

**A SURVEY OF NON-ISIZULU STUDENTS' ATTITUDES TOWARDS
LEARNING ISIZULU AS A COMMUNICATIVE LANGUAGE AT A
UNIVERSITY IN THE GAUTENG PROVINCE, PRETORIA**

by

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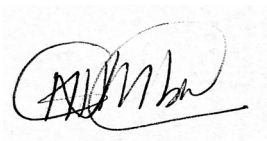
MONTH: APRIL 2023

DECLARATION

I declare that this research project entitled:

**A SURVEY OF NON-ISIZULU STUDENTS' ATTITUDES TOWARDS
LEARNING ISIZULU AS A THIRD LANGUAGE AT A UNIVERSITY
OF TECHNOLOGY IN GAUTENG, PRETORIA**

is my own work, that all the sources used or quoted have been indicated and
acknowledged by means of complete citation and references.

A handwritten signature in black ink, appearing to be 'A. M. M.', written over a light grey grid background.

Signature

20/04/2023

Date

DEDICATION

I would like to dedicate this thesis to my family, especially to my late mother Nomathemba Sara Shongwe, a single mother who raised me. She taught me that through prayer, determination, and hard work, it is possible to achieve success. Further gratitude to the following people who were my pillars of strength during my study:

- My children: Put God first and may you never, ever give up in life. Always fight for your success. Diligence, resilience and dedication pays: Sandile and Banele;
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- My pastor: Bishop J.P. Ndlovu; your prayers, counselling and encouragement throughout my study;
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ABSTRACT

Several students come from different provinces and enrol at a University of Technology (UoT) in Gauteng for the Language Practice programme, because it offers a range of five indigenous African languages as subjects: isiZulu, Sepedi, Setswana, Tshivenda, and Xitsonga. Students who are not native speakers of these languages are expected to choose and learn one of them for communicative purposes. Nevertheless, when non-isiZulu students are offered isiZulu as an option to study, they seemed to be hesitant. Hence, this study aimed to discover the reasons for that perceived reluctance, and to determine if the sampled non-isiZulu students have negative attitudes toward learning isiZulu language, the language itself, and its speakers. The survey has sampled a total of 46 participants, only the Language Practice students within the university. An interpretivism paradigm was adopted in order to explore and understand the participants' views, background and experiences on the current study, since it aimed to understand the human experience in the world and their impact on social reality. Furthermore, the study implemented a mixed research approach (qualitative and quantitative) which used questionnaires and semi structured interviews for data collection. The Attribution and Self-Determination theories underpinned this study. The researcher used descriptive statistics to discuss the quantitative data and thematic analysis for qualitative data. It was found that non-isiZulu language students have positive attitudes and used various approaches when learning isiZulu as an additional language at university level. Respondents and participants indicated that they realised the significance of learning isiZulu as an additional language and that they were of the view that learning isiZulu has many benefits and facilitates the promotion of the isiZulu language in South Africa.

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GLOSSARY

ACALAN	Academy of African Languages
ADALEST	Association for the Development of African Languages in Education Science Technology
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
DHET	Department of Higher education
FAL	First Additional Language
HEIs	Higher Education Institutions
HPCSA	Health Professions Council of South Africa
LoLT	Language of Teaching and Learning
L1	First/home language
L2/L3	Second language/Third language
PanSALB	Pan South African Language Board
PRAESA	Project for Alternative Education in South Africa
SAILs	South African Indigenous Languages
SSI	Semi-structured interview
SDT	Self-determination theory
SLA	Second additional Language
UoT	University of Technology
DUT	Durban University of Technology
UCT	University of Cape Town
UKZN	University of Kwa-Zulu Natal
UNIZULU	University of Zululand
UL	University of Limpopo
UP	University of Pretoria
UWC	University of Western Cape
NWU	North West University
Wits	Witwatersrand University

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

South Africa is called the ‘rainbow nation’ because it comprises of twelve official languages; eleven spoken and one sign language, consequently, it emerged as a multilingual and multicultural country for that reason. Even though, there are eleven official languages, some of these languages are viewed as more prestigious (Horsthemke, Siyakwazi, Walton, & Wolhuter, 2013:105). For instance, English is still used as a medium of communication in many contexts such as at schools, universities, public domains; clinics or hospitals, home affairs and malls (Khokhlova, 2015:983).

There are few public places where one can find that a notice about the services offered at that place is written in one of South African indigenous languages. Khokhlova (ibid) declares that the impact of the colonial languages such as among others English as the lingua franca for education, media, communication and administration, has even given rise to structural changes in the African languages and debates on the languages involved in education.

This study focused on the language attitudes of non-isiZulu students towards learning isiZulu as additional language. The aim was to investigate reasons for the refusal to learn and speak isiZulu as third language (L3) at tertiary level. Ghavamnia and Ketabi (2015:103) propose that quietness and consequently denial to speak a language is an understudied area of research in the field of language acquisition and is seen as a negative attribute in Western cultures. A survey of non-isiZulu students’ denial to learn isiZulu falls thus within the area of research which needs attention therefore, the researcher attempted to bring new awareness to understand this phenomenon.

Eastern cultures such as the Japanese regard quietness as face-saving whereas the English speakers interpret this silence and thus unwillingness to use the language as disrespect and laziness (Ghavamnia & Ketabbi, 2015:104). The researcher sought to explore the reasons of

non-isiZulu students' reluctance toward learning and speaking isiZulu and to investigate whether it is because of laziness, respect or disrespect amongst others. Moreover, the findings of the study also cast light on their attitudes and lack of motivation to learn isiZulu as communicative language.

Chapter 1, presents the research topic viz. A survey of non-isiZulu students' attitudes towards learning isiZulu as a third language at a university in Gauteng, Pretoria. It discusses the background and rationale to the research problem, point out the aims and objectives, and provide a summary of the sampled population and elucidates the research approach. Moreover, it delineates the significance and the key concepts used in the study.

1.2 Rationale and background

After the apartheid period, South African Indigenous Languages (SAILs) were raised to enjoy parity with Afrikaans and English in government institutions. The advent of democracy in 1994, initiated the introduction of a new language tactic that intended to focus on equity among languages that are spoken in the country. Subsequently in 1994, extensive steps have been taken with the purpose of breaking down the apartheid arrangements and restructuring several educational imbalances and overcoming hindrances. This has been the ambition to offer all learners equal opportunities and privileges. Particularly since 1994, there has been a strong call of African indigenous languages as the languages of learning and teaching (LOLT) in South Africa, both in schools and universities (Alexander, 2002; Finlayson & Madiba, 2002; PanSALB, 2001).

The constitution (RSA 1996a, Section 30) underscores the South African Schools Act (RSA 1996b, Section 6) and the National Educational Policy (RSA 1996c, Section 3 (4), as foundation; the learner has the right to education and studying in the language of choice. The privilege to education and the opportunity to learn in the language of choice is the main concern of the current government, which respects language as an instrument to improve education and political revolution, to facilitate equality and democracy. For this reason, the Department of Education (DoE, 2001:29) is committed to promotion of multilingualism; understanding and speaking one another's language. It supports the breakdown of language barriers, facilitates effective communication and creates sincerity and respect.

After the expiration of Apartheid, the South African Indigenous languages (SAILs) were elevated to the same position with Afrikaans and English in government institutions (Nkosi, 2019:1). Hence, currently SAILs receive more attention in Higher Learning Institutions (HEIs).

According to Language Policy for Higher Education (2002), universities must inspire the learning of African languages that are leading in each province. For example, isiZulu speakers are the most in number (80%) in KwaZulu-Natal and isiXhosa speakers the most (80%) in the Eastern and Western Cape, Tsonga in Limpopo, and siSwati in Mpumalanga Province when compared to other language groups.

Statistics South Africa (2011) specify that around 11.6 million (23%) of the South African population are isiZulu speakers. Other speakers speak Afrikaans and English which are the minor cluster of population in the Province of KwaZulu-Natal. It was recognised by other scholars that if speakers learn an additional language excluding their home language it increases their chances to interconnect with other language speakers (Assefa, 2002; Ngcobo *et al*, 2014; Nkosi, 2014; Papanastasiou, 2000).

IsiZulu is a lingua franca for 70% of the country's population, while English is used by 20% of the South African population. Many South Africans are multilingual; they are skilled in their mother tongue, other neighbouring languages, Afrikaans and English. Their English capability is the reason that it is used as a medium of instruction in many organisations such as in businesses, churches, schools, and universities (Horsthemke *et al*, 2013:115).

In addition, the Minimum Requirements for Teacher Education Qualifications (MRTEQ) supports learning to communicate in an indigenous language as one of the goals (Department of Education in South Africa, 2011). In Section 8(2) (c) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008), this aspect is addressed. The MRTEQ is the South African national policy on the Minimum Requirements for Teacher Education Qualifications. That rule was permitted and distributed by the Minister of Higher Education and Training in the Government Gazette No 34467 on 15 July 2011 (DHET, 2011).

The members of the Pan South African Language Board (PanSALB) suggest that indigenous languages such as isiZulu must be utilised among others as one of the media of instruction in learning societies, including universities in South Africa (Webb, Deumert & Lepota, 2005:156). The elevation of isiZulu as an instrument of instruction needs research on the language, whether it is studied as first/home, second additional or conversational language. This research was conducted at a university where isiZulu is obligatory to native speakers of isiZulu but to non-isiZulu native students it is a choice amongst other languages i.e. Afrikaans, Sepedi, Setswana, Xitsonga and Tshivenda.

Hence, isiZulu native students are required to choose one language as a module at a communicative level. Similarly, non-isiZulu students are required to choose isiZulu as additional language for communicative purposes. This is a vital step that the university is engaged with to deploy a Department of Applied Languages which has introduced the importance and learning of SAILs. Students may have diverse opinions and practices regarding the university's policy.

That being said, the researcher as a former lecturer of isiZulu as additional language at the university where the current study was conducted, observed that the non-isiZulu students have a certain attitude and were hesitant towards choosing isiZulu for communicative purposes. Most non-isiZulu students were complaining saying that isiZulu is the most difficult language among other languages offered in the department. Their hesitancy served as point of departure to discover their perceived attitudes and the factors that influence them.

Kaschula and Docrat (2018) highlight the importance of learning more than one language and stipulated that learning of the isiZulu language as a module at a tertiary level is required and it should be viewed as a resource not as a problem. Thus, the study aimed to explore the views of non-isiZulu students towards learning isiZulu as a third language in the Language Practice Programme at a university in Gauteng. Language is not reserved to be used by an official organisation which governs speech sounds, words formation and language structures; it also facilitates a strong relationship among the society that uses it.

My main concern in this study is the understanding, knowledge and willingness of non-isiZulu students towards learning isiZulu as an additional language (L3) at the university for communication purposes. Kaschula (2016:200), states that South African universities must consider SAILs as media of instruction and for communicative purposes where most students opt to speak the languages in question.

South Africans' modesty and insecurity about their languages may be reasons for not embracing their languages. Their bashfulness and timidity may be at the heart of their reluctance to speak and study their home languages. They consider learning SAILs as useless and a waste of time. During the apartheid era, SAILs were observed to be undervalued (Tuner, 2010: 99 & Pillay, 2017:169). South Africans were not inspired to interconnect through their home languages if they are of different ethnic groups. Schools were offering SAILs as just additional subjects, and they were not used as media of learning and teaching like Afrikaans and English (Moyo, 2002: 155). De Wet and Wolhuter (2009) point out that in the new South

Africa, multilingualism has been implemented on a symbolic level however, it has not been developed on a teaching and learning material level thus far.

Frequently, language attitudes depend on the commercial state of the country and the rank held by a specific language. Appreciation of a language is associated with profits and students display a higher level of motivation to learn that language because of its benefits even if it is not their first language. Moreover, it is imperative for different ethnic people to admit and comprehend neighbouring languages of people they share resources with. By so doing they are constructing and supporting a multilingual society (Calvet, 2006: 58).

1.3 Problem statement

Even currently as a lecturer of isiZulu first language (L1), the researcher still notices that non-isiZulu students shy away from selecting isiZulu as their additional language (L2 or L3), and in comparison, with other languages in the department, isiZulu is not favoured by most of the students. Many students normally think and assume isiZulu is only valuable in KwaZulu-Natal Province where isiZulu ethnic group originates.

When non-isiZulu students are meeting or having a discussion with isiZulu L1 speakers, they have a preference to speak in English. Furthermore, apart from their reluctance and silence to learn or to speak isiZulu, they tend to reserve themselves from other ethnic groups especially amaZulu. As a result, these observations and apprehensions gave rise to the interest to determine the causes and motives behind this behaviour and diffidence towards learning isiZulu as an additional language.

Therefore, the objective was to learn more about their language attitudes to identify causes of their reluctance to learn isiZulu as the language of communication. Moreover, it was hoped that the findings of the study may help to discover the non-Zulu students' language attitudes toward learning isiZulu. In addition, it may add to the corpus of research on language attitudes through investigating factors of the non-Zulu students toward learning isiZulu at a tertiary level. This information may cast light on students' opinions regarding isiZulu at the university level and in the public sphere. Furthermore, the study would probably enlarge current literature on language attitudes particularly toward South African indigenous languages (SAILs).

1.4 The aim and objectives of the study

The aim of the study was to investigate students' attitudes towards learning isiZulu at tertiary level. Research objectives are inferred from the aim of the study. They are what a study intends

to achieve. They are crucial in research because they regulate the kind of problems and procedures to be used to collect and analyse data.

1.4.1 The objectives of the study were to:

- determine which aspects influence the attitudes and inspiration of non-isiZulu students toward learning isiZulu as a communicative language as well as isiZulu at a university in the Gauteng province, Pretoria;
- determine why non-isiZulu students are reluctant towards **choosing** isiZulu as a communicative language;
- establish what motivates non-isiZulu students to **learn** isiZulu as a subject at tertiary level;
- determine the level of non-isiZulu students' **interest** towards learning isiZulu as a third language; and
- determine how lecturers help, facilitate and empower non-isiZulu students to promote the learning of isiZulu at the university.

1.5 Research questions

As most of non-isiZulu students come from various provinces such as: Limpopo, Mpumalanga, and Gauteng, they regard isiZulu as a difficult language to learn. The Department of Higher Education and Training (DHET) in South Africa has established and announced programmes which will help in teaching South African indigenous languages as first, second and third languages. Those programmes may encourage students to learn and acquire South African indigenous languages other than their native/first or home languages (PanSALB, 1998:6).

For instance, isiZulu is one of the languages that is offered to non-isiZulu students as additional language in the university where this study was conducted. The act of teaching languages for communicative purposes is done to encourage multilingualism among students who are studying Language Practice Programme. Conversely, other non-isiZulu students appear to uphold a certain assertiveness toward learning isiZulu. Hence, the researcher would like to discover the reasons which cause the non-isiZulu students to be reluctant toward learning isiZulu as an additional language.

Therefore, the following research questions regarding the attitudes of the non-isiZulu students on the Language Practice Profession at this university guided the study.

1.5.1 Main research question

- Which aspects influence the attitudes and inspiration of non-isiZulu students as well as isiZulu native speakers towards learning isiZulu as a communicative language at a university in the Gauteng province, Pretoria?

1.5.2 Specific research questions

RQ1: Which aspects influence the attitudes and inspiration of non-isiZulu students toward learning isiZulu as a communicative language as well as isiZulu at a university in the Gauteng province, Pretoria?

RQ2: Why are non-isiZulu students reluctant towards **choosing** isiZulu as a communicative language?

RQ3: What motivates non-isiZulu students to **learn** isiZulu as a subject at tertiary level?

RQ4: What is the level of non-isiZulu students' **interest** toward learning isiZulu as a third language?

RQ5: How do lecturers help, facilitate and empower non-isiZulu students to promote learning of isiZulu at university level?

The study findings will give appropriate responses to these questions and help to explore and understand explanations behind the attitudes of the non-isiZulu students toward learning isiZulu as their third language at university.

1.6 Definition of terms

Language

According to Choi (2015: 241), language is a sign of personality and selection of language which is vital and representative in personality construction. Language is set of all human senses used together; it occurs in the mental ability, perceptiveness, earlobes, mouths, and hands and of its users (Crystal, 2003:7). Thus, Crystal (ibid.) sees language as set of words intended for communication, as when people are interconnecting, they do not use their mouths only.

African languages

African languages refer to African official languages recognised by the Constitution of South Africa (Act 108 of 1996) that are affiliated to the Bantu language clan (Herbert and Bailey 2004: 50–51, Mesthrie 2004: 11) except for Afrikaans and English. Occasionally, African languages are also referred to as ‘African indigenous languages’ or ‘black languages’ (Constitution 1996, Mesthrie 2004: 23, Shaikjee and Milani 2013: 100-101).

Lingua franca

Crystal (2003:12) says, since the mid-20th Century the lingua franca was used for international communication purposes. The lingua franca is defined as a country language that is used for communication generally by non-native speakers of a specific language (Jenkins, 2006:140). Seidlhofer (2005:339) concurs with Jenkins by stating that the lingua franca is a language which empowers different first languages speakers to communicate. IsiZulu functions as a lingua franca to most people of South Africa. Although it is observed as a “prominence language” it is not found in all provinces in South Africa. Therefore, speakers must be aware of other ethnic languages and must be enthusiastic about learning and knowing other South African indigenous languages as a South African citizen (Mbatha, 2016:3).

Language identity

Language identity is an essential element of human identity which one uses to speak and communicate with others. It is also used to measure an individual gender, educational level, age, profession and original place of birth (Spolsky, 1999: 181). According to Choi (2015: 240) language identity is a crucial aspect of uniqueness. It involves many aspects such as ancient times, philosophy, custom and public views. Language and identity become relevant and are understood when they are socially juxtaposed. The issues related to language choice and identity construction cannot be analysed in isolation from social constraints, because they involve people and their social relations and practices (Choi, 2015:243).

Language attitudes

Garrett (2010:20) defines language attitudes as a temperament to react positively or oppositely to a class of entities. Sarnoff (1970: 279), posits that an attitude is an evaluative positioning to a public entity of some sort, whether it is a language, or a new administration procedure. In other words, language attitudes are differentiated from other attitudes through their entity

(Fasold, 1984). Furthermore, language attitudes are defined as the various beliefs about reactions towards the language (Bock & Mheta, 2014: 351).

Motivation

Motivation is referred to as a stimulating energy which involves a speaker's endeavour to fulfil exclusive desires to reach stability. An individual's behaviour is inspired both intrinsically and extrinsically (Awan, *et al.* 2011: 20). Bock and Mheta (2014: 270) identify instrumental motivation (when learning a language to find a job) and integrative motivation (when learning a language to become part of a different cultural group).

Multilingualism

Multilingualism is described as a state when three or additional vernaculars are known and used to communicate efficiently. Speakers may be polyglot to diverse grades in the changed vernaculars (Bock & Mheta, 2014: 548).

Perception

According to Forgas and Melamed (1976: 3), perception is the information one obtains from the situation which is converted into life practices. Roth and Frisby (1986:81) agree that perception denotes the information which a person attains through four human organ senses from the setting and altered into skills of matters, proceedings, impacts, taste and smell. Thus, perception will be used to designate responses of thought, belief or opinion in this study. Perception is often used because it is related to attitude in meaning.

1.7 Research methodology involved

This section will summarise the research method which will be used to carry this study. It will also discuss the sample population, sampling techniques, data collection procedures and instruments which will be used to collect and analyse data in the study. This study will adopt both quantitative and qualitative methods to collect data regarding the non-isiZulu students about their attitudes toward learning isiZulu for communicative purpose at the university in Gauteng. Bless, Smith and Sithole (2013: 16) mention that the combination of the quantitative and qualitative methods is called a mixed methods research approach.

The researcher sampled 40 non-isiZulu participants to respond to a questionnaire as part of the quantitative of the methodology and eventually ten participants to participate in the semi-

structured interviews as part of qualitative method. However, 36 questionnaires were fully completed and returned which makes 46 sampled participants in total for this study.

Moreover, the development of this study adopted both qualitative and quantitative data elicitation methods combined, whereas most of language attitude studies use quantitative methods only (Carlson & McHenry, 2006). Discovering a study that uses both kinds of research methods has confirmed to be challenging. Garrett, Coupland, and Williams (2003:81) however, contend that studies that employ both research methods permit additional effective clarifications of the findings. Therefore, to discover the language attitudes of non-isiZulu students in the university of technology in Pretoria, this study used both methods.

1.8 Intended contribution to the body of knowledge

This study was an attempt to increase current data to the rare body of writings concerning the present language attitudes in the university where the study was conducted. Moreover, it adds to prevailing research on the language attitudes of prospective students (Carlson & McHenry, 2006). The study explored the language attitudes of non-isiZulu students at the selected university who have enrolled for a Language Practice course, and who are current and future language practitioners. According to my knowledge, this is a perception that must receive attention. It is vital to comprehend the language attitudes maintained by non-speakers of a particular language.

The intended contribution of the study may help to increase the number of non-isiZulu students' enrolment. The impression is to recommend ways of improving communication among students. Also, to promote social cohesion amongst the diverse cultural groups who have similar or related problems of negativity to transmit and communicate with other languages speakers. The outcomes of the study may help indigenous language speakers to change their attitudes toward other indigenous languages, encourage peace and build humility among South Africa's diverse nation.

Furthermore, the outcomes may help in creating inspiration in students to learn other South African indigenous language. Also, this study may help to promote multilingualism within the nation, since these students will go and work in different fields, sectors, departments and provinces around the whole world after graduation. Edwards (1982:120) and Garrett (2010:195), identify language attitude studies as real-life presentations. Addressing an important matter of language learning in this survey of present and future students enrolled at

this university will deliver an exemplary for spreading over language attitudes research to real-life complications. The scope and limitations of the study follow below.

1.9 Scope and limitations of the study

The study was only limited to the university students who participated in the investigation of non-isiZulu students' attitudes toward learning isiZulu as additional language. Moreover, it was conducted only in the Gauteng province. Other locations may produce different outcomes particularly if the demographics are not the same as those of the target group. This study involved only non-isiZulu students who enrolled for a Language Practice programme at the university where the study was conducted.

1.10 Ethical considerations

Saunders *et al.* (2000:130) maintain that research ethics refer to the relevance of a person's activities and conduct in relation with the rights of those who are participants/respondents or become the subject of the study. The researcher also applied for the research instrument to be approved by the university's ethics research committee prior to the data collection. Furthermore, the researcher explained the consent form and leaflet information to the research assistants and explained their roles before they could assist in the study. De Vos, *et al.* (2002:65) indicate that every person who takes part in a study should sign the informed consent form, which gives details about the researcher and the study. Research assistants handed out the questionnaires and collected them. The researcher arranged the time of the interviews with participants who volunteered to participate in the research, and who were selected through the convenience sampling technique.

The researcher explained to participants and respondents that they should participate at their own free will as they would not be rewarded for participating and they were allowed to withdraw from participating if they wanted to any time, during the duration of the interview. Should conditions ascend that impact upon ethical obligations, the researcher would reveal herself to supervisors and appropriate actions would be taken in terms of the relevant University Policy.

Regarding that interpretation, the next division designates how research ethical matters were addressed in this study:

- **Informed consent form**

The researcher explained to the participants the purpose, nature, and data collection methods before commencing with research. Also, the researcher clarified their roles in the study.

- **Impairment and danger**

The researcher assured the participants that they would not be exposed to harmful and dangerous situations, either physically or psychologically.

- **Decency and reliance**

The investigator adhered to all ethical procedures as values of morality and credibility of the collection and analysis of data.

- **Confidentiality and anonymity**

In this study, the researcher rechecked and ensured the consistency and privacy of participants. The researcher explained that names of the participants and gathered data would not be used, revealed, or shared for any other purposes. In that way, their confidentiality and anonymity would be guaranteed.

- **Involvement and support**

Even though all precautions were considered as mentioned above, it was also explained to participants that the study would only be used for academic purposes and their involvement in it was voluntary. No one was imposed to partake in the study. An educational study investigates and explores people's behaviour. Therefore, the researcher is morally accountable for respecting the study participants' rights and their well-being (McMillan & Schumacher, 2011).

The purpose of the study was shared with participants and they were requested to participate in the study. To build a truthful relationship, the researcher and participants discussed and agreed on the period for distributing the questionnaires and conducting interviews. Only if the participants had agreed to partake in the study, the participants would be given consent forms. Furthermore, participants were asked permission to record their interviews.

The researcher discussed and ensured participants their confidentiality and anonymity and that they were allowed to withdraw at any time if they do not want to partake in study. They were assured that the university and their names would not be identifiable in print. Moreover, the researcher used codes to ensure the confidentiality and anonymity of participants and

university. Anonymity reduced fear of exposure and respondents' and participants' identities remained protected.

1.11 Axiological assumptions and subjectivity

Axiological assumptions have to do with the nature and role of values for both the researcher and the researched. Creswell (1998) explains that research is value-laden and that it may be influenced by biases. It is therefore important to ensure that values and bias do not whittle, shape, or influence how what is being researched is understood. According to Finnis (1980), axiology denotes to the moral matters which one should consider while designing research. It reflects the ethical approach to decision-making of value. It involves describing, assessing and considering perceptions of accurate and immoral behaviour concerning the research. It cogitates what significance people intend to ascribe to the diverse features of our research; the participants, the data and the viewers to which individuals shall report the results of the research. It addresses the nature of ethics and social beliefs of each person that will be involved with or contribute to the research development (ARC, 2015).

These aspects are guided by the four criteria of ethical conduct namely, teleology, deontology, morality and fairness (Mill, 1969). Teleology refers to efforts made in research to ensure that the research findings are an expressive product that will gratify most people. The research methods used in the study should make sense. The actions that were embarked on in the research were appropriate and yielded more benefits than harm. All possible consequences of this research were considered. Deontology is the realisation that every action that was undertaken during the research has its own result, anticipated to aid the researcher and participants, the academic society, and the community at large (Scheffler, 1982). The morality measure refers to the inherent moral ethics that are maintained during the research. For instance, that the researcher was honest concerning the data interpretation. Lastly, the principle of fairness exacts the researcher's attention to the requirement to be fair to all research participants and to guarantee that their rights are maintained (Kivunja & Kuyini, 2017:28).

The researcher implemented the above-mentioned criteria by applying neutral research actions. All research participants were treated equally. The actions of a researcher did not show any favouritism or discrimination towards any participants. Furthermore, the researcher assembled questions which indicate that there are true and factual responses to achieve honest views solicited from the respondents. The questions were paraphrased in a manner that allowed participants to give their true and honest views concerning the research topic; they showed that

it was acceptable to provide responses that were not socially desirable or favourable towards the researcher. Indirect questioning, asking about what participants reflected, felt and how they behaved were used for socially profound questions. This allowed respondents and participants to project their own approaches and emotions. and still give authentic and descriptive responses (Dodou & de Winter, 2014).

1.12 Organisation of the study

Chapter 1 Introduction

This chapter discusses the background and rationale to the research problem, indicates the aims and objectives, provides a summary, sample population and research approach. It covers the significance and gives the definitions of the key concepts which were used in the study.

Chapter 2 Literature review and theoretical framework

This chapter contains definitions/explanations of principal concepts/notions implied and the theoretical framework of research as well as the review of related studies. The literature review will cover the key areas of the current literature that are relevant to the study.

Chapter 3 Research methodology

This chapter confers the research approaches and methods used in this study. It further discusses the sample population, sampling techniques, and data collection procedures and instruments used to collect and analyse data in the study.

Chapter 4 Data presentation

This chapter covers the data presentation methods and techniques adopted in this study. Data are presented and briefly described.

Chapter 5 Data analysis and interpretation

This chapter reflects the findings of the study, which were obtained from the sampled participants and respondents. It also includes a brief description, the expectations regarding the statistical analysis that were tested and the rationale for each statistical technique chosen.

Chapter 6 Conclusion and recommendations

This chapter provides the conclusions and suggests the recommendations based on this study. The study was intended to explore the attitudes of non-isiZulu students toward learning isiZulu as a third language at a University of Technology (UoT) in the Gauteng province.

1.13 Conclusion

This chapter covered the background and rationale, research aims and provided questions which the study intended to answer. In addition, the study organisation was revealed in this chapter. The scope, limitations and organisation of the study were also discussed. The next chapter deals with the literature review and the theoretical framework of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter 1 introduced the background and rationale, problem statement, research aims and questions, definition of the key concepts, and possible contribution of the study. It shared the methodology and scope and limitations of the study. This chapter discusses the literature review, and it provides a comprehensible background of the study undertaken of the non-isiZulu students at a University of Technology (UoT) in Gauteng. It also delivers the criticism of language attitudinal research and shares an inclusive review regarding language attitudes and the language ecology approach.

Followed by a historic summary of language attitude research, starting with the effort of Tom Hatherly Pear, the psychologist who initiated the language attitudes theories offers a broad breakdown of research methodologies used in preceding language attitude studies that are related to this study and research paradigms. Furthermore, it delivers a detailed evaluation of previous language attitude studies that have assessed speaker variables which are associated with this study. Furthermore, motivation to engage with a language is covered. It also discusses the South African language policy and lastly, perceptions about African languages in the academic sphere.

2.2 The historic experience of language attitudes

The psychologist Tom Hatherly Pear was interested in the connection between language and behaviour, in the early 1930s. Pear was inspired to conduct a study on how people identify and pay attention to a speaker if they are incapable to base their views on bodily signs and language. Pear started discovering the awareness when he established that people listening to a radio had no difficulties in labelling the abilities of a presenter through listening to these qualities on the radio. He established that while listeners were unable to define the real nature of the presenter, they approved what they believed to be the personality of the presenter. Pear said that people cannot critique one's personality based only on hearing clues which lead to a social theory. However, Pear discovered that listeners provided related responses concerning the believed presenter's personality. Thus, Pear's primary finding was that the listeners' attitudes might be

encouraged and steered by following researchers' analysis of language attitudes. Subsequently, many researchers have paid more attention to this public phenomenon (Brewer, 2013:37).

For instance, to measure the restrictions identified as language attitudes, a study was piloted in Canada between French and English speakers. The findings revealed that a listener recognised the ethnicity of the speaker and ranked them through the alleged language features, character and intellectual qualities. Even though the listeners thought they were evaluating four different people, they were evaluating dual bilingual speakers. Strangely, findings also exposed that both English and the French speakers observed English speakers as more intellectual, gigantic, more intelligent, and extra eligible for advanced professional positions (Lambert *et al.*, 1960).

Edwards (1982) reviewed radio listeners' language attitudes and established that listeners respond differently to speakers' intonation through conveying personal features which reveal the fixed views towards a specific group of speakers. Preston (1999) concurs with Edwards and holds those indications of radio listeners are that they are stereotyped towards divergent languages and are guided by their personal philosophies concerning the speaker. Thus, the study wished to explore if non-isiZulu students are interested in listening to isiZulu radio programmes.

The background of tertiary language in South Africa displays a distinctive change from bilingual teaching to monolingual which happens to be an English-based teaching (De Klerk, 2002:3). Even though the rule of commissions and structure exists in terms of endorsing African languages and multilingualism, more needs to be done for the realisation of policy requirements (Prah, 2006:11). There are opposing views concerning the usage and teaching of African languages especially at tertiary level. Moreover, there are unusual and negative perceptions that exist about African languages as learning areas; most students prefer to communicate and to be taught in English (Dyers, 2004:59; Ngidi, 2007:80). These perceptions lead to irritation, disapproval, and hostility towards the African languages.

These arguments underscore that much needs to be done to promote the value of these indigenous languages. Numerous practical difficulties were recognised by universities. Negative attitudes must be addressed through taking cognisance of language attitude planning; also, universities must develop and improve their resources (Masoke-Kadenge & Kadenge, 2013:34).

Before 1994, South African education was using Afrikaans and English as media of teaching and learning at universities (Rudwick & Parmegiani 2013:90). Section 29(2) of the Constitution

(1996) articulates that in public learning institutes every person has the right to be taught in languages of their choice wherever learning, and teaching are possible. This stance accommodates all official languages in the learning environment, including universities. Tertiary organisations differ where language and ethnic students' background are concerned. However, since English is the preferred medium of instruction, as the Language of Learning and Teaching (LOLT) at universities, it affects diversity negatively (Webb, 2012:202).

Regardless of obligations that the South African government must promote African languages as media of instruction (Masoke-Kadenge & Kadenge, 2013:34), customary universities which use Afrikaans as medium of instruction have become bilingual, and English is enjoying a privileged position as the key LoLT at Higher Education Institutions (HEIs) (Rudwick & Parmegiani, 2013:90). English is broadly regarded as a lingua franca in communities in South Africa (Alexander, 2001:116) and globally (Ferguson, 2006:110). It is also accepted among the universal students as a LoLT in tertiary education. The literature of African languages reveals that languages are not treated equally in South Africa and that people value and observe them differently (Shaikjee & Milani, 2013:95).

Numerous studies have been conducted on language interpretations of students with different proportions over the years worldwide. For instance, Mayaba (2015) investigated Foundation Phase opinions of student teachers towards learning isiXhosa in the Bachelor of Education teacher education programme at one of the universities in South Africa. Mabaya found that those students were interested in learning isiXhosa at a tertiary level for educational purposes. A different study by Chernobilsky *et al.* (2015) conducted research on views of students of a compassionate teacher in an undergraduate English language tutorial room in Russia. Similarly, Burnaby and Sun (1989) explored the perspectives of Chinese teachers of Western language teaching. On the other hand, Paşa and Yener (2015) piloted English prospects of language teachers and students on moral values among students in Turkey. Furthermore, Tosun (2016) examined views of students on circumstantial terminology teaching. Yasemin (2018), surveyed understandings of students on language skills in foreign language teaching at Çukurova University in Turkey. Furthermore, Olivier (2014) states the importance of introducing African languages as learning subjects and even as media of instruction in Higher Education.

However, other scholars differ concerning the perception of African languages being taught or enforced at universities. For instance, Rudwick (2015) notes that the implementation of African languages at universities might be the source of contention. The argument is that choosing

isiZulu to be compulsory at KwaZulu- Natal universities would be perceived as a political choice that could add to language and traditional patriotism (Rudwick, 2015:1). But this view can be supported, basically because the impression of an official indigenous language for in-service teachers was not freely decided by a specific university, since it was a directive of the Department of Higher Education and Training (DHET, 2011). Rudwick perceives that this kind of transformation is the responsibility of universities rather than being enforced from management, proposing that teaching and learning of African indigenous languages should be rooted in primary education gradually up until the university level, rather than beginning at university level. The consequence is that in schools, isiZulu is not yet compulsory as learners must select a second language (Govender, 2012; Jansen, 2013).

Other studies have been done to inform practices of students on learning several courses and other language programmes. For example, Althubaiti (2018) studied abilities of students on learning English as an imported language. Rind and Halsall (2016) studied students' learning experiences in English as a second language in Higher Education; Wang (2016), conducted a study on emotive practices of Chinese students in learning English as a foreign language. Moreover, Nkosi (2014) piloted the experiences of postgraduate students and their attitudes towards isiZulu as the medium of training at the University of KwaZulu-Natal. Therefore, this is the reason for focusing on how non-isiZulu students perceive and understand the insertion of isiZulu as a conversational subject in the present study. Reisberg (2017:1) argues that the study of isiZulu as additional language should be compulsory. She suggests that the study of a language that is not your home language intensifies the efficiency of intercultural interaction, not only knowing individual words, but also developing a profound indulgence in the culture of that language. It is significant to consider in and beyond South Africa, the matter of obligatory second language learning since the multilingualism policy is not a new issue in Higher Education.

Many South African academies have policies which promote multilingualism whereby English is the central language and other languages (Afrikaans and an African language) are presented as compulsory or optional courses (Department of Higher Education and Training, 2015). Such examples embrace the University of Pretoria (UP), which offers isiZulu, Tswana and Northern Sotho; University of Cape Town (UCT), which offers isiXhosa for medical consultation by medical students (Olivier, 2014); the University of KwaZulu-Natal, which offers isiZulu and English as medium of instruction, and also offers isiZulu for all undergraduate degrees (UKZN Language Policy, 2006, amended in 2014); the University of Zululand, which offers both

English and isiZulu; Witwatersrand University, which offers English, Afrikaans and Sesotho (Wits Language Policy, 2003); and Western Cape University, which offers English, Afrikaans and isiXhosa (UWC Language Policy, 2003). The University of Oslo in Norway has a compulsory Norwegian course for second language students, more particularly foreign students (Desai *et al.*, 2010; NAFO, 2008; Norwegian Ministry of Education and Research, 2007).

North-West University (NWU) and University of Limpopo also use African languages as LoLTs. The University of Limpopo offers a dual-medium qualification where students study through English and Northern Sotho for BA Contemporary English and Multilingual Studies (Rudwick & Parmegiani 2013: 90). The NWU offers a Bachelor of Education degree in the Foundation Phase Education where Setswana is a medium of instruction, South African Linguistics and Applied Language Studies. In addition, it caters for translation studies and interpreting simultaneously from Afrikaans to Setswana (NWU, 2013). For that reason, these examples prove that introducing African languages as LoLT and areas of study is conceivable.

Correspondingly, American universities such as the University of Illinois, the University of Pennsylvania, and Indiana University, hold that African languages can form part of the curricula as foreign languages. For instance, isiZulu is a South African language; and Kiswahili is spoken in Tanzania, the Democratic Republic of Congo, Kenya, and Uganda. Furthermore, Chinese is an Asian language which is compulsory in many American universities. It is of specific relevance that Africans should observe how non-African students understand the enforced learning of African languages. Moreover, it is crucial to establish how this can equip them to instruct in multilingual classrooms, where there are learners who are native speakers of these languages (Evans, 2011). Although transnational students could study and acquire African languages, exemption from compulsory African language modules for international students must be considered (Olivier, 2014).

Moreover, the Minister of DHET, Blade Nzimande announced declarations about the essential introduction of African languages at universities and after that the University of KwaZulu-Natal introduced the isiZulu language course for all students through the syllabus.

2.2.1 Minister Blade Nzimande's statements on African languages at universities prepared in Section 6 of the Constitution (1996)

The reduced traditional usage and position of the indigenous languages have prompted the government to make useful and optimistic measures to promote the usage of these languages. The other way to promote the usage of African languages is to introduce the practice of these

language courses at primary, secondary and tertiary institutions. Even though that act does not entail an instant usage of African languages as LoLTs, this suggests that language courses will be introduced and developed. In conclusion, the Minister Blade Nzimande, anticipated from 2011 to 2012 that African languages must be introduced as compulsory modules at universities (Turner, 2012: 28).

Furthermore, Section 27(2) of the Higher Education Act of 1997 permits Minister Blade Nzimande to regulate Higher Education's language policy and expect all students in South Africa at tertiary institutions to be capable of speaking, reading and writing at least one African indigenous language. Even though Turner (2012:35) declares the importance of Nzimande's request for African languages to be compulsory in higher institutions, Turner records the lack of application. The introduction of African languages according to Turner (2012: 37) was also incorrectly designed. Though Nzimande (2010) found that the learning African languages from primary level is significant, the role of African languages as LoLTs were not clearly stated. Besides, the enforced introduction of isiZulu course for beginners or non-isiZulu students was also deliberated at many universities such as the University of KwaZulu-Natal.

2.2.2 Compulsory of isiZulu course at the universities

The University of KwaZulu-Natal (UKZN) Deputy Vice-Chancellor, Professor Renuka Vithal, confirmed students who have enrolled for undergraduate degrees at the university completed a compulsory isiZulu course to graduate in May 2013 (Rudwick & Parmegiani 2013:93; Vithal 2013). UKZN endorsed the isiZulu status to be elevated from a language which was used only for ethnic purposes to a language that is an essential device for learning and teaching purposes in the academic world (Rudwick & Parmegiani, 2013:103). Regardless of large numbers of isiZulu native speakers in the KwaZulu-Natal province, teaching is primarily in English and students' abilities in isiZulu might not be of the expected level (Rudwick & Parmegiani 2013:92). Therefore, the introduction of isiZulu as a language for learning and teaching at tertiary level may have an impact on cultivating isiZulu language skills, even though the development of isiZulu skills and experience to a new language for non-isiZulu speakers was a difficult subject and it needed more investigation at UKZN.

