

COMMUNICATION POLICY AND COMMUNICATION PRACTICE:
THE CASE OF THE ETHEKWINI MUNICIPALITY

By

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A dissertation submitted in fulfilment of the requirements for the degree of

Master of Arts in Communication Science

University of Zululand

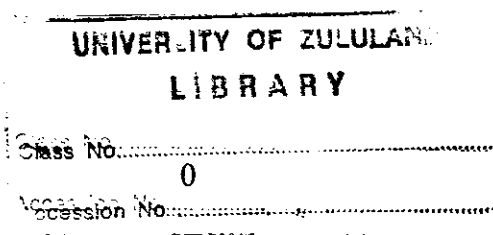
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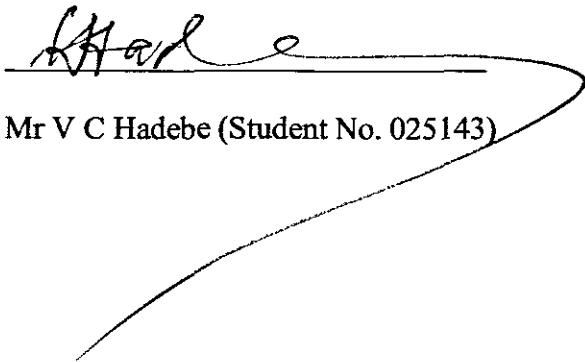
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DECLARATION

I, the undersigned, declare that the work I present in this thesis is based on my own research, and that I have not submitted this thesis to any other institution of higher education to obtain an academic qualification.

A handwritten signature in black ink, appearing to read 'Hadebe', is written over a horizontal line. A long, sweeping underline extends from the end of the signature, curving downwards and to the left.

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20 April 2006

ABSTRACT

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By

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In this thesis the researcher examines language policy and language practice in large organisations, with specific reference to departmental practice at the eThekwin Municipality. The eThekwin Municipality is one of South Africa's largest municipalities that are tasked with the provision of (and ensuring universal access to) essential services that are affordable to local communities, for example, water, electricity and sanitation. The eThekwin municipality was chosen on the basis of its commitment to equity and the development of its employees' potential through training and development programmes.

The study is conducted within the parameters of the new Constitution's multilingual language policy of South Africa, the Skills Development Act of 1998 and the Employment Equity Act of 1998. In Section 6: C, the Constitution states that the state must take practical measures to elevate the status of the indigenous languages and in Section 9: 3, the state may not discriminate against anyone on the grounds of language and colour. The study argues that in order to ensure equity, all South African languages must be used for the promotion of multilingualism and the advancement of

African languages, which were previously ignored by the apartheid government. The broad issues that the study examined include language policy and practice, languages used in organisations and the dominance of English in organisational communication.

ACKNOWLEDGEMENTS

First and foremost, I praise the Lord God Almighty for giving me strength, wisdom and ability to complete this study.

I wish to extend a special note of gratitude to my promoter, Professor R. M. Klopper who emboldened me to continue with this study even in times of difficulty. My thanks to him for his tireless effort and patience to assist me with ideas to produce this thesis.

The eThekweni Municipal Managers for giving me access to conduct this survey in their departments and the participants who took their spare time to scribble responses that helped to create this thesis.

All those whose benevolence and goodwill have helped me pursue, complete and present this thesis

WRITING CONVENTIONS

The researcher wishes to draw the attention of the reader to the following conventions that are followed in the study:

1. The researcher uses the abbreviated Harvard style of referencing, for example Mersham & Skinner (1999:10), which means Mersham & Skinner 1999, page 10.
2. The researcher has made a conscious effort not to use footnotes in order to allow an uninterrupted reading of the thesis.
3. Illustrative graphics and tables are all given as Figures 1 – 13 in their chronological sequence of appearance.

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Chapter 1

ORIENTATION OF THE STUDY

Orientation

Language is one of the greatest natural assets that every normal human being possesses. It is a tool with which thoughts, ideals, values and hopes are expressed and articulated, the society and the laws that governs it are constructed. We function as human beings and face daily challenges through language.

The right to use the official languages of our choice is recognized in our Bill of Rights and the Constitution acknowledges that the languages of our people are a resource that should be harnessed. Management of this human resource is therefore critical especially when the language issue has always been a focal point in South Africa's journey towards democracy.

In the proposed thesis the researcher will report the results of a survey of managers in the eThekweni Municipality regarding language and communication's training in their departments and a survey of supportive employees regarding language policy and language practice within their workplace. Their responses from questions about training and development, skills development, English literacy classes and the relationship between English and other South African official languages used within the organization will assist the researcher to determine whether a mismatch between language policy and language practice exists within the eThekweni Municipal's departments. The major intention of the research is to determine the language policies and practices in municipal departments in relation to guarantees given to the citizens by the new South African Constitution.

In this chapter the researcher will motivate why it has been necessary to undertake this study. Then outline the major problem that prompted the research as well as the aim that is directed at resolving the problems identified. After having formulated the research problem and aim, the researcher will then give an account of the research methodology employed to resolve the problem that is identified.

Statement of problem to be analysed

Language has always been an emotive issue in South Africa because in the past it was used as a political tool to divide and rule the country's multilingual population. It had to do with issues of political dominance, protection of power structures and unequal distribution of economic resources. However, with the advent of democracy in 1994, linguistic diversity and therefore multilingualism has come to be acknowledged as linguistic reality. Today the country's 11 official languages make South Africa one of the countries with the most official languages in the world.

Also, the advent of democracy has since given the language issue the attention that it deserves. Section 9(3) of the South African Bill of Rights states that no one may be unfairly discriminated against directly or indirectly by the state on the grounds of race, gender, sex, pregnancy, marital status, ethnic or social origin, disability, age, religion, colour, sex orientation, culture, belief, conscience, language and birth.

Section 2(c) of the South African Languages Bill states its objects as "to enable all South Africans to use the official languages of their choice as a matter of right within a range of contexts specified in this Act with a view to ensuring equal access to government services and programmes, and to knowledge and information"

Section 6(1) of the Founding Provisions of South Africa's new Constitution (Act 108 of 1996) lists 11 official languages (given in alphabetical order): Afrikaans; English; isiNdebele, isiXhosa; isiZulu; Sepedi; Sesotho; Setswana; Siswati; tshiVenda and Xitsonga. In addition, section 6(2) states that it is the duty of the state to establish practical and positive measures to elevate the status of the previously disadvantaged indigenous languages. There are two intentions here, the first one is to promote inclusivity and national unity and the second one is to promote the use of marginalized languages.

This new SA Constitution, Section 31, states that language is a basic human right:

“Every person shall have a right to use the language of his or her choice”

It is therefore obvious that to infringe into one's language rights, is to infringe one's human right. The constitution has the interest of all its citizens at heart in terms of language policy, however a question arises whether de jure 11 official language policy is evident in the de facto policies practiced by organizations.

Although South Africa has a multilingual language policy has been mentioned earlier, there however appears to be a mismatch between language policy and language practice. English appears to be the dominant language as it plays the role of being the medium of instruction in schools and tertiary institutions. It is also very dominant in the world of trade and industry. As mentioned earlier on, language is considered a basic human right and it is the duty of the state to ensure that all languages are treated equitably. Failure to do so may be considered as unconstitutional and discriminatory.

The state should ensure that the language policy does not create what Prah (1995:56) describes as “a system where language policy perpetuates the privileged status of an elite class, commonly by way of enshrining a minority language as the de facto or de jure official language of the state”. South Africa has a progressive Constitution that proclaims eleven languages and implies an admirable array of language rights but for the past ten years since liberation, there has been little headway in implementing any national language policy “on the ground” (Heugh, 1995; Macfarlane, 2002:5). It is within this context that the study is being conducted.

Aims

The twofold aims of this study are:

- To investigate the *de jure* language policy and the *de facto* language practices in the South African trade and industry organizations; and
- To provide strategies that can be employed by organizations to provide for equitable language practice.

Languages used in an organization will be examined using selected departments of a large municipality as cases for the study. The study will also be done in the light of the Skills Development Act (1998) and the Employment Equity Act of 1998 because these two Acts aim to implement workplace strategies to develop and improve the education and skills of the South African workforce.

Critical questions

The investigation seeks to answer the following critical questions:

- Does the organization have a language policy in line with South Africa's Constitutional guarantees?
- What language/s do employees in this organization use for internal and external communication?
- Are training programmes/literacy programmes for employees offered in the organization in line with South Africa's Skills Development Act (1998)?
- Are employees expected to be literate in English in order to attend training/literacy programmes?
- Does the organization offer employees second language training?
- What is the impact of the implementation of training/literacy programmes?
- Are there any efforts to promote indigenous language/s within the organization?

This Chapter has outlined a brief background of both historical and current legislated position of language policies in South Africa, the research problem of the study, its research aim and critical questions that the study will attempt to answer.

The next Chapter, Key Concepts, is meant as a resource for the reader in case s/he needs to get clarity on any of the major terms or concepts prevalent in the study.

Research methodology

The empirical research will be conducted by means of interview guides and questionnaires that have already been designed for the employees of four departments of the municipality. About 150 employees including managers will be surveyed to obtain a representative sample as set out by Leedy (1998). The responses on completed questionnaires will be encoded into the statistical programmed SPSS, for processing, analysis and the extraction of the requisite tables and graphs by myself under mentor supervision.

Value of research

The results of the study will determine whether there is a mismatch between language policy and language practice within the eThekweni Municipal's departments.

Overview of chapters

In chapter 1 the researcher will identify the problem that prompted the study, the aim that was formulated to resolve the problem and the research procedure.

In chapter 2, key concepts are intended as a resource for the reader in case s/he wants to get clarity on any of the major terms or concepts used in this study.

Chapter 3 is literature review. It will attempt to relate to the topic of the research in order to address the aim of the study, and to create a background against which findings shall be based.

