

Bilingualism Gridlocked at the University of Kwazulu-Natal

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ABSTRACT

This paper situates itself in the context of proposed bi/multilingual Higher Education policy in post-apartheid South Africa. It provides a descriptive analysis of language-user attitudes toward a bilingual (English-isiZulu) medium of education at the University of KwaZulu-Natal (UKZN). The study postulates a dissonance between proposed bilingual policy and practice at UKZN due to resistance exhibited by the university community. Three objectives are pursued: (1) To report on the new bilingual policy currently implemented at the university, (2) To survey language attitudes prevalent among university affiliates, (3) To relate its conclusions to a re-evaluation of the implementation procedure of bilingual policy of UKZN, in line with the desirability of its constituents. A survey-questionnaire is administered to staff and students, probing the following salient factors: (a) language-use patterns (b) proficiency in isiZulu (c) language preferences (d) language attitudes and (e) awareness of language policy in Higher Education.

Keywords: Bilingualism, English, isiZulu, attitudes, higher-education.

1. SOUTH AFRICA: TOWARD MULTILINGUALISM FOR LINGUISTIC PARITY

More than a decade into democracy, after being riddled by a system of government, fittingly referred to as “*virtual heresies*” of racial discrimination persisting throughout the eighties (Shaw, 2001: 4), South Africans should be readily embracing rights that were previously denied to them. Democratic privileges have now been endowed to all citizens by essential changes in the South African Constitution and significant reforms in policy and legislation. The revamping of language rights, for instance, has opened up new possibilities to promote enhanced communication across the barriers of race and culture, and encourage respect for multiculturalism. Society should be taking possession of this previously inaccessible “*basic human right... not any less important than any other right*” (Mkhulisi, 2003).

The updated South African Constitution accordingly contains a number of innovative measures, which enhance the promotion of multilingualism. A special focus of this legislation is to heighten the use of historically neglected African languages, which greatly impact on indigenous languages and their speakers. Hence, this most recent language legislation gives official status to eleven

languages: English, Afrikaans, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa, as well as isiZulu. While article 6 of the Constitution recognises a large number of previously marginalized languages as official languages, it also adds that they must ‘*enjoy parity of esteem and must be treated equitably*’, they must be regulated and monitored by the government, and their development must be promoted [South African Constitution, 1996; Chapter 1, Section 6(1)].

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

South Africa’s Language in Education Policy (LiEP) stipulates that the school-learner has the right to receive education in the official language of his or her choice. Further to this, the new LiEP supports additive multilingualism, - “*the maintenance of learners’ home language at the same time as they acquire additional languages*” (Department of Education, 1997: 2). In addition, The Higher Education Act of 1997 enables Councils of Public Higher Education Institutions not only to determine the language policy of each institution but also to publish such a policy.

Yet, with the heralding of such innovative language measures, “*Old language practices have, to a large extent, remained unaffected,*” in spite of the new Constitution (Kamwangamalu, 2000: 51). Evidently, there still exists a ‘*mismatch*’ between language in education policy and practice. De Klerk elaborates on how:

Current debates about languages in education are fraught with controversy and opposing views, and real-world experience reveals huge gaps between idealistic theory and on-the-ground practice. (2002: 1)

Studies have attempted to pinpoint where the actual problem lies, and many have narrowed the issue down to the stagnation of indigenous languages, whereby society is not ready to let go of old practices, forsaking a well esteemed language such as English, for what has so long been viewed as inferior languages (Kamwangamalu, 2001; De Klerk, 2002; Heugh, 2002; Murray, 2002; Owino, 2002; Pluddemann, 2002; Van Huyssteen, 2002; Wolff, 2002). At many educational institutions, the language status quo has remained unchanged, where English continues to be the *modus operandi* as a language of learning and teaching, and is offered, for example at schools, as First Language (L1), while Afrikaans takes precedence as a Second Language (L2) (Moodley, 2005; Pillay, 2003).

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

South Africa’s Minister of Education highlights the need for drastic measures to ensue, if policy has to take fruition on the ground.

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

Such an appeal is directly addressed by this study, which is located within the current debate about multilingual policy in Higher Education. The need to construct a national multilingual identity has never been more critical than at present, where there appears to be impending tensions about implementing multilingual language policies in South Africa. These tensions revolve around potential conflict between the resuscitation of previously disadvantaged languages on the one hand, and maintaining the already established ‘high status’ languages on the other. Further, there are challenges from affirmative action for African languages. In fact, language is an ‘*extremely emotive issue*’ in a country like South Africa, with such an ethnically mixed population so affected by a colonial past (Thorpe, 2002: 1; Banda, 2003). Ultimately, facts and trends concerning these emotive issues need to be more closely examined in order to gauge the nature and scope of challenges that deter the advancement of multilingualism.

Although covering a welcome variety of perspectives on language attitudes in South African education (Zungu, 2000; Mathonsi, 1994; Moyo, 2002), very few studies have examined more recent attitudes towards bilingual education in Higher Education, especially in KwaZulu-Natal. Too, research on South African Higher Education language policy stops short in showing societal attitudes towards the use of bilingual education where the learner may choose to use two languages side-by-side in a dual mode, not necessarily abandoning one for the other.

2. KWAZULU-NATAL: TOWARD MULTILINGUALISM IN HIGHER EDUCATION

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

The University of KwaZulu-Natal (UKZN) is one of the largest in the country, much more demographically represented than any other South African university (UKZN, 2009a). It is the most culturally and linguistically diverse university in South Africa, boasting a vision to be the Premier University of African Scholarship. UKZN claims to draw inspiration from its African identity, thus taking seriously its responsibilities to the development of the African continent. The institution's current mission is to, "*Commit itself to the principles and values enshrined in the Constitution of South Africa and articulated in the preamble to the Higher Education Act of 1997 (as amended)*" (UKZN, 2009b).

The university has set itself up as an icon in South Africa, committing itself to academic excellence, while at the same time embracing any change that might occur in pursuit of advancing previously disadvantaged societies. Not only has the university been identified as the primary site for language development in the region of KZN, but it also has African First Language speakers in the majority, making up 57% of its enrolment (UKZN, 2009c). In fact, Zungu identifies the institution as having a majority of isiZulu speakers and refers to the body as an '*embryo of isiZulu*' (2000: 2).

3. UNIVERSITY OF KWAZULU-NATAL: TOWARD BILINGUALISM IN EDUCATION

In a deliberate move to orchestrate with revamped language policies in South African education, a bi/multilingual policy has recently been passed at UKZN. It was approved by the Council in September 2006. The policy conforms to certain principles that may be perceived as broad ideals central to the development of a democratic language policy, stating that, "*There is a need to develop and promote proficiency in the official languages, particularly English and isiZulu.*" It further articulates that this policy, "...*seeks to make explicit the benefits of being fully bilingual in South Africa*" and that "*proficiency in isiZulu will contribute to nation building and will assist the student in effective*

communication with the majority of the population of KwaZulu-Natal” (UKZN, 2006: 1).

Now that the policy has enabled such linguistic freedom at UKZN, the question remains whether the university community is embracing the new policy, or do they remain, as McDermott (1998: 118) so aptly puts it, a body of ‘*bland monolinguals*’? Moreover, UKZN’s proposed new policy itself envisages how: “*It would indeed be a bitter irony if the new democratic South Africa allowed its indigenous languages to erode irreversibly through benign neglect*” (UKZN, 2005: 1).

What hangs in the air is whether the language community’s attitude towards African languages has been modified in more recent years. No investigation has yet been discovered regarding attitudes towards bilingual education at the University of KwaZulu-Natal in particular. In addition, all too little attention has been devoted to non-African speakers’ attitudes towards isiZulu usage for education. Also, hardly any research has been devoted to the university staff’s perspective on the issue at hand.

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

4. THE STUDY

This study was conducted between July 2006 and April 2007 and used a quantitative survey instrument to examine (1) the present status of isiZulu at UKZN, regarding the extent of its practical use, not only for instruction but also for wider communication, (2) the extent of the university’s commitment to the implementation of bilingualism, and (3) the relationship between current policy and attitudes towards it at UKZN.

The study was directed by the following questions:

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

The study hypothesized that language preference of UKZN's community is largely at odds with language accessibility. The assumption was that the proposed bilingual policy is creating merely an illusion of support for multilingualism, because the university's constituents are not in favour of it. There was a notion that the university community has a blasé attitude towards any language change, in spite of their awareness of current bi/multilingual trends in education. The supposition was that they are somewhat complacent with their use of 'English only' as the medium of education and there might be perfectly logical reasons for the lack of citizen attachment to the policy.

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

This study put forth that the ideal of multilingualism at UKZN may never be achieved unless policy is accompanied by positive attitude and authentic involvement of the university's constituents. Baker (1988) provides the basis for such an argument, while Bamgbose (1991) reiterates a similar notion and Alexander (1992) further develops such a stance in the South African context. This thought is succinctly advocated by Crawhall (1993) too, who contends that, "... *Any language policy must reflect the voice of the people and this voice is more important than any model that emerges...*" (1993: 20–23). Fergusson (1996: 275) reinforces this idea when he argues that, "*In many ways the effectiveness of language policies...is determined more by the attitudes of the people on the language use than it is by simple demographic facts of language distribution and use.*"

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

A questionnaire survey was administered to UKZN's staff and students. The questionnaire consisted of 28 items for students and 29 items for staff, each presented in English and isiZulu versions (see appendices B and C). The first part of the questionnaire asked for factual information, such as, age, gender, race, occupation, home-province, duration of residence and home- language.

Some questions asked for language background. Others required information about degree of daily use of isiZulu and degree of contact and association with African language speakers on campus. Additional questions required attitudinal responses to the status and use of English and isiZulu as media of education at UKZN.

5. THE RESULTS

5.1 ATTITUDES TOWARDS BILINGUAL EDUCATION

A distinguishing feature of the findings was the collective notion of undesirability expressed by majority of both staff and students toward bilingual education. Respondents expressed their language preference for various functions on campus (see tables 1 and 2).

Table 1. *Language preference on campus (Staff).*

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

Table 2. *Language preference as medium on campus (Students).*

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

Such results suggested negativity towards the adoption of the proposed new policy, resulting in no real incentive and fervor to practically adopt it on the ground. Plainly, there exists an undesirable position towards extending any functional use of isiZulu alongside English, with the exception of a minority of African First Language students who opted for the bilingual alternative for one-on-one interaction like tutorials and consultations, and for non-academic purposes on campus, like social and religious events. In actuality, the university community at large has no reservation towards retaining ‘English only’ as a medium. Nonetheless, an unfavourable climate exists within which the new policy has been introduced. The introduction of a bilingual policy in this unenthusiastic climate is too volatile right now for clear cut advancements in bilingual usage.

5.2 CURRENT EXTENT OF ISIZULU USAGE ON CAMPUS

Majority of staff and students never, or at best rarely, used isiZulu as medium on campus (see tables 3 and 4).

