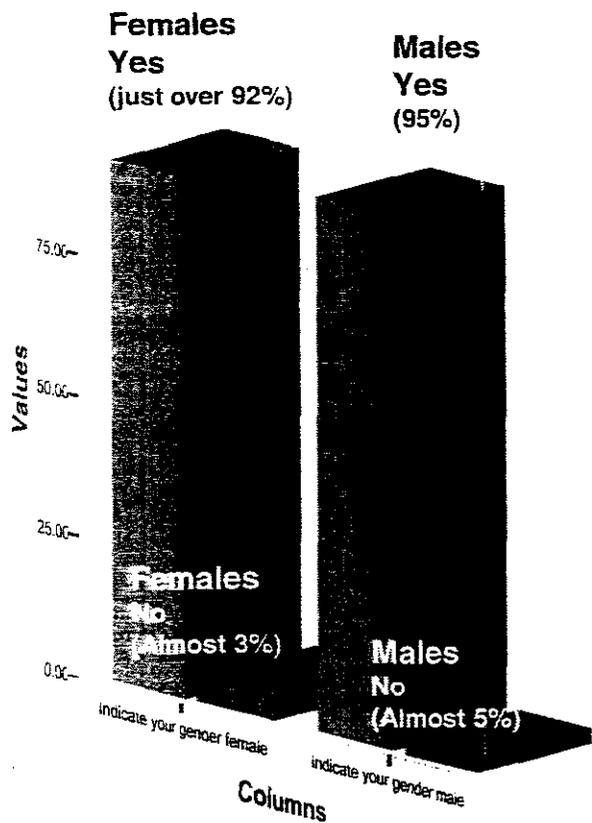
			Indicate your gender		
			female	male	no response
How well do you speak SiSwati?	not at all	Count	141	148	2
		Col %	82.9%	82.7%	50.0%
	average	Count	10	14	2
		Col %	5.9%	7.8%	50.0%
	well	Count		1	
		Col %		.6%	
no response	Count	19	16		
	Col %	11.2%	8.9%		
How well do you read SiSwati?	not at all	Count	133	146	3
		Col %	78.2%	82.5%	75.0%
	average	Count	16	14	1
		Col %	9.4%	7.9%	25.0%
	well	Count	2	1	
		Col %	1.2%	.6%	
spoilt response	Count	1			
	Col %	.6%			
no response	Count	18	16		
	Col %	10.6%	9.0%		
How well do you write SiSwati?	not at all	Count	132	146	3
		Col %	79.0%	82.0%	75.0%
	average	Count	14	11	1
		Col %	8.4%	6.2%	25.0%
	well	Count	1		
		Col %	.6%		
spoilt response	Count	1			
	Col %	.6%			
no response	Count	19	21		
	Col %	11.4%	11.8%		

Tables

Tables

Is IsiZulu your mother tongue?	yes	Count	Indicate your gender	female	157
				male	170
				no response	4
		Col %	Indicate your gender	female	92.4%
				male	95.0%
				no response	100.0%
	no	Count	Indicate your gender	female	8
				male	5
				no response	
		Col %	Indicate your gender	female	4.7%
				male	2.8%
				no response	
spoilt reponse	Count	Indicate your gender	female	2	
			male	2	
			no response		
	Col %	Indicate your gender	female	1.2%	
			male	1.1%	
			no response		
no response	Count	Indicate your gender	female	3	
			male	1	
			no response		
	Col %	Indicate your gender	female	1.8%	
			male	.6%	
			no response		
5	Count	Indicate your gender	female		
			male	1	
			no response		
	Col %	Indicate your gender	female		
			male	.6%	
			no response		

Is IsiZulu your mother tongue?	yes	Col %	Indicate your gender	female	92.4%
				male	95.0%
	no	Col %	Indicate your gender	female	4.7%
				male	2.8%



Tables

At what level are you doing IsiZulu in matric?	first language	Count	Indicate your gender	female	150
				male	156
			no response		4
		Col %	Indicate your gender	female	88.2%
			male	87.2%	
			no response	100.0%	
	second language	Count	Indicate your gender	female	9
			male	12	
			no response		
		Col %	Indicate your gender	female	5.3%
			male	6.7%	
			no response		
	spoilt response	Count	Indicate your gender	female	2
			male	2	
			no response		
		Col %	Indicate your gender	female	1.2%
			male	1.1%	
			no response		
	no response	Count	Indicate your gender	female	9
			male	9	
			no response		
		Col %	Indicate your gender	female	5.3%
			male	5.0%	
			no response		