In chapter 4 the researcher will discuss the research methodology employed, how questionnaires and the interview guides were formulated. The researcher will further

explain how questionnaires were distributed and how the data was captured into the SPSS programmed for analysis.

In Chapter 5 the researcher will present the results of the survey. The findings in this chapter will be graphically demonstrated.

Chapter 6 is the final chapter, in which the researcher presents conclusions about the research conducted and makes recommendations based on the findings.

Conclusion

In this chapter the researcher has identified the problem regarding language policy and language practice and the dominance of English in the world of trade and industry. The researcher formulated a twofold aim to resolve the problem and outlined the research procedure that will follow to achieve these aims.

In the following chapter key concepts that inform the study are presented.

Chapter 2

KEY CONCEPTS

Introduction

In this chapter the researcher will define key concepts relating to the study on language policy and practice. The chapter is meant as a resource that will assist the reader in case s/he needs to get clarity on any of the major terms or concepts prevalent in this study.

Adult Basic Education and Training (ABET)

The White Paper (1995) on education, states that Adult Basic Education and Training is both a right and a functional economic necessity in a changing society, which requires a citizenry engaged in a lifelong process of learning. According to municipal managers, ABET literacy classes were established to assist what they term low-level workers so that they become literate.

Multilingualism

According to the Oxford English Dictionary: Second Edition Volume X (1989), multilingualism is an ability to speak many languages. Richards et al (1989:185) concur by saying that multilingualism is an ability to use three or more languages by an individual or a group of speakers such as the inhabitants of a particular region or a nation. The South African language planning policy recommends the country to be multilingual because the advent of democracy in 1994, recognized linguistic diversity and therefore multilingualism as a linguistic reality.

Language Planning

Crystal (1987:364) defines language planning as the creation and implementation of an official policy about how languages and linguistic varieties of a language are to be used. All South African private and public institutions, such as the eThekweni Municipality have an obligation to develop their language policies being guided by the country's language planning policy.

Official Language

According to Crystal (1987:363), an official language is a language that is given a special status like that of being used in formal settings such as in government, and courts of law, and for official business. In multilingual nations like South Africa, there is a challenge because there are more than one official languages, and the purpose of this study is to investigate how the eThekweni Municipality, like other institutions, has dealt with this challenge.

Mother Tongue

According to the Oxford English Dictionary: Second Edition Volume 1X (1989), the term mother tongue refers to one's native language, a language that one is born with. Employees and clients in different institutions, including the municipality, come from different linguistic backgrounds and the institution has to develop a language policy that will consider this such that no employee or client may feel discriminated in terms of language

Indigenous Language

Webster's Third New Institutional Dictionary of English Language (1971) defines the word 'indigenous' as native. Indigenous language therefore, refers to a language acquired at home or a language that one is 'born' with. The municipality employs people of

different linguistic background, and again this is a challenge that the researcher wishes to investigate.

Diglossia

Richards et al (1985:81) defines diglossia as when two languages or language varieties exists side by side in a community and each one is used for different purposes. Usually, one is more standard variety called High variety or H-variety, which is used in government, the media, education, and for religious services. The other one is usually a non-prestige variety called the Low-variety or L-variety, which is used in the family, with friends, when shopping etc.

Prestige Language

According to Woolfson (1989:215), the variety of a language that is spoken by those who have wealth, power and education or the language of the elite group, is generally regarded as the prestige variety by the entire speech community. A prestige language is considered by members of a society as the language that provides social mobility, access to resources, power and access to the elite of the society it is an H-variety of language.

Monolingual

Monolingual is an ability to speak only one language (Oxford Dictionary Second Edition Volume 1X: 1989). It is synonymous to unilingual. Some organisations prefer to implement unilingual language policies and that is against the Constitution of the country and the Bill of Rights, which pronounces language as a basic human right.

Bilingual

According to Richards et al (1985:28), a bilingual persons is a person who knows and uses two languages. The person speaks, reads or understand the two languages equally well.

Culture

Culture is a way of life, the customs and beliefs art, beliefs, way of life and social organization of a particular country or groups. (Oxford Advanced Learner's Dictionary 200:284). Through urbanization, 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.

Conclusion

In this chapter, key concepts that inform the study have been outlined. The researcher has explained the concepts, multilingualism, language planning, official language, indigenous language, native language, mother tongue, diglossia, prestige language, monolingual, unilingual and culture. In the next chapter the researcher will present literature review in a greater detail.

Chapter 3

LITERATURE SURVEY

Introduction

The study will examine the language policy and language practice in the South African trade and industry organizations. This will be done with a view that language constitutes a medium of communication within an organization. An organization offers service to its customers through its employees who possess information that provides the employee with what has to be done, how it has to be done and when to do and complete the task.

Narsee (1997:100), states an important fact about industry by pointing out that in industry, communication skills are considered as important as technical skills because the acquisition of skills depends on language and ability to communicate. Language is therefore critical for the purpose of ensuring full understanding of the workplace policy.

Diversity is characteristic of South Africa and this also applies to its trade and industry, the study will also be informed by multilingualism and language democracy in the workplace. Also the role of training and development in industry will be considered with focus on the use of language in training and development.

Equitable treatment

The Founding Provisions of the Constitution makes a provision for the official languages:

“All official languages must enjoy parity of esteem and must be treated equitably: [Section 6(4)] (Act No. 108 of 1996).

This assertion by the Constitution calls for the same consideration of languages “parity of esteem”, and same treatment “treated equitably”. It does not however refer to the official languages as equal. Had this been the case, one would expect documents of the eThekweni Municipality to be available in all eleven official languages. The country may have lacked economic and human capacity to carry out the massive task of undertaking the exercise during the inception of the Constitution but that does not absolve the South African government from prioritizing the language issue.

De facto English dominance in South Africa

According to the national census of 1991, the mother tongue speakers of the respective language groups can be presented as follows:

IsiZulu	21,96%
IsiXhosa	17,03%
Afrikaans	15,03%
North Sotho	9,64%
English	9,01%
Tswana	8,59%
South Sotho	6,73%
Tsonga	4,35%
Swazi	2,57%
Venda	2,22%
Ndebele	1,55%
Other	1,31%

(Schuring, 1993:4 in du Plessis et al)

According to South Africa’s New Language Policy: The Facts (1994:4), the majority of South Africans use 98% of the indigenous languages as their home language or first

language. Kamwangamalu (2001:364) states that, demographically, isiZulu (23%) and isiXhosa (18%) are the most commonly spoken first home languages in South Africa.

The 1996 census reveals that Afrikaans (14.4%) and English (9%), while widely spoken in all provinces, are less frequently used as first home languages than some of the indigenous languages (The People of South Africa Population Census 1996, 1998:14). The next four medium-sized groups are North Sotho, English, Tswana and South Sotho) and the four smaller language groups are Tsonga, Swazi, Venda and Ndebele).

Schuring (1993:16 in du Plessis et al), in the same report indicates that 47,76% of the population have no speaking knowledge of English or Afrikaans (two former official languages). This means that only 52,24% of the population can be reached through English or Afrikaans. 42,35% can be reached in English only, 42,31% can be reached when only Afrikaans is used.

The above statistics indicate to organizations with the fact that different language groups are represented in their organizations, and that no common language exists in which all employees are simultaneously skilled. However, according to du Plessis et al (2000: 2), *organizations continue to implement a policy of unilingualism, with English as the preferred language.* Maphalala, cited in Deprez (2000:150) notes that some people “argue that language not only expresses the vitality of the people, but life itself”. Ushinsky (1975:244) states that when their languages were threatened, European nations took it as a matter of life and death because they believed that they would live as long as their language was alive.

The dominant home language in KwaZulu-Natal is isiZulu and for the purpose of this study, languages spoken in KwaZulu Natal also need to be discussed. Maartens (1998:23) provides the following figures for languages spoken in KwaZulu-Natal:

Zulu	80%
English	16%
Afrikaans	2%
Xhosa	1%
Other	1%

According to the statistics above, isiZulu is the dominant language in KwaZulu Natal because “80% have isiZulu as their mother tongue” (Maartens, 1998:22-23). Maphalala, cited in Deprez (2000:152) says the dominance of isiZulu in KwaZulu-Natal supports the argument that isiZulu should be made the medium of instruction in the Province of KwaZulu-Natal. English, however, remains the dominant language used in education and industry.

Mesthrie cited in Chick (1998:93) states the reason for the dominance of English as its ability to uplift economies and Lazenby (1996:32) concurs by saying that English opens the doors of trade. Lemmer (1996:84) agrees by giving the view of teachers, parents and learners: “If you know English well, desired things will follow”. The Minister of Education:

“Our approach...is to strengthen the teaching of English as a second language in all levels of schooling. The aim of this approach is to enable pupils to use English as a language of teaching and learning beyond the first three years of schooling”

National Language Body for Afrikaans, (2004:1).

If 80% of the population in KwaZulu-Natal use isiZulu as their first language, then the Department of Education is maintaining the inequities of the past because it means that isiZulu first language speakers are not granted the same rights, opportunities and privileges as their English counterparts. Maphalala (ibid) states:

“Without the promotion of isiZulu the Reawakening of the African is impossible”.

In South Africa and in other former British colonies on the African continent, English has been accused of being a double-edged sword as Branford (1996:36) puts it, “although it provides access to education and job opportunities, it also acts as a barrier to such opportunities for those who do not speak it, or whose English is poor”.

Masemola and Khan (2000:11) agree that it is an important key to knowledge, science and technology however it is threatening the maintenance of indigenous languages. Schmied (1991:121), warns that it is a cause for cultural alienation. English is a vehicle of values not always in harmony with local traditions and beliefs.