Table 3. *Frequency of isiZulu usage on campus (Staff).*

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

Table 4. *Frequency of isiZulu usage on campus (Students).*

	Never	Rarely	Sometimes	Often	Always
-lectures	71%	15%	9%	5%	-
-tutorials	73%	15%	5%	7%	-
-practical	70%	16%	5%	7%	2%
-seminars/conferences/etc.	72%	19%	6%	3%	-
-group-work	52%	9%	18%	21%	-
-written work	90%	8%	1%	2%	-
-tests and examination papers	92%	3%	4%	2%	-
-learning materials	87%	6%	4%	2%	2%

	Never	Rarely	Sometimes	Often	Always
-consultations with staff/students	58%	15%	15%	12%	1%
-consultation/interaction with peers	45%	9%	13%	19%	15%
-administrative procedures	61%	17%	16%	5%	2%
-financial matters	64%	12%	11%	10%	3%
-housing/residential matters	61%	13%	14%	8%	3%
-interviews, meetings	74%	14%	8%	3%	2%
-social/religious/cultural/formal events	50%	11%	16%	17%	7%

Nevertheless, African L1 students revealed some isiZulu usage for non-academic purposes on campus, like socializing and religious events. The fact is that the hegemony of English as a medium of education is reality that cannot be side-swept. Unless this state of affairs changes, bilingual education is far from reality.

5.3 ISIZULU COMPETENCE

One possible reason for the unwelcome attitude of the university community toward isiZulu usage concerns their level of proficiency in the language (see tables 5 and 6).

Table 5. *isiZulu Proficiency (Staff).*

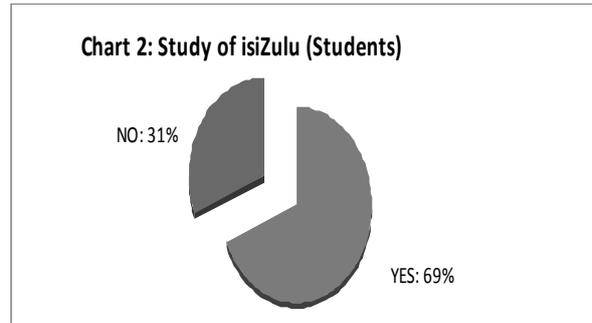
RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	45%	63%	65%	36%
Poor	36%	18%	15%	42%
Average	6%	7%	9%	9%
Good	3%	3%	2%	3%
Excellent	9%	9%	9%	10%

Table 6. *isiZulu Proficiency (Students).*

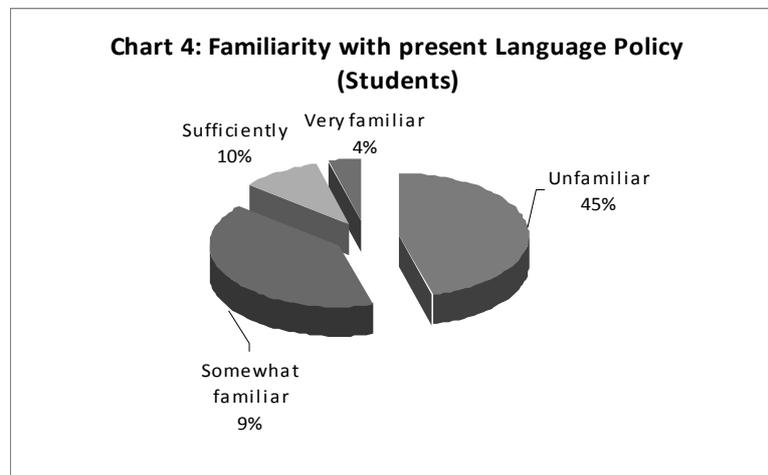
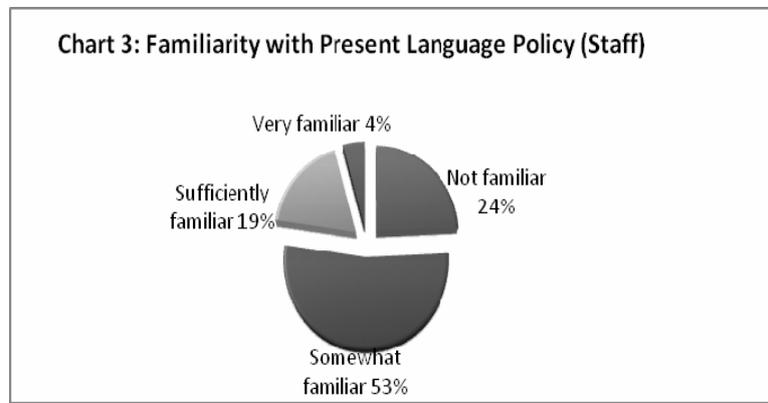
RATING	CATEGORIES OF PROFICIENCY			
	SPEAKING	READING	WRITING	UNDERSTANDING
Non-existent	20%	27%	28%	18%
Poor	19%	13%	15%	21%
Average	8%	8%	5%	8%
Good	8%	15%	13%	18%
Excellent	45%	37%	39%	35%

Amongst staff, majority exposed poor aptitude in speaking, understanding, reading and writing. As for students, almost half of the respondents revealed substandard proficiency.

A plausible reason for this shoddy proficiency in isiZulu amongst staff may be linked to lack of isiZulu study (see chart 1). As for students, almost a third indicated lack of isiZulu study (see chart 2).



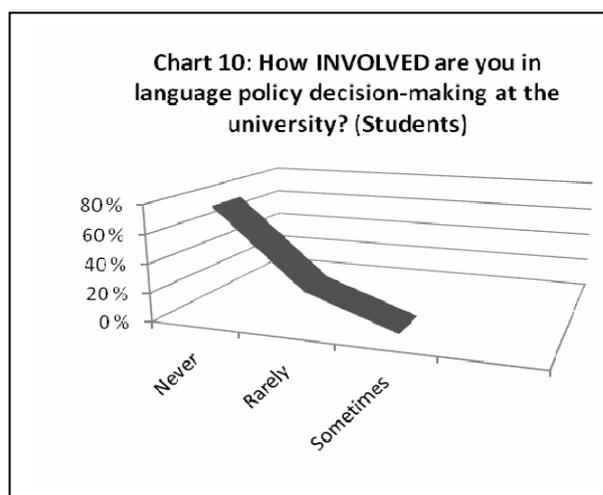
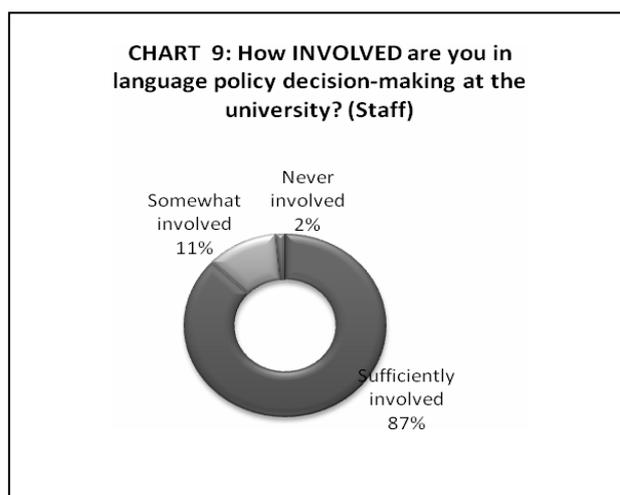
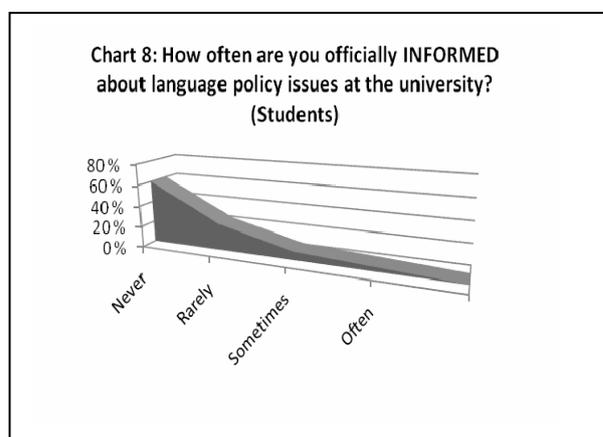
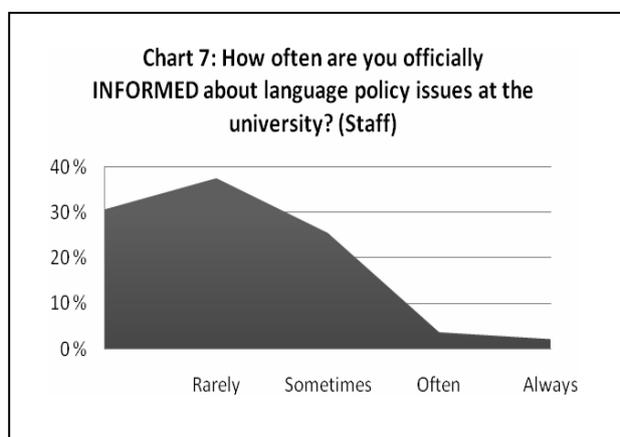
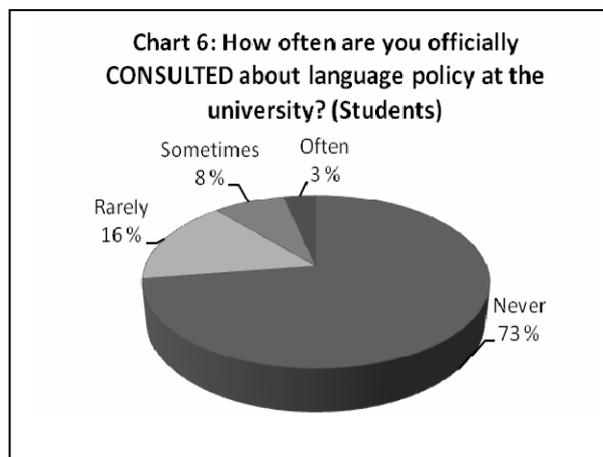
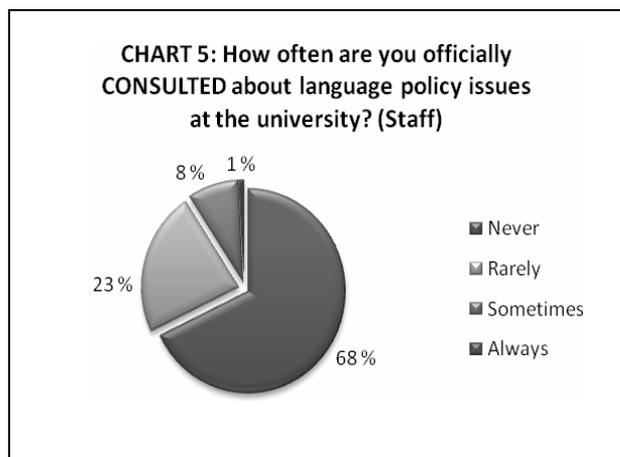
Respondents' reasons for not having studied isiZulu were largely because it was not an academic requirement and due to insufficient time to study it. However, almost all agreed that it was necessary to know the language. There was a slight hint nevertheless, that students who studied the language took initiative to learn about the Zulu culture and to make new friends.



5.4 AWARENESS OF LANGUAGE POLICY

An additional finding was that an alarming majority of staff and students exhibited inadequate knowledge or awareness of language policy for Higher Education (see charts 3 and 4).

What also surfaced was that majority of staff and students claimed that they were never formally consulted, informed or involved in language policy issues (see charts 5 to 10).



Majority supported the notion that all identifiable groups that constitute the university should be involved in negotiation about language policy (see tables 7 and 8).

Table 7. *Involvement in Language Policy Decision-Making (Staff).*

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

Table 8. *Involvement in Language Policy Decision-Making (Students).*

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

5.5 CONCLUSION

In essence, the intention to develop additive bilingualism (English and isiZulu) through two phases has already been long delayed. To date, insufficient practical mechanisms have been put in place to encourage the use of isiZulu as medium of instruction, alongside English. Clearly, the larger university community does not see the need to implement such a policy in the first place. The best that can be expected at this juncture is that only a minute number of those who are proficient in the language will be able to assimilate into UKZN's plan of action towards bilingualism. In summary, UKZN finds itself in a situation where there is no significant commitment from its constituents towards the functional application of isiZulu across any level of institutional activity. Unfortunately, bilingual policy is at a gridlock and any hope of advancement toward wider isiZulu usage is at a cul-de-sac.