The current study was conducted at the university where isiZulu has been made obligatory to native speakers of isiZulu in a Language Practice Programme and School of Education in Foundation and Intermediate phase only. Thus, non-isiZulu native students are given the option to learn isiZulu as an additional language for conversational purposes. This was an imperative

step that the university has engaged in, as students may have various diverse interpretations and understandings concerning this amendment, therefore the aim of this study is to explore the attitudes of non-isiZulu students towards learning isiZulu for conversational purposes. In the same vein, Kaschula and Docrat (2018) stress the significance of learning and acquiring more than one language and the learning of the isiZulu language as an academic subject must be considered as a source and not a complication.

2.3 Language ecology approach

During the apartheid era, South Africa's linguistic situation was characterised by bilingualism and the dominance of Afrikaans and English. For that reason, other African indigenous languages which were called Bantu languages were neglected and even omitted (Mkhize, Dumisa & Chitindingu, 2014). Generally, the arrival of western education was supplemented by the disregard of African indigenous language knowledge structures. This was defensible by colonialism authorities on the terms that African languages were naturally at a low level compared to European languages therefore, they could not convey the pressure of the technical and artistic conception of colonial languages (Chumbow 2005; Wa Thiongo 2004; 2005; Zeleza, 2006). Consequently, this has caused the academic progress of additional language speakers because their first/home languages continue being neglected, undersized, and condemned (Kamwendo, 2010).

The Republic of South Africa began to reclaim its liberation from the past colonial rulers, and numerous writers have spotted the undesirable educational outcomes of Africa's constant dependence on non-indigenous languages for educational objectives. These writers claim that Africa is not developing, and it remains to take a backseat to other countries of the sphere in numerous aspects of improvement. Brock-Utne (2010; 2013), amongst other authors, has written extensively about the underachievement of African language learners in the education structure due to the language obstacles.

The declaration was confirmed by records from The National Council on Higher Education (CHE), which specify that African students whose mother tongue is neither Afrikaans nor English underachieve endlessly in all stages of study in community establishments of advanced education in South Africa (CHE, 2010). Furthermore, the socio-demographics designate that more African students are enrolling in Higher Education in the post-democratic period, and degrees of success are ethnically asymmetrical (CHE, 2010). Moreover, intellectual benefits remain a main incentive (Watson-Gegeo, 2004).

The act of neglecting and excluding African indigenous languages as media of instruction in a teaching and learning context are harmful and disadvantageous to African students' contact with the syllabus and add to autocratic unbalanced success and high dropout rates (Mkhize, Dumisa & Chitindingu, 2014:130). Moreover, the exclusion of these languages extends to other divisions of civic life. Wolff (2010) states that almost 80% of the public, ethnic and financial events of normal Africans are disregarded because they are not extensively conversed, either in African or foreign languages. Also, Africans are forbidden from partaking in nation building and human rights speeches, as they are unskilled in the existent languages of the government which are foreign languages (Zezeza, 2006).

Since 1994, South Africa celebrated and gained democracy. There were many changes in different spheres of life which occurred; one of them was linguistic change. African indigenous languages were recognised and considered to be official within the country. South Africa emerged as a nation and changed to adopt a multicultural and multilingual approach and it also developed its language policy (Horsthemke *et al.*, 2013:35). However, English is still an overriding language in view of the commercial profits. It enjoys a higher status and great position. Most high spheres of life use it as a mode of teaching at secondary and tertiary societies in most provinces in South Africa. English is seen as liberty, unity and language of vision (Rudwick, 2004:104). Even though English is a leading language for commercial benefits, isiZulu is viewed as the colloquial language in the KwaZulu-Natal landscape (Horsthemke *et al.*, 2013:105).

Horsthemke *et al.* (2013:105) postulate that isiZulu is used as a lingua franca for 70% of the republic's population, while English is used by 20% of the South African population. The 2011 census statistics appealed that 23,8% of the South African population are isiZulu speakers. Most South Africans are multilingual; they are proficient in their home language, other neighbouring languages, Afrikaans and English. The majority are more skilled in English because it functions as an intermediate tool at schools and in universities, in industries and in church (Horsthemke *et al.*, 2013:115). Although, it is regarded as a prestigious language it however does not apply in all provinces in South Africa (Rudwick, 2004:104). As a South African resident, individuals need to be mindful about other indigenous languages and it is a necessity to learn and acquire other South African indigenous languages other than one's home language (Wood, 1995:188).

Therefore, the South African Indigenous languages (SAILs) were being noticeable and raised high as English and Afrikaans in government institutions after the expiry of Apartheid (Assefa, 2002; Ngcobo *et al*, 2014). They are currently officially used in HEIs. The Language Policy for Higher Education (2002) specifies that universities should endorse African languages that are governing in each province. For instance, isiZulu has the largest number of speakers in the Province of KwaZulu-Natal (about 80%), isiXhosa in the Eastern and Western Cape (about 80%), Xitsonga in Limpopo, and seSwati in Mpumalanga (Language Policy for Higher Education, 2002). About 23%, or nearly 11.6 million people, of South Africa speak isiZulu (Statistics South Africa, 2011). Other languages that are spoken in the Province of KwaZulu-Natal are those spoken by the minority, which include English and Afrikaans. Some studies have found that for any language speaker, learning at least one language is necessary to increase opportunities for students' interaction with each other (Nkosi, 2014; Papanastasiou, 2000).

Ianos *et al.* (2015:335) conducted a longitudinal study on immigrant students in Spain, to explore if language attitudes toward Catalan, Spanish and English could be improved. The aim of the study was to investigate if immigrant population in Catalonia has challenges in learning Catalan, communicating with society and education system. The findings exposed that the language attitudes of immigrants toward Catalan improved and remained stable toward Spanish and English. Some of the students had Spanish as L1; some had associates with the language, before coming to Catalonia. Thus, possibly students were surprised, unhappy and uncomfortable at first. They did not expect to have another official language except Spanish (Ianos, *et al.*, 2015:340). It seemed viable to review studies which dealt with students' attitudes towards learning a second language (L2) or foreign language (L3), and aspects that could affect the learner attitudes and learner motivation, since the present study attempt to explore the attitudes of the non-isiZulu students towards learning isiZulu as an additional language for conversational purposes at a higher level.

2.4 English usage in multilingual contexts

The progression of language diversity integrates the improvement of multilingualism and the consciousness of constructive alterations (Ianos, 2014). There are several studies which hold numerous unsuitable views around multilingualism at various levels. In this view, it was pointed out that:

- Views hold that bilingualism is a restriction.

- Multilingualism decreases intellectual capacities affected by research.
- Multilingualism is deemed as an expression of punishment.
- Certain groups oppose multilingualism and have negative attitudes towards learning other languages.
- Certain ethnic groups become resistant towards others and have negative attitudes (Edwards, 2003:28).

Even though some misconceptions regarding multilingualism are rife, and concerns have been raised (Baetens Beardsmore, 2003:10), the advantages of becoming multilingual have been amplified. A ground-breaking appearance of multilingualism as foundation and prerequisite is gradually happening in numerous spheres of life. It has emerged that people are becoming more mindful about multilingualism and the benefits thereof (Fishman, 1978:47).

Furthermore, the global economy, public services, businesses, tourism and migration influence the establishment of a worldwide community and the increase of the bilingual population (Baker, 2006, Heller, 2000; House, 2003). English has speedily gained a remarkable position in over 70 countries and is frequently being used as language of communication (Crystal, 2003). For instance, English is the first language of 13% of the European Union population, except that, it is also the greatest articulated imported language. Moreover, English has been defined as the second standard language after the native language in 19 European countries, and even in South Africa it is preferred as a second additional language (Eurobarometer, 2012). Therefore, it is not a surprise that English has multiplied the status of being an international lingua franca (Crystal, 2003; House, 2003, 2008; Lasagabaster, 2005).

The numerous distributed studies on language attitudes have revealed the importance and value of English. Which in those studies tremendously optimistic assertiveness toward English were established in a discrepancy of circumstances sideways of the world, like Belgium (Dewaele, 2005), Hungary (Csizér & Lukács, 2010; Kormos *et al.*, 2008), Hong Kong (Lai, 2011), Malaysia (Ting, 2003), and South Africa (Hilton, 2010; Mbatha, 2016).

The global addition of English sparked a sequence of arguments concerning the intimidation it denotes (Henry & Apelgren, 2008). Due to its supremacy in universal communication, research, the corporate world, and technology, English has been accused of demoralising the learning of other languages, especially indigenous ones and of posing a danger to linguistic and indigenous diversity (Phillipson, 2001; Skutnabb-Kangas, 2000). The exercise of language

globalism was referred to as ‘Englishism’, ‘Anglocentricity’, and even more, as ‘language eradication’ (Skutnabb-Kangas, 2001).

Contrary, there are scholars who are preserving the part of English as the lingua franca. House (2008:79) disputes that English signifies a valuable device for intercultural and inter-lingual communication and its usage will not guide to the exclusion of multilingualism. On the other hand, the increase of English can inspire speakers of other languages to insist on their own local language for identification, for binding them emotionally to their own cultural and historical tradition (House, 2003: 561). Following its globalisation and extensive use, English lost its connection with a specific community and culture (Skutnabb-Kangas, 2000) and gained an association with the global culture instead (Csizér & Kormos, 2008).

In addition, theoretical and empirical evidence of the positive consequences of multilingualism has been accumulating. Thus, the numerous advantages of bilingualism and multilingualism have started to be acknowledged. As a result, social and individual multilingualism are being increasingly promoted instead of monolingualism, previously considered the best option for achieving national unity and good education results. All this is reflected by the language attitudes people hold, which are becoming increasingly more positive and which, in turn, foster the spread and development of multilingualism.

Nonetheless, there is still considerably more work to be done and further improvements are required (Baker, 2006, 2007; Baetens Beardsmore, 2003; Extra, 2007; Skutnabb-Kangas, 1981). All these changes in the perception and treatment of multilingualism have repercussions at educational level, as multilingual education programmes are implemented to help children maintain their minority languages, learn the languages of the host society or learn foreign languages.

2.5 Previous studies on language attitudes

Numerous studies of language attitude have been piloted ever since the early 1930s everywhere in the world. The language attitude research primary objectives are to assess if language attitudes occur or not and to regulate to which level language attitudes impact social communication. According to Agheyisi and Fishman (1970:138), for one to achieve those language attitude objectives the research should depend on public psychology’s mentalist and behaviourist theoretical expectations. As Fasold (1984:147) argues, the mentalist and behaviourist perspectives provide the theoretical foundation on which language attitude studies have been established. A brief explanation of the mentalist perspective is next as it is a mutual

perception reserved in language attitude exploration and it is the perception engaged in this study.

A mentalist perception claims that attitudes are a psychological and unbiased eagerness which cannot be openly perceived, but should be self-examined (Dittmar, 1976:181). The eagerness linked with language attitudes can be interpreted through focusing on language attitudes of study subjects, who should describe their personal attitudes toward the language in question. This type of method is heading to the improvement of SDT to help researchers to draw language attitudes without giving participants special objectives of the study. Thus, the mentalist perspective is usually one of the methods used in language attitude studies (Campbell-Kibler, 2006).

Researchers of language attitudes, who adopt the mentalist perceptions maintained that language attitudes are characterised by one of three components: cognitive, affective, and conative (Agheysi & Fishman, 1970; Dittmar, 1976; Gardner, 1985; Lambert, 1967). The cognitive component describes the individual's world view. Studies of language attitude that look at the affective component pursue to discover the participant's demonstrative reaction. Lastly, the conative component in studies of language attitude examines an individual's tendency of behaviour (McKenzie, 2010:23). Thus, individual language attitude studies aim to reveal language attitudes through at least one of these three components.

People view languages differently and have diverse attitudes to those languages. Hence, they have different reasons which influence or motivate them to act in a certain way toward that language and its native speakers (Herbert, 1992: 240). The aim of the study was to determine the type of attitudes the non-isiZulu students have towards learning isiZulu, towards the language itself and towards its speakers.

South Africa displays a discrete change from bilingual to monolingual instruction towards tertiary language context. Although the language policy backgrounds and structure occur in promotion of multilingualism and learning African languages, in order to accomplish policy provisions, more need to be done. There are opposing opinions concerning the use and teaching of African languages at tertiary level on editorial news. Moreover, there are negative and untrue perceptions concerning African languages as learning objectives. In that manner, African languages are disapproved, resented and rejected. Much needs to be done to overcome the ignorance of educational importance of these languages. Universities need to consider the

practical problems. Therefore, universities must address these bad attitudes, develop language policy, and improve existing resources towards African languages (Olivier, 2014:484).

Ladegaard (2000:221) examined the language conduct that shows the gender variances in the school context in Denmark. Ladegaard speculated that females adjust easier and are fast to learn other languages when compared to males. This shows that feminine students have a positive language attitude to learn a new language than virile students. Yashima, Zenuk-Nishide, and Shimizu (2004:126) also investigated the language attitude of Japanese teenage students who were learning English to discover the practices and consistency of willingness to converse in an additional language and explore if determination to communicate could foresee second language (English) communicative behaviour in which learners are free to choose to communicate or not. This investigation showed that students have the motivation to communicate consistently and willingly using a second language.

Most students at schools and universities are enthusiastic and confident towards learning English and they choose to communicate through English if they are of different ethnic groups. De Klerk (1996:116) at Rhodes University in the Eastern Cape, posited that African language first language students prefer to use English rather than their first languages to communicate if they were of different ethnic groups. De Klerk confirmed that since English is perceived to enjoy a high status, some students regard English as their first language.

Then, students were given choices such as English only, English and Afrikaans, and English and isiXhosa. This resulted in 74% isiXhosa first language students and 96% of other African language first language (L1) students choose English only, instead of choosing their L1. Therefore, this indicates that students have positive attitudes towards learning English rather than learning their L1 as they chose English as their L1 (De Klerk, 1999:118).

Furthermore, De Klerk (2002:3) also investigated learners' language attitudes in the Eastern Cape schools. De Klerk postulated that learners are more interested in English than their native languages. Similarly, parents are sending their kids to schools where the medium of instruction is English and the means of communication. Among the parents who were interviewed by De Klerk, one of them said that there were many disadvantages to learning indigenous language(s). This shows that some parents even do not value learning South African indigenous languages at school.

The study on non-isiZulu students was conducted to explore their language attitudes toward isiZulu in the eThekweni region of KwaZulu-Natal. Semi-structured interviews and

questionnaire were used for collection of data from non-Zulu speakers in that region. The findings of that study revealed that students tend to learn a different language for influential rather than purposes of promotion, because they want to gain economically. Students suggest learning a different language is more important than social rewards. Even though the participants have varied opinions on the significance of learning isiZulu; the overall agreement was that isiZulu plays a vital role in a multilingual society (Pillay, 2017:169).

Another study was piloted to investigate views and experiences of non-isiZulu student teachers on learning and teaching of isiZulu as a second language. The study adopted the constructivist paradigm and qualitative method. Twenty students were sampled and semi-structured interviews were conducted. The study findings showed that the compulsory module isiZulu is up to standard and students' attitude was positive; their academic performance was also of a high quality. It was recommended that the group for beginners should be separated from those who are not studying isiZulu for the first time (Nkosi, 2019:3).

An alternative survey was conducted at the University of KwaZulu-Natal, where the university implemented learning of isiZulu as a compulsory module for all non-isiZulu students. A survey sample embracing a population of 350 students who studied isiZulu foundational education was used. The aim of the study was to promote social cohesion. The study findings confirm the difficulties and uncertainty on language background in South Africa. Students recognise the profits to interconnect in one of the African languages, even though they learnt a specific preferred language, affecting the elevation of unity in the community (Naidoo, Gokool & Ndebele, 2018: 356).

2.6 South African Language Policy

Mann and Wong (1999:17) state that the language policy contains statements made by a governmental and language board at general level; it is distributed for guiding and observing the occupations and underscoring the purpose of selected languages. According to Shohamy (2000:45), language policy is the basic instrument which can establish, control, and influence language usage in a community; it helps in language decision-making, learning and teaching a nation and it is distributed among particular language groups.

Spolsky (2004:1) proclaims that language policy is a selection of principles, language application, and judgments reserved by the experts and community management. Furthermore, Spolsky (2004:9) observes language policy as principles that entail three elements namely:

- Language regulation which is planned and approved by language regulators who revise and maintain language practices.
- Language theories which hold language status and views of society.
- Language preparation which includes different situations where language is used and scenarios which regularly oppose the views and procedures.

Language policy must monitor the practice of all official languages nationwide. It should guide how people utter, recite, communicate, and view their languages. Thus, language policy is significant in society and it provides resolutions to linguistic problems (Weinstein, 1990:123). When compared with other countries universally, South African language policy is advanced. South Africa and the 1986 Organisation of African Unity (OAU) both functioned well planning language for Africa and recognised eleven languages (Kashoki, 1993:150).

Also, language policy is used for the reservation of language differences which create languages diversity. Each language differs from other languages through its individual characteristics and signs demonstrating each ethnic group. The policy supports, sustains and promotes these languages. This is done to ensure the survival and cultivation of language diversity on a real and rational foundation through policy monitoring. In that sense, people can see the significance of different languages and their treasured skills which are used to identify one's culture and humankind (Mutasa, 1999:85).

Moreover, Mutasa declared that language offers essential connection between oneself and community setting, it also generates country growth. Language empowers people to function completely in their indigenous clusters. Additionally, language connects community equality. This policy determines that peoples' linguistic welfare is cared for by Government. It ensures that all citizens are granted an equivalent chance to partake in community. In this way, government is disseminating language policy democracy. Through this act, it responds to the benefits and requirements of all population sectors.

On the national level all South African ethnic languages are accredited as authorised. English and Afrikaans are still upholding a sophisticated position than indigenous languages, also it is used in many divisions for communication purposes (Hazeltine, 2013:26). On the other hand, the ruling classes and Government averse in guaranteeing the officially practice of African indigenous languages in education commercial and community affairs. These languages are not engaged earnestly. The impression given towards them is that they cannot be used in

community affairs but only between family members for regular communication (Heugh, 2006:5). In the post-colonial period, African languages were seen as a danger towards uniting the population (Bamgbose, 2000), and language policy reproduced an inclination to disregard most indigenous language societies.

For example, English would be used to conduct the interview if the post is for African language teaching. Although the interviewer and the candidate know and can converse in an African language, or if the applicant cannot talk in English efficiently, the perception is that the candidate will not be hired. Hence, language policy is designed to institute the language awareness and application of African indigenous languages and English communication equally (Mutasa, 1999:86).

While language policy encourages the African indigenous languages equity, people:

- Choose to communicate through English.
- Participate in language variety campaigns and motivation may waste time and money.
- Should accept and communicate only in English across different cultures in the country.

Although South Africa is a multilingual country, English must be used for trading and in community venues. Lastly, African indigenous languages are not technologically advanced (Mutasa, 1999:89).

2.7 Perceptions about African languages

Perceptions about African languages are inaccurate and unpleasant; the recommendation of introducing African languages at universities cannot be ignored (Council on Higher Education, 2001:13). Sometimes languages could be ranked high based on region. For instance, isiZulu is like other official local languages, is a provincial language (Statistics South Africa, 2012:23). Universities that are situated in the Gauteng Province have a difficulty on determining which indigenous languages they should offer, since Gauteng accommodates people from various provinces originally and they are of diverse ethnic groups also speaking different home languages. For example, UKZN is in KwaZulu-Natal and it can cater mainly for isiZulu (Olivier, 2014:285).

Outside of KZN and its ethnic sections in immense urban communities, isiZulu is occasionally spoken or heard. Provincial growth and improvement of languages is maintained by the conception of Centres for Language Development situated at precise Higher Education

associations. Nevertheless, the 2011 information gathered illustrate language dissemination all over the nation through enunciated languages per province (Statistics South Africa 2012:23). To encourage indigenous African languages in particular Higher Education organisations, the students' language profiles and current courses must be considered and both matters can be persuaded by provincial demographic realism; for instance, at the universities in KwaZulu-Natal they can offer isiZulu; at the University of the Free State they can choose Sesotho and at the North-West University they would go for Setswana (Council on Higher Education, 2001:13).

Gauteng province has six dominant languages and for that reason it is difficult, and its speakers diverge between 9,1% and 19,8% and it is not clear which language is most spoken (Statistics South Africa, 2012: 25). Furthermore, another perception is that African languages are restricted in usage. These languages are not prominent in publication and are also not in requisition outside South African borders. The ethnic or local languages are not used in education; they were homebased, and English was used for teaching and commercial purposes.

2.7.1 The usage of isiZulu in describing applied nuclear physics

The observation of African languages functioning in commercial perspective is also an issue in the academic setting. The concern is based on both language status and terminology. Perceptions about African languages are that their significance is minimised in public and trade (Turner 2012:32). Also, Webb (2012:213) states that African languages have limited linguistic capability and that is the reason that they are overlooked in terms of social and economic impetus. The language reviewers observed that the African language speakers maintain a certain attitude toward their languages.

2.7.2 African language speakers are not developing their languages

The native speakers of African languages are not politically aware and have no determination to develop their languages into complete academic, technical and fictional languages (Mutasa 2003:224). It is vital that the African languages' standard must be considered in terms of significance that language instruction should be sufficient and appropriate at foundation, intermediary and in all succeeding phases of teaching for learners' preparation to have basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 2000:58).

The learners and students must be motivated to acquire language successfully, as motivation is a significant necessity to achieve language acquisition (Dörnyei & Ushioda, 2010:40). The availability and status of African languages can motivate learners and students to learn these languages in the educational environment. However, the perceived attitudes toward linguistic resources of African languages do not promote status of these languages.

2.7.3 African language limited terminology

To be fair, the African languages do not have broad and adequate terminology to teach some, or all university degree programmes. There are few terms which can be used to cover philosophy, engineering, physics, chemistry, biology, law and economics, these languages extensively loan or borrow English words (Herbert & Bailey, 2004: 66). Also, there is lack of knowledge of language intricacy. Some African languages in South Africa do not have their own numeracy words and they normally derive the numbers from English. The appearance of African languages amounting to much in technical world is going nowhere (Mojalefa, 2008:120).

The language matters are disturbed by terminology development and language status, the existing discernments are that African languages have scarce social and commercial significance (Turner 2012: 32). Equally, Webb (2012: 213) states that African languages have low communal, trade and industry worth and they are restricted in linguistic ability. Regarding African languages as LOLTs Webb (2012: 208) observes that most if not all prescribed textbooks and study guides for additional languages especially for beginners are written in English. Eventually, courses for African language specific material must be established. Additionally, many proficient lecturers are required for developing resources and teaching. Moreover, tertiary institutions that present required courses should work in contradiction of undesirable attitudes towards those modules and their expenses. Webb (2012: 208) also states that other reason that may have a bad influence on the development of African languages is expensive as a cause why some universities choose to promote English.

They have not developed over time like other languages such as English, French, Chinese. Language standardisation of African languages is problematic as historical sensitivities due to missionary work. For instance, the particular dialects were elevated above others, that resulted in the elimination of dialects. The corpus planning should address the linguistic diversity within languages (Koch & Burkett, 2005:1097). Some African languages speakers consider their

languages as inadequate for teaching as the languages are not sufficiently developed concerning the technical and scientific terminology (Mutasa, 2003:224).

In addition, except for a lack of knowledge towards difficulties of language construction and language borrowing, language transformation and communication allow language growth of proficiencies. These perceptions regarding African languages are connected to the sociolinguistic thoughts grounded on ethnic demonstrations of the languages' speakers. Moreover, languages are equivalent through their prospective significance and in their academic value (Milani & Johnson, 2010:4). Also, copying of vocabulary is mutual to other languages and is not a distinctive occurrence to African languages (Thomason, 2001:10). Contrary, some community members consider learning of African languages as difficult and problematic (Olivier, 2014:490).

2.7.4 African languages are difficult to learn

IsiZulu is a very difficult language especially for those who are not native speakers (Tuner, 2010:101). This concern is related to motivation of students, preceding understanding and learning and teaching environment. However, the important feature is the level of language acquisition needed from the university students and time availability for African language courses. Some students at universities were against the African language courses introductory and gave substitutions to the language promotion (Olivier, 2014:490).

Furthermore, similar sentiments were expressed in an article of (Govender, 2008) which concerns the Grade 12 pupils who were learning isiZulu as additional language in Johannesburg, Greenside High and Parktown Boys High. There was also an isiZulu teacher who advised Grade 8 pupils to opt for Afrikaans, who also stated that isiZulu study material is limited and the level of difficulty for pupils who are constantly exposed to isiZulu at their homes. Also, these views were mutual to principals of; Westville Boys High, Westville Girls High, Kingsway High School, Durban Girls High, Northwood and Glenwood Boys High, who encounter the same problems with regard to learning isiZulu as second language being offered at their schools. The principal at Buffelsdale Secondary School in KZN, said that the Indian pupils opted for Afrikaans not isiZulu as their first additional language, since isiZulu is regarded as a difficult subject (Govender, 2008).

Morgan-Lang (2005) claims that the medical students/trainees should be trained through the language of the community so that they can work effectively in multicultural contexts, that would allow them to converse with their patients and enable the practitioner to set their exercise

in the practical realisms and clients' value system. The negligence of language matters in the psychologists' training is continuing; it remains a contradiction, concerning the fact that language is key to psychological health care (Pillay & Kramers, 2003; Swartz & Drennan, 2000; Swartz & Kilian, 2014). In some circumstances, psychologists have turned to the use of translators. For instance, the term 'psychology' has no direct corresponding term in most African languages. It is usually described by means of a phrase denoting the discipline that is related to the study of the mind (*isifundo sengqondo*) (Mkhize, 2004).

Correspondingly, Pillay and Kramers (2003:55) are serious about this omission concerning the clinical professional training. Pillay and Kramers (2003:57) contend that this tendency 'is alarming seeing that psychologists are using a language as the instrument for analysing and helping patients. Furthermore, Ovando (1989: 208) supports this by stating that language is an imperative measure of ethos. Sue and Sue (1999), Banks (2001), Drennan (1999:25) and Ovando (1989) all highlight that psychologists training has neglected indigenous languages. The remaining outcome of the negligence of language matters in practice of psychological training is that the ethnic inequities, concerning the access to specific psychological facilities, were well maintained in the post-apartheid period (Swartz & Kilian, 2014). Therefore, the absence of indigenous languages in the teaching of professional and research psychologists in South Africa is a great discomfort (Drennan, 1999:26; Drennan, Levett & Swartz 1991:370; Ovando, 1989).

Although South African Constitution has delivered requirements which addressed the advanced establishments globally (Pillay & Kramers 2003:55), the Health Professions Council of South Africa (HPCSA) needs psychologists to certify that facilities that are offered to patients are proper. However, this has not been interpreted and transformed into the professional training necessities, academic institutions are leaving insincerity service towards the language requirement. This condition is neither occurring in the psychologists professional training nor is it restricted to South Africa. For instance, Kamwendo (2008) witnessed comparable tendencies in Malawi regarding the medical training.

The negligence of African languages has raised apprehension concerning the identity inferences towards African students. Robus and Macleod (2006:465), in the study of tertiary students in South African, established those African students observed that 'whites' were perceived as indication of excellence, while 'blacks' were linked with failure. Correspondingly, Engelbrecht and Wildsmith, (2010:324), regard the nursing training, noticed that, even though

being popular in the KwaZulu-Natal province, African students are deprived as they must communicate in English during lectures. This is occurring although these students would be working in locations where the language of communication would be an African language. The proportions of authority also manifest during training where the African students in training are forbidden from communicating with patients through African languages (Engelbrecht & Wildsmith, 2010:120).

Similar observations appear in multi-ethnic backgrounds, like those leading in South Africa, where studies used tools such as questionnaires and written tests that have been initiated in European contexts (Mkhize, Dumisa & Chitindingu, 2014:135). Moreover, research encompasses the preparation of interviews which are piloted in African languages being converted into English or any other European language in writing of the research article, dissertation or thesis. Excluding the language disciplines studies, other dissertations and theses are frequently printed in European languages, and as a result African languages forfeit the chance of developing indigenous frames of literature through the usage of these languages when writing a research study. In many cases, collection of data includes research assistants. There is no proof of how these research assistants set the research expressions into practice when gathering data from African communities, by means of African languages. In addition, after data have been gathered, it is then given to primary researchers who would then encode it in imported languages for distribution purposes. The custodians are jeopardised that the information becomes inaccessible to their communities (Wa Thiong'o, 2005).

Although numerous factors contribute to black students' educational deficit, language of tutoring has been recognised as one major barrier to academic achievement of these students (CHE 2001; Dalvit & de Klerk 2005; Paxton 2009). Particularly in Africa, Skutnabb-Kangas (2009), postulates that teaching in an unacquainted second language is continuously extensive regardless of indisputable proof displaying the aids of first language instruction. The said condition, specifically the teaching in foreign languages is not educationally grounded, but rather premised on the colonial experience philosophies (Zezeza, 2006). The promoters of the foreign language usage as media of teaching in Africa are in support of this practice by opposing that, unlike European languages, African languages are not sufficiently refined to hold multi-faceted public psychological and scientific phenomena.

However, several researchers have disproved this argument (Alexander, 2010; Chumbow, 2005; Zezeza, 2006). These researchers draw on the argument of Cummins (1980), who retains

that academic knowledge is not gratified in language. Relatively, language is a representational instrument for mediating content (Cummins, 1980). Hence, in those occasions where students are incompetent in learning and teaching language, their understanding and knowledge are blocked. In a pedagogic perception, it thus rational for students to be taught in the language they understand better, which is their home language (Auerbach, 1993; Cummins, 1980, 2000; Skutnabb-Kangas, 2009; Skutnabb-Kangas & Toukomma, 1976; Thomas & Collier, 2002). Therefore, education requires to be converted to produce proper and comprehensive educational theory (Skutnabb-Kangas, 2009). This must therefore include the technical expansion of African and other disparaged languages (Maseko, 2014).

The above review provides credibility to the interpretation that the negligence of African languages in the psychologists' training and the developing terminology and vocabulary in several public and psychological phenomena, has many of disastrous consequences. Therefore, the development of indigenous African languages for academic and scientific purposes is a concern.

Bearing in mind the background, it is important to note that the Psychology discipline at the University of KwaZulu-Natal was chosen to be part of the South African-Norway Tertiary Education Development Programme (SANTED). The Norwegian Agency for Development Co-operation (NORAD) sponsored that project; it was a cooperation project between the Durban University of Technology (DUT) and the University of KwaZulu-Natal (UKZN). One of the main intentions of the project was to develop isiZulu terminology and teaching material (Ndimande-Hlongwa, Mazibuko & Gordon 2010). Subsequently, the UKZN has done additional improvements concerning language policy. In 2006, the Council approved that language policy and it was revised in 2014 to create a distribution for isiZulu usage and English as a language of instruction. This initiation was applicable seeing that the massive population in the province are the isiZulu native speakers (Ndimande-Hlongwa, Balfour, Mkhize & Engelbrecht, 2010). The language policy in Section 2.9 of the UKZN asserts that the multilingualism policy requests for the respect cultivation for assortment in language and culture' (UKZN Language Policy, 2006).

Numerous policies at the national level support the use of indigenous African languages in institutions of Higher Education (DoE 2002; 2015). The terminology development is also included. Prah (2004; 2008) is among those who supported the promotion and development of indigenous African languages scientific vocabulary and terminology. He also received support

from many researchers and academics (Alexander, 1990; 2004; 2010; Wa Thiong'o, 2005; Zeleza, 2006). Prah (2004: 16) suggests that main concerns of linguists should be on developing culture, science and technology constructed on recognised and ancient basics engrained on the peoples' practices. The present study discusses some factors which have an impact on the learning of African indigenous; in this instance isiZulu at a tertiary level promotes unity and multilingualism among multicultural students within the university community.

2.8 Motivation

Gardner and Masgoret (2003:158) propose five motivation variables that can be used in learning and accomplishing language skill in a second (L2) or third (L3) explicitly: integrative coordination, instrumental coordination, assertiveness toward learning circumstances, motivation and integrativeness. Among all five variables, they established that integrative and instrumental motivations relate to learning the L2 or L3. The integrative and contributory motivations are related with the necessity to be employed and make economic earnings. Also, the integrative motivation is associated with the personal profits to construct an affiliation with different language communities and to join in cultural activities (Bock & Mheta, 2014:271).

According to Flynn and Harris (2015:6) integrative motivation can be defined as an enthusiasm to connect and partake in a target community. They recognised that learners are likely to communicate through the language that they are learning. Learners desired to participate in the extra language for distinctive and cultural reasons. The personal goal if one is learning a new language is linked with goal-oriented motivation (Yang, 2016:588).

Some people study new language(s) because they desire to be proficient in that language to be able to communicate with the people of the target language. Others need to master the basic language principles and procedures for educational purposes. They need support from a friend or a family member so that they learn a different language. The goal-oriented motivation plays an important role when one is learning a new language for communication purposes and is necessary in social life (Flynn & Harris, 2015:9).

The study on language attitudes and motivation attempted to reveal the behaviour of people towards their home language and additional languages. Also, it probed if the language attitudes are immovable or deviates over a period. Therefore, the effect of a diversity of reasons in identifying one's group or being exposed to a varied range of opinions on languages matters (Herbert, 1992:241). Another way of motivating students is proposed by Briggs (2015) who

stresses that it is of significance to students to enjoy the lesson when a teacher teaches. He asserts that teachers should make the lesson fascinating, to avoid students' boredom, because if they are bored, it minimises chances for them to attend classes regularly and to master the content or subject. Similarly, Yusimah and Amjah (2014) highlight that teachers need to use different teaching strategies to improve students' curiosity and concentration towards learning a second language. That action among others can help to stimulate the interest of students in the study. Hence the aim of this study is to divulge if the non-isiZulu students have positive or negative attitudes toward learning isiZulu as a third language and to regulate the factors which influence their attitudes.

2.8.1 Language barriers

Language barriers cause division among people. Olivier (2014:492) articulates that students suggest that there must be one official language in South Africa like in various other multicultural countries. Although encouraging people to speak their native languages, it is recommendable and it restores a heritage of South Africa, but it should also be examined if it is not embedding tribalism. Attention should be paid so that all the official African languages are accommodated.

The absence of effective procedures contrary to the educational marginalisation of languages other than English is disruptive, regardless of the impression that English will resolve the ethnic separations produced by apartheid education and its discrimination of linguistic and tribal. The application of required African languages should be prepared through negotiation with university stakeholders, students, and communities so that the role of language as the source of division can be minimised. Also, the African languages usage outside of the universities appears to be challenging (Painter & Baldwin, 2004:7). UKZN students confirmed that most students do not use African languages outside the university. They further stated that they do not use 95% of what they were imparted in classroom (Nkosi, 2019:8).

For the duration of apartheid, language functioned as a tool of exclusive education and after apartheid it has generated learning difficulties in the classroom (Tshotsho, 2013). The South African Schools Act (Act No. 37 of 1997) and the South African Constitution consecrated the reconciliation of schools in South Africa (Vandeyar, 2010). Thus, it offered the formerly underprivileged students the chance to attend the community school of their choice. Several learners before and nowadays still struggle with language barriers in the classroom (Lafon, 2009; Mda, 1997; Owen-Smith, 2010; & Tshotsho, 2013). Presently English is an authorised

Language of Learning and Teaching (LoLT) in South Africa with the exclusion of limited schools, from Grade 4 onwards (Lafon, 2009). In first three grades of schooling, Grades 1, 2 and 3, numerous pupils are taught in their home language (HL), however, most parents decide to send their children to schools that use English as a medium of instruction from Grade 1 (Owen-Smith, 2010 & Prinsloo, 2009).

Underperformance of learners who are not learning in their home language is the key problem with the LoLT. Owen-Smith (2010:34) clarifies that lacking the strong language basis in the home language, will result in the conventional of African-language learners scoring lower marks between 20% and 40% in English when they reach Grade 12. Because these students are not taught in their home language, they are disadvantaged from performing at top level. Prinsloo (2009:4) confirms that understanding concepts in second language is difficult, but if the concepts are learned and understood in the home language first, it will be easy to transfer these into additional languages; cognitive skills are accessible for use in challenging settings. This suggests that students need to be knowledgeable in their home language first before they can acquire additional language.

Furthermore, challenges caused by the LoLT are social discrimination and hostility within schools and communities (Lafon, 2009 & Owen-Smith, 2010). Separation that often occurs between clusters that are weak and those with a solid understanding of English. Separation transpires between cultural public members, mostly amongst the African youth between the disadvantaged youth and those from exclusive families, who have generally cut ties with their remarkable societal and traditional backgrounds. Some of these students have hitches interacting with peers from deprived upbringing Lafon (2009:3).

Owen-Smith (2010) recommends that multilingualism is a revenue to reduce the language barrier on non-English speaking students. She proposes that similar language peer communication could aid students adopt concepts, together with the use of corresponding language transcripts. Then students would gain by learning concepts in both their home language and in the LoLT. Lafon (2009:4) elucidates that “code-switching as a language barrier coping strategy since the 1979 change in language policy has continually happening in the classrooms.” Included in the Bill of Rights, is the right to education in a language of choice, should the “resources and administrative capacity warrant it” (Prinsloo, 2009:9).

The usage of dual languages in the classroom has emerged as effective in the United States of America. According to Valdes, 1997; Valdez, Delavan & Freire, 2014) the usage of dual

languages in the classroom proposes to students the opportunity to encounter the three goals of dual language in educational achievement, bilingualism, and multiculturalism (Freire, 2016:36).

2.8.2 African indigenous languages study materials

According to Adelekan (2005:189), education is the strength of the state improvement, and the book is the main component of the learning procedure. Even if teachers are also a crucial part of an effective learning structure, Alidou (2011: 34) asserts that because several teachers in Africa have limited training, they regularly rely on the learning materials delivered by the school. Thus, planning books for educational purposes is a vital part of executing prosperous home language programmes in education. Many of the materials used in Sub-Saharan African countries are imported from other countries.

Mercado (2015:3) states that international written languages such as English, French, and Portuguese, and signified cultures are unfamiliar to African students in Western republics. Alidou (2002) describes that in Francophone countries, France has preserved a textbook arcade in its past groups intentionally. It subsidised many elements of developing Francophone African Education. Also, it upholds a mark of commercial and traditional governor over them, and its language and ethos remain to relish a worldwide position at the cost of enablement for African languages. Western states have contributed attractive, extraordinary books to some countries like Ethiopia, Uganda, and Senegal, however they are kept in their boxes because these books are meant for Western addressees and the culture barrier is excessively high for African teachers to control (Titone, Plummer, & Kielar, 2012:23). Approaches are required to be responsible for textbooks and other reading materials written in the languages that students speak and that represent students' culture.

Sufficient and relevant study materials in African languages should be generated. The fact is that linguists use English to create many technical and scientific texts, even those who are Africans, are forced to learn in English. Much work creates knowledge and the compilation of scientific and technical texts in African languages is crucial. Also, teachers and lecturers of African languages are needed. University stakeholders and management must ensure that adequate lecturers for African languages are employed. They can make it compulsory, but that does not mean the students will put any effort. African languages still need to be developed into academic languages (Olivier, 2014:493).

2.8.2.1 Steps to produce educational materials in African languages

Textbook production in an African language is an extensive procedure that can be divided into six stages. These are the phases for language development, namely: educational situation research, curriculum development, the writing process, the publishing process, and distribution. If one of these stages is missed, materials may be unreachable and irrelevant for usage by African teachers and students. This may occur if the procedure was bestowed distinctly from the materials development, regularly by governments or publishing companies (Mercado, 2015:6).

Stage 1: Language development

When designing African language materials, the first and required stage is language development. African languages are mostly and presently used in a verbal form, they are not put in a written form. Generating manuals is a requirement to use the language as a medium of instruction in school, and in fact, that functions as a facilitator for their development, because it guides the writing of readers and other texts (Teferra, 1999). Language orthography should be reflected when developing the language textbooks as orthography signifies the phonetics and morphology (Cahill, 2014). The African language writing system must allow for good visual discernment and be teachable and should be accommodating with Unicode capturing signs and accessible on cell-phone keypads (Alidou, 2011:264).

