Exploring the attitudes and awareness of Tshiven#a L1 learners towards pursuing Tshiven#a as a career language: A survey of grade 10-12 high school learners in Tembisa township.

Exploring the attitudes and awareness of Tshivenḓa L1 learners towards pursuing Tshivenḓa as a career language: A survey of Grade 10-12 high school learners in Tembisa township

By

PATRICIA TSHIKALANGE MPHAPHULI

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Supervisor: Dr I.P. Mandende

Co-supervisor: Prof M.C. Mashige

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Declaration

I hereby declare that this dissertation submitted for the degree M. Tech: Language Practice, at Tshwane University of Technology, is my own original work, and has not previously been submitted to any other institution of higher education. I also declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

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PATRICIA TSHIKALANGE MPHAPHULI

Dedication

None of this would have been possible without the almighty Jehovah.

This dissertation is dedicated to the following people: my late mother, Thivhulawi Margret Manenzhe (may her soul RIP), for raising me to be a young hard working lady; my father, Iḽawau George Mphaphuli who ensured that I furthered my studies with the little he had; my sisters: Elelwani Mphaphuli, Elekanyani Mphaphuli, Violet Manenzhe and Lutendo Mphaphuli. My nephews: Vhuhwavho Nthangeni, Asivhoṱhe Nthangeni and Moloko Magae, my niece, Ngoako Magae, and my partner, Nhlanhla Mthanti. Thank you all for encouraging me throughout my MTech degree studies; you are highly important to me.

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Ndi a livhuwa.

Aa!!!

Abstract

There is concern among language researchers that African languages are not seen as languages that can provide career opportunities among the youth of South Africa. As a result, many learners do not want to choose these languages as subjects of learning at high schools and at universities. Studies have been conducted on learners' attitude towards African languages as languages of learning and teaching (LoLT), but very few of these explore attitudes and learner awareness towards pursuing existing language careers. This study's primary aim is to find out the attitude displayed by, and awareness of, Tshivenḓa L1 learners towards pursuing Tshivenḓa as career language at the two-selected public high schools whilst the secondary aim is, ultimately, to encourage Tshivenḓa L1 learners to consider pursuing careers in the field of languages, with special reference to Tshivenḓa. Data was collected from learners and teachers from two selected Tembisa township public high schools, interpreters, lecturers and terminologists (N= 72). Data was collected using questionnaires, and interviews as research methods. The findings reveal that learners hold a negative attitude towards pursuing Tshivenḓa as a career. The study also found that learners were not aware of the possible language careers in Tshivenḓa.

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CHAPTER 1: INTRODUCTION

1.1. Introduction

The purpose of this study is to explore the attitude and awareness of Tshivenḓa First Language (L1) learners towards pursuing Tshivenḓa as a career language in two selected Tembisa township public high schools. The study further seeks to establish factors that influence learners' attitude towards choosing and learning Tshivenḓa L1 as a school subject. In this chapter, the researcher gives the context and background of the study by introducing the study's focus areas in the form of its rationale, statement of the problem, purpose, research questions, hypotheses as well as its aims and objectives. The researcher then outlines the structure of the entire study with explanations of what each chapter entails. Finally, the chapter concludes by highlighting the significance of the study.

1.2. Background and rationale of the study

Investigating African languages is a continuing concern among language researchers. Studies have been conducted on learners' attitude towards African languages as languages of learning and teaching (LoLT), but very few of these explore the attitudes and learner awareness towards pursuing existing language careers. The disadvantage that minority languages face, as compared to majority languages within a specific country, is a common challenge. In Vietnam, for example, information related to the greater domains of life such as culture, education, science, economy, and politics is communicated in Vietnamese which is one of the official languages. Although some minority languages are occasionally used in government and local media they are, however, not considered as important or valuable in Vietnam as compared to Vietnamese (Nguyen & Hamid, 2016: 18). When languages receive more prestige than others, individuals whose languages are not considered as important are negatively affected.

Letsholo (2009: 588) opines that negative views on one's mother tongue in the Setswana language context can be blamed on the country's language policy, which downplays the value of indigenous languages particularly minority languages. In line with this, it is likely that the negative attitude towards a language by its L1 speakers can make it difficult for a language to survive in any country. In the late 1990s one primary teacher training college in the Nyaminyami District of Mashonaland West Province of Zimbabwe was given the mandate to train Tonga

language teachers. In a research study conducted to this end, findings reveal that the community, parents, teachers, and headmasters professed ignorance to such a mandate and study (Gora, et al 2010: 89). One of the reasons behind such a lack of acknowledgement about the noble idea of promoting the Tonga languages was that the project lacked publicity. The perceived lack of currency in the use of Tonga also contributed to L1 speakers not ever thinking of a possibility to pursue careers in Tonga related jobs. Gudhlanga and Makaudze (2012) clearly emphasize this point when they suggest that it seems as if there are negative perceptions and attitudes towards the study of African languages in general.

Tshivenḓa, a language which is the subject of this study, is one of the eleven official languages recognised by the Constitution of the Republic of South Africa, predominantly spoken in the Northern-most parts of the Limpopo Province of South Africa, specifically in the Vhembe District. Limpopo Province shares borders with other neighbouring Southern African Development Community (SADC) countries, namely, Botswana, Mozambique and Zimbabwe. While the language is predominantly spoken in the Vhembe District, there are scatterings of Tshivenḓa L1 speakers throughout other provinces such as Gauteng, Mpumalanga, Northern Cape, Eastern Cape, Free State, North West, Western Cape and Kwazulu-Natal. The language is also spoken in Zimbabwe especially in, but not limited to, the Southern part in and around the Beit Bridge area. According to Statistics of South Africa (2016: 16), a large number of more than 280 000 Tshivenḓa speakers are also found in the Gauteng Province. Tshivenḓa is also taught as a first language in some of the public high schools in Gauteng Province in general, and for purposes of this study, Tembisa township in particular. Tembisa is under the Ekurhuleni Metropolitan Municipality, with a population of more than 44000 Tshivenḓa speakers (StatsSA, 2016).

Two years after the dawn of democracy in South Africa in 1994, the South African language policy framework was adopted in 1996 with eleven languages being made official. The nine South African indigenous languages which were previously marginalized were granted formal equality and recognition together with Afrikaans and English at national level. Section 6(1) of South Africa's Constitution (1996: 4) states that, "the official languages of the Republic are Sepedi, Sesotho, Setswana, SiSwati, Tshivenḓa, Xitsonga, Afrikaans, English, IsiNdebele, IsiXhosa, and IsiZulu". The linguistic diversity clearly expressed in the constitution is

safeguarded and promoted through institutions such as the Pan South African Language Board (PanSALB) and the Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities (CRL). PanSALB was established by an act of parliament (Act 59 of 1995) as amended by Act 10 of 1999. The role of the PanSALB is to develop previously marginalised languages such as Sepedi, Setswana, Sesotho, isiZulu, isiXhosa, Xitsonga, IsiNdebele, Siswati and Tshivenḓa; promote multilingualism in South Africa; and monitor the implementation of language policy and practice by all state organs in all spheres of government. Section 5 (1) of the CRL Act 19 of 2002 stipulates that the powers and functions of the CRL include to:

> conduct programmes to promote respect for and further the protection of the rights of cultural, religious and linguistic communities;
>
> assist in the development of strategies that facilitate the full and active participation of cultural, religious and linguistic communities in nation building in South Africa;
>
> promote awareness among the youth of South Africa of the diversity of cultural, religious and linguistic communities and their rights;
>
> monitor, investigate and research any issue concerning the rights of cultural, religious and linguistic communities;
>
> educate, lobby, advise and report on any issue concerning the rights of cultural, religious and linguistic communities;
>
> facilitate the resolution of friction between and within cultural, religious and linguistic communities or between any such community and an organ of state where the cultural, religious or linguistic rights of a community are affected;
>
> receive and deal with requests related to the rights of cultural, religious and linguistic communities;
>
> make recommendations on the appropriate organ of state regarding legislation that impacts, or may impact, on the rights of cultural, religious and linguistic communities;
>
> bring any relevant matter to the attention of the appropriate authority or organ of state, and, where appropriate, make recommendations to such authority or organ of state in dealing with such a matter.

The afore-mentioned institutions play a crucial role in the development and promotion of South African Indigenous Languages such as Tshivenḓa. However, it appears as if they are not doing enough with regard to the promotion of languages such as Tshivenḓa, because English and Afrikaans continue to enjoy a higher status in the country (Alexander, 2001).

Section 4(1) of the Use of Official Languages Act 12 of 2012 stipulates that every national department, national public entity and national public enterprise should adopt a language policy as part of implementing the use of official languages. This Act further outlines the various purposes for which a language should be used in departments and the official languages to be used for such purposes. Madonsela (2012: 96) asserts that if language units are established in different institutions and the PanSALB is given power, beyond mere observation and monitoring, to intervene in the development and implementation of the language policy, there could be significant changes in terms of the inclusion of African languages. In line with this, it is evident that if such measures are taken there will be a great need for language practitioners such as translators, interpreters, editors, and terminologists to develop and promote previously marginalised languages, such as Tshivenḓa

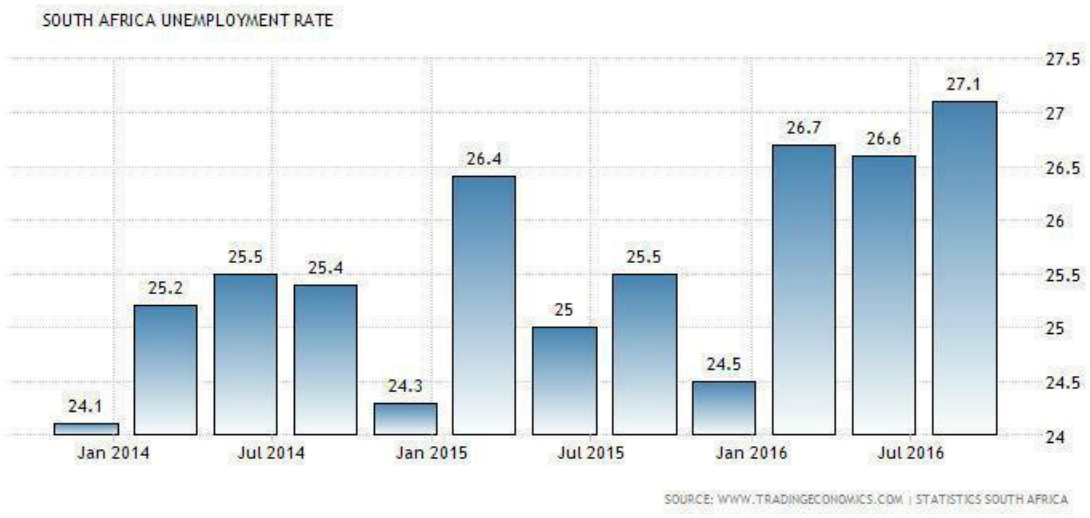
Although Section 6.4. of the Constitution of the Republic of South Africa (Act 106 of 1996) stipulates that all official languages must "enjoy parity of esteem" and be treated equitably, thereby enhancing the status and use of indigenous languages, with government taking "legislative and other measures" to regulate and monitor the use of previously disadvantaged languages, there is still a lot that needs to be done in order for all eleven official languages to enjoy the same parity of esteem. Silva (1997: 6) supports the view that there is still much to be done to develop and promote previously marginalised languages to enjoy "parity of esteem", when he posits that "although multilingualism is entrenched in the constitution and supported as an idea, it is beyond the reach of the South African economy to achieve this because there are urgent needs such as health, housing, and education. The situation is also made even more difficult with the massive translating, interpreting, and printing implications towards promoting such languages".

Ogutu (2006: 46) points out that each language plays a special role for specific people and communities and, accordingly, languages need to be promoted to serve their 'functions' to

individuals. Even though Tshivenḓa has been accorded official status, evidence suggests that its usage and practice is not at the same level as other official languages in South Africa in domains such as the media, politics, economy, and education. This is a phenomenon which this study also aims to explore. Magwa (2015: 1) found that English continues to be a prestige-laden language enjoying a superior status while indigenous languages enjoy a relatively low status. Magwa's study also further shows that a majority of people prefer English as a medium of instruction because it empowers and is perceived as being more prestigious than indigenous languages appear to be.

South Africa is one of the countries in Africa with the highest unemployment rate, whether one holds a recognized qualification or not, finding employment is still a struggle. The unemployment rate in South Africa has grown from 24.1% in January 2014 to 27.1% in July 2016, as shown in graph 1 below.

Graph 1



(StatsSA, 2016)

In January 2014, the unemployment rate in South Africa was 24.1% and continued to increase up to 25.5% in July 2014. It then decreased from 25.5% to 24.3% in January 2015. During 2015, the unemployment rate began to fluctuate between 24.3%, 26.4%, 25% and 25.5%. In 2016, the unemployment rate drastically increased from 24.5% in January to 27.1% in July.

With the unstable employment rate in the country, it is possible that parents and learners may tend to be anxious about employment prospects in the country since evidence on the ground paints an almost bleak picture as shown by the high unemployment rate shown in the graph 1. As a result of this, the choice of languages and programmes at school and tertiary levels becomes an important issue. At issue is also whether the subjects which learners are taught in schools are worth pursuing to "guarantee" securing employment in the future. De Klerk (1999: 312) underscores the general belief that many South African L1 speakers regard their indigenous languages as worthless because of the languages' perceived limited functionality as regards access to economic participation and upward mobility within the social and work environments. The use of English above all South African Indigenous Languages is common in South Africa, and the hegemony of English in the media remains largely unchallenged. To this end, Prah (2006: 29) observes that in the media, both print and electronic, the subordination of the interests of African language speakers continues to be very marked.

The rationale behind conducting this study is that my interest was sparked by observations made within the community I grew up in i.e. Tembisa township, in the Ekurhuleni Metropolitan Municipality. Among others, I realised that within this community there are perceptions that South African Indigenous Languages such as Tshivenḓa are economically meaningless since, no high social and economic statuses are attached to these languages, and that they are not fully used in different spheres such as the media and economic activities (Prah, 2006). In one occasion, I was requested to read an obituary of my late uncle in English during his burial, while another person delivered the same obituary in Tshivenḓa. I was praised and marvelled at, for having read the obituary in English, while the other person's efforts were trivialised and considered unimportant to the point where no accolades were given, presumably because she presented hers in Tshivenḓa. Therefore, such a demeanour was evidence that among the people attending the funeral, Tshivenḓa had a lower social status even though the content of the messages delivered was similar.

1.3 Statement of the problem

As a resident of Tembisa, Ekurhuleni Metropolitan Municipality, I am periodically asked what course I am studying at university by friends, family, neighbours, and others within the community. Whenever I respond that I am enrolled for a Language Practice programme,

eyebrows are raised and questions such as, “What course is that?”; “Are you learning other languages?”; “Why would you go and study Tshivenḓa at university?” or “Where will you work after completing your qualification?” are often asked.

It is for this reason, among others, that I explore the level of awareness, by Tembisa residents, of careers that one can follow after studying for a language programme at a university. Gudhlanga and Makaudze (2012) argue that there appears to be, generally, negative perceptions and attitudes towards the study of African Indigenous Languages. This is of major concern for me as such unfavourable perceptions and attitudes towards studying African languages in general and Tshivenḓa in particular, put languages at a disadvantage by not receiving the same parity as other official languages such as English in the South African context. It is my considered view that, as a result hereof, very few people would ever consider pursuing a career in a specific South African Indigenous Languages. It is against this background that I decided to conduct a study on the attitudes and awareness of Tshivenḓa L1 learners towards pursuing Tshivenḓa language careers in Tembisa.

1.4 Research questions

To answer the above research problem, the following questions would be used to guide the investigation:

Main research question:

RQ1: What is the level of awareness of, and attitude displayed towards pursuing their L1 as a career language by selected Tembisa township public high school Tshivenḓa L1 learners?

The following sub-questions would be used to further interrogate this research problem as well:

RQ2: What attitude do learners in the selected Tembisa township public high schools have towards learning Tshivenḓa as their L1?

RQ3: What attitude do learners in the selected Tembisa township public high school have towards pursuing Tshivenḓa as a career?

RQ4: To what extent are Tshivenḓa L1 learners in Tembisa township aware of careers that exist in Tshivenḓa language?