6. IMPLICATIONS AND RECOMMENDATIONS

Theoretical presentation of a bilingual policy is clearly not enough for UKZN. Presenting bilingual documents, web pages, curricula, syllabi, contracts, announcements etc. is not enough. Simply availing isiZulu courses is not enough. On a superficial level, additive bilingualism seems to be advancing, but persuading the university community to actually use a dual medium in a

predominantly English-speaking environment is the real challenge. Unless its constituents can be concertedly geared toward valuing isiZulu on par with English, 'policy failure' at UKZN is inevitable.

First, there has to be an appeasement of a rather resistant climate before bilingual policy can be practically implemented. To achieve this, there must be a most urgent and decisive move forward to change the university community's attitude towards the use of an African language.

To commence with, affecting an attitudinal change will require designated development task forces to focus exclusively on identified directions for coordinated projects in advancing bilingualism and isiZulu in particular. These task forces should encompass affiliates in the fields of multiculturalism, multilingualism, education policy, African languages and teaching, and other related fields, and should be energized by university grants to implement the under-mentioned strategies.

6.1 MOTIVATION

Bearing in mind that the university community needs no motivation for retaining English, for they are already convinced of its value, immediate and rigorous campaigns need to be employed, motivating for the importance of adding isiZulu literacy to constituents' repertoire, both for extrinsic and intrinsic purposes. It must be stressed upon the university community that vying for bilingualism does not mean that English should not be abandoned; rather a dual medium is more favourable. The bilingual policy would need to ensure that English proficiency is equally developed. If not, this might give rise to suspicions of a reversion to mother-tongue education, which, in South Africa's history, limited access to economic and academic opportunity for non-English language speakers. Only then would the university community begin to learn and use isiZulu, and only then could respect for linguistic diversity and appreciation of multilingualism begin to take root.

Probably the best way to revitalize an underprivileged language is to create a social need for it. The goal of language planning must be to enable people to want to use a language, and thus it will advance multilingualism. Kamwangamalu (2000) suggests that one way of altering African languages from their passive roles as official languages is to engage in 'reverse covert planning'. By this he means that languages need to be seen as marketable. This entails the recognition of these languages as tools by means of which its users can meet their material needs (Kamwangamalu, 2000: 58). This idea is reinforced by Cooper (1989) and Bourdieu (1991) who believe that language planning is really a marketing problem.

Thus the cognitive, social, economic, cultural, corporate, national and global benefits of African language (isiZulu) proficiency must be stressed from the perspective of language:

- As a career-enhancing skill
- As a means of self development
- As a source of knowledge about one's own culture
- For appreciation of another culture
- For citizenship

What is necessary is for society on the whole to provide increased rewards for isiZulu proficiency in all spheres, from the provincial parliament to the provincial public service. For, “... *unless the language gains some official recognition, be it at local, regional or national level, literacy in a national language cannot have the expected impact on the masses*” (Kedreogo, 1997: 16).

The pay-off for proficiency in isiZulu has to supersede the existing pay-off for English. Employers in business, government, and nongovernmental organizations must stress the importance of African language fluency in an increasingly interacting world, both at home and abroad. Students should be encouraged to pursue careers in isiZulu journalism, translation, interpreting, communication studies, performing arts, entertainment and script-writing for stage, radio and television.

A cultural ethos needs to be created on campus, in the form of bilingual posters, emblems and signage. Campus and community wide campaigning for isiZulu proficiency needs to be launched. The university should be used as a primary platform to launch motivational talks, workshops, seminars and presentations on the benefits of being isiZulu-literate, not only to its constituents but to parents as well. The academia should be a leading role-model in this respect. The intelligentsia's use of isiZulu for public address must take effect without delay. The university should enhance the use of isiZulu at cultural, religious, social and formal events. Their role-modeling should overtly and repeatedly demonstrate belief in the capacity of isiZulu to fulfill all functions of a language in all domains of life.

The media's potential to expose the perks of being isiZulu literate in KZN cannot be undermined. The results of this survey study reveal that there is a hint of preference for bilingualism (English and isiZulu) for entertainment and leisure purposes. Therefore, purposeful media advertisement needs to ensue, highlighting corporate and global prospects of being isiZulu literate. The public needs to know where literacy in isiZulu is taking people nationally and internationally. There should be widespread media coverage of African language speakers excelling overseas. There should be promotion of isiZulu in competitions to produce books, articles, poems, essays etc. In addition, UKZN should exploit the media to launch community outreach programmes in isiZulu literacy training, language policy education and advantages of bi/multilingualism.

6.2 INCENTIVE-BASED LEARNING

Perhaps the best way to get people to act is to ‘*talk in terms of money*’ (Alexander, 2004). Attractive incentives need to be provided in the form of grants, scholarships, credit-bearing courses and certification in isiZulu. Incentives need to be achievable, tangible, clearly stipulated and widely exposed to the university community. Students and staff need to be offered substantial perks in electing isiZulu as a course of study. Otherwise, acquisition and use of isiZulu will continue to be regarded as futile.

6.3 PROFESSIONAL DEVELOPMENT

Bilingual education at UKZN seems to be overwhelmed by the dominance of academics that prefer to teach in English. There is a glaring personnel problem, exposed by this study, in regard to the level of under-preparedness and unpreparedness to teach in a transformative system. Most existing academics are not proficient in the language, compounded by the fact that they are not pedagogically trained to teach in an African language. Evidently, academics feel stifled by their own inefficiencies in isiZulu and also feel that it is burdensome to learn yet another language. Clearly, Faculty members need retooling to command two additional skills: one scholarly (linguistics) and the other pedagogical.

Phase I of the proposed policy implementation-plan encompasses the introduction of isiZulu through terminology and course materials, into courses of academic study. Evidently, very little is known about whether academics have either initiated or intend employing this strategy. Updated research in this regard would be invaluable. Further, not only is there a dire need to provide well-trained bilingual faculty, but also an urgency for compulsory and convenient in-service and on-the-job training courses for all existing teaching staff.

A quick solution to this problem would be to recruit graduate students, who are pursuing or planning to pursue African language teaching as a profession, as teaching assistants or tutors. Results of the study have revealed that relatively more students that were older, isiZulu L1, and at more advanced levels of study showed all-round proficiency in isiZulu. Hence a good recruitment pool may be drawn from these groups of students as an initial move. Other candidates must be literate in at least one African language or demonstrate serious interest in African language learning and teaching. Graduate students in good standing in any African language, linguistics, cultural studies, literature, education, second language acquisition or any related field at an accredited institution of higher education must be eligible. Existing African language instructors and scholars may also participate. Immediate job creation could be affected in every Faculty.

Preference must be given to applicants who plan to remain at their institution for a stipulated period of time after the completion of their programme of study.

A longer term solution would be the provision of a compulsory Bi/Multilingual Teaching Programme, designed to help meet the needs of existing staff. It should train fellows in a number of crucial areas central to the effective operation of an isiZulu Language Teaching Program. The goal of the programme should be to provide knowledge about less commonly used languages in Higher Education. Emphasis should be on a learner-centred philosophy: shifting the focus from ‘how teachers teach’ to ‘how learners (optimally) learn’. The programme should have a pedagogical approach to teaching in a multilingual learning environment. It should encompass:

- Teaching the skills of speaking, listening, reading and writing in an African language (isiZulu).
- Testing and assessing these four skills.
- Lesson planning and classroom management.

The program should progress from theoretical overview to hands-on practice in teaching the four language skills: listening, speaking, reading and writing, and assessing them. This must occur hand in hand with developing bilingual resources to successfully implement the proposed bilingual language policy. In addition, ongoing workshops need to be held to evaluate teaching and to develop consensus among academics on learning needs and strategies for the increased use of isiZulu alongside English. Off course, convenience and incentives for staff must be given due consideration here.

6.4 TRANSLATING AND INTERPRETING

The need for translators and interpreters is apparent. The policy stipulates that students and staff will be provided the necessary assistance to develop skills in both isiZulu and English. The provision of translation and interpretive services in the form of bilingual graduate students as support staff and tutors may be a feasible solution. Part-time and full-time tutors should be deployed to every department, in readiness and at-hand for individual and group assistance for staff and students. Since this study has revealed that there is a hint of bilingual preference for one-on-one interaction among and between staff and students, translators and interpreters should be especially available for practical and small-group work.

6.5 GENERAL EDUCATION

The university must provide the widest range of African language proficiency and cultural education to its student constituency, incorporating it into a general

core curriculum for every incoming student, regardless of which programme the student is channeled into. The development of such a programme should encompass:

- The importance of communicating in languages other than English
- Knowledge and understanding of other cultures
- The nature of language and culture

Appreciation and respect for students' own and other cultures, and appreciation for African values need to be integral to the university's curriculum if it is to become the 'Premier University of African Scholarship'.

The university community also needs to be schooled in language policy, especially in terms of Higher Education. Provision of bilingual versions of the language policy is not enough. Students, as well as staff, should be educated about language policy, their rights spelled out, and informed about latest trends in policy, before being presented with written versions of it. Appreciation of policy needs to be inculcated first.

6.6 ASSESSMENT, PLACEMENT AND EVALUATION

Entry level students should be given isiZulu aptitude tests to identify a realistic threshold of practical language ability and must be placed in basic, intermediate or advanced levels of isiZulu courses. This should form part of the core component of study for all incoming students. In addition, suspending isiZulu studies beyond just the 'survival' level, thus sustaining it over more than an academic year is more likely to culminate in better communicative efficiency in the language. Usable feedback or evaluation about the learning progress will help decide where to go next.

There should be two options for new staff appointments: incoming staff should show at least basic/conversational level of isiZulu competency; or should undergo ongoing compulsory training in isiZulu. In addition, future employment advertisements should encourage preference for isiZulu literate candidates. And there is no apparent reason why existing staff should not undergo isiZulu proficiency assessment, placement and evaluation, in the context of professional development.

6.7 MATERIALS DESIGN

The proposed bilingual policy plan highlights the provision of appropriate resources to develop both isiZulu and English proficiencies. Learner-centred learning should be offered, with move away from programmes in isiZulu that have traditionally utilized exhaustive and time-consuming text-books and grammar-driven syllabi. Resources must be appealing to a modern generation of

learners. Learning should be made as stimulating and practical as possible. The introduction of, for example, computer based, interactive resources, videos and the like, need to be employed. Language learning needs to be integrated into the rapidly expanding technologies of digital learning too.

6.8 RESEARCH

While the results of this study have revealed much about the undesirability of university constituencies towards isiZulu use and study, ongoing empirical research must be encouraged, to test updated modifications of the language status quo at UKZN. Policy implementation must adapt constantly to the changing needs of society.

In addition, research on bilingual policy implementation should be encouraged by incentives in the form of scholarships and fellowships. Study-abroad programmes should provide opportunities for staff and students to augment their educational experience by becoming immersed in bi/multilingual contexts. Participation in such programmes should lead to the adoption of appropriate foreign models, focusing on motivational strategies for language acquisition and usage, especially on how to affect attitudinal changes of society towards lesser used languages.