Tables

Which language do you speak most to your parents?	Afrikaans	Indicate your gender	female	4 2.4%
			male	2 1.1%
			no response	
	English	Indicate your gender	female	4 2.4%
			male	7 3.9%
			no response	1 25.0%
IsiZulu	Indicate your gender	female	153 90.0%	
		male	165 92.2%	
		no response	3 75.0%	
Another: _____	Indicate your gender	female	3 1.8%	
_____		male	1 .6%	
		no response		
Spoilt response	Indicate your gender	female	5 2.9%	
		male	4 2.2%	
		no response		
6 No response	Indicate your gender	female	1 .6%	
		male		
		no response		
Which language do you speak most to your friends	Afrikaans	Indicate your gender	female	
			male	1 .6%
			no response	
	English	Indicate your gender	female	40 23.5%
			male	19 10.6%
			no response	2 50.0%
IsiZulu	Indicate your gender	female	110 64.7%	
		male	133 74.3%	
		no response	2 50.0%	
Another: _____	Indicate your gender	female	2 1.2%	
_____		male	17 9.5%	

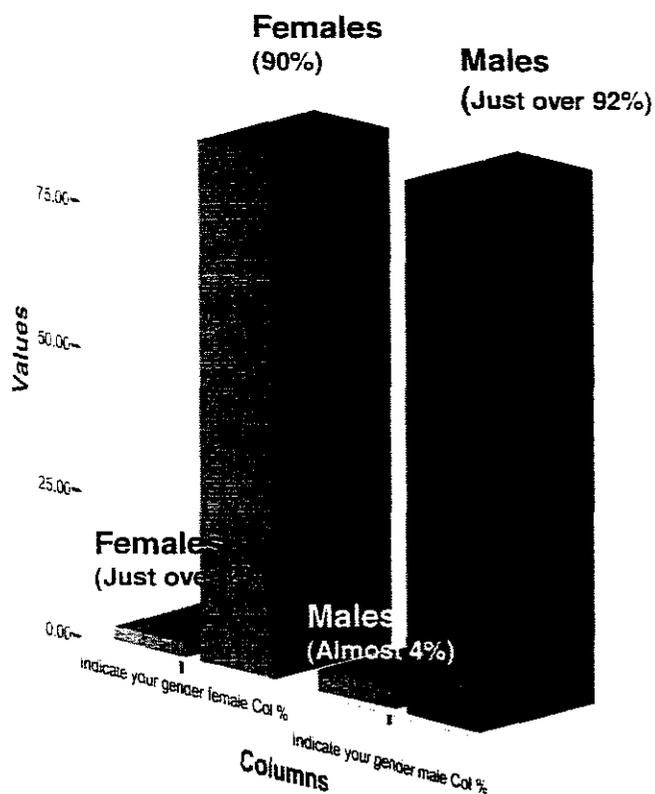
Which language do you speak most to your friends	Another: _____	Indicate your	no response	
	Spoilt response	Indicate your gender	female	16
			male	8
			no response	4.5%
No response	Indicate your gender	female	2	
		male	1	
		no response	.6%	
Which language do you speak most to teachers excluding your IsiZulu teacher?	Afrikaans	Indicate your gender	female	
			male	
			no response	1
	English	Indicate your gender	female	139
			male	157
			no response	3
	IsiZulu	Indicate your gender	female	15
			male	13
			no response	7.3%
	Spoilt response	Indicate your gender	female	14
			male	9
			no response	5.0%
	No response	Indicate your gender	female	2
			male	1.2%
			no response	
	Which language do you speak most to your fellow learners?	Afrikaans	Indicate your gender	female
male				1.8%
no response				
English		Indicate your gender	female	21
			male	21
			no response	3
IsiZulu		Indicate your	female	129
			male	129
			no response	75.9%