1.5 Hypotheses of the study

The study sought to accept or reject the following hypotheses:

Hypothesis 1: *Tshivenḓa L1 learners in Tembisa township public high schools hold negative attitude towards Tshivenḓa as a subject.*

Hypothesis 2: *Tshivenḓa L1 learners in Tembisa township public high schools are not aware of the possible language careers in Tshivenḓa and, as a result, they do not want to pursue Tshivenḓa as a career language.*

1.6 Aims of the research

The primary aim of this study is to find out the attitude displayed by, and awareness of, Tshivenḓa L1 learners towards pursuing Tshivenḓa as career language at the two-selected public high schools in Tembisa township whilst the secondary aim is, ultimately, to encourage Tshivenḓa L1 learners to consider pursuing careers in the field of languages, with special reference to Tshivenḓa.

1.7 Research objectives

The objectives of this study are to;

assess whether Tshivenḓa L1 learners from Tembisa township public high schools are aware of possible language careers in Tshivenḓa,

examine whether Tshivenḓa L1 learners from Tembisa township ever consider pursuing a language career in Tshivenḓa,

explore learners' attitude towards learning Tshivenḓa as an L1 in selected public high schools in Tembisa township and

find out the possible causes of the attitude that they have towards learning Tshivenḓa in these selected public High Schools in Tembisa township.

1.8 Structure of the study

The study is structured into five chapters outlined as follows:

Chapter 1: Introduction

This introductory chapter presents the background and rationale for the study, statement of the problem, research questions, hypotheses of the study, aims of the research, research objectives, significance of the study and as well as the scope of the study.

Chapter 2: Literature review

This chapter firstly gives definitions of concepts essential to the study. It also reviews and discusses literature related to the topic of the study through an analysis of various inputs and findings made by scholars who have explored similar or topics related to this study. The review of such literature is done to explore matters pertaining to, for example, Language, Language Policy and Planning, Language attitudes, Language career awareness, Motivation, and Ethnolinguistic Vitality, and also to identify the gaps these studies might have, to situate this study in a position to possibly add more knowledge in this regard. The chapter further presents the theoretical framework upon which the study is premised.

Chapter 3: Research methodology

The chapter focuses on the research methodologies employed in the study. It further outlines the sample population and size and presents a discussion of the respondents' profile. The methods and procedures used in obtaining and analysing data is discussed whilst the rationale for choosing these specific approaches and methods is also provided.

Chapter 4: Data presentation and analysis

In this chapter data gathered in the study is presented and analysed. The chapter further presents the findings of analysed interviews and questionnaires, grouped thematically.

Chapter 5: Conclusion and recommendations

The chapter presents conclusions and recommendations of the study and further attempts to answer the research questions, accept or reject the hypotheses and link some of the findings with the aims to see whether these have been achieved or not.

1.9 Significance of the study

It is anticipated that the study will benefit South Africans Indigenous Language L1 speakers in general and Tshivenḓa L1 learners in particular by making them aware of possible careers that exist in the field of African indigenous languages. The study is expected to highlight the importance of learning Tshivenḓa and, hopefully, motivate Tshivenḓa L1 speakers to value their mother-tongue since many South Africans tend to undermine their L1. The study will also, possibly, highlight the need for producing more qualified language practitioners in the form of terminologists and lexicographers to promote previously disadvantaged languages and encourage learners to consider pursuing careers in the field of (African) languages. Findings of this study are expected to encourage teachers to put more effort on the teaching of African indigenous languages and for government departments to establish language units which will work as catalysts in the promotion of South African indigenous language, by making sure that services are provided to the citizens in the languages that they understand better, and as a result, this would create more job opportunities for language graduates, especially regarding the Tshivenḓa language.

1.10 Scope of the study

The study focuses on learners' attitude towards, and awareness of, pursuing Tshivenḓa as a career in public high schools in Tembisa, Gauteng Province.

1.11 Conclusion

This chapter served as an introduction to the study, highlighting its background and rationale. The researcher discussed the background of the study, statement of the problem, research questions, research hypotheses, aims of the research, research objectives, significance of the study and scope of the study as well as the structure of the study. In the next section, Chapter 2,

the researcher presents literature reviewed in relation to the topic of the study. This will be done through an analysis of the views and contributions made by various scholars who have explored similar and / or topics related to this study.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter firstly gives definitions of concepts essential to the study and then further reviews and discusses literature related to the topic. This is done through a contextual presentation of inputs and findings made by scholars in their exploration of similar or topics related to this study. The review of literature is done to deepen understanding of different aspects pertaining to, for example, Language, Language Policy and Planning, Language attitudes, Language career awareness, and theoretical framework such as Motivation and Ethnolinguistic Vitality. The chapter also presents the theoretical framework upon which the study is predicated.

2.2. Definition of terms

2.2.1. Language

Prah (2006) defines language as a central feature of culture which makes it possible for culture to be transmitted, interpreted and configured, as well as it (language) being also a register of culture. Language is one of the distinctive features which distinguish human beings from the animal world. We are, in effect, “talkative animals” (Prah, 2006: 03). Mutasa (2004: 240) buttresses this view when he points out that language is the most important “possession” of an individual, “for it is the principal factor that enables individuals to become fully functioning members of a group into which they were born”. Like Mutasa, Sauvignon (1983: 13) maintains that language has functions “the way language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes”. With this view it is almost certain that people use language to communicate for different reasons, whether making a request, command, or a statement, such reasons make a language to function for its speakers.

In contrast to Prah, Mutasa and Sauvignon, Webb (2002) argues that, language is important when it comes to the development of vocational skills and it is, therefore, an instrument of both education and training. In the same vein, this study aims to explore the attitudes and awareness held by Tshivenḓa L1 learners towards pursuing Tshivenḓa as language career.

2.2.2. Language policy

It is essential to understand the concepts ‘Language Policy’ and ‘Language Planning’ for the purpose of this study. Although the concepts “policy” and “planning” are often used together, they are sometimes confused to an extent that they are understood to be interchangeable whereas they are not. Cooper (1989: 31) is of the view that language policies are results of “decision-making process, formally stated or implicit” that concludes which language(s) should be used for whatever purpose. In this ground-breaking view, Cooper (1989) clearly shows that the process of language planning begins long before language policy, which means language policy comes as a result of decisions taken during the language planning process.

Spolsky (2004: 9) asserts that “Language policy may refer to all the language practices, beliefs and management decisions of a community or polity”. His definition emphasises the significance of a community within the process of language policy, hence, this study investigates whether Tshivenḓa L1 learners in the community of Tembisa are happy with the language practices, to such an extent that they are motivated to pursue language careers.

The misconceptions that the implementation of South Africa’s language policy is a waste of money and time is one of the negative attitudes which needs to be addressed and done away with. Bamgbose (1991: 17) asserts the fact that there are many languages is often used negatively to suggest that it is a distinct disadvantage, especially from the point of view of communication, and cost. Ideally, learners may resent pursuing language careers due to such distinct disadvantages, as pinpointed by Bamgbose (1991). This study seeks to find out if Tshivenḓa L1 learners in Tembisa feel the same way.

2.2.3. Language planning

During the process of language planning, policy-makers decide which language(s) should be used, where and how such decisions will be implemented. This is confirmed by Richards (1997: 203) who asserts that “Language planning, is usually done by a government or government agency, concerning the choice of national or official language(s), ways of spreading the use of a language, spelling reforms, the addition of new words to the language, and other language

problems. Through language planning an official language policy is established and/or implemented". Like Richards, Fettes (1997: 14) maintains that language planning should involve "critical evaluation of language policy: the former providing standards of rationality and effectiveness, the latter testing these ideas against actual practice in order to promote the development of better …. Language planning models".

Moreover, Fettes (1997) raises an important point about language planning models which are needed in order to test whether the goals of language policies are achievable. This seems to be the problem in the South African context, since there is no evidence that such language planning models were ever established and, as a result, it seems difficult to implement South African Indigenous Languages which were previously disadvantaged. It could be assumed that if such language planning models existed, it would be easier to implement the language policy in South Africa and ideally, language teachers and language practitioners would have job opportunities.

Language planning initially consisted of two research areas, namely: status planning and corpus planning (Smit, 1996: 9). The first use of status planning and corpus planning typology was introduced by Kloss (1969), while acquisition planning as a third type of language planning was introduced twenty years later (Cooper, 1989).

According to Rubin and Jernudd, (1971: xvi), "*Status planning* is the position of one language in relation to other languages as viewed by the national government. In the South African context, examples of status planning would include the selection of 'official' languages and the use of various languages in official and semi-official settings. South African Indigenous Languages have always held low status, while English and Afrikaans enjoy high status, and this is still evident today. In the same vein, Hornberger (In Ricento 2006: 6) observes that we may think of status planning as those efforts directed toward the allocation of functions of languages/literacies in a given speech community.

Corpus planning on the other hand, has been defined by Rubin and Jernudd, (1971: xvi) as the coining of a new term, in order to change in spelling and morphology, or to adopt a new script. It also focuses primarily on the lexical development and expansion of Afrikaans and the African languages of South Africa. Specific examples of corpus planning would include the formation of new terminology, and the production of dictionaries, and/or textbooks. For such developments to

succeed this where qualified language practitioners are needed. Similarly, Hornberger (In Ricento 2006: 6) understands corpus planning as those efforts related to the adequacy of the form or structure of languages and/or literacies; and *acquisition planning* as efforts to influence the allocation of users or the distribution of languages / literacies, by means of creating or improving or incentive to learn them, or both. Language teachers and lecturers also have a crucial role to play in teaching learners South African Indigenous Languages.

2.2.4. Attitude

Baker (1988) contends that attitude is a concept which might be difficult to define and a factor an individual can develop. It can be experienced in different situations as Baker (1988: 122) further argues that attitude is not innate as it is learned and tends to persist. People are not born with attitude; it is something which develops within individuals.

Unlike Baker, Bogardus (1931: 62) sees attitude as a "tendency to act toward or against something in the environment which sometimes could either have a positive or negative value." However, Bogardus (1931) also concurs and sees attitude as a behaviour which can either be positive or negative toward people, language, events, activities, and ideas, or anything else that may surround individuals. In the light of this, it is safe to state that one's attitude towards their L1 can be influenced by many things such as whether it has a high / low status. One's attitude is not static and thus can change over time. For example, people might have a negative attitude towards their L1 and, as time goes on, they may start to develop a more favourable disposition and attitude towards their L1, especially when it is seen having potential to provide prospects for job opportunities and the subsequent attainment of a higher status among L1 speakers.

2.2.5. Language attitude

Many scholars have tried to define this concept of 'Language attitude'. Language attitudes is often defined as valued feelings, beliefs and/or intentions which one may have towards a language and/or its speakers, whether those feelings are negative or positive. This is supported by Edwards (2006), who describes language attitudes as some sort of prejudices about the speaker and the community using the language to which the speaker belongs. The way individuals view or use a language can reveal their attitude towards the language.

Webb (1992: 433) perceives language attitudes as "having an important role in the life of a community". Webb further points out that attitudes can affect the economic, educational, and social life of a language group, and that attitudes can also affect the success of learning a specific language (Webb, 1992). This suggests that attitude towards a language or its speakers can be influential in different spheres of life. For example, when a specific language is not used or receive negative attitudes from institutions, this may result in its speakers deserting their L1 and starting to see it as a language not worth learning. This study seeks to find out if this is the case with Tshivenḓa L1 learners at selected Tembisa high schools.

2.6. Theoretical framework

This study adopted two theories, namely: Motivation Theory and Ethnolinguistic Vitality (EV), to answer the study's research questions.

2.6.1 Motivation theory

Motivation plays a crucial role in language learning. Motivation is a concept which is commonly used to explain the failure or success of a learner. Dörnyei (1998) claims that motivation is key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to perform an action (Dörnyei, 1998: 120). This may suggest that people do not just induce action to an entity, without a motive. This is supported by Gardner (2001: 10) who refers to motivation as the driving force in any situation.

Gardner (2001) further notes that in the socio-educational model, motivation to learn a language is viewed as requiring three elements. Firstly, one who is motivated puts effort in learning a language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Secondly, one who is motivated would want to achieve Me-goal. Such an individual will show the desire to succeed and will strive to achieve success. Thirdly, one who is motivated will enjoy the task of learning the language. Such an individual will say that the experience of learning the language is fun, a challenge, and enjoyable, even though at times enthusiasm is not static, it may be less than at other times (Garner, 2001). Accordingly, it is almost certain that learners who are highly motivated in learning their L1, would want to pursue language careers in their L1 (i.e. Language teachers, translators, terminologist etc.).

It is due to this reason that Gardner and Lambert (1959) argue that motivation is a pivotal factor which comes into play when studying language acquisition and developing socio-educational models. An individual who is not motivated in learning their L1 does not possess these factors: the drive, eagerness and passion. This is also observed by Ryan and Deci (2000: 81) who are of the view that, motivation concerns energy, direction, and persistence in all aspects of activation and intention. This study wants to see whether Tshivenḓa L1 learners in Tembisa have the same energy, direction and persistence when it comes to studying Tshivenḓa as a subject for making a career out of it.

The decisions and efforts that one makes towards an entity can be influenced by the degree of motivation they have towards that particular entity. Gardner (1979: 389) asserts that "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect". Motivation is one factor which is related to attitude. In other words, a person with a high degree of motivation towards their L1 can be seen by choosing to be more involved and interested in their L1, for example one can choose to become a language teacher, in order to teach others his/her L1.

Gardner and Lambert (1972) divide the theory of motivation into two general orientations: instrumental motivation and integrative motivation, which according to them are likely to be the two most important under the concept of motivation. Instrumental Motivation, i.e., learning the language as an instrument to achieve practical goals (for reward), and Integrative Motivation, i.e., learning the language out of interest in or desire to identify with the target culture. I discuss these two types of learning motivation in detail hereunder.

2.6.1.1 Instrumental motivation

If one learns a language primarily to get a job or fulfilling an academic requirement, they are affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as a means of achieving goals such as promoting a career or job or reading technical texts. Accordingly, Gardner (in Baker, 1993: 76) suggests that instrumental motives refer to practical purposes of learning a language such as to get a better job or to pass an examination. An instrumentally-oriented learner will have more pragmatic thoughts when it comes to learning a language, such as getting a job or earning more, hence the motivation will be

based on the perceived efficacy of a language as an instrument to achieve career and educational goals (Noels, Clėment & Pelletier, 2001).

2.6.1.2 Integrative motivation

Integrative motivation refers to the desire to learn a language in order to communicate with people of another culture, and to understand the language better. Gardner (2001: 11) states that integrative motivation is "hypothesized to be a complex of attitudinal, goal-directed, and motivational attributes". In other words, one who is integratively motivated would learn the language with a desire or willingness to identify with the other language community and tends to evaluate the learning situation positively.

Integrative motivation is somehow based on the interest one has towards learning a language because of the desire to learn about or associate with people who use it. This is what Falk (1978) stresses when maintaining that students who are most successful when learning a target language are those who like or are interested in people who speak the language, admire the culture and have a desire to become familiar with, or even integrate into, the society in which the language is used. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan, 1999: 568).

People are motivated by different things, which make them perform an action. Chalak and Kassaian (2010: 39) argue that what is important in motivation is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively motivated while others are more successful if they are instrumentally motivated whilst some learn better if they take advantage of both orientations (Chalak & Kassaian, 2010). In other words, it is possible for one to have both kinds of orientations; one may be instrumentally motivated to pass a test or meet a requirement, but at the same time, one may also love the culture of a community and want to learn and participate in it.

In contrast to Chalak and Kassaian, while both integrative and instrumental motivation are essential elements of success in language learning, it is integrative motivation which has been found to sustain long-term success when learning a language (Taylor, Meynard & Rheault, 1977; Ellis, 1997). Similarly, in some of the early researches conducted by Gardner and Lambert,

integrative motivation has been viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis, 1997).

The theory of Motivation is essential to this study, because it helps to assess Tshivenḓa L1 learners' motivation towards learning Tshivenḓa as their L1.

2.6.2. Ethnolinguistic Vitality

The Ethnolinguistic Vitality Theory (EVT) was first introduced by Giles (Bourhis and Taylor; 1977). To understand the concept of EVT, it is necessary that the word be broken into pieces to make sense of it. Fishman 1977 (in Mann, 2000: 459), asserts that:

> Ethnicity is rightly understood as an aspect of a collectivie's self-recognition as well as an aspect of its recognition in the eyes of outsiders. Ethnic recognition differs from other kinds of group-embedded recognition in that it operates in terms of paternity rather than in terms of patrimony and exegesis thereupon.

Giles et al. (1977: 308) argue that ethnolinguistic minorities that have little or no group vitality would eventually cease to exist as distinctive groups. Conversely, the more vitality a linguistic group has, the more likely it will survive and thrive as a collective entity in an intergroup context. It follows, too, that members within a certain group would turn more to one another in intergroup situations rather than functioning as isolated individuals.