6.9 UNIVERSITY-WIDE PARTICIPATION

Although UKZN should be commended in its endeavour to eradicate racially based and divided education, the present proposed new bilingual language policy will continue to be merely a political myth unless there is due consideration of the attitudes of all university constituents. Results of this study have revealed that there is a lack of formal negotiation between university 'policy-makers' and the university community in policy development. It is crucial that before embarking on any future course of action, the wishes of the university's constituents should be considered by means of a participatory approach to planning. If democratic policy has to be achieved, all voices must be heard. This will lead to a better understanding of the needs of the constituencies the institution serves. Fair representations of the multiple identities of all sectors of the university should be involved in decision-making so as not to come across as authoritarian. UKZN needs to engage in debates, discussion, forums and consortiums to achieve consensus and avoid imposing isiZulu on an unwilling community of users. Otherwise the use of isiZulu as a medium of instruction may divide people instead of uniting them, bearing in mind that the inclusion of dual medium education at UKZN has already been seen by some to contradict the very essence of democracy and revert to South Africa's old policy of apartheid.

7. FINAL REMARKS

The bottom line is that attitudes are at odds with proposed policy, and policy is at odds with popular demand for the language of power (English). Suffice to say, a covert policy of de facto monolingualism/ unilingualism is here to stay unless the entire speech community does their part in inducing isiZulu usage for education. Yet, although the logistical obstacles exposed by this study appear to be rather severe, the facts cannot stand in the way of good policy. The zeal of policy makers is appreciable; nonetheless there is very little hope that bilingual policy at UKZN will result in practical fruition in the near future. It will involve perseverance and a long term collective commitment of all its stake-holders.

This study has emphasized the importance of a more insightful understanding of the language preferences of the constituents UKZN serves. The findings lead to a thoughtful and reflective re-conceptualization and consideration of the university community's interests and needs in the implementation of bilingual policy. The conclusions have serious ramifications for language policy planning, not only at UKZN but in Higher Education in KZN and throughout South Africa. In the words of South Africa's Minister of Education, it is hoped that this study will impact profoundly on the ongoing debate on a policy for a multilingual language approach in education in suggesting, "*how we can move faster towards creating and consolidating a multilingual environment in our higher education institutions*" (Pandor, 2006).

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APPENDIX A

Language Policy of the University of KwaZulu-Natal (DRAFT 4)

Introduction

The University also identifies with the goals of South Africa's multilingual language policy and seeks to be a key player in the successful implementation of this policy. There is a need to promote proficiency in English and develop and promote proficiency in official indigenous African languages, particularly in isiZulu, since the University has been identified as the primary site for language development in the region of KwaZulu-Natal. A policy for the University would need to make explicit:

- its own language policy and practices;
- the need to elevate isiZulu to equivalence with English and Afrikaans;
- the need to foster research in language planning and development;
- the provision of facilities to enable the use of isiZulu as a language of instruction and learning;
- the development of awareness of multilingualism through an acknowledgement of all the official languages of KwaZulu-Natal;
- the promoting respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties.

Proficiency in isiZulu will contribute to nation building and will assist the student in effective communication with the majority of the population of KwaZulu Natal, South Africa.

The benefits for students becoming proficient in English, the dominant medium of academic communication and of trade and industry internationally, and the *lingua franca* in government and institutions in South Africa, are obvious. This policy seeks to make obvious the greater benefits of being fully bilingual in South Africa.

1. Vision and mandate of the University

The University is committed to becoming the premier institution of African scholarship by promoting first-class academic learning and teaching in a multilingual and multicultural society. The University will continue to use English as its primary academic language but will begin actively the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) that make the use of the language a real possibility for interaction by all constituencies in the University. The fostering of respect for other languages and associated cultures and their inclusion in

academic study forms a part of this Language Policy. Further development of these languages must be the primary responsibility, within their respective disciplines, of the College of Humanities.

The Higher Education Act of 1997 obliged the Minister of Education to determine language policy for higher education. The document *Language Policy for Education, November 2002*, set out the framework for that policy. Under the Higher Education Act, and subject to the policy determined by the Minister, the Councils of Public Higher Education Institutions must determine the language policy of each institution and publish such a policy.

1.1 Rationale

- 1.1.1 The central function of the University is to impart and generate knowledge, in accordance with the highest international standards, and to add to the store of knowledge by research and cooperation with scholars, nationally and internationally.
- 1.1.2 At our University, students whose home language is isiZulu form an important and increasing language group, reflecting the fact that isiZulu speakers are by far the largest single language group in KwaZulu-Natal. As such the University has a duty to provide a linguistic and cultural ethos favourable to those students, so enhancing their capacity to study and to learn.
- 1.1.3 isiZulu is one of the official South African indigenous languages named in the Constitution, whose 'use and status' have been 'historically diminished'. The University, following the Constitution, is bound to 'take practical and positive measures to elevate the status and advance of the use of isiZulu'. The University is bound simultaneously to promote the principle of multilingualism i.e. that all official languages of South Africa enjoy parity of esteem and are treated equitably. The University, as an educator of young South Africans, and as an intellectual powerhouse, has the responsibility and privilege to give leadership in this, as in other areas, to the wider KwaZulu-Natal community and to South Africa as a whole.
- 1.1.4 At the same time, the University recognizes the problem to be addressed in respect of the indigenous languages, namely, the cultural demoralization caused by colonialism and apartheid. Restoring confidence and re-establishing pride in language constitutes a major challenge for the African renaissance. As has been stated: "the simple fact is that there can be no serious talk of a regeneration of Africa without the full development of the African languages". Of cause for concern also has been the 'noticeable decline in the number of students of African languages' at our Universities. It would, indeed, be a bitter irony if the new democratic South Africa allowed its indigenous languages to 'erode irreversibly through benign neglect'.
- 1.1.5 If effective action is *not* taken *now* at the level of the University to promote isiZulu as an academic language, subsequent generations will

question – and rightly so – why the educators of the first generation of the new democratic South Africa failed to play their part in ‘the creation of conditions for the development and for the promotion of the *full* and *equal* use and enjoyment’ of isiZulu.

- 1.1.6 The language policy of the University must form part of a wider interconnected strategy at the national and provincial levels to promote multilingualism and to elevate and advance isiZulu especially in KwaZulu-Natal where our University is situated. The University needs to advise both national and provincial government of the need to promote bilingualism in schools within the Province so that this can become a feature of the education system as a whole.

1.2 Principles guiding the University’s language policy

The following principles have been espoused for the Policy:

- 1.2.1 The University’s teaching, learning and research must continue to be of the highest quality and to be recognized as such nationally and internationally;
- 1.2.2 University policy must be informed by the legal and policy requirements on language as established nationally and provincially;
- 1.2.3 The language policy must be in accordance with the University’s vision and mission statement which includes the injunction to promote and foster tolerance and respect for diverse cultural and social values;
- 1.2.4 The University recognises the value of the English language as an international language of scholarship and the main language of administration and business in KwaZulu-Natal;
- 1.2.5 The University equally recognizes the importance of isiZulu as the custodian of the culture, heritage, and tradition of the Zulu people in KwaZulu-Natal;
- 1.2.6 The University attaches importance to the Afrikaans linguistic and cultural tradition and notes the use of Afrikaans as a means of communication for both advantaged and disadvantaged communities in certain areas of KwaZulu-Natal;
- 1.2.7 The University recognises that the languages and traditions of the South African population of Indian origin enhance the cultural richness of the Province;
- 1.2.8 The policy of multilingualism calls for the active cultivation of respect for diversity in language and culture.
- 1.2.9 University policy on language will be driven by exhortation, example, and leadership whenever possible. However, a number of provisions will be specifically defined as *mandatory*.

2. The development of languages of instruction of the University

2.1 The University intends to develop additive bilingualism in English and isiZulu through two phases of implementation, the first (2005–2010) establishing the basis and circumstances to promote and sustain the second (2011–2015).

2.1.1 In Phase 1 (2005–2010) the main language of learning and instruction at the University will be English. The use of isiZulu as a medium of instruction will be encouraged. The use of other languages will continue to be promoted e.g. in language courses and where such use can facilitate understanding of academic content.

2.1.2 In Phase 1 isiZulu will begin to be introduced, by way of course materials and terminology, into courses of academic study at the University.

2.1.3 In Phase 1 students and staff will be expected to begin to demonstrate a satisfactory level of communicative competence in isiZulu and English as the languages instruction and learning of this University.

2.1.4 In Phase 1 to assist students to achieve cognitive/academic proficiency in English as the language of instruction, sufficient for academic success in their chosen fields of study, appropriate credit-bearing and non-credit bearing language proficiency courses will be made available by the University.

2.1.5 In Phase 1 and 2 the University will encourage and facilitate all academic disciplines to assist students and staff to develop appropriate writing skills in their disciplines.

2.1.5.1 In this regard the University will make provision, in Phase 1 of implementation, for the use of translation services in isiZulu in the access and first year of degree studies on the basis that:

- a) it has been shown that such services facilitate the development of academic discourse in isiZulu;
- b) such services will improve access of isiZulu speakers to academic content in English;
- c) it will signal to the University and Province the seriousness of our initiative to develop isiZulu as a medium of instruction and a means for intercultural communication;
- d) will facilitate the development of course materials and terminology in isiZulu for the acquisition of CALP in Phase 2 of implementation.

2.1.2 In order to develop a fully-fledged bilingual institution in Phase 1 and 2, there needs to be recognition that, academics, administrators, and students need to be provided with resources to enable the use and development of isiZulu for Cognitive Academic Language Proficiency, and Basic Interpersonal Communication Skills.

2.2 The languages of administration of the University

- 2.2.1 In Phase 1, the main language of administration will be English, but all administrative documents addressed to staff and students will be in English and isiZulu. This will apply only to offices of the Central Administration (Executive/ HR etc.).
- 2.2.2 In Phase 2, and to support the development of isiZulu described earlier, all important documents will be made available in English and isiZulu. This will apply to the offices at College and Faculty level.
- 2.2.3 For legal purposes, the English version of the document shall be the definitive version.
- 2.2.4 For effective communication with students and their parents, appropriate letters and directions will also be made available in isiZulu and Afrikaans if so requested.
- 2.2.5 In Phase 1, the University's web-pages (including the texts of all documents thereon), curriculum, syllabuses and the texts of contracts of employment/ appointment will, as soon as possible, be in the two languages. Interpretation will be provided as necessary (for example, through the Disabilities Office for students requiring such assistance).
- 2.2.6 The University's language policy will be available in English and isiZulu on the web-pages of the University.

3. Promoting bilingualism at the University

3.1 As a contribution to nation building the University is committed to bilingualism

- 3.1.1 It will encourage staff already in its employment to improve their proficiency in isiZulu and English, and will facilitate this process.
- 3.1.2 Where it can be demonstrated to be beneficial, bilingual competence and the capacity to interact with students and the wider community for whom English is a second language, will count positively in the hiring and the performance evaluation of staff.
 - 3.1.2.1 To this end the University will make short courses in language proficiency available to assist members of staff and members of the general public to gain competence in isiZulu and English.
- 3.1.3 Ceremonial occasions will be used to underline the bilingual and multicultural character of the University.