Language development contains corpus planning and assurance that words of the language will cover all topics of different domains, including economic, social, educational, and spiritual usages. The standardised orthography of African languages should reflect a clear rules system for spelling, word breaking, and punctuation (Mercado, 2015:6). Several European languages permitted their writing structures to progress naturally for two centuries before they introduced a standard (Karan, 2014:120). However, an orthography standardisation waiting period may cause more challenges in publishing of a language, as printing companies do not want to be in jeopardy to abolish books stock if the orthography changes (Reiner, 2011:333).

Stage 2: Educational situation research

Research on the educational and linguistic situation is also a vital measure of the textbook production process. Nations need to examine their unifying values before creating a curriculum. Also, research might comprise studies of ethnolinguistic to determine which languages need instructional materials to include, questionnaires for employers about what aids

students should learn, explorations about health matters should be included in the curriculum, and other national learning goals (Mercado, 2015:7).

Stage 3: Curriculum development

After research has been piloted on learning needs of the students, a curriculum describing the knowledge and abilities students will learn in schools must be established. Skutnabb-Kangas and Mohanty (2009:25) propose that republics execute a consolidated curriculum at the national level, nurturing the idea for expressive contribution in the country itself, but that local levels must be fortified to plan for the comprehension of social objectives, and plan the precise resources and content that will be used in classrooms. Indigenous, provincial, national, and international educators should collaborate to certify that excellent education development occurs at every level. However, local and regional education managers may not have the information and sufficient capitals to cultivate materials (Mercado, 2015:7).

Stage 4: The writing process

An individual and groups must compose the textbooks, teacher's guides, and other visuals that will be useful in classrooms. Due to substantial importance on literacy in the official languages, in many African nations, African languages writers are scarce when compared with European languages writers. Training authors in African languages can be a solution, as the writing process is part of developing school materials. For instance, in Burkina Faso, Mali and Niger, the German Foundation for International Development (DSE) and German Technical Cooperation Agency (GTZ) have instructed above 70 national language authors, who also manufactured primary school materials for use in bilingual curricula (Alidou & Jung, 2002:71).

Stage 5: The publishing process

According to Mercado (2015: 8), when the materials have been printed, they must be accessible to teachers and students through the publishing process. This stage is also critical and complex like other phases. The governments have a prospect to alter that situation by motivating the publication of textbooks in African languages. Textbooks typically account for most of the publishing market in Africa are contributing 95% of the market in Francophone areas (Diallo, 2011:305).

Moreover, it is imperative for the government to implement copyrights wherever conceivable to avoid authors and publishers losing money that they have earned. Copyright violations have been so severe that brilliant authors have declined to write textbooks because they know they

will not be sufficiently compensated (Reiner, 2011:295). Wagner (2009) asserts that in the education territory, literacy text remains the underpinning for literacy knowledge.

Stage 6: Distribution

The final step in the materials production process is distribution, which guarantees that the books reach the students who need them. Usually, the government can distribute books since a great number of texts are manufactured for educational purposes). The Ministry of Education could not get required materials out to distribute to provinces because the material was not developed an operative way of books transportation. The books were limited to provincial educational offices and never reached the schools (Arboleda, 1985).

Additionally, Reiner (2011) recommends that in contrast to common practice, governments allow African publishing companies to control distribution, as it allows them access to more profits, ensuring sustainability for endogenous publishing. This implies that the government should not be involved in the distribution circuit, as Diallo (2011) suggests.

Applications

These circumstances are proposed to offer actual examples of the stages of exploration on the educational situation, curriculum development, the writing process, the publishing process, and distribution. Cahill and Rice have written a book *Developing orthographies for unwritten languages for exceptional survey studies of the language development process* (Mercado, 2015: 10).

2.8.3 Benefits of African languages at university

As time goes on with proper investigations, it is possible to bring African languages as academic languages to the level of science and technology. It is possible to teach any subject in isiZulu. For instance, if one could go to high schools in rural areas and one would see students getting an 'A's after being taught in an African Language. IsiZulu can and will become an academic language if people start teaching in it. Thus, it is important to use African languages when teaching in South Africa. These languages help one to converse better with fellow colleagues in South Africa. Similarly, African languages promote job creation. People should embrace the introduction of African languages because some become professional professors, doctors and lecturers at universities who are employed to lecture in all official languages (Olivier, 2014:492).

African languages' promotion is positive. This will hopefully lead to more interaction among students of different races at the quads of all institutions of higher learning. It is high time that adults supported and empowered their children with an African language(s) and precisely isiZulu can be beneficial. Even language position is developing. Given isiZulu status, more books, music, websites, television programmes, magazines and drama must be available and published, that has been written, produced and published in KZN and to support and strengthen the economy locally. Moreover, it will assist in promotion isiZulu a public and multiracial language (Olivier, 2014: 494).

The non-native speakers who are learning the language for conversational purposes should focus on correct word articulation, competence to speak smoothly and proficiency of language. The grammatical structures should not be a hindrance for any language learning beginner (Haynes, 2007; Krashen, 1981; Martínez, 2006). Learning additional languages entail communication at speech ability level, which means enthusiastic regular communication in which speakers are not anxious with the usage of their statements, but with the messages they are passing on, interpreting, and understanding. Therefore, in such circumstances the emphasis is more on articulation in the target language rather than correctness in grammar (Krashen, 1981, 1982).

According to Alexander (2011), Kaschula (2013), and Jenvey (2013), multilingualism is an influential instrument for promotion of social unity between different groups in South African society. The certainty currently is that the majority of South Africans worldwide are multilingual. This occurrence is motivated by local reactions and globalism. For instance, other countries such as America have offered the learning of distant languages a requirement to university students for numerous purposes, in contradiction of violence, emerging a multilingual society, and employment prospects. The late and former Nelson Mandela, the first black South African president, once said, "If you speak to a man in a language, he understands it goes to his head. If you speak in his language it goes to his heart" (Laka, 2014:1). Nelson Mandela replied to someone who asked him why he was learning Afrikaans whether it was because he was an isiXhosa native speaker. This displays the significance of multilingualism in South Africa, and specifically, in Higher Education. In a multilingual country like South Africa, nothing impresses the locals more than being attended to in their own language, especially if you are a consumer. Moreover, from the perception of an employer, multilingual individuals are perceived as a benefit to a business as they are talented in communicating and interacting with numerous societies (Sandwood, 2018). Therefore, for the students joining and

present in the university under exploration, it would be valuable to learn isiZulu and other African languages. Below, the theoretical framework of the study is discussed.

2.9 Theoretical framework

The theoretical framework guides researchers when conducting their research (Grant & Osanloo, 2014). It is a background that is grounded on a prevailing theory in a field of survey that is connected and reveals the theory that underpins the study. It is a design that researchers frequently acquire to construct their study review. It functions as the fundamental principles which a study is based on. Sinclair (2007), Fulton and Krainovich-Miller (2010) match the role of the theoretical framework to a travelling map. Consequently, when one is drifting to a specific place, the map directs your route. Similarly, the theoretical framework leads the researchers so that they would not diverge from the acknowledged theories and limitations to arrive at their concluding scholarly and academic input. Therefore, Brondizio, Leemans, and Solecki (2014) concur that the theoretical framework is the precise philosophy or principles about characteristics of human venture that can seem to be useful to the events of the study.

The theoretical framework contains theoretical ethics, paradigms, and perceptions, of a theory (Grant & Osanloo, 2014). When one is writing a postgraduate thesis or dissertation one should connect all aspects of the research to the theoretical framework (Grant & Osanloo, 2014). The student should be delicate in selecting the appropriate theory or theories that underpin the knowledge base of the phenomenon to be investigated. The students are expected to make a unique application of the selected theory to apply the theoretical constructs to their dissertation.

Grant and Osanloo (2014) postulate that the theoretical framework is significant in research. They declare that it provides numerous benefits in the study. It offers the arrangement in displaying how researchers outline their study theoretically, intellectually, approach and systematically. Ravitch and Carl (2016) agree that the theoretical framework helps researchers in positioning correct theories in their studies as a monitor. This locates their studies in an academic and speculative manner. Furthermore, the theoretical framework functions as the concentration for the study and it is related to the research problem of the study. Thus, it monitors the choice of a researcher on choosing the suitable research design and data analysis strategy. Also, the theoretical framework monitors the type of data to be accumulated for a certain study (Lester, 2005).

Therefore, the theoretical framework empowers the researchers in discovering a correct research methodology, investigative tools, and techniques for their research. It causes research

findings to be extra expressive and inferable (Akintoye, 2015). Research that lacks the theoretical framework lacks precise direction to search of suitable literature and suggest academic considerations in the conclusions of the study (Imenda, 2014). In the field of inquiry, for other researchers, the theoretical framework offers a collective mind set which supports the intellectual ability of a person about the problem statement and data analysis (Grant & Osanloo, 2014).

The theoretical framework supports the characteristics of the research procedure from the problem definition to the literature survey, method, arrangement and argument of the findings and the conclusions that are drawn from the study. Simon and Goes (2011) and Maxwell (2004) concur that theoretical frameworks enrich the research strength and expand the core of the study (Adom, Hussein & Agyem, 2018:338). For academics and students in the field, the appropriate choice and existence of a theoretical framework assures them that the study is not centred on the personal predispositions of the researcher but rather is premised on a recognised theory designated through reliable studies (Akintoye, 2015).

Hence, the study will implement the following research theories:

- The attribution theory involves language attitudes and motivation of language students. It provides the reasons for motivation and contextual influences (Bock & Mheta, 2014:231);
- The constructivist theory is a theory used by teachers to empower students to build their own meaning with the help of more knowledgeable peers (Bartram, 2010); and
- Self-determination theory (SDT) is linked with participants' behaviour and learning of other languages. SDT also involves intrinsic and extrinsic motivation. Intrinsic motivation is an introduction of an action for individual sake; it's exciting and sustaining (Walsh, 2011: 2); extrinsic motivation is defined as the individual's tendency to perform activities linked with known external rewards (Zhao, 2015:2334).

All these theories complement one another in trying to explore non-isiZulu students' attitudes toward isiZulu as the main topic of this study.

2.9.1 Attribution theory

Schmitt (2020:1) declares that attribution theory is a sphere that deals with social psychology; it intends to clarify how people regulate the sources of an occurrence or behaviour, and the

outcomes of such designation on their succeeding behaviour. It was initially presented by Heider (1958), and its core theoretical frameworks were established by Kelley (1967, 1973); Weiner *et al.* (1971); and Weiner, Nierenberg, and Goldstein (1976). Since then, attribution theory has been linked with social psychology and it had been used in various spheres of management science. Attribution theory discovers its origins in the notion of 'naive psychology' which was developed by Heider (1958). Its purpose is to recognise how amateurs define the origins of precise occasions. The two central backgrounds have been generally embraced in academic literature. namely: Kelley's model and Weiner's model.

When detecting an individual behaviour in a particular motivation at a particular time, one may be able to accredit such behaviour to three different causes: the individual, the motivation (Kelly referred to it as "entity"), and the situations occurring in a specific time (Kelley, 1973:193). The attribution model of Weiner *et al.* (1971) examines the manner people describe their accomplishment or downfall in attaining their objectives. Weiner classifies two measurements that define potential foundations of achievement or failure. The first measurement is called 'locus of causality', which explains the cause which can be internal or external. Internal causes are the abilities showed by a person, and their effort to complete the task. External causes are the complications of the task and the fortune the person may have towards achieving the task. The first dimension defines the arrogance that the person will encounter in the incident of achieving the goal, and acknowledgment of internal causes (Schmitt, 2015:10).

The second measurement is called stability and describes the reliability of the sources. These sources can be measured as steady or unsteady, conferring whether they are persistent or not. Steady sources are abilities of people and hardship of task; unsteady sources are the amount of energy invested and the fortune experienced. The second measurement regulates the anticipation that people will cultivate concerning the possibility of their achievement or failure in the subsequent time they are exposed to the same circumstances. Therefore, the attribution theory has an impact on the future behaviour of an individual (Schmitt, 2015:1).

Bock and Mheta (2014:231) regard Attribution theory as relevant when considering the aspect of language attitudes and motivation of language learners. Attribution theorists attempt to explain the effect of the situation on the level of the individual stimulus (Zhao, 2015: 2334). Researchers of the attribution theory hold that students may assign their success to hard work, an easy task, high ability, or good luck. And their failure is linked to laziness, a difficult task,

poor ability, and bad luck. Students therefore maintain that they have control over their success or failure (Bock & Mheta, 2014:231).

Hence, the attribution theory was adopted in this study to regulate the attitudes of non-isiZulu students towards learning isiZulu at the university. It was used to check if non-isiZulu students were internally or externally motivated. Furthermore, to examine if their hesitancy changes over time or is influenced by the environment; also explore the source of their reluctance towards the learning of isiZulu.

2.9.2 Constructivist theory

Constructivist theory is a method to learning that embraces that people construct their knowledge and that a learner learns through real experiences (Elliott *et al.*, 2000:256). Naturally, this sphere was established and divided into three comprehensive classes: cognitive constructivism grounded on the work of Jean Piaget, community constructivism built on the work of Lev Vygotsky, and radical constructivism. The GSI Teaching and Resource Centre (2015:5) holds that cognitive constructivist situations underscore understanding because of learners' creation established from their prevailing cognitive structures. Therefore, learning is relative to their stage of cognitive development.

Cognitivist teaching procedures intend to support students in integrating new information to present understanding and empowering them to make the suitable amendments to their current rational background to digest information (McLeod, 2019). Social constructivist learning is a combined method and understanding that grows from conversations of individuals with their ethos and humanity. Social constructivism was established by Lev Vygotsky (1978:57) who proposed that all tasks in the cultural development of a child materialise two times: firstly, on the community measure and afterwards on the personal level. Ernest von Glasersfeld (1974) developed the radical constructivism and postulates that knowledge is not discerned through senses, but it is built. Learners create new information on the foundations of their existing knowledge. However, radical constructivism declares that the knowledge that individuals create conveys nothing to people about authenticity, but it only aids people to have purpose in the environment. Therefore, knowledge is not revealed, but it is developed.

Arends (1998) elaborates that constructivism relies on individual construction of meaning by the learner through practice, and that meaning is determined by the contact of preceding information and new occurrences. Constructivism's main idea is that human learning is not

inherent or impassively mesmerised, but is created, that learners construct new understanding upon the basis of prior learning and experience (Phillips, 1995).

Constructivist theory brings change of student's behaviour which is experienced after learning. It is difficult to rise evidence in which the outcomes can be predicted from the medium of instruction. Students should gain the knowledge through information and facts in real situations. Constructivism demands students to be energetic and aware during the learning situations. In this style, for students to gain language skill they ought to participate in small groups for better understanding. Constructivist motivation wants the teacher to help, facilitate and motivates students to become active in their learning environment (Tam, 2000: 51). Motivation occurs where learning and setting are involved in the classroom situation. Relationship between the teacher and the students is also a necessary part of the research (Ryan & Deci, 2000: 54). Consequently, non-isiZulu students used their existing knowledge to acquire learning skills towards learning isiZulu conversational language; that means learning is the mutual knowledge apprehended and signified by social interaction.

On the contrary, this description is inaccurate. Teachers should not be trapped through believing that the constant instructional techniques that constructivism offers the individual limits their influence as they also have a role to play as caregivers (Airasian & Walsh, 1998). Students retain diverse styles of learning and inclinations; therefore, different styles of teaching are necessary (Osborne 1996; Solomon 1994). There is no single approach present that will reach success with all learners. If constructivism conceals this perception, then the outcomes for teaching and learning might be negative.

As Prawat (1992) debated, constructivists emphasise the relatedness in knowledge acquisition; students should be provided with opportunities to participate in dependable action in the learning setting. Equally, von Glasersfeld (1996:7) specified that the role of a teacher is to inspire and orientate the learners' effort of construction rather than giving them the prefabricated results as the only allowed way of learning. Millar and Tesser (1989:589) contend that instructors must offer students opportunities to create their own clear concepts and motivate the range generation of theoretical structures. For instance, Hodson and Hodson (1998:37) propose that the learning should occur regularly and slowly as conveyed from the professionals to the students until the students are intelligently sovereign and they no longer need the help of the teachers. Hence, the constructivist theory is offered to teachers as an openly definite and greater substitute to communicable theories and teaching methods (Geelan, 1997).

According to Jenkins (2001:10) students' motivation gives proof of students' behaviour towards their studies and it reveals the outcomes. Jenkins suggests that students should be encouraged in academic success. Also, if students are happy in a learning environment the success rate will be high. While Cullity (2005: 55), says that educators should inspire students to embrace goals that will ground their enthusiasm and help them to develop an interest to learn because those goals can affect their learning, success, and failure. Educators should make learning pleasurable and simple, so that they can overcome difficulties. Hence, this theory was adopted in this study to check if lecturers play their role as expected to inspire students and make learning amusing. SDT also underpinned this study and is discussed in the next section.

2.9.3 Self Determination Theory (SDT)

Deci and Ryan (2000), Niemiec *et al.*, in press, Deci and Ryan (2002) assert that Self Determination Theory (SDT) is a macro theory of human motivation, sentiment and growth. It is concerned with aspects of the oriented process which enhance people's comprehension and improvement. SDT is an important component in education territory, which is the great source that educators can tap in and boost students' regular inclinations to learn. Also, it is a dominion which enforces the external powers frequently, often with the honourable confidence that such incidents help in promotion of students' learning (Niemiec & Ryan: 2000:134).

According to Deci and Ryan (2000, 2002, 2017), SDT is a motivational theory which suggests that people have fundamental mental desires for autonomy, relatedness, and competence. It is a necessity to fulfil the psychological needs for mental health and progression of people, autonomous motivation, optimum operating, and self-actualisation (Deci & Ryan, 2008). The need for relatedness is the objective of an individual to preserve near, shielded, and nourishing acquaintances in their social environment and partake in it. The individuals need to acquire competence as a skill of understanding goals, strategies, and capacities, which are not continually easy to achieve, and they need to feel a sense of efficiency. The need for autonomy is the need for willpower, and freedom of choice (Deci & Ryan, 2000). The individuals strive to construct their self-realisation and to energetically form reliable and guiding values, aims, morals and skills (Reeve & Assor, 2011; Assor, 2012).

The current study relates SDT in detail since it aimed to explore the attitudes of non-isiZulu students in learning isiZulu for conversational purposes. SDT concentrates on motivation which forms the key standard upon which students construct their inclination and approaches toward learning languages and has been extensively useful in the education field. SDT holds

that if students are fulfilled and enthusiastic, they are eager to incorporate their motivation to learn the content (Muñoz & Ramirez, 2015:199).

The lack of SDT research regarding fulfilling the needs of teachers and motivating them to teach in recent years has raised the awareness of researchers to investigate (Roth, 2014). Consequently, studies concentrating on teachers' motivation has increased. For instance, basic approval and self-sufficiency for teaching was absolutely connected with the sensation of individual success and commitment at work (Roth, *et al.*, 2007; Fernet *et al.*, 2008). Thus, the current study aimed to discover if lecturers were encouraging students in their learning. In addition, the goals were to explore how students' behaviour and motivation impacted teachers and the need to support students (Taylor & Ntoumanis, 2007:747; Fernet, *et. al*, 2012:515).

According to SDT, emotional requirements are common. Even though some cultural variances may occur, emotional needs are projected in promotion of independent motivation during several ethnic clusters (Deci & Ryan, 2000). Therefore, students from various ethnic groups may vary in their sense of independent motivation, however, those who identify the necessity for support are more readily expected to engage in self-governing motivation in similar settings (Chirkov *et al.*, 2003).

Self-determination theory distinguishes between control and autonomous motivation (Deci & Ryan, 2000). Controlled motivation includes all kinds of motivation characterised by low levels of self-determination:

- Extrinsic motivation involves individual performance because of external firmness, and expectation for substantial compensation, or a longing to elude being reprimanded.
- Intrinsic motivation involves individual reaction, because of inner influence, and aspiration to achieve gratitude, or escape elimination and emotions of guilt (Roth, 2014).

2.9.3.1 Extrinsic motivation

Deci and Ryan (2000:89) link the concepts of competence, relatedness and autonomy with extrinsic motivation. Extrinsic motivation is referred to as the tendency of an individual to do activities connected with external rewards which involve tangible, financial reward, or praise (Zhao, 2015:2334). It is important to give a detailed explanation on the spiritual needs that all humans possess, for the individual to be motivated intrinsically. Extrinsic motivation helps to

open doors for better job opportunities, and it enhances the individual's economic and career status (Deci & Ryan, 2000:58).

2.9.3.2 *Intrinsic motivation*

Intrinsic motivation refers to initial activity for its own purpose because it is exciting and fulfilling. Various motivations have been investigated and incorporated. Incorporation refers to a change of an extrinsic motive to embrace personal values and thus adopt good guidelines that are originally external (Walsh, 2011:2). Intrinsic motivation is regarded as the important motivation of SDT is a self-determined type of motivation. It focuses on the motivation which helps and allows students to build their preferences and attitudes toward learning languages and it is practical in the field of education. This theory includes the students' needs. It also distinguishes between intrinsic and extrinsic motivation (Muñoz & Ramirez, 2015:199). Therefore, this study will adopt these theories which have been discussed above. These theories balance one another in discovering the non-isiZulu students' attitudes toward learning isiZulu as the main topic of this study.

2.10 Conclusion

There are different opinions regarding the learning of African languages at university level. Various views are caused by perceptions that arise from disruption history of South Africa. The role of colonial languages, Afrikaans and English cause conflict among Africans; they were used in apartheid and Bantu education. African languages were not considered for educational purposes within the homelands until the Soweto revolution, only then 11 official languages were recognised after 1994 (Mesthrie 2004:14). This experience contributes to growth of social grading for governing and minor groups (Padilla, 2008:10).

The English domination in South Africa cannot be credited to internal language pyramids only. Similarly, it is connected to the status of international languages. In some cases, there are signs that indicate public humiliation toward African languages and their speakers (Padilla, 2008:14). Moreover, there is disapproval toward the African languages, eminence and usage in learning situations including speakers of African languages (Ferguson, 2006:185).

The South African linguistic diversity is incomparable and prejudgment and discrimination transpire all over the world, not only in South Africa. The campaigns of African languages are determined by the motivations, aims and requirements that encourage, accept, or discard

education of African languages. Most people regard English as a requirement for public movement, education, commercial and operating internationally (Padilla, 2008:8).

The introductory of African language courses at universities should be discussed on native language education and multilingual education. There are numerous examples where African language courses are taught for specific purposes and structures for multilingualism application (Masoke & Kadenge, 2013:47, Rudwick and Parmegiani (2013:90) and Turner (2012:29).

Also, another example that has been effectively presented in several tertiary institutes was established by Koch and Burkett (2005:1098). The formation of multilingualism in universities was proposed and the agreement was reached in multilingualism and multiculturalism management at universities and where African languages were developed as academic languages (Webb, 2012:218).

The literature that was reviewed revealed that there is a need in South Africa to learn and preserve African languages and support multilingualism. After reviewing the literature related to language attitudes, the conclusion is that according to the literature South Africans prefer to use English outside universities. They seem extrinsically and instrumentally motivated toward English for its status and job opportunities. They do not use African languages for communication amongst themselves. The following chapter will cover the methodology which was adopted in this study to gather data.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the relevant literature, theoretical framework, and motivation of the study. This chapter covers the research approaches and methods used in this study. It further discusses the sample population, sampling techniques, and data collection procedures and instruments used to solicit data in the study.

According to Ellen (1984:9), methodology is a verbalised, hypothetically knowledgeable method used to produce data. It informs the study and serious exploration of data invention procedures. It is the approach, organisation of the study, practice that enlightens one's selection of research methods (Crotty, 1998:3). It is concerned with the argument of how a certain part of research should be embarked on (Grix, 2004:32). In addition, it gives the researcher guidance in determining what type of data are vital for a study and which data gathering instruments will be best suitable for the study aim. It is through the procedural problem that tips the researcher to question how the world must be studied (Rehman & Alharthi, 2016:52).

Babbie and Mouton (2008:74) define research methodology as the general approach that a researcher adopts when conducting the research venture. Research methodology concentrates on the study method and the type of procedures and instruments that are used in research (Babbie & Mouton, 2011).

Research methodology is a principle that guides one on how to carry out a survey. It contains the analysis procedures and techniques in a particular approach of investigation. Once more, research methods describe and simplify the complications that need to be explored; the theory and a problem statement, the framework of that problem, a specific approach, and procedures; and choosing the suitable tools of collecting data (Schwandt, 2007:195). The objective of this study is to investigate the language attitudes of the non-isiZulu students and the influence toward learning isiZulu as an additional language at a University of Technology (UoT) in Pretoria.

3.2 Research design

Research design is a plan coined to give the solution to research question or evaluating the research hypothesis. It also enables the researcher to regulate variation, where the researcher ought to reflect aspects that may contribute to the interpretation of the research findings. Research designs are usually characterised into four clusters varying on the purpose of the research: namely, descriptive, correlational, quasi experimental and experimental (Dulock, 1993:154). The available knowledge in the specific area being studied influence research design.

Descriptive research describes the realities and features thoroughly and exactly of a specified population or area of interest (Birckman and Rog 2009: 5). It provides an accountability of features of a specific group of people, individual and situation. Descriptive study is a procedure of determining innovative meaning, unfolding the occurrences, defining the regularity of incidents. Also, it portrays the elements of societies, conditions and the recurrence of a certain phenomenon. It further discovers relationships among chosen variables (Creswell, 2003). The descriptive design consists of three methods, namely, observational, survey and case study methods. The descriptive survey research design accumulates data from a part of a target population. It describes the inclinations, customs, attributes, cohesions and variations of the population. The power of a survey is that it gathers data on a restricted number of variable quantity from a large sum of citizens and it can be applied for various topics and populations (Sridhar, 2010).

The survey design was adopted in this study; the researcher described the situation in depth in their research materials. It focuses on a theoretical foundation where the researcher collects data, scrutinises, organizes and then depicts it in a logical method. Furthermore, it is used to explore single or extra variables, a descriptive design engages with a wide range of research approaches (Dulock, 1999: 155). The researcher did not control or alter any variables in this descriptive research design; but she just measured them. Therefore, a survey design was accurate for this study, despite the usage of qualitative method for expressive analyses, a quantitative method is regarded as suitable method for descriptive research design. The study design was appropriately structured to ensure that the findings are valid and reliable.

Both qualitative and quantitative data was produced from a descriptive study. Statistical data delivered from a descriptive study was arranged and displayed using more descriptive techniques; which have three intentions: (i) to label variables; (ii) to define connections

between variables; and (iii) to explain disseminations. Variables were illustrated with procedures of main trend (mean) (Vahidov, 2012). Associations were used to explain relations between variables. Allocations were depicted using frequency and percentage distributions that they were shown with bar graphs or pie charts and tables.

3.3 Research approach

The researcher needs to apply a suitable research approach to ensure that the aims and objectives of the study are achieved. For that reason, the discussion of the underlying principle for the research approach and methodology is essential. It provides the research design or strategy. Also, it empowered the researcher to predict the applicable research design and to ensure the legitimacy of the findings. Therefore, the researcher analysed different views and discuss the research methodology. But firstly, it is crucial to think through an appropriate the research approach.

The research approach is a plan of investigation which transfers the fundamental expectations to research projects and data gathering. Although there are different research approaches, qualitative and quantitative are the most mutual ordering of research methods. Initially, qualitative and quantitative approaches represent the divisions of information: it refers to how an individual comprehends the universe and the crucial aim of the research. On the other hand, these terms refer to research methods, the way data is gathered and analysed and the nature of findings resultant from the data (Myers, 2009:103).

This study adopted both quantitative and qualitative (mixed) approaches to collect and analyse data about the non-isiZulu students' attitudes towards learning isiZulu for communicative purpose at the university in Gauteng. According to Bless, Smith and Sithole (2013:16), the combination of the quantitative and qualitative methods is called a mixed methods research approach.

3.3.1 Qualitative research approach

Qualitative research discusses the spoken, written explanations and observed behaviour of people; and collected data interpretations of research participants, that are achieved through discussions and analysis of research procedures (Bless, Smith & Sithole, 2013:17). Moreover, a qualitative methodology uses a variety of data sources. It usually focuses on data collected through interviews, open-ended questionnaires, and focus groups. These sources reveal the knowledge, understanding and practice of the involved participants in the study, in the learning

and enhancing the practical paradigm, which makes it easier for a researcher to gather and analyse data (Harding, Kaczynski & Wood, 2005:58).

Furthermore, White (2005:81) says that the qualitative research focuses on comprehending the community occurrences from the participants' perspective. Perhaps, this may transpire if the researcher partakes in the daily life activities of those under study, which may enable the researcher to develop an elucidation from the data. Creswell (2003:181) concurs that a qualitative research approach occurs in a regular environment and can happen in a living place of the participant, such as at the home, school, or in the office.

Lichtman (2006:22) postulates that qualitative research is an umbrella phrase, whereby the researcher collects, classifies, and construes data (regularly in words or in images). It is a technique of undertaking in-depth interviews or observations of people in common and community settings. Domegan and Fleming (2007:24), denote that qualitative research discovers and determines problems about a particular topic, if the researcher has a little knowledge about the problem. There are vague features and proportions about the problem. Qualitative research assists researchers to understand people's social and cultural situations in the community (Myers, 2009:7).

In a qualitative study, the researcher is seen as the primary tool of data collection and analysis. The researchers interpret existing reality in a specified context as both the researcher and the participants create their own realisms. They attempt to collect data in a non-intrusive way, accordingly, trying to study practical situations as they reveal certainly without programmed settings that control the investigation or its findings. Merriam (2009:23) states "The researcher engages the situation most often without an observation schedule and plays a dynamic role in constructing an understanding of the research environment through self-interpretation of what happens thus, qualitative research produces a result which is an interpretation by the researcher of others' views filtered through his or her own."

Qualitative research is a logical survey into the environment of composite public group behaviours through using explanatory and realistic approaches. It provides a concentrated chronicle description of the group behaviours in its normal environment. It attempts not to be deceitful and to consider the collected views of the participants. Qualitative research is most suitable when the researcher desires to be aware about real-life situations, to get a deep understanding of how people reflect on a topic and to describe the research participants'

perceptions in detail. Qualitative data are collected through individual interviews and focus group negotiations using semi-structured or unstructured subject monitors. (Thomas, 2010:90).

Silverman (2000:1) claims that qualitative research is compatible to data collection when one wants to understand the people's existence, opinions, beliefs, principles and customs. A qualitative research approach was chosen for this study to discover the attitudes of non-isiZulu students toward learning isiZulu and the analysis of their influence in the classroom environment. A qualitative approach utilises experimental data analysis to offer a clear understanding of the contact of commonly influences and to elucidate how the researcher and participant cooperates authentically and practically (Lincoln & Guba, 1985).

3.3.2 Quantitative research approach

This study also used the quantitative research approach. Holliday (2002:2) describes the quantitative research method as numerical data collection and categorisation of the measured units, aiming to provide statistical relations and explanations. Also, the data are used to create diagrams, pie charts and tables. Struwing and Stead (2001:7) and Creswell (2012:60) propose that the quantitative research approach uses questionnaires to collect statistical and communicative data from the sample population.

Quantitative research explores definite and well-defined interrogations that test the association between two occasions, or incidences, where the second occasion is a result of the first incident. Quantitative researchers strive to sustain a control level of the diverse variables that can impact the connection between occasions and employ respondents casually. Surveys and questionnaires that are cautiously developed and designed are used to collect quantitative data to provide the numerical data that can be discovered and produce results that can be generalised over a larger population (Nopwood, 2004:345).

A quantitative research approach was initially established in the natural disciplines to learn and acquire knowledge about natural phenomena. On the other hand, the qualitative research approach was established in the communal disciplines to empower scientists to study societal and ethnic phenomena (Cresswell, 2003: 301). Both quantitative and qualitative exploration studies are educationally conducted. Neither of these approaches is essentially better than the other; the aptness of categorisation by background, objective and nature of the research study in question, in fact, occasionally depending on the style of study, between the two methods, can be substitutes for the other.

The quantitative research approach was suitable and adopted in this study, hence questionnaires were used to collect data that were reviewed and formulated in numbers, which permits the data to be distinguished using numerical analysis (Hittleman & Simon, 1997:31). The researcher measured the study variables on a sample of participants and convey the connection between variables by means of consequence figures such as correspondences, comparative frequencies. Also, to demonstrate variances between the means; the concentration was to test theory to a large extent. Like other scholars, the researcher chose to use a mixed methods approach by studying the benefits of the variances between quantitative and qualitative methods and merge these two methods to be used in a particular research venture depending on the form and methodological underpinning of the study (Bryman & Burgess, 1999: 45).

3.3.3 Mixed research approach

Mixed approach is often used in education to conduct research studies. They are also used to triangulate findings and make research solid through a combination of collected data. The quantitative research method was verified from ordinary understanding of usual phenomena, while the qualitative research method was demonstrated from community information and abilities to enable researchers who are learning about cultural and national events. Qualitative research is genuine; it studies daily life of different societies in their actual situation; it contains an explanatory method to its subject and interprets the problem through people's understanding (Denzin & Lincoln, 2003).

Also, quantitative research offers numerical data. It uses questionnaires and experiments to collect data that are interpreted and displayed in numbers such as mean scores derived from Likert scale statements (Hittleman & Simon, 2006:91). Hence, researchers measure research variables of the sample population through combination and confirmation from both descriptive and statistical data on testing using research theory. Thus, the use of mixed methods was derived from the theories which were used when conducting this study. Those theories are attribution, constructivist, and self-determination. Theories try to explain the environment on individual's motivation to learn. Motivation should transpire where learning and setting are involved in the classroom situation (Zhao, 2015:2334).

Attribution theory deals with students' hard work to succeed, and their failure which resulted from laziness, difficult tasks, or poor ability (Bock & Mheta, 2014: 231). Constructivist theory conveys transformation of a student's behaviour which is experienced after learning. Then, SDT proposes that people develop an interest when they need growth and to gain something.

It is very important for teachers and students must develop a good working relationship (Ryan & Deci, 2000:54). These theories embrace qualitative and quantitative research methods.

Merriam (2002) is of the same view that academics are advised to utilise more data collection techniques, because these enhance the findings' strength. Through triangulating the techniques, the study outcomes can be measured extra truthfully and effectively. Krathwohl (1993), Cohen and Manion (1994) intensely sense that it is due season for researchers to stop constructing barriers and dividers concerning research procedures, but they should build bonds between them to yield extraordinary excellence research. In usage of two or more approaches, the researcher minimises prejudice, misinterpretation, and falsification which frequently effects from applying a distinct approach.

The researcher collected data using a questionnaire to ensure trustworthiness and interviews to verify the findings. The use of an explanatory design in explaining the quantitative data by means of qualitative verification and explanation is supported by Maree (2013: 266). Furthermore, a mixed research approach helps to balance the statistical and explanatory data. Therefore, the fact that the study has adopted a mixed research approach to support and provide the in-depth information helped the researcher to triangulate the underlying truth (Maree, 2013:102).

3.3.4 Triangulation

Cohen and Manion (1994) posit that triangulation is the practice of two or more data collection techniques in the study of human behaviour characteristics. Triangulation is used in social research to a less factual logic. It contains numerous approaches and procedures of an experiential occurrence to master complications of favouritism and rationality to research methodology and design (Scandura & Williams, 2000). Triangulation ascended from a moral necessity to check the rationality of the procedures in research. It can be achieved by using multiple sources of data. It uses various data sources, several informants, and many methods such as partaker observation and focus groups, to collect several perceptions on the similar issue and to increase a more understanding of the phenomena (Yin, 2003).

Triangulation is utilised to compare and choose data resources and validates research results (Creswell, 2003; Patton, 2002). Also, it improves the reliability of qualitative research outcomes. Triangulation reveals prejudices if the researcher is the only person exploring a phenomenon; in that way findings will be confirmed. It combines several data sources, researchers, and theoretical perceptions to escalate assurance in research findings (Painter &

Rigsby, 2005). The use of findings from data corroboration is also known as triangulation (Brannen, 2004:314).

Triangulation is also quoted as the key method of certifying proof of qualitative research. However, it is viable to check if triangulation gives qualitative researchers a suitable method to validate their findings. Several perspectives have been stated; subsequently in the debate that triangulation value provides larger understanding. Richie and Lewis (2003:44) state that triangulation provides safety through the complete image of phenomena.

Because of different perceptions, triangulation is defined as illustration which is more than the idea of triangulation (Richardson, 1995:5). In the illustration process, the researcher should give the same summary through the collected data from different data bases. This is followed by a method that studies the data from various angles, by emphasising different aspects, depending on different phases of the analysis. Borkan (1999) explains an extended form of crystallisation which is known as engagement for the qualitative data analysis process. It involves:

- Engagement is a process whereby researchers engage themselves in the collected data by investigating some quota of the data in detail; and
- Illustration is a brief process of appending the exploratory process to replicate the analysis practice and attempt to pinpoint and communicative designs observed during the engagement process. These processes endure until all the data are tested and designs and statements arise from the data that are meaningful and can be well articulated and substantiated.

Triangulation is perceived as a method that approves findings, through which a researcher uses to discover the association between numerous and different data foundations to generate themes in a study. This method was utilised for organising the data to invent mutual themes by eliminating concurring areas (Ditsele, 2014). The researchers execute triangulation procedures to intensify the validity of their study. Also, they are testing their findings through the usage of various reference facts. In reality, the researcher converges the research entities from many different sides and perceptions to achieve a better understanding (Burton & Bartlett, 2009:26). Triangulation also includes advantages and disadvantages.

Thurmond (2001:256), states the disadvantages of triangulation which includes:

- Amplified volume of time required in evaluation to distinct approaches.

- Strain of concerning the enormous amount of information.
- Possible conflict based on researcher prejudices.
- Clashes caused by theory framework.
- The deficiency of understanding reasons of using triangulation tactics.

A single basis of dissatisfaction may be the regularity with which triangulation is engaged, even if it does not enhance the study. An approach of “extra is improved” may affect in tampering with the potential triangulation efficiency. Involving several procedures cannot reimburse a study that was planned and piloted poorly (Sohier, 1988). The possibility of cumulating fault occurs if the substantial aim was not achieved in study development (Fielding & Fielding, 1986).

However, Jick (1979) specifies the following advantages of triangulation:

- It permits researchers to have additional assurance about their findings.
- It aids to reveal the divergent measurement of a phenomenon.
- It involves a combination of theories.
- It functions as the crucial experiment of comparing theories.

The use of triangulation escalates the legitimacy of findings (Burton & Bartlett, 2009:26). Methodologic triangulation can also occur by combining qualitative and quantitative approaches in a single study (Mayer & Cobb, 2000; Lincoln & Guba, 2000).

Hence, triangulation was employed in this study as the key method to evaluate the study findings. Data were collected and derived from interviews conducted with non-Zulu students based on their attitudes toward learning isiZulu from written opinions (Sprinthall, Schmutte, & Sirois, 1991:101). Written descriptions of non-isiZulu students, their actions, views, attitudes, and environments were adopted in this study through filling of a questionnaire to collect students’ views and clarifying of prejudices.

Subsequently, triangulation is the practice of using different sources to understand conclusions (Casey & Murphy, 2009). In this study, the researcher utilised mixed data collection approaches with determination to attain a demonstrative and comprehensive view of the phenomenon. Techniques of data collection incorporated interviews, recording, notetaking and questionnaires throughout the research process. Along with others, cooperating research

approaches and techniques are the triangulation practice in research observed as amending the mistakes that can occur in a single method (Cope, 2014:89).

The survey and data collection are required when piloting qualitative and quantitative research. Another strategy that the researcher included was lengthened engagements with participants which simplified the procedure of firmness, attentive interviewing and self-reflection (Houghton *et al.*, 2013). Determined appointments with participants were the practice of creating confidence and similarity with participants to foster magnificent and comprehensive responses. The researcher stimulated this practice through allowing adequate time in data collection and achieving phenomenon indulgence and study participants. Extensive engagements presented liberty and yet, firm interviewing conveyed profoundness to the study (Lincoln & Guba, 1985).