Ethnolinguistic Vitality (EV) embraces the following concepts: namely, demography, institutional support and status (Giles et al. 1977).

Demography simply refers to the number of people who speak the same language. The demographic vitality factors are those related to the sheer numbers of group members and their distribution throughout urban, community or national territory. Favourable demographic factors may be used by ethnolinguistic groups to increase the vitality as distinctive groups than those whose demographic factors are unfavourable and not conducive to group survival (Giles, et al. 1977).

Institutional support/control factors refer to the extent to which an ethnolinguistic group enjoys formal or informal support in, and control over, the various institutions of a community, region or nation. Giles et al. (1977) propose that all forms of formal and informal support in, and control over various government institutions such as religious, educational, political, media, business, and cultural contexts contribute to groups' institutional support and overall vitality.

According to Giles, Bourhis and Taylor (1977) ***status*** refers to how people perceive the language within a region, community or country, whether it is seen as a language spoken by people of high or low status and educated or not. Status factors, less readily quantifiable than demographic and institutional support factors, are those relates to an ethnolinguistic group's social prestige, its economic and socio-historical status as well as the status of its language and culture locally and internationally. As argued by Giles et al. (1977), Ethnolinguistic groups which receive high institutional support/control and high demographic strength are likely to enjoy considerable social status relative to less dominant and minority groups in society. In other words, the more status a linguistic group is recognized to have, the more vitality it can be said to possess as a collective entity.

In addition, Fishman (1972: 21) believes that "a major contributing factor affecting group members' attitudes or beliefs toward their languages is the lack of 'Visible Vitality', i.e., interaction networks that actually employ them natively for one or more vital functions''. Giles et al. (1977) and Fishman (1972) concur that the more speakers a language has, and the higher the status, the greater the vitality of the group's language, as well as its chance of survival. This is evident in South Africa, English has more speakers and people want to be associated with the language, because it has high status, and is functional for education, commerce, tourism, etc. Fishman (1991) further suggests that the best way to maintain the language of the community is through the transmission of the language by parents to their children. Fishman provides a useful way to maintain language. However, it becomes controversial, since many parents do not want their children to study South African Indigenous Languages and send them to schools where English is used as a medium of teaching and learning (LoLT), because they believe it provides a better future for their children.

As one of the underpinnings of this study, this theory will help in assessing whether a language such as Tshivenḓa, in this case, is supported institutionally depending on its number of speakers and the importance of the functions it serves within the country, since the more a language is supported, the more that will lead to current and future language's vitality.

2.3. An Overview of Language Policy and Planning in South Africa

The government's language policy before democracy in 1994, despite South Africa's linguistic diversity did not promote and officially support other languages and this resulted in language inequality. The dominance of Afrikaans and English, the two languages recognised as official languages of South Africa then, created an unequal relationship between these two languages and South African Indigenous Languages (National Language Policy Framework, 2003: 6). However, after the dawn of democracy in South Africa in 1994, the South African language policy framework was adopted in 1996 with eleven languages being made official. The South African language policy framework encourages multilingualism and the protection of South African Indigenous Languages which are included in the Constitution as official languages, something which the apartheid policy never did.

Although the new South African language policy framework is unique in a sense that it recognises the use of eleven (11) official languages which makes South Africa a multilingual country, there are corrective steps that need to be taken in order to elevate previously marginalised languages to equality of the languages. Hence, the Constitution addresses the transformation of historically marginalised languages. In so doing, provision was made for the establishment, through national legislation, of the two institutions namely, The Pan-South African Language Board (PanSALB) and the Commission for Rights of Cultural, Religious & Linguistic Communities (CRL Commission), to promote, protect and create conditions for the development and use of all official South African languages.

While the PanSALB was established its track record has, in many respects, fallen far short of expectations (Prah, 2006: 13). Prah further argues that in practice, the African languages which the board was primarily meant to cater for, has not made much developmental headway. The lack of development, promotion, create conditions for, and the use of South African Indigenous

Languages by the appointed structures such as PanSALB is evidence that all eleven (11) official languages do not enjoy the same status and parity of esteem. It has been observed that certain sectors of government which are supposed to develop their language policy with the assistance from the statutory body have derailed this process, while others have developed a language policy but either do not implement it properly or simply ignore it (Madonsela, 2012: 97). It is likely that these shortcomings are part of the reasons why people choose not to pursue language careers, because of the lack of jobs. This study wants to find out if Tshivenḓa L1 learners at Tembisa township share the same sentiments as regards this matter.

In 2003, nine years into democracy, the then Minister of Arts, Culture, Science and Technology, Dr BS Ngubane, proudly announced a new framework for a language policy for South Africa. The process of formulating the said framework had started in 1995, when the Language Plan Task Group (LANGTAG) was appointed to advise the minister on a framework for a coherent language policy and plan. The former minister mentioned that "The policy framework is the primary source to the management of our diverse language resources and the achievement of government's goal to promote democracy, justice, equity and national unity" (National Language Policy Framework, 2003: 3).

The aims of the National Language Policy Framework are to:

1. "Promote the equitable use of the 11 official languages;

2. Facilitate equitable access to government services, knowledge and information;

3. Ensure redress for the previously marginalised official indigenous languages;

4. Initiate and sustain a vibrant discourse on multilingualism with all language communities;

5. Encourage the learning of other official indigenous languages to promote national unity, and linguistic and cultural diversity; and

6. Promote good language management for efficient public service administration to meet client expectations and needs" (National Language Policy Frame work, 2003:10).

The post 1994 Language Policy Framework supports the democratization of South Africa. Its aim is to redress past linguistic imbalances by encouraging multilingualism in such a way that the continued dominance of English and Afrikaans is avoided while simultaneously ensuring linguistic freedom of choice (Bengu, 1996: 2). The Constitution also makes provision on the use of official languages thus;

> The national government and provincial governments may use any particular official languages for the purposes of government; taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned; but the national government and each provincial government must use at least two official languages. Municipalities must take into account the language usage and preferences of their residents (Constitution of the Republic of South Africa, 1996).

This is in line with attempting to ensure that all languages, including those which were previously disadvantaged, enjoy official status and parity of esteem in any part of the country as well as national recognition. The main aim of this provision is to assist in monitoring of, and reporting on the use of official languages as directed by national government to enable intergovernmental coordination of the language units and also support in dealing with matters connected therewith.

The gap between the policy framework's intentions and practice continues to widen with all the provisions made to promote previously marginalised languages pointing to the fact that South Africa is still far from linguistic equality. If institutions could implement the provisions made by the constitution of the Republic of South Africa, this would mean possible creation of employment opportunities for language practitioners. Bamgbose (1991) notes that it is a general trend in Africa for former colonial languages to remain the sole official or co-official languages, together with selected African languages. This is evident in contemporary South Africa where English remains dominant over the other nine (9) South African Indigenous Languages which are also official languages. Alexander (2001: 7) even describes the position of English as 'contestably the global language', which makes it hard for speakers of South African Indigenous Languages to refrain from using it.

Phaswana (1994: 44) advocates that African indigenous languages should be promoted as official languages of government, economy and education in the true sense of practice which is more

than just on paper. To Phaswana, “without affirmative action, the new language policy will fail to achieve its goal of ensuring the equality and democratization of all languages” (Phaswana, 1994: 45). It is not just a matter of promoting South African Indigenous Languages, but it also has to do with encouraging people to speak them and see the significance of considering them as languages of opportunities in all aspects of life. It is this view by Phaswana that this study intends to explore, that is, African languages to be seen as languages of opportunities.

It seems as if South Africa still has a long way to go in order to achieve language equity, since English is mostly used in various levels of provincial and local government. This is confirmed by Thorpe (2002), who states that there is still a tendency toward mono-lingualism in South African public life. Prah (2006: 29) buttresses this point by asserting that “At the national level all daily and weekly newspapers are either in English or Afrikaans. The implicit presumption is that only those citizens who are either literate in English or Afrikaans need to know what is going on the country”. This view suggests that although black South Africans gained their freedom in 1994, it is still evident that they are living in a colonized country, where very little is done to develop and promote previously marginalised languages. This then, becomes a disadvantage to black South Africans who have studied or wish to become writers, editors or newsreaders of their own African languages, since there will be no employment for them after completing their studies. This is as a result of their languages, which form part of their professions, not being used in domains such as education, health, justice, politics, religion and media, to mention just a few.

2.4.2. Review of the surveys on language attitudes

In recent years, researchers have shown an increased interest in language attitudes in general. The general attitude of African people towards their indigenous languages has become an issue to many researchers. Numerous studies have been conducted on language attitudes towards African languages and their findings reveal that there are negative attitudes towards African languages (Magwa, 2015; Gora & Mutasa, 2015; Ndamba, van Wyk & Sithole, 2017; Maḍadzhe & Sepota, 2006). Studying African languages is seen as useless and a total waste of time, since it is mainly associated with backwardness, poverty, and inferiority. This is supported by Gora and Mutasa (2015: 74) who assert that professions that draw expertise quintessentially from

African languages, in the realms of teaching, translating, and interpreting are not seen as highly important when it comes to "human resource needs". In the light of this, it is likely, that when language professions are taken for granted people may develop negative attitudes, especially to individuals who had hoped to study African languages. In the same vein, this study seeks to find out if Tshivenḓa L1 learners in selected two public high schools in Tembisa have developed the same negative attitudes towards studying Tshivenḓa.

While African languages receive inferior status, people strongly believe in the superior status of English as regard to its socio-economic 'value' at the expense of African language education benefits. English is viewed as an international language and it being the only language capable of creating opportunities for further education and a profitable future (Ndamba, van Wyk & Sithole, 2017: 15). The high status and prestige given to English has resulted in the ever-dwindling number of students taking African languages as a study field, retrenchment, and threats of more retrenchments of staff in African languages and the lack of the creation of posts in the field at various universities (Maḓadzhe & Sepota, 2006). Against this background, it seems possible for individuals who wish to pursue careers or are already in the field of African languages to feel discouraged and venture in other fields which do not include African languages in particular, when they see the increase retrenchments of staff in African languages. Hence, this study explores if Tshivenḓa L1 learners are of the same view.

There are many different factors which makes people choose English instead of South African Indigenous Languages. Moodley (2000: 110) concurs that the reason people choose English is that, an entire world of knowledge, skills, jobs, power and influence, is totally closed to people who can only speak indigenous language. The perceptions people have is that if you do not have the language skills to access information available in English, then you are in a prison and the only door out of that prison is knowledge of English. English is seen as the only language that can provide one with a better future as opposed to indigenous languages (Magwa, 2015).

It is anticipated that the problem of students not taking African languages as a field of study will continue, especially in the institutions of higher learning if students are not encouraged or made to see the importance and need of using these African languages. Bamgbose (2000: 88) points out that educated parents dispute even the idea that children would benefit if their initial

education is given in their South African Indigenous Languages or African home languages. Maḓadzhe and Sepota (2006) agrees with Bamgbose (2000), that the problem seem to be more complex these days as the number of learners in high schools who are studying indigenous languages is also decreasing. In addition, it is almost certain that if this behaviour continues and nothing is done to encourage people to study African languages, the country will end up with little or no qualified language practitioners to render professional African language services. Hence, one of the aims of this study is to encourage Tshivenḓa L1 learners to consider pursuing careers in the field of languages, with special reference to Tshivenḓa.

Maḓadzhe and Sepota (2006: 152) state that "It is still pertinent to present-day South Africa that there are some schools in the country that still discourage students from speaking African languages. Some of the schools do not even offer any African language as a subject. This is so even though the majority of the learners in such schools are Africans." According to this, it is almost certain that if more schools discontinue offering African languages as subjects, this can result in many language teachers losing their jobs.

Another issue behind the negative attitudes towards South African Indigenous Languages might be attributed to the current changes within the South Africa context. Now, due to the dynamics of globalization, South Africa and the corporate world are emphasizing courses that will ensure competitive advantage in the global business context. It is, therefore, not surprising that more attention is given to courses that are seen to yield immediate financial benefits (Maḓadzhe & Sepota, 2006). As argued by Maḓadzhe and Sepota, African languages are not some of part of these offerings that are seen as yielding immediate financial benefits.

Zhang and Slaughter-Defoe (2009) conducted a study on the attitudes toward heritage language (HL) maintenance among Chinese immigrant parents and their second-generation children in USA. While, the study shows that most Chinese immigrant parents regard their home language, Mandarin, as an important resource that their children could take advantage of in their academic advancement and future career, children, on the other hand, find it hard to agree with their parents on the resource view of the HL. For one thing, they do not have their parents' transnational scope of vision to foresee the potential usefulness of the Chinese language in their

academic advancement as well as in the globalised job market (Zhang & Slaughter-Defoe 2009: 90).

One important issue which make learners not want to pursue language careers in South African Indigenous Languages is that they are not aware of the various language courses available. A study conducted by Chabalala (2014: 57) on the learners' attitudes towards learning their first language in high school, reveals that learners were not informed about the language courses offered at higher institutions, which contributed to their negative attitudes.

Although there are many studies conducted which reveal negative attitudes towards L1s, there are also studies whose findings show favourable attitude towards African languages (Mazrui, 2002; Dyers, 1999; & Ditselê, 2014)

Mazrui (2002: 198) argues that an indigenised approach to national development cannot be complete without great usage of African languages in the pursuit of scientific, artistic and cultural change. He further asserts that there are countries such as Korea, Japan and Malaysia that have developed mainly because of the advantage of their own languages. Mazrui (2002) provides insightful evidence that it is possible for a country such as South Africa to reap great benefits and have a better future using South African Indigenous languages.

Dyers (1999) and Ditselê (2014) both conducted their studies on students' attitude towards African languages at universities. Dyers's (1999) study focuses on attitudes towards isiXhosa, while Ditselê (2014) focuses on attitude towards Setswana. Their findings show that students had positive attitudes towards their L1, isiXhosa and Setswana, respectively. IsiXhosa speaking students thought it would help them get jobs and they did not believe a complete language shift, presumably to English, would ever replace their language in spite of the limited attention that they felt the government was paying to isiXhosa. They were also in favour of the development of African languages used at tertiary level. Students felt that using their mother tongue, especially in tutorials would help them, but it would also create tensions and make speakers of other languages uncomfortable. Using English as a lingua franca was the only "politically correct" option (Dyers, 1999).

On the other hand, Setswana L1 speaking students believed that their L1 would continue to be spoken by many generations to come and was under no threat of extinction. They further supported 'mother tongue education' arguing that English be taught only as an 'additional language' for communication purposes with a larger audience, outside of the Setswana-speaking community. They also wanted Black South African languages (BSALs) to be equitably developed, in such a way that their speakers can derive the same educational benefits such as those of English and Afrikaans L1 speakers (Ditselê, 2014).

While the two studies show positive attitude towards South African Indigenous Languages, the key question remains about the students' attitude towards pursuing their L1 as careers, which this study is more concerned with, especially getting views from learners at public high schools

Another distinguishing factor which separates the aforementioned studies from others is that the two scholars explore the attitudes of students towards South African Indigenous Languages, IsiXhosa and Setswana in particular, at universities, which relates to the phenomenon under study. They however, make no attempt to accommodate learners in high schools. This study is unique in the sense that it explores the attitudes held by Tshivenḓa L1 learners towards Tshivenḓa at public high schools. This study offers some important insights on learner's attitudes towards their L1 among learners in grades 10, 11 and 12, which is when these learners start to decide on their future careers.

Unlike Dyers (1999) and Ditselê (2014), Gumede (1996) explores the attitudes of high School pupils towards the use of Indigenous African languages as languages of learning and teaching. The study focuses on three different types of schools-namely, Model C, rural and township schools. The study found a complex situation in which Model C school pupils surprisingly, showed more positivity towards African languages than those in the rural areas. This is contrary to the expectations of the majority of the researchers which makes the whole question of attitudes a complex phenomenon to deal with. The findings reveal that rural pupils regard African languages as useless and hence, they should be done away with. It is ironic that pupils who use African languages more often as opposed to those who use it seldom, do not value their languages. This suggests that language attitudes are not an easy phenomenon to deal with.

Although Gumede's (1996) study may be considered similar to the current study, in the sense that both explore the attitudes held by learners at high school, there are marked differences between them. This study focuses specifically on the attitudes held by Tshivenḓa learners towards their L1 regarding employment opportunities, while Gumede generalises his study on the attitudes held by high School pupils towards the use of African languages as LoLT.

Various researches to date, have tended to focus on language attitudes towards African languages, rather than attitude towards pursuing African language careers, which this study is more concerned with.