Which language do you speak most to your fellow learners?	IsiZulu	Indicate your gender	male	141 78.8%
			no response	1 25.0%
	Another: _____ _____	Indicate your gender	female	4 2.4%
			male	8 4.5%
			no response	
	Spoilt response	Indicate your gender	female	12 7.1%
			male	8 4.5%
			no response	
	No response	Indicate your gender	female	1 .6%
			male	1 .6%
			no response	
	Which language do you speak most to your friends when going out during weekends?	Afrikaans	Indicate your gender	female
male				1 .6%
no response				
English		Indicate your gender	female	37 21.8%
			male	19 10.6%
			no response	1 25.0%
IsiZulu		Indicate your gender	female	109 64.1%
			male	121 67.6%
			no response	3 75.0%
Another: _____ _____		Indicate your gender	female	5 2.9%
			male	21 11.7%
			no response	
Spoilt response		Indicate your gender	female	16 9.4%
			male	12 6.7%
			no response	
No response		Indicate your gender	female	3 1.8%
			male	5 2.8%
	no response			

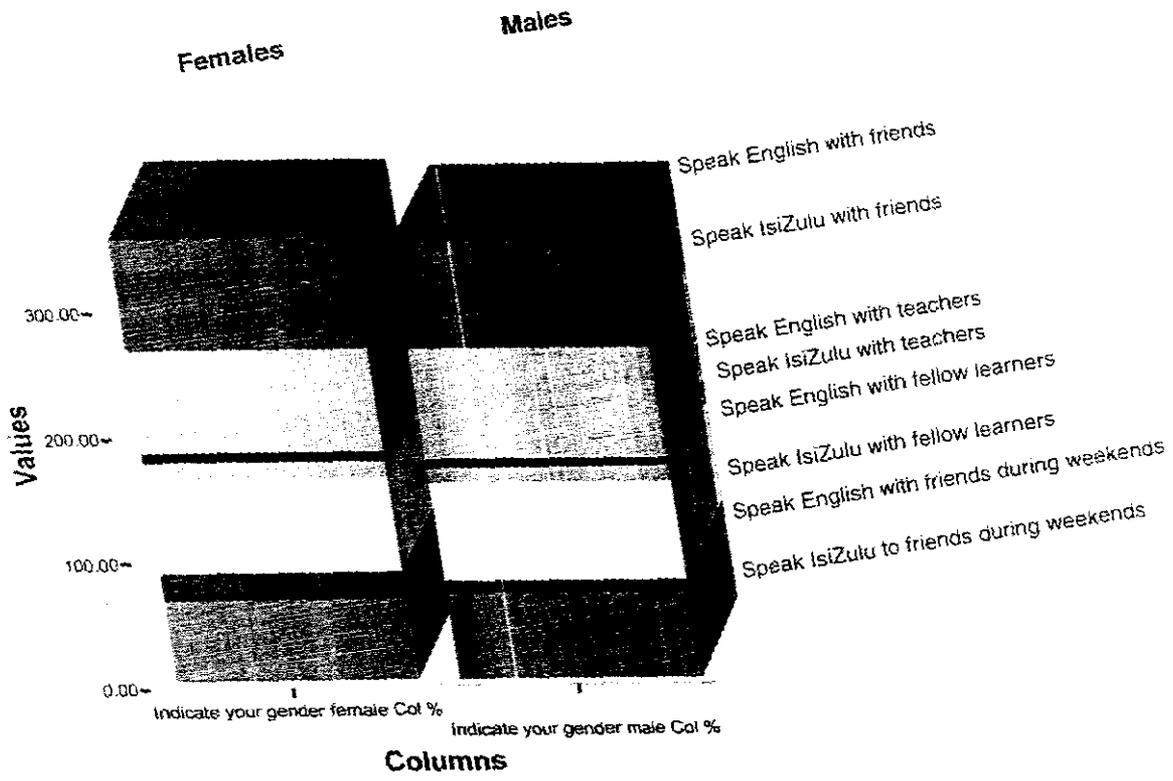
Which language do you speak most to older people in your community?	English	Indicate your gender	female	3
				1.8%
			male	3
			no response	1
				25.0%
IsiZulu	Indicate your gender		female	162
				95.3%
			male	168
			no response	3
				75.0%
Another: _____	Indicate your gender		female	2
				1.2%
			male	1
			no response	.6%
Spoilt response	Indicate your gender		female	2
				1.2%
			male	4
			no response	2.2%
No response	Indicate your gender		female	1
				.6%
			male	3
			no response	1.7%