The researcher's self-reflection is transferred through the consciousness that the ethics, upbringing, and prior knowledge of the researcher with the phenomenon can disturb the research process. The researcher conducted qualitative and quantitative approaches and measured the research instruments to assist in prevention of researcher bias. The other tactic the researcher can use to address this matter is to preserve an instinctive bulletin to replicate and record views and sentiments in an effort to cover discernments and prejudice (Mantzoukas, 2005; Polit & Beck, 2012).

This approach permitted for solid narrative explanations of the occurrences under study and gave the researcher the prospect to consider the participants' views and interpretations in their natural environment. The researcher established a qualitative explanation of the students' experiences and an inferential data analysis most applicable for the objective of this study because the research techniques enriched the prospect for impartiality which would have been missed if only quantitative approach was applied. Therefore, the triangulation was done at several stages to emphasise the findings based on different perceptions.

3.4 Research paradigm

The word paradigm was coined from the Greek expression 'paradeigma' which signifies design and was initially applied by Thomas Kuhn (1962) to symbolise a theoretical background shared by researchers' community. It offers them an appropriate model for scrutinising difficulties and discovering resolutions. Kuhn describes a paradigm as a unified collection of practical perceptions, variables and complications involved with equivalent procedural methods and instruments. He says that the term paradigm is a study philosophy with traditional theories,

principles, and expectations that research communities have in common concerning the environment and research conducted (Kuhn, 1977). Therefore, a paradigm entails a design, arrangement and background of technical and theoretical concepts, ethics and conventions (Olsen, Lodwick, & Dunlop, 1992:16).

Researchers need to comprehend and communicate views about the nature of reality; thus, they should understand research paradigms. Cohen *et al.* (2007:128), define a research paradigm as a varied construction covering opinion, ideas, and alertness of different philosophies and practices used to conduct research. Bagdonas (2007:129) defines paradigm as academic and practical guidelines which are approved by society in development and application of knowledge to understand scientific research, explanations, evaluation, and theories to solve challenges that communities face.

A research paradigm demands that the researcher must understand the worldview which offers the researcher with ethical, academic, influential, and practical foundations. The research paradigm and values rest on several aspects, like the person's intellectual, his view, many beliefs, attitudes, and many other factors. The researchers' world views are important in this concept to provide decent influences and expressions for gaining consistent outcomes. The researcher should use a research paradigm to explain the research principles (Žukauskas *et al.*, 2018:124).

For one to have an enhanced understanding of reality, one should employ paradigms in research. There are various types of research paradigms namely: positivism, transformative, interpretivism and realism. Positivism refers to scientific research which is based on the researcher's or experimenter's viewpoint, and it reflects a doctrine and outcomes that all actions are determined by the current state and absolute rules of the universe with possibility of choice. Positivism is practical to the public on the theory that, "the social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value free and that explanations of a causal nature can be provided", which concurs with the views of Creswell (2003:7) and Mertens (2005:8). The notion of positivism is associated to the idea of realism. The researchers use this approach to express their views when assessing the social world, they discuss to ensure fairness. Also, researchers focus on universal data rather than on facts of research when using the positivism paradigm (Rehma & Alharthi, 2016:53).

The transformative paradigm deals with issues of peoples' public fairness. Transformative researchers consider that a survey requires to be tangled with politics and political agenda; also it can transform researcher's life and/or participants' lives in the organisations in which they live or work (Creswell, 2003: 9). These researchers use mixed data gathering and investigation methods similar as those of interpretivist researchers. However, if a transformative paradigm adopts a mixed-methods approach, it offers the researcher a restored understanding of diverse ethics, attitudes, and situations (Somekh & Lewin, 2005:275).

The interpretivist paradigm aims to understand human experience in the world. Thus, it is based on the social reality. The researcher focuses on participants' views on the study. The researcher also explores the participants' background and experiences. This paradigm does not start with a theory, but instead it develops from the meaning through research process. The interpretivist researcher mostly adopts mixed methods when collecting and analysing data. Quantitative data are used to support and increase qualitative data in a descriptive way (Mackenzie & Knipe, 2006:4).

Therefore, in the ethical point of understanding, the researcher considered the participants' views and values so that the researcher explained the problem posed in the research problems or questions posed in the study. Since the interpretivist paradigm is based on the reality and truth, it was adopted, because this study aimed to explore and interpret peoples' views about the real-life situation.

Descriptive statistics are a procedure that uses numbers and tables to summarise and interpret the collected data in a clear and understandable manner (Jaggi, 2003: 1). The researcher adopted and utilised this procedure to analyse the quantitative data using tables and numbers. The study implemented an interpretive paradigm; interpretivists consider that community realism is independent, because it is about the participants' views and researcher's ethics and objectives.

3.4.1 The Interpretivism paradigm

Grix (2004:83) suggests that scholars are attached with the community truth that is being researched, usually they are connected to the topic they are studying. In explanations about one phenomenon, one explanation is not selected in favour of others as the accurate one, but the reality of information is recognised with the credit that different scholars convey diverse views to the similar issue. The aim of interpretive research is not only to find out common aspects,

background and open information. It also attempts to comprehend the unique individuals' explanations about the community events they relate with (Thomas, 2010:295).

Blaikie (2000:120) states, public researchers accumulate data from roughly perception, through interpretations that are designed and intended by the language, culture, restraint data, previous practices and experiences of the researcher that come after these. Thus, there will constantly be a break between the collected and the data that they are supposed to represent. The interpretive method entails that public events must be realised by the participants not the researcher (Cohen *et al.*, 2007: 21).

The aim of interpretive method is to understand community incidents in their setting. Also, it gathers qualitative data from participants over a prolonged period, especially in ethnography and case studies. This approach analyses inductive data, the researcher discovers data designs that are buckled under themes to understand the event and create theory. Interpretivists use the inductive method instead of the rational method because they derive theory from collected data not as the powerful force of research (Grix, 2004:108).

Researchers of the interpretive paradigm adopt methods that produce qualitative data, even if quantitative data can be included, they do not rely on it. They usually conduct open-ended interviews with varying grades of structure namely; standardised open-ended interviews, semi-standardised open-ended interviews, and informal conversational interview, observations, field notes and documents. Data are mostly explanatory instead of statistical and are usually audio/video recorded (Borg & Gall, 2003:21).

The interpretivism paradigm has been praised for being lenient, incompetent of resilient theories that can be widespread to bigger residents. The researcher's connection with participants leads to absence of fairness (Grix, 2004). In contrast, qualitative analysis is not lenient, but it requires strictness, accuracy, structured and vigilant facts. Though positivist research is advantageous, there are public events that are best explored under the interpretive paradigm. Surveys, and questionnaires are closed-ended and statistics are not the only way to clarify results (Richards, 2003:6).

Myers (2009) claims that the foundation of interpretive researchers is that contact to reality through shared structures for instance, language, perception and collective values. The interpretivism paradigm is reinforced through scrutiny and understanding, hence observing is to accumulate data about proceedings, whereas to interpreting is to create sense of that data through illustrating conclusions or by comparing between the data and some theoretical design

(Aikenhead, 1997). It tries to comprehend occurrences through the denotations that people ascribe to them (Deetz, 1996).

According to Reeves and Hedberg (2003:32), the interpretivist paradigm emphasises the necessity to do background analysis. It deals with accepting the world as it is from personal capabilities of people. They utilise sense (against quantity) focused methods, such as questioning or partaker scrutiny, that depend on a particular affiliation between the researcher and entities. Interpretivist research does not predetermine reliant and autonomous variables, but focuses on the complete difficulty of human intelligence as the circumstances appears (Kaplan & Maxwell, 1994). This is the explanatory method, which intends to clarify the individual motives and values that underpin public accomplishment.

This study is premised on the interpretivist paradigm. Table 3.1 below presents the interpretivist features, linked with the intention of the research, the nature of authenticity (ontology), nature of information and the connection between the researcher and the exploration (epistemology) and the methodology used in this study (Cantrell, 2001).

Table 3.1: Features of the interpretivism paradigm

Feature	Description
Purpose of research	<ul style="list-style-type: none"> • Comprehends and infers the perceptions of students and lecturers on the aspects that could influence the successful learning additional/new language.
Ontology	<ul style="list-style-type: none"> • Discovers authenticity created through human relations, and expressive activities. • Discerns how people create intellect of their community realms in the ordinary background through daily practices, discussions and literatures while networking with others nearby. • Takes cognisance of various shared realisms that occur caused by

	changing human knowledge, containing people's understanding, opinions, elucidations and proficiencies.
Epistemology	<ul style="list-style-type: none"> • Procedures are recognised through the psychological methods of understanding that is persuaded by communication with social settings. • Those vigorous in the procedure of research generally create data by undergoing the normal backgrounds. • The researcher and the participants are linked in a cooperating practice of conversing and listening, reading and writing. • Further peculiar, collaborative method of collecting data.
Methodology	<ul style="list-style-type: none"> • Data collection procedures occur through interviews, text messages, and contemplative gatherings. • Research is the outcome of the researcher's ethics.

The main arguments concerning to this methodology are contribution, partnership, and commitment (Henning, van Rensburg, & Smit, 2004). The researcher should be a partaker-spectator in the interpretive approach, who participates in the events and determines the values of activities as they are conveyed within precise social contexts (Carr & Kemmis, 1986: 88).

3.5 Research procedures and instruments

The researcher used different research tools to collect data for this study. Thus, questionnaires were used as means of gathering data to ensure steadiness and interviews to confirm findings. The use of an expressive design in clarifying the quantitative data by means of qualitative confirmation and elucidation is supported by Maree (2013:266). Cohen and Manion (1994:

208), state that in a study, questionnaires and interviews are used to accumulate data, the blending of the two tools were used in this study. The advantage of merging these two research instruments is that they enable the study to benefit and soothe the limitations of each. Seliger and Shohamy (1990: 105) further say that the usage of two or more data collection tools in the research is the best feature when studying human behaviour; this ratifies and supports results' reliability.

3.5.1 The questionnaire

According to Babbie (2001:240), the questionnaire is a technique with questions that are prepared to be countered by subjects and a mode of collecting survey data. A questionnaire is a tool that gathers secured data and provides answers to asked questions; because it is a form which is filled by each respondent in a sample population. The questionnaire used in this study contained open-ended and closed-ended questions to help with more data that could complement interviews.

Cohen (1989:111) stipulates that the questionnaire is a reasonable and inexpensive instrument of gathering data. It guarantees the privacy of the participants therefore the researcher obtains authentic answers. The participants easily disclose their views, emotions and observations. Moreover, questionnaires provide participants with a sufficient period to wisely reflect to questions. They are dispersed and reach many participants at the same time, thus they save time (Ngidi, 2007:57).

Conversely, the questionnaire has its weaknesses. Participants respond to the questionnaire only if the queries are simple. They will answer questions only if they are straight and short with directions and explanations, if not so participants will not answer those questions. While in interviews participants have an opportunity to ask for clarification if they do not understand the questions. In that manner they can provide the inappropriate answers if they misunderstand questions or are disordered (Ngidi, 2007:58).

According to Denscombe (2007:153), there are three features that constitute a questionnaire:

- It has a list of questions which are best suitable for respondents.
- Respondents choose some questions they answer them all.
- Lastly, the researcher must be able to analyse collected data.

The researcher noted these disadvantages and tried to avoid them by asking direct questions, not using the vague proclamations that may confuse respondents in the questionnaire. Closed-ended questions were used for easy analysis and interpretation of the data.

Questions were rationally conveyed, accessible and organised from modest to composite questions that would aid participants to arrange their responses accordingly. The researcher formulated the necessary questions that would give constructive attitudes and follow naturally. The information attained from questionnaires is simple to understand and present. The researcher considered these characteristics (Mahlangu, 1987: 84, Van den Aardweg & Van den Aardweg, 1988: 190).

The information that was gathered from the questionnaires was analysed and inferred, then the interview data were used to validate and elucidate the quantitative data. The questionnaire was used to help the researcher to evade faults in this study. In the questionnaire, rules and directions were given that participants could follow so that it would be simpler for them to provide appropriate responses (Cohen & Manion, 1989:111).

The study adopted the questionnaire that would consist of straightforward questions which would be divided into diverse sections; that is, Section A (Personal Information of the participants) so the researcher could know the background of participants and Section B entailed closed questions. These questions would help the investigator to understand how partakers observed this research topic and examine their consciousness level on language approaches when one is learning a third language and discover their individual views (Denscombe, 2007:153).

Then, Section C covered Likert Scale statement assessments. The participants were given a set of options to choose from. They evaluated statements by placing a cross in box on selections of their answers where they would decide among: totally agree=5; agree=4, not sure=3; disagree=2; to totally disagree=1. The Likert Scale statements best measure attitudes and mindfulness among society (Mouton & Marais, 1992:4).

3.5.2 Interviews

An interview is a shared dialogue that generates rational responsibilities for participants. Interviews are used to back-up main data from questionnaires. A conversation displays how people develop in their level of understanding a question, accepting information and creating accepted wisdom to their responses. Some are stable responsibilities, contingent on a

conversation between an investigator and the respondents. The conversations should be real, appropriate, instructive and perfect (Sudman, Bradburn & Schwartz, 1996:90).

Plaisant and Shneiderman (2005), say that interviews are useful research instruments, as the interviewer can follow detailed matters concerning the intensive and productive ideas. The interviews are a productive technique to gather data because:

- it is a straight interaction with the study subjects and it leads to precise and practical responses;
- they obtain inclusive data,
- they need few participants to collect rich and thorough data (Genise, 2002; Shneiderman & Plaisant, 2005).

The actual advantage of an interview is that the researcher meets face-to-face with the interviewee so that misinterpretations can be cleared instantly. Denzin and Lincoln (2005) concur that interviews are unique methods of attaining specific expressions, beliefs and perceptions concerning subjects being investigated. The other purpose for using interviews is that they allow the researcher to probe questions to discover the fundamental denotation and motives to respondents' responses, which would then not be conceivable with other data collection techniques (Babbie, 2005).

Greef (2005) states the benefits of interviews are that it is a very realistic tactic of data collected with the complete possibility to collect additional data for a profound perception. Moreover, interviews offer researcher-friendly contact and communication with respondents. It provides the researcher the opportunity to understand people from their settings (Mukwena, 2012:35). The researcher included the interview technique as a data collecting instrument for the intention that interviewing provides the researcher the chance to meet the individual respondents and pay attention to their responses. Above and beyond interviews allowed the researcher to enquire for extra data from the respondents.

It depends on the design and necessity of the study, interviews may be structured, semi-structured and unstructured with individuals. Semi-structured interviews and tape recorders were used as research instruments in this study.

3.5.2.1 Structured interviews

Thomas (2010:315) posits that during structured interviews, the interviewer utilises a collection of prearranged questions which are brief and thoroughly formulated; frequently, these questions are closed and consequently, they entail specific responses in the arranged set of choices offered on paper. These types of interviews are simple to conduct and can be simply graded equally to the identical questions probed to all participants. Preece, Rogers, and Sharp (2002) confer that structured interviews are most suitable when the objectives of the study are openly known and explicit questions can be acknowledged.

3.5.2.2 Unstructured interviews

The unstructured interviews permit the interviewer to ask open-ended questions where the interviewees reveal their own view freely. It needs both the interviewer and the interviewee to be comfortable because it is like a dialogue on the specified subject. The direction of the interview is not programmed, but it is governed by both the interviewer and interviewee. Preece, Rogers, and Sharp (2002) postulate that it is challenging to systematise the interview through diverse interviewees, because each interview proceeds on its own setup, although, it enables the interviewer to produce ample data, knowledge and views in such discussions, since the enquiring level can be mixed to fit the situation and that the interviewer can ask the interviewee more sincerely on precise matters as they ascend. However, this type of interview can be very lengthy and problematic to analyse its data (Thomas, 2010:316).

3.5.2.3 Semi-structured interview (SSI)

Dunn (2005:79) says that semi-structured interviews are a conversation between two people; where one person is the interviewer who is asking questions and the other one is an interviewee who responds to questions. Semi-structured interviews must be arranged in advance and it should contain open-ended questions so that they inspire participants to express their opinions and approaches generously (Du Plooy, 2002:138). The semi-structured interview is very prevalent for data collection that is verified to be both adaptable and stretchy, and it can be utilised with both individual and group interview methods (DiCicco-Bloom & Crabtree, 2006).

The semi-structured interviews are regularly observed as a simple data collection method (Wengraf, 2001). However, the researcher should reflect some matters when formulating an interview using crucial questions, for the depth of data collection. Although the aim of the researcher is to achieve deep knowledge on the research phenomenon (Polit & Beck 2010), it

is morally doubtful for collecting data that is not entirely indispensable for the study. They contained open-ended questions which will allow participants to respond freely, often complemented by the follow-up why or how questions. The aim for using this approach is to receive pure, consistent and comparable data. The researcher prepared questions in advance before meeting the interviewees (Green *et al.* 2007).

Open-ended questions are crucial; they were used to create the key themes that are simpler for the respondents to understand (Turner, 2010) and to administer dialogue towards the study topic (Baumbusch, 2010). The aim was to retain the train of thought of the interview (Whiting, 2008) and to achieve truthful (Barriball & While 1994, Whiting 2008, Baumbusch 2010, Rabionet 2011) and excellent data (Turner 2010). Follow-up questions could be pre-formulated (Whiting 2008, Rabionet, 2011). Some were unprompted based on the responses of the respondents (Whiting, 2008, Turner, 2010, Chenail 2011). Open-ended and follow-up questions were advantageous in expanding the stability of the issues covered by interviews conducted by the researcher (Krauss *et al.*, 2009). As an extemporaneous follow-up question, the interviewer questioned respondents to elaborate on some specific arguments that emanated in the interview, by probing for further facts (Whiting, 2008) or an elaborative instance of the topic (Dearnley, 2005). Expressive responses could be stimulated by opening questions with words like what, who, where, when or how (Chenail, 2011). In some instances, the word why could also be utilised (Turner, 2010).

The semi-structured interview consists of both structured and unstructured interviews and hence it uses both closed and open questions. Consequently, it benefits both methods of interviews. The interviewer pre-arranged a set of central questions for constancy through all participants. That act guides and ensures that the similar parts are covered with each interviewee. For the interview developments, the interviewees are allowed to amplify significant and appropriate information if they are willing (Gumede, 2020:65).

The faults of semi-structured interviews include data forfeited either by utilising technology that copy the settings of face-to-face discussions; restricted penetrating due to language barrier; loss of meaning in paraphrasing; and diminutive understanding or insufficient reaction to the topic (Marshall & While, 1994). If measured, traditional principles are necessary in constructing a decent affiliation with study participants before involving them in semi-structured interviews for an enlightening discussion. Also, semi-structured interviews may also lead to time awkwardness for top profile interviewees. Moreover, they are not perfect for

clustered interviews as they entail vigorous listening (Kakilla, 2021:3). There are some advantages and disadvantages which one must ponder on when using semi-structured interviews.

The following are disadvantages of the semi-structured interview as the research instrument (Adams, 2015:493). Semi-structured interviews:

- are time-consuming, and they require time and effort to do everything correctly;
- are an exhaustive endeavour, and require interviewer intricacy;
- require interviewers to be clever, profound, dignified, quick, and knowledgeable about the relevant substantive issues;
- require time and effort as the process of preparing, setting up, conducting, and analysing the interviews is not rapid and easy to perform;
- involve the laborious task of analysing a vast capacity of notes and sometimes many hours of transcriptions;
- are improbable when encompassing a large sample to produce accuracy of the “plus or minus in percentage” variation; and
- cost for an interview is high and that can include training and travelling expenses.

Also, Babbie (2007) declares semi-structured interviews may involve a long, iterative, and constant interview which offers a more ordinary relaxed type of interview. Semi-structured interview comprises of open-ended questions which guide further and permit the examinee to respond without prearranged reactions which provide the researcher with an understanding of respondents (Patton, 2002).

However, regardless of the disadvantages and expenditure of semi-structured interviews, they offer some extraordinary benefits and advantages as well. Semi-structured interviews are excellently appropriate for several valued tasks, mainly when the open-ended queries entail follow-up inquiries (Adams, 2015:493). One of the key advantages about the semi-structured interview has been established to be an effective method in empowering mutuality between the interviewer and respondents (Galletta, 2012), allowing the interviewer to discover follow-up questions built on responses of the respondents (Hardon *et al.*, 2004; Rubin & Rubin 2005,

Polit & Beck 2010) and permitting space for individual spoken expressions of respondents (Robert Wood Johnson Foundation, 2008).

The semi-structured interview is a practical method for expressing extensive discussion. Generally, the researcher can seriously peruse the discussions and different insincere responses during the interviews to reach complex inferences. Furthermore, a researcher can follow up most of the times, all oral and non-oral reactions, such as instincts, laughter and quietness, to disclose unseen facts that may turn out to be supportive in the concluding data analysis of different themes extracted from the discussion (Ritchie & Lewis, 2003).

Adams (2015: 494) declares that SSI is best suitable to be used in the succeeding circumstances:

- If a researcher wants to enquire exploratory, open-ended questions and needs to know the autonomous views of each individual in a cluster;
- if a scientist needs to examine inquisitive, open-ended questions on matters that the respondents might not be sincere about if are in a session with peers in a focus group;
- if a scholar requires to pilot a decisive programme assessment and want one-on-one interviews with key programme individuals,
- If an academic is scrutinising an unexplored area with unidentified but prospective significant topics and the examiners need an opportunity to spot valuable clues and trail them.

Semi-structured interviews are convenient to enhance and enlarge depth and complement in mixed methods research. The following are reasons for conducting semi-structured interviews. They are done:

- if a researcher is conducting an in-depth exploration before planning an extensive survey, arranging a focus group programme, or conducting inclusive research;
- once a systematised survey questionnaire is drafted, a researcher realises that imperative questions cannot be successfully spoken without more open-ended questions and comprehensive exploration;
- If a focus group with ten people would be interviewed, semi-structured interviews are more effective than conducting forty individuals or a larger group;

- if a scholar wants to discover “puzzles” that arise (or persist) after one has analysed survey findings.

The semi-structured interview is a useful instrument for the researcher regarding data collection method. Reading literature written by specialists was one way of attaining knowledge to pursue understanding of the study phenomenon (Krauss *et al.* 2009, Rabionet 2011). In connection with the study topic, the semi-structured interview method was appropriate for exploring the perceptions and views of the non-isiZulu students or sensitive sentiments (Barriball & While 1994, Astedt-Kurki & Heikkinen 1994). Also, this method was suitable when respondents had a little level of consciousness of the subject or when there were matters that respondents were not willing to converse about, such as ethics, aims and ideals (Astedt-Kurki & Heikkinen, 1994). Through a semi-structured interview, it was possible to concentrate on the matters that were expressive for the respondents, permitting varied views to be stated (Cridland *et al.*, 2015).

Therefore, semi-structured interviews were adopted in this study. The interview advantages that were useful in the present study were that of resilience as the researcher used exploratory queries to attain more detailed reactions, and gestured behaviour, because it permitted the researcher to discern behaviour of respondents and create evaluations. Also, the number of students who were interviewed was limited (ten) which made the method effective. Thus, semi-structured interviews were the most suitable and prosperous choice of the data collection methodology in the study and a crucial foundation for the reliability of the study findings (Jensen, 2008a). Research adopting a survey study regularly uses qualitative methods such as semi-structured interviews, since they produce opulent and remarkable data (Bryman, 2008:53). Therefore, the instruments used in this study for the data collection from the respondents include filling of questionnaires and scheduled interviews.

3.5.2.4 Tape recorder

A tape recorder was used as an instrument and note taking as a technique to capture data. Bell (1993:103), recommended that it is very vital to use a tape recorder and take notes during the interview procedure. Transcribing and recording, use of tape recorder and notetaking ensure that there is no information that is missing (Lichtman, 2006:130). Notetaking plays a key role in case something happens to the recorder, if a battery died or a researcher loses a recorder (Greeff, 2005:298). Each interview session was prepared to enable the interviewees to feel relaxed.

The researcher guaranteed anonymity to all interviewees and assured the privacy of the provided data. The tape recorder was then transliterated later, to create a record of the gathered data. Discrete interviews were conducted in a peaceful and comfortable manner at a range of agreed suitable places and times for both researcher and interviewee, in a duration of 15 to 30 minutes. The researcher collected data during the period of the COVID-19 pandemic in 2020. When conducting interviews, all COVID-19 protocols were observed and followed. Interviews were conducted in an open space under the tree, but in a hidden place to avoid disturbances from people passing by. There was a table and two benches across the table to allow an appropriate distance between the participant and researcher. The researcher carried a hand sanitiser that was used to sanitise all interviewees. Both the researcher and the interviewees were always wearing face masks throughout the engagements.

3.6 Validity and reliability

According to Struwing and Stead (2001:138), validity is a stage where a research tool is dignified with what it is planned to be restrained. A researcher may use validity to assert that the tool used to measure collected information certainly has been able to quantify it (Blaxter, Hughes & Tight, 2001:200). Validity is an attempt to describe the reality of research findings (Zohrabi, 2013). Reliability is the stage where findings are regarded as true, reliable and steady (Struwig & Stead, 2001: 139). The significance of this is that reliability is the stability of findings practiced several times. This occurrence happens when the used technique provides similar findings repeatedly. Such technique is measured to be consistent.

Reliability can also be defined as the numerical model that is constant and reliable. Regularity is obtainable in case of similar findings when unchanged phenomena are measured. Both validity and reliability are very imperative features used to measure a research procedure (Van Rensburg, *et al.*, 1994:512). A research instrument is reliable if repeated under comparable situations and produce equivalent findings. The researcher used a mixed methods approach, a questionnaire and semi-structured interview to ensure validity and reliability in this study.

Reliability is the point where different people measure quantities repeatedly in diverse instances, under various conditions, allegedly with different instruments which calculate the concept (Drost, 2011). It can also be defined as the gradation to which the measure of a theory is reliable (Kubai, 2019:2). Whereas validity is the degree to which a quantity effectively symbolises the original concept that it is invented to gauge (Drost, 2011). Reliability and

validity establish psychology assets of capacity measures that are essential in assessing competence and truthfulness of scientific research techniques (Bajpai & Bajpai, 2014).

Validity shows a crucial role in defining which research method would be the best suitable for a precise study. Validity denotes honesty and accuracy of the research data. It infers that the research study findings are measured accurately, the research apparatus ought to estimate what the researcher conserves it is quantifying (Burton & Bartlett, 2009:25). In other words, validity is definite to the degree that it analytically tests what it is supposed to evaluate.

To ensure validity, three strategies proposed by Maree (2007) were applied. These are peer examination, member checks and researcher bias. Peer examination was done through allowing peers, who are members of a PhD regiment where the researcher was part of a team to review the research instruments and analysis. Instruments were submitted to my supervisors for feedback before data collection was started. Chilisa and Preece (2005) refer to validity as peer probing. They consider that it is vital to ‘engage in discussions with peers on the procedures for the study: hypothesis, analysis, findings and conclusions (Chilisa & Preece, 2005:166). It was useful to allow peers to ask questions, so that the researcher was guided to ensure that the research process was conducted with an open mind.

3.7 Sampling procedures

Sampling is a practice that researchers use to select the units to represent the whole group (Scott & Morrison, 2007:219). It is vital to select the sample since one cannot gather opinions from all units concerning a study problem. The researcher can take a lesser amount of participants who will be examined and represent the whole population under study in order to develop data. Sampling reduces time and money that can be consumed if the whole population were to be studied. It also helps the researcher to produce accurate data because the whole population is reduced to a manageable figure (Bogue, 1981:78).

For one to give a response to study interrogations, the researcher should collect data and a sample must be selected. A sample is drawn from the entire population, as the researcher cannot have time and resources to analyse the entire population. Sampling is a procedure which is used to choose items or people to represent the entire group. To get information, the researcher sampled a small number (the sum of (46) students from level one to level three) of participants who were investigated and who represent the population under study (Trochim, 2006:37).

Sampling is used to make an interpretation about a population which is relative to the current theory. There are two types of sampling procedures namely probability and non-probability. The probability sampling procedure refers to all items of the population which have equal chance to be sampled. This procedure is open from prejudice, but it may be expensive in terms of energy and time in each level of the sampling error (Taherdoost, 2016:20). There are various techniques under probability sampling namely simple random, stratified random, and cluster sampling.

The non-probability sampling is the procedure of choosing participants from the whole population with no guarantee that an individual participant in the population will be nominated but only participants who will be accessible and enthusiastic to partake (Struwing & Stead, 2001:112). The non-probability sampling procedure was used in this study, since there was no guarantee that individual participants in the population would be nominated. Similarly, the non-probability procedure has different sampling techniques; namely quota, snowball, and convenience sampling.

Convenience sampling selects participants based on their accessibility and inclination to partake in the study. This is a most favourable selection procedure for students because it is low cost, affordable and popular when compared to other sampling techniques. Frequently, convenience sampling helps in overcoming various restrictions which are related with research. For instance, if the researcher would use familiar people as sample population, it becomes easier than targeting unknown individuals (Shantikurma, 2018: 36; Taherdoost, 2016:22). Thus, the researcher used convenient sampling as technique to collect data in this study. The study respondents and participants were conveniently selected because they were available, near and were non-isiZulu native students who were learning isiZulu as a third language at a tertiary level; and they volunteered to partake in the study.

3.7.1 Sample population

Population is referred to as a collection of people, with mutual features which differentiate that cluster from other people (Best & Kahn, 2006). Struwig and Stead (2001: 52), refer to population as clusters, organisations, or people to which the researcher can generalise the study's findings. Thus, the investigator declares that sample population is a minor group of people who is selected and represents the entire population involved in a study. Sample selection is essential, as it is difficult for a researcher to assemble sights from every individual about a research problem.

The non-probability sampling procedure (Cozby, 2009:139) was used for the collection of well-informed and proficient partakers. Thus, the non-probability sampling technique was employed in this study because there was no guarantee that the entire population would be selected. The non-probability sampling is the practice of choosing partakers from the whole population with no assertion that each member in the population will be nominated, but only partakers who will be accessible, keen and prepared to partake were considered (Struwing & Stead, 2001:112).

The study sample population comprises non-isiZulu students who were learning isiZulu as communicative language; this occurred because it was easy for a researcher to have convenient access to them. The sample consisted of forty-six (46) participants which depended on the number of students, who are non-isiZulu speakers, registered for the Language Practice Programme, from level I to level III, at a UoT in Pretoria.

The research questionnaires were distributed among students by research assistants. The total of 40 questionnaires were distributed. The inclusive feedback was acceptable since 36 questionnaires were effectively returned, and ten participants were interviewed, in total partakers of the study were 46. Also, the sample population entailed women and men between the ages of 18-35 years. The study employed the convenience sampling procedure, because the participants volunteered and were willing to take part in the study. Dörnyei (2007:117) says convenience sampling is used where the participants are easily and conveniently available.

3.8 Questionnaires respondents' profiles

The study sampled only students at a University of Technology in Pretoria, those who are non-isiZulu speakers and have registered for a Language Practice programme, from level one to level three. The researcher gave three research assistants questionnaires to distribute per level of study. The first research assistant was given 20 questionnaires to distribute among level one students and 14 questionnaires were completed and returned.

Research assistant two was given 18 questionnaires to hand out to level two students and 17 questionnaires were completed and returned. Research assistant three was given 10 questionnaires to dispense level three students but only 5 questionnaires were fully completed and returned; and 36 questionnaires were successfully completed and returned. The study targeted different ethnic groups. Sepedi L1, Setswana L1 and Xitsonga L1 speakers and those students who are divided into three groups according to their level of study, both females and males participated. The sampled participants were drawn from different provinces. See Table 3.2 below:

Table 3.2: Survey: Respondents' Profile N= 36

Variables	Categories	Frequencies	Percentage
Gender	Females	32	89%
	Males	4	11%
Age range	18 – 24	33	92%
	25 – 30	3	8%
Level of study	Level 1	14	39%
	Level 2	17	47%
	Level 3	5	14%
Province	Limpopo	22	61%
	Gauteng	7	19%
	Mpumalanga	5	14%
	North West	2	6%

Table 3.2 above contains Section A, which covers personal details about questionnaire respondents. The highest number of respondents were females which is 89% compared to 11% males which made. The lowest participants' group were those between the ages of 25-30 who were 8%, and the highest number of respondents were those of the ages between 18-24 who formed 92% of the total group. The level two students were eager to participate in the study; they were 47% of the target group, followed by the level one students who were recorded 39%, and the last group was level three who contributed 14%. Most of the students are from Limpopo province, and they formed 61% of the population under study. They were followed by 19% who came from the Gauteng province, 14% came from the Mpumalanga and the group that denoted the lowest percentage of 6% came from the Northwest province. The following Table 3.3 displays the ethnic groups of the participants.

Table 3.3: Ethnic/language groups

Language groups	Frequencies	Percentages
Sepedi L1 speakers	15	42%
Xitsonga L1 speakers	15	42%
Setswana L1 speakers	6	16%
Total	36	100%

Table 3.3 indicates two ethnic groups i.e., Sepedi and Xitsonga L1 speakers both recorded as equal in number which constituted 42%; there were 15 members per group who were sampled, and the Setswana group consisted of 6 members who represented 16%.

3.8.1 Gender

As mentioned earlier that the questionnaire was distributed to fifty respondents but only thirty-six (36) were filled and returned. These numbers below are based on the final number of 36 which formed the entire population of non-isiZulu students who are learning isiZulu for communicative purposes. This applies to all figures bellow and four males and 32 females were involved. Figure 3.1 illustrates the percentage of respondents according to gender. As it shows, 11% of respondents were males and 89% were females.

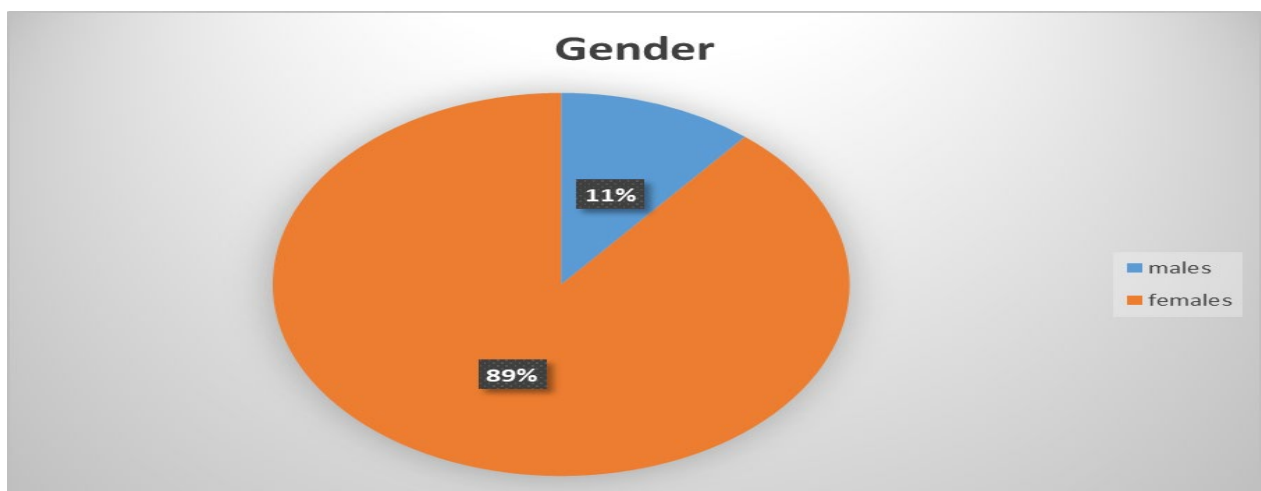


Figure 3.1: Gender

3.8.2 Age range

Figure 3.2 below illustrates the percentage of respondents according to age group. They were split into two groups: 18-24 years and 25-30 years. 18-24 = 92%; 25-30 = 8%

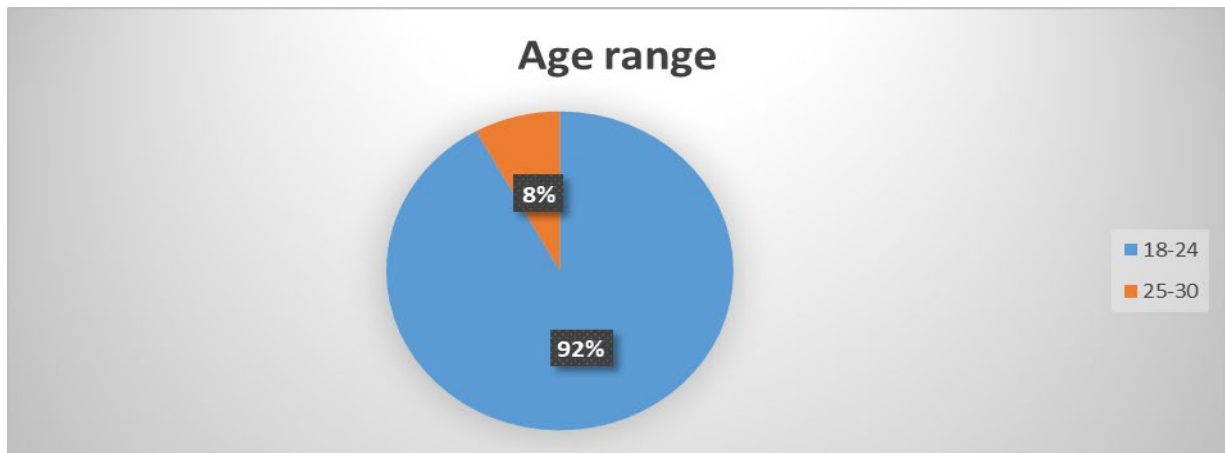


Figure 3.2: Age range

Table 3.3 below demonstrates the ratio of respondents according to level of study. They were split into three levels: level 1; level 2 and level 3. Table 3.1 displays the number of respondents per level were in the level one, two and three.

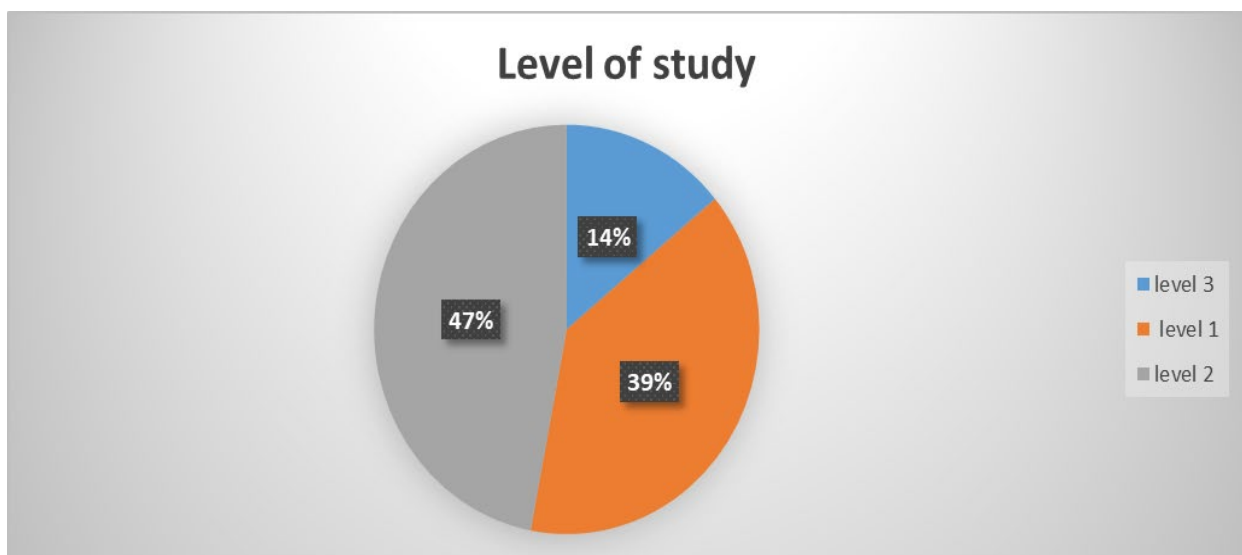


Figure 3.3: Level of study

The abovementioned figure, Figure 3.2, shows the ratio per level of study; level two contributed the highest percentage of 47%, followed by level one students who contributed 39% and the lowest was from level three respondents with 14%. The capturing of the original reactions is presented and interpreted in Chapter 5 on which the thematic analysis was used.