2.5. Language careers awareness

According to the Oxford Advanced Learners' Dictionary, the term 'awareness' is defined as "knowing something; knowing that something exists and it is important; and being interested in something". In other words, one who knows and understands language careers, is aware of what it entails to be a language practitioner. To be aware of a language involves challenging one to think about the language itself: What is the origin of my language? Is it important to know and master it? Does it benefit me? And how is it different from other languages? This is supported by Hawkins (1994: 4) who asserts that Language Awareness (LA) involves challenging "pupils to ask questions about language, encouraging learners to gather their own data from the world outside school and help them to develop a growing insight into the way in which language works to convey meaning". In the same vein, learners who seem to want to learn more about their language careers are somehow exercising awareness.

Hawkins (1994: 5) and Donmall (1985:7) underscore that LA can be defined as one's sensitivity to a conscious awareness of the nature of language and its functions in human lives. Individuals who are aware about the importance of language in their lives can be seen by the way they react to a language. According to Donmall (1985), it is almost certain that one's awareness and knowledge about language, enables them to use it. For example, learners who are aware about the importance of using their L1 can be seen by the way they are eager to learn it at school, home and some may even want to become language teachers of their L1.

Similarly, Bolitho et al. (2002: 251) define LA as a mental attribute which is created through paying careful attention towards language in use, and which enables one to gradually gain insights into how languages work. It is also a pedagogic approach that aims to help language learners to gain such insights. In addition, Wright and Bolitho (1993: 299) observe that LA has a cognitive dimension that encourages thinking at various levels and of various types and it also has an affective element that engages and helps to evolve attitudes and values. In other words, one's attitude towards a language can be determined by how well one is or not aware of that specific language. For example, an individual may want to pursue a career in a language based on their awareness and experience, that a language profession provides a better future. In the same vein, this study attempts to find out if Tshivenḓa L1 learners from two public high schools in Tembisa township are aware of language careers in Tshivenḓa.

Tomlinson (1994: 123) views LA as something "dynamic and intuitive", that the learner automatically develops within. He advocates that LA has nothing to do with the teaching approach which advocates expressing explicit to the learner and it is not taught by the teacher, it is developed by the learner. Bolitho and Tomlinson (1995: iv) further see language awareness as an entity that helps in developing "a healthy spirit of enquiry", and as establishing the classroom as a place where "the only views of language that matter are ones that teachers and learners have built up in their heads".

It appears that many people are not aware of language careers, and as a result they do not take indigenous languages seriously. This is further confirmed by Bamgbose (1991), who asserts that some of the reasons why people do not want to study African languages is based on the perceptions that "the industry does not seek specialist of African languages in the job market; passing an African language is not a prerequisite for most post-secondary school life; and/or the brighter students tend to go for other languages such as French, because they think that African Languages will not help them at any stage in life. This view is further explored in this study, to see if the public high learners from Tembisa township show the same reason as these ones advanced by Bamgbose's study.

A study conducted by Pule (2014: 7) explores the awareness of language careers in contemporary South African society in Pretoria. The study reveals that although there are many

careers in the language field, they are not as popular as other careers such as medicine, engineering, and law, to mention just a few. Respondents were only familiar with language careers such as: translating; interpreting; language editing; and proof reading. The findings also showed that the South African government is not doing as it should to promote the language professions, specifically as it relates to African languages.

While Pule's study is closely related to this study in the sense that, it explores awareness of language careers, hers, however, covers careers of all African languages in Pretoria, while, this study, focuses specifically on the awareness of language careers in Tshivenḓa in Tembisa township by Tshivenḓa L1 speakers from two public high schools. So far there is not much of research carried out on awareness of language careers by public high school learners. It is in this context that this current study seeks to explore Tshivenḓa L1 learners' attitude and awareness towards pursuing Tshivenḓa as a career language.

2.7. Conclusion

This section focused on areas that have already been covered by other scholars which are related to the topic under study. It also gives the background of Language Policy and Planning, Motivation Theory, Ethnolinguistic Vitality, Language Attitude and Language Awareness. This was done in order to better situate this study. The Constitution of the Republic of South Africa stipulates that all eleven languages should be used officially, and that every citizen has the right to speak their mother tongue, wherever one feels comfortable. However, the literature reviewed provides evidence that there has not been much progress with regard to developing previously marginalised South African languages. As a result, some of South African Indigenous Language speakers tend to hold negative attitudes towards their L1.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodologies to be employed in the study. It further outlines the sample population and presents a discussion on the respondents' profile. The methods and procedures used in obtaining and analysing data are discussed whilst the rationale for using these specific methods is also given.

This study employs both quantitative and qualitative approaches to try to gain insights of Tshivenḓa L1 learners' attitudes and awareness toward pursuing Tshivenḓa as a career language in two public high schools in Tembisa township.

3.2. Research approaches

Research approaches are defined by Creswell (2014: 3) as "plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation". In this study, the researcher attempts to examine Tshivenḓa L1 learners' attitude and awareness towards pursuing Tshivenḓa as a career language. In order to explore learners' attitudes, motivation and awareness, a combination of both qualitative and quantitative research methodologies were employed for data collection. The reason for this choice was to help the researcher to triangulate the underlying truth using both approaches (Reichardt & Cook, 1979: 90).

3.2.1 Qualitative approach

Qualitative approach is not concerned with statistical methods or small records, but rather involves identifying participants' beliefs, values or problems being studied. Babbie and Mouton (2001: 53) are of the view that, researchers in qualitative research are more focused on describing and understanding the phenomenon rather than trying to explain or predict human condition. The qualitative approach gives the researcher an opportunity to select views in depth, openness and details as they identify and try to make sense of the categories of information produced from the data (Durrheim, 2006: 47). This study analyses and interprets the qualitative data collected, to answer the research problem. According to David (2014: 160), the role of the researcher in qualitative research is to gain a deep, intense and 'holistic' overview of the context being studied, which often includes engaging with everyday lives of individuals, groups or communities. This means that qualitative researchers study things in their natural settings, with

the aim to make sense of or to interpret a phenomenon in terms of the meanings people bring to them (Denzin & Lincoln, 2005: 3).

The advantages and distinguishing features of qualitative research includes: collecting data in the field where individuals encounter problems or issues under study; different forms of collecting data are used, instead of relying on one source of collecting data; the focus is placed on the participants' experience about the problem, not on the researcher's literature review; researchers get the opportunity to make their own interpretation based on what they see, hear and understand. Their interpretation cannot be isolated from their own background, experiences and prior understanding; and a complex and holistic view of social phenomena is developed (Creswell, 2007: 37). Barbour (2008: 13) states that qualitative research methodology helps us to understand illogical behaviours. One of the major distinguishing characteristics of qualitative research is the fact that the researcher attempts to understand people in terms of their own world. It concerns itself with an explanation of why things are the way they are and why people act the way they do. A qualitative approach was used to conduct semi-structured face-to-face interviews. This approach was deemed appropriate for this study. Questionnaires were administered to Tshivenḓa L1 learners from two different high schools in Tembisa township to collect quantitative data, with the aim to find out their attitudes and awareness toward pursuing Tshivenḓa as a career language.

3.2.2. Quantitative research

Creswell (1994: 1) defines quantitative approach as a process of seeking information into a phenomenon under study (i.e. social or human problem), based on testing a theory composed of variables, measured through numbers and analysed using statistical steps to help the researcher see whether the predictive generalisation of the theory is true. The techniques used in quantitative research include random selection of research participants from the study population in an unbiased manner, the standardized questionnaire or intervention they receive, and statistical methods used to test predetermined hypotheses regarding the relationship between specific variables

Characteristics of quantitative research involve: answering questions which relate to relationships among measured variables, with the aim to explain, predict, and control a phenomenon; there are structured guidelines which one has to follow and the methods used allow

researchers to remain objective when it comes to measuring variables of interest and they always try to remain unbiased during the research, so that they can draw appropriate conclusions without being biased.

A quantitative approach was used to gather statistical information about the views of the participants, through filling in the three-section questionnaire, with a Likert-scale section. The approach is relevant for this study since the study is more concerned with exploring and understanding learners' attitudes and awareness toward pursuing Tshivenḓa as a career language. It also sought to identify in-depth responses from teachers, lecturers, and terminologists about their views on Tshivenḓa as a career language.

3.3. Data collection methods and instruments

Gaffane (2005: 81) refers data collection as the 'process of collecting information for a specific purpose; usually, data consists of individual or group information'. She further adds that the most important guideline for improving data quality is to record and report the process by which data are generated.

3.3.1 Interviews

Interviewing is a commonly used method for collecting qualitative data. One way of understanding people's world or behaviour is by talking to them and an interview makes that possible. Interviews involve an interaction of at least two individuals, if not more. An interview is a two-way verbal interaction between the researcher and the respondent, whereby the researcher who is the interviewer asks the respondent questions with a specific purpose (Maree, 2007: 87; Melville & Goddard, 1996: 44).

Participants might feel comfortable when the interview proceeds in a form of a conversation, rather than feeling like they are being interrogated. Thus, Bezuidenhout (2014: 188) defines interviews as a "form of conversation, in which the primary aim of obtaining information is based on open-ended questions". Open-ended questions allow participants to respond using their own words and that helps them to give in-depth answers.

Kumar (2014: 182) asserts that the advantage of using an interview to collect qualitative data is that, the researcher is able to explain the questions face-to-face and it is highly impossible that a question will be misinterpreted or misunderstood, since, the researcher will be able to either

repeat the question or put it in a way that the respondent will fully understand. A semi-structured face-to-face type of interview is employed in this study. Semi-structured interview involves a list of previously planned questions, but the interviewer may not deal with all of them in each interview. The order of questions may also change depending on which direction the interview takes (David, 2014: 386). The researcher could ask additional questions that are not included in the prepared questions, to make a follow-up on the responses which are unclear or incomplete.

The rationale behind choosing this type of interview is to create a comfortable environment for respondents to give in-depth responses during the interview and the researcher is enabled to produce a qualitative understanding of the topic under study. An audio-recorder was used to capture accurate response from respondents which enabled the researcher to replay the interviews and transcribe them. The researcher had an interview schedule, which served as a guide in the interviews. Respondents were asked to provide their ages, qualifications, and experience in their specific occupation. The other questions also sought to understand the attitudes held by learners, teachers, lecturers, court interpreters and terminologists towards Tshivenḓa as a career language.

3.3.2. *Questionnaires*

I used a questionnaire as one of the instruments that is suitable for this study, to collect quantitative data. David (2014: 352) defines questionnaires as a tool used when collecting data, whereby "people are asked to respond to the same set of questions in a pre-determined order". The questionnaire was divided into three (3) sections; namely, Section A comprises of closed-ended questions relating to the respondents' biographical information; Section B comprises of open-ended questions which includes the language repertoire where learners had to indicate the language(s) they use and prefer in different domains of life and also had to give reasons for their preferred language(s). The last Section (C) had Likert Scale statements. The aim of the questionnaire was to give a better language profile of respondents and look at learners' attitudes and awareness towards pursuing Tshivenḓa as a career language. Delport and Roestenburg (2011: 186) assert that, "the basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue". The rationale behind this is that, different opinions are better collected using questionnaires. Sixty (60) questionnaires were administered to Tshivenḓa L1 learners according to groups (Grades 10, 11, and 12), on separate days.

Section C is a Likert Scale-type of statements evaluation. Ben (1988) asserts that Likert Scales are a non-comparative scaling technique and are one-dimensional in such a way that only a single trait is measured, ranging from 1 to 5. They were fifteen (15) statements used and the mean was calculated for each statement and measured. The respondents were given a set of options to choose from. Respondents had to evaluate a statement using a scale of: 1= strongly agree; 2= agree; 3= not sure; 4= disagree; to 5= strongly disagree. The Likert Scale-type statements are considered a reliable and the best way to measure attitudes and awareness among people (Mouton & Marais, 1992: 4). Section C of the questionnaire also examines respondents' attitude and awareness towards pursuing Tshivenḓa as a career language. The questionnaire gives respondents the opportunity to go through the questions and think them through before responding. This is supported by Brynard and Henekom (2006: 46), who state that the benefits of using a questionnaire are that "respondents have time to think about the answers to the questions in the questionnaire".

3.4. Sampling procedures

3.4.1. Sampling

Sampling involves the selection of a small group from a population for data collection, in order to generalise the population. Studying the entire population might be time consuming and costly. According to Alreck and Settle (1985: 63), there is no need to survey the entire population, since a "small fraction of the entire population ordinarily provides sufficient representation of the group and enough accuracy to base decisions on the results with confidence". Furthermore, Remler and Van Ryzin (2011: 145) define sampling as a process whereby individuals or elements are selected from a population for the phenomenon under study.

3.4.2. Sampling methods

Using purposive sampling, I only targeted Grade 10, 11 and 12 Tshivenḓa L1 learners from the two public high schools in Tembisa township. I first made sure if learners were Tshivenḓa L1 speakers and were in Grade 10-12 before they could form part of the sample. Purposive sampling or judgemental sampling involves the researcher's choice of sample "regarding the characteristics of a representative sample" (Bless & Higson-Smith, 2000: 92). Purposive sampling is relevant to this study as Burns (2000: 463) posits that "it serves the real purpose and objectives of the researcher of discovering, gaining insight and understanding into a particular

phenomenon". This is also supported by Kumar (2014: 244), who asserts that this method of sampling is based on the researcher's judgement as to who is likely to provide the required information to achieve the objectives of the study. I agree with both scholars that the sample chosen was appropriate and able to provide the necessary data, as well as meet the objectives set in this study.

3.4.3. Population and sample size

Population is the entire target group that the researcher wishes to study. Melville and Goddard (1996: 29) define population as "any group that is the subject of research interest". Population refers to groups, organisations, or human products to which you want to generalise the results of a study (Struwig & Stead, 2001: 52). The process of selecting a sample from a population is very important, since it is impossible to collect views from every single person, regarding a research problem. To get the required information, a researcher would take a small number of people to be investigated, and that small number of people would represent the entire population.

I used a sample of 72 participants. The population sample included Tshivenḓa L1 learners in the two-selected public high school in Tembisa township. The sample was selected using purposive sampling with the aim to assess the learners' attitudes and awareness in pursuing Tshivenḓa as a career language. Thirty (30) learners from each school were given questionnaires to complete, and they were all returned. Two (2) teachers from each public high school were interviewed and eight (8) participants who are pursuing a career in Tshivenḓa such as lecturers, terminologists, court interpreters were also interviewed.

3.4.4. Data analysis method

This section describes how data collected from the questionnaire survey and the interview were analysed. The participants' responses were analysed, to determine their opinions, regarding their attitudes and awareness in pursuing Tshivenḓa as a career language. Descriptive statistics was used to analyse and interpret the quantitative findings. To analyse the qualitative data, the respondents' responses were recorded and transcriptions were made for better interpretation of data; I coded the collected data according to respondents; sorted the data into categories and themes.

3.5. Respondents' profile

Respondents' profile refers to the total number of respondents who took part in the study, both in questionnaire and interview session.

3.5.1 Questionnaire respondents' profile

A total of 60 questionnaires were handed out to Tshivenḓa L1 learners at the two-selected public high schools in Tembisa township. The overall response rate was very good, as all the 60 questionnaires were correctly completed and returned.

The respondents were divided into three different grades: Grade 10 (20; 33,3%); Grade 11 (20; 33.3%), and, Grade 12 (20; 33.3%) making a total percentage of 100.

The respondents included 30 females (50%) and 30 males (50%). Both females and male's ages ranged from 14 to 25 years. Twenty-two (33.7%) respondents were between 14 and 16 years of age; 35 (58.3%) were between 17 and 19 years old; 3 (5%) were between 20 and 22 years; and, lastly there were no respondents (0%) between the age range of 23-25.

The largest age range of the respondents was that of those between the ages of 17 and19 years. This age group represents 58.3% of the entire sample. The lowest percentages of respondents, as shown in the table below, were respondents between the ages of 23-25 years (0%).