		Indicate your gender	
		female	male
		Col %	Col %
Which language do you speak most to your parents?	Afrikaans	2.4%	1.1%
	English	2.4%	3.9%
	IsiZulu	90.0%	92.2%
	Spoilt response	2.9%	2.2%
	No response	.6%	
Which language do you speak most to your friends	Afrikaans		.6%
	English	23.5%	10.6%
	IsiZulu	64.7%	74.3%
	No response	1.2%	9.5%
	Spoilt response	9.4%	4.5%
Which language do you speak most to teachers excluding your IsiZulu teacher?	Afrikaans		
	English	81.8%	87.7%
	IsiZulu	8.8%	7.3%
	Spoilt response	8.2%	5.0%
	No response	1.2%	
Which language do you speak most to your fellow learners?	Afrikaans	1.8%	
	English	12.4%	11.7%
	IsiZulu	75.9%	78.8%
	Spoilt response	7.1%	4.5%
	No response	.6%	.6%
Which language do you speak most to your friends when going out during weekends?	Afrikaans		.6%
	English	21.8%	10.6%
	IsiZulu	64.1%	67.6%
	Spoilt response	9.4%	6.7%
	No response	1.8%	2.8%
Which language do you speak most to older people in your community?	English	1.8%	1.7%
	IsiZulu	95.3%	93.9%
	Spoilt response	1.2%	2.2%
	No response	.6%	1.7%

Which language do you speak most to your parents?	English	Indicate your gender	female	2.4%
			male	3.9%
	IsiZulu	Indicate your gender	female	90.0%
			male	92.2%



Which language do you speak most to your friends	English	Indicate your gender	female	23.5%
			male	10.6%
	IsiZulu	Indicate your gender	female	64.7%
			male	74.3%
Which language do you speak most to teachers excluding your IsiZulu teacher?	English	Indicate your gender	female	81.8%
			male	87.7%
	IsiZulu	Indicate your gender	female	8.8%
			male	7.3%
Which language do you speak most to your fellow learners?	English	Indicate your gender	female	12.4%
			male	11.7%
	IsiZulu	Indicate your gender	female	75.9%
			male	78.8%
Which language do you speak most to your friends when going out during weekends?	English	Indicate your gender	female	21.8%
			male	10.6%
	IsiZulu	Indicate your gender	female	64.1%
			male	67.6%



Tables

Should IsiZulu be a compulsory matric exam subject?	Yes	Indicate your gender	female	Count	90	
				Col %	52.9%	
			male	Count	114	
					Col %	63.7%
				no response	Count	3
					Col %	75.0%
	I don't know	Indicate your gender	female	Count	34	
				Col %	20.0%	
			male	Count	27	
					Col %	15.1%
				no response	Count	1
					Col %	25.0%
	No	Indicate your gender	female	Count	38	
				Col %	22.4%	
			male	Count	34	
				Col %	19.0%	
			no response	Count		
				Col %		
No response	Indicate your gender	female	Count	3		
			Col %	1.8%		
		male	Count	3		
				Col %	1.7%	
			no response	Count		
				Col %		
Spoilt response	Indicate your gender	female	Count	5		
			Col %	2.9%		
		male	Count	1		
				Col %	.6%	
			no response	Count		
				Col %		

Tables

To what extent do you listen to IsiZulu over the radio?	Often	Indicate your gender	female	Count	56	
				Col %	32.9%	
			male	Count	48	
					Col %	26.8%
				no response	Count	2
					Col %	50.0%
	Sometimes	Indicate your gender	female	Count	107	
				Col %	62.9%	
			male	Count	121	
					Col %	67.6%
				no response	Count	1
					Col %	25.0%
	Never	Indicate your gender	female	Count	5	
				Col %	2.9%	
			male	Count	8	
				Col %	4.5%	
			no response	Count	1	
				Col %	25.0%	
No response	Indicate your gender	female	Count	1		
			Col %	.6%		
		male	Count	2		
				Col %	1.1%	
			no response	Count		
				Col %		