Despite the surveys indicating that isiZulu is the majority in KwaZulu Natal, English has assumed the dominant role (Krige in Chick, 1998:91, Maartens (1998:23). Chick (1998:92) points to the relationship between English and isiZulu as a “diglossic”, meaning that the two languages are used for different functions. English is used in prestigious public domains therefore it has assumed the role of a “high variety” and isiZulu that of a “low variety” as it is used in less prestigious local and domestic domains.

But isiZulu has the largest number of L1 speakers (8,5 million) of all South Africans. Why is it accorded a lower status than that of English, a language that has only 9% of L1 speakers of all South Africans? Schuring in Chick (1998:92) responds by suggesting that it is because the working class mainly uses isiZulu.

Regardless, supervisors and managers need to be able to communicate with employees about working conditions and working instructions. A common language is necessary for communication so that working instructions would be better understood. It is disturbing to observe that during post apartheid South Africa, when whites have lost their dominant governing power, English language remains dominant. The elite blacks prefer to send their children to English-medium schools and to communicate in English themselves.

Webb (1999:351) observes that even when the country's institutional documents such as the constitution and other policy documents proclaim linguistic pluralism to be the national objective, the country seems to be regressing to its pre-apartheid situation of monolingual practice. Brock-Utne and Holmarsdottir (2004:68) suspect that if an indigenous language was chosen as the language of instruction, a language which the majority of the people speak and are familiar with, and which belongs to their cultural heritage, it would redistribute power from the privileged few to the masses.

Perry (2004:7) states that proficiency in this (minority) official language serves as a favourable condition for success, the lucky few who speak the language as a first language will naturally have an advantage over the many who speak it as a second or third language.

Perry, (ibid) further raise a suspicion that the elite class may attempt to make the acquisition of the official language especially difficult for the majority, for example under fund public schools or set in place a language-in-education policy that hampers language learning. It is also interesting to note that public figures like the president and other leaders and politicians' address articulate English.

Perry (2004:142) makes an observation that during the constitutional negotiations, the ANC probably preferred to have English as the sole official language of South Africa as seen in their locating language policy with the Department of Arts Culture Science and Technology (DACST). Perry (ibid) further explains that it subsumed the formerly independent Pan South African Language Board (PanSALB) under bureaucratic control and delaying initiatives such as the Languages Bill.

The establishment of the Pan South African Language Board

The Pan South African Language Board was established to address linguistic balkanization that was perpetrated by the apartheid-era language boards. PANSALB Act No. 59 was legislated in 1995. The role of PANSALB is to advise, investigate, research coordinate and promote the development of South Africa's language policy, legislation and practice.

According to PANSALB Act 59 of 1995, its main functions include:

- the creation of conditions for the development and promotion of all South African languages;
- extension of rights relating to language;
- prevention of the use of any language for the purpose of exploitation or division;
- and

- promotion of multilingualism.

Heugh (1995:21) states that PANSALB has the power to make recommendations on language policies and legislation. With regards to multilingualism, the board can develop, administer, monitor and implement programmes aimed at promoting multilingualism. She (ibid) further explains that individuals can approach the board with written suggestions, complaints, requests or queries relating to the development of languages, translation and interpretation facilities and linguistic exploitation, for example, a worker does not get promoted because he/she is not fluent in English.

Pressman and Wildavsky (1984:102-7) develop the “probability of program success” which predicts relative efficiency for PANSALB because very few “decision points” stand in its way of action. This indicates that South Africa has put the right structures in place to ensure equitable use of language. The question that remains now is how often do ordinary members of the public use these structures or is the public aware of their existence.

This is the first body of its kind in South Africa with a huge responsibility for the promotion of multilingualism and for language development as well as for the protection of language rights. Its challenge is to work very strategically and effectively if it wants to stop the English tide (Marivate, 2000:137). According to Barkhuizen (2002:500), a true multilingual society in the sense envisaged by politicians and language planners, is far from achieved.

Language as an economic resource

Strauss (1996:4) refers to language as not just a tool for communication but as an investment. Heugh (1995:22) agrees by stating that it should be regarded as part of South Africa's national resources like minerals. The LANGTAG (1996:91) report states that there is a fundamental relationship between language and economic development because language can be manipulated to control access to different levels of power.

Strauss (1996:7) observes that linguistically fragmented countries are poor, especially in cases where the elite share a language that is not accessed by the masses, thus implying that monolingual countries are economically sound. However as Beukes (1996:42) states that the only truly monolingual country is Iceland, which many would not consider as one of the world's richest power. For South Africa is now part of the global market and to communicate at international level, the country must be proficient not only in South African languages.

South Africa trades with a number of countries in and out of the African continent. It is therefore imperative that the country acquires proficiency in the languages and beliefs of these countries for economic benefits. English is not the only language that is used for facilitating development and "transforming the conditions of the masses" (Prah, in LANGTAG 1996:98).

Diversity in the workplace

Trade and industry is vital to any country's growth and development especially in the newly democratic South Africa. It is therefore critical to consider variables that affect productivity and the economy of the country. The South African trade and industry is rich in cultural and linguistic diversity. It is therefore imperative that issues of diversity be

addressed. One of the five pillars of the Reconstruction and Development Programmed (RDP) is the Human Resources Development (HRD) Its main theme is:

“The empowerment of people, through education and training, including specific forms of capacity-building within organizations and communities, to participate effectively in all the processes of democratic society, economic activity, cultural expression and community life”

(White Paper on Education and Training, South Africa, 1996:8)

One answer to dealing with diversity is effective education and training as Former Minister of Education, Professor S M E Bhengu stated:

“Education and training are central activities of our society. They are of vital interest to every family and to the health and prosperity of our national economy. The government’s policy for education and training is therefore a matter of importance second to none”

(White Paper on Education and Training. South Africa, 1996:2)

It is therefore important that industry addresses the issue of diversity through training and development of staff.

Training and skills development

Training and skills development are areas that are essential to give employees the skills that are necessary for economic and employment growth (Kajee, 2000:4). Du Plessis *et al* (2000:5) concur by adding that training may be regarded as the key to the empowerment of employees because it enables them to fulfil an optimal role within the organization.

Cheminais et al (1998:189) explain training as planned, purposeful activities, which improve the knowledge, skills, insight, attitudes, behaviour, values and working and thinking habits so that tasks may be performed effectively.

Mahomed (1996:7) brings in the historical context when he points out that training in South Africa was racially determined, for instance whites received most of the state's training, which perpetuated the trend of marginalizing blacks in the labour force. Kraak and van Holdt in Mahomed (1996:7) agree by citing an example in 1982 when 92,9 percent of white artisans were trained, compared to 3,1 percent of black artisans.

The Green Paper on Employment and Occupational Equity (1996:25) states that one of the prime functions of training must be redress. People's skills should also be improved to assist them in adapting to meet the changing demands of the world. Communication is also a key competency; language and communication must not be overlooked when implementing the Skills Development Act No. 97 of 1998 (Kajee, 2000:4).

Kajee (ibid) further suggests three levels of approaching the issue of language skills development::

- By upgrading worker's literacy skills in the mother-tongue, then in English,
- By training managers and supervisors to communicate in the language of the workers, at least at regional level,
- By ensuring that training and skills development programmes are conducted in languages that are understood by the workers.

The issue of mother-tongue instruction is generally accepted as being the most effective medium of instruction and training (Gowen, 1992:17). The LANGTAG report of 1996

in Du Plessis et al (2000:5) agree on the issue of mother-tongue as medium of instruction by stating that providing instruction and training in the individual's home language also reduces the time required to complete the training, and increases understanding of the subject being taught.

The challenge that faces organizations is to provide the most effective form of training. The programmes must be cost effective, well coordinated, and relevant to worker's needs. American companies spend 30 billion dollars a year in training (McLinden and Perkins, 1998:168). Twenty-seven dollars was wasted because only 10% was transferred back to the workplace in form of improved skills and knowledge.

South Africa cannot afford to waste money; training therefore must be optimally designed and implemented. If, for example, a particular training programme is conducted in English medium and the majority of the trainees do not understand English well, the programme would be useless.

Cheminais (1998:191) states that the ultimate advantage of training lies in the state because when productivity improves; a more stable workforce is created, improving the country's economy. An obvious advantage though is the improvement of staff morale. The impact is also on the community at large by providing greater stability, reducing poverty and raising standard of living.

Language and communication in organizations

Du Plessis et al (2000:6) warn that before the role of communication in organization is reviewed, there are two language issues that need to be taken into account:

- Language and thought are very closely related and the perceptions of people as to what is happening around them and the meaning which they attach to these events, are given form;
- Human cultures and thought patterns are manifested in language and common recognition and respect for other cultures are a prerequisite for successful *intercultural co-existence, since these constitute the essence of what it means to be human.*

In workforces that comprise of multi-ethnic groups the language used should be culturally sensitive. Managers and supervisors must be seen to be learning the languages of the workers. Language and communication problems can lead to misunderstandings and unnecessary stereotyping in the workplace. Language misunderstandings can cause accidents in the workplace, for example if the functioning of equipment is explained in a language in which the employee is not proficient. Training that is conducted in a language that the employee does not fully understand is obsolete.

In the Daily News of 31.8.1999 cited in Kajee (2000:3), Mkhize referred to the trend of not understanding one another as “communication breakdown syndrome”. Examples of linguistic insensitivity include not being able to pronounce names, signs appearing only in English and Afrikaans in the workplace or the predominant use of English in meetings.

Workers are also placed at a disadvantage if they do not fully understand the language being used for example in matters such as contracts, basic conditions of service, pension and health schemes. Communication between managers and workers and among workers themselves is another issue of concern if one considers meetings, negotiations and discussions involved in the normal working day.

According to the LANGTAG (1996:105), 75 percent of the workers in South Africa are not sufficiently proficient in English. If English is used extensively in industry, where does this leave the worker? In addition if managers and supervisors are unable to speak the major language spoken by the workers, this can only serve to perpetuate misunderstandings and negative stereotypes, there will be the syndrome that Mkhize (ibid) spoke of earlier on.