Table 3.1. Questionnaire Respondents' Profile (N=60)

Variables	**Categories**	**Frequencies**	**Percentages %**
Sex	Females	30	50%
	Males	30	50%
	Total	**60**	**100%**
Age range	14-16	22	33.7%
	17-19	35	58.3%

(in years)	20-22	3	5%
	23-25	0	0%
	Total	**60**	**100%**
Grade	10	20	33.3%
	11	20	33.3%
	12	20	33.3%
	Total	**60**	**100%**

Table: 3.2 Interviews

Respondents, Profile (N=18)

The following coding system was used to label the respondents who participated in the interview:

Occupation	Gender	Age range	Home language	Interviewee codes
Learner	Female	14-16 yrs.	Tshivenḓa	LF1
Learner	Female	14-16 yrs.	Tshivenḓa	LF2
Learner	Female	17-19 yrs.	Tshivenḓa	LF3
Learner	Female	17-19 yrs.	Tshivenḓa	LF4
Learner	Male	20-22 yrs.	Tshivenḓa	LM1
Learner	Male	20-22 yrs.	Tshivenḓa	LM2
Teacher	Female	40-45 yrs.	Tshivenḓa	TF1
Teacher	Female	40-45 yrs.	Tshivenḓa	TF2
Teacher	Male	35-40 yrs.	Tshivenḓa	TM1
Teacher	Male	40-45 yrs.	Tshivenḓa	TM2
Lecturer	Female	25-30 yrs.	Tshivenḓa	LFT1
Lecturer	Female	25-30 yrs.	Tshivenḓa	LFT2
Court interpreter	Female	30-35 yrs.	Tshivenḓa	CIF1
Court interpreter	Female	30-35 yrs.	Tshivenḓa	CIF1
Court interpreter	Male	35-40 yrs.	Xitsonga	CIM1
Terminologist	Female	35-40 yrs.	Tshivenda	TEF1
Terminologist	Female	40-45 yrs.	Tshivenḓa	TEF2
Terminologist	Female	45-50 yrs.	Tshivenḓa	TEF3

As displayed in the table above, eighteen (18) respondents took part in answering seven face-to-face interview questions. The study had five target groups which were selected to be interviewed. The groups were: Tshivenḓa L1 learners, language teachers, lecturers, terminologists and court

interpreters. Six (6) learners who took part in face-to-face interviews were also part of the bigger group who completed the questionnaires.

Language Domain Usage and Preferences

In this section, respondents were required to indicate the language(s) they used and preferred in different domains of life. The language(s) 'used' refers to the language(s) used at a particular place, while the language(s) 'preferred' refers to the language(s) preferred to be used at a particular place. They were also asked to give reasons for their language preferences. The information contained in the following tables represents the percentage of responses obtained per question. Each question was interpreted according to the whole sample.

Table 3.3: Language(s) used and preferred at home

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%
Home	Tshivenḓa	50	83.3	47	78.3
	Tshivenḓa & isiZulu	6	10	5	8.3
	Tshivenḓa & English	4	6.7	4	6.7
	English	-	-	4	6.7
	Total	**60**	**100**	**60**	**100**

Table 3.3 shows the different language(s) used and preferred by learners at home**.** Many of the respondents indicated that they used and preferred their L1. The highest number of respondents used Tshivenḓa, which covers 50 (83.3%), while 47 (78.3%) preferred using Tshivenḓa at home, because it is their first language and they knew it very well, since they used it to communicate with their family members.

Six (10%) of the respondents used both Tshivenḓa and isiZulu, and 5 (8.3%) preferred using them. Four (6.7%) of the respondents used and preferred code-switching between Tshivenḓa and English. Although respondents used and preferred code-switching with other languages, they still loved and preferred using their L1 at home along with other languages. And lastly, 4 (6.7%) of

the respondents preferred using English to communicate at home, because they believed that everyone understands the language.

Table 3.4: Language(s) used and preferred with friends

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%
Friends	Tshivenḓa & isiZulu	29	48.3	14	23.3
	Tshivenḓa & English	25	41.7	18	30
	English	6	10	28	46.7
	Total	**60**	**100**	**60**	**100**

Table 3.4 shows the language(s) used and preferred when communicating with friends. Most of the respondents 29 (48.3%) indicated that they code-switched between Tshivenḓa and isiZulu, while 14 (23.3%) preferred using the two languages. Twenty-five (41.7%) of the respondents indicated that they code-switched between Tshivenḓa and English, and 18 (30%) also preferred using the two languages, this is because they know both languages (Tshivenḓa and English) very well. And lastly, about 6 (10%) of the respondents indicated that they used English, while 28 (47.7%) preferred using Tshivenḓa and isiZulu to communicate with friends. Those who preferred English indicated that they prefer it because they all speak different languages and English is a common language which makes communication easier for them.

Table 3.5: Language(s) used and preferred with classmates at school

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%
Classmates	Tshivenḓa	50	83.3	47	78.3
	Tshivenḓa & isiZulu	6	10	5	8.3
	Tshivenḓa & English	4	6.7	8	13.3

	Total	**60**	**100**	**60**	**100**

Table 3.5 above shows the language(s) used and preferred when communicating with classmates. A majority of learners 50 (83.3%) used Tshivenḓa, and 47 (78.3) preferred using it. Learners indicated that they wanted their classmates to learn their language, Tshivenḓa, since it is perceived as a difficult language. Those who shifted between Tshivenḓa and isiZulu were 6 (10%), and 5 (8.3%) preferred using the two languages. The reason for their preference was that, they did not want to desert their L1, while they learn other languages such as isiZulu. And lastly, the respondents who used Tshivenḓa and English were 4 (6.7%), while 8 (13.3%) preferred to use the two languages when communicating with their classmates at school. Those who indicated that they preferred Tshivenḓa and English indicated that they preferred them because they were only tested on those two languages at school.

Table 3.6: Language(s) used and preferred with teachers at school

Domain usages	**Language (s)**	**Used**		**Preferred**	
		Frequencies	**%**	**Frequencies**	**%**
Teachers	Tshivenḓa,Sepedi, isiZulu & English	52	81.7	19	31.7
	English	8	13.3	41	68.3
	Total	**60**	**100**	**60**	**100**

Table 3.6 above shows the languages used and preferred when communicating with teachers. Many learners 52 (81%) indicated that they code-switched between Tshivenḓa, Sepedi, isiZulu and English, and 19 (31.7%) preferred using these languages. Learners indicated that they preferred these languages because teachers used different languages in class, and it was easier for them to understand and ask questions using those different languages. Eight (13.3%) of the learners used English, but 41 (68.3%) would prefer to use it, because they want to learn the language better and excel in it, since it will help them in their future studies.

Table 3.7: Language(s) used and preferred in electronic media (Television & Radio)

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%
TV	Tshivenḓa & English	29	48.3	35	58.3
	English & isiZulu	20	33.3	-	-
	English	11	18.3	25	41.7
	Total	**60**	**100**	**60**	**100**
Radio	Tshivenḓa & English	52	86.8	53	88.3
	English	8	13.2	7	11.7
	Total	**60**	**100**	**60**	**100**

The table above e shows the language(s) used and preferred when watching TV and listening to radio.

TV: About 29 (48.3%) of the respondents used Tshivenḓa and English, but 35 (58.3%) would prefer to use them when watching TV. Twenty (33.3%) used English and isiZulu. Lastly, the respondents who used English were 11 (18.3%), while those who preferred to use it were 35 (58.3%). Those who preferred English indicated that they preferred it because it could reduce the level of illiteracy within the community, and to accommodate everyone, since they speak different languages.

Radio**:** The majority of respondents 52 (86.8%) indicated that they used Tshivenḓa and English, but 53 (88.3%) would prefer to use the languages when listening to radio. Learners said that they preferred English and Tshivenḓa because they wanted to perform well at school. Respondents who indicated that they used English were 8 (13.2%), and those who preferred it were 7 (11.7%). Those who preferred English indicated that they preferred it because it is easy to understand, and it accommodates everyone.

Table 3.8: Language(s) used and preferred in print media (Newspapers, books & magazines)

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%

Newspapers	English	48	80	39	65
	Tshivenḓa	2	3.3	14	23.3
	Tshivenḓa & English	-	-	7	11.7
	N/A	10	16.7	-	-
	Total	**60**	**100**	**60**	**100**
Books	Tshivenḓa & English	54	90	8	13.3
	Tshivenḓa	-	-	32	53.3
	English	6	10	20	33.3
	Total	**60**	**100**	**60**	**100**
Magazines	English	42	70	37	61.7
	Tshivenḓa	-	-	17	28.3
	Sepedi & English	12	20	5	8.3
	N/A	6	10	1	1.7
	Total	**60**	**100**	**60**	**100**

The above table shows the language(s) used and preferred when reading *newspapers, books and magazines.*

Newspaper: most of the respondents 48 (80%) used English, and 39 (65%) preferred using it, because they can read and understand it better than any other language. Respondents who used Tshivenḓa were 2 (3.3%), but 14 (23.3%) would prefer to use it, because they had seen that there are some difficult words they do not understand in English. Seven (11.7%) of the respondents indicated that they preferred using both Tshivenḓa and English, because they wanted to increase their reading skills in both languages. Lastly, 10 (16.7%) of the respondents indicated that they do not read newspapers but would prefer reading it in English.

Books: Many of the respondents, 54 (90%), indicated that they read both Tshivenḓa and English, and 8 (13.3%) preferred both, because they mostly read books written either in Tshivenḓa or English. Thirty-two (53.3%) of the respondents indicated that they preferred using Tshivenḓa, because they believed that they would excel in their grades if they read more books in their L1. Lastly, 6 (10%) of the respondents used English, but 20 (33.3%) would prefer using it, because they want to learn the language better, since it is a universal language.

Magazines: most of the respondents 42 (70%) used English, and 37 (61.7%) preferred it, because it is easy to read and understand. Twelve (20%) of the respondents used Sepedi and English, and 5 (8.3%) preferred it, because they are used to reading magazines in those two languages. About 18 (20%) preferred using Tshivenḓa, because they noticed that there are no magazines available in their L1. Respondents who did not read magazines were 6 (10%), but would prefer reading it in English.

Table 3.10: Language(s) used and preferred on Social Networks

Domain usages	Language (s)	Used		Preferred	
		Frequencies	%	Frequencies	%
Social Networks	Tshivenḓa & English	30	50	7	11.7
	English	25	41.7	50	83.3
	Tshivenḓa & Sepedi	5	8.3	3	5
	Total	**60**	**100**	**60**	**100**

Table 3.10 shows the language(s) used and preferred on social networks. Respondents who used both Tshivenḓa and English were 30 (50%), and those who preferred them were 7 (11.7%). Their reason for their preference was because it is the only languages they know very well. Twenty-five (41.7%) of the respondents used English, and (50%) would prefer using it. The reason for their preference was that, they were able to shorten up (short-cut) words in English than in their L1. Lastly, 5 (8.3%) of the respondents used Tshivenḓa and Sepedi, and 3 (5%) indicated that they preferred them, because most of the people who they chat with are either Tshivenḓa or Sepedi L1 speakers.

3.6. Ethical issues

According to Maree and Van Der Westhuizen (2007: 41), ethical aspects have to do with confidentiality of the results and findings of the study and how participants' identities are protected. I read and explained the implication and signing of the consent form before participants could take part in the research. Du Plooy-Celiers, et al. (2014: 264) state that all participants should be made aware that they are taking part in the research study and should be

formally informed so that they can decide whether to give their consent or not. Informed parental assent forms were provided, especially to learners who were under the age of 18, so that their parents could give permission for their children to participate in the study. Questionnaires were handed out to learners, after they had submitted a signed assent form.

The study received ethical approval from the Department Committee for Research and Innovation, the Faculty Committee for Research Ethics as well as the University's Senate Committee for Research Ethics. I requested permission to conduct research in the two-selected public high schools in the Department of Higher Education, the local district, as well as the principals of the schools and permission was granted. I also wrote letters to request permission to conduct research at the Department of Arts and Culture (DAC), the Pan South African Language Board (PanSALB), Tembisa Magistrate Court and Kempton Park Magistrate Court. Arrangements for collecting data were secured with the participants. They were informed face-to-face regarding date, time and place for filling in the questionnaires and participating in the interviews.

I adhered to all the necessary ethical procedures in terms of conducting research at the two public high schools. Parents were given assent forms to fill in to allow their children to participate, since most of them were still minors, and they were still under the supervision of their parents and guardians. Participants were informed that their participation was entirely voluntary without financial reward and that they can withdraw at any stage without penalty or future disadvantage whatsoever, and without having to give a reason for their decision. They were also guaranteed that their identity would be always protected. Du Plooy-Celiers, *et al.* (2014: 267) state that anonymity means that participant' names will not be recorded at any stage of the procedure and that they "will not be able to match their identity to their research responses in any way".

Participants who completed questionnaires were not asked for their names or any other identifying information. To ensure that the respondents remain anonymous, I have presented data using code system. The code system hides the identity of the respondents. Only the researcher and the supervisors of the study had access to all the data collected and was used for this study. Answers to questions and responses to statements were kept confidential.

The surveys did not interfere with learners' studies since learners were interviewed after school hours during their free time. Learners took home the questionnaires to fill them in and they were

submitted the following day. Participants were given the contact details of both the researcher and the study leader as well as the contact details of the chairperson of the university's research ethics committee.

3.7. Field problems

The study encountered some field problems, with regard to data collection. The researcher did not manage to interview all the sampled terminologists and court interpreters, as they never responded to her email requests and others were not available. Most court interpreters who were available were not Tshivenḓa L1 speakers, but they assisted in providing interpreting services in Tshivenḓa where possible. Some terminologists refused to be recorded and I had to write down all their responses as they were talking, which made the interview sessions longer than originally planned for.

3.8. Conclusion

In this chapter a detailed discussion was given about research methodology referring to quantitative and qualitative research approaches. Reasons for choosing these two approaches were given. Respondents' profiles were discussed in this chapter including age range profile, demographic information and language background, and interview respondent details. The chapter explained the sampling procedure and how the research instruments were administered to get relevant information. It also spells out how interviews were conducted to enhance the data provided by structured questionnaires. Chapter 4 presents the results and findings obtained using the instruments discussed here.

CHAPTER 4: DATA ANALYSIS AND RESEARCH FINDINGS

4.1. Introduction

This chapter presents the data of the study, and the interpretation of the data collected through questionnaires and interviews. Furthermore, the data collected is contrasted to formulate findings. As previously outlined, the data was collected at the two-selected public high schools in Tembisa township, Gauteng Province. Learners of the two schools were given 60 questionnaires, and all of them were filled and returned. Semi-structured interviews were conducted with 12 employees, from the two-selected public high schools, universities, PanSALB, Department of Arts and Culture, and the magistrate courts.

4.2. Presentation of data

4.2.1. Questionnaire data

Section C of the questionnaire looks at the attitude of the learners towards learning Tshivenḓa as an L1, attitude towards pursuing Tshivenḓa as a career and their awareness of possible language careers. The Likert Scale type statements were used to draw conclusions from respondents. There were fifteen (15) statements and the mean was calculated and measured for each statement. The data was interpreted statement by statement. The respondents were rating their answers using the following scale:

1=> Strongly Disagree;

2 => Disagree;

3 => Not Sure;

4 => Agree and,

5 => Strongly Agree.

Table 4.1: Respondents' attitude towards Tshivenḓa L1 and the awareness of language career (N=60)

NO.	Statements	Mean
1.	I enjoy learning Tshivenḓa.	**4.58**
2.	I am only learning Tshivenḓa because it is a compulsory subject.	**2.05**
3.	I am aware of the available careers in the Tshivenḓa language.	**2.57**
4.	My parents are supportive of me learning Tshivenḓa as a subject.	**4.87**
5.	Upon completion of my Grade 12, I would pursue a career in Tshivenḓa	**2.90**
6.	Knowing Tshivenḓa will benefit me in my desired career.	**3.4**
7.	There are lot of job opportunities for people who choose language careers.	**3.4**
8.	I usually read Tshivenḓa books than books in any other languages.	**3.76**
9.	I like teaching other people to speak Tshivenḓa.	**4.4**
10.	Tshivenḓa should be used in public commercials and official activities in South Africa, since, it is an official language.	**4.68**
11.	All South African official languages are treated equally.	**2.3**
12.	I am confident using Tshivenḓa in public places.	**4.88**

13.	I interpret to my Tshivenḓa classmates, during a speech given in another language, when needed.	**4.10**
14.	My municipality uses Tshivenḓa as one of the languages to communicate with the community members (e.g. adverts; services; and official communication).	**1.96**
15.	English is more important than Tshivenḓa.	**2.96**

Statement 1: I enjoy learning Tshivenḓa.

In this statement, the aim was to find out if, in the respondents' view, they enjoyed learning Tshivenḓa. The mean score of **4.58** was recorded, ranging between 'agree' and 'strongly agree', but leaning towards 'strongly agree'. This means that respondents 'strongly agree' with the statement, that they indeed enjoy learning Tshivenḓa as their language.

Statement 2: I am only learning Tshivenḓa because it is a compulsory subject.

A mean score of **2.05** among the respondents indicates opinions ranging between 'strongly disagree' and 'disagree' but leaning towards 'disagree'. Respondents disagreed with the statement that, they were only learning Tshivenḓa because it is a compulsory subject.

Statement 3: I am aware of the available careers in the Tshivenḓa language.