3.9 Interviewees' profiles

The researcher conducted semi-structured interviews, with 10 respondents from level one up to level three, who are non-isiZulu students but learning isiZulu as a third language. The codes are as follows: SI1= Student Interviewee number one, L= Level, F = Female. If the code SI1L1F1 is used, for instance, it means that the subject was a student interviewee. She is in level one (L1) and F1 means that it was a female number one.

Table 3.4: Interview participants' profiles N = 10

No.	Interview Codes	Home language	Gender	Level of study
1.	SI ₁ L ₁ F ₁	Setswana	Female	1
2.	SI ₂ L ₁ F ₂	Xitsonga	Female	1
3.	SI ₃ L ₁ F ₃	Sepedi	Female	1
4.	SI ₄ L ₂ F ₁	Xitsonga	Female	2
5.	SI ₅ L ₂ M ₁	Xitsonga	Male	2
6.	SI ₆ L ₂ F ₂	Setswana	Female	2
7.	SI ₇ L ₂ F ₃	Sesotho	Female	2
8.	SI ₈ L ₃ F ₁	Setswana	Female	3
9.	SI ₉ L ₃ M ₂	Sepedi	Male	3
10.	SI ₁₀ L ₃ F ₂	Xitsonga	Female	3

3.10 Data coding

A code is a marker that ascribes representative meaning to the expressive or inferential evidence accumulated in a study (Miles, Huberman, & Saldaña 2018:71). A code is created by a researcher; it signifies data (Vogt, Vogt, Gardner, & Haeffele, 2014:13) and it attributes inferred meaning to each distinct aspect for later purposes of pattern detection, categorisation, assertion or proposition development, theory building, and other analytical processes. Charmaz and Thomberg (2021) describes coding as the serious connection between collected data and

their elucidation of denotation. It offers the connection between data and the formulation. Coding is the process of sorting, scrutinising, matching and separating data (Strauss & Corbin, 1990:61); coding here symbolises the regular constructing of classes from the data. This contains traditional procedures through which data are arranged in an innovative manner, through creating relations between groups (Strauss & Corbin, 1990:96). Richards and Richards (1991) denote that coding is generally employed in qualitative analysis, but it functions in several ways: to the mission of placing data and perceptions together in an approach that conception is under persistent review; to a method that is plus or minus alike to the coding of open-ended questions in survey research, where the intention is to enumerate diverse classifications of a variable.

There are two types of statistics for analysing quantitative data: namely, descriptive and inferential statistics. Jaggi (2003:1) says that “descriptive statistics give numerical and graphic procedures to summarize a collection of data in a clear and understandable way whereas inferential statistics provides procedures to draw inferences about a population from a sample.” The clarification and scrutiny of data is a process that entails the adjustment of data into coherent and meaningful statements.

Coding is predominantly an explanatory deed; it is not just about fixed knowledge (Saldana, 2016:98). Researchers should be conscious that a code may at times recapitulate and refine or summarise data; it does not only decrease them. The researcher used the descriptive statistics to analyse the data collected in this study. Descriptive statistics were chosen and were suitable to analyse the quantitative data because a simple summary of the sample was offered (Madden, 2010:10). The qualitative data were recorded through a coding system and analysed through the following process: data were collected and interpreted, data were sorted into categories and transcriptions of interview data were made; the researcher interpreted the recorded data (Stenner, 2014:136).

The extensive difference concerning codes and classifications is drawn at the level of coding. They are also called themes in the collected works; groupings are comprehensive units of data which comprise numerous codes gathered to “create a mutual impression” (Creswell, 2013:186). Saldaña (2016:15) declares that a theme is a result of coding, classification, and logical reflection; it is not something that is just coded. Thus, the researcher extracted themes from data analysis. The data are discussed toward the end of this chapter. First it is essential to share more information on the respondents and their profiles.

3.11 Data analysis and interpretation

The capturing of data from the qualitative and quantitative research would be offered, analysed, and interpreted in an organised way in Chapter 4. The records and analysis procedure intended for data presentation is a comprehensible and inferable system to recognise tendencies and relationships in accordance with the research aims. In that manner, those acknowledged tendencies and relationships in accordance with the research aims, would empower the researcher to develop findings and conclusions of the study and make relevant recommendations in accordance with the learning of South African indigenous languages at universities.

Data analysis is the practice of organising, structuring and understanding of the collected data. This process is confusing and lengthy, but also an innovative and interesting procedure in research (Marshall & Rossman, 1999:150). Data analysis and interpretation signify the presentation of rational and inductive lucidity to the research (Best & Khan, 2006:354). The study adopted a mixed research approach, as the purpose of conducting study was to produce findings; for that reason, data were analysed and converted into findings. In this study, data were analysed using both the qualitative and quantitative methods (Sesay, 2011:74).

The qualitative method was used and words were employed to construct a context for sharing the core of what was revealed by the data. Once one is engaged in qualitative data analysis, the researcher desires to pay attention to frequent structures, and to diverse stages, techniques and practices that are at the researcher's disposal. Best and Khan (2006:270) maintain that the initial phase in a qualitative data analysis comprises data organising. However, it is essential to consider that the data organising approaches may vary depending on the plan of research and data collection techniques. After the arrangement of data, the researcher can proceed by describing data which is the succeeding phase in data analysis. During the second phase of analysing data, the researcher designates the different relevant study aspects, which embrace amongst other things a study of the background, equal, physical and temporal analyses, a focus on participants or respondents; the motive of any examined events; the participants' perspectives and the bits and pieces of any actions regarding the participants.

Quantitative procedures and techniques were used to analyse numerical data.

Scott and Usher (2011:89) postulate that a qualitative analytical approach may contain the next features. The researcher analysed and interpreted data by following these steps:

- Coding the original collected information achieved from questionnaire and interviews.
- Counting participants' and respondents' remarks and thoughts.
- Reading gathered information and identifying related phrases, themes, connections, arrangements and differences.
- Steadily giving details to small set of inferences that were constant in data.
- Connecting the inferences to a dignified knowledge in the form of theories (Miles & Huberman, 1994:9).
- Coding pitches records or interview transcripts by either deducing from the scrutinised words what is substantial and from the words and phrases repetition usage of words in development of patterns.
- Scrutinising the formerly said groupings to find relations among them; simultaneously understanding those relations in common terms, so that they have further reliability than the study limitations. Researchers draw upon preceding information about the realm that has allowed them to discriminate between matters and incidences in their lives.
- Constructing clear outlines, shared aims, and variances concisely, creating data meaning, and acquiring more advanced theoretical concepts in knowledge domains either to examine or improve them.
- Explaining pervasive practices, which propose that relations are fixed in the surveyed setting and confirming that those practices include all the known prospects in the data set.
- Sanctifying these theoretical concepts and creating conclusions from them to transfer them to other cases occurring.

It has been stated in the above discussion of qualitative data analysis, that there are often discrepancies in the figure and explanation of stages for the similar procedure by different scholars. To the previous technique drawn by different scholars, one can add by noting the views of Watling and James (2012:385-395). These scholars posit that the qualitative data analysis procedure entails six steps, explicitly:

- **Data describing and classifying:** Firstly, a researcher needs to get a clear understanding of the data denotation, and it is essential that the requisite data are in accord with the research question and aims.
- **Data accumulating and capturing:** Secondly, most researchers when doing data collection, create views and conclusion, which result in theories being established, in the researcher's mind, and as such one must reflect on data collection methods and data storage so that they can be available for analysis. For example, interviews can be recorded by a digital recorder, transcribed, and kept on a computer for later use.
- **Data sample and decreasing:** Thirdly, in data collection methods, getting to a saturation point is an implication that data were condensed, filtered and sampled through the analysis procedure. Therefore, it is crucial for the researcher to regulate what one previously discerns to be significant or appropriate, in relation with the anticipated objective of the exploration when doing data analysis. Specified contrarily, the researcher requires to initiate, one point of view, which data are inappropriate, and which data summarise the core and confirmation one desires to concentrate on for a more comprehensive analysis. Hence, from the above argument it can be concluded that it is imperative to institute occurrences and correspondences in the individual interviews. In addition, the researcher must detect whether the anticipated responses were acquired and if there are still shortages concerning certain research questions.
- **Data coding and arranging:** Fourthly, data coding and arranging reinforce the main research findings and can be utilised to form the data to examine, enhance and endorse a recognised theory to be applicable to new situations and adopt them to produce a new theory, or even in the case of this study, cultivate a new measurement instrument, such as a questionnaire. Through coding, the quantity of data must be distributed into sections and these sections are dispensed into codes which connect to analytical themes being developed (Fielding, 2002:163). They need to function steadily over the period of analysis and over a data range. Primary coding is done as a first stage in data analysis; it is convenient both and functions as tuition of the data for further advanced analysis at developed levels of concept (Punch, 2011:175). Therefore, it can be inferred that coding indicates an analytical method of data amplification. For example, data attained from semi-structured interviews in associated themes, codes and structures create a comprehensible context and relations by studying the participants' language.

- **Theory structuring and examining:** The significant research intended to produce new knowledge (Watling & James, 2012:392). As a result, it is useful to consider the strategies for creating meaning from qualitative data, designated by Miles and Huberman (1994:245). Findings are undeniably elicited from the produced framework, and appropriate alterations can be done in line with the research questions under exploration. In theory constructing and examining, it is essential to interpret and understand the respondents' responses, whether they are similar or not, and to guarantee that acquired data are abundant.
- **Research writing and reporting:** Concisely, the research writing and reporting involves writing down different opinions, in the form of a report, creating an argument established from the findings of what the researchers have gathered, on what he they have perceived and received. Interviewed participants contribute to the data that appear from data analysis procedure. Eventually, the findings drawn from the data should contribute to the body of knowledge and symbolise new sense and vision in the research question.

Opposing the view of Watling and James (2012:385), Creswell (2013:182) considers that the qualitative data analysis and interpretation procedure can be symbolised through a corkscrew appearance – data analysis coiled, in which the researcher moves in systematic spheres rather than utilising a stationary direct approach. The researcher comes in with devised data of text or images and departs from the descriptive data. The researcher in the middle traces numerous analysis features, spinning around and upwards in the direction of process accomplishment. Even though the above certainty of Creswell may be factual, he also proposes valuable research advice addressing data analysis by following stages on several levels of analysis (Creswell, 2009:184). Inversely specified, qualitative data analysis advocates a true, classified approach, fully constructing meaning, yet the approach is collaborative in preparation and stages are consistent and organised.

Blending the qualitative analysis may produce firm expressive findings in a manner that those who will read them can comprehend and draw their individual clarifications. Connected in this is the meaning produced. Regarding meaning produced, Miles and Huberman (1994:245) list the subsequent valuable common rules and strategies that researchers and readers of expressive data should consider:

- **Perceiving forms and styles** – find out if the styles, forms, and inferences make sense.

- **Grouping** – combining proceedings, places and people to check if they have any similarities and characteristics.
- **Creating symbols** – noting that comparisons are rich, they reduce data and create pattern devices which aid to link data with theory.
- **Calculating** – enabling the researcher to understand the gathered information by counting frequency of incidence of repeated proceedings.
- **Contrasting and comparing** – finding comparisons and variances between and within data sets.
- **Separating variables** – dividing variables is useful to find more rational reports and explanations.
- **Incorporating specifics into the common** – connecting precise data to broad notions and groups.
- **Considering** – discovering the basic factors that lead the procedure being investigated.
- **Noticing associations** – noticing variables by using background presentations and other techniques to study relations among data measures.
- **Discovering prevailing variables** – establishing the presence and effects of variables intervening between observed variables.
- **Constructing a rational sequence of proof** – understanding styles and forms through emerging coherent relations.
- **Creating theoretical unity** – transforming data into theories through exploration and classification.

Moreover, Gibbs (2007:1) and Creswell (2009:184) and other scholars such as Davies and Davies (2007:181); McMillan and Schumacher (2010:322) and Greeff (2011:359) recommend qualitative data analysis. The motive of qualitative analysis included the following techniques:

- Data captured by audio recording on audio recording on another tape recorder aided as standby in case electronic fails. Also, to guarantee that all expressions could be heard. Notes were also taken and functioned as further backup and delivered the interviews' context.
- Verbal transcription of the reactions from the interview commenced after all interviews were conducted; and was done to guarantee a quick accomplishment. The finalised verbal transcript of the authentic interview was listened to once more to certify that the researcher became familiar with the data for the intention of analysis and interpretation. Transcript representation, remarks and the recording of field proceedings as proposed

by Henning *et al.* (2004:76), were utilised to capture texts that were challenging to transcribe to achieve understanding. The verbally recorded interviews were dispensed to the respondents to validate, to secure the data consistency and legitimacy.

- The all-inclusive translated text and field transcripts were initially and carefully recited to attain an inclusive and infinite imprint of the content and context earlier than the intellectual practice of coding where denotative components were acknowledged.
- Codes are designations or tags given to precise entities of connected meaning recognised within transcriptions (Henning *et al.*, 2004:104; Neuman, 2011:510). The transliterated texts were later organised in expressive and meaningful themes according to codes. The coding process for transcripts consisted of three stages; namely open coding, axial coding and selective coding which are proposed by Thiétart (2007:139) and Neuman (2011:510).
- Open coding involved the recognition and naming of connotation sections from transcripts relatively to the research topic. The emphasis of open coding was on expression, phrasing, context, constancy, regularity, depth and distinctiveness of remarks. Accordingly, the divisions of meaning from transcripts were clearly discernible and labelled in an expressive method.
- Axial coding was done by revising and scrutinising the primary codes that were recognised during the preceding method outlined above. Groups and forms were recognised during this phase and structured in expressions of interconnection, context and rationality.
- The third and last coding technique was selective coding which included discriminating skimming of all codes that were recognised for contrast, comparing and connection to the research topic and for the main themes that might transpire.
- Eventually, the codes were measured for significance to the research aims.
- Then, correlated codes were recorded in groups conferring the research aims and theoretical framework from the literature study.
- Moreover, the discussion followed the logical procedure that was further conversant by intrusive questions to identify thematic relations from the various groupings, permitting both the inductive and inferential cognitive method.

3.12 Process of data analysis

Partington (2003:113) claims that there is slight uniformity without principles where qualitative data can be linked with a definite form of analysis. Furthermore, Neuman (2011:518) opines that qualitative data analysis has numerous methods and is accepted by various scholars, whereas Schurink *et al.* (2011:878) suggest that there are constantly discrepancies in the number and explanation of stages for the same procedure of data analysis done by different scholars. From the above opinions, it can be concluded that each qualitative data analysis is an exceptionally intended incident. Keeping that in mind, the qualitative data analysis of this research which embraced reactions from the semi-structured interviews; the method followed corresponds with Creswell's (2013:182) systematic coiled method which is also recognised by Marshall and Rossman (1999:152) and Watling and James (2012:385).

The qualitative analysis procedure for this research was concluded by the narrative of thematic relations to the research. So, the thematic relations were recognised during the interpretation procedure and contributed to the development of a suitable device for the quantitative segment of this research. The qualitative analysis method defined above aided as a background to certify that the original data (semi-structured interviews) were arranged through thematic grouping to create part of the data that were linked to and combined with the quantitative data. For clarity purposes and a better understanding of the qualitative analysis process for the current study, the qualitative content analysis process for the semi-structured interviews was included.

The adopted method was organised and gradually emerged when engaging with the qualitative data analysis which aided the researcher to go beyond simple expressive, reasonable and illustrative findings to determine the rationale and inspiration for reactions (Thiétart, 2007:361). It is important to consider that the qualitative method was advent like a curved procedure and not as a stationary lined action. The content analysis drawn in the previous paragraphs, often intersects and infers that the numerous stages of analysis are observed as simple routine rules and not as firm stages like that of a recipe (Schurink *et al.*, 2011:403). It follows that, although the content analysis procedure should be orderly and can be a logical, gradual method, it may be adjusted to the precise desires and necessities of the researchers. The identified themes were further used as a basis for cognitive and logical arguments, discussions, scrutiny and construction of combinations and inferences to develop in combination with the quantitative data. Learning African indigenous languages at tertiary education in accordance

with the diverse needs of South African languages must take cognisance of multilingualism and the right to use the language of preferred choice.

To summarise, in connection with the present study, the qualitative data encompassed the recorded reactions from the semi-structured interviews. The qualitative data analysis included the interpretation of the qualitative data into controllable themes and relations in accordance with the research aims (Mouton, 2001:108; Neuman, 2011:509-510). The aim of the qualitative analysis of this research, in agreement with the research aims was to survey the several components of the captured data to simplify ideas and to identify themes and relations.

Through arranging, reducing and the explanation of the data, the researcher tried to explicate, understand, provide meaning to learning of isiZulu as a third language and construct theory to sustain the substantial literature review (Chapter 2) in an attempt to develop a measuring instrument, namely a questionnaire to determine the requirements and capabilities that are needed by non-Zulu students to manage and learn the isiZulu additional language (L2 or L3) successfully in accordance with the varied needs of South African citizens in support of a multilingual nation.

The approach for the qualitative data analysis was centred on the content analysis techniques and was obtainable in two sections according to the nature of the capturing data. Firstly, the emphasis was on the data collected from the semi-structured interviews, which were then followed by a discussion of the interpretation of the quantitative portion of the experiential exploration from the questionnaires and the interview data interpretation.

3.13 Ethical issues in writing the research

The term ethics derives from the Greek word ‘ethos’ which refers to personality. Ethics are concerned with views on accurate and proper behaviour (Burton & Bartlett, 2009:30). All academics need to be mindful of and follow the ethical attentions connected to their studies. In research, the conclusions do not validate the techniques, and scholars should avoid prioritising their involvement and research but must protect the identity of the study participants (Mills, 2014:19).

Welman *et al.* (2005:182) confer essential ethical matters that were practiced by the researcher of this thesis:

- **Proficiency:** a researcher must not conduct a study using the of abilities in which he/she has not been sufficiently skilled. The researcher in this study disposed of the relevant experience to conduct the study.

- **Literature review:** any research study ought to be led by a detailed review of the literature to certify that the planned research has not previously been done in a different place.
- **Plagiarism:** the usage of other scholars' ideas and information through acknowledgement were applicable. Therefore, the researcher exercised distinct caution to rewrite and rephrase facts and figures while regularly adhering to referencing according the UNIZULU requirements. The thesis was also put through the Turn-it-in system and has a similarity index of 12%.
- **Fabrication of findings:** the distortion of research findings or the misrepresentative recording of findings is evidently disreputable. The researcher and the analyst from the Statistical Services kept score that the questionnaires, especially, had been completed fairly.

Therefore, the researcher read and understood the University's Policy and Procedures on Research Ethics and its Policy and Procedures on Managing and Preventing Acts of Plagiarism. Then the researcher and the supervisors considered and discussed the decent issues that may ascend from this study. Once more, the researcher applied for permission and it was granted to conduct research from the Research Committee in the students' university.

The researcher requested three research assistants, one per level; they helped in issuing and collecting questionnaires from students. For confidentiality purposes, the research assistants were asked to fill the field assistant agreement forms. Saunders, *et al.* (2000: 130) maintain that research ethics referring to the importance of a person's tasks and manner related to the rights of the study participants or respondents.

In addition, the researcher clarified the consent form and leaflet information to research assistants and elucidated their roles before they could help in the study. De Vos, *et al.* (2002:65) indicated that each person who participated in a study should sign an informed consent form which provides specifics about the study and the researcher. Questionnaires were issued and these were collected by research assistants. The researcher arranged the time of the interviews with participants who offered to participate voluntarily in the study, and who were conveniently sampled.

The researcher described to respondents that participation should be voluntarily because they were not paid or rewarded for participating and they were allowed to withdraw from

participating if they wanted to any time, during the duration of the interview. Should conditions ascend that impact upon ethical obligations, the researcher would reveal them to supervisors and appropriate actions would be taken in terms of the relevant University Policy.

In this research, the researcher assured that no partakers were put in a harmful and risky situation where they could be injured because of their involvement and contribution, bodily or mentally as stated by Trochim (2000a:89). When collecting data, the researcher avoided all disturbances since the participants of the study involved students. Interviews were arranged for a time suitable to all participants at a convenient venue. The survey was conducted in a manner that did not interfere with the students' studies. Students were requested to complete the questionnaires after lectures and return them within a period of five days through appointed research assistants. The researcher was not involved in the dispersal and collection of questionnaires, to avoid influencing participants, as their lecturer.

As the study included a face-to-face interview, overall obscurity was not possible. However, the researcher confirmed that the participants' confidentiality and anonymity would be preserved by eliminating any pinpointing features before general distribution of statistics arrived at. The researcher clarified to participants that their names would not be used for any other purposes, nor would information be shared that reveals their identity in any way; instead, codes were utilised referring to research entities (Miles & Huberman, 1994).

Silverman (2000) maintains that the affiliation between the academic and the participant during an interview, should be reflected in terms of the ethics of the researcher and traditional features. The researcher has an accountability to reflect probable misconceptions and mismanagements of the study. The students ensured that the two supervisors have seen and approved the questions in advance to guarantee that no vagueness transpired. The researcher also confirmed that no misunderstandings happened when leading the interviews (Creswell, 2005:173).

3.14 Field problems

The research involved working with students; problems may arise during the study because of the diverse perceptions and experiences of the human beings. Some respondents may be bored to answer the interview questions or find them difficult. It was noted that some questionnaires might not be filled in and would not be useful for the study (Johnson & Christensen, 2004). Other respondents might not be interested if there was no payment that they would receive and they would not be compensated in any way. Some respondents pretended to show interest in filling the questionnaire, but indeed they did not return the questionnaires (Khan, 2007). Fifty

questionnaires were distributed among participants only 36 were correctly completed; they were useful to the study.

The goal of the research was clarified to study participants. In order for the participant to feel welcome and share their views openly the ideal setting had to be found (Creswell, 1998). The researcher chose to conduct interviews in the students' residences away from the university campus site to allow participants to be relaxed and free and the interviewer to record the conversations and it was also free from intrusion. The participants also agreed that the interviews occurred behind closed doors in their residences where they lived and were comfortable.

Some challenges arose when collecting data; it was not easy to reach participants due to COVID-19 pandemic restrictions. It took the researcher more time than planned to distribute questionnaires and their returning with the assistance of research assistants. Even the interview arrangements took much time; some participants were away from university, since they were learning through a multimodal channel (online). The researcher had to wait until the students were back at the university campus and in the end the researcher managed to conduct interviews and the research questionnaires were returned.

3.15 Conclusion

The approaches and techniques apply to research; sampling, instruments, data collection and data analysis have been discussed. A mixed (qualitative and quantitative) research method was used in this study to balance the numerical and descriptive data and the in-depth information was also delivered. Finally, this could help the researcher to triangulate the fundamental truth. The sample population of the study contained 36 participants, who were non-isiZulu L1 speakers but learning isiZulu as third language. The study sampled both females and males with an age range between 18-30 years, from level 1 to level 3. The study participants came from various provinces. The following Chapter 4 will cover data presentation and techniques.

CHAPTER 4

DATA PRESENTATION

4.1 Introduction

In the preceding chapter, the used research design and methodology were outlined and explained in detail. Approaches, procedures and techniques of data collection and data analysis were also conversed. A mixed research method (qualitative and quantitative) was adopted in this study; the way in which data were collected and analysed facilitated the arrival at the findings (Myers, 2009:103). This chapter presents the data collected for the study through questionnaires. The data gathered through semi-structured interviews will be discussed in next chapter.

Frequently, data are presented in a raw layout and hence the intrinsic information may be challenging to understand. As a result, raw data require to be summarised, dealt with, and analysed (Lee, 2017:267). The data presentation methods are in a written text, and tables, and graphical forms are introduced (Spencer, Ritchie & O'Connor, 2004). This is the main method for clarifying findings, determining tendencies, and providing background information. A table is the most appropriate form for presenting discrete information and it presents both quantitative and qualitative data. Written versions, tables and graphs for data presentation are predominant communication devices (Seale, 2000). These devices enable the study to be easily understood, enticed and the researcher endeavoured to maintain the interest of readers and at the same time proficiently present huge quantities of difficult information.

The researcher obtained supreme data in a raw format from participants. After that, they summarised, arranged and analysed it into meaningful developed information. It is necessary for each data set to be displayed in a specific method reliant on what it would be used for (Lee, 2017: 268). Data were prepared systematically so that they were appropriately recognised to be used for future reference. Moreover, the researcher outlined the issues that need to be communicated when presenting different types of information, and active techniques of presenting data, which are the outcomes of research, and of stressing precise data. Facts were often abridged, prepared, and analysed with numerical sets, tables and written texts (Rubin & Rubin, 2012).

Additionally, having a deep-rooted knowledge and understanding of various techniques of data presentation and their relevant usage, enabled the researcher to improve the aptitude to identify and infer incorrect data or to avoid presenting data presented in a manner that will confuse the reader (Few, 2012).

The outcomes are conversed in the similar order as the questions in the questionnaire. To begin with, respondents' biographical information and their contribution at the university as constituted in the questionnaires were presented in Chapter 3. The demographical figures regarding respondents of significance to this study were discussed in the preceding chapter as they form section A of the questionnaire. Both the biographical and demographical information assisted the researcher to achieve a summary of the study population. After the biographical and demographical sections, information about the language repertoire, domains and language usage are discussed, as they form section B of the questionnaire. The questionnaire data analysis is presented in the below section.

4.2 Data presentation techniques

In and Lee (2017:268) postulate that data can be presented using three different techniques:

- as a text;
- in table form; or
- in graphs form.

Presentation techniques must be decided on rendering the data in a usable format, following the procedures of analysis. If the data is presented incorrectly, it will fail to deliver clear facts to readers and reviewers (Nahm, 2016). Even if similar data are being transferred, various presentation procedures should be engaged depending on the precise data. A procedure of presentation needs to be selected after wisely considering the benefits and weaknesses of various presentation procedures (Ravitch, & Riggan, 2012).

For simple comparison of various presentation procedures, a table and a line graph that display similar data must be compared. If a researcher desires to compare two values at a definite point in time, it is proper to use written language (Ollerenshaw & Creswell, 2002). However, a table is the most suitable technique if all material entails equal devotion, and it permits readers to look carefully at facts (Morse & Richards, 2002). Graphs let readers recognise the inclusive inclination in data, and subconsciously comprehend the connection of outcomes between two

clusters (Neuman, 2000). One thing that the researcher always considered in this study, irrespective of which technique was used, was clarity of the presentation.

4.2.1 Text presentation

Text is the key technique of transferring facts and figures, because it is used to describe effects and tendencies, and provides circumstantial information. Data are basically accessible in sentences and paragraphs (Miles & Huberman, 1994). Text can be functioned as data interpretation or data emphasis.

If quantitative statistics need to be transferred, contain one or two numbers, written language can be used to describe these tables or graphs. If data are presented in a graph or a table, it occupies much space on the page, without attracting the readers' understanding of the data. If more data ought to be displayed, or other facts such as that concerning data tendencies are to be transferred, a table or a graph would be more suitable (Lee, 2017:268).

However, data take extensive time to recite when presented in written words and if the core text comprises a long list of facts, it may result in readers and reviewers having complications in understanding the data (Moss, 2007). After each table and figure, data are presented in text form to clarify what is presented in tables and figures.

4.2.2 Table presentation

Data presented in tables is the information that have been transcribed into words or numbers in rows and columns, this tactic has been used for more than 2,000 years now. Any person with an adequate level of knowledge can simply comprehend the data presented in a table. Mostly, tables are suitable for presenting discrete data, and can present both quantitative and qualitative data (Mertens & Ginsberg, 2009). Table 4.1 is used where language proficiency of participants from section B of a questionnaire, i.e., understand, speak, read and write, is based on South Africa's 11 official languages. English is leading with the highest score of 94%, amongst other languages both Afrikaans and Tshivenda recorded the lowest score of them all as both were at 8% which indicates that there were only a few participants.

The tables' strength is that they can precisely present data that cannot be presented with a graph. A number with more than six digits such as "500.741652" can be perfectly conveyed in a table. Another advantage is that data with diverse items can be presented together. Lastly, tables are convenient for concise and matching quantitative data of different variables. However, data interpretation in tables consume time when compared with data in graphs, and tables do not

seem suitable for studying data inclinations (Maxwell, 2005). Furthermore, in a table all data are identically significant; it is difficult to classify and select the required data.

Heat maps help to extra envisage the data presented in a table by putting different colours to the background of cells. Through altering the colours, data are transferred in a more discernible style, and a person who reads it can speedily recognise the data of interest (Patton, 1990). Excel Software found in Microsoft Office have structures that allow simple design of heat maps through the options available on the restricted configuring menu (Pink, 2001).

4.2.3 Graph presentation

Graphs highlight data arrangements and use images to simplify complex data. Tables can be used to convey all the information, but they are more suited for summarising, explaining, and discovering quantitative data (Denzin & Lincoln, 2003). Although they work well for displaying enormous amounts of data, graphs can also be used in place of tables to display smaller collections of data. To make data comprehension easier, a correctly chosen graph format must be used (Huff, 1991:110). The researcher frequently used graphs and explanations in the following paragraphs (Richardson & Pierre, 2005).

4.2.3.1 Scatter plot

Scatter plots are a form of graph used to examine the relationship between two variables. They display data on the x- and y-axes. Each distinct object is represented by a point, and the relationship between two variables can be computed by examining the diagonal arrangements of numerous points (Babchuk, 2011). To control whether the relationship between two variables can be clarified or not, a reversion line is added to a graph. On the scatter plot, there is a reversion line that is shown. The strength of link may not be obvious if multiple points appear at the same location. Then, to better understand the relationship, a link measurement or reversion line should be included (Carter, 1993).

4.2.3.2 Bar graph

A bar graph is a graph that indicates and compares ideals in a distinct classification, and the regulating the occurrence or other quantity factors i.e., mean (Boje, 2001). In this graph, bars may be made vertically or horizontally; this depends on the number of groups and the scope or difficulty of each group. A bar's height or length represents the amount of data in a group. When there are two or more data groups in each category, bar graphs can be used in a clustered

or divided bar layout since they are flexible. The scores for the mean and standard deviation are displayed as whiskers on the bars (Few, 2012).

Through matching the bars endpoints, one can recognise the major and the minimum groups and comprehend slow variances between each group. One should always start with the x- and y-axes from 0 to avoid confusion. A graph of comparison affects the x- and y- axes that do not start from 0 which can trick the readers and mislead them to focus on excessive presentation of the outcomes (De Vos *et al*, 2012). One form of the perpendicular bar graph is the slanted perpendicular bar graph. A slanting perpendicular bar graph is utilised to match the totality of each group and examine quotas of groups. Although the slanted perpendicular bar graphs are admirable from the feature of conception, they do not have an orientation contour, constructing evaluation of quantities of different groups inspiring (Gill & Johnson, 2010).

4.2.3.3 Pie chart

A pie chart is used to display minimal data (data that is categorised in diverse groupings); it visibly signifies a dispersal of groupings (Newman, 2006). It is the most applicable layout for demonstrating data gathered into a small number of groups. It is also utilised for data which cannot be presented in other ways apart from a table (i.e., frequency table). Furthermore, a pie chart is also frequently used to show the number of values each item/variable attained comparing to other variables (Kim, 2017). Figure 4.1 illustrates how often participants listen to isiZulu programmes on the radio, and Figure 4.2 elucidates how often they view isiZulu television programmes.

Active communication techniques that demonstrate and transmit data and information include text, tables, and graphs. They successfully display vast volumes of challenging information, keep readers' attention, and assist readers with understanding the subject under study (Lee 2017: 274). The researcher adopted text, table and pie chart techniques of data presentation in this study. These techniques complement one another as the reader can scrutinise through these presentations before reading the whole text; their significance cannot be overlooked. For this reason, the researcher paid close attention when choosing suitable techniques of data presentation when accumulating data of decent value and for best analysis (Lee, 2014:59). Data coding and interpretation is discussed below.

4.3 Questionnaire data presentation

The prepared questionnaire was used to collect the quantitative data, which was done in accordance with the various categories and subcategories of the questionnaires. The quantitative information was primarily presented as tables or chart (Vosloo, 2014:431). That served to visually show data for easy comprehension. Each data demonstration included a statistical total and percentage indicator based on related classifications to provide a hint about the particular data group. In addition, the researcher was able to present a systematic and analytical explanation and interpretation of the data using expressive numerical methodologies thanks to the graphic data demonstration (tables and charts) in figures and percentages.

The researcher designed the questionnaire which was then approved by the research senate committee where the study was conducted. Also, the researcher organised, analysed and interpreted the data. The gathered data from the questionnaire were statistically converted by means of the excel spread sheet. A numerical technique was charted in this regard, where the essential abilities and requirements of the participants were determined by means of a questionnaire, based on the reviewed literature and the outcomes of a semi-structured interview, (Santana, 2009:3), which permitted the researcher the chance to explicitly present data using graphs and figures. Overall, the above-mentioned analysis and interpretation procedures created part of the inclusive method to interpret and draw conclusions to convey findings and recommendations in accordance with the research aims.

There were 36 participants who appropriately filled a questionnaire and returned it. The mean of each variable was calculated, and the correlation matrix is shown in Table 4.1. Even though, there was a gender imbalance in this study, gender is one of the variables, so it was considered; females were 32 while males were only 4. Other variables of the study were students' level of study in the university and age ranged from 18-24 and 25-30 years.

The questionnaire consisted of three sections: section A personal information, section B language repertoire and domains and section C the Likert scale of the questionnaire. The language attitudes of the respondents toward learning isiZulu as communicative language, were indicated on the questionnaire. Section A which contains personal information was discussed in chapter three under the respondents' profiles. The following Table 4.1 displays the language repertoire of the participants.

Table 4.1: Language repertoire

Languages	Understand	Speak	Read	Write	Percentages
Afrikaans	3	1	2	0	8%
English	34	34	34	34	94%
IsiZulu	4	4	3	4	11%
IsiNdebele	1	1	1	1	3%
Sepedi	22	16	18	18	61%
Sesotho	5	5	5	5	14%
Setswana	10	10	9	9	28%
SiSwati	1	1	0	0	3%
Swahili	1	1	1	0	3%
Tshivenda	3	3	2	2	8%
Xitsonga	20	20	15	15	56%

Table 4.1 above displays the questionnaire responses from section B: In this section the researcher needed to explore the students' language proficiency, i.e. whether they can understand, speak, read and write, based on South Africa's 11 official languages. English recorded the highest score of 94% followed by Sepedi with the score of 61%, and 56% recorded for Xitsonga; the respondents stated that they can understand, speak, read and write these three languages mentioned above. They also indicated that 28% of them can speak and understand Setswana, and 14% understand Sesotho. Only 11% of them indicated that they understand isiZulu.

Afrikaans and Tshivenda recorded an equal 8%. Practically nobody could understand, read or write isiNdebele, Siswati and Swahili scored 3%. This specifies that students need to try to learn these languages if taught at university. Therefore, it came as a shock that they did not display a positive attitude toward learning isiZulu. The source of this attitude is that the university is in Pretoria where dominant languages are Setswana and Sepedi. Thus, most students coming from various provinces with different home languages (L1) felt that they should learn Sepedi or Setswana in order for them to communicate with other speakers within the university and community, since these two languages are mutually comprehensible in township (Prinsloo, 2005).

Below, follows the table that shows the languages the students used within the different domains.

Table 4.2: Domain and language usage

Domains of use	Languages used	Frequencies	Percentages
1. University: In class with lecturers	English	36	100%
2. With classmates	English	19	53%
	Sepedi	9	25%
	Setswana	3	8%
	Xitsonga	5	14%
	Total	36	100%
3. With friends	English	2	6%
	Sepedi	12	33%
	Setswana	6	16%
	IsiZulu	2	6%
	Xitsonga	14	39%
	Total	36	100%
4. In the cafeterias and kiosks at the university	English	28	77%
	Sepedi	4	11%
	Setswana	2	6%
	Xitsonga	2	6%
	Total	36	100%
5. At church, at the university	English	20	55%

	Sepedi	9	25%
	Setswana	2	6%
	Xitsonga	5	14%
	Total	36	100%
6. At the university meetings	English	34	94%
	Xitsonga	2	6%
	Total	36	100%
7. In the buses (university transport) across university campuses	English	11	31%
	Sepedi	12	33%
	Setswana	5	14%
	Xitsonga	8	22%
	Total	36	100%
8. At the clinic of the university	English	22	61%
	Sepedi	6	17%
	Setswana	5	14%
	Xitsonga	3	8%
	Total	36	100%

Table 4.2 above demonstrates the consciousness of language usage in different domains by students viz.; at university; with lecturers, with classmates, with friends, at university meetings, at kiosks and cafeterias, in buses across campuses, and at the university clinic. All respondents communicated in English only when they were at the university with their lecturers (100%). English was perceived as a common language in most domains in the above table, for instance the usage of English at the university meetings was 94%, cafeterias and kiosks 77%, at clinic was 61%, at the churches 55%, with classmates was 53%, yet that was common since the university contains multilingual students. Especially in the meetings both official or casual students cannot use one of the African languages because that may cause conflict and language obstacles for those who are not the native speakers of the chosen language.

Sepedi with 33% is used on buses across university residences and with friends; 25% was recorded for use in churches. Setswana scored 14% at the clinic, on buses and 16% with friends. The lowest percentage was 6% pertaining to the use of isiZulu when communicating with friends.

Table 4.3: Exposure to isiZulu

Responses	Frequencies		Percentage
Yes	Females	20	55%
	Males	2	6%
No	Females	12	33%
	Males	2	6%
Total	36		100%

Table 4.3 above designates that 55% of female students were exposed to isiZulu, but 33% were not exposed to it before coming to the university. Furthermore, 6% of male students were exposed to isiZulu and the other 6% were not exposed to isiZulu.

Table 4.4: IsiZulu first language (L1) friends

Levels		Responses	Frequency	Percentage
Level 1	14	Yes	13	36%
		No	1	3%
Level 2	17	Yes	12	33%
		No	5	14%
Level 3	5	Yes	2	6%
		No	3	8%
Total	36		36	100%

Table 4.4 above shows that the highest percentage of 36%, of the level one students said they agreed that they had friends who were isiZulu L1 speakers, and 3% of those who replied in the negative, were followed by level two with a 33% of those who have friendships with isiZulu L1 speakers, and 14% did not have friends who are isiZulu L1 speakers. The lowest was 6% of level three students who have isiZulu L1 speaker friends, and 8% who did not befriend isiZulu L1 speakers. It emerged that those who had isiZulu friends were decreasing. As they proceeded from first to second and third level of study there was a remarkable reduction in the number of those who chose isiZulu friends. This may be explicated by development, since they

were more firmly grounded in their decisions as they have grown older and were more loyal towards their first/home languages which were Sepedi, Xitsonga and Setswana.