3.2 Respecting multilingualism at the University

- 3.2.1 The University, through its teaching and curriculum design, will promote additive bilingual proficiency amongst its students to ensure that they will be able to function effectively as professionals in a multilingual context.
- 3.2.2 The University will develop proficiency in languages of wider currency in promoting international trade, tourism, cultural and academic contact.
- 3.2.3 Respect for multilingualism and linguistic diversity will be incorporated into subject curricula to include teaching about language rights, sign

language, the history of languages in South Africa, the legacy of the San and Koi people and other cultural legacies;

- 3.2.4 The University will cooperate in developing designated centres for the study of the main languages of regional and international exchange;
- 3.2.5 Initiatives to encourage an appreciation of multilingualism will be organised. For example, a series regular public lectures on aspects of multilingualism might be given in Afrikaans, English, or isiZulu;
- 3.2.6 The University will promote an initiative to develop translation and interpreting services in all languages, and in particular isiZulu and English;
- 3.2.7 The University will commit itself to the protection and development of Indian languages in recognition of the Indian community as significant stakeholders in education in the Province of KwaZulu-Natal.

4. IsiZulu and English are requirements for administrative/ academic posts

- 4.1.1 Candidates for posts in the administration will be expected to have knowledge of the two languages: English and isiZulu, and where appropriate Afrikaans. For academic teaching posts, while the criterion of selection will principally be academic merit, language skills will be taken into account.
- 4.1.2 For new appointments, and as part of their probationary requirements, staff will participate in a language course in order to enhance the quality of their communication within the University.
- 4.1.3 Existing staff both academic and administrative, who do not already have knowledge of English and isiZulu, will participate in a language course in order to enhance the quality of their communication within the University.
- 4.1.4 Incentives will be considered for such participants.

5. The development of a culture and ethos in the University

An ethos will be cultivated which is favourable to the development of isiZulu, and not to the detriment of other languages.

5.1 This ethos will feature the use of isiZulu (as well as English and Afrikaans)

- 5.1.1 Monuments and other commemorative objects erected in the past that reflect other South African cultural values in a positive way (e.g. Afrikaner, English or Indian) will be retained. Multiculturalism will be respected.
- 5.1.2 University official emblems, public signs and notices, and where appropriate, at public ceremonies such as graduation, inaugural lectures and other public functions will feature the three official languages of the Province.

5.2 Competence in the designated languages of the University

- 5.2.1 Provision will be made for academic literacy courses in isiZulu and English for undergraduate and postgraduate students. Such courses will be the responsibility of the Colleges and Faculties of the University. Such teaching will concentrate on the use of academic and technical language for oral and written comprehension and communication, on the correct drafting of academic reports and on the acquisition of technical vocabulary.
- 5.2.2 Such courses will be a requirement for postgraduate students of the University who are deemed in need of such development by their Faculties.
- 5.2.3 At undergraduate level, students who do not meet the requirements of the Faculty, or who do not pass the access test in isiZulu and English, will be required to pursue language courses in isiZulu and English.

6. Monitoring, budgets, and resources for policy implementation at the University

An adequate budget for the implementation of this policy is essential. The Education Ministry's document *The Language Policy for Higher Education* (1997) refers to the 'injection... of substantial financial resources' including 'amending the funding grids' for selected languages, 'providing earmarked institutional development funds for research' etc. Phase 1 and 2 developments are summarised here.

- 6.1 In Phase 1, the University Executive will make available the financial and human resources necessary for the establishment of a Unit for Translation and Interpreting Services (UTIS) to service the major constituencies of the University.
- 6.2 In Phase 1, the University Executive will make available the financial and human resources necessary for a massive injection of resources in isiZulu for students and staff in terms of:
 - 6.2.1 materials development to complement the academic programmes as well as extra-curricular initiatives of the University;
 - 6.2.2 the training of educators in isiZulu;
 - 6.2.3 corpus planning of isiZulu;
 - 6.2.4 the creation of incentives for students and staff to study isiZulu.
- 6.3 In Phase 1, the Senate of the University will establish a Languages Examinations Board (LEB) to facilitate the implementation of the Policy in terms of targets approved by the University Senate and Executive. The University Executive will provide the financial and human resources necessary for the establishment of the LEB.

- 6.4 In Phase 1, a Language Policy Compliance Officer to be appointed by the Executive on the recommendation of the LEB to act as its Director. The Director will report to the Deputy Vice-Chancellor for Institutional Planning and will report on issues relating to compliance to PanSALB and the DoE.
- 6.5 In Phase 1, the Board will draw up a UKZN Language Policy Implementation Plan and Budget and submit these within six months of the Board's establishment for approval by the University Senate and Executive. The Plan will be made operational and provide for specific detail for implementation within the broad timeframes indicated within this UKZN policy document.
- 6.6 Links will be established and consultation will also take place with foreign Universities where bilingual teaching and learning exist.
- 6.7 By the end of Phase 2 the Board will make recommendations to the University Senate on its language policy and practice, and publish a comprehensive report for Senate, the DoE, and PanSALB.

APPENDIX B

Staff Questionnaire (English And Isizulu)

All replies will remain absolutely confidential. Please mark an X in the appropriate space.

1. Age?

- 1.1. ___ Less than 25 years
1.2. ___ 25–35 years
1.3. ___ 36–45 years
1.4. ___ more than 45 years

2. Sex?

- 2.1. ___ Male
2.2. ___ Female

3. Highest qualification?

- 3.1. ___ Matric/Senior Certificate
3.2. ___ Undergraduate Diploma
3.3. ___ Degree
3.4. ___ Postgraduate Diploma
3.5. ___ Honours
3.6. ___ Masters
3.6. ___ PhD or equivalent
3.7. ___ Other (Please specify)

4. Faculty?

- 4.1. ___ Education
4.2. ___ Engineering
4.3. ___ Health Sciences
4.4. ___ Humanities, Development and Social Sciences
4.5. ___ Law
4.6. ___ Management Studies
4.7. ___ Science and Agriculture
4.8. ___ Other (Please specify)

5. Position held at UKZN?

- 5.1. ___ Academic staff
5.2. ___ Support staff
5.3. ___ Executive staff
5.4. ___ Administrative staff
5.5. ___ Member of union, organisation, etc.
5.6. ___ None of the above
5.7. ___ Other (Please specify)
-

6. No. of yrs. as UKZN staff?

- 6.1. ___ less than 5 years
6.2. ___ 5–9 years
6.3. ___ 10–14 years

- 6.4. ___ 15–19
6.5. ___ 20–25 years
6.6. ___ 25 years and more

7. Your present campus location/s?

- 7.1. ___ Edgewood
7.2. ___ Howard College
7.3. ___ Nelson R. Mandela School of Medicine
7.4. ___ Pietermaritzburg
7.5. ___ Westville
7.6. ___ Inter-campus
7.7. ___ Other (Please specify)
-

8. Home Province?

- 8.1. ___ Eastern Cape
8.2. ___ Free-State
8.3. ___ Gauteng
8.4. ___ KwaZulu-Natal
8.5. ___ Limpopo
8.6. ___ Mpumalanga
8.7. ___ North-West
8.8. ___ Northern Cape
8.9. ___ Western Cape
8.10. ___ Other (Please specify)
-

9. First language/Home language

- 9.1. ___ English
9.2. ___ Afrikaans
9.3. ___ isiZulu
9.4. ___ isiXhosa
9.5. ___ isiNdebele
9.6. ___ Sepedi
9.7. ___ Sesotho
9.8. ___ Setswana
9.9. ___ siSwati
9.10. ___ Tshivenda
9.11. ___ Xitsonga
9.12. ___ Other (Please specify)
-

10. Other languages spoken?

- 10.1. ___ English
10.2. ___ Afrikaans

- 10.3. ____ isiZulu
- 10.4. ____ isiXhosa
- 10.5. ____ isiNdebele
- 10.6. ____ Sepedi
- 10.7. ____ Sesotho
- 10.8. ____ Setswana
- 10.9. ____ siSwati
- 10.10. ____ Tshivenda
- 10.11. ____ Xitsonga
- 10.12. ____ Other (Please specify)

11. Did you study isiZulu at school?

- 11.1. ____ Yes
- 11.2. ____ No

12. Did/do you study isiZulu at university?

- 12.1. ____ Yes
- 12.2. ____ No

13. Did/do you study isiZulu at other institutions?

- 13.1. ____ No
- 13.2. ____ Yes (please specify)

14. Did/do you study isiZulu mostly by taking:

- 14.1. ____ Full-time classes
- 14.2. ____ Part-time classes
- 14.3. ____ Self-study
- 14.4. ____ Never studied it

15. Rate your SPEAKING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
15.1. English					
15.2. IsiZulu					
15.3. Other (Please specify) _____					

16. Rate your READING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
16.1. English					
16.2. IsiZulu					
16.3. Other (Please specify) _____					

17. Rate your WRITING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
17.1. English					
17.2. IsiZulu					
17.3. Other (Please specify) _____					

18. Rate your UNDERSTANDING of:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
18.1. English					
18.2. IsiZulu					
18.3. Other (Please specify) _____					

19. If you studied/are studying isiZulu, what were/are your main reasons for doing so?

- 19.1. _____ Academic/course requirement.
 - 19.2. _____ Enjoyment of learning new languages.
 - 19.3. _____ Necessity of knowing it in KZN.
 - 19.4. _____ IsiZulu necessary for my job.
 - 19.5. _____ IsiZulu necessary for my career.
 - 19.6. _____ To enable me to make new friends.
 - 19.7. _____ IsiZulu needed for day-to-day life.
 - 19.8. _____ To learn more about the Zulu culture.
 - 19.9. _____ Not studying/never studied it.
 - 19.10. _____ Other reason/s (Please specify)
-

20. If you DID NOT study/are not studying isiZulu what were/are your main reasons for NOT doing so?

- 20.1. _____ Not part of my academic/course requirement.
 - 20.2. _____ I resent having to learn isiZulu.
 - 20.3. _____ I do not have the time to learn isiZulu.
 - 20.4. _____ I think isiZulu is difficult to study.
 - 20.5. _____ I do not think it is necessary to know isiZulu.
 - 20.6. _____ I do not have the funds to study isiZulu.
 - 20.7. _____ I am studying it presently.
 - 20.8. _____ Other reason/s (Please specify)
-

21. How often do you use isiZulu as a medium on campus:

	A. Never	B. Rarely	C. Sometimes	D. Often	E. Always
21.1. For lectures?					
21.2. For tutorials?					
21.3. For practicals?					
21.4. For seminars/conferences?					
21.5. For group work?					
21.6. For written work?					
21.7. For tests and examination papers?					
21.8. For learning materials?					
21.9. For consultations with staff/students?					
21.10. For consultation/interaction with peers?					
21.11. For administrative procedures?					

21.12. For financial matters?					
21.13. For interviews, meetings?					
21.14. For social/religious/ cultural/formal events?					
21.15. Other? (Please specify) _____					

22. If you had a choice, which language/s would you prefer as a medium:

	A. English	B. isiZulu	C. Both English and isiZulu	D. Other (please specify)
22.1. For lectures?				
22.2. For tutorials?				
22.3. For practicals?				
22.4. For seminars, conferences, etc.				
22.5. For group work?				
22.6. For written work?				
22.7. For learning materials?				
22.8. For consultations with staff/students?				
22.9. For consultation/ interaction with peers?				
22.10. For administrative procedures?				
22.11. For financial matters?				
22.12. For interviews, meetings?				
22.13. For social/religious/ cultural/formal events?				
22.14. Other? (Please specify) _____				

23. Which language do you use most often for the following situations outside campus:

	A. English	B. IsiZulu	C. Both English and isiZulu	D. Other (Please specify)
23.1. For interaction with family?				
23.2. For interaction with friends?				
23.3. For interaction with neighbours?				
23.4. For business transactions?				
23.5. For official transactions?				
23.6. For watching TV programmes?				
23.7. For listening to the radio?				
23.8. For reading the newspaper?				