This is even worse in more hierarchical organizations because commands and instructions come down the organization; reports and other information go up and this can lead to irrationality and inefficiency (Mersham and Skinner, 2001:39). Wilensky (1967:42) pointed out that subordinates are discouraged from passing bad news to their bosses.

Du Plessis *et al* (2000:7) cite a number of important and enormous implications for employees when organizations introduce a policy of unilingualism:

- a potential for misunderstandings
- safety risks
- disempowerment of employees
- effective withholding of information from employees
- denial of the dignity of employees since their language and culture is deemed to be inferior
- restriction of the employees ability to communicate with their supervisors and management, which necessarily reflects on their abilities

- demotivation, which can lead to passive and even active sabotage of equipment, etc.

Conclusions

Language is an emotive issue not just a tool that is used for communication. In South African industry, there appears to be a mismatch between Constitutional language policy and the actual language practice. The South African industry seems not to understand the language clause in the Constitution. South Africa is very progressive in terms of developing policies that aim to unify people but opting for English will reverse the progress made and marginalize the previously marginalized African languages and speakers. Many South Africans will be denied the right to their mother-tongue.

As Maartens (1998:35) comments, “it is only if South Africa’s leadership is seen to take pride in all South African languages and only if people are rewarded for their knowledge of a variety of languages in terms of jobs and status, that language practice can effect policy”.

Chapter 4

FIELDWORK AND DATA PROCESSING

Preview

In this chapter the researcher will present a brief overview of the eThekweni Municipality together with a brief introduction of the four departments that were selected for the study. The researcher will then show how the interview guide and survey questionnaires were formulated, followed by a discussion on how the fieldwork was carried out, including problems encountered during this process. Finally, the researcher will explain the procedure used to process data from the questionnaire to the data table.

An introduction to the eThekweni Municipality

The local government election held on 5 December 2000 enabled the amalgamation of seven council areas and the incorporation of some tribal land into one metropolitan area, the eThekweni Municipal Area/Durban Metropolitan Area. This area stretches from Umkhomazi in the South, including some tribal area in Umbumbulu, to Tongaat in the North, moving inland to some tribal area in Ndwedwe and ends at Cato Ridge in the west. It covers an area of 2297 square kilometres with a population of approximately 3 million people.

The city of Durban and its surroundings are a melting pot of racial and cultural diversity with its African, Asian and European influences creating a vibrant cosmopolitan society. In 2001, population distribution within the eThekweni Municipality/Durban Metropolitan Area stood as follows:

Population distribution within the Durban Metropolitan Area

The population distribution within the municipal area indicates that Black African people constitute slightly above two million of the whole population of the municipal area.

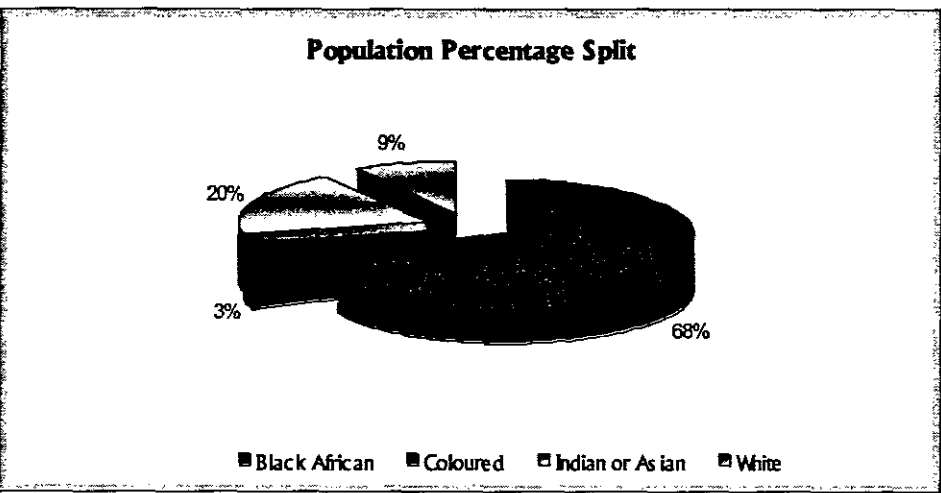


Figure 1: Population split

Source: www.statssa.gov.za/census2001

The above population split pie chart indicates that the black African people of the Nguni origin are in majority. Out of a population of over three million people, the assumption would be that the most widely spoken language within this Metropolitan area would be a Black African language, which would be IsiZulu because the area lies within the KwaZulu Natal Province, isiZulu therefore would be the most commonly spoken language.

The municipality employs 18500 people (www.durban.gov.za/eThekwini/Business), and further the assumption would be that most of the people are black and are isiZulu speakers.

Departmental profiles

Four departments were selected for the study, all of them situated in and around Durban. The Parks Department and Water and Sanitation were selected because they employ a large number of supportive staff that is drawn from all races. The Electricity Training Centre was selected because it is involved in skills training of the Municipality's employees as well as service providers. The eThekweni Municipality's Information Centre was targeted because it deals with giving information to the public answering any questions or queries about the Municipality.

The Corporate and Human Resources Department was also selected because of its Adult Basic Education and Training (ABET) Centre however the management pointed out that whilst they "...are the biggest and busiest department," I should wait until December. Because of the time frames set up for the project, December would be impossible, and moreover, most people take leave to go home and relax during this festive period.

Method and instruments

Semi-structured interviews, questionnaires and non-participant observer were used to collect data. Mouton (2001:100) states that in order to collect data, some form of measuring instrument has to be used. The subjects of the study were people, and my measuring instruments were interviewing schedules and questionnaires. The benefit for choosing these instruments was the saving of time, costs and the belief that they would have high validity and reliability, Mouton (2001:100). Conducting inquiries was to enable the researcher to gain access into the way management interpreted their involvement in the language policy and language use within their organization.

Semi-structured interviews

According to McMillan and Schumacher (1993:250), interviews are essentially vocal questionnaires, and steps to construct them are the same as those of constructing a questionnaire. The researcher chose semi-structured questions rather than structured questions in order to allow for flexibility, probe for more detail and asking for clarification where necessary.

According to Sakaran (1984: 197), face-to-face interviews allow for doubts clarification and ensures that repeating or rephrasing the questions properly understands the responses. The interviewee is given power and control over the interview situation, and also able to elucidate points that they wanted to make.

Two interviews were tape recorded in consultation with interviewees who were handed the interview schedule a week before the interview. Later the recorded interviews were transcribed to ensure that the interviewer presented an accurate reflection of interviewee's opinions. In two departments, there were pressing time constraints for the managers, they filled in their responses in writing in the interview guides however probes and clarifications were dealt with telephonically.

The questionnaires as a research instrument

According to Sakaran (1984: 200), survey questionnaires are pre-formulated written set of questions to which respondents record their answers. Leedy (1988:142) concurs by stating that its basic function is to collect data. He (ibid) further states that the questionnaires must be planned or designed to fulfil a definite research objective.

The survey questionnaires were selected to use with an assembled group of supportive staff (employees) and were administered under controlled conditions within a short

period of time. It also enabled the researcher to introduce the research topic and motivate the respondents to give their honest answers, and doubts regarding questions were clarified on the spot. The questionnaires included multiple-choice items, a variety of open-ended questions and rating scales.

The language of the questionnaires approximated the level of understanding of the respondents and wording was appropriate to tap into the respondent's attitudes, perceptions and feelings. The questionnaires facilitated the analysis of results and they will be examined in detail in the section on research instrument.

Non-participant observation

Apart from interviews and questionnaires eliciting responses from the subjects, the researcher also gathered information without asking questions from the respondents. The researcher went to observe people at their natural work environment and played the role of non-participant-observer while gathering field observational data. The researcher sat in two parks that are tendered by the parks department, where the supportive staff was busy planting trees and flowers, beautifying and cleaning the environment.

The researcher observed how they were communicating among themselves while the supervisors were spending their own time. This enabled me to make some generalizations on how the workers of the municipality from different racial groups communicate with one another and how their supervisors communicate with them.

The questionnaire

The questionnaire issued to employees of the eThekweni Municipality in the four departments were designed in English, for English speakers and translated to isiZulu for those who would be comfortable in isiZulu. A Lexicographer did translations from the

University of Zululand. Questionnaires were administered with the aid of the managers and supervisors, whom the respondents were familiar with.

Each questionnaire consisted of four sections.

Section A consisted of general personal particulars of the respondent including name, age, gender, race, home language, locality and rank.

Section B examined language usage and was divided into four sub-sections. Each grid had all the South African official languages and asked each respondent to indicate which language the individual could read, write, speak and understand with rating scale ranging from very well to not at all.

Section C examined literacy and respondents were asked to indicate whether they attend literacy classes, who recommended that they do, reasons for attending and whether they saw any improvements in terms of English proficiency since attending literacy classes.

Section D respondents had to provide information about other training courses they attend and the languages the courses were conducted in. Open-ended questions were included to elicit their own opinions on the choice of language for training. Finally, they were asked for additional comments on matters relating to language within their workplace.

Most of the questions took the form of grids and rating scales in order to establish the level of proficiency of the respondents, information that was not known prior to the study. The format was also less time consuming for the respondents.

The interview guide

The interview guide was designed on language policy, departmental practice and training and development. It consisted of Sections, A, B, C and D.

Section A consisted of personal details including name, age, home language, position in department, responsibilities, period of service in department and previous occupation.

Section B consisted of general departmental questions about clients, languages they use for internal and external communication and language policy.

Section C consisted of language and development, coordination of training, training and development, technical, non-technical training, adult basic education and literacy training.