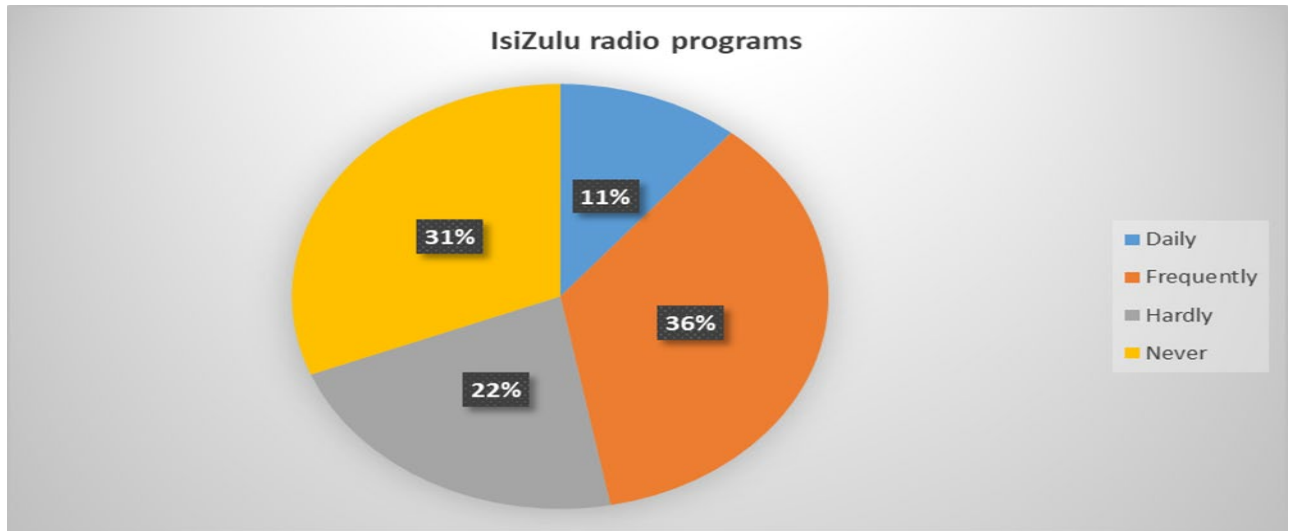


Figure 4.1: Listening to isiZulu radio programmes

Figure 4.1 above indicates that there were thirteen (13) students who form the maximum percentage of 36% who listened to isiZulu radio programmes. It is also clear that 11 students which accumulated 31% of students never listened to isiZulu radio programmes. Furthermore, there were eight (8) students who accrued 22% who hardly listen to radio. However, even though the figures above indicate the reluctance of participants towards listening to isiZulu radio programmes, there minimal number of four (4) partakers who made 11% that listened to isiZulu programmes daily on the radio.

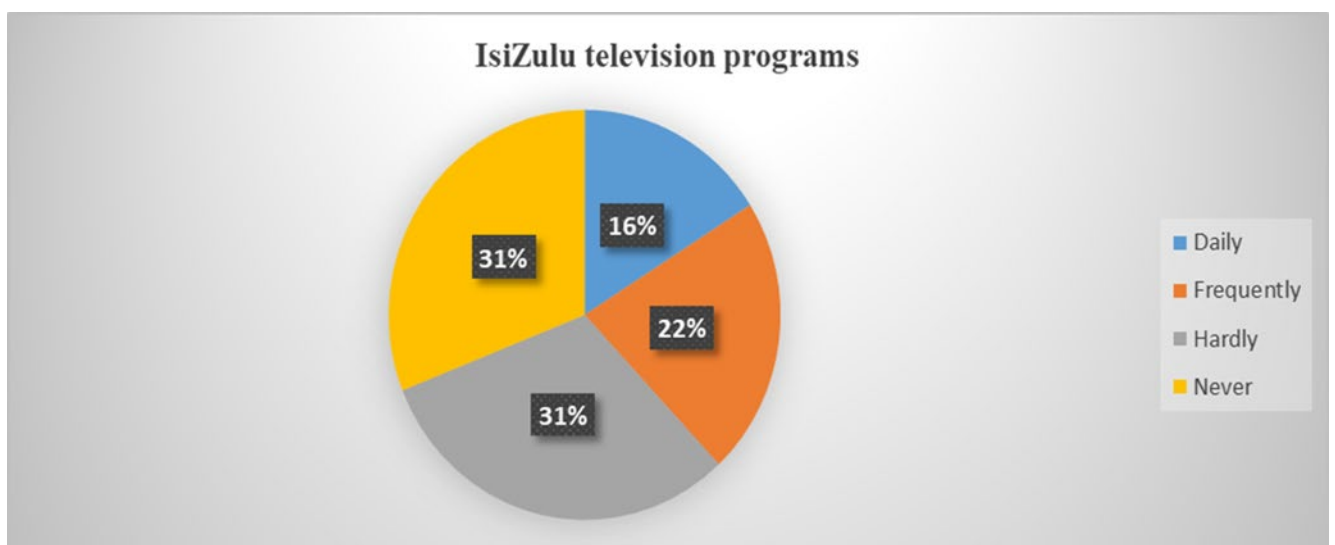


Figure 4.2: Viewing IsiZulu television programmes

The frequencies of the isiZulu television viewers are as follows; daily 6, frequently 8, hardly 11 and never 11. The above figure, Figure 4.2 above, illustrates the highest percentage of 31% in both hardly and never with 11 respondents per response which indicates that students never and rarely watched isiZulu programmes on television. Twenty-two percent (22%) which is 8 respondents have frequently watched isiZulu programmes, and 16% (6 respondents) watched them daily. This low percentage might point to a low level of interest in isiZulu and a strong preference for their native or home languages.

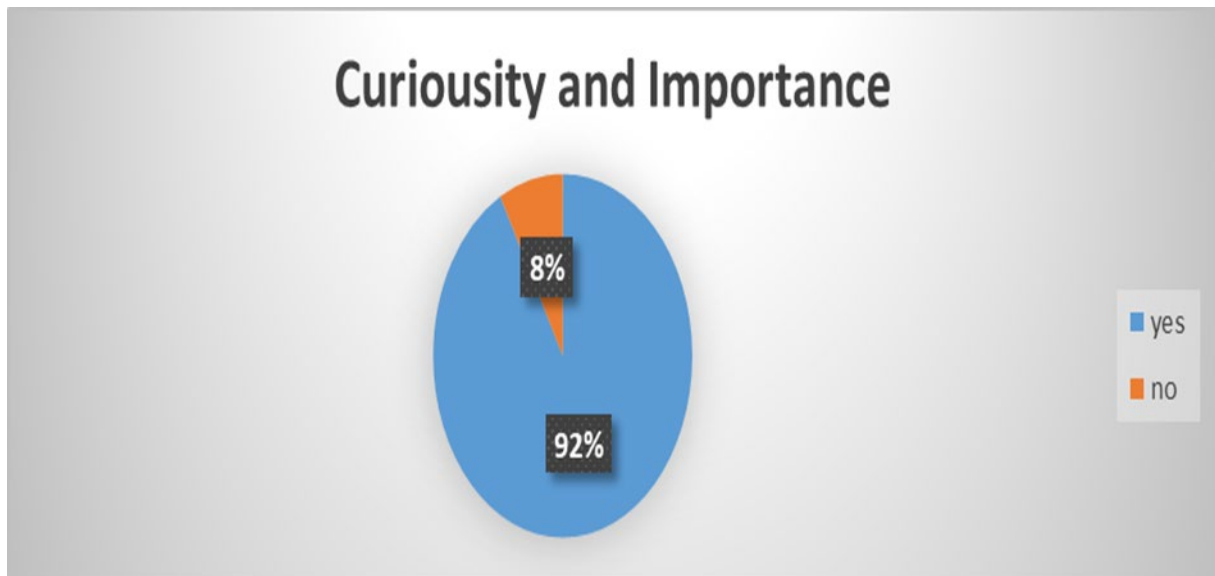


Figure: 4.3: Curiosity and importance of learning isiZulu at tertiary level

Figure 4.3 displays that 92% of respondents were curious and realised the importance of learning isiZulu as additional language. Only 8% of respondents were less favourable towards learning isiZulu for communicative purposes.

Table 4.5: Interest to learn South African Indigenous Languages

Responses	Frequencies	Percentage
Yes	36	100%
No	0	0%
Total	36	100%

Table 4.5 indicates that all respondents were interested and motivated to learn other South African indigenous languages as South African citizens to promote unity and be part of multicultural and a multilingual nation i.e., “the rainbow nation.”

Table 4.6: Significance of learning South African Indigenous Languages

Responses	Frequencies	Percentage
Yes	35	97%
No	1	3%
Total	36	100%

In the above table 4.6 only 3% has responded negatively but 97% have replied favourably, which demonstrates that students were alert that knowing more languages is useful.

Table 4.7: Reasons for learning South African Indigenous Languages

Responses	Reasons	Frequencies	Percentage
Yes	For cohesive and coherent communication interaction purposes	21	57%
	For nation building and acknowledgement of the diversity of the South African indigenous population	10	28%
	For inspiration and promotion of South African cultural identity and diversity	2	6%

	For assistance in terms of asking directions in a new or unfamiliar area	1	3%
	For creating opportunities and strengthening African language professions	1	3%
No	Insufficient learning materials	1	3%
Total		36	100%

Table 4.7 above shows that respondents are aware that it is vital and useful to recognise other people's languages. The highest percent of 57% indicated that knowing and understanding other languages empowered them to communicate efficiently with people from other ethnic groups. It was found that 28% of respondents specifically stated that multilingualism is essential for nation-building and acknowledging the diversity of the indigenous population of South Africa. Six percent (6%) of people desired to study various languages to gain a better understanding of other people's cultures.

Moreover, it was discovered that 3% of people needed to use isiZulu for professional and academic reasons. The remaining 3% desired quick access to support when traveling to neighbouring provinces like Gauteng. The final 3% of students said they solely use study materials created by lecturers and study guides because there is not enough educational material available. There is only one book in the library for isiZulu beginners and few dictionaries, which may be the reason of responding negatively.

Table 4.8: Likert scale: Attitudes towards learning isiZulu = 36

No.	Statement	Mean
1.	It is important to teach South African indigenous languages in our schools and universities.	4.8
2.	I am interested in learning the isiZulu language.	4.7
3.	I am learning isiZulu as a communicative language at tertiary level.	4.1
4.	I will encourage other students to learn isiZulu at tertiary level.	4.0
5.	I listen and watch isiZulu programmes on the radio and television.	4.0
6.	I encourage my peers to learn other South African languages.	4.7
7.	I support multilingualism in our nation/country.	4.6
8.	African languages are treated equally in South Africa.	2.8
9.	Government is doing enough to encourage people to African language	3.4
10.	It is important to learn other South African indigenous languages.	4.8

The section C of a questionnaire contained Likert type statements were used to allure inferences from the respondents. There were ten statements and a mean was calculated for each statement. The data were interpreted per statement. The respondents rated their answers using the following scale: 5= strongly agree; 4= agree; 3= not sure; 2= disagree; 1= strongly disagree. Furthermore, the interpretation and analysis of findings will be made per variable, gender, age range and level of study.

Statement 1: It is important to teach South African indigenous languages in our schools and at our universities.

The inclusive mean score of 4.8 was found for this statement, which is adjacent to strongly agree, indicating that teaching South African indigenous languages in our schools and universities are very much important to the participants. The female score on this statement is 4.8 and males obtained 4.3 which indicate that both males and females agreed that it is important to teach South African indigenous languages in schools and universities. Level one scored a mean of 5.3, level two got 4.7 and level three 5. Age range 18-24 recorded 4.7 and

ages 25-30 received a vote of 5. All groups agreed that they considered teaching of South African indigenous languages at schools and universities as important.

All these scores are in sync with the initiative by the Minister of Higher Education and Training, Dr Emmanuel Bonginkosi 'Blade' Nzimande, to promote and support African languages at universities. The introduction of isiZulu as a compulsory course or module in HEIs was also emphasised. It stands to reason that executing one of the Constitution's (1996) provisions, is crucial, i.e., to elevate the position and development of the usage of African languages (Olivier, 2014:483). It is however required to monitor how South African indigenous languages, particularly in the context of Higher Education, are perceived by South Africans students. Furthermore, it is crucial to support the initiative to achieve the suggested language planning implementation.

Statement 2: I am interested in learning isiZulu.

The total mean score of 4.7 was noted demonstrating that the respondents highly agreed that they were interested in learning isiZulu. Males agreed with the score of 4.3 and females strongly agreed and scored 4.8 for the statement that they are interested in learning isiZulu for communication purposes. Level one scored a mean of 4.5, level two received 4.8 and level three scored a mean of 5. The age range 18-24 recorded 4.6 and ages 25-30 received a mean of 5. All scores indicate that all respondents of the study were interested to learn isiZulu at university level.

The language context of university societies in the past 10 to 15 years in South African tertiary institutions deviated from bilingual to largely monolingual practices concerning the media of instruction. In South African universities prior to 1994, only Afrikaans and English were utilised as the medium of teaching. (Koch & Burkett 2005:1090; Masoke-Kadenge & Kadenge, 2013:34; Rudwick & Parmegiani, 2013:90). The results of this survey have proven that Africans are now interested in learning their native languages at a higher level, thus that has changed.

In addition, it may be inferred from the literature that standardisation of African languages is difficult due to historical interpretations of missionary work, such as the superiority of some languages over others, the discarding of languages, and stigmatization (Herbert & Bailey, 2004:66). Some African language speakers deem their languages as insufficient for tuition as the languages are not effectively, scientifically and technologically advanced (Mutasa, 2003:224). Also, apart from the lack of knowledge and unfamiliarity concerning the difficulties

about language construction and language copying and derivation, language transformation and interaction enable the nation to extend language competences. These observations concerning the African languages are connected to the sociolinguistic thoughts grounded on social demonstrations of these languages' speakers (Milani & Johnson, 2010:4).

According to Milani and Johnson (ibid), the future meaning and the instructional motivation of all languages are the same. Etymological derivation extends beyond African languages to other languages as well (Thomason, 2001:10). Some participants also noted that it is challenging to measure learning African indigenous languages. This results in general lending of English words and frequently speaking or communicating in English by African indigenous language speakers.

Statement 3: I am learning isiZulu as a communicative language at tertiary level.

An overall mean score of 4.1 was attained which verifies that respondents agreed that they learnt isiZulu as a communicative language at tertiary level. Females achieved the mean score of 4.1 and males received 4.3; this showed that they both agreed to learn isiZulu at tertiary level. Level one respondents scored a mean of 4, level two got 4.5 and level three students scored a mean of 4.4. Age groups 25-30 obtained 5 while the 18-24 groups scored 4.1. This proves that as people grow, they become more willing to learn.

The primary goal of learning a second or additional language (L2/L3) or foreign language (FL) is to facilitate improved communication between individuals from various cultural origins and tongues. For instance, the theoretical model of the willingness to speak was used to emphasise the importance of communication goals, which are considered as a means of achieving interpersonal and intercultural objectives. It has been demonstrated that students' willingness to communicate in the target language in a particular scenario is influenced by both their cognitive state and distinctive factors such as behaviour, confidence, intergroup motivation, and intergroup attitudes (MacIntyre, Cle'ment, Dörnyei, & Noels, 1998). A student's awareness of their level of skill seems to be closely related to how eager they are to speak a foreign language.

However, some students consider isiZulu as a difficult language to learn especially for those who are not isiZulu speakers. This concern is also linked to motivation of students, previous knowledge and the teaching and learning condition. For students to learn an additional language, they should master a language that is used for learning and teaching, to grow

psychologically, cognitively, and socially conferring to their prospects. It is also significant for them to have a reasonable level of expertise in a second language (Bitenelkome, 2010).

Moreover, it is critical to consider the language proficiency standards for university students as well as the overall results for African language courses during a certain time frame. The participants supplied justifications for making African language instruction in universities a requirement as well as their thoughts on a campaign, promoting, and elevating these languages in educational settings. The necessity of teaching African indigenous languages was also shown to have certain advantages.

Statement 4: I will encourage other students to learn isiZulu at a tertiary level.

A comprehensive mean score of 4.0 was calculated which signifies that respondents agreed that they would encourage other students to learn isiZulu at a tertiary level. Males scored a mean of 3.6 which shows that males are not sure if they encourage other students, but females scored 4.1 which means that they agreed that they will encourage other students to learn isiZulu at tertiary level. Level one scored a mean of 3, level two scored 4.2. and level three 4. Ages 18-24 scored 4.0 and ages 25-30 scored 4.

Learning African languages as academic languages is possible; they can be brought to the level of technology and science. IsiZulu can be used to teach any subject, high schools in rural areas learners are getting A scores when they are taught in an African Language. IsiZulu may become an academic language if teachers in schools and lecturers at universities start teaching it. African languages are a necessity for multicultural communication in South Africa. It benefits people to communicate better with their fellow co-workers in South Africa (Olivier, 2014:493).

Statement 5: I listen and watch isiZulu programmes on the television and radio.

The ample mean score of 4.0 was equated which displays that isiZulu students agreed that they watched and listened to isiZulu programmes on the radio and television. Females received a mean score of 4.0 for this statement which specified that females agreed that they listened and watched isiZulu programmes on television and radio. Although males with a score of 3.6 were not sure if they watched and listened to isiZulu programmes. Level one scored a mean of 3.6, level two received 4.2, and level three 4.6. Ages 18-24 scored 4 and age 25-30 attained a mean of 5.

According to this gathered information there are two ways in which language can be interesting. Firstly, language forms an integral part of practices of public communication and

achievement. It should become part of the habits in which people do things, acquire knowledge and influence others. Secondly, language itself in this manner becomes a source which can be further or less appreciated. It must correspond with the level that the mastery of customs of expending language is secured to the skill to increase admission to, and implementation of power (Heller, 1995). In the perspective of the present study, this recommends that when persuasive structures in society such as media, radio stations and televisions embrace a mixed language diversity enables them to reach a varied and extensive audience. Though this might be understood as self-interest, it is vital particularly for commerce. It has the prospect to impact society confidently regarding language improvement and multilingualism.

The written form of knowledge and communication would, nevertheless, advance as a better tool than the spoken form for achieving goals. The written materials' impact is increased because it is easy to disseminate them from one person to another. If people want to learn a new language, they can then recite and edit written material. A person's perception of the new language of interest may be permanently influenced by the relationship formed between the print form and oral form (Ngcobo, 2014:43).

Statement 6: I encourage my peers to learn other South African indigenous languages.

This statement scored a mean of 4.7 which is near to strongly agree which indicates that the whole group of respondents 'agreed' that they would encourage their peers to learn other South African indigenous languages. Males scored a mean of 4 which indicated that they agreed to encourage their peers to learn other languages. Moreover, females scored 4.7 which indicates that females agreed toward 'strongly agree' to encourage their peers to learn South African indigenous languages. Level one scored a mean of 4.6, level two received 4.8 and level three got 4.6. Ages 18-24 scored 4.6 and ages 25-30 attained 5.

It could be disruptive if there are no proactive measures taken to stop the educational marginalisation of languages other than English. Despite popular belief, English will end the language and conventional inequality that apartheid schooling fostered, as well as the racial and national divisions they caused. In order to decrease the role of language as a source of division, the implementation of forced African languages should be done through reconciliation with all university stakeholders, including management staff, deans, HODs, lecturers, students, and communities (Painter & Baldwin, 2004:7), for instance, as demonstrated by the data gathered in this study. Also, the use of African languages outside the classrooms or lecture rooms of universities also appears to be challenging. The implementation

of isiZulu in Gauteng at tertiary institution is seen as a language that needs to reach high academic levels nationally and internationally.

Although international students may have a desire to learn African languages, according to Olivier (2014: 492), freedom was obtained from required African language advancements regarding understanding of these languages. Consideration should be given seriously to offering language as an elective topic to university students. Other countries do not have the variety of indigenous languages spoken in South Africa, including Setswana, Sepedi, Tshivenda, Xitsonga, and others. Course content and language selections should be pertinent to students in terms of language use outside of the university.

However, there are some other concerns regarding everyday difficulties and interior concerns at universities. These embrace the concerns and difficulties of the study participants that they face when learning. Limited time slots for learning these new foreign languages and insufficient learning materials pose challenges. Students who are learning a new language, frequently struggle with educational concepts and vocabulary, since some of the expressions are complex for them to comprehend (Le Roux, 1993:152).

It should be mentioned that to maintain a high level of language proficiency, language instruction in schools must start in the foundational, intermediate, and ultimately all subsequent phases, according to Cummins (2000: 58). To be endowed with a solid foundation in the subjects they are learning until the completion of the Intermediate Phase, students must be trained and skilled in their native languages. (Desai, 2001:234). It must be adequate and suitable so that it prepares learners to have Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Also, for the effective achievement of a language learners and students should be inspired, since inspiration is considered as an imperative requisite for accomplishment in language achievement (Dörnyei & Ushioda, 2010:40).

Because if learners and students are not trained and have adequate language skills through language learning and teaching, they will face complications when learning such as the challenges with linguistic terminologies and demonstrations, but not so much with perceptions or instructed knowledge (Lafon, 2008:36). Moreover, encouragement to learn African languages is associated with the position and obtainability of such languages in the educational setting. Nevertheless, views concerning linguistic possessions of African indigenous languages do not automatically add to uplifting the eminence of these languages.

Statement 7: I support multilingualism in our nation/country.

An overall mean score of 4.6 between ‘agree’ and ‘strongly agree’ was achieved, which is inclined more towards ‘strongly agree’, signifying that the respondents support a multilingualism in the nation. Females achieved a mean of 4.7 which designated that they agreed that it is close to ‘strongly agree’ with a multilingual country. Whilst the males received a mean of 3.6 that indicated that they were not sure if they supported a multilingual nation. Level one scored 4.5 as mean. Level two got 4.2. and level three scored a mean of 5. Ages 18-24 scored 4.6. and ages 25-30 acquired 4.3. The accumulated score of participants showed enthusiasm towards multilingualism.

According to Leung (2010:417), certain members of various ethnic groups favour code-switching. It helps people cultivate and create harmonious relationships so they can communicate effectively in their immediate contexts, and it has become socially and interactively inevitable. The participant opinions that were recorded help to expand the understanding of people's preferences for languages and their attitudes toward studying isiZulu. As a result, the participant views that have been compiled through various persuasive social institutions are seen as resources for advancing African languages and multilingualism in South Africa.

This interpretation is given in response to Dyers (2008) assertion that any language's power can be affirmed by the variety of roles and functions that it, or a language variant, serves, as well as the importance and prominence of those roles. Accordingly, Ngcobo (2009:50) goes on to say that providing information in all eleven of South Africa's official languages and creating opportunities for language use by those with influence in the public service professional setting can encourage people to utilise their native tongues.

Statement 8: South African languages are treated equally.

This statement scored the lowest mean of 2.8 indicating that the respondents disagreed that the South African languages are preserved equally in South Africa. As the Republic of South Africa’s Constitution indicates all languages should be treated equally and fairly, however, it is not applicable or practical. On this statement, females scored 2.9 and males scored 2.6; this specified that both males and females are not sure that South African languages are treated equally. Level one scored a mean of 2.6, level two received 3.2 and level three scored 2.6. Ages

18-24 got 3.0 and 25-30 years received 2.6. The overall score shows that participants disagreed and some were not sure if all 11 languages are treated the same or even equally.

English is still deemed the lingua franca in most public domains in South Africa (Alexander 2001:116). It is also acknowledged internationally (Ferguson, 2006:110; Giliomee & Schlemmer, 2006:12). English is viewed mainly as the Language of Learning and Teaching (LoLT) in Higher Education, universities support freedom of choice by national and international students. Furthermore, the disparity among South African languages despite legislation, cannot be denied (Painter & Baldwin, 2004:4; Shaikjee & Milani, 2013:95).

Statement 9: University is doing enough to encourage people to learn South African indigenous languages.

With this statement, the aim was to discern if the respondents had seen the university doing sufficient to inspire people to learn South African indigenous languages. A mean score of 3.4 was noted indicating unsure. Females received a score of 3.4 and males scored 3.0, which indicated that both parties were unsure that university is doing enough to encourage students to learn South African indigenous languages. Level one scored a mean of 3.0, level two received 3.5 and level three got 4.2. Ages 18-24 got 3.0 and 25-30 scored 4.3. An overall mean indicates that participants were unsure whether university is doing enough to encourage students to learn African languages. According to participants' respondents this indicates that they have not seen university encouraging students to learn indigenous languages.

Language policy is the primary device which is used to plan, control, and operate the language custom within the society; also, it is responsible for language choices such as the practice, knowledge and instruction of languages that are prepared through language policy (Shohamy, 2000:45). The matter of language in South Africa is a complex and precarious problem among all the governmental institutions and community arguments; the language significance on educational growth is deserted and ignored (Donald *et al.*, 2006). This means that the South African language policy in universities needs to be revised.

Moreover, the South African Constitution suggested that competence for all eleven official languages and teaching should be in a first/home language of a learner. However, a massive number of learners in our schools are taught English in a foreign or second language. This develops language barriers which prevent effective learning to occur; it also leads to lack of required language abilities of a learner (Landsberg *et al.*, 2006).

Through the monitoring system we can discern whether the policy objectives are accomplished or not, and to check if the policy is creating some unexpected results and only then, we can pledge suitable corrective achievement (Washington, 2016:87). Universities should cultivate a regular procedure of checking to ensure that policy is implemented and anticipated aims are achieved (Buthelezi, 2017). Language may not be everything in education however, without language, education cannot be attainable or progressive (Wolff 2007:130). This statement discloses the indispensable impact of language in all phases of education.

Statement 10: It is important to learn other South African Indigenous Languages.

With a mean score of 4.8 which is agree leaning more towards strongly agree, it specifies that the respondents agreed that it is of crucial importance to learn other South African languages as a citizen of this country (SA). Females scored 5.4 which showed that they strongly agreed, whereas males scored 4.3. It indicated that they agreed that it is important to learn other South African indigenous languages. Level one scored a mean of 4.4. Level two received 4.8 and level three got 4.2. Ages 18-24 got 4.6 and 25 -30 ages received 4.3.

Promotion of African indigenous languages, creates job opportunities (Dyers, 2004:173). People all think about job creation. They should support and uphold this request and consider how many professors and institutions could be required to hire and recruit lecturers who can speak all the official languages. It is beneficial to support an African language. Moreover, it may promote more interaction between students of different races at all Higher Education Institutions (HEIs). It is time to teach black children an African language, and isiZulu will get one far (Olivier, 2014:494).

4.3.1 Summary of questionnaire data

The above responses indicate that the respondents both females and males have affirmative attitudes towards learning African indigenous languages. There are two statements which attained the similar score of 4.8, signifying that they were aware of the importance of learning other South African indigenous languages, and the need of these languages to be taught at schools and universities. They also reinforced a multilingual nation. Furthermore, they saw the significance of the teaching and learning of South African indigenous languages in schools and universities. Also, they would inspire their peers to learn other South African languages.

Besides that, the mean score of 4.7 demonstrates that they were fascinated in learning isiZulu. They further indicate that they are learning isiZulu as a communicative language at tertiary level with the mean score of 4.1. Moreover, the mean score of 4.0 signifies that they will

encourage other students to learn isiZulu at tertiary level. Therefore, the three above-mentioned findings regarding isiZulu show that the respondents of this study have optimistic attitudes towards learning isiZulu at university level.

The lowest mean score of 2.8 indicates that respondents have noticed that African languages were not treated equally in South Africa as the Constitution stipulated. The mean score of 3.4 refers to the role the government is playing in the development and the promotion of the South African indigenous languages. Participants were of the view that government is not doing enough to support multilingualism by encouraging people to learn more of the South African indigenous languages.

4.4 Discussion

The data presentation techniques were discussed in this chapter. They were described in detail, how they function, and their importance were conversed in this chapter. Both quantitative and qualitative data were gathered through the questionnaire and interview and were presented in the previous sections in agreement with the study aims. The quantitative data from section B of a questionnaire presented the responses regarding language repertoire, where English attained the highest percent of 94% which signifies that many respondents are competent in it, and they are able to understand, speak, read, and write. Whereas, among other languages, isiNdebele, Siswati and Swahili recorded the lowest measure of 3% which practically indicates that few respondents who could understand, read or write these languages (Table 4.1).

The reactions on language usage in various domains within the university community by students that recorded high is also English. This specifies that students use English as medium of communication with lecturers, classmates, friends, at university meetings, at kiosks and cafeterias, in buses across campuses, and at the university clinic (Table 4.2). Respondents were also required to indicate if they have been exposed to isiZulu before coming to university. Some of them (61%) were exposed to isiZulu, but 39% were not exposed to it (Table 4.3).

The responses on Table 4.4 show that 75% of the respondents have become friends with isiZulu L1 speakers, however, 25% did not have friends who are isiZulu native speakers. Also, respondents were asked to indicate whether they listen to isiZulu programmes on the radio. Only 11% daily listened to it, 22% hardly listened, 31% had never listened, however, the maximum amount of 36% indicates that some frequently listen to isiZulu programmes on the radio (figure 4.1). Furthermore, respondents specified how often they watch isiZulu television;

the highest total of 31% was achieved on both hardly and never responses, trailed by 22% of frequently, and the lowest is 16% of daily viewers (Figure 4.2).

Moreover, 92% of responses were in the affirmative indicating that respondents were curious and realised the necessity of learning isiZulu as communicative language; merely 8% responded negatively (Figure 4.3). All respondents were intrigued and inspired in learning other South African indigenous languages (Table 4.6). Besides, 97% realised the importance and benefits of knowing more indigenous languages, but 3% do not see the use and acknowledge any reimbursements in learning indigenous languages (Table 4.7).

In addition, most respondents (97%) recognise the significance and were aware that it is vital to learn and understand other languages so that they can communicate proficiently in other ethnic groups, improve multilingualism which will aid in unity and understanding and respecting other cultures through the learning of indigenous languages.

4.5 Conclusion

The data presented above in this chapter designated that most study participants and respondents have a positive attitude towards learning isiZulu for communication purposes and other indigenous languages, but the data will be analysed and interpreted further in Chapter 5. The procedures used for data analysis and interpretation for both quantitative and qualitative methods will be discussed in detail in the next chapter.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

The information gathered through questionnaires was reported in the preceding chapter. The researcher adopted a thematic approach to understand and analyse data that were collected for

this study. The researcher used the quantitative research approach as proposed by Struwing and Stead (2001:7) and Creswell (2012:60) that uses questionnaires to collect numerical and communicative data from the sample population. A quantitative method was regularly used in the study, because it saved time and it was easy to analyse data, since it dealt with numbers that made it feasible to determine.

The qualitative research approach was also incorporated in this study as the researcher was required to confer the spoken, written clarifications and witnessed behaviour of students; and interpreted data collected from research participants, that were achieved through interacting and analysis of research procedures (Bless, Smith & Sithole, 2013:17). Correspondingly, the researcher conducted semi-structured interviews on 10 participants of the study. The research data revealed the knowledge, understanding and practice of the involved participants in the study, in the learning and enhancing the applied paradigm, which helped the researcher to gather and analyse data easily (Harding, Kaczynski & Wood, 2005:58). This chapter's objective was to analyse and explain the information gathered from non-Zulu students who registered for a Language Practice programme at a UoT in Gauteng.

An assurance of a research used compound data sources and approach which also enriches data reliability. Documents, historical records, interviews, physical objects, direct observations, and participant-observation are examples of probable data bases (Glesne, 2006:74). Solely in contrast to other qualitative approaches in the research study, researchers can gather and assimilate quantitative study data, which enables the accomplishment of a whole understanding of the studied phenomenon (Simonoff, 1996). In the study, then data from these compound sources are congregated in the analysis method rather than being dealt with independently. Each data source turns into a component of the "puzzle," adding to the researcher's comprehension of the entire phenomenon. This collection strengthens the findings because of many data components and how they are combined to support a better comprehension of the study (Yin, 2003). Thus, this study has combined qualitative and quantitative and used interviews and questionnaires as research instruments to collect data, and this helped to achieve triangulation.

According to Antonius (2003:2), the term "data" refers to facts and numbers that have been systematically gathered and recorded so that the reader may appropriately analyse and comprehend the material. Data are not obtained at random; rather, they are gathered in response to questions that the researcher hopes to resolve. Schostak and Schostak (2008:10) go on to say

that data are not static and are subject to reconfiguration, different modes of perception, and the pursuit of solutions to problems. The two types of data analysis, namely qualitative and quantitative, are depicted in the earlier views of Antonius (2003:2) and Schostak and Schostak (2008:10). The UoT students who received a questionnaire to complete and return for the purpose of data analysis were the respondents. Additionally, the researcher spoke with those students in-person.

First, an analysis of the quantitative data that was verified by answering the questionnaire was used to show the research findings. Following an analysis of the quantitative data, an analysis of the qualitative information gleaned from each participant's semi-structured interview was conducted. Furthermore, it is crucial to be aware of the relationship between the qualitative and quantitative data. The qualitative data supported the expansion of the quantitative questionnaire for participants from the sample population and provided information on the necessary qualifications and skills in a way that was accommodating of the diverse goals of students (Vosloo, 2014). The concluding chapter of the comprehensive, linked data included conclusions and suggestions. For this study, emphasis is placed on the interpretation and analysis of the data.

When the "how" and "why" questions are the focus of the study, the researchers are unable to control the behaviour of the participants in the study, and the researchers want to cover background conditions because they believe they are relevant to the phenomenon under study; the research study intention should also be assessed (Yin, 2003). Hence, the aim of this study was to: i) determine why isiZulu is not the language of choice for the majority of non-isiZulu students, ii) investigate why non-isiZulu students are not motivated toward learning isiZulu as a subject/third language, and iii) examine how lectures can help, facilitate and empower non-isiZulu students learning to promote learning of isiZulu at a UoT by non-isiZulu students.

5.2 Data analysis and interpretation approaches

Data analysis is the practice of conveying rationality, arrangement and sense to the quantity of composed data (Marshall & Rossman, 1999:150). It is an innovative and interesting process, but also vague, cluttered, and gradual. The emphasis is on the process of developing a logic for the data, drawing conclusions from it, and forming hypotheses about it to signify an investigation for common reporting within data sets (Schwandt, 2007:6). The researcher may therefore draw the conclusion that using reasoning techniques in data analysis is necessary for research. Regarding this point, Best and Khan (2006:354) postulate that the data analysis and

interpretation signify the use of inferential and empirical lucidity to the investigation. In contrast, the explanatory approach which comprises inference from the acquired data, depends on the state of mind and emotions of the participant under study, which form part of the qualitative research (Morrison, 2011:22).

Expressive data analysis is a procedure that uses figures, facts and tables to interpret and summarise the composed data in a perfect and comprehensible manner (Jaggi, 2003:15). The researcher adopted and used this procedure to analyse the quantitative data using tables and figures in this study. Students were sampled through their convenient availability. Questionnaires were distributed among student and the interviews were conducted.

The researcher must be aware of how important effective data organisation is. Using a database for this activity has the advantage of making the raw data available for impartial examination (Tuckman & Harper, 2012:387). Using a database improves the study's credibility since it enables the researcher to keep track of and organise data sources. For example, notes, important documents, tabular materials, descriptions, and audio recordings can all be stored in a database for later access (Schurink *et al.*, 2011:397). The data were thus stored by the researcher using an excel spreadsheet on a computer. The spreadsheet's development also helps to make the recording of source information, the date and time of data gathering, storage, and search capabilities easier. When creating a database for a survey study, these are all crucial (Wickham & Woods, 2005:690).

According to Atkins and Wallace (2012:245), a mixed method study has a committed relationship between data collecting and data analysis to create understandable data interpretation. According to the researcher, the human apparatus is capable of withstanding refinement to create the most comprehensive collection of data. Morgan and Krueger (1998:17), offer significant opinions when they restate that the analysis of mixed research methods need to be orderly, chronological, confirmable, and constant. This method entails enough time, however, it is endangered by deferment, because it is an evaluation process. Also, it is enhanced through feedback, and it pursues to inform and amuse different descriptions.

In contrast, a qualitative technique uses words to provide context for explaining the essence of what is revealed through data, whereas a quantitative study's goal in a mixed method data analysis is to produce findings in figures. Quantitative methods are the procedures and techniques used to statistically analyse data. (Sesay, 2011:74). All things considered, the primary goal of conducting a study is to produce findings, regardless of the methodology

(qualitative or quantitative), and to do that, data analysis should take place to transform data into conclusions. In this study, data was analysed through the usage of both the qualitative and quantitative methods. Currently, a researcher must look attentively at both methods of analysis.

Concerning data analysis of both qualitative and quantitative methods, Krueger and Neuman (2006:434) provide a simple design of the variances and resemblances between qualitative and quantitative approaches of data analysis. These authors maintain that qualitative and quantitative studies are associated with four aspects. Together data analysis procedures involve:

- Implication – the rational usage to make conclusions grounded on proof.
- Open process – informative to benefit the study plan in some way.
- Evaluation is a principal procedure – designs and identification that are comparable or diverse; and
- An attempt to evade faults, fabricate conclusions and arrive at deceptive interpretations.

The fundamental variances between qualitative and quantitative data analysis are as follows (Kreuger & Neuman, 2006:434):

- The significant variance in qualitative research methods and the numerous data analysis strategies make qualitative data analysis subpar, whereas quantitative researchers choose from a predetermined, standard set of data analysis approaches.
- Unlike quantitative analysis, where data analysis does not begin until all data is acquired and summarised into quantities, qualitative data analysis findings follow data collection directly, making analysis a less definitive last part of the research approach.
- While quantitative researchers manipulate figures to test a hypothesis with variable concepts, the qualitative technique develops new conceptions and philosophies through the synthesis of sensory and intellectual views.
- The quantitative approach uses the language of numerical interactions in analysis, whereas qualitative data analysis uses arguments that are rather ambiguous, wordy, and background based.
- In addition to what Kreuger and Neuman assert, Robson (2011:408) also proposes a similar imperative view on the interpretation and analysis of data, contending that the method and results of the analysis provide the framework for both. Therefore, the process between conducting the study and interpreting it is not vacuous and tolerated for the sake of the system, nor is it a feature that can be added quickly and ignored until

the data is assembled. Robson (2011:468) also contends that the analyst's pure, faultless, and intellectual conduct is a necessary precondition for qualitative analysis. From the above argument of data analysis and interpretation, the opinions, thoughts and proposals stated by different academics and scholars have been recognised as imperative and was consequently considered in this study. In the following paragraphs, the researcher analyses and interprets the data collected in this study.

5.3 Data analysis techniques

The process of generating logic from research subjects' or respondents' perceptions and attitudes, as well as from recognisable patterns, topics, categories, and recurring similarities, is known as data analysis (Cohen *et al.*, 2007:461). Nieuwenhuis and van Woerkom (2007:99) provide the following definition of data analysis, which serves as an appropriate description and it states that data analysis is a continual and repeating operation, implying that data collection, handling, analysis, and recording are intertwined. Briefly, Gibbs (2007) contends that data analysis is a method that transforms accumulated data, which is done through systematic and critical procedures, into an authentic, translucent, comprehensible, intuitive and reliable analysis.

Furthermore, Marshall and Rossman (1999:150) posit that data analysis is an exploration for popular statements about connections amongst data categories. In other words, analysis of data is the approach that scrutinises the source and outcomes, Muijs (2011:9) speculates that data analysis procedure is suitable for observing at the specific meaning of proceedings and settings. According to Creswell (2013:44), the original author's goal must be to convey meaning, and he goes on to say that data analysis is both logical and experimental in that it establishes themes. According to Patton (2002:432), analysis transforms data into conclusions. This entails reducing the data's storage capacity, sorting out important information from trivial details, spotting important trends, and developing a framework for collaborating with the essential information the data reveal.

Henning *et al.* (2004:127) refer to data analysis as a continual, evolving and reiterating practice in which explored interviews are recorded as data. Furthermore, Leedy and Ormrod (2010:135) argue that researchers adopting the qualitative approach create explanatory chronicle outcomes from their data and express the complication of the study phenomenon. Thus, researchers practise a more peculiar, mythical style, and they also frequently take account of the participants' native language. The views of Leedy and Ormrod (2010:135) are shared by

Robson (2011:468), who also emphasises that qualitative analysis focuses on lived experiences rather than adhering to organised corporate logic or the complexities of numerical analysis of quantitative data. One can assert that a qualitative data analysis is predicated on assumptions and uses interpretive backgrounds to validate a final report that is transcribed or even incorporates participant voices. The researcher's reaction, a detailed narrative and clarification of the specified issue, and its interpretation of the collected writings, are all involved (Creswell, 2013:44).

Patton (2002:434), refers to the third and last phase of the analysis procedure, which is interpretation, because it involves findings description, responding rationally to questions, conferring the importance of specific findings, and setting patterns from a systematic background. The rule and accuracy of qualitative analysis, depend on firm, expressive data presentation in a manner that anyone who reads the findings, can comprehend, and draw their own interpretations. All the above-mentioned phases for data analysis were adopted and useful for this study. Collected information was organised using codes and were categorised according to age group, gender, and level of study participants and their background settings.