This statement sought to find out, if learners were aware of possible language careers available in Tshivenḓa. A total mean score of **2.57** was recorded, ranging between 'agree' and 'not sure', but leaning more towards 'not sure'. This means that learners were 'not sure' of the available possible language careers in Tshivenḓa.

Statement 4: My parents are supportive of me learning Tshivenḓa as a subject.

The results of this statement show that, the respondents feel that their parents are very supportive of them learning Tshivenḓa as a subject. They indicated this by scoring a mean of **4.87,** ranging

between ‘agree’ and ‘strongly agree’, but leaning more towards ‘strongly agree’. This is an indication that respondents ‘strongly agree’ with the statement.

Statement 5: Upon completion of my Grade 12, I would pursue a career in Tshivenḓa.

A mean score of **2.90** was recorded among the respondents, ranging between ‘disagree’ and ‘not sure’, but leaning more towards ‘not sure’. This suggests that learners were not sure if they would pursue a career in Tshivenḓa, after completing their Grade 12. This statement is the primary theme of this study.

Statement 6: Knowing Tshivenḓa will benefit me in my desired career.

With this statement, the aim was to find out, if knowing Tshivenḓa will benefits learners in their desired careers. The statement scored the mean of **3.4**, ranging between ‘not sure’ and ‘agree’, but leaning towards ‘not sure’. This means the respondents were not sure, if knowing Tshivenḓa will benefit them in their desired careers.

Statement 7: There are lot of job opportunities for people who choose language careers.

Respondents scored a mean of **3.4** in this statement, ranging between ‘not sure’ and ‘agree’. This mean score leans closely to ‘not sure’. This suggests that learners were not sure if there are many job opportunities for people who choose to pursue language careers.

Statement 8: I usually read Tshivenḓa books than books in any other languages.

With this statement, the aim was to check if learners read Tshivenḓa books than books in any other languages. A mean score of **3.76** was recorded, ranging between ‘not sure’ and ‘agree’, but leaning towards ‘agree’. This means that the respondents agreed that they read Tshivenḓa books more than books in any other language.

Statement 9: I like teaching other people to speak Tshivenḓa.

The results of this statement show that respondents like teaching other people to speak Tshivenḓa with a mean score of **4.4** ranging between ‘agree’ and ‘strongly agree’ but leaning close to

‘agree’. This suggests that, respondents wanted speakers of other languages to learn to speak Tshivenḓa.

Statement 10: Tshivenḓa should be used in public commercials and official activities in South Africa, since, it is an official language.

The results of this statement show that Tshivenḓa should be used in public commercials and official activities in South Africa, since, it is an official language. The respondents indicated this by scoring a mean of **4.68**. This mean score leans more towards ‘strongly agree”. They agreed with the statement and felt that it is important for Tshivenḓa to be used in commercials and official activities in South Africa, since, it is an official language and it is in line with the National Policy Framework.

Statement 11: All South African official languages are treated equally.

This statement sought to find out if all South African official languages are treated equally. A mean score of **2.3** was recorded. Respondents disagreed that all South African official languages are treated equally, and they felt that there are some languages which are treated as superior to others.

Statement 12: I am confident using Tshivenḓa in public places.

The result of this statement shows that respondents are confident in using Tshivenḓa in public places, they indicated this by scoring a higher mean score of **4.88,** leaning closely to ‘strongly agree’. The respondents ‘strongly agree’ with the statement.

Statement 13: I interpret to my Tshivenḓa classmates, during a speech given in another language, when needed.

Respondents scored a mean of **4.10** in this statement, ranging between ‘agree’ and ‘strongly agree’, but leaning closely to ‘strongly agree’. This suggests that respondents do not mind interpreting to their Tshivenḓa classmates, during a speech given in another language when needed.

Statement 14: My municipality uses Tshivenḓa as one of the languages to communicate with the community members (e.g. adverts; services; and official communication).

This statement aimed at checking, if local municipality uses Tshivenḓa as one of the languages to communicate with the community members. A mean of **1.96** was recorded, ranging between 'strongly disagree' and 'disagree', but leaning closely to 'disagree'. Respondents disagreed with the statement that their municipality uses Tshivenḓa as one of the languages to communicate with the people in the community.

Statement 15: English is more important than Tshivenḓa.

A mean score of **2.96** was recorded for this statement, ranging between 'disagree' and 'not sure', but leaning closely to 'not sure'. This indicates that respondents are not sure if English is more important than Tshivenḓa.

4.2.1.1. Summary

The respondents rated statements 1, 10 and 12 higher than other statements, i.e. the respondents indicated that they enjoy learning Tshivenḓa; they believed that Tshivenḓa should be used in public commercials and official activities in South Africa since it is an official language. They were also confident using Tshivenḓa in public places.

The respondents disagreed that they were only learning Tshivenḓa because it is a compulsory subject with a mean score of 2.05. There were those who did not know how learning Tshivenḓa will benefit them in their desired careers (statement 6). With the highest mean score of 4.87, respondents strongly believe that their parents are supportive of them learning Tshivenḓa as a subject (statement 4).

The statements which were rated the lowest were statements 14 (1.96), 11 (2.3), 5 (2.90) and 15 (2.96) respectively, indicating that the respondents felt that in spite of the official status accorded to Tshivenḓa, all South African languages are neither treated equally nor is their municipality using Tshivenḓa as one of the languages to communicate with the community members. Statement 5 which is the primary theme of this study was rated a mean score of 2.90 indicating

that respondents were not sure if they would pursue Tshivenḓa as a career after completing their Grade 12.

4.2. 2. Interview data

The following are interview questions and responses from participants:

4.2.2.1 Learners' interview data

Six learners were interviewed from the two-selected public high schools in Tembisa. Their responses to the interview questions are summarised below:

Q1: ***Do you enjoy learning Tshivenḓa? Please give a reason?***

All learners indicated that they enjoy learning Tshivenḓa (LF1, LF2, LF3, LF4, LM1, and LM2).

LF3 and LF4 said that they enjoy learning Tshivenḓa because they find it easy to understand and they scored high marks on this language.

LM2 said that "Many people laugh at me when I say this, but I love learning Tshivenḓa because it builds my self-esteem more".

Q2: ***Do you know any language courses offered at university? If yes, please name them?***

Most of the learners said that they do not know of any language courses offered at university and have never heard of them (LF1, LF3, LM1, and LM2).

LM1 said, "*Wow! I did not even know that one can study a language at university".* In contrast, LF2 said "*I think I only know one language course offered at university and that is to become a language teacher".*

Q3: ***Where do you think one can work if you would pursue a language career in Tshivenḓa?***

All learners knew some of the places where one could work if one pursued a language career in Tshivenḓa. LF1 indicated that,

"*You can work at schools as a Tshivenḓa teacher and at High courts as an Interpreter, to assist Tshivenḓa speakers who do not understand other languages and also those who do not understand Tshivenḓa*".

LM2 echoed the same sentiments as LF1 that you can work as an Interpreter in parliament, he further mentioned that you can be a Tshivenḓa newsreader, news reporter, and/or writer.

Q4: ***Would you consider pursuing Tshivenḓa as a career after completing your Grade 12? Please give reasons?***

Four learners (LF1, LF2, LF3 and LM2) said 'no', and indicated that they would never consider pursuing Tshivenḓa as a career language, and their reason was that it is not part of their desired career. LF2 stated that:

"I do not think I would consider pursuing Tshivenḓa as a career, because for me Tshivenḓa is a difficult subject and it is not part of my dream career. I want to pursue something else".

LF3 shared the same sentiments as LF2 that

"*I would never consider pursuing Tshivenḓa as a career because I have never been interested in such. I have always wanted to study medicine and Tshivenḓa is not in any way related to what I want to do".*

In contrast, LM1 said that he wants to enrol for a teaching course upon completing his grade 12, where he would major with Tshivenḓa and his reason was that, he enjoys learning his L1 and performs better than at any other subject.

Q5: ***What should be done to make learners more aware of possible Tshivenḓa language careers?***

All learners indicated that their Tshivenḓa L1 teachers should inform them about possible language careers in Tshivenḓa. They further said that being aware of the possible language careers would help them to develop interest in them (LF3). LM2 said,

> "*I think such careers should be included in our curriculum in order for teachers to be able to teach us. I do not think our teachers are even aware of such careers, so this will also help them as well".*

LF1 and LM1 were of the view that people who work in language fields should establish campaigns or programmes where they visit different schools to inform them about such language careers in Tshivenḓa.

4.2.2.2 Teachers' interview data

Q1: ***How long have you been teaching Tshivenḓa L1 as a subject?***

All teachers indicated that they have been teaching Tshivenḓa L1 as a subject for more than seven (7) years. TF1 and TM2 said that they have about nine (9) years teaching Tshivenḓa L1 at public high school.

Q2: ***Given an opportunity to choose between being a Tshivenḓa L1 teacher or a teacher for another subject, what would your choice be and why?***

All teachers indicated that they would choose to be a Tshivenḓa L1 teacher. TF2 said,

> "*I wouldn't change it for another learning area because through my teaching experience I have realised that it is not only about imparting knowledge of the subject. It brings values, morals, uplifts the standards and most importantly changes the attitude of learners towards their L1".*

TM1 and TM2 strongly believe that they are instilling the roots of their culture to the young ones. They felt that they is a possibility of depriving learners and future generation the opportunity to learn Tshivenḓa because there are very few Tshivenḓa L1 teachers.

Q3: ***How would you describe Tshivenḓa L1 learners' attitude towards learning the language?***

Three teachers indicated that learners hold negative attitudes towards learning Tshivenḓa L1 (TM1, TM2 and TF1). As TM1 put it:

"These children do not like their language, they do not see the value of learning their L1 and I believe that they are only learning it because it is a compulsory subject".

TM2 noted that the reason behind their negative attitude towards Tshivenḓa as a subject was because they believe that a person who is intelligent is the one who is fluent in English, while TF1 stated that there are learners who hold negative attitudes towards Tshivenḓa, because one of their parents is either not a Tshivenḓa L1 speakers and they rarely speak it at home. However, TF2 has a different view, she said,

"*Ninety-five (95%) percent of the learners have positive attitudes towards learning Tshivenḓa and they perform very well. The remaining 5% are mostly learners who do not attend classes".*

Q4: ***Are Tshivenḓa L1 learners aware of language courses offered at universities? Please elaborate.***

All teachers believed that more than 80% of the Tshivenḓa L1 learners they teach were not aware of language courses offered at university. TM2 echoed this by saying that learners do not know that they can do a lot of things with Tshivenḓa.

TM1 asserts that learners are not exposed to language courses offered at university, because they are not presented to them in such a way that other courses such as law and medicine are presented.

Only a few learners have some knowledge about language course offered at university, but not in a broader sense (TF1). TF2 said,

"*They are only aware about language teaching courses. I once had three learners who asked me what they should study if they wanted to be authors".*

Q5: ***Are Tshivenḓa L1 learners motivated to pursue Tshivenḓa as a career? Please give reasons***

Most of the teachers indicated that it is highly impossible for one to want to pursue a career on something they have little or no knowledge of (TF1 and TM2). TM2 further said that learners are not motivated to pursue a career in Tshivenḓa, because they think learning Tshivenḓa is a norm and not as something that can bring them a better future.

> TM1 said "*I only heard one learner saying she wanted to be a Tshivenḓa L1 teacher, because she has seen that there are not many Tshivenḓa L1 teachers".*

TF2 also echoed similar sentiments with LM1 when she said that, she once had three learners who were passionate about writing and wanted to become Tshivenḓa authors.

4.2.2.3 Lecturers' interview data

Q1: ***Which course did you enrol for after completing your matric and why?***

LTF1 said that she enrolled for a general BA degree, while LTF2 enrolled for Language Practice programme, after completing their matric.

Q2: ***Given an opportunity to choose between being a Tshivenḓa L1 lecturer and a lecturer for another subject, what would you choose and why?***

Both Lecturers indicated that they would choose to be Tshivenḓa lecturers. LTF1 said that she would choose to be a Tshivenḓa lecturer because Tshivenḓa is a language of her specialization and a language she understands better as compared to other languages.

LTF2 also expressed that she would choose to be a Tshivenḓa lecturer because she is passionate about her work and there is nothing she finds more delighting than instilling knowledge to others in her L1 (Tshivenḓa).

Q3: ***Do you think learners are aware of language courses offered at universities? Please elaborate.***

Both lecturers said that learners were not aware of language courses offered at universities. As LTF1 put it:

"*No, I do not think so. There is a lack of career exhibition at high schools and learners are much informed about science and technology courses rather than language courses"*

LTF2 explained that some of the students who are studying Language Practice programme were never aware of this programme and only got to know it when they were rejected from other courses and decided to enrol for it because there was space available.

Q4: ***What should be done to make learners more aware of the possible Tshivenḓa language careers?***

Both lecturers proposed that language departments from different institutions should organize language career exhibitions at high schools, so that learners can access more knowledge about language careers (LTF1 and LTF2).

Q5: Would you personally advise learners to pursue a language careers in Tshivenḓa?

Both lecturers indicated that they would never advise learners to pursue language careers. LTF1 stated that:

"*Tshivenḓa opportunities are very slim because even the funders focus much more on science and technology programmes. Language programmes are found at few tertiary institutions, high schools and government institutions. Even though it was proposed that all government departments should establish language services which were supposed to create employment for language practitioners, such is not happening".*

LTF2 states that people who pursue language careers find it difficult to find employment and when they finally do, they are underpaid.

Q6: ***Do you think language professions are treated the same way as other professions such as, for example, medicine or law? Please explain further.***

Participants felt that the language profession is the last profession to be thought of. Too much focus is placed to science and technology professions. LTF1 asserts that if you tell people that you are studying language, they become surprised and even ask questions like "*How could you study language at tertiary level?"*

4.2.2.4 Court interpreters' interview data

Q1: ***Do you have any formal training for this job? If not, how did you get the job without any formal training?***

Two respondents said that they never had any formal training to be court interpreters. As CIF1 put it:

> "*I was never exposed to any formal training when I applied to be a court interpreter. I just applied with my matric certificate and got appointed for the job. I only received some training after being employed".*

CIM1 revealed that he was studying towards being a nurse when his friend who was a lawyer approaches him and asked if he could interpret at court during his free time, since, there were no interpreters who could interpret in Tshivenḓa. That is how he ended up being a court interpreter without any training and now he is working as a senior court interpreter. In contrast, CIF2 said that she studied to become a court interpreter.

Q2: ***Did you always want to be a court interpreter? What motivated you?***

Two respondents indicated that being a court interpreter was never part of their plans.

CIF1 said that "*No, I am a very shy person and speaking in front of people is not my thing. I actually wanted to be an Engineer".*

CIM1 echoed the same sentiments with CIF1 when he said that he never imagined that one day he would be a Court Interpreter, since, he was studying towards being a nurse.

However, CIF2 raised a different view when she agreed that she had always wanted to be a court interpreter because she saw that there are many job opportunities in this career and she was not willing to study something that would make it difficult for her to find employment. She also saw that people who were hired in this profession were not qualified.

Q3: ***Given an opportunity to choose another career other than being a court interpreter, what would you choose and why?***

Interestingly, all the respondents said that they would choose to be court interpreters.

CIF1 states that, *"The joy of being part of providing justice to people in the language they understand is what makes me wake up in the morning to go to work".*

CIF2 and CIM1 said that they would never change their career because they love what they do, and they get the opportunity to travel to other provinces where there is a lack of Tshivenḓa court interpreters.

Q4: ***Do you think language professions are treated the same way as other professions such as, for example, medicine or law? Please explain further.***

All the respondents indicated that language professions were unfairly treated as compared to other professions in science and technology (CIF1 & CIF2). As CIM1 put it:

> "*No, people take our jobs for granted and we are underpaid, while other profession such as those you have mentioned are seen as superior and are treated with prestige".*

CIF2 said that it is sad to see how people perceive language professions and even funding institutions do not even fund language professions.

4.2.2.5. Terminologists' interview data

Q1: ***Which language course did you enrol for, if not, how did you become a terminologist?***

All the respondents indicated that they had enrolled for a language course. TEF1 said,

> "*I firstly enrolled for a diploma in teaching, where I was specializing in Tshivenḓa and followed by a linguistic degree. There was a time I became jobless and decided to enrol for a BED Honours degree"*

Both TEF2 and TEF3 said that they enrolled for Media in Language studies, where they specialized in Tshivenḓa.

Q2: ***Do you think people are aware of possible careers in Tshivenḓa language? Please explain further?***

Most of the people are not familiar with language careers. This is confirmed by TEF1 and TEF3 who said that some of the people have never heard of such careers in their lives and when they come across people who are pursuing language careers, they raise awkward questions such as: How is it possible to study a language? Or how many languages can you speak?