Section D consisted of general concluding questions designed to gather the interviewees' opinions on the use of English and the implementation of South Africa's multilingual policy and to suggest how the previously marginalized languages could be upgraded.

The fieldwork survey was conducted from the 28th July 2004 and 5 October 2005. The cause of this delay is explained in chapter 6 under limitations of the study. Some managers, as indicated previously, were very reluctant to allow the survey to take place in their departments; they kept on postponing the appointments. As a result this had an enormous effect and frustrating to the researcher. The survey could not be completed in time and as a result the researcher had to drop some of the departments that the researcher had earlier earmarked as part of the survey.

The study only focused on four departments of the organization, and this limits one's ability to draw conclusions and make recommendations drawn from a small portion of a bigger organization. To formulate policy for the organization would demand that the organization be considered as a whole.

The research methodology of the study could have given a more comprehensive picture if trainees were interviewed as it happened with the managers of the departments studied. Questionnaires were also available only in English and isiZulu, which was very helpful, however respondents who were not very proficient in these two languages could have experienced difficulty answering the questionnaires and this could have influenced the results.

Participating Departments

The study was conducted at 4 previously mentioned municipal departments in the Durban area, Water and Sanitation, Parks and Recreation, Communication and Electrical Engineering. Managers conducted all survey sessions themselves. Out of 200 questionnaires that were handed out, 50 for each department, 147 were completed and returned. Interviews with managers were conducted at different times because of their work schedules.

Data processing from questionnaire to data table

The questionnaires provided spaces for the respondent's choice to be indicated by means of a tick or a cross. More than one choice in a single space was treated as a spoilt response. The researcher entered the responses in the statistical database program SPSS 11.

Setting up encoding parameters in SPSS 11

The researcher used SPSS 11.5 to analyse his 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 the question.

Verifying accuracy of the coding

To verify my coding, the researcher double-checked all the questionnaires encoded to the database.

Conclusion

In this chapter the researcher has related the type of research method the study undertook showing the breakdown of the interview guide and the questionnaire and the importance of following the chosen formats. The researcher indicated how the interviews and questionnaires were administered, data processing, encoding parameters in the SPSS 11 program, entering data then finally, verifying accuracy of the coding.

Although questionnaires in this study included the 11 South African official languages, the analysis focused only on Afrikaans, English and isiZulu because these languages are main languages spoken in the province of KwaZulu-Natal, where the Durban Metropolitan Area is located.

In Chapter 4, findings based on an analysis of the instruments will be discussed. The focus of the findings will mainly be on the results of the questionnaires issued to workers of the eThekweni Municipality because this is a small-scale study that will later be followed on by a large-scale study. There will however, be input resulting from the interviews the researcher had with *municipal managers of the departments in which the survey was conducted.*

FINDINGS

Introduction

In this chapter, the researcher will present the results from the questionnaires that were issued to the eThekweni municipal employees. Graphs and tables will be used as addendum to demonstrate the findings.

General particulars about the respondents

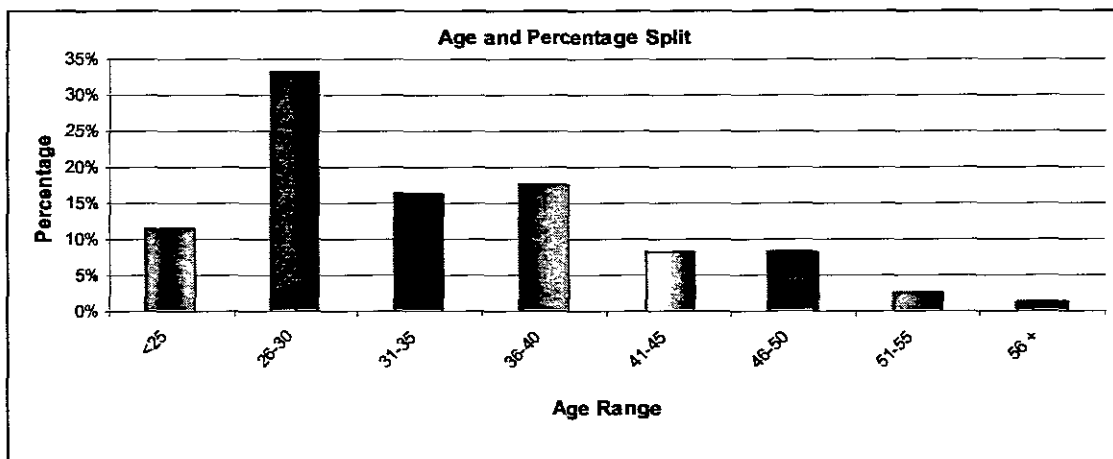


Figure 2: on the side shows the age range of the respondents from across all the departments surveyed. 34% of the respondents range between the age 31 to 40 years followed by the range between 26 to 30 years, a little over 33%. The range between 41 to 50 years is just a little over 16%.

The respondents who are between ages 51 and 56 constitute only 4%. One of the managers interviewed attributes this low percentage to the official retirement age within the municipality, which is between 55 and 60 years. It can also be assumed that the

eThekweni's municipal workforce is young and sustainable. More than 12% of the employees are very young at the age range of between 25 years and younger. The no response is a very small percentage and can therefore not be considered to validate the results of the survey.

Figure: 2 shows that the respondents were not evenly balanced by gender, with females constituting just over 34% of the respondents and the males constituting more than 64% of them.

Firstly, the inference that can be drawn from this table above is that there is no gender equity in terms of employment within the departments of the eThekweni Municipality from which the study is based. Secondly, another implication that can be drawn is the possibility of gender biasness, which is prevalent in such situations. Finally the no response component of the sample constitutes a very small percentage and is insignificant and can therefore be ignored as an explanatory factor.

Racial groups

	Count	Col%
African	104	70.7%
Asian	28	19.0%
Coloured	5	3.4%
White	9	6.1%
Figure 3: Table showing racial identity of the respondents		

The table in figure 3 shows different ethnic groups that participated in the survey. It shows that at just over 70%, African respondents form the vast majority of the sample, and that Asian respondents at 19%, coloured respondents at slightly above 3% and

whites at 6% of the sample constitute a small component of the sample and that their opinions cannot be considered as representative of their groups. Therefore the opinions of the African respondents can be considered representative of the thinking of all African employees of the eThekweni Municipality.

Childhood locality

	Count	Col %
Urban	101	68.7%
Rural	46	31.3%
Figure 4: The table shows where respondent grew up		

Figure 5 shows the type of area, which is either urban or rural from which the respondents grew up. More than 68% of the respondents grew up in urban areas and just a little over 31% grew up in rural areas. This could be the result of amalgamation of the City of Durban, its former seven councils, its surrounding urban townships and some tribal land into one metropolitan area – the eThekweni Municipal Area. Apart from this assumption, rural people always move to cities to seek employment because rural land is mostly used for subsistence farming.

Rank in organization

	Count	Col %
managerial/supervisory	4	6%
supportive .	143	94%
Figure 5: shows rank within the organization		

Figure 5 shows rank within the organization and the majority of the workforce in supportive positions constitutes 94% of the respondents. According to Mersham and

Skinner (2001:34), this pattern exists because it helps the organization to carry out its goals. They (ibid) further elaborate by stating that the principle of hierarchy state that every member of an organization has one individual in a position above him or her, from whom he or she mainly receives directions.

Language usage

Figure 6 below is a table that shows the respondents' ability to speak the most common languages spoken by residents within the Ethekwini Municipal Area. These languages are IsiZulu, English and Afrikaans.

	Afrikaans	English	IsiZulu
Speak	6.1%	53.7%	67.3%
Read	12.9%	59.9%	67.3%
Write	10.2%	57.8%	65.3%
Understand	7.5%	25.4%	67.1%
Figure 6: Table showing the respondents' ability to speak, read, write and understand Afrikaans, English and IsiZulu			

The table indicates that IsiZulu is by far the language well spoken, read, written and understood by the vast majority of the respondents at more than 67%. English follows with more than 50% of the respondents who can speak, read and write, however only a little more than 25% can understand English. With regard to Afrikaans, only 6.1% of the respondents can speak, 12.9% can read, 10.2% can write and only about 8% understand it.

These results demonstrate that the respondents are more proficient in IsiZulu and English. Afrikaans can hardly be spoken, read, written and understood within the municipality. It is also interesting to note that Afrikaans, which was one of the official languages during the apartheid era and which can still be read in many institutions and business organizations' notices, is only understood by a little more than 7% of the respondents and can only be spoken by only 6% of them.

General conclusion

In conclusion, the majority of the respondents reported to have good command of IsiZulu and this confirms the reality that IsiZulu is the language of the Province of KwaZulu Natal. Following IsiZulu is English, which was born during the 1800s when Zululand became a colonial territory of the British who imposed English for administration purposes.

Language proficiency of literacy trainees

Period of time literacy classes have been attended by the respondents.

The table in Figure 7, below, reflects the respondent's attendance to adult literacy training (ABET).

	Count	Col%
None	47	32.0%
Less than a month	2	1.4%
Between two months and six months	16	10.9%
Between seven months and a year	28	19.0%
Between one and two years	19	12.9%
Between two and three years	10	6.8%

Between three and four years	7	4.8%
No response	18	12.2%

Figure 7: Table showing trainees' attendance to literacy classes at the training centre

The respondents have been attending adult literacy classes for various periods of time. 32% of the respondents do not attend adult literacy classes while only a little over 1% attends. 10.9% have been attending for about two to six months and 19% for about seven months to a year.

Those who have attended for a year to two years constitute more than 12% whilst attendance between two to three years is just over 6%. Those who have attended for more than three years are slightly above 4%. A little over 12% of the respondents did not indicate whether they have been attending literacy classes or not. Close to 60% of the respondents use the opportunity they are offered to attend to literacy classes.

Recommendation for attending literacy classes

The table on Figure 8 reflects who recommended that the respondent attend literacy classes.