Semi-structured interviews were used as data-gathering instrument and technique which was incorporated to attain supplementary data, simplifying ambiguous statements, allowing further investigation of research themes, magnifying the qualitative findings and producing a more in-depth empirical interpretation (Cresswell, 2013) of the magnitude of non-isiZulu students' views on the proficiencies and requirements of learning isiZulu as additional language according to the research aims.

Note-taking and audio recording were used to document the interview data. For data analysis and interpretation, verbatim transcripts of the interviews were gathered. The transcribed interviews were shown to participants to confirm and validate the substance of the interviews in order to assure data quality and dependability (Greeff, 2011:361). All ten participants agreed to the interview being recorded on tape as a backup, they signed and submitted the transcribed responses. The notes made during these interviews also served as additional support when the recordings were being made.

The researcher conducted all ten interviews and supplied an academic guidance during the interviews. This included amongst other things the supervision of the interview according to the research focus and probing amplification questions (McMillan & Schumacher, 2010:325). The results of the decoding process were again evaluated to ensure reliability and validity.

Systematic consultations occurred and relevant alterations were made according to suggestions and recommendations of the supervisors.

According to the content analysis procedure outlined in the preceding paragraphs, the interview data was analysed. To have a general understanding of the structure and context of the acquired material, all notes and transcripts were initially studied. The reading process was followed by a three-step coding process that consisted of open, axial and elective coding procedures. The open coding step led to the primary identification and marking of expressive names for definite units of meaning in relation to the research aims.

These recognised units of meaning to a large extent brought connection to and displayed constancy with the questions that were asked during the interviews. All these considered units of meaning, as primary qualitative pointers, were again assessed during the axial and selective coding steps for rationality and importance to accumulate a final list of codes. Then, data were systematically categorised and labelled in accordance with the importance of the data and theoretical framework from the literature study.

Individual face-to-face interviews were executed by the researcher. Over the course of three weeks, the interviews were done in the afternoons. Each interviewee was given thirty (30) minutes of time. One-on-one taped conversational interviews were used as the format for the semi-structured interviews. Individual interviews decrease the effect that participants have on one another, which might cause issues like discouraging people from expressing their own opinions in favour of the group viewpoint. For the sake of this research's simpler understanding, the interviewees were conducted in English. As the interview was going on, notes were also being taken. Open-ended questions were posed to the students during the interviews. The interviews evaluated students' opinions toward studying isiZulu. The researcher used structured interviews because they allowed the study questions to be thoroughly addressed by closely examining real-world issues and seeking viewpoints and justifications (Nandraj, 2003:73).

Structured interviews boosted the trustworthiness of the data and decreased the possibility of researcher bias (Mitchell & Jolley, 2004:200). This was due to the researcher having clear objectives and a list of questions that were prepared in advance before conducting structured interviews. The nature of the interviews also encouraged in-depth and well-informed responses. The interviewee was given the opportunity to respond when the researcher asked a question. More information was gathered. The researcher had the ability to investigate further by seeking

for justifications for the assertions made by the subjects. If simply a questionnaire with predetermined responses was utilised, this would not be possible.

The interview environment was made as comfortable as possible by the researcher. In the interviews, open-ended questions were posed, allowing students to freely express themselves. The student would not have received the informed responses if just closed-ended questions had been used. Therefore, by posing open-ended questions, the researcher was able to learn that respondents often express various emotions when giving comparable answers (Mitchell & Jolley, 2004:199).

The researcher conducted a semi-structured interview with 10 Language Practice non-isiZulu native students from the university where the study was conducted; 10 questions were posed to the students. Three students were from level three: one male and two females. Three female students were from level one and three females and one male from level two. The researcher created codes and distributed them among interviewees, codes functioned as pseudonyms which aided the researcher to distinguish the interviewees and link their views with developed themes (Fielding, 2002:163). All the interviews were audio recorded and transcribed. The researcher identified themes, present and synthesised them according to their responses. The themes are discussed next.

5.4 Interpretation of interviews findings

The succeeding themes emanated from the participants' responses to the 10 interview questions which were posed to them concerning their views and attitudes towards learning isiZulu as an additional language for communicative purposes at university level.

Theme 1: The main language used at the university

Four participants (SI₂L₁F₂, SI₃L₁F₃, SI₇L₂F₃ & SI₆L₂F₂) said that they speak Sepedi since it is the main language spoken in the community which they come from, and it is their hometown. They also mentioned that Sepedi is the most spoken language because most people living in the relevant area are Sepedi speakers.

Most people speak Sepedi here at the university. This is because the university is in the specific area. (SI₂L₁F₂ & SI₆L₂F₂))

Even though Pretoria contains mixed languages and their speakers, Sepedi is the often-spoken language. (SI₃L₁F₃)

Sepedi is the popular language in Pretoria and spoken by many people, therefore most students are familiar with Sepedi. (SI₇L₂F₃)

Three said it is Setswana. (SI₅L₂M₁, SI₈L₃F₁ & SI₁₀L₃F₂)

Setswana is the most spoken language in the university. (SI₅L₂M₁, SI₈L₃F₁ & SI₁₀L₃F₂)

Two participants (SI₁L₁F₁ & SI₄L₂F₁) said English was regularly used at the university because it was the dominant language of communication and medium of instruction. Their responses were very similar, and they were all in agreement that English enabled them to communicate across the ethnic borders making communication and understanding possible, thus English is used as a lingua franca in the area where the university is situated.

Most students engage in English to avoid language barriers, as we are coming from different backgrounds and speak different languages. (SI₁L₁F₁)

English is a lingua franca in South African as a nation, even within the university students communicate through English. (SI₄L₂F₁)

Only one participant said isiZulu because many students in the university are coming from the KZN province.

It is isiZulu because most students are from KwaZulu-Natal. (SI₉L₃M₂)

Four participants said Sepedi is the main language at the university. Three said that Setswana is the most dominant language because many people in Pretoria speak these languages. Two participants said that English is the dominant language at the university. Only one student said that isiZulu is the dominant language used in the university because most students in the university come from KwaZulu-Natal.

Most languages are prioritised based on the original province; for instance, like isiZulu is used by the most as official indigenous language and is a provincial language in KwaZulu-Natal (KZN). The encounter with universities situated in Gauteng province is determining which African Languages to lodge; the known fact is that there are many languages. It is easy for the universities in KZN to accommodate isiZulu. But, outside of KZN and national compartments

in other provinces, big cities and townships it is hard for them to choose one language among the various languages spoken by different ethnic groups living in the same setting who share resources. The provincial language development is reinforced by the perception of Centres for Language Development placed at precise tertiary institutions (Council on Higher Education, 2001:13).

The 2011 Census figures show a dispersion of languages by province across the nation (Statistics South Africa, 2012:23). Practically, the linguistic profiles of the students and the current courses should be taken into consideration in order to develop South African Indigenous languages at particular HEIs. Certainties in the provincial demographics have an impact on these two sources (as isiZulu is more likely at universities in KwaZulu-Natal, Sesotho at the University of the Free State and Setswana at the North-West University). However, Gauteng province is challenging since there are seven major languages, with the number of speakers varying between 9,1% and 19,8%. These languages are English, Afrikaans, isiZulu, Setswana, Sepedi, Xitsonga, and Tshivenda (Statistics South Africa, 2012:25).

Theme 2: The perceptions about South African indigenous languages

All ten participants specified their perceptions stating that they are interested in learning other African languages for various reasons and benefits and of having knowledge about other African indigenous languages. One participant (SI₉L₃M₂) believed that he is interested in learning other indigenous languages for effective communication purposes and also to understand better other cultures. The other participant (SI₂L₁F₂) understood that learning other languages can help if one needs to become an editor and a writer for different languages.

Most participants acknowledge that they were interested in learning other languages so that they can interact with people from different ethnic groups and gain more vocabulary. On the same note, all participants said that they realize the significance of learning an indigenous language. They have their different reasons why they consider the learning of African indigenous languages as important. One participant (SI₃L₁ F₃) realised that it is vital to learn other languages so that they can share ideas about different cultures and languages.

I can be a writer and a language editor for different languages, for example, isiZulu, Sepedi and Setswana. (SI₂L₁F₂)

I can get knowledge of other languages and cultures when conversing with speakers of other ethnic groups. (SI₃L₁ F₃)

Three participants said learning other languages is essential as it helps them enhance their communication skills and job opportunities (SI₆L₂F₂, SI₈L₃F₁ & SI₉L₃M₂).

Learning and understanding many languages creates more job opportunities and it empowers one with good communication skills.
(SI₆L₂F₂)

With knowledge of other languages, I can have conversations with people of other tribes with confidence. (SI₉L₃M₂)

If I learn other indigenous languages, I will be able to interact with people of other ethnic groups effectively. (SI₈L₃F₁)

Five participants thought that learning other indigenous language is beneficial, since it promotes multilingualism within South Africans. If people from different tribes and ethnic groups can understand and communicate with one another it is conducive to peace and harmony in the country.

People will be united if they communicate with understanding and respect one another, putting aside their differences. (SI₄L₂F₁)

Multilingualism promotes unity amongst South African. (SI₇L₂F₃)

Learning other indigenous languages can help bringing African people together and there will be peace in our country. (SI₁₀L₃F₂)

We are all Black South Africans; 'as a rainbow nation' we should be loving and caring towards one another, stop fighting and discrimination among ourselves. (SI₅L₂M₁)

If an individual can stop criticising others and view their languages as better than the other language, that will promote peace and multilingualism in our country. (SI₇L₂F₃)

Cultural awareness leads to acceptance of other cultures. It was reported that South Africans need to promote cultural tolerance and must learn and understand one another, and language is a very useful instrument to do that. Knowledge of other cultures facilitates understanding of those people who speak the languages. Besides, support of linguistic diversity helps to break down cultural barriers and it promotes cultural tolerance. Moreover, being proudly South African means appreciating diversity. Therefore, it will also facilitate reciprocal respect and acceptance of diverse cultures because language and culture are closely interwoven.

A follow-up question was posed to ask to determine why participants are in favour of and interested in learning African languages at tertiary level, and the objective was to probe the reason for the low number (quota) of non-isiZulu students who are reluctant to learn isiZulu as a second or even third language when compared to other languages. Six participants (SI₁L₁F₁, SI₂L₁F₂, SI₄L₂F₁, SI₅L₂M₁, SI₇L₂F₃ & SI₉L₃M₂) stated that isiZulu is a difficult language for them to learn since this was their first time that they were exposed to isiZulu.

Learning a new (isiZulu) language at university that you have never learn before is difficult. (SI₁L₁F₁)

Learning isiZulu is very difficult for me since in my community we only speak Xitsonga and Sepulana. (SI₂L₁F₂)

Speaking a language that is different from your home language is challenging and not easy. (SI₉L₃M₂)

IsiZulu words are difficult to pronounce especially the click sounds; you end up mixing them. (SI₅L₂M₁)

Two partakers said that the native isiZulu students outnumbered other African language students in the department which leaves a small number of non-isiZulu students to choose among five languages.

AmaZulu students consist of a huge number at the university when compared with other tribes. (SI₃L₁F₃)

The number of isiZulu native students exceed other language students. (SI₁₀L₃F₂)

The last two contributors said that it is difficult for them to learn a language of stereotyped people.

IsiZulu speakers think everybody should speak their language, but they are very self-centred towards speaking other languages. (SI₆L₂F₂)

The Zulu speakers think that their language is superior, they do not speak other African languages, but they expect everybody to speak isiZulu. (SI₈L₃F₁)

These views of participants are supported by the Constructivist theory of cognitive teaching procedures that are intended to allow students in incorporating new information to current

understanding and empowering them to make the appropriate modifications to their current rational background (McLeod, 2019). They are socially oriented towards learning isiZulu and apprehension may develop from conversations of individuals because of attitude and perceptions. Hence participants signified that learning indigenous languages will assist them to communicate with other ethnic groups and understand their cultures.

Moreover, it will promote multilingualism, this act would help in promotion and consciousness of multilingualism among South Africans who normally interact only through speaking English. It is through language where students learn and can accommodate others. It would do miracles for race relations in the Republic of South Africa if Western people can usually speak one of the African indigenous languages; not only for business purposes, but to reach the Black South African communities.

Mostly, black people are expected to learn and can communicate in English and Afrikaans, but they do not bother to learn another indigenous language other than their home or mother tongue. If South Africans can develop more interest in learning each other's home language that can be another small step towards unity in South Africa. Using and communicating in an African indigenous language can encourage social cohesion. Speaking to another person in their home language even if it is only greeting, breaks the ice immediately. In that manner one receives respect in turn for the respect shown.

Finally, this would help to eradicate many language barriers between people. The benefits of home language education are underscored by the literature (Edwards 1994:193) and the introduction of compulsory African language courses could support comparable development at school level (Olivier, 2013:491).

Theme 3: Attitudes toward learning isiZulu at tertiary level

All ten participants were interested in learning isiZulu at tertiary level. One participant said that learning isiZulu has always been her passion; she loves isiZulu native speakers and their culture.

I have been always eager to learn isiZulu; I got that chance at the university. I just like the Zulus, the way they speak and their traditional attires, especially the one for girls and the way they do their dances. (SI₂L₁F₂)

Two participants said that they were interested in learning isiZulu because in the Gauteng province most people understand and speak isiZulu more than other indigenous languages.

If one is in the Gauteng province, the most frequent language you hear people speaking is isiZulu – even those who are not isiZulu native speakers. (SI₁L₁F₁)

Majority of people in Johannesburg and Pretoria interact in isiZulu. Listening to isiZulu speakers talking is just exciting on its own. (SI₉L₃M₂)

Another two participants said that they were interested in learning isiZulu at tertiary level for wide job opportunities as they are Language Practitioners and can translate or interpret in isiZulu. Even if they might get jobs in KZN they are able to interact with people in KZN. (SI₆L₂F₂ & SI₈L₃F₁)

One might get a job as an isiZulu interpreter here in court since there could be an isiZulu native speaker who does not understand Sepedi or Setswana frequent languages spoken in the area. (SI₈L₃F₁)

The other five participants said that they were learning isiZulu at tertiary level because they wanted to understand and communicate with isiZulu L1 speakers fluently (SI₃L₁F₃, SI₄L₂F₁, SI₅L₂M₁, SI₇L₂F₃ & SI₁₀L₃F₂).

I consult isiZulu lecturers even outside of the lecture room and ask friends who are isiZulu native speakers, so that I can gain knowledge and have a better understanding of isiZulu concepts. (SI₄F₁L₂)

I am learning isiZulu because I want to be able to engage with isiZulu native speakers without them laughing at me. Also, so that if there are gossiping about me, I can be able to hear them. (SI₇L₂F₃)

The Self-Determination Theory, which emphasises inner motivation and advises people to have strong psychological needs for self-sufficiency, affiliation, and capacity, supports these ideas (Deci & Ryan, 2017). The number of participants indicates that those who were more eager to initiate communication in their learning environments ask teachers questions outside of class or communicate with friends and peers outside the context of school. They were also more eager to initiate communication in numerous social situations in the target language. A person must have self-confidence, which is a combination of apparent communication skills and a small amount of anxiety, to be willing to communicate.

Those who have more interest in interpersonal activities and a need to be involved in social activities look as if they are more willing to communicate in a learnt language and are engaging

voluntarily in communication more frequently. Also, those who are more socially oriented tend to be more motivated to study the additional language. The higher the level of inspiration the higher the assurance, which seems to be the consequence of willingness to communicate in the target language. The individuals who can intellectualise when and how they might use new language appear to be more likely to initiate communication behaviour and the necessary learning behaviour (Yashima, Zenk-Nishide & Shimizu; 2004:130).

According to the researcher, the vast discussion on first or home language education and multilingual education should consider the indication of African indigenous language courses in universities. Similar to this, there are numerous occasions where African languages are taught and the context for practicing multilingualism is taken into account (Masoke-Kadenge & Kadenge, 2013:47, Rudwick & Parmegiani, 2013:90, Turner, 2012: 29; Mbatha, 2016:5). Koch and Burkett, for instance (2005: 1098) made it possible for the background to be clearly explained at several tertiary societies. The establishment of multilingual universities where, amongst others, a consensus on the management of multilingualism and multiculturalism at universities was reached and where African indigenous languages were suggested and established as academic languages, must be taken cognisance of (Webb, 2012:218).

Theme 4: Enough teaching and learning material of isiZulu in the university

Six participants responded affirmatively to this question; they said that material of teaching and learning isiZulu is enough because they are provided with study guides with all information that they need (i.e., speech sounds, examples of isiZulu words and sentence construction, etc.). They have contact classes and attend lectures where they learn more and ask lecturers if they do not understand the content. They even said that they always score high marks in isiZulu assessments. (SI₂L₁F₂, SI₃L₂ M₁, SI₆L₂F₂, SI₇L₂F₃, SI₈L₃F₁ and SI₁₀L₃F₂).

The study guides that lecturers provide contain all information that we need as students, because they have notes with important and plenty of examples and activities, which make it easy for understanding. (SI₆L₂F₂)

I can say that as a beginner for learning isiZulu in a formal manner, the study guide and bilingual dictionary (English to isiZulu) that are prescribed to us learning materials are sufficient. (SI₂L₁F₂)

Since I am learning isiZulu as an additional language for conversational purposes not as a first language, I think the prescribed textbook, study guide and isiZulu dictionary are enough

for us to understand basic concepts, as we are not learning isiZulu as first or first additional language. (SI₁₀L₃F₂)

Prescribed books, dictionaries and study guides are enough for us to learn isiZulu at a communicative level. Study guide contains many exercises that empower us with relevant knowledge. (SI₅L₂ M₁)

On the other hand, four participants disagreed with this statement; they said that the university does not have enough isiZulu material. They said they are only given study guides with limited information for someone who is learning isiZulu for the first time. They have a prescribed book which they can use. Also, they are not provided bilingual (English to isiZulu) dictionaries which can help them understand the content better (SI₁L₁F₁, SI₃L₁ F₃, SI₄L₂F₁ & SI₉L₃M₂).

Teaching and learning materials for isiZulu are insufficient. There is only one prescribed textbook, study guide and dictionary. There are no other alternative materials. It is a challenge if the student does not understand what is in that book or study guide (L₃ SI₁L₁F₁).

Learning new language such as isiZulu with limited materials is a huge challenge. We depend only on one book, that is not enough. (SI₃L₁ F₃)

Lecturers cannot expect students to be proficient in isiZulu without giving them sufficient learning resources. (SI₄L₂F₁)

There are no books in the library for this module, and students only depend on the learning guide. We need more study material to achieve good marks and pass the module. (SI₉L₃M₂)

African indigenous languages have restricted learning materials and usage, such as dissertations, theses and journals which lecturers can prescribe or recommend for students, especially for those who are beginners or who are learning a language for first time at a tertiary level. The publications in these languages are also limited and these languages are not in demand within the borders of South Africa. Most people think that only English is the language for education and business and that indigenous languages cannot be used for education but at home.

For instance, isiZulu cannot be applied and described in detail in nuclear physics. This comment is also related to African indigenous languages functioning within the academic environment not only in the business context. These issues are further concerned with

terminology and language status. People's opinions are that African languages lack commercial and social importance (Turner, 2012:32). Correspondingly, African indigenous languages have little social, trade and industry value and are currently restricted in linguistic capacity. This results in the poor or negative attitude of African language speakers towards their home languages (Webb, 2012: 213).

Furthermore, isiZulu is effective for traditional or native speakers, as was developed in the 19th-century African mission schools. In 1925, isiZulu was still taught in black African schools, but there was no learning material available for non-speakers of the language. In KwaZulu-Natal the black African learners' vernacular was catered for by implementing the learning of isiZulu as compulsory subject at school to all "innate" children, whether their home language was isiZulu or not (Webb, 2002: 29).

The bulk of textbooks that are currently required for learning African languages for communication or conversational purposes are written in English and contain few examples of the native tongue, in this case isiZulu. The major module, and possibly even significant university study materials, must be established even for African language courses. For both the creation of materials and instruction, it is vital to have enough lecturers who are both effectively skilled and qualified. Furthermore, any negative attitudes toward required courses as well as any costs associated with the courses must be opposed by any colleges that adopt required African indigenous language courses.

The fact that it is expensive to spread African indigenous languages is one reason why some universities choose to emphasize English. Even the time allotted for African indigenous language instruction needs to be balanced between the time needed to learn a language and the available time on the current jam-packed schedules. In addition, the participants listed a few advantages of the implementation of required courses in African indigenous languages (Webb, 2012:208).

Learning materials in African languages must be produced. The fact of the matter is that there are many technical and systematic literature in English, which compels the community to learn in English. There is less work which is done to convey this knowledge into African indigenous languages. Teachers, facilitators, tutors and lecturers of African languages are needed. There are not enough lecturers who can communicate in isiZulu because many people underestimate the language profession. Rejection, reluctance, and negativity towards compulsory African

language subjects are unfortunately a given. Even if they can become compulsory students can still discard them and not put any effort to learn it (Olivier, 2014:493).

Theme 5: Lecturers' motivation toward learning of isiZulu

Only three students said that isiZulu lecturers do not motivate them to learn isiZulu (SI₁L₁F₁, SI₉L₃M₂ and SI₁₀L₃F₂). Students should be encouraged in educational accomplishment for them to enjoy learning and feel that their lecturer care about their success. Also, if students are motivated and cheerful in a learning setting their performance will be high and the success rate will reflect that as well which will assist in reducing the failure rate of subject (Jenkins, 2001:10).

Lecturers do not go an extra mile, they just teach us in class and it ends there. (SI₉L₃M₂)

Lecturers do not encourage us to learn isiZulu as they should. They do not share with us the benefits we can get from learning isiZulu additional language. (SI₁₀L₃F₂)

Other seven participants said that isiZulu lecturers do inspire them to learn isiZulu. Students are encouraged to speak isiZulu during isiZulu lectures and they are entitled to do so, which promotes their communication skills in isiZulu and they learn more new vocabulary each time they are attending isiZulu lectures. (SI₂L₁F₂, SI₃L₁F₃, SI₄L₂F₁, SI₅L₂M₁, SI₆L₂F₂, SI₇L₂F₃ and SI₈L₃F₁)

Lecturers are encouraging us to learn and speak isiZulu more frequently especially in the classroom and even outside the classroom to keep on practising to expand our vocabulary. (SI₄L₂F₁)

Our lecturer encourages us to learn isiZulu; she even brings a textbook for Grade 1 so that we can get a better understanding because the terms used in that book is easy and for basics. (SI₃L₁F₃)

We have many activities that we do in class every time when we are attending, and we also have homework that will keep us busy. We can also ask for help from isiZulu native speakers. I think that is good enough. (SI₆L₂F₂)

Consultation times are given, except attending regular classes; we also go and consult with lecturers to get more understanding. (SI₇L₂F₃)

Lecturers encourage us to do more oral presentations in isiZulu which helps us to pronounce words correctly and through several practice we become fluent in isiZulu. (SI₈L₃F₁)

Constructivist theory requires the lecturer to assist, simplify and motivate students to be energetic in their learning situation (Tam, 2000:51). Motivation occurs where learning and setting are involved in the classroom. There must be a good relationship between the teacher and the students; it is also an essential part of the research (Ryan & Deci, 2000:54). Similarly, the role of a lecturer is to motivate and orientate the learners' determination of creation rather than giving them the assembled results as the only permissible way of learning (von Glasersfeld, 1996:7). Hence, the constructivist theory is proposed to lecturers as a flexible, theory to underscore the importance of lecturer care and support when engaging with the students in class (Geelan, 1997).

Theme 6: Attitudes toward connecting with the isiZulu speakers

Eight participants said that they have friends who are isiZulu L1 speakers and they connect with them well. They have positive attitudes toward isiZulu native speakers because they help them with speech sounds and correct the pronunciation of words, hence they also want to be fluent in isiZulu. One said that they want to understand the isiZulu culture (SI₁L₁F₁, SI₂L₁F₂, SI₃L₁F₃, SI₄L₂F₁, SI₅L₂M₁, SI₇L₂F₃, SI₈L₃F₁ & SI₉L₃M₂).

Through learning isiZulu, I can get to know their culture and understand them better. It might happen that one can marry an isiZulu guy. (SI₇L₂F₃)

I have a positive attitude towards isiZulu native speakers; some of them help me by correcting my spelling errors and editing my assignments and explain some difficult isiZulu concepts to me. (SI₇L₂F₃)

I exchange ideas and knowledge with the Zulus who are learning Xitsonga as a communicative language at the university. We enjoy one another's company and laugh if one is mispronouncing some words. (SI₅L₂M₁)

I have Zulu friends, and I try to engage with them through isiZulu; even if they laugh at me, I keep on trying. They help me with my oral presentations. (SI₂L₁F₂)

Only two participants said that they do not like isiZulu speakers because they are too confident and very self-centred; they do not want to learn or speak other languages.

I dislike the isiZulu L1 speakers because they are egotistical and rude. They laugh at us if we try to speak isiZulu. (SI₆L₂F₂)

The isiZulu think their language is superior to others. They expect people to respect them while they do not show respect to other people. (SI₁₀L₃F₂)

Eight participants were optimistic toward the isiZulu first language (L1) speakers, since they helped one another with their academic work and activities; they befriended others, as a result they generated a decent affiliation with the isiZulu speakers. They were assertive and as time goes on, they would be capable to appreciate the isiZulu community and they would speak isiZulu fluently. Therefore, this designates that the study participants in the university ensured a positive attitude towards isiZulu, learning the language and its speakers. On the contrary, there are two participants who had a negative attitude towards the isiZulu L1 speakers, because they made them feel unable and even ruined the chance of becoming friends. In addition, they were not happy about the way the amaZulu treat them; they laughed at them when they tried to speak isiZulu. That behaviour affected them, and they felt unenthusiastic about trying to get to know the isiZulu language.

According to the SDT, emotional desires are common. Even though some cultural variances may occur, emotional needs are projected in promotion of independent motivation during several ethnic clusters (Deci & Ryan, 2000). Therefore, students from various ethnic groups may vary in their sense of independent motivation, however, those who needed support are more expected to testify extra self-governing motivation in the similar setting (Chirkov *et al.*, 2003). The first dimension defines the arrogance that the person will encounter in the incident of achieving the goal, and advanced importance will be consequential from an acknowledgment to internal causes. Therefore, the attribution theory has an impact on the future behaviour of an individual (Schmitt, 2015:1).

Theme 7: The choice of learning isiZulu third language

All ten participants said that learning isiZulu was their choice. They said that they wanted to learn isiZulu so that they can write eligible and speak it fluently.

As isiZulu is the most popular language in most provinces in South Africa, I was interested in learning it, knowing how to write and speak it fluently.

(SI₁L₁F₁)

I choose learning isiZulu for communicative purposes because when I complete my degree, I plan to look for job in Gauteng and isiZulu is a common language there. (SI₆L₂F₂)

I have been longing to learn isiZulu even before I came to university; now that I got this chance, I will use it profitably. (SI₄L₂F₁)

Learning isiZulu in a formal setting as we do at the university will enable me to speak and write it well. (SI₈L₃F₁)

Knowing and understanding isiZulu is a great benefit, since isiZulu is a second lingua franca in our country. (SI₁₀L₃F₂).

Three said they can understand isiZulu, but they struggle to respond, thus they are learning it, so that they can understand it and will be able to give responses if asked questions in isiZulu (SI₂L₁F₂, SI₅L₂M₁ & SI₉L₃M₂).

I can hear if someone is speaking with me in isiZulu, but I struggle to reply. Hence, I am learning it so that I can speak it. (SI₂L₁F₂)

I struggle responding in isiZulu when conversing with my Zulu friends and they laugh at me. (SI₅L₂M₁)

IsiZulu words pronunciation are difficult especially the click sounds: q, c and x. They are confusing. (SI₉L₃M₂)

One of the participants likes and enjoys listening to isiZulu speakers' speaking.

Listening to isiZulu native speakers is interesting. I am learning more through listening to them conversing, thus learning isiZulu was my choice. (SI₃L₁F₃)

The other participant said isiZulu is the language which they mostly use when with friends, thus learning it becomes fun and easy to communicate with friends even though they laugh at each other.

My roommate is an isiZulu L1 speaker and in my residence block most speakers are isiZulu. I have learnt to engage with them, as it is fun, and we laugh. Learning isiZulu in an informal way is simple and better than in classroom (SI₇L₂F₃).

All ten participants were interested and enjoyed learning isiZulu as a third language (L3), because among the range of languages that the department offers, they chose to learn isiZulu

as the language of conversation (L3). The participants do not act in separating, but they engaged with isiZulu L1 members to form a mutual group. They felt that it would assist them with terminology, pronunciation and understanding of the target language they are learning if they mingled with isiZulu L1 speakers (Padilla, 2008: 12). Language, race and other vaguer features can play a role. By looking at these outcomes and the literature the introduction of African indigenous language courses at university is observed as requirement between the speakers of different languages other than the language presented at a specific university. Padilla (2008:13) maintains that individuals in such circumstances may share and practise a series of sentiments such as moods of depersonalisation, lack of fitting in, resentment, depression and defeat.

SDT is a key theory of human inspiration, feeling and development. It is concerned with features of the oriented practice which enrich people's understanding and perfection. SDT is an imperative element in learning territory, which is the excessive foundation that teachers can tap into, and it enhances students' regular inclinations to learn (Deci & Ryan, 2002).

These participants possessed intrinsic motivation that refers to personalised action for its own intention since it is stimulating and satisfying. Different inspirations were explored and merged. Combination of motivations allude to a variation of an extrinsic cause into personal ethics and thus embrace good strategies that are initially exterior. Intrinsic motivation is viewed as the main motivation of SDT as it is measured to be a self-determined type of motivation (Walsh, 2011:2). This motivation supports the choice and determination and enthusiasm of participants towards choosing to learn isiZulu.

Theme 8: The impact of learning isiZulu

Nine participants said that learning isiZulu as a third language will have a good and positive impact in their lives and they enjoyed themselves learning another language which is different from their home languages and they are having fun.

Learning isiZulu will help in terms of job opportunities, i.e., becoming a tourist, translator or interpreter. (SI₃L₁F₃)

One will be able to communicate with tour guides when visiting KZN during holidays and I can teach tourists my language and we will have an interesting tour. (SI₄L₂F₁)

I will be able to have an effective conversation with isiZulu native speakers. (SI₂L₁F₂ & SI₆L₂F₂)

In case if one relocates, go and stay in KZN, a person will not have a problem; communicating with the people in KZN will be easier for me compared to a person who has never ever learnt isiZulu. (SI₅L₂M₁)

If it happens that somewhere they want a person who understand and speak isiZulu to teach learners at school or people from other countries, I will be able to teach them isiZulu. (SI₁L₁F₁)

Understanding isiZulu makes life easier, since most people speak isiZulu in the university even those who are not isiZulu speakers. IsiZulu is the first language one hears when comes to Gauteng province and it is easier to communicate using it. (SI₇L₂F₃)

Knowing isiZulu makes it easy to engage the Zulu L1 speakers and I feel comfortable around them. I am part of them as we share resources at the university. (SI₁₀L₃F₂)

Only one student who said learning isiZulu as third language will not have a good impact on his life. He said it is rare to find an isiZulu L1 speaking person in their hometown.

Since I am a Sepedi native speaker, I doubt that I will find a job in KZN where Sepedi is not spoken. Once I am done with my studies, I am returning home. (SI₉L₃M₂)

Nine contributors said that learning isiZulu will be profitable and it will have a good impact in their lives. IsiZulu knowledge will make things easier for them and enhance their communication skills. They can engage with isiZulu L1 speech communities if they may relocate and work in KZN. After completing their studies, they can be exposed to job opportunities that require them to have isiZulu knowledge such as: interpreting, tourists and language consultant. They have noticed that in Gauteng province many people converse through isiZulu and it is the most spoken language, therefore, they will also form part of that community.

As Ryan and Deci (2000:89) connect the perceptions of proficiency, understanding and independence with extrinsic motivation, the participants desired to understand and become skilled through learning isiZulu. Extrinsic motivation denotes the trend of an individual to act

in connection with external rewards which involve physical, commercial rewards and even admiration (Zhao, 2015:2334). Extrinsic motivation aids to expose chances for job opportunities and it increases the individual's economic and career status (Ryan & Deci, 2000:58).

5.4.1 Summary of interviews

From the interview data presentation, the responses of the first two questions, most participants indicated that Sepedi, Setswana and Xitsonga are the dominant languages in the university and most spoken from their home communities. All ten members replied positively towards questions three and four stating that they are interested in learning indigenous languages and acknowledge their importance and benefits. Furthermore, they reacted favourably in questions five and six specifying that they are intent in learning isiZulu and have a positive attitude towards it.

However, seven partakers replied positively stating that isiZulu lecturers are encouraging them towards their learning; only three said they are not inspired in their response to question seven. Eight participants said that they were friends with isiZulu L1 speakers and two said they were not friends in response to question eight. Moreover, all ten participants reacted confidently in question nine, signifying that learning isiZulu L3 was their choice. Correspondingly, nine study contributors responded certainly asserting that they recognised and acknowledged the significance and good impact of learning isiZulu especially at the university level in response to question ten.

All ten participants have an affirmative attitude towards isiZulu. They wanted to comprehend, acquire and progress so that they would be able to speak isiZulu fluently and steadily. The interview data revealed that contrary to belief these non-isiZulu speakers were indeed not adverse towards learning isiZulu as was initially observed but that their negative attitudes displayed their struggle to learn the isiZulu language. They also had positive attitudes towards isiZulu native speakers because they helped them with their academic work; they learnt how to pronounce and formulate isiZulu words.

They established friendships with the isiZulu speakers. Also, they were interested in learning isiZulu so that they can have a better understanding of its culture. They formed noble relationships with isiZulu native speakers. They also mentioned that isiZulu lecturers have a great impact on them on learning isiZulu. The lecturers motivate them to learn isiZulu by encouraging them to speak and communicate in isiZulu during lecture time, so that they can

practise and improve their language acquisition skills. Therefore, this indicates that non-isiZulu students in the university had a positive attitude towards isiZulu and its speakers.

In order to support and uplift university students, the advancement of the linguistic position to isiZulu requires more learning and teaching resources, including books, music, internet, television, magazines, and drama. These materials may be developed, produced, and published in the university. In addition, it will contribute to the public and multi-ethnic acceptance of isiZulu.

Most participants agreed that African indigenous languages can serve as academic languages. The introduction of required African language courses and increased knowledge of these languages may also be helpful in this regard. Intercultural communication can be encouraged, since it has been previously said that information and knowledge of a language lead to understanding and accepting another culture. The introduction of courses will also result in the expansion of many languages, which may open job opportunities for many people, particularly for those aspiring to consider careers in language. Finally, the numerous distinctions and awareness of African indigenous languages may result in an improvement in linguistic status, which may then lead to even further expansion of the relevant languages.

5.5 Summary of the main findings

Important findings emerged from the discussion of the themes and the data obtained.

- Positive attitudes towards learning isiZulu additional language for communicative purposes.
- The importance of teaching and learning South African Indigenous Languages.
- The necessity of inspiration and maintenance of multilingualism in South Africa.
- The South African Indigenous Languages are not treated equally in South Africa.

Finding 1: Positive attitudes towards learning isiZulu.

The study findings revealed that participants were interested in learning isiZulu as conversational language at the university level. The mean score of 4.7 that was recorded from the questionnaire demonstrates that respondents were excited in learning isiZulu in these findings. This also corresponds with the interview responses where the majority (all ten) of the participants said that they had a positive attitude towards learning isiZulu.

They were fascinated in learning isiZulu because it was one of the dominant languages within the university community and in the Gauteng province. Hence, it is imperative for them to learn it so that they can communicate with their classmates and peers who are isiZulu speakers in the university. Horsthemke *et al.* (2013:105) confirm that isiZulu is used as a lingua franca for 70% of the republic's population, while English is used by 20% of the South African population.

Other respondents were willing to speak isiZulu fluently and felt motivated to understand and be competent in it, so that they can get a job as translators or interpreters in the relevant area since isiZulu is also spoken by a huge number of people in the area. This is related with the instrumental motivation theory where students are striving to learn isiZulu because they will benefit from it. Most of the sample population had positive attitudes toward learning isiZulu. The government uses language(s) as a tool for building a rainbow nation in the education policy. However, this generates a problem if some schools do not teach African indigenous languages (De Wet, Niemann, & Matsela, 2001:45).

Eight respondents had a positive attitude towards the isiZulu speakers, because the isiZulu speakers helped them with academic work. Some respondents developed friendships with the isiZulu speakers; they also shared information about their cultures. They exchanged ideas and knowledge with isiZulu speakers who were learning isiZulu as their home language at the university. Only two participants said isiZulu speakers are proud and stereotyped; they do not want to learn or speak other African languages. The findings show that most participants had positive attitudes toward isiZulu speakers.

The findings of this study are like those of the study that was piloted to scrutinise the visions and proficiencies of non-isiZulu student teachers on learning and teaching isiZulu as a second language (L2) and even a third language (L3). Where the study findings exposed that the learning of isiZulu was operative and students' attitudes and academic performance was virtuous (Nkosi, 2019:3). Another analysis was conducted at University of KwaZulu-Natal, where isiZulu is a compulsory module for all non-isiZulu students. The study findings revealed the complications and confusion on students' language background. However, students noticed the benefits of intersecting in one of the African languages. Even though their learning, acquiring competency of the language slackened the promotion of community unity (Naidoo, Gokool & Ndebele, 2018:356).

In addition, the findings also show that the majority (61%) of the respondents, who were originally coming from Limpopo, had a positive attitude towards isiZulu; compared with those who were coming from Gauteng (19%), Mpumalanga (14%), and North West (6%). See Table 3.2 of the questionnaire. They wanted to learn, know, understand and speak it fluently. They felt positive and enjoyed speaking isiZulu and even if they would go back to communities they would introduce it to their families, friends and relatives and they were happy and proud that they had learnt a new language that was not known in their communities before.

Understanding isiZulu was advantageous because it was found to be a well-known and dominant language in big provinces such as Gauteng where most job opportunities are found; and it is where many people from different provinces meet and share resources. If one knows and speaks isiZulu, it would be helpful because this language is understandable. Knowing and speaking isiZulu verified a great experience for them.

Finding 2: The importance of teaching and learning South African Indigenous Languages.

The study found that the respondents indicated that it was very much important to teach South African indigenous languages in the South African schools and at university level. The preceding findings concur with the findings from interview questions where respondents were asked if they were interested in other African indigenous languages.

Therefore, these findings also support what was speculated by Flynn and Harris (2015:7), that people are attracted in knowledge of other indigenous language(s), because they are eager and prepared to connect with the target language speech community. Consequently, integrative motivation and requirements for affiliation all play a role to make the process of language learning successful. It surfaced that Self-Determination Theory (SDT) is expressive in that the need for connection can also persuade speakers to learn an indigenous language and that it can make the speakers feel proficient. Also, the independence aspect is included as part of SDT as the subject (isiZulu) at university level should be viewed as crucial and not only the last option left. If students are inspired in this way, it is easy for them to create meaning from their study contents, this is where constructivist theory is appropriate.

These findings differ from what was suggested by Barkhuizen (2001:99) and Dyers (2004:173), where their findings disclosed that respondents did not see the need of learning SAILs because these languages did not provide one with work opportunity. Hence, in this study respondents said that one could find employment through learning SAILs in a society. The researcher

purposefully sampled only language profession students for the qualitative part, not just any students in the university. The participants understood the vital role played by languages better, which is the reason for their attitudes toward SAILs as they differ from other scholars' findings reviewed in this research. Therefore, the findings of this study showed that respondents have affirmative attitudes towards learning isiZulu.

Finding 3: The inspiration and maintenance of multilingualism in South Africa.

The findings showed that respondents are inspired to learn isiZulu as a communicative language at a tertiary level. The mean score of 4.6 was achieved which designates those respondents agreed with that statement. Also, the findings indicate that respondents would encourage other students to learn isiZulu at a tertiary level with the mean score of 4.7. Most respondents showed eagerness for multilingualism in South Africa. This fact was derived from the mean score of 4.6. The outcomes of the study with a mean score of 4.7, designate that respondents would encourage their peers (i.e., friends and classmates) to learn other South African indigenous languages. A mean score of 4.6 confirmed that they support a multilingual nation. Multilingualism practice applies in the new South Africa after the end of apartheid.