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

- 24.1. _____ Not familiar
- 24.2. _____ Some-what familiar
- 24.3. _____ Sufficiently familiar
- 24.4. _____ Very familiar

25. Do you agree with the following statements:

	A. Yes	B. No
25.1. All South Africans must know English and Afrikaans only.		
25.2. All South Africans must know African languages only.		
25.3. All South Africans must know at least one indigenous African language.		
25.4. All official languages of South Africa carry equal status.		

26. How often are you officially CONSULTED about language policy issues at the University?

- 26.1. _____ Never
- 26.2. _____ Rarely
- 26.3. _____ Sometimes
- 26.4. _____ Often
- 26.5. _____ Always

27. How often are you officially INFORMED about language policy issues at the University?

- 27.1. _____ Never
- 27.2. _____ Rarely
- 27.3. _____ Sometimes
- 27.4. _____ Often
- 27.5. _____ Always

28. How INVOLVED are you in language policy decision-making at the University?

- 28.1. _____ Never involved
- 28.2. _____ Some-what involved
- 28.3. _____ Sufficiently involved
- 28.4. _____ Very involved

29. Do you think it is necessary for the following university affiliates to be involved in language policy decision-making at the University?

	Yes	No
29.1, Students		
29.2. Parent/s of students		
29.3. Academic staff		
29.4. Support staff		
29.5. Executive staff		
29.6. Administrative staff		
29.7. University unions, organisations, etc.		
29.8. None of the above		
29.9. Other (Please specify) _____		

Zonke izimpendulo zakho zizogcineka ziyimfihlo.

Uyacelwa ukuba ukhombise ngophawu X kokuqondene nawe.

1. Iminyaka?

- 1.1. _____ Ingaphansi kwama-25 eminyaka
- 1.2. _____ Kusukela kuma-25 kuya kuma - 35 eminyaka
- 1.3. _____ Kusukela kuma-36 kuya kuma-45 eminyaka
- 1.4. _____ Ngaphezu kwama-45 eminyaka

2. Ubulili?

- 2.1. _____ Owesilisa
- 2.2. _____ Owesifazane

3. Imfundo ephakeme onayo?

- 3.1. _____ Umatikuletsheni
- 3.2. _____ I-Diploma
- 3.3. _____ I-Degree
- 3.4. _____ I-Postgraduate Diploma
- 3.5. _____ I-Honours
- 3.6. _____ I-Masters
- 3.7. _____ Iziqu zobudokotela noma okulingana nazo.
- 3.8. _____ Okunye (uyacelwa ukuba ucacise)

4. Umkhakha Okuwona?

- 4.1. _____ Owezemfundo
- 4.2. _____ Ezobunj iniyela
- 4.3. _____ Ezesayensi Yezempilo
- 4.4. _____ Ezobuntu, Ukuthuthuka kanye Nesayensi yobuntu
- 4.5. _____ Ezomthetho Ezobuholi
- 4.6. _____ Isayensi nezolimo
- 4.7. _____ Omunye (uyacelwa ukuba ucacise)

5. Isikhundla okuso eNyuvesi yaKwaZulu-Natal?

- 5.1. _____ Kwabaphathelene nezokufunda
- 5.2. _____ Kwabangaphathelene nezokufunda
- 5.3. _____ Abaphethe
- 5.4. _____ Konobhala
- 5.5. _____ Ilunga lenyunyana, inhiangano, njalo njalo
- 5.6. _____ Akukho kokungenhia
- 5.7. _____ Okunye (uyacelwa ukuba ucacise)

6. Iminyaka ungumsebenzi yaseNyuvesi yaKwaZulu-Natal?

- 6.1. _____ Ngaphansi *kweyi-5*
- 6.2. _____ Kusuka *kweyi-5* kuya *kweyi-9*
- 6.3. _____ Kusuka *kweyi-10* kuya *kweyi-14*
- 6.4. _____ Kusuka *kweyi-15* kuya *kweyi-19*
- 6.5. _____ Kusuka *kwengama-20* kuya *kwengama-25*
- 6.6. _____ *engama-25* nangaphezulu

7. Iyiphi ikhampasi osebenzela kuyo?

- 7.1. _____ E-Edgewood
- 7.2. _____ E-Howard College
- 7.3. _____ E-Nelson R. Mandela School of Medicine
- 7.4. _____ E-Westville
- 7.5. _____ Usebenzela kwamaninigi.
- 7.6. _____ Okunye (uyacelwa ukuba ucacise)

8. Isifundazwe sasekhaya?

- 8.1. _____ Empumalanga Kapa
- 8.2. _____ E-Free State
- 8.3. _____ E-Gauteng
- 8.4. _____ E-KwaZulu-Natal
- 8.5. _____ E-Limpopo
- 8.6. _____ Empumalanga
- 8.7. _____ E-North West
- 8.8. _____ E-Nyakatho Kapa
- 8.9. _____ E-Ntsonalanga Kapa
- 8.10 _____ Enye (uyacelwa ukuba ucacise)

9. Ulimi lwebele/ lwasekhaya?

- 9.1. _____ isiNgisi
- 9.2. _____ isiBhunu
- 9.3. _____ isiXhosa
- 9.4. _____ isiNdebele
- 9.5. _____ Sepedi
- 9.6. _____ Setswana
- 9.7. _____ isoSwati
- 9.8. _____ Tsbivenda
- 9.9. _____ Xitsonga
- 9.10. _____ Olunye (uyacelwa ukuba ucacise)

10. Ezinye izilimiozikhulumayo?

- 10.1. _____ isiNgisi
 10.2. _____ isiBhunu
 10.3. _____ isiXhosa
 10.4. _____ isiNdebele
 10.5. _____ Sepedi
 10.6. _____ Sesotho
 10.7. _____ Setswana
 10.8. _____ IsiSwati
 10.9. _____ Tshivenda
 10.10. _____ Xitsonga
 10.11. _____ Olunye (uyacelwa ukuba ucacise)

11. Ingabe wasifunda isiZulu esikolem?

- 11.1. _____ Yebo
 11.2. _____ Cha

12. Ingabe wasi!uyasifunda isiZulu eNyuvesi?

- 12.1. _____ Yebo
 12.2. _____ Cha

13. Ingabe wasi/uyasifunda isiZulu kwezinye izikhungo?

- 13.1. _____ Cha
 13.2. _____ Yebo (uyacelwa ukuba ucacise)

14. Usazi/ wasazi isiZulu kakhulu ngoku:

- 14.1. _____ thatha izifundo zansuku zonke
 14.2. _____ thatha izifundo zesikhathi esikhethiwe
 14.3. _____ ngokuzifundela
 14.4. _____ awukaze usifunde

15. Uzazi kangakanani lezizilimi uma UZIKHULUMA?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle kakhulu
15.1. isiNgisi					
15.2. isiZulu					
15.3. Olunye (uyacelwa ukuba ucacise)					

16. Ukwazi kangakanani UKUFUNDA ngalezi zilimi?

	A. Awusazi Nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
16.1. isiNgisi					
16.2. isiZulu					
16.3. Olunye (uyacelwa ukuba ucacise)					

17. Ukwazi kangakanani UKUBHALA ngalezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
17.1. isiNgisi					
17.2. isiZulu					
17.3. Olunye (uyacelwa ukuba ucacise)					

18. UZIQONDA kangakanani lezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
18.1. isiNgisi					
18.2. isiZulu					
18.3. Olunye (uyacelwa ukuba ucacise)					

19. Uma sewake / noma ufunda isiZulu, yiziphi izizathu ezakwenza / ezenza wenze lokhu?

- 19.1. _____ Kuyadingeka njengengxenywe yezifundo zakho
- 19.2. _____ Ukuthokozela ukufunda izilimi ezintsha
- 19.3. _____ Isidingo sokulazi KwaZulu-Natal
- 19.4. _____ IsiZulu siyisidingo emsebenzini wami
- 19.5. _____ IsiZulu siyisidingo kwengifisa ukukwenza
- 19.6. _____ Singenza ngikwazi ukwenza abangani abasha
- 19.7. _____ IsiZulu siyadingeka empilwen yansuku zonke
- 19.8. _____ ukuze ngazi kabanzi ngosikompilo IwamaZulu
- 19.9. _____ Angisifundil Angikaze ngisifunde
- 19.10 _____ Esinye sizathu (uyacelwa ukuba ucacise)

20. Uma ungakaze futhi ungasifundi isiZulu, kwakuyiziphi/ iziphi izizathu zokungakwenzi lokho?

- 20.1. _____ Asisiyo ingxenywe yokudingwa izifundo zami
- 20.2. _____ Ngiyakuzonda ukufunda isiZulu
- 20.3. _____ Anginaso isikhathi sokufunda isiZulu
- 20.4. _____ Ngicabanga ukuthi kubukhuni ukufunda isiZulu
- 20.5. _____ Angicabangi ukuthi kunesidingo sokufunda isiZulu
- 20.6. _____ Anginayo imali yokufunda isiZulu
- 20.7. _____ Ngiyasifunda njengamanje
- 20.8. _____ Esinye isizathu (uyacelwa ukuba ucacise)

21. Kukangaki lapho usebenzisa isiZulu njengolimi lokuxhumana ekhampasini?

	A. Angikaze	B. Kuthukela	C. Ngezinye izikhathi	D. Kujwayele	E. Njalo
21.1. Lapho kufundwa					
21.2. Kuma-tutorials					
21.3. Kuma-practicals					
21.4. Kumasemina nezinkomfa					
21.5. Emsebenzini wamagogo					
21.6. Ernsebenzini obhalwayo					
21.7. Emaphepheni okuhlolwa noma					
21.8. Ezivivinyo					
21.9. Kwizinsizakufunda					
21.10. Lapho kubonanwa nabasebenzi/					
21.11. Abafundi					
21.12. Ukuxhumana nontanga					
21.13. konobhala					
21.14. Kwezezimali					

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	A. Angikaze	B. Kuthukela	C. Ngezinye izikhathi	D. Kujwayele	E. Njalo
21.15. Izinhiolovo nemihlangano					
21.16. Emohianganweni yesenkolo,					
21.17. Yezamasiko, neyezokungcebeleka.					
21.18. Okunye (uyacelwa ukuba ucacise)					

22. ukuba ubunokuzikhethela, iluphi ulimi obungalukhetha ni engelokuxhumana.

	A. isiNgisi	B. isiZulu	C. Kokubili isiNgisi nesiZulu	D. Ezinye (uyacelwa ukuba ucacise)
22.1. Ekufundeni				
22.2. Kuma-tutorials				
22.3. Kuma-practicals				
22.4. Kumasemina nezinkomfa njalo njalo				
22.5. Emsebenzini wamaqoqo				
22.6. Emsebenzini obhaliwe				
22.7. Kwizinsizakufunda				
22.8. Apho kubonanwa nabasebenzi nabafundi				
22.9. Lapho kuxhunyanwa nontanga				
22.10. Kwezobhala				
22.11. Kwezezimali				
22.12. Kwizinhlovo nemihlangano				
22.13. Emibuthanweni yezenkolo, ezokungcebeleka neyamasiko.				
22.14. Eminye(uyacelwa ukuba ucacise)				

23. Iluphi ulimi olusebenzisa kakhulu ezimweni ezilandelayo ngaphandle kwekhampasi:

	A. isiNgisi	B. isiZulu	C. Kokubili, isiNgisi nesiZulu	D. Olunye (uyacelwa ukuba ucacise)
23.1. Ukuxoxa nomndeni				
23.2. Ukuxoxa nabangani				
23.3. Ukuxoxa nomakhelwane				
23.4. Kwezamabhizinisi				
23.5. Ezintweni ezihloniphekile				
23.6. Izinhlelo zikamabonakude				
23.7. Ukulalela umsakazo				
23.8. Ukufunda iphephendaba				

24. Wazi kangakanani ngenqubomgomo yolimi emfundweni ephakeme.

- 24.1. _____lutho
- 24.2. _____kancane
- 24.3. _____ngokwenelisayo
- 24.4. _____kakhulu

25. Ingabe uyavumelana yini nalokhu okulandelayo:

	A. Yebo	B. Cha
25.1. Bonke abaseNingizimu Afrika mabazi isiNgisi nesiBhunu kuphela.		
25.2. Bonke abaseNingizimu Afrika mabazi Izilimi zaseAfrika kuphela		
25.3. Bonke abaseNingizimu Afrika mabazi okungenani ulimi olulodwa Iomdabu lase Afrika		
25.4. Zonke izilimi zaseNingizimu Afrika ezisemthethweni kumele zithole ukuhionipheka okulinganayo.		