	Count	Col%
Friends	7	4.8%
Family	7	4.8%
Trainers	18	12.2%
Supervisor	23	15.6%
Decided for myself	31	21.0%

No response	61	41.4%
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Figure 8: Table shows who recommended to respondents to attend literacy classes

It is interesting to note that 21% of the respondents decided for themselves that literacy is necessary. Some claim that trainers (12.2%) and supervisors (15.6%) played a role in encouraging them to attend literacy classes. A small percentage of about 9.6% of the respondents claim to have been encouraged by their families and friends.

Reasons for attending literacy classes

	MOST IMPORTANT		NOT SO IMPORTANT		LEAST IMPORTANT	
	Count	Col%	Count	Col%	Count	Col%
Get a better job	80%	54.4%	2	1.4%	2	1.4%
Earn more money	27	20.5%	14	10.6%	5	3.8%
Better myself	39	28.7%	8	5.9%	10	7.4%
Attend other training	87	59.2%	48	32.7%	12	8.2%
Further my studies	47	35.1%	4	3.0%	1	.7%
Communicate	90	61.2%	1	.7%	1	.7%

Figure 9: Table showing reasons for attending literacy classes given by the respondents

The most important reason provided by the respondents (61.2%) on reason to attend literacy classes is for communication. This reason indicates that there is a problem with regards to communication within their working environment. Many respondents, a little over 59% also found it important to attend literacy classes so that they can attend in service training while more than 54% of the respondents attend so that they can be mobile in terms of “getting a better job” than they already have. Communication,

attending other training and getting a better job are sighted as more important than earning more money which stands at only a little over 20%.

General training

In-service training attendance

The table below in Figure 10 indicates comments given by respondents when asked whether they attend in-service training:

	Count	Col%
Yes	87	59.2%
No	48	32.7%
Figure 10: Table shows the number of respondents who attend in-service training		

More than 59% of the respondents indicated that they had attended in-service training while more than 32% had not. The large number of respondents that had attended an in-service training indicates that the municipality views the training of its employees as an integral part of the organization. Perhaps the municipality aims to empower and enable its employees to fulfil an optimal role within the organization.

Understanding training conducted in English

The table in Figure 11 indicates how well the employees understand training conducted in English:

	Count	Col%
Not at all	1	.7%
Poorly	2	1.4%
Average	49	33.3%
Reasonably well	37	25.2%

Very well	29	19.7%
No response	29	19.7%
Figure 11: Table showing how well training is understood by the respondents when it is conducted in English		

Of those respondents who attended English-medium training, a little over 72% understood the training and 2% did not understand while 19% did not respond to the question. It is interesting to observe that a large number of employees attend the English-medium training and benefit from it. However it is a concern that there are those who do not benefit at all. During the interview, one Manager pointed out that employees should be relatively proficient in English to be able to attend training in English medium. This however does not appear to have been adhered to in practice.

According to Majhanovich, cited in du Plessis and Schuring (2005:29), mother tongue instruction is the most effective medium of instruction and training. The LANGTAG report of 1996, du Plessis and Schuring (ibid), state that providing instruction and training in the individual's home language reduces time to complete the training and increases understanding of what is being taught.

Preferred language of training

The table in Figure 12 indicates preferred language of training:

	Count	Col%
English	72	49.3%
IsiXhosa	1	.7%
IsiZulu	31	21.2%

Sesotho	3	2.1%
SiSwati	1	.7%
Afrikaans	1	.7%
No response	38	26.0%
Figure 12: shows which language/s are preferred as medium for training		

A little over 49% of the respondents preferred training to be conducted in English. 21.2% chose IsiZulu as the medium of training. In the table in figure 11, the majority of the respondents indicated that they were comfortable with English as medium of training. It is therefore interesting to note that the majority felt they needed English-medium training, the language the majority in fig. 9 commented that it is important for communication. It is also fascinating to note that Afrikaans has no place as training medium.

Whether supervisors speak the languages of the respondents

	Count	Col%
Yes	49	33.6%
No	74	50.7%
No response	23	15.8%
Figure 13: Table shows whether supervisors speak the languages of the respondents		

The table in Figure 13 above shows whether the supervisors of the respondents speak the languages of the respondents. Over 33% of the respondents indicated that their supervisors could not speak their home languages while more than 50% said their supervisors speak their languages. When respondents were asked whether it was

important that their supervisors speak their home languages, 76% indicated that it is important for their supervisors to speak their languages while only 15.8% felt it is not important and 15.1% did not respond. It is notable that while the majority of the respondents indicated that training should be conducted in English, more than half of them believe that supervisors should also speak their language. The majority of the respondents also commented that all the languages, especially IsiZulu must be recognized and be spoken by everybody within the organization regardless of their positions because they are also demanded and expected to speak English.

Conclusion

It is evident that while respondents are interested in communicating in English, they also want their home language, IsiZulu to be spoken at their workplace. They would like to see English and IsiZulu being used. They also commented that English and Afrikaans are too dominant at their workplace. Because the focus area of this study is English dominance, it is beyond its confines to include much focus on Afrikaans in the study. It is important to look at the conclusions of what can be drawn from this investigation. These conclusions and recommendations will be presented in the following chapter.

CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, the researcher will present the results of the study on language policy and language practice within the eThekweni Municipality. Limitations of the study will also be presented as this had an enormous impact on the time frames allocated for the study. The findings of the interviews and questionnaires reflect language practice in certain specific departments of the eThekweni Municipality. They cannot therefore be generalized as being applicable throughout the organization. Conclusions and recommendations that are pertinent to the relevant departments will be discussed and may apply to other departments in the organization. Limitations of the study will be discussed and conclusions and suggestions for further research will be made.

Limitations of the study

The study supervisor wrote a letter of request for permission to allow the researcher to conduct the survey to the municipal Manager on 24 January 2004. Around April of the same year the researcher personally spoke to the municipal manager and the manager indicated that he had already given his secretary a written permission for the research to be conducted, but when the researcher reached the manager's secretary, she indicated that she had no knowledge of the permission.

The researcher went back and forth to try and locate the manager or the permission but to no avail. By the end of June 2004, neither the researcher nor his supervisor had received a positive response from the municipal manager.

In July 2004, the study supervisor sent another letter to the manager requesting that assistance to grant access to conduct a survey be given to the researcher, but still there was no response from the manager's office. As a result the study supervisor sent E-mail to the Municipal Manager's secretary stating that the no-response-stance would result into an arms-length study being conducted. Unfortunately the municipality would have no voice in such an arm's-length study.

The office of the Municipal Manager circulated Prof. Klopper's E-mail to some members of the management and it further perpetuated misunderstanding between the management and the research team. The researcher had to go from department to department requesting managers to allow him access to conduct the survey in their departments.

Managers of the departments in which the survey took place were very understanding and helpful. They went off their way to assist the researcher in the distribution of questionnaires and in responding to the interviews. One of the interviews was conducted after hours at the home of one of the sympathetic managers.

The Skills Development unit manager refused permission saying: "We are the biggest and busiest department... wait until December". This suggestion would have been impossible to be translated to reality because workers would not be available as December is a holiday and a busy month.

The initial non-response of the eThekweni Municipality and the negative attitude displayed by some managers were very frustrating to the researcher and had a negative impact on the completion of the study.

Conclusions and recommendations

The study must be considered in terms of Ethekwini Municipality's programmes to achieve its objectives of developing skills of employees and generate the Workplace Skills Plan. It is in this context that the following conclusions and recommendations are made.

Language policy

Ethekwini Municipality does not have a language policy but has a language practice, as one of the Managers interviewed puts it, "We do encourage the use of other languages, especially the previously marginalized languages, however our business language is English." Suggestions for improvement within the organizational structures do not completely advocate a practice of multilingualism within departments. There appears to be a *contradiction within the municipality's stance as English is used as the business language on one hand and promotion of multilingualism on the other.*

A well-defined language policy that promotes functional multilingualism would clarify problematic language issues such as the tendency towards monolingualism, low status of previously marginalized black languages and the language of training and development. This is essential for a huge organization like the eThekweni Municipality; it must be able to define its organizational practices in the form of policy.

Multilingualism

The purpose of the Employment Equity Act 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination. The Act stipulates that it must be interpreted in compliance with the Constitution, which stipulates multilingualism as means of ensuring equity. From the responses received from the interviewees, it is evident that English is the dominant language within the municipality despite its multilingual population.

While other forms of equity such as skills development of employees may be promoted, equitable language practice is not being maintained. The majority of employees interviewed are in agreement with English as a language of business, however they felt it essential for the municipality to promote multilingualism. The municipality is not complying with the requirements of the South African Constitution, which calls for the promotion of multilingualism.

It has been argued and acknowledged that the use of eleven languages would be difficult and expensive but a regional language system acquisition can be advocated within the municipality. African employees of the municipality appear to realize that English has an official prestige and ensures upward mobility. But the majority of black urban social groupings and the rural communities remain highly dependent on regional vernacular languages. If the will to tackle this language problem is not mustered, it may already be too late.

Even at the information centre, employees were not required to speak the languages of their clients. Whereas bilingualism could, at the very least, be essential in such a center because of the diverse backgrounds of the clients it serves. Employees should be sensitized to become, if not multilingual, at least bilingual. Employees should be encouraged to attend language courses to acquire the second language. At the moment, municipal employees do so on voluntary basis and do not receive incentives for becoming multilingual. Multilingualism is a vital cultural and economic resource and should be promoted as such in South Africa. Huge organizations such as the Ethekwini Municipality should ensure that multilingualism is utilized effectively.

It is recommended that employees be given incentives for becoming multilingual, for example multilingual can be used for promotion and language courses be certified nationally.