Many respondents were interested in learning other languages because they wanted to become part of a multilingual nation. As a South African, it is a necessity to acquire and understand other languages not only one's home language; in that way one will be capable to interact and connect with people of other tribal groups. The participants also revealed that if one is multilingual, one has more chances for finding job opportunities that are language related. This is connected to the extrinsic motivation where individuals execute actions because they will gain external rewards such as tangible materials, and financial rewards (Ryan & Deci, 2000:58).

The possibility of job opportunities also highlights the prospects of knowing an indigenous language and to be acceptable to other communities, who know and understand their culture through language. Moreover, they specified that if one relocates to another province where one's home language is not known or spoken and is required to communicate with the people in that community it would be useful to understand and to be able to speak other languages.

Finding 4: The South African indigenous languages are not treated equally.

The mean score of 2.8 of findings show that, respondents were aware that SAILs were not treated equally. Although the Constitution of South Africa suggested that all languages should be treated equally that has not happened yet. Correspondingly, with the outcomes, the 3.4 mean

score indicated that respondents were not sure if the government is doing enough to encourage people to learn South African indigenous languages. Also, the findings with the mean score of 4.8 indicate that the respondents agreed that it is vital to learn other SAILs as a citizen of this country (SA).

From the interview questions the findings display two participants said English was frequently used at the university because it was a medium of instruction and a language of communication (lingua franca) among different ethnic groups. These findings agree with those of De Klerk (1996: 116) where it was confirmed that most schools and university students show a positive attitude towards learning English and choose to communicate in English if they are from different ethnic groups. Three participants said Setswana was the most spoken language because the university is in a community area where this language was prevailing. One student said isiZulu is the dominant language used in the university, because most students in the university come from KZN. The last four participants said Sepedi is the main language used in the area where the study was conducted.

In the question where respondents were asked to indicate other languages that were spoken in their communities which they came from; four respondents said that six participants said Sepedi and Xitsonga are the main languages spoken in their hometown, Limpopo. The other three said Setswana is a central language in their community, and the last one said Sesotho is the leading language spoken in her community in the Free State.

Moreover, all ten participants who contributed during the interviews said it was crucially important to learn other SAILs because it will facilitate the possibility of finding job opportunities, share ideas among cross cultures, and enabled them to understand and to communicate with others; therefore, they needed to be part of the 'rainbow nation' and in the end they are all South Africans. This coincides with the intrinsic and integrative motivations that include an aspiration to learn the second or third language. The public citizens want to know and understand the rational aspects of their target language. Consequently, society adopts integrative and intrinsic motivation so that they benefit and they want to use language successfully (Flynn & Harris, 2015:7).

Additionally, data was further analysed according to the variables, per gender, age range and level of study, of the sampled population. The highest mean score is 47% for level 2, followed by level 1 with a score of 39%, level 3 who scored 14%. Then, looking at the age range; the respondents from ages 18-24 received 92% and ages of 25-30 received a score of 8%. The

females scored 89% and males recorded 11%. Therefore, these findings show that the level one respondents were more interested in learning other African languages and supporting multilingualism in the country (SA). The findings also demonstrate that the respondents of the ages between 18-24 were the ones who achieved the highest percentage for willingness to learn about indigenous cultures. Finally, the results also illustrate that females adapt easily and quickly to a new environment and learning. This confirms what is posited by Ladegaard (2000: 221) that females can adapt easier and better to a new environment and learn faster than males. This indicates that female students have a more positive linguistic attitude to a new language than male students.

5.6 Improvement and campaigning for African indigenous languages

Considering the prerequisites for language growth and upgrade, and specifically the necessity to escalate the commercial and social importance of the concerned languages, a programme for the improvement of the African indigenous languages as well-developed standard languages needs to be established.

Such a programme in the educational context may possibly include:

- Emerging the linguistic capability of African indigenous languages (corpus development), as well as their capability for technical communication (such as, their technical vocabulary and registers) and the development of the proper educational resources (e.g., intelligible grammars and dictionaries).
- Evolving their position into educational languages (prominence development), which means among other things; speaking about the parents' attitudes, management, learners/students, school and universities; also stimulating many traditions around educational language, such as that the English language ability is equal to being educated; and that English can only be attained through full engagement, and that African indigenous languages are unsuitable as educational media and instruction.
- Developing competence of educators and learners, lecturers and students in the regular diversities (acquisition development), precisely as languages for academic purposes (Cummins, 2000). Incorporated here would be the development of their study as home or first languages and the improvement of a culture of books' reading and writing, intelligent argument and critical discourse, and the capability to handle the media in accountable conduct. Equally, the acquisition of these languages as second or additional or even third languages, i.e., by non-native speakers, must be simplified.

- Encouraging the use of the African indigenous languages (usage development) in all teaching and scholarly work, for example for classroom discussions, writing assignments and assessment in general.
- Encouraging the collective meaning of the African indigenous languages (prestige development), for instance through their use in all high-function official community environments and through the invention of fictional and non-fictional literature; and
- Creating the study of African indigenous language, a requirement for all learners from Grade 1 up to Grade 12 and further to tertiary level of education (Lafon, 2008)).

A huge number of research and development projects have focused on campaigning, advertising, and promotion of the African indigenous languages in South Africa recently. It is obviously crucial that scholars share evidence and collaborate with one another. This can be done through creating and sustaining a website covering the information on exploration and development tasks throughout the nation. Similar planning could spread over to ventures to a different place in Africa and beyond. Valuable organisations in this respect are the Academy of African Languages (ACALAN) and the Association for the Development of African Languages in Education, Science and Technology (ADALEST). The Project for Alternative Education in South Africa (PRAESA), situated at the University of Cape Town, is one of the greatest imperative centres concerning the use of the African indigenous languages in education.

5.7 Conclusion

The examination of the data showed that there are many viewpoints on the establishment of required university courses in African indigenous languages. Many of the viewpoints are based on observations that are unique to South Africa's turbulent past. To fully understand the range of perspectives, the function of Afrikaans (Dutch) and English as foreign languages, conflicts between Afrikaans and English, Afrikaner self-government, apartheid, and Bantu education, must be considered. It is important to consider the Soweto uprising, the recognition of 11 official languages after 1994, and the advancement of African languages within the so-called "motherlands" or "Bantustans" (Mesthrie, 2004:14, Painter & Baldwin, 2004:4). This experience strengthens the hierarchy of dominant and subordinate groups in a particular community (Padilla, 2008:10).

The dominance of English in South Africa cannot be only attributed to internal language hierarchies; it also reflects the language's position in the world and the distinction between

clusters. The position of the Afrikaans language, however, concerned reviewers who were native Afrikaans speakers. Other scholars contend that because English is the first language of those who speak it, English is the dominant language, with all other languages following it in the hierarchy of importance. In certain cases, the comments on the news items provide proof of emotional stigmatisation of African indigenous languages and their speakers by the general public (Padilla, 2008: 14-17). However, not every instance of these operators' language distinctiveness was necessarily strong. As a result, speakers of African indigenous languages are also included in this rejection of the use and status of African indigenous languages in educational settings (Alexander, 2001:117; Ferguson, 2006:185).

Because there is no distinguishing South African dialect, prejudice and discrimination are prevalent everywhere. The mind-set, attitude, experience, and motivation underlying the data produced in this study can be interpreted in terms of sociology (Garrett, 2001: 626; Painter & Baldwin, 2004:3; Padilla, 2008).

Certain pragmatic logical techniques that refer to how reporters react to broadcast items were chosen to select social intelligence theories. These tactics are established by the objectives, requirements, and criteria that support, concur, or reject the introduction of indigenous African languages. For the benefit of public flexibility, education, business, and universal functioning, some critics perceive the English language proficiency as a prerequisite for identification as an insider. The desire to organise creation is an essential adaptive process of human reality. Evidently, language is a way of classifying people into groups. There are three groups of speakers: those who speak English, Afrikaans, and African languages. These impressive racial groupings are sometimes associated with language. The research makes it clear that groupings of these and multilingual distinctiveness are not superficial. Through community evaluation, intergroup distinctiveness is highlighted by attributing socioeconomic status to linguistic use regardless of varied surroundings or upbringings (Padilla, 2008:9).

Open-ended and follow-up questions were posed during the interviews. The responses to the closed-ended interview questions were carefully compiled. Tables with the calculated frequencies and percentages are shown. Many different responses were given during the interview's open-ended phases. The taped interviews were first manually verbatim transcribed. The researcher tried to analyse the data making only essential changes and let the participants' voices convey their perceptions. Due to the different replies each participant provided, the researcher only discussed the most frequent responses when grouping students' common

responses into one theme. Vilakazi (1962:122) suggests that data must be presented as they were given by the informants in as far as possible, so few adaptations were made.

The purpose of this study was to investigate the use and promotion of isiZulu, as well as to examine African indigenous language programmes at colleges. Participants must be eligible because of the contradictory ways in which African indigenous languages are portrayed in the literature. When compared to multilingual education, English-based instruction has undergone a variety of changes in tertiary institutions, according to the examined literature on linguistic context.

At present, South Africa's universities no longer follow old language curricula. The promotion of multilingualism and African indigenous languages takes place in an appropriate procedural setting. However, it is true that not enough is being done to make this campaign a reality. There are also many, acceptable examples that can serve as the foundation for upcoming courses. Minister Blade Nzimande mandated linguistic diversity and equality remarks in this context. A mandatory isiZulu course at all colleges is one example of the importance that must be considered in African language programmes and their execution.

The focus of this study was on the opinions expressed by non-isiZulu speakers at the UoT in the Gauteng province and the implementation of an isiZulu course that is required at the tertiary level. The data analysis demonstrated that participants had fascinating and varied perspectives on the language context. They have favourable opinions about isiZulu's function and the contribution of indigenous African languages to education. It was emphasised and clarified from many perspectives to underscore the significant role that knowledge of African languages plays in education and in general.

However, a few unfavourable or unfounded beliefs about African languages have surfaced. Due to these sensitivities, learning and using African languages in university education may be rejected, felt with resentment, or denied altogether. Illiteracy, the obstacles of linguistic proven difficulties, and issues with language competences still require much attention and many problems to be solved. Data were also used to form conclusions about some of the arguments of participants had against making African language instruction mandatory. The participants notably agreed that additional research is needed on teaching African indigenous languages and equivalent management in terms of language campaigns, publicity, and enrolment in courses. It is necessary to be mindful of the contemporary biases and racial tensions among native speakers of each language. Concerns were also expressed regarding practical issues such

study materials, the required number of qualified professors, attitudes toward required courses, costs, and the amount of available learning and teaching time. Finally, several potential advantages of teaching and learning African languages were noted by the respondents.

In conclusion, evidence of linguicism was discovered while discussing the larger concerns surrounding the potential implementation of required African language classes at universities. It was also clear how language status played a part. To inform and perhaps change unfavourable attitudes about African languages, more research on language attitude planning is required. Finally, since African languages are already spoken in universities, they do not necessarily need to be made public. Instead, existing language-learning programmes should be evaluated and developed within the context of multilingual and multicultural institutions.

Furthermore, as it was found that most study participants were only exposed to isiZulu at the university level, the issue of all non-isiZulu students acquiring isiZulu as an L2 at a basic level needs to be taken into consideration. Prior to attending the institution, few students, especially those from the Gauteng area, had any exposure to isiZulu. They already possess some basic isiZulu linguistic abilities. As a result, there should be a distinction between isiZulu modules for first-time and second-time learners as well as for conversational, first-time additional, and home use. In other words, there must be isiZulu modules suited for L2 learners as well as those for novices. It is recommended that university professors be given more authority regarding the development of teaching and learning materials for students who enrol in indigenous African languages in order to improve their foundational conversational abilities.

The detailed results of the interpreted and analysed data were provided in this chapter. This chapter also includes a full discussion of the study's conclusions, which were gleaned from its participants. The study's conclusions and recommendations are given in Chapter 6.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter provided detail on the results of the analysed and interpreted data from the sampled people. The conclusions and recommendations based on this investigation are presented in this chapter. The goal of the study was to see how non-isiZulu students felt about isiZulu being taught at a UoT in Gauteng. To achieve linguistic goals, the researcher based the research on societal sensibilities as well as mentalist and behaviourist expectancies. (Agheyisi & Fishman, 1970:138). Enthusiasm as condition in language attitude perception was established through drawing on the language attitudes of study subjects, who described their personal attitudes toward the language in question. This type of method was related with the enhancement of the Self-Determination Theory (SDT) which helped the researcher to focus on language attitudes without giving participants false objectives of the study (See Chapter 2). Thus, the mentalist perspective is usually one of the methods used in language attitude studies (Campbell-Kibler, 2006).

The language choices, intellectual consequences, and behaviours that were influenced and informed by those choices were the main topics of this study. Therefore, the purpose of this study was to comprehend how non-isiZulu speakers felt about learning the language to communicate. The theory offers a maxim on which the responses and participants' behaviours, emotions, and psychological processes were established. The perspectives derived from the mentalists' vision provide strategies for comprehending non-isiZulu speakers' attitudes about learning isiZulu as a communicative language at a UoT in South Africa. Included were the core components of autonomy, relatedness, and competence as well as the integrated and instrumental motivation. This chapter deals with the conclusion, recommendations, and areas of future research.

The observation of a researcher as a former lecturer of isiZulu as an additional language at the university where the study was conducted, was that non-isiZulu students appeared to be disinclined in choosing isiZulu as a communicative language, as it was offered in the Language

Practice programme at the university. This lack of enthusiasm prompted the researcher to conduct research on why these students were so hesitant and reluctant towards studying isiZulu.

This chapter covers the research findings, summaries, the research conclusions, the limitations as well as the contributions to the study. The researcher proposes recommendations, possibilities for further research, and finally provides the concluding remarks.

Chapter 1 presented an introduction and background to the research, rationale of the study, theoretical framework and discussed the problem statement, aims and objectives of the study. The research questions that the study intended to answer were listed. The definitions of the frequently used terms in the study were made. Furthermore, a brief explanation of research methodology and data analysis process was given. The principles that were utilised to regulate reliability and the ethical considerations were explained. Also, the scope and the limitations of the study were discussed.

Chapter 2 discussed the review of the previous studies on language attitudes towards learning of South African indigenous languages at tertiary level. The focus was on the impact and changes in South African HEIs since the introduction of these languages in universities. As indicated in Chapter 2, Section 2.3, this study was based on three theories namely: Attribution theory, Self-Determination theory (SDT) and Constructivist theory. Both SDT and Constructivism, thus cognitive and social constructivism; extrinsic and intrinsic motivation underpinned the study. The chapter further offered insight into the language ecology approach during the apartheid era and after it as well as the historic experience of language attitudes. This was followed by the general discussion on South African language policy and the different views of perceptions about the African languages in higher learning environments. Motivation, importance and benefits of learning South African indigenous languages were elucidated.

Chapter 3 presented the research methodology informed by the interpretivism paradigm. The chapter also conferred both quantitative and qualitative (mixed) data collection methods, hence a questionnaire and semi-structured interviews were used to collect data from the sampled population. The discussion of data analysis through the thematic data analysis method was conveyed.

Chapter 4 dispensed data presentation procedures which were discussed. Data collected from a questionnaire was presented in tables and pie charts and data collected through semi-

structured interviews were presented as thematic discussions. This chapter focused more on the quantitative data presentation, where language repertoire, domain and language usage statistics were calculated and displayed. This was followed by the exposure, importance interest and the reasons for learning African languages at tertiary level; figures were shown. Lastly, the mean scores of Likert scale statements were also revealed.

Chapter 5 covered the responding of the research questions through systematically analysing both quantitative and qualitative data which were collected through questionnaires and semi-structured interviews. The discussions were arranged according to themes which resulted from participants exact responses. Finally, interpretations of the findings were shared.

The following section discusses how research questions were answered:

6.2 The aim and objectives of the study

The aim of the study was to discover if the non-isiZulu students are reluctant and had negative attitudes toward choosing isiZulu language as an additional language for communicative purposes. The question whether they were motivated was a primary focus. The researcher attempted to determine the aspects that play a role in learning isiZulu at tertiary level. Furthermore, it was important to establish if lecturers were supporting and empowering non-isiZulu students at the university. This aim was achieved as the results of this research indicate that non-isiZulu students at this UoT in Gauteng do not display any negative attitudes towards learning the language, its speakers and the language itself except for the instances where the isiZulu students were criticised for being too confident and even in an instance egotistical. The majority, however, were willing to adapt mingle and learn from one another irrespective of ethnic orientation.

6.2.1 The objectives of the study

The objectives of the study were:

OBJ 1: To determine if isiZulu L3 is the language of choice to non-isiZulu students;

OBJ 2: To investigate if the non-isiZulu students are motivated towards learning isiZulu as a subject at tertiary level;

OBJ 3: To explore if the non-isiZulu students are interested in learning isiZulu as communicative language; and

OBJ 4: To examine if lectures are doing all in their power to help, facilitate and empower non-isiZulu students learning to promote learning of isiZulu at a UoT.

6.3 Responses to research questions

- Which aspects influence the attitudes and inspiration of non-isiZulu students as well as isiZulu native speakers towards learning isiZulu as a communicative language at a university in the Gauteng province?

The reasons that were found to be a source of the apparent attitudes were associated with subject content and the time aspect when learning a new language. Their sentimental filters triggered them to experience concerns and nervousness in the case of a negative reaction towards learning isiZulu. The SDT theory was found to be very convenient as the need to be knowledgeable, experienced, interconnected and to implement independent varieties appeared noticeably in the responses of the participants. These aspects all played a role in inspiring non-isiZulu students to learn isiZulu. They indicated a firm decision to communicate, connect and unite with other indigenous language communities and desired to be empowered to be acquainted with and understand more languages as part of becoming multilingual South African citizens.

For instance, isiZulu is one of the languages that is presented to non-isiZulu students as additional language for communicative purposes in the university where this study was conducted. The action of teaching languages for communicative purpose is done to cheer multilingualism among students who are studying Language Practice Programmes. Therefore, the study had the following research questions regarding the attitudes of the non-isiZulu students towards isiZulu on the Language Practice Profession at this university.

6.3.1 Research questions (RQ)

RQ1: Why are non-isiZulu students reluctant towards **choosing** isiZulu as a communicative language?

This question suggested that non-isiZulu students had a negative attitude towards isiZulu. The findings revealed that some respondents had positive attitudes toward isiZulu language. They were scared that they could fail isiZulu as it was their first exposure to it since they had to learn it at the tertiary level. However, they tried to converse through it with their peers within the institution. It demonstrated that the difficulty was more about the experience as the students chose and desired to study the language. To them, learning isiZulu was a requirement to

accomplish the mental needs and evolution of people, enthusiasm, and self-exploration (Deci & Ryan, 2008). Thus, participants were driven by SDT which proposes that people have major intellectual desires for autonomy, relatedness, and competence.

Time restriction in learning isiZulu posed difficulty as time was also a factor to understand the content. Most participants and respondents chose isiZulu additional language for communicative purposes at the university because isiZulu is used as a lingua franca in some provinces especially in Gauteng province where they study and most of the work opportunities are found in this area. Attribution theory was also regarded as appropriate in view of the characteristic

of language attitudes and inspiration of learning language (Bock & Mheta, 2014:231). The researcher ventured to underscore the influence of the state on the level of the participants' incentive as the Attribution theory suggests (Zhao, 2015: 2334). Therefore, the attribution theory was implemented in this study to regulate the attitudes of non-isiZulu students towards learning isiZulu at the university.

RQ2: What motivation do the non-isiZulu students have towards **learning** isiZulu additional language as a subject at tertiary level?

The question implied that non-isiZulu students were hesitant and reluctant toward learning isiZulu. The respondents and participants ascertained to be optimistic and interested in learning isiZulu, as it increased their proficiency level and aided them to enhance their understanding. They could interact with peers from other speech communities and build friendships and good relationships. SDT relates to the study participants' interests since it is concerned with the need for relatedness of an individual to preserve near, shielded, and nourishing acquaintances in their social environment and participate in it. The individuals need to acquire competence as a skill of understanding goals, strategies and capacities, which are not continually easy to achieve, and they need to feel a sense of efficiency (Deci & Ryan, 2017).

The findings demonstrated that they had positive attitudes toward learning isiZulu as the communicative language, and other African indigenous languages, so that they could be able to communicate with the members of other ethnic groups. They also specified that they stimulated their peers to learn other African indigenous languages, so that they could promote and support multilingualism in South Africa. Constructivism theory confirms that good intentions provide students in incorporating new or different information to understand and empower themselves to create the appropriate modifications to their existing rational

experience to accept that information (McLeod, 2019). Social constructivist learning is a mutual technique and understanding that stem from conversations each having their personalities with their own philosophy and humankind.

RQ3: What is the level of non-isiZulu students' **interest** towards learning isiZulu as a third language (L3)?

The idea of becoming self-determinant and skilled in isiZulu to communicate across speech communities appeared to be a great benefit rather than a hindrance to majority. Negativity and anxiety surfaced to be a difficulty for one participant who posited that there would be no need for one to learn isiZulu if that person is not staying or working in KwaZulu-Natal province where the isiZulu language is mostly dominant. The implications of this negativity could lead to bad results or failure. This suggests that the participant does not have any interest in learning isiZulu. However, the majority of respondents indicated that they had positive attitudes isiZulu speakers and were determined to learn isiZulu for communicative purposes.

They also opted for tolerance of multilingualism, appreciated opportunities to communicate and learn and were delightful in exchanging their views about their cultures and isiZulu speakers. Participants considered transferring to an alternative province where their home languages are not frequently spoken. Attribution theory hold that students may ascribe their success to diligent, an easily accomplished mission, proficiency or fortune. They were aware that failure is connected to laziness, a problematic assignment, deprived aptitude and misfortune. Thus, students hold that they have power over their attainment or loss (Bock & Mheta, 2014: 231).

Similarly, Constructivist theory conveys alteration of students' behaviour which is experienced after learning new facts. Students gained the understanding through information and actualities in real-life situations. Constructivism allows students to be active and conscious with the learning situations (Tam, 2000:51). In this manner, students expanded their language skills as they were interacting with isiZulu speakers for better understanding of the language and Zulu culture.

RQ4: Do lecturers **help, facilitate and empower** non-isiZulu students to promote learning of isiZulu additional language at the university?

The responses revealed that lecturers indeed assist, facilitate and enable students to encourage the learning of isiZulu L3. Lecturers try to simplify concepts that seem to be difficult for

students. They give students extra activities to encourage students' understanding. They also welcome and allow students to consult them in their offices whenever they have challenges in doing their schoolwork. The department has also appointed tutors to help students with better understanding since students are shy to consult lecturers after lecture time. However, they also request the lecturers' further engagement and familiarity with students for support and promotion of indigenous languages. Constructivist motivation requires the instructor to aid, simplify and inspire students to be vigorous in their learning scenery (Tam, 2000:51). Motivation transpires if learning and setting are cooperative in the classroom situation. Connection between the lecturer and the students is also a crucial part in learning environment (Ryan & Deci, 2000: 54). Equally, Prawat (1992) argues that constructivists stress the affiliation of understanding achievement, and further suggests that students should be furnished with learning opportunities to partake in reliable activities.

The revising of lecturers' teaching approaches can also support to address the perceived concerns in some cases. The study findings provided appropriate responses to these questions and helped to discover and understand descriptions behind the attitudes of the non-isiZulu students toward learning isiZulu as their additional language for communicative purposes in the university. Since there is no single approach presented that will ensure learner success, Constructivism agrees with this perception, and as a result the outcomes for teaching and learning might be undesirable. Jenkins (2001:10) advises that students' inspiration offers evidence of students' behaviour concerning their studies and it discloses the decent results if students are properly encouraged in academic achievement.

Correspondingly, if students are happy in their learning environment the accomplishment frequency will be great. Moreover, Cullity (2005: 55) declares that educators should stimulate students to embrace objectives that will arouse their passion and support them to improve curiosity to learn since those objectives can distress their wisdom, victory and disappointment. Educators ought to make learning enjoyable and easy, so that they can overcome complications.

6.4 Limitations of the study

As mentioned in chapter one, the study has only focused on the exploration of non-isiZulu students' attitudes toward learning isiZulu additional language for communicative purposes at tertiary level. Also, it was conducted only in Gauteng province, in Pretoria. Other locations might yield different conclusions mainly if the demographics are not the same as those of the

targeted group. This study only sampled and involved non-isiZulu students who enrolled for a Language Practice programme at the university where the study was conducted.

6.5 Conclusions of the study

The findings acquired in this study led to the following conclusions:

- A high rate of non-isiZulu students, viz.: 92% of the respondents were fascinated, prepared and had positive attitude toward learning isiZulu as additional language especially at a tertiary level.
- Most respondents, 97% saw the significance of teaching and learning South African Indigenous Languages in schools and universities.
- Moreover, 75% of non-isiZulu students had positive attitude toward isiZulu L1 speakers.
- Only 55% of respondents were exposed to isiZulu before coming to university since the high rate of 61% were originally coming Limpopo province.
- Government and media were reported not to do enough to promote South African Indigenous Languages, most television programmes and public government places use English as medium of communication.
- South African Indigenous Languages must be treated equally.
- Respondents said that they were interested in learning SAILs and that they will encourage their peers to learn those languages.

Subsequently, the various motivation theories strengthened this study namely, Attribution and Constructivism theories. The study findings correspond with these theories. Similarly, the Self Determination Theory (SDT) ascertained to be very convenient as the core codes of belief of relatedness, autonomy and competence may perhaps be executed. Intrinsic motivation included the attentiveness and importance to connect and grow into be part of a target language community freely and enthusiastically. Twenty-seven (27) respondents out of 36 who completed a questionnaire, and seven participants out of ten, of the interview questions, indicated that they had a favourable attitude toward the isiZulu native speakers, because they study together, assisted and empowered one another with their schoolwork with isiZulu speakers; therefore, they wanted to become part of the isiZulu speakers' community. The

findings from Table 3.7 indicate that a total of 75% of respondents had friends who were isiZulu L1 speakers, which confirms that they desired to become part of target language speech community.

A desire to learn the target language (TL) is an intrinsic motivation based on the realistic and accurate knowledge of additional language and the skill to acquire it accordingly. Intrinsic motivation denotes an action for its own intentions since it is thrilling and satisfying. It changes an extrinsic motive into individual morals and thus implement respectable strategies that are formerly exterior (Walsh, 2011:2). This view was visibly demonstrated by the choices of participants. Most people develop a curiosity in learning L2 if they need to achieve something from it. Seven respondents had a positive attitude toward isiZulu as they desired to learn, speak it fluently and understand it. They sought to be able to communicate with isiZulu L1 speakers smoothly and confidently, and to attain rational understanding of the target language.

Moreover, non-isiZulu students felt positive toward isiZulu L1 speakers and learning the language. They stated that they were delighted in speaking isiZulu even when they would return to their provinces and hometowns they familiarised it to their families, neighbourhood, and community as the measure of their need for relatedness. Whereas the goal-oriented motivation is linked with the individual own goal setting, other people learn additional language because they in need to gain speaking proficiency so that they can be able to have a dialogue with people of the TL. This type of motivation is interconnected with the personality's own objectives and situations. This depends on what one wants to achieve when doing something (Flynn & Harris 2015:6). In this case non-isiZulu students coveted to learn and understand isiZulu, because they wanted to accomplish numerous outcomes and their own aims per individual. Some needed to have foundational knowledge of isiZulu for communicative and educational purposes.

Nine participants said that they had a positive attitude toward isiZulu; they were alert that in the university they study in Setswana and Sepedi are the prevailing languages, since the university is situated in Gauteng, where these languages are leading. However, it was significant for them to learn isiZulu so that they could be able to converse with their classmates who were isiZulu native speakers. Some reported that they have built friendships with isiZulu speakers and their friends helped them with their academic work and helped them practising to speak the language outside the classrooms.

The South African Constitution states that Afrikaans, English isiNdebele, isiXhosa, siSwati, isiZulu, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga, are the eleven official languages

of South Africa. For that reason, it is one's responsibility and obligation to attempt accepting, understanding, knowing and communicating at least three to four of these indigenous languages in supporting and promotion of multicultural and multilingual within South African nation.

6.6 Study recommendations

The researcher anticipated that the subsequent recommendations will possibly render assistance in improving and resolving the complications ascending in line to language attitudes and motivation.

- The universities should develop and provide sufficient learning materials for language teaching and learning especially for additional languages in order for students who are learning languages at an entry level (beginners' students) could have more knowledge and understanding.
- Furthermore, universities should cultivate language learning campaigns such as spelling B, cluster dialogs and debates in South African Indigenous Languages, to expand, encourage multilingualism and preserve these languages.
- The government needs to develop a regular and efficient process that will monitor the language policy implementation and ensure that required aims are attained. It will be through that monitoring system the management can discern whether the language policy aims are being accomplished or not. Also, to determine whether the language policy is producing any unintended effects and only at that juncture, equipped with this information, the administration can initiate proper counteractive act.
- The government and other high powerful stakeholders should create more language work opportunities and employment. It must also commit and guarantee that all South African eleven official languages are treated equally.
- The media should increase an attentiveness of the reimbursements multilingualism and encourage and sponsor promotions and crusades for teaching and learning SAILs in our schools and universities nationwide.
- Students should influence and inspire one another in culture of learning SAILs to increase and recommend multilingualism in their institutions of higher education and communities. They should also show respect and value other people's cultures.
- The university and the languages departments need to organise and render workshops for lecturers about teaching methods of third language to help lecturers improve their capabilities.

- Evaluation of language lecturers who are teaching language for beginners should be made frequently to regulate the standard of success rate.

6.7 Areas for future research

A probable area for future research can highlight an exploration of the role of English as the leading language in universities and compare its usage as lingua franca among Africans, its influence and different statistics since the promotion of the South African Indigenous Languages.

Also, research integrating all eleven South African official languages can cast light on attitudes of all language group learners.

The discernments regarding culture of the various ethnic groups in South Africa can also reveal interesting information towards learning indigenous languages.

The implementation of online programmes for learning indigenous languages simplified by language profession lecturers could be beneficial.

The opportunities of South African indigenous languages and employment in government and private sectors can also render interesting views.

6.8 Conclusion

The aim of this study was to explore the attitudes of non-isiZulu language speakers towards learning isiZulu as a communicative language at a UoT, in the Gauteng province. The study used a mixed method research approach and leaned more towards the quantitative than the qualitative approach. The majority of participants who participated in the semi-structured interviews indicated that they were positive towards learning isiZulu as a communicative language.

Most respondents were in favour of learning an extra African language, which is also indicated by the high average score obtained using the Likert scale questionnaire. The results of this study showed that non-isiZulu speakers have positive attitudes towards learning isiZulu as a communicative language, while some participants claimed that because Afrikaans and English are so widely used in commerce, isiZulu will not be of much use to them.

According to the study's conclusions, acquiring an extra African language should be given priority in South African universities and schools. If the teaching and learning resources for optional African language classes are adequate, the promotion of South Africa's indigenous

languages can be achieved. The participants are eager to learn new languages and use isiZulu to communicate in a variety of situations. An essential requirement for fostering multilingualism and a thorough understanding of the unique and various cultures and South African indigenous languages is the introduction or inclusion of additional South African indigenous languages in the university curriculum.

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ANNEXURES

ANNEXURE A: DECLARATION BY CANDIDATE

I acknowledge that I have read and understood the University's policies and rules pertinent to postgraduate research. Also, I verify that to the best of my understanding and belief, I have conformed with their requirements.

I assert that this proposal, save for the supervisory direction received, is the product of my own work and determination. To the best of my knowledge and belief, I have accredited all sources of information in line with standard academic conventions.

Furthermore, I declare that the proposed research will be original, and that the material to be submitted for examination has not been submitted, either in whole or in part, for a degree at this or any other university.

I have subjected this document to the University 's text-matching and/or similarity checking procedures and I consider it to be free of any form of plagiarism.

Signature:

Date:

ANNEXURE B: DECLARATION BY SUPERVISOR(S)

I am satisfied that I have given the candidate the necessary supervision in respect of this proposal and that it meets the University's requirements in respect of postgraduate research proposals.

I have read and approved the final version of this proposal and it is submitted with my consent.

Print name:

Print name:

Signature:

Signature:

Date:

Date:

ANNEXURE C: BUDGET ESTIMATION

EXPENSES	AMOUNT
Stationery, printing and photocopying costs	R 3 000
Editing	R 4 000
Binding	R 6 000
Transportation costs	R 4 000
Research assistants	R 3 000
Conferences and presentation costs	R 15 000
Total	R 35 000

ANNEXURE D: RESEARCH TIMELINE

RESEARCH SCHEDULE	
Research activity	Completion date
Working on the proposal	10 December 2019 – 30 January 2020
Finalization of the research proposal	28 April 2020
Research proposal approved	20 August 2020
Working and finalizing chapter 1	1 September - 30 November 2020
Working and finalizing chapter 2	10 January – 30 March 2021
Working on chapter 3	01 April – 30 April 2021
Finalizing chapter 3	31 May 2021
Data collection	01 – 30 June 2021
Data analysis, triangulation and interpretation.	01 July – 31 August 2021
Working and finalizing chapter 4	06 September – 29 October 2021
Working on chapter 5	01 November – 20 December 2021
Finalization of chapter 5	28 February 2022
Working on chapter 6	01 March 2022 – 30 March 2022
Finalization of chapter 6	31 April 2022
Working on research draft	01 May – 30 June 2022
Finalization of the draft research document	04 July – 31 September 2022
Intended for exam submission	30 October 2022

ANNEXURE E: SURVEY QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student doing my Doctoral degree in department of African Languages and Culture at University of Zululand. I am conducting a survey on the topic ‘A survey of non-isiZulu students’ attitudes towards learning isiZulu as a third language in the university in Gauteng Province’. This is an attached questionnaire which I would be grateful if you could complete as fully and honestly as possible. It will only take about 30 minutes of your time (max). Your anonymity is ensured, and all the information you provide will be treated with confidentiality. Your participation will be of great assistance in the success of my study. Should you have any queries, please do not hesitate to contact me on sethusile81@gmail.com . Thank you for your time.

Instructions: Please, read each item below carefully, and respond as honestly as possible. Leave no item unanswered; there is no right or wrong answer. Further instructions may be given below when necessary. Please tick or make a cross to indicate the relevant responses to the questions below, elaborate only where requested.

SECTION A: PERSONAL INFORMATION

1. **Gender:** Female Male
2. **Age range:** 18-24yrs 25-30yrs 31-35yrs
3. **Year of study:** 1st yr 2nd yr 3rd yr

4. Which province do you come from?

Gauteng Kwa-Zulu Natal Mpumalanga Limpopo
Eastern Cape Free State North West Northern Cape Western Cape

5. Have you been exposed to isiZulu language before coming to the university?

Yes No

SECTION B: LANGUAGE REPERTOIRE AND DOMAINS

6. Language proficiency: List below the languages you can use for communication, in a descending order of mastery, and indicate with a tick your skills in them:

Language(s)	Understand	Speak	Read	Write
1.				
2.				
3.				

4.				
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7. Domain usages (what language(s) do you use for specific spheres of your life):

Domain usage	Language(s) used
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7.1 At home

7.2 At university

7.2.1 With your lecturers

7.2.1 With your classmates

7.2.3 With your friends

7.3 At the cafeterias and kiosks in the university

7.4 At churches in the university

7.5 At university meetings

7.6 In university transport (buses) across university campuses

7.7 At clinic in the university

8. Have you ever been in an area where your home/community language is not spoken before coming to the university? Yes No

9. Have you had any exposure to Northern Sotho before coming to the university? Yes No

10. Do you have friends who are isiZulu L1 speakers? Yes No

11. Do you listen to Northern Sotho programs on radio?

Never Often Rarely Daily

12. Do you watch isiZulu programs on TV?

Never Often Rarely Daily

13. Since you came to the university, have you developed an interest to learn other black African languages? Yes No

14. Do you think it is helpful to know more than one language? Yes No

15. If yes, how does it help? Specify

SECTION C: LIKERT SCALE

For the following items, please respond by using the scale that is provided. Please make a tick (✓) in the column which best suits your response.

No.	Statement	Totally agree	Agree	Not sure	Disagree	Totally disagree
1.	It is important to teach African languages in our schools and universities.					
2.	I am interested in learning isiZulu language.					
3.	I am learning isiZulu as third language at tertiary level.					
4.	I will encourage other students to learn isiZulu at tertiary level.					
5.	I listen and watch isiZulu programmes on TV and radio.					
6.	I encourage my peers to learn other South African languages.					
7.	I support a multilingual nation.					
8.	African languages are treated equally in South Africa.					
9.	University is doing enough to encourage people to learn African languages.					
10.	It is important to learn another black South African language(s).					

ANNEXURE F: INFORMED CONSENT FORM

I voluntarily and of my free will consent to be a participant in a research project entitled “A survey of non-isiZulu students’ attitudes towards learning isiZulu as language of communication at a university in Gauteng.” This research is being conducted by Ms Nokuthula G. Mbatha, a PhD student/candidate, who is enrolled with the University of Zululand. I understand that the purpose of the study is to determine whether isiZulu is chosen by non-isiZulu students as a language of communication, whether non-isiZulu students have positive or negative attitudes towards learning the language at the university. Also to find out the influences towards their attitudes. I understand that if I participate in the research, I will be asked questions about my beliefs regarding learning isiZulu as additional language. I agree to provide the researcher with honest and truthful responses.

My participation will require filling out the questionnaire, that will take not more than 30 minutes of my time. I understand that they will be no compensation in return for my participation to this research. I also understand that they will be no penalty should I choose to withdraw or not participate in this research. I have been assured that my answers and information will be kept entirely confidential and will be identify by a code. My name will never appear in any research document, and no individual question answers will be reported.

I understand that this research may help us learn more about the learning of isiZulu communicative language by non-isiZulu speakers at the university level. I retain the right to ask and have answered any questions I have about the research. Any questions I have asked have been satisfactorily answered. These assurances have been provided to me by Ms Nokuthula G. Mbatha. I have read and understood this consent form.

Signature: _____

Date: _____

ANNEXURE G: INTERVIEW QUESTIONS

1. Which language is used the most at the university you study in? Why?
2. Which languages are spoken in the community you come from (home)?
3. Are you interested in learning other African indigenous languages? Why?
4. Why is it important to learn other African indigenous languages?
5. What attitude do you have toward learning isiZulu? Support your answer.
6. What is your attitude toward isiZulu? Support your answer.
7. Do isiZulu lecturers help you in learning isiZulu third language?
8. Do you have isiZulu first language friends? If yes, which language do you use when communicating with them?
9. Learning isiZulu third language was it your choice?
10. Do you think learning isiZulu third language will have a good impact in your life?

ANNEXURE H: TURNITIN REPORT

An extract from the Turn-it-in report is included.

The full report is available electronically.

A SURVEY OF NON-ISIZULU STUDENTS' ATTITUDES TOWARDS LEARNING ISIZULU AS A COMMUNICATIVE LANGUAGE AT A UNIVERSITY IN THE GAUTENG PROVINCE, SOSHANGUVE

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Zinhle Primrose Nkosi. "Non-native isiZulu Pre-service Teachers' Views and Experiences on Learning isiZulu as a Second Language at a South African KwaZulu-Natal University", <i>Journal of Asian and African Studies</i> , 2019 Publication	1%
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8	Getrude N Mbatha, Itani P Mandende, Christopher Rwodzi, Moshidi M Makgato. "Exploring the attitudes of isiZulu first language students towards learning Sepedi as an additional language at university level", South African Journal of African Languages, 2021 Publication	<1 %
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ANNEXURE I: EDITING CERTIFICATE

CGA SMITH

PhD (English) 

Language practitioner: editing and proofreading

Cell: 0727661428

This is to certify that the language of the following thesis has been edited:

**A SURVEY OF NON-ISIZULU STUDENTS' ATTITUDES TOWARDS
LEARNING ISIZULU AS A COMMUNICATIVE LANGUAGE AT A
UNIVERSITY IN THE GAUTENG PROVINCE, SOSHANGUVE**

Author:

N.G. Mbatha

Date of this statement: 6 October 2022



Smithcga