To what extent do you listen to IsiZulu over the radio?	Spoilt response	Indicate your gender	female	Count	1
				Col %	.6%
			male	Count	
				Col %	
			no response	Count	
				Col %	
To what extent do you watch IsiZulu programmes on TV?	Often	Indicate your gender	female	Count	41
				Col %	24.1%
			male	Count	36
				Col %	20.1%
			no response	Count	
				Col %	
	Sometimes	Indicate your gender	female	Count	118
				Col %	69.4%
			male	Count	128
				Col %	71.5%
			no response	Count	3
				Col %	75.0%
	Never	Indicate your gender	female	Count	10
				Col %	5.9%
			male	Count	10
				Col %	5.6%
			no response	Count	1
				Col %	25.0%
No response	Indicate your gender	female	Count		
			Col %		
		male	Count	4	
			Col %	2.2%	
		no response	Count		
			Col %		
Spoilt response	Indicate your gender	female	Count	1	
			Col %	.6%	
		male	Count	1	
			Col %	.6%	
		no response	Count		
			Col %		

Tables

Do you expect using IsiZulu in 5 years time when you are with your immediate family at home?	Often	Indicate your gender	female	Count	96
				Col %	56.5%
			male	Count	111
				Col %	62.0%
			no response	Count	3
				Col %	75.0%
	Sometimes	Indicate your gender	female	Count	63
				Col %	37.1%
			male	Count	53
				Col %	29.6%
			no response	Count	1
				Col %	25.0%
	Never	Indicate your gender	female	Count	10
				Col %	5.9%
			male	Count	9
				Col %	5.0%
			no response	Count	
				Col %	

Do you expect using isiZulu in 5 years time when you are with your immediate family at home?	No response	Indicate your gender	female	Count	5 2.8%
			male	Count	
			no response	Count	
				Col %	
	Spoilt response	Indicate your gender	female	Count	1
			male	Count	1
no response			Count	1	
			Col %	.6%	
Do you expect using isiZulu in 5 years time when you are with your extended family?	Often	Indicate your gender	female	Count	106
			male	Count	112
			no response	Count	1
				Col %	62.4%
	Sometimes	Indicate your gender	female	Count	53
			male	Count	55
			no response	Count	1
				Col %	31.2%
	Never	Indicate your gender	female	Count	7
			male	Count	8
			no response	Count	2
				Col %	4.1%
	No response	Indicate your gender	female	Count	2
			male	Count	3
			no response	Count	1
				Col %	1.2%
Spoilt response	Indicate your gender	female	Count	2	
		male	Count	1	
		no response	Count	1	
			Col %	1.2%	

Tables

Does isiZulu have the words and phrases to be used as medium of instruction at high school & university to teach chemistry & physics?	yes	Indicate your gender	female	Count	36
			male	Count	54
			no response	Count	3
				Col %	21.3%
	I do not know	Indicate your gender	female	Count	44
			male	Count	51
			no response	Count	3
				Col %	26.0%

Does IsiZulu have the words and phrases to be used as medium of instruction at high school & university to teach chemistry & physics?	no	Indicate your gender	female	Count	81
				Col %	47.9%
			male	Count	68
				Col %	38.0%
	spoilt response	Indicate your gender	no response	Count	1
				Col %	25.0%
			female	Count	1
				Col %	.6%
	no response	Indicate your gender	male	Count	2
				Col %	1.1%
			no response	Count	
				Col %	
Does IsiZulu have the words and phrases to be used as medium of instruction at high school & university to teach computer science?	yes	Indicate your gender	female	Count	33
				Col %	19.4%
			male	Count	49
				Col %	27.4%
	I do not know	Indicate your gender	no response	Count	30
				Col %	17.6%
			female	Count	40
				Col %	22.3%
	no	Indicate your gender	no response	Count	1
				Col %	25.0%
			female	Count	96
				Col %	56.5%
spoilt response	Indicate your gender	male	Count	83	
			Col %	46.4%	
		no response	Count	3	
			Col %	75.0%	
no response	Indicate your gender	female	Count	2	
			Col %	1.2%	
		male	Count	4	
			Col %	2.2%	
no response	Indicate your gender	no response	Count	9	
			Col %	5.3%	
		female	Count	3	
			Col %	1.7%	
Does IsiZulu have the words and phrases to be used as medium of instruction at high school & university to teach engineering?	yes	Indicate your gender	female	Count	41
				Col %	24.3%
			male	Count	53
				Col %	29.8%
	I do not know	Indicate your gender	no response	Count	
				Col %	
			female	Count	49
				Col %	29.0%
	no response	Indicate your gender	male	Count	38
				Col %	21.3%
			no response	Count	
				Col %	