26. kukangaki lapho owathintwa khona ngendlelangenqubomgomo yolimi eNyuvesi?

- 26.1. _____ Angikaze
- 26.2. _____ Kuthukela
- 26.3. _____ Ngezinye izikhathi
- 26.4. _____ Izikhathi eziningi
- 26.5. _____ Njalo

27. kukangaki lapho waziswa khona ngendlela ngezindaba esiphatehiene nenqubomgomo yolimi eNyuvesi?

- 27.1. _____ Akukaze
- 27.2. _____ Kuthukela
- 27.3. _____ Ngezinye izikhathi
- 27.4. _____ Izikhathi eziningi
- 27.5. _____ Njalo

28. Uyingxenyekanganani ekwakhiweni kwezinqumo zenqubomgomo yolimi yeNyuvesi.

- 28.1. _____ Angikaze ngibe yingxenyek
- 28.2. _____ Ngiyingxenyek nje
- 28.3. _____ Ngiyingxenyek
- 28.4. _____ Ngiyingxenyek kakhulu

29. Ingabe ucabanga ukuthi lezi zinhiaka zeNyuvesi ukuba zibe yingxenyek yokuthathwa kwezinqumo ngenqubomgomo yolimi eNyuvesi?

	A. Yebo	B. Cha
29.1. Abafundi		
29.2. Abazali babafundi		
29.3. Abafundisi		
29.4. Abasebenzi abangafundisi		
29.5. Abasebenzi abangabaphathi		
29.6. Onobhala		
29.7. Izinyunyana zeNyuvesi nezinhlangotho		
29.8. Akukho kokungenhla		
29.9. Okunye (uyacelwa ukuba ucacise)		

APPENDIX C: STUDENT QUESTIONNAIRE (ENGLISH AND ISIZULU)

All replies will remain absolutely confidential. Please mark an X in the appropriate space.

1. Age?

- 1.1. ____ Less than 25
- 1.2. ____ 25–35
- 1.3. ____ 36–45
- 1.4. ____ more than 45

2. Sex?

- 2.1. ____ Male
- 2.2. ____ Female

3. Highest Qualification?

- 3.1. ____ Matric/Senior Certificate
- 3.2. ____ Undergraduate Diploma
- 3.3. ____ Degree
- 3.4. ____ Postgraduate Diploma
- 3.5. ____ Honours
- 3.6. ____ Masters
- 3.7. ____ PhD or equivalent

4. Faculty registered at?

- 4.1. ____ Education
- 4.2. ____ Engineering
- 4.3. ____ Health Sciences
- 4.4. ____ Humanities, Development and Social Sciences
- 4.5. ____ Law
- 4.6. ____ Management Studies
- 4.7. ____ Science and Agriculture

5. Lectures held at?

- 5.1. ____ Edgewood campus
- 5.2. ____ Howard College campus
- 5.3. ____ Nelson R Mandela School of Medicine
- 5.4. ____ Pietermaritzburg campus
- 5.5. ____ Westville campus
- 5.6. ____ Correspondence/ distance education

6. Year of study?

- 6.1. ____ 1st
- 6.2. ____ 2nd
- 6.3. ____ 3rd
- 6.4. ____ 4th
- 6.5. ____ 5th
- 6.6. ____ 6th or more

7. Home Province?

- 7.1. ____ Eastern Cape
- 7.2. ____ Free-State
- 7.3. ____ Gauteng
- 7.4. ____ KwaZulu-Natal
- 7.5. ____ Limpopo
- 7.6. ____ Mpumalanga
- 7.7. ____ North-West
- 7.8. ____ Northern Cape
- 7.9. ____ Western Cape
- 7.10. Other (Please specify)

8. First/Home language?

- 8.1. ____ English
- 8.2. ____ Afrikaans
- 8.3. ____ isiZulu
- 8.4. ____ isiXhosa
- 8.5. ____ isiNdebele
- 8.6. ____ Sepedi
- 8.7. ____ Sesotho
- 8.8. ____ Setswana
- 8.9. ____ siSwati
- 8.10. ____ Tshivenda
- 8.11. ____ Xitsonga
- 8.12. Other (Please specify)

9. Other languages spoken?

- 9.1. __ English
- 9.2. __ Afrikaans
- 9.3. __ isiZulu
- 9.4. __ isiXhosa
- 9.5. __ isiNdebele
- 9.6. __ Sepedi
- 9.7. __ Sesotho
- 9.8. __ Setswana
- 9.9. __ siSwati
- 9.10. __ Tshivenda
- 9.11. __ Xitsonga
- 9.12. __ Other (Please specify)

10. Did you study isiZulu at school?

- 10.1. __ Yes
- 10.2. __ No

11 Did/do you study isiZulu at university?

- 11.1. Yes
11.2. No

12. Did/do you study isiZulu at other institutions?

- 12.1. No

- 12.2. Yes (Please specify)
-

13. Did/do you study isiZulu mostly by:

- 13.1. Taking full-time classes
13.2. Taking part-time classes
13.3. Self-study
13.4. Never studied it

14. Rate your SPEAKING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
14.1. English					
14.2. isiZulu					
14.3. Other (Please specify) _____					

15. Rate your READING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
15.1. English					
15.2. isiZulu					
15.3. Other (Please specify) _____					

16. Rate your WRITING ability in:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
16.1. English					
16.2. isiZulu					
16.3. Other (Please specify) _____					

17. Rate your UNDERSTANDING of:

	A. Non-existent	B. Poor	C. Average	D. Good	E. Excellent
17.1. English					
17.2. isiZulu					
17.3. Other (Please specify) _____					

18. If you studied/are studying isiZulu, what were/are your main reasons for doing so?

- 18.1. _____ Course/school requirement.
- 18.2. _____ Enjoyment of learning new languages.
- 18.3. _____ Necessity of knowing it in KZN.
- 18.3. _____ Parents want me to learn isiZulu.
- 18.4. _____ IsiZulu necessary for my job.
- 18.5. _____ IsiZulu necessary for my future career.
- 18.6. _____ Enable me to make new friends.
- 18.7. _____ isiZulu needed for day-to-day life.
- 18.8. _____ To learn more about the Zulu culture.
- 18.9. _____ Not studying it/ never studied it
- 18.10. _____ Other reason/s.

(Please specify) _____

19. If you DID NOT study/are not studying isiZulu what were/are your main reasons for NOT doing so?

- 19.1. _____ Not part of my school/course requirement.
- 19.2. _____ I resent having to learn isiZulu.
- 19.3. _____ I do not have the time to learn isiZulu.
- 19.4. _____ I think isiZulu is difficult to study.
- 19.5. _____ I do not think it is necessary to know isiZulu.
- 19.6. _____ My parents do not want me to learn isiZulu.
- 19.7. _____ I do not have the funds to study isiZulu.
- 19.8. _____ I am studying it presently.
- 19.9. _____ Other reason/s (Please specify) _____

20. How often do you use isiZulu as a medium on campus for...

	A. Never	B. Rarely	C. Sometimes	D. Often	E. Always
20.1. Lectures?					
20.2. Tutorials?					
20.3. Practicals?					
20.4. Seminars/Conferences?					
20.5. Group work?					
20.6. Written work?					
20.7. Tests and exam papers?					
20.8. Learning materials?					
20.9. Consultations with staff/students?					
20.10. Consultation/interaction with peers?					
20.11. Administrative procedures?					
20.12. Financial matters?					
20.13. Housing/residential matters?					
20.14. Interviews/meetings?					
20.15. Social/religious/cultural/formal events?					
20.16. Other reason/s? (Please specify). _____					

21. If you had a choice, which language/s would you prefer as a medium for:

	A. English	B. isiZulu	C. Both English & isiZulu	D. Other (Please specify)
21.1. Lectures?				
21.2. Tutorials?				
21.3. Practicals?				
21.4. Seminars/conferences?				
21.5. Groupwork?				
21.6. Written work?				
21.7. Tests and examination papers?				
21.8. Learning materials				
21.9. Consultations with staff/students?				
21.10. Consultation/interaction with peers?				
21.11. Administrative purposes?				
21.12. Financial matters?				
21.13. Housing/residential matters?				
21.14. Interviews/meetings?				
21.15. Social/religious/cultural/formal events?				
21.16. Other reason/s (Please specify) _____				

22. Which language do you use most often for the following situations outside campus:

	English	isiZulu	Both English and isiZulu	Other (Please specify)
22.1. Interaction with family?				
22.2. Interaction with friends?				
22.3. Interaction with neighbours?				
22.4. Business transactions?				
22.5. Official transactions?				
22.6. Interaction at the workplace?				
22.7. Watching TV programmes?				
22.8. Listening to the radio?				
22.9. Reading the newspaper?				

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

- 23.1. ____ Not familiar
- 23.2. ____ Somewhat familiar
- 23.3. ____ Sufficiently familiar
- 23.4. ____ Very familiar

24. Do you agree with the following statements?

	A. Yes	B. No
24.1. All South Africans must know English only.		
24.2. All South Africans must know African languages only.		
24.3. All South Africans must know at least one indigenous African language.		
24.4. All official languages of South Africa carry equal status.		

25. How often are you officially CONSULTED about language policy issues at the University?

- 25.1. _____ Never
 25.2. _____ Rarely
 25.3. _____ Sometimes
 25.4. _____ Often
 25.5. _____ Always

26. How often are you officially INFORMED about language policy issues at the University?

- 26.1. _____ Never
 26.2. _____ Rarely
 26.3. _____ Sometimes
 26.4. _____ Often
 26.5. _____ Always

27. How INVOLVED are you in language policy decision-making at the University?

- 27.1. _____ Never
 27.2. _____ Rarely
 27.3. _____ Sometimes
 27.4. _____ Often
 27.5. _____ Always

28. Do you think it is necessary for the following university affiliates to be involved in language policy decision-making at the University?

	A. Yes	B. No
28.1. Students		
28.2. Parents of students		
28.3. Academic staff		
28.4. Support staff		
28.5. Executive staff		
28.6. Administrative		
28.7. Unions, organisations, etc.		
28.8. None of the above		
28.9. Other (Please specify)		

STUDENT QUESTIONNAIRE: ISIZULU

Zonke izimpendulo zakho zizogcineka ziyimfihlo.

Uyacelwa ukuba ukhombise ngophawu X kokuqondene nawe.