TEF2 was of the view that, "*very few people have knowledge about language careers and most of the time it is those few individuals who enrols for such careers"*

Q3: Would you encourage someone to pursue a career in the field of language? Motivate your answer?

All the respondents indicated that it would be difficult for them to encourage others to pursue a career in the field of language. As TEF2 put it, "*it is difficult to encourage others, how do you encourage someone to pursue a language career, while there is a lack of employment?"*

TEF1 echoed the same sentiments with TEF2, when she said that she does not know how to answer this, because there are no jobs available. People only get employed when others decide to resign their jobs or go on retirement.

Q4: ***Do you think language professions are treated the same way as other professions such as, for example, medicine or lawyer? Please explain further.***

Language professions are not taken seriously as compared to other professions. This was confirmed by TEF3, who explained that,

> "*Our profession is seen as worthless, unqualified people are employed to do our job. For example, an engineer can never be employed to perform duties of a medical doctor, similarly, a person who is not qualified to be a language practitioner should not be expected to perform duties of a language practitioner".*

TEF2 expressed the same sentiments as TEF3 when she said that, language professions can never be placed at the same scale with professions such as in law, science and technology. These are some of the professions which receive more status than others.

Q5: ***What is the government doing in terms of providing employability in African languages such as Tshivenḓa? Motivate your answer.***

Two of the respondents felt that the government is lacking when it comes to providing employment in African languages such as Tshivenḓa (TEF2 & TEF3). TEF2 said,

> "*I personally do not see much of what the government is doing, because it is difficult to find jobs. It seems as if PanSALB which was established to monitor the usages of all official languages and see if indeed language units are established and are functioning is failing to do so".*

TEF3 stressed that the government can do more to provide employment, by providing funds and making sure that every department sign a legal agreement which stipulates that it will establish a language service, and if that does not occur within a reasonable timeframe action be taken against such departments..

4.2.2.6. Summary

All six learners who were interviewed indicated that they enjoy learning Tshivenḓa. However, three teachers indicated that Tshivenḓa L1 learners hold negative attitudes towards their L1 and they believed that they were only learning Tshivenḓa because it is a compulsory subject.

Four learners indicated that they are not aware of any language courses offered at university and the remaining participants only knew the teaching course at university. This was confirmed by all teachers, lecturer and terminologists who also confirmed that learners were not familiar with language careers. Hence, some are not motivated to pursue language careers in Tshivenḓa, because they do not think it will bring them a better future. Surprisingly, all six learners who participated in the interview knew places where people who pursue language careers in Tshivenḓa would work and some of those places included: working at school as a teacher, at high courts or parliament as an interpreter, and/or newsroom as a newsreader, news reporter or a writer. Four participants expressed that they would never consider pursuing Tshivenḓa as a career after completing their Grade 12 because it is not part of their desired careers.

All the learner respondents proposed that the only way for learners to be aware of language careers was to have language departments from different institutions visit schools to make them aware about language careers. All the participants, court interpreters and terminologists felt that language professions were unfairly treated as compared to other professions such as in science and technology.

All the participants, lecturers and terminologists, indicated that, they would never encourage or advise anyone to pursue language careers because there is no employment available. Two of the respondents, terminologists, observed that, the government is not doing much in terms of providing employability in African languages, such as Tshivenḓa and they strongly believed that, the government can do more to create jobs.

4.3. Discussions and analysis of findings

Five major themes emanate from this study: **Theme 1**: Attitude towards learning Tshivenḓa as a subject; **Theme 2**: Attitude towards pursuing Tshivenḓa as a career; **Theme 3:** Awareness of language careers in general; **Theme 4**: The government's attitudes towards languages; and **Theme 5:** Awareness of language professions in South Africa,

Theme 1: Attitude towards learning Tshivenḓa as a subject

One of the objectives of this study was to explore learners' attitude towards learning Tshivenḓa as an L1 in selected public High Schools in Tembisa township, this was covered under this theme.

The study found that learners hold positive attitudes towards learning Tshivenḓa as a subject. Both qualitative and quantitative data confirmed this. The respondents explained that, they enjoy learning Tshivenḓa and were confident to use it in public. Hence they were not only learning it because it is a compulsory subject, instead, they were learning it because it is their L1 and they want to expand and instill knowledge in their L1. This is indicated by statement 1 and 12 of Likert Scale, and all the six learners who were interviewed confirmed this as well. The findings showed that learners believed that it would help them teach other people who are not Tshivenḓa L1 speakers, because their L1 is seen as a difficult language. Consequently, it is impossible for one to teach a language that he/she is incompetent or not fluent in. This finding concurs with the

instrumental motivation theory. As mentioned in the literature review, instrumental motivation theory has to do with one's "perception of purely practical value in learning, such as increasing occupational opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school" (Mohammad 2011: 8). Respondents in this study were learning Tshivenḓa because they wanted to instil more knowledge in their L1.

Respondents indicated that their parents were supportive of them learning Tshivenḓa as a subject, which they scored the highest mean score of 4.87 on statement 4. This could be one of the reasons, respondents hold positive attitude towards learning Tshivenḓa as a subject. This goes against what Bamgbose (2000: 88) posits when he says that the so-called educated parents dispute even the idea that learners will benefit if their initial education is given in their South African Indigenous Languages.

These findings, therefore, answers the research question which reads, "*What attitude do learners in selected Tembisa public high school have towards learning Tshivenḓa as their L1?"* They also reject the hypothesis which reads, "*Tshivenḓa L1 learners in Tembisa public High Schools have a negative attitude towards Tshivenḓa as a subject*".

The findings are consistent with that of Ditselê (2014) and Dyers (1999), whose studies also found that students had positive attitude towards their L1. The students were in favour of the developments of African languages used at tertiary level and believed that it will help them get jobs.

The findings differ with what was posited by Moodley (2000: 110) whose findings revealed that the reason people choose English is that an entire world of knowledge skills, jobs, power, and influence is totally closed to people who can only speak indigenous languages. Hence, in this study, the respondents did not have integrative motivation, they believed that learning Tshivenḓa would help them acquire more knowledge and skills which will enable them to teach other native speakers their L1.

What is interesting to note is that, while Tshivenḓa L1 learners indicated that they enjoy learning Tshivenḓa as a subject, most of their Tshivenḓa L1 teachers disagreed. Teachers indicated that learners hold negative attitude towards learning Tshivenḓa as a subject. As TM1 puts it: "These

children do not like their language, they do not see the value of learning their L1 and I believe that they are only learning it because it is a compulsory subject". Teachers believed that learners' negative attitudes are influenced by different factors, but the most common ones are: either one of their parent is not Tshivenḓa L1 speaker and they rarely use Tshivenḓa to communicate at home; they see Tshivenḓa as a subject not worthy of learning; or/and they do not take it seriously because it is not part of their desired careers.

Theme 2: **Attitude towards pursuing Tshivenḓa as a career**

In South Africa there is a great need of language development, especially for South African Indigenous Languages which were previously marginalised. Hence, qualified language experts are needed for the development of these languages. Although the findings in theme 1 show that respondents have positive attitude towards learning Tshivenḓa as a subject, Tshivenḓa L1 learners are, however, not sure if they would want to pursue a career in Tshivenḓa, upon completion of their Grade 12, with a mean score of 2.90 in statement 5. This finding concurs with the findings from interview questions where many respondents indicated that they would never consider pursuing Tshivenḓa as a career language since it is not part of their desired careers. As stated by LF2:

> "*I would never consider pursuing Tshivenḓa as a career because I have never been interested in such. I have always wanted to study medicine and Tshivenḓa is not in any way related to what I want to do".*

The findings are consistent with that of Gora, et al (2010), whose study reveals that the community, parents, teachers, and headmasters showed negative attitudes towards the mandate that was given to one primary teacher training college in the Nyaminyami District of Mashonaland West Province of Zimbabwe to train Tonga language teachers. One of the reasons behind such lack of knowledge about the noble idea of promoting the Tonga language was that the project lacked publicity. They perceived lack of currency in the use of Tonga also contributed to L1 speakers not ever thinking of a possibility to pursue careers in Tonga related jobs.

These findings are also like that of Chabalala (2014), who found that learners had negative attitude towards language courses. One of the reasons behind their negative attitude was that they were not informed about the various language careers in South African Indigenous Languages.

These findings, therefore, answer the research question which reads, *"What attitude do learners in the selected Tembisa township public High School have towards pursuing Tshivenḓa as a career?"*

This is not connected with instrumental motivation theory where individuals learn a language because they want to gain or benefit from it, such as getting a job. Hence, in this study, learners were not learning Tshivenḓa so that they can pursue it as a career after completing their Grade 12 or to get job opportunities, instead they wanted to instil more knowledge in their L1 to be able to teach other natives their L1.

These findings cover one of the objectives of this study, which was to examine whether Tshivenḓa L1 learners ever consider pursuing a language career in Tshivenḓa.

The findings show that learners do not see African languages, i.e. Tshivenḓa, as a language that can provide a better future for them. This finding is supported by Ndamba, van Wyk and Sithole (2017: 15) who advocate that African languages receive inferior status, people strongly believe in the hegemony of English as regard to its socio-economic 'value' at the expense of African language education benefits. English is viewed as an international language and it being the only language capable of creating opportunities for further education and a profitable future. Similarly, the general belief that many South African L1 speakers regard their indigenous languages as worthless because of the languages' perceived limited functionality as regards access to economic participation and upward mobility within the social and work environments (De Klerk, 1999: 312).

The findings show that the lack of exposure to career languages, specifically, in Tshivenḓa is the reason behind learners' negative attitude towards pursuing Tshivenḓa as a career language is because, they not aware of language careers. This will be discussed more in detail in **Theme 3**.

Theme 3: Awareness of language careers

One of the objectives of this study was to assess whether Tshivenḓa L1 learners in public High Schools are aware of possible language careers in Tshivenḓa, and this was covered in this theme.

The findings show that learners were not aware about the available language careers in Tshivenḓa. This is indicated by statement 3 with a mean score of 2.57. This finding concurs with the findings from interview questions where four learners indicated that they do not know of any language courses offered at university and have never heard of them (LF1, LF3, LM1, and LM2). As LM1 states, "*Wo*w! *I did not even know that one can study language at university".*

Tshivenḓa L1 lecturers and teachers who were interviewed also indicated that learners are not aware of language careers. Teachers revealed that more than 80% of the learners were not aware of language courses. The most common course which they were familiar with was teaching, majoring with languages. This finding concurs with that of Pule (2014) who also found that, while there are many careers in languages, they were not as popular as other careers e.g. Medicine and/or Engineering.

It is highly impossible to expect learners to pursue Tshivenḓa as a career, while they are not even aware of Tshivenḓa careers offered at universities.

Therefore, these findings validate the hypothesis which reads, "*Tshivenḓa L1 learners in Tembisa township public High Schools are not aware of the possible language careers in Tshivenḓa and, as a result, they do not want to pursue Tshivenḓa as a career language".*

The findings also answer the research question: "*To what extent are Tshivenḓa L1 learners aware of careers that exist in Tshivenḓa language?*"

The findings of this study reveal that the respondents strongly believed that the only way for learners to become aware of language careers in Tshivenḓa, was by having language experts from different institutions of higher learning visit schools and inform learners about language careers in Tshivenḓa and encourage them to pursue such careers. This came out from learners and lecturers. This finding is also in concert with Pule's (2014) findings, where respondents were willing to promote language professions by recommending people who might not know about

language courses, and encouraging those who are interested in languages, to enrol for language courses.

One contradictory finding was that, while learners were not aware of language careers, they however, knew places where those who pursued careers in Tshivenḓa could work. However, they were not sure whether there are many job opportunities for people who choose to pursue language careers, especially in Tshivenḓa.

This rather contradictory finding may be due to learners' imagination of the different kinds of services that can be provided in the work place by Tshivenḓa speakers.

Theme 4: **Government's role in creating employment for language practitioners**

This study found that all learners and terminologists felt that the government was lacking as regards providing employment opportunities in African languages such as Tshivenḓa. They strongly believed that the government can do better to implement the existing National Language Policy Framework and, by so doing, job opportunities will be available for qualified language practitioners when language units are established. In accordance with the present results, Section 4(1) of the Use of Official Languages Act 12 of 2012 stipulates that, "every national department, national public entity and national public enterprise should adopt a language policy as part of implementing the use of official languages", and in so doing, attitudes towards language and use of these languages at government level would make people see the value of South African Indigenous Languages. Ultimately, their status would improve as they would be used by government institutions. This is what the Ethnolinguistic Vitality Theory advocates. Language(s) that are not recognized and used at official levels tend to receive negative attitudes from the public, as they are seen as languages with no value and are taken seriously in major domains of life (Giles, et al, 1977).

Furthermore, the respondents believed that the PanSALB which the government established to monitor the usage of all official languages, see to it that language units are created in all departments, ensure that they are functioning is, however, failing to fulfil its constitutional mandate and, by extension, failing the public.

The findings reveal that respondents felt that all South African languages were not treated equally, with a mean score of 2.3. Hence, learners indicated that Tshivenḓa was not used in public commercials and official activities in South Africa, since, it is one of the official languages. They indicate this with a mean score of 1.96. These results are consistent with Magwa's (2015: 1), who also found that indigenous languages continue to enjoy a very low status.

The findings are supported by Silva (1997: 6) who states that there is still more that needs to be done to develop and promote previously marginalised languages to enjoy "parity of esteem", when he posits that although multilingualism is entrenched in the constitution and supported as an idea, it is beyond the reach of the South African economy to achieve this because there are urgent needs such as health, housing and education.

The lack of employment and the unfair treatment of language professions has resulted in people not encouraging others to pursue careers in South Africa's indigenous languages. Respondents indicated that, they would never encourage learners to pursue language careers due to the lack of employment for language practitioners and the government appearing to be doing nothing about this

Theme 5: Awareness of language professions

The findings revealed that respondents felt that language professions in South Africa were not taken seriously. They indicated that much of the exposure is on science and technology courses rather than language courses. This is also expressed by Maḓadzhe and Sepota, (2006), who assert that more attention is given to courses that are seen to yield immediate financial benefits. The findings suggest that language careers are not useful, hence, learners are not inspired to pursue them.

LTF1 asserts that if you tell people that you are studying languages, they become surprised and even ask questions like "How could you study language at a tertiary institution?"

Respondents who were interviewed indicated that, language professionals were unfairly treated, and are underpaid, while other professions such as those in law, science and technology are treated with prestige as compared to other professions (CIF1, CIF2, & CIM1).

As TTF3 points out "*Our profession is seen as worthless, unqualified people are employed to do our job. For example, an engineer can never be employed to perform duties of a medical doctor, similarly, a person who is not qualified to be a language practitioner cannot perform duties of a language practitioner. But people who are not qualified are hired to perform duties of language practitioners*".

It is evident from this study's findings that there is a negative view towards language professions in South Africa. This has resulted in people not recommending to learners careers in the field of languages. Respondents who are pursuing careers in the language field, specifically in Tshivenḓa, indicated that they would never advise or recommend learners to pursue language careers. They indicated that there are slim chances of employment in the field of African languages and more specifically in Tshivenḓa.

A contradictory finding in this study was that, while the above findings show that respondents would never encourage others to pursue language career, they, however, indicated that they would never change their careers in the language field if they were given an opportunity to choose. As TF2 states,

> *"I wouldn't change it for another learning area because through my teaching experience I have realized that it is not only about imparting knowledge of the subject. It brings values, morals, uplift the standards and most importantly changes the attitude of learners towards their L1".*

4.4 Conclusion

This chapter covered the discussion of findings of the data collected through questionnaires and interviews. The findings from both questionnaire and interviews show that learners from these two public high schools in Tembisa township are not aware of careers in Tshivenḓa, language except being a teacher, newsreader and interpreter. The findings further show that government is not doing enough to create a conducive environment for the South African Indigenous languages to be developed and used in domains such politics, engineering, health and education. The findings were further categorised into five different themes. In Chapter 5, conclusions of the study are provided, and recommendations made.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter draw conclusions based on the findings of previous studies and the current study. The chapter also proposes ways by which Tshivenḓa L1 learners' negative attitude towards pursuing Tshivenḓa as a career could be changed to positive attitudes; and how Tshivenḓa L1 learners can be made aware of language careers in Tshivenḓa.

5.2. Conclusions

5.2.1. Postulated questions and hypotheses answered

RQ1: What attitude do learners in the selected Tembisa township public high schools have towards learning Tshivenḓa as their L1?