Training and development

The main objective of the training programmes of the municipality is to equip employees with the necessary skills. Training courses are conducted in English and more than 20% of the respondents issued with questionnaires indicated that they would prefer courses to be conducted in IsiZulu. They prefer the language because they understand it better than English.

This is an indication that these employees do not benefit from the courses when they are conducted in English, and this defeats the purpose of training. Employees can only benefit from training and development if it is conducted in the language the employees understand better. The municipality should conduct regular needs analyses in order to establish whether training actually meets the language needs of the employees.

More than 50% of the supervisors do not speak the language of the respondents. This suggests that there is no effective communication between the supervisors and workers. Workers cannot therefore, negotiate with their supervisors nor understand instructions or discussions. Lack of effective communication between supervisors and workers can lead to accidents, non-delivery and disputes from workers. While it is important for workers to attend literacy classes, it is equally important for supervisors to attend courses in regional black languages in order to narrow the language gap.

Answers to critical questions posed in chapter one

In chapter 1, the researcher presented question, which the investigation aimed to answer.

The researcher will take each question one by one and indicate how the investigation has helped to answer them:

- *Does the organization have a language policy in line with Constitutional guaranteed?* Through the interviews the researcher held with the Managers, it became clear that although the municipality has established good policies related to the skills development and equity Acts, the eThekweni Municipality does not have a language policy aligned to the provincial one.
- *What language/s do the employees in this organization use for internal and external communication?* Although the municipality has put in place strategies to communicate internally and externally using the most recognized regional languages like isiZulu, English and Afrikaans, English is still widely used by employees internally and externally.
- *Are retraining and literacy programmes offered by the organization in line with the Skills Development Act of 1998?* The municipality has done well in terms of establishing retraining and literacy programmes in line with the Skills Development Act of 1998.
- *Are employees expected to be literate in English in order to attend training and literacy programmes?* Employees do not have to be literate to attend inservice training programmes and literacy programmes, in other words the municipality does not discriminate according to educational background of its employees.
- *Does the organization offer employees a second language training?* This does not seem to be the case because the organization does not have a second language training programme for supervisors and managers, this is only available to those who are interested in English second language training.

- *What is the impact of the implementation of second language training/literacy programme?*
There is some impact, with regards to literacy training as statistics indicate that a number of employees are interested in taking literacy classes. Even in their responses, employees within the organization are beginning to realize the importance of being literate, some pointing to upward mobility as the motivating factor for them joining literacy classes.
- *Are there any efforts to promote indigenous language/s within the organization?* There are efforts to promote indigenous languages especially the most dominant in KwaZulu Natal, isiZulu. There is an internal magazine for employees that is published in isiZulu. The information Centre in Durban's West Street indicates that an effort is being made by the municipality to recognize and promote isiZulu.

Brief summary of recommendations

Summary of recommendations:

- that the eThekweni Municipality formulate and establish a language policy in keeping up with the requirements of the Founding Provisions of South Africa's new Constitution (Act 108 of 1996) which lists eleven official languages.
- that the municipality adopts a system of multilingualism.
- that external and internal communication includes a minimum of two regional languages.
- that all employees be encouraged to attend second language training.
- that supervisors learn the language of the workers in order to narrow the gap.

- That literacy training be made compulsory for all those employees who are illiterate.
- that employees receive incentives for attending language training.
- that the municipality conduct regular needs analysis of clients and employees.

Suggestions for further research

South Africa is now part of the global market and it is therefore critical for the country to conduct introspection with regards to language issues in business and industry. Comprehensive studies should be conducted to focus on various language policy issues such as:

- an evaluation and examination of languages spoken by all the eThekweni municipal workers
- language and literacy training programmes
- an analysis of language needs of the municipal employees and clients
- use of regional languages in external communications with clients
- value of compulsory literacy training programmes for the illiterate employees

Conclusion

The eThekweni Municipality is a large transforming organization and the expectation is that it falls in line with the requirements of the new constitution of the country. However it is also vital that smaller organizations also examine their language policy and practice issues. If constitutional requirements are not implemented, the Constitution will remain just a set of words. The role of constitutional bodies such as the Pan South African Language Board (PANSALB) be publicized in order to increase public awareness of language rights.

It is on record, in the history of South Africa, that a language policy can provoke violence. The June 16 1976 Soweto Uprising were a result of the enforcement of Afrikaans as a medium of instruction. The conflict lasted for a year and a half and more than a thousand people died. In 2002 right-wing Afrikaners detonated bombs in Bronkhorstspuit and on a bridge in KwaZulu-Natal. Anglicization was among the factors contributing to the Afrikaner alienation.

Many black South Africans choose to use English rather than their indigenous languages because they see it as a gateway to better jobs. Perry (2004:15) concurs by pointing out that throughout the world speakers of 'small' politically less powerful languages choose to learn an additional "big" powerful language to gain greater personal and economic or political advantage.

It has however been observed that these "big" languages expand hungrily extinguishing the smaller languages whose domains they approach. Volumes in the encyclopaedia of humanity's intellectual heritage disappear with them.

South Africa is fast becoming a monolingual nation and the loss of indigenous languages and culture is high price to pay. As English continues to dominate regardless of the constitutional mandates of the organizations, South Africans are denied their Constitutional Rights to their mother-tongue.

This is reflected in the matriculation pass rate of black students who, to this day, learn under apartheid-era language-in-education policies. In 1992, 56% of all students passed matric; in 1994 it became 58%; in 1997 it dropped to 47%; and in 1998 rose slightly by 2% to 49%. The pass rate of black students is understood to be even lower, Heugh (2000:24).

The focus on language training and development programmes is one form of redress that can be promoted through the implementation of the Skills Development Act, ensuring at least a degree of language equity. In the words of Alexander (Maartens, 1998:35),

“No nation has ever thrived or reached great heights of economic or cultural development if the vast majority of its people are compelled to communicate in a second language”. The trend towards monolingualism and ill-conceived language policies, pose a great obstacle to economic development for the entire sub-Saharan region. “Perhaps AIDS epidemic rivals the impediment wrought by bad language policy”

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ADDENDA

**Addendum 1: E-mail correspondence between supervisor and officials
at eThekweni Municipality**

From: Mandla Mthethwa <mthethwam@durban.gov.za>
Date: July 19, 2004 10:04:41 GMT+02:00
Cc: rklopper@iafrica.com, rkopper@ukzn.ac.za
Subject: Fwd: EXTREMELY URGENT Re: Mr Vusi Hadebe

Hi

Please note that the Skills Development Unit has tried 4 times, 5 including this morning to get hold of Prof. Klopper to no success. All he needs to do is to avail himself for further discussion before a decision is made.

Regards

Mandla Mthethwa

Gugu Mji 07/19/04 08:50AM >>>

Mandla

Can you please handle this matter through their e-mail and give them your contact details. Whatever you do please cc me and Carron in Sutcliffe's office.

Carron Dove 07/19/04 08:44AM >>>

Hi

Dr Sutcliffe referred this matter to Ms Gugu Mji: Head: Skills Development - for attention. I am aware that she has been trying to contact you for some time now, without any success. I am copying this e-mail to her as well and she can then get in contact with you.

Thanks
Carron

Rembrandt Klopper <rklopper@iafrica.com> 07/18/04 06:12PM >>>

Dear Carron,

I am yet again making enquiries about the status of Mr. Vusi Hadebe's requests for research access as explained in documents that were submitted several times.

Please treat his request as being of the utmost urgency.

I should perhaps point out that I have for many years facilitated similar access for postgraduate students to do research in bureaucratic organisations and that I am perplexed at the problems that Mr. Hadebe

is experiencing. If his request for access to do a constructive analysis of how eThekweni is implementing National training policy remains unsuccessful, I will instruct Mr. Hadebe to go ahead and conduct an arm's length study.

Prof. R.M. Klopper
Communication Science
University of Zululand

On Jun 29, 2004, at 8:40, Carron Dove wrote:

Dr Sutcliffe has forwarded the correspondence to our Skills Development Dept. for their attention.

Carron

Rembrandt Klopper <rklopper@iafrica.com> 06/29/04 06:21AM >>>
Dear Carron,

Mr. Hadebe has informed me that he resubmitted the documents that you requested. Please keep me informed regarding the progress of his request to get access to managers and workers for constructive research purposes.

Prof. Klopper

On 23 Jun 2004, at 14:53, Carron Dove wrote:

Prof. Klopper

Following my previous e-mail, I have had a chance to discuss this with Dr Sutcliffe. Dr Sutcliffe does not recall responding to this request and we have no record of his response. Please could we get another copy of the questionnaire. This correspondence will be forwarded to the Head: Skills Development for attention.

We apologise for the inconvenience.

Thanks
Carron Dove
Office of the City Manager

Addendum 2: Questionnaire

Survey of employees in the eThekwin Municipality regarding Language Policy and Language Practice within their workplace

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

Researcher: Mr Vusi Hadebe

Study Leader: Prof. Rembrandt Kloppe.

- i) This is a **voluntary**, and **confidential** survey.
- ii) We need your help to determine the language policies and language practices of the eThekwin Municipality in relation to guarantees given citizens by the South African constitution.
- iii) The questionnaire consists of **four** sections:
 - a. Section A: General particulars about yourself
 - b. Section B: Languages which you use at work and at home
 - c. Section C: English literacy classes offered at work
 - d. Section D: General training (Skills development)
- iv) 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 and answer that you have already given.
- v) Please use a pen given to mark your responses by placing a clear X in the appropriate spaces, or by writing down the appropriate information, where required.

A: General particulars about yourself

- 1. Your *name*: _____
- 2. Your *age*: _____
- 3. Your *gender*: Male _____ Female _____
- 4. Your *race*: African _____ Asian _____ Coloured _____ White _____ Other _____
- 5. Your *home language*: _____
- 6. Where did you *grow up*? Urban _____ Rural _____
- 7. Your *position/job*: Managerial / Supervisory _____ Supportive _____

B: Languages used at home and at work

How well do you speak the following languages?