Does IsiZulu have the words and phrases to be used as medium of instruction at high school & university to teach engineering?	no	Indicate your gender	female	Count	71
				Col %	42.0%
			male	Count	81
				Col %	45.5%
			no response	Count	3
				Col %	75.0%
	spoilt response	Indicate your gender	female	Count	
				Col %	
			male	Count	2
				Col %	1.1%
			no response	Count	
				Col %	
no response	Indicate your gender	female	Count	8	
			Col %	4.7%	
		male	Count	4	
			Col %	2.2%	
		no response	Count	1	
			Col %	25.0%	
Does IsiZulu have the words and phrases to be used as medium of instruction at high school & university to teach mathematics?	yes	Indicate your gender	female	Count	41
				Col %	24.1%
			male	Count	60
				Col %	33.5%
			no response	Count	
				Col %	
	I do not know	Indicate your gender	female	Count	35
				Col %	20.6%
			male	Count	25
				Col %	14.0%
			no response	Count	1
				Col %	25.0%
	no	Indicate your gender	female	Count	84
				Col %	49.4%
			male	Count	87
				Col %	48.6%
			no response	Count	3
				Col %	75.0%
	spoilt response	Indicate your gender	female	Count	3
				Col %	1.8%
			male	Count	3
				Col %	1.7%
			no response	Count	
				Col %	
no response	Indicate your gender	female	Count	7	
			Col %	4.1%	
		male	Count	4	
			Col %	2.2%	
		no response	Count		
			Col %		

Tables

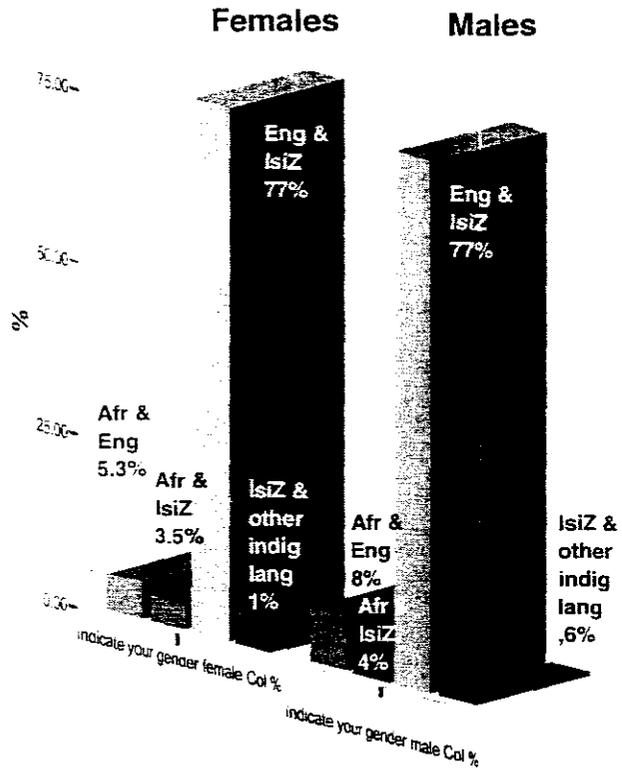
If your school offered 3 languages, which 3 would you prefer?	Afrikaans, English & IsiZulu	Indicate your gender	female	Count	90
				Col %	52.9%
			male	Count	86
				Col %	48.0%
			no response	Count	3
				Col %	75.0%