1. Iminyaka?

- 1.1. _____ Ingaphansi kwama-25 eminyaka
- 1.2. _____ Kusukela kuma-25 kuya kuma-35 eminyaka
- 1.3. _____ Kusukela kuma-36 kuya kuma- 45 eminyaka
- 1.4. _____ Ngaphezu kwama-45 eminyaka

2. Ubulili?

- 2.1. _____ Owesilisa
- 2.2. _____ Owesifazane

3. Imfundo ephakeme onayo?

- 3.1. _____ Umatikuleletsheni
- 3.2. _____ I-Diploma
- 3.3. _____ I-Degree
- 3.4. _____ I-Postgraduate Diploma
- 3.5. _____ I-Honours
- 3.6. _____ I-Masters
- 3.7. _____ Iziqu zobudokotela noma okulingana nazo.
- 3.8. _____ Okunye (uyacelwa ukuba ucacise)

4. Umkhakha obhalisele kuwo?

- 4.1. _____ Owezemfundo
- 4.2. _____ Ezobunj iniyela
- 4.3. _____ Ezesayensi Yezempilo
- 4.4. _____ Ezobuntu, Ukuthuthuka kanye Nesayensi yobuntu
- 4.5. _____ Ezomthetho Ezobuholi
- 4.6. _____ Isayensi nezolimo
- 4.7. _____ Omunye (uyacelwa ukuba ucacise)

5. Isifundo zibanjelwa e?

- 5.1. _____ E-Edgewood
- 5.2. _____ E-Howard College
- 5.3. _____ E-Nelson R. Mandela School of Medicine
- 5.4. _____ E-Westville
- 5.5. _____ Usebenzela kwamaninigi.
- 5.6. _____ Ufunda ngeposi

6. Unyaka wemfundo?

- 6.1. _____ 1– owokuqala

- 6.2. _____ 2 – owesibili
- 6.3. _____ 3 – owesithathu
- 6.4. _____ 4 – owesine
- 6.5. _____ 5 – owesihlanu
- 6.6. _____ 6 or more – owesithupha/nagaphezulu

7. Isifundazwe sasekhaya?

- 7.1. _____ Empumalanga Kapa
- 7.2. _____ E-Free State
- 7.3. _____ E-Gauteng
- 7.4. _____ E-KwaZulu-Natal
- 7.5. _____ E-Limpopo
- 7.6. _____ Empumalanga
- 7.7. _____ E-North West
- 7.8. _____ E-Nyakatho Kapa
- 7.9. _____ E-Ntsonalanga Kapa
- 7.10. _____ Enye (uyacelwa ukuba ucacise)

8. Ulimi lwebele/ lwasekhaya?

- 8.1. _____ isiNgisi
- 8.2. _____ isiBhunu
- 8.3. _____ isiXhosa
- 8.4. _____ isiNdebele
- 8.5. _____ Sepedi
- 8.6. _____ Sesotho
- 8.7. _____ Setswana
- 8.8. _____ isiSwati
- 8.9. _____ Tshivenda
- 8.10. _____ Xitsonga
- 8.11. _____ Olunye (uyacelwa ukuba ucacise)

9. Ezinye izilimiozikhulumayo?

- 9.1. _____ isiNgisi
- 9.2. _____ isiBhunu
- 9.3. _____ isiXhosa
- 9.4. _____ isiNdebele
- 9.5. _____ Sepedi
- 9.6. _____ Sesotho
- 9.7. _____ Setswana
- 9.8. _____ IsiSwati
- 9.9. _____ Tshivenda
- 9.10. _____ Xitsonga
- 9.11. _____ Olunye (uyacelwa ukuba ucacise)

10. Ingabe wasifunda isiZulu esikolem?

10.1. _____ Yebo

10.2. _____ Cha

11. Ingabe wasi!uyasifunda isiZulu eNyuvesi?

11.1. _____ Yebo

11.2. _____ Cha

12. Ingabe wasi/uyasifunda isiZulu kwezinye izikhungo?

12.1. _____ Cha

12.2. _____ Yebo (uyacelwa ukuba ucacise)

13. Usazi/ wasazi isiZulu kakhulu ngoku:

13.1. _____ thatha izifundo zansuku zonke

13.2. _____ thatha izifundo zesikhathi esikhethiwe

13.3. _____ ngokuzifundela

13.4. _____ awukaze usifunde

14. Uzazi kangakanani lezizilimi uma UZIKHULUMA?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle kakhulu
14.1. isiNgisi					
14.2. isiZulu					
14.3. Olunye (uyacelwa ukuba ucacise)					

15. Ukwazi kangakanani UKUFUNDA ngalezi zilimi?

	A. Awusazi Nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
15.1. isiNgisi					
15.2. isiZulu					
15.3. Olunye (uyacelwa ukuba ucacise)					

16. Ukwazi kangakanani UKUBHALA ngalezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
16.1. isiNgisi					
16.2. isiZulu					
16.3. Olunye (uyacelwa ukuba ucacise)					

17. UZIQONDA kangakanani lezi zilimi?

	A. Awusazi nhlobo	B. Kancane	C. Phakathi	D. Kahle	E. Kahle Kakhulu
17.1. isiNgisi					
17.2. isiZulu					
17.3. Olunye (uyacelwa ukuba ucacise)					

18. Uma sewake/noma ufunda isiZulu, yiziphi izizathu ezakwenza/ezenza wenze lokhu?

- 18.1. _____ Kuyadingeka njengengxenywe yezifundo zakho
- 18.2. _____ Ukuthokozela ukufunda izilimi ezintsha
- 18.3. _____ Isidingo sokulazi KwaZulu-Natal
- 18.4. _____ IsiZulu siyisidingo emsebenzini wami
- 18.5. _____ IsiZulu siyisidingo kwengifisa ukukwenza
- 18.6. _____ Singenza ngikwazi ukwenza abangani abasha
- 18.7. _____ IsiZulu siyadingeka empilwen yansuku zonke
- 18.8. _____ ukuze ngazi kabanzi ngosikompilo IwamaZulu
- 18.9. _____ Angisifundil Angikaze ngisifunde
- 18.10. _____ Esinye sizathu (uyacelwa ukuba ucacise)

19. Uma ungakaze futhi ungasifundi isiZulu, kwakuyiziphi/ iziphi izizathu zokungakwenzi lokho?

- 19.1. _____ Asisiyo ingxenywe yokudingwa izifundo zami
- 19.2. _____ Ngiyakuzonda ukufunda isiZulu
- 19.3. _____ Anginaso isikhathi sokufunda isiZulu
- 19.4. _____ Ngicabanga ukuthi kubukhuni ukufunda isiZulu
- 19.5. _____ Angicabangi ukuthi kunesidingo sokufunda isiZulu
- 19.6. _____ Anginayo imali yokufunda isiZulu
- 19.7. _____ Ngiyasifunda njengamanje
- 19.8. _____ Esinye isizathu (uyacelwa ukuba ucacise)

20. Kukangaki lapho usebenzisa isiZulu njengolimi lokuxhumana ekhampasini?

	A. Angikaze	B. Kuthukela	C. Ngezinye izikhathi	D. Kujwayele	E. Njalo
20.1. Lapho kufundwa					
20.2. Kuma-tutorials					
20.3. Kuma-practicals					
20.4. Kumasemina nezinkomfa					
20.5. Emsebenzini wamagogo					
20.6. Ernsebenzini obhalwayo					
20.7. Emaphepheni okuhlolwa noma					
20.8. Ezivivinyo					
20.9. Kwizinsizakufunda					
20.10. Lapho kubonanwa nabasebenzi/					
20.11. Abafundi					
20.12. Ukuxhumana nontanga					
20.13. konobhala					
20.14. Kwezezimali					
20.16. Emohianganweni yesenkolo,					
20.17. yezamasiko, neyezokungcebeleka.					
20.18. Okunye (uyacelwa ukuba ucacise)					

21. ukuba ubunokuzikhethela, iluphi ulimi obungalukhetha ni engelokuxhumana.

	A. isiNgesi	B. isiZulu	C. Kokubili Ngisi nesiZulu	D. Ezinye (uyacelwa ukuba ucacise)
21.1. Ekufundeni				
21.2. Kuma-tutorials				
21.3. Kuma-practicals				
21.4. Kumasemina nezinkomfa njalo njalo				
21.5. Emsebenzini wamaqogo				
21.6. Emsebenzini obhaliwe				
21.7. Kwizinsizakufunda				
21.8. Apho kubonanwa nabasebenzi nabafundi				
21.9. Lapho kuxhunyanwa nontanga				
21.10. Kwezonobhala				
21.11. Kwezezimali				
21.12. Kwizinhlovo nemihlangano				
21.13. Emibuthanweni yezenkolo, ezokungcebeleka neyamasiko.				
21.14. Eminye(uyacelwa ukuba ucacise)				

22. Iluphi ulimi olusebenzisa kakhulu ezimweni ezilandelayo ngaphandle kwekhampasi:

	A. isiNgesi	B. isiZulu	C. Kokubili, isiNgesi nesiZulu	D. Olunye (uyacelwa ukuba ucacise)
22.1. Ukuxoxa nomndeni				
22.2. Ukuxoxa nabangani				
22.3. Ukuxoxa nomakhelwane				
22.4. Kwezamabhizinisi				
22.5. Ezintweni ezihloniphekile				
22.6. Izinhlelo zikamabonakude				
22.7. Ukulalela umsakazo				
22.8. Ukufunda iphephendaba				

24. Ingabe uyavumelana yini nalokhu okulandelayo:

	A. Yebo	B. Cha
24.1. Bonke abaseNingizimu Afrika mabazi isiNgesi nesiBhunu kuphela.		
24.2. Bonke abaseNingizimu Afrika mabazi Izilimi zaseAfrika kuphela		
24.3. Bonke abaseNingizimu Afrika mabazi okungenani ulimi olulodwa Iomdabu laseAfrika		
24.4. Zonke izilimi zaseNingizimu Afrika ezisemthethweni kumele zithole ukuhlonipheka okulinganayo.		

25. Kukangaki lapho owathintwa khona ngendlelangenqubomgomo yolimi eNyuvesi?

- 25.1. _____ Angikaze
- 25.2. _____ Kuthukela
- 25.3. _____ Ngezinye izikhathi
- 25.4. _____ Izikhathi eziningi
- 25.5. _____ Njalo

26. Kukangaki lapho waziswa khona ngendlela ngezindaba esiphatehiene nenqubomgomo yolimi eNyuvesi?

- 26.1. _____ Akukaze
- 26.2. _____ Kuthukela
- 26.3. _____ Ngezinye izikhathi
- 26.4. _____ Izikhathi eziningi
- 26.5. _____ Njalo

27. Uyingxenyekanganani ekwakhiweni kwezinqumo zenqubomgomo yolimi yeNyuvesi.

- 27.1. _____ Angikaze ngibe yingxenyek
- 27.2. _____ Ngiyingxenyek nje
- 27.3. _____ Ngiyingxenyek
- 27.4. _____ Ngiyingxenyek kakhulu

28. Ingabe ucabanga ukuthi lezi zinhiaka zeNyuvesi ukuba zibe yingxenyek yokuthathwa kwezinqumo ngenqubomgomo yolimi eNyuvesi?

	A. Yebo	B. Cha
28.1. Abafundi		
28.2. Abazali babafundi		
28.3. Abafundisi		
28.4. Abasebenzi abangafundisi		
28.5. Abasebenzi abangabaphathi		
28.6. Onobhala		
28.7. Izinyunyana zeNyuvesi nezinhlangano		
28.8. Akukho kokungenhla		
28.9. Okunye (uyacelwa ukuba ucacise)		