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

How well do you read the following language?

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

How well can you write the following languages?

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

How well do you understand the following languages?

41. Afrikaans	Well	Average	Not at all
42. English	Well	Average	Not at all
43. IsiNdebele	Well	Average	Not at all
44. IsiXhosa	Well	Average	Not at all
45. IsiZulu	Well	Average	Not at all
46. Sepedi	Well	Average	Not at all
47. Sesotho	Well	Average	Not at all
48. Setswana	Well	Average	Not at all
49. SiSwati	Well	Average	Not at all
50. Tshivenda	Well	Average	Not at all
51. Xitsonga	Well	Average	Not at all

Which language do you use when you are:

Please mark the appropriate option	Mostly English	Mostly IsiZulu	Other (specify language)
52 With family			
53 With friends			
54 With fellow workers			
55 With supervisor/foreman			
56 At the bank,			
57 At the post office.			
58. In church			
59. Community meetings			
60. Shopping			

C: English literacy training

61. How much English adult literacy training (ABET) have you undergone?

Please mark the appropriate option

None	
Less than a month	
Between two months and six months	
Between seven months and a year	
Between one and two years	
Between two and three years	
Between three and four years	

Who recommended that you attend English literacy classes?

Please mark the appropriate option

62. Friends	
63. Family	
64. Trainers	
65. Supervisor	
66. Decided for myself	
67. Other (specify)	

68. How do you rate your ability to communicate in English

Very good	Good	Average	Below Average	Bad
-----------	------	---------	---------------	-----

How important is English literacy classes for the following?

Please mark the appropriate option

	Most important	Not so important	Unimportant
69. Get a better job			
70. Earn more money			
71. Better myself			
72. Attend other training			
73. Further my studies			
74. Communicate			
75. Other (specify)			

76. Any other comment you would like to say about English literacy classes?

.....

.....

.....

.....

D: General training (Skills development)

77. Do you attend any in -service training?

Yes		No	
-----	--	----	--

In which of the following languages is training conducted?

78. Afrikaans	
79. IsiZulu	
80. English	
81. Other language (specify)	

82. How well do you understand the training when it is conducted in English?

Not at all ___ Poorly ___ Average ___ Reasonably well ___ Very well ___

If you have difficulty in understanding the language training is conducted in, what do you do about it?

Please mark all the appropriate options

83. Tell trainer	
84. Tell supervisor at work	
85. Tell my fellow workers	
86. Do nothing	
87. Other (specify)	

In which of the following languages would you like training to be conducted

88. Afrikaans	
89. English	
90. IsiNdebele	
91. IsiXhosa	
92. IsiZulu	
93. Sepedi	
94. Sesotho	
95. Setswana	
96. SiSwati	
97. Tshivenda	
98. Xitsonga	

100. What reason can you give for choosing the language you have chosen?

.....

.....

.....

.....

101. Do your supervisor/s at work speak your home language?

Yes		No	
-----	--	----	--

102. Do you think it is important that they do speak your language?

Yes		No	
-----	--	----	--

103. Why do you think so?

.....

.....

.....

104. Would you like to make any comments about language use in your work place?

.....

.....

.....

.....

Thank you for your time!

Survey of Managers in the eThekweni Municipality regarding Language and Communication's Training in their Departments

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

Researcher: Mr Vusi Hadebe

Study Leader: Prof. Rembrandt Klopper

- i. This is a **voluntary and confidential** survey.
- ii. We need your help to determine the language policies and practices in your department in relation to guarantees given to the public by the South African constitution.
- iii. The questionnaire consist of four sections:
 - a) Section A: Your permission for me to use your responses for research purposes;
 - b) Section B: General questions about your department;
 - c) Section C: Training and development in your organisation;
 - d) Section D: The relationship between English and the other South African languages when communicating with the public.
- iv. Please read each question carefully and take time to think about your answer. If you have any queries about particular questions, please feel free to raise them during our interview.
- v. Please fill in Section A: only. The researcher will feel the other sections in the course of the interview.
- vi. Your participation is highly appreciated.

A: Permission to use research results

1. Name:.....
2. Age: 20-29 30-39 40-49 50-59 60-69
3. Home Language:.....
4. Department:.....
5. Position in Department:.....
6. Responsibilities:.....
.....
.....
7. Period of service in department:..... year/s..... month/s
8. Previous occupation:.....

B: General Departmental Questions

9. Who among the following are your clients?

	Regularly	Occasionally	Never
Small and medium size industries			
Corporations			
Civil service departments			
Home Owners			
Other Metropolitan Councils outside the Durban Metro			
Transport industries (eg. Airports, rail, etc.)			
Informal traders			
Hospitality industries (eg. Hotels, restaurants etc.)			
Other			

10. Which language/s do you use for formal external and internal communications?

Sesotho	
Setswana	
IsiSwasti	
Sepedi	
IsiNdebele	
Tshivenda	
Xitsonga	
Afrikaans	
English	
IsiXhosa	
IsiZulu	
Other	

11. Which Language/s do you use for informal personal encounters with colleagues from your own ethnic group?
12. Which language/s do you use for informal personal encounters with colleagues from other ethnic groups?
13. Does the eThekwin Municipality have a language policy?

Yes		No		I don't know	
-----	--	----	--	--------------	--

14. Has the language policy been provided in writing?

Yes		No		I don't know	
-----	--	----	--	--------------	--

C: Training and Development

C 1. Training Co-Ordination:

15. In your opinion, is in-service training regarded as of high priority aspect of staff development in the eThekwin Municipality?

.....

.....

16. Are needs analysis conducted regularly to determine type of training?

Yes		No		I don't know	
-----	--	----	--	--------------	--

17. If so, who conducts such need analysis?

.....

18. What training courses are being conducted at present?

.....

.....

19. Are the courses repeated once a year or are they ongoing?

.....

20. Are there follow up courses?

21. Do they include everyone in the middle and top management?
.....
22. Does training include public speaking skills, telephone etiquette etc.?
.....
23. Is training voluntary, compulsory or recommended?
.....
24. In which language/s is training offered?
.....
25. Do trainees attend during their own time/ given time off?
.....
26. Are trainees given structured opportunity to impart their newly gained skills to other colleagues?
.....
27. Are the courses evaluated/ assessed?
.....
28. If so, who evaluates/ assesss the courses?
.....

C 2. General training and development:

29. Does a person's ability to communicate in more than one language play a role in the decision to employ him/her?
A: It is a pre-requisite.....
B: It is a recommendation.....
30. Is work related training and development compulsory?
.....
31. Do employees receive formal recognition in the forms of letters of recognition or certificates or financial benefit/ once off bonuses after completing the course/s?
.....

C 3. Technical training:

32. What are some of the technical courses offered?
.....

-
-
33. In which language/s are they conducted?
34. Do trainees have to be fluent in English in order to participate in these courses?
35. Are translation/ interpretation facilities available?
36. What criteria is used to select trainers?

C4. Non- technical courses:

37. Which non-technical courses are being offered?
-
38. What language courses are available and on what basis are the languages selected?
-
39. To whom are the courses geared (in terms of position, ethnicity etc.)
-
-
40. Who design the courses?
41. What skills do the courses focus on?
- Reading
 - Verbal presentations, etc.
 - Writing – correspondence
 - Intercultural communication
 - Other (specify)

C 5. Adult Basic Education and Training (ABET) and literacy training:

42. Who attends ABET literacy classes?
-
43. Are literacy classes compulsory, recommended or voluntary?.....
44. Where and when are classes held?.....
-

- 45. Are workers paid while attending?
- 46. In which language/s are these literacy classes held?
- 47. Are workers promoted after attaining literacy?

D: The relationship between English and the other official South African languages

48. At present, English appears to be the dominant language in business and industry.

How do you feel about its use at the eThekwin Municipality?
.....
.....
.....

49. How do you think that the indigenous African languages can be promoted at the eThekwin Municipality?

.....
.....
.....
.....

50. Do you have any concluding remarks or suggestions about language in the organisation?

.....
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.....
.....
.....

Thank you for your time!!

Addendum 3: Interview Guide

Addendum 4: First letter requesting access to conduct a survey



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24 January 2004

The Municipal Manager
Dr Mike Sutcliffe
First Floor City Hall
Durban

Dear Dr Mike Sutcliffe

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG MANAGERS OF THE ETHEKWINI MUNICIPALITY REGARDING LANGUAGE TRAINING IN THEIR DEPARTMENTS.

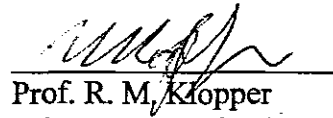
One of my Master's students, Mr. Vusi Hadebe needs to do empirical research during February 2004 among managers of the eThekwin Municipality. In the light of the mismatch between language policy and language practice it appears apt and timely to investigate municipal institutions with regards to language training programmes and language practices.

The research is based on both quantitative as well as qualitative methods, employing questionnaires and interviews as to elicit data. The investigation requires the participation of 200 employees from four departments of the eThekwin Municipality. In addition to this, managers from these departments will be interviewed with regards to their language involvement.

I am hereby applying for permission in principle for Mr Hadebe to do the above-mentioned research within the following departments under your jurisdiction:

- Procurement and infrastructure (water and sanitation)
 - Governance (communication)
 - Corporate and Human Resources (skills development)
 - Treasury (finance)
-
- 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 managers of the target departments will be sought, emphasizing the anonymous, constructive and voluntary nature of participation.
 - The questionnaires will be disseminated and retrieved by Mr Hadebe himself.
 - The eThekwin Municipality will be acknowledged in the theses, of which copies will be provided upon completion.

I am attaching a copy of his questionnaire and interview guide for your information.
Kind regards,



Prof. R. M. Kopper
HOD: Communication Science (Durban Campus)