If your school offered 3 languages, which 3 would you prefer?	Afrikaans, IsiZulu & another indigenous language	Indicate your gender	female	Count	2	
				Col %	1.2%	
			male	Count	1	
				no response	Count	.6%
					Col %	
	Afrikaans, English & another indigenous language	Indicate your gender	female	Count	8	
				Col %	4.7%	
			male	Count	5	
				no response	Count	2.8%
					Col %	
	English, IsiZulu & another indigenous language	Indicate your gender	female	Count	58	
				Col %	34.1%	
			male	Count	66	
				no response	Count	36.9%
					Col %	
	Afrikaans & 2 other indigenous languages	Indicate your gender	female	Count	4	
				Col %	2.4%	
			male	Count	7	
			no response	Count	3.9%	
				Col %		
IsiZulu & 2 non-SA languages	Indicate your gender	female	Count			
			Col %			
		male	Count	1		
			no response	Count	.6%	
				Col %		
no response	Indicate your gender	female	Count	1		
			Col %	.6%		
		male	Count	3		
			no response	Count	1.7%	
				Col %		
spoilt response	Indicate your gender	female	Count	7		
			Col %	4.1%		
		male	Count	10		
			no response	Count	5.6%	
				Col %	25.0%	
If your school offered 2 languages, which 2 would you prefer?	Afrikaans & English	Indicate your gender	female	Count	9	
				Col %	5.3%	
			male	Count	14	
				no response	Count	7.8%
					Col %	
	Afrikaans & IsiZulu	Indicate your gender	female	Count	6	
				Col %	3.5%	
			male	Count	1	
				no response	Count	.6%
				Col %		
English & IsiZulu	Indicate your gender	female	Count	131		
			Col %	77.1%		
		male	Count	138		
			Col %	77.1%		

If your school offered 2 languages, which 2 would you prefer?	English & IsiZulu	Indicate your	no response	Count	3
				Col %	75.0%
	Afrikaans & another indigenous language	Indicate your gender	female	Count	1
				Col %	.6%
			male	Count	3
				Col %	1.7%
	English & another indigenous languages	Indicate your gender	female	Count	12
				Col %	7.1%
			male	Count	10
				Col %	5.6%
	IsiZulu & another indigenous language	Indicate your gender	female	Count	2
				Col %	1.2%
			male	Count	1
				Col %	.6%
	English & a non-SA language	Indicate your gender	female	Count	1
				Col %	.6%
			male	Count	
				Col %	
	IsiZulu & a non-SA language	Indicate your gender	female	Count	
				Col %	
			male	Count	2
				Col %	1.1%
	no response	Indicate your gender	female	Count	
				Col %	
male			Count	6	
			Col %	3.4%	
spoilt response	Indicate your gender	female	Count	8	
			Col %	4.7%	
		male	Count	4	
			Col %	2.2%	
		no response	Count	1	
			Col %	25.0%	

Tables

		Indicate your gender	
		female	male
		Col %	Col %
If your school offered 2 languages, which 2 would you prefer?	Afrikaans & English	5.3%	7.8%
	Afrikaans & IsiZulu	3.5%	.6%
	English & IsiZulu	77.1%	77.1%
	IsiZulu & another indigenous language	1.2%	.6%



Addendum C
Letters of permission



University Of Zululand
Department Of Communication Science (Durban Campus)
Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Tel 082-9133-150
Fax (031) 907-3011
E-Mail rklopper@iafrica.com

Private Bag X10
ISIPINGO
4110

5 July 2002

The Director (Support Services: Durban South)
KwaZulu-Natal Department of Education
Private Bag X54330
DURBAN 4000

Dear Mr. Aboobaker,

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG SECONDARY SCHOOL LEARNERS IN THE DURBAN SOUTH REGION REGARDING THE UTILITY OF ISIZULU AS MEDIUM OF FORMAL AND TECHNICAL COMMUNICATION

One of my master's students, Ms. T.P. Nzuzza, needs to do empirical research during September 2002 among grade 12 learners in the Durban South regarding the utility of isiZulu as medium of formal and technical communication. Several students are conducting this research in different regions of KwaZulu-Natal as a coordinated project after a personal appeal to me to facilitate such research, from the Honorable Minister of national Education, Prof. Kader Asmal, early in 2001.

The survey will be conducted with about 400 learners during one class period. Ms. Nzuzza's research forms part of a more comprehensive programme that focuses on the development of indigenous official languages as higher function languages.

I am attaching a copy of her questionnaire for your information.

I am hereby applying for permission in principle for Ms. Nzuzza to do the above-mentioned research at about four schools in the region under your jurisdiction.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- After obtaining permission in principle from you the permission of the principals of the target schools will be sought, emphasizing the anonymous, constructive and voluntary nature of participation.
- The questionnaires will be disseminated and retrieved by Ms. Nzuzza herself.
- The KZN Department of Education will be acknowledged in the theses, of which copies will be provided upon completion.

Kind regards,

Prof. R M Klopper
HOD: Communication Science (Durban)