The findings of this study reveals that Tshivenḓa L1 learners hold positive attitude towards learning Tshivenḓa as a subject. They indicated that they enjoy learning Tshivenḓa and were not only learning it because it is a compulsory at their school. Instead, they were learning it because it is their L1 and they wanted to expand and gain more knowledge in their L1 and be in a position to teach other individuals who are not Tshivenḓa L1 speakers.

RQ2: What attitude do learners in the selected Tembisa township public high school have towards pursuing Tshivenḓa as a career?

The study proves that learners hold negative attitudes towards pursuing Tshivenḓa as a career. They indicated that they would never consider pursuing Tshivenḓa as a career language since it is not part of their desired careers. This finding concurs with that of Chabalala (2014) and Pule (2014), who found that learners had negative attitude towards language courses. One of the reason behind their negative attitude was that they were not aware about the various language careers in South African Indigenous Languages.

RQ3: To what extent are Tshivenḓa L1 learners in Tembisa township aware of careers that exist in Tshivenḓa language?

The study shows that the reason behind Tshivenḓa L1 learners' negative attitude towards pursuing Tshivenḓa as a career was because they were not aware of language careers, specifically in Tshivenḓa. One language career which they were familiar with was to become a language teacher.

The following postulated hypotheses were answered:

The hypothesis 1 claimed that Tshivenḓa L1 learners in Tembisa township public high schools hold negative attitude towards Tshivenḓa as a subject. This hypothesis was rejected, as the findings of this study reveal that Tshivenḓa L1 learners have a positive attitude towards learning Tshivenḓa as a subject.

The hypothesis 2 suggested that Tshivenḓa L1 learners in Tembisa township public high schools are not aware of the possible language careers in Tshivenḓa and, as a result, they do not want to pursue Tshivenḓa as a career language. The study accepts this hypothesis, as the findings show that Tshivenḓa L1 learners have negative attitude towards pursuing Tshivenḓa as career, the reason being that they are not aware of language careers in Tshivenḓa.

5.2.2 The aims of the study

As indicated in previous chapters, the primary aim of this present research was to explore the attitude of Tshivenḓa L1 learners towards pursuing Tshivenḓa as a career, and their awareness of possible language careers in Tshivenḓa. The secondary aim was, ultimately, to encourage Tshivenḓa L1 learners to consider pursuing careers in the field of language, with special reference to Tshivenḓa. These aims were achieved as the results of this study show that learners hold negative attitudes towards pursuing Tshivenḓa as a career. While, the findings of this study also reveal that Tshivenḓa L1 learners have positive attitude towards learning Tshivenḓa as a subject, this suggests that learners' interest in pursuing Tshivenḓa careers is possible, once they are made aware of language careers since they value their L1 and have positive attitude towards it.

5.3 Recommendations

Language is an important factor to humans and it is a central feature of culture that makes it possible for culture to be transmitted, interpreted and configured. Language) is also a register and carrier of culture (Prah, 2006). It is sad that more and more languages are dying, without being

properly documented and those who were previously marginalised still lack terminology and development. Hence, there is a great need for qualified translators, lexicographers, terminologists, editors, technical writers, forensic linguists, language educators, copywriters and reviewers in order to enhance chances for their development.

It is clear from the findings of this study that language professions are not considered as worthy as compared to other professions, therefore, there is less exposure on them.

Given these findings, the following recommendations are hereby proposed:

The Department of Basic Education should include language careers in Life Orientation syllabus starting from Grade 8 – 12.

The Department of Higher Education & Training should partner with universities to provide more career exhibitions with more exposure to language careers in public schools.

There should be equality in the exposure of careers through all media platforms.

Individuals who are in the fields of language should visit public schools and motivate learners to pursue careers Tshivenḓa. They should also invite learners to their workplace to show them what they do in their language professions.

Language practitioner vacancies should only be filled by qualified people, to provide quality service by using qualified personnel.

There should be contracts for all departments to establish language units and when the agreement on the contract is violated, departments should be accountable.

Parents and teachers should emphasize to learners, the importance of using Tshivenḓa in their daily life and encourage them to further their studies in the fields of language.

While this study confirms findings by other scholars, the data gathered will be useful, in encouraging learners to value their L1 and pursue language careers in Tshivenḓa. Overall, this study strengthens the need for immediate action to be taken by government and its different institutions to implement the language policy and develop South African Indigenous Languages. This can be done by employing qualified language practitioners in different sectors that require practitioners.

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Addendum A: Survey Questionnaire

Questionnaire

Research Topic:

Exploring the attitude and awareness of Tshivenḓa L1 as a career language: A survey of Grade 10-12 learners in Tembisa

Researcher: Miss PT Mphaphuli

Dear Respondent

I am an M Tech (Language Practice) student in the Department of Applied Languages at Tshwane University of Technology. The main goals of this study is to explore the attitude of Tshivenḓa L1 learners towards pursuing Tshivenḓa as a career language and their awareness of the possible language careers that exist. I am conducting this study as part of the requirements in order to complete my degree. I wish to ask for your assistance by responding to this questionnaire. All the information you provide will be treated with confidentiality. Please note, the data obtained will only be used for the purpose of this study. If you have any enquiries regarding this study, please do not hastate to contact me at patriciamphaphuli94@gmail.com.

Instructions: Please, read carefully before attempting to respond any question and respond as honestly as possible to all the questions below. Identify the options that best relates to your opinion, Further instructions may be given, when necessary. (**Remember, there are no right or wrong answer**.)

Section A: Biological Information and Background

Please, put an "**X**" next to the relevant variable which relates to you.

1. Gender

Male		Female	

2. Age

14 – 16 yrs.		17 – 19 yrs.		20 – 22 yrs.		23– 25 yrs.	

3. Grade

Grade 10		Grade 11		Grade 12	

SECTION B: Language domain usages & preferences

Indicate the language(s) you would normally use and/or prefer to use in the following verbal activities/domains of use:

Domain of Use	Language(s) used	Language(s) preferred	Reason(s) for Preference
Home			
Friends			
School			
Classmates			
Teachers			
Media			
TV			
Radio			
Newspapers			
Books			
Magazines			
Social.Network (Facebook, WhatsApp, etc.)			

SECTION C: Attitude towards Tshivenḓa L1 and the awareness of language careers

Instructions: Please, rate your answer using the following scale: 1= Strongly Agree; 2= Agree; 3= Not Sure; 4= Disagree; 5= Strongly Disagree.

Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I enjoy learning Tshivenḓa.					
I am only learning Tshivenḓa because it is a compulsory subject.					

I am aware of the available careers in the Tshivenḓa language.					
My parents are supportive of me learning Tshivenḓa as a subject.					
Upon completion of my Grade 12, I would pursue a career in Tshivenḓa					
Knowing Tshivenḓa will benefit me in my desired career.					
There are lot of job opportunities for people who choose language careers.					
I usually read Tshivenḓa books than books in any other languages.					
I like teaching other people to speak Tshivenḓa.					
Tshivenḓa should be used in public commercials and official activities in South Africa, since, it is an official language.					
All South African official languages are treated equally.					
I am confident using Tshivenḓa in public places.					
I interpret to my Tshivenḓa classmates, during a speech given in another language, when needed.					
My municipality uses Tshivenḓa as one of the languages to communicate with the community members (e.g. adverts; services; and official communication).					
English is more important than Tshivenḓa.					
Tshivenḓa will enable me to access job opportunities globally.					

Thank you for your participation.

Addendum B: Interview questions and transcriptions

Learners

1. Do you know any language courses offered at university? If yes, please name them?

2. Are you aware of the language careers in Tshivenḓa? If yes, how did you learn about them?

3. Where do you think one can work if you would pursue a career using the Tshivenḓa language?

4. Would you consider pursuing Tshivenḓa as a career after completing your Grade 12? Please give reasons?

5. What should be done to make learners more aware of possible Tshivenḓa language careers?

LF1

1. I enjoy learning Tshivenḓa because it is my mother tongue.
2. I do not know of any language courses offered at university.
3. You can work at schools as a Tshivenḓa teacher and at High courts as an Interpreter, to assist Tshivenḓa speakers who do not understand other languages and also those who do not understand Tshivenḓa.
4. No, I would never pursue Tshivenḓa as a career language, because it is not part of my desired career.
5. People working in language fields should establish campaigns or programmes whereby they visit different schools to inform them about such language careers in Tshivenḓa.

LF2

1. I enjoy learning Tshivenḓa.
2. I think I only know one language course offered at university and that is to become a language teacher.
3. At schools as a teacher.

4. I do not think I would consider pursuing Tshivenḓa as a career, because for me Tshivenḓa is a difficult subject and it is not part of my dream career. I want to pursue something else.
5. Tshivenḓa L1 teachers should inform us about possible language careers in Tshivenḓa.

LF3

1. I enjoy learning Tshivenḓa, because it is an easy subject and I perform well.
2. No, I have never heard of them.
3. You can work at schools, to teach learners Tshivenḓa.
4. I would never consider pursuing Tshivenḓa as a career because I have never been interested in such. I have always wanted to study medicine and Tshivenḓa is not in any way related to what I want to do.
5. Being aware of the possible language careers will help us to develop interest in them, which is why we need to be exposed to such careers.

LF4

1. I enjoy learning Tshivenḓa, because it simple to understand and I get high marks in Tshivenḓa.
2. No, I do not know them.
3. At school or court.
4. I do not think I would study it at university.
5. It is our teachers' job to teach us, how will we know if we are not taught.

LM1

1. I enjoy learning Tshivenḓa, because I was exposed to it since birth.
2. Wow! I did not even know that one can study a language at university.
3. At school or sabc as a newsreader.
4. I want to enroll for a teaching course upon completing his grade 12, where he would major with Tshivenḓa and his reason was that, he enjoys learning his L1 and perform better than at any other subject.

5. I think such careers should be included in our curriculum in order for teachers to be able to teach us. I do not think our teachers are even aware of such careers, so this will also help them as well

LM2

1. Many people laugh at me when I say this, but I love learning Tshivenḓa, because it builds my self-esteem more.
2. I do not know language courses at university, other than teaching course.
3. You can work as an Interpreter at the parliament, he further mentioned that you can be a Tshivenḓa newsreader, news reporter, and/or writer.
4. I want to enroll for a teaching course upon completing his grade 12, where I would major with Tshivenḓa because I enjoy learning my L1 and I perform better than at any other subject.
5. People who work in language fields should establish campaigns or programmes whereby they visit different schools to inform them about such language careers in Tshivenḓa.

Teachers

1. How long have you been teaching Tshivenḓa L1 as a subject?

2. Given an opportunity to choose between being a Tshivenḓa L1 teacher or a teacher for another subject, what would your choice be and why?

3. How would you describe Tshivenḓa L1 learners' attitude towards learning the language?

4. Are Tshivenḓa L1 learners aware of language courses offered at universities? Please elaborate.

5. Are Tshivenḓa L1 learners motivated to pursue Tshivenḓa as a career? Please give reasons.

TF1

1. For more than eight years.
2. I would never change it for anything because I love teaching.
3. Learners hold negative attitude towards Tshivenḓa because one of their parents is either not a Tshivenḓa L1 speakers or they rarely speak it at home.
4. Only few learners have a bit of knowledge about language courses offered at university, but not in a broader sense.
5. I do not think they are motivated which I do understand because one can never pursue a career on something they have no knowledge.

TF2

1. This year it's the 11th year since I started teaching.
2. I wouldn't change it for another learning area because through my teaching experience I have realised that it is not only about imparting knowledge of the subject. It brings values, morals, uplift the standards and most importantly changes the attitude of learners towards their L1.
3. Ninety-five (95%) percent of the learners have positive attitudes towards learning Tshivenḓa and they perform very well. The remaining 5% are mostly learners who do not attend classes.
4. They are only aware about language teaching courses. I once had three learners who asked me what they should study if they wanted to be authors
5. I once had three learners who were passionate about writing and wanted to become Tshivenḓa authors.

TM1

1. I have been teaching for more than nine years.
2. I would choose to be a Tshivenḓa L1 teacher, because I believe that they I'm instilling the roots of my culture to the young ones.
3. These children do not like their language, they do not see the value of learning their L1 and I believe that they are only learning it because it is a compulsory subject.
4. No, learners are not exposed to language courses offered at university, because they are not presented to them in such a way that other courses such as law and medicine are presented.

5. I only heard one learner saying she wanted to be a Tshivenḓa L1 teacher, because she has seen that there are not many Tshivenḓa L1 teachers.

TM2

1. For more than nine years.
2. I would choose to be a Tshivenḓa L1 teacher, because I felt that they would be depriving learners and future generation the opportunity to learn Tshivenḓa, because there are very few Tshivenḓa L1 teachers.
3. Learners hold negative attitude towards home language and this is because they believe that a person who is intelligent is the one who is fluent in English.
4. No they are not aware of language courses offered at university and I doubt if they that know that they can do a lot of things with Tshivenḓa.
5. These kids are not motivated to pursue a career in Tshivenḓa, because they think learning Tshivenḓa is a norm and not as something that can bring them a better future.

<u>Lecturers</u>

1. Which course did you enroll for after completing your matric and why?

2. Given an opportunity to choose between being a Tshivenḓa L1 lecturer and a lecturer for another subject, what would you choose and why?

3. Do you think learners are aware of language courses offered at universities? Please elaborate.

4. What should be done to make learners more aware of the possible Tshivenḓa language careers?

5. Do you think language professions are treated the same way as other professions such as, for example, medicine or law? Please explain further.

LTF1

1. I enrolled for a BA Plain.
2. I would choose to be a Tshivenḓa lecturer, because Tshivenḓa is a language of her specialization and a language she understands better as compared to other languages.
3. No, I do not think so. There is a lack of career exhibition at high schools and learners are much informed about science and technology courses rather than language courses.
4. There should be more career exhibitions at schools, so that learners can familiarize themselves with language careers.
5. No, Tshivenḓa opportunities are very slim because even the funders focus much more on science and technology programmes. Language programmes are found at few tertiary institutions, high schools and government institutions. Even though it was proposed that all government departments should establish language services which were supposed to create employment for language practitioners, such is not happening.
6. I do think they are treated the same, if you tell people that you are studying language, they become surprised and even ask questions like 'How could you study language at tertiary?'.

LTF2

1. I enrolled for Language Practice programme, after completing their matric.
2. I would choose to be a Tshivenḓa lecturer, because she is passionate about her work and there is nothing she finds more delighting than instilling knowledge to others in her L1 (Tshivenḓa).
3. No, some of the students who are studying Language Practice programme were never aware of this programme and only got to know it when they were rejected from other courses and decided to enroll for it because there was space available.
4. Language departments from different institutions should visit schools and teach learners about language careers.
5. No, because people who pursue language careers find it difficult to find employment and when they finally do, they are underpaid.
6. No, language professions is the last profession to be thought of, because too much focus is placed to science and technology professions.

Court Interpreters

1. Do you have any formal training for this job? If not, how did you get the job without any formal training?

2. Did you always want to be a Court Interpreter? What motivated you?

3. Given an opportunity to choose another career other than being a Court interpreter, what would you choose and why?

4. Do you think language professions are treated the same way as other professions such as, for example, medicine or law? Please explain further.

CIF1

1. I was never exposed to any formal training when I applied to be a court interpreter. I just applied with my matric certificate and got appointed for the job. I only received training after being employed.
2. No, I am a very shy person and speaking in front of people is not my thing. I actually wanted to be an Engineer.
3. I would choose to be a court interpreter, because the joy of being part of providing justice to people in the language they understand, is what makes me wake up in the morning to go to work.
4. No, they are unfairly treated as compared to other professions in science and technology.

CIF2

1. Yes, I studied to become a court interpreter.
2. Yes! I have always wanted to be a court interpreter, because I saw that there are many job opportunities in this career and I was not willing to study something that would make it difficult for me to find employment. I also saw that people who were hired in this profession were not qualified.

3. I would never change my career, because I love what I do and it makes me happy.
4. No they are not treated the same, it sad to see how people perceive language professions, and even funding institutions do not even fund language professions.

CIM1

1. No, I was studying towards being a nurse when my friend who was a lawyer approach me and asked if I could interpret at court during my free time, since, there were no interpreters who could interpret in Tshivenḓa. That is how I ended up being a court interpreter without any training and now I am is working as a senior court interpreter.
2. I never imagined that one day I would be a Court Interpreter, since, I was studying towards being a nurse.
3. To be a court interpreter, because I get the opportunity to travel to other provinces where there is a lack of Tshivenḓa court interpreters, which is a wonderful experience.
4. No, people take our jobs for granted and we are underpaid, while other profession such as those you have mentioned are seen as superior and are treated with prestige.

Terminologists

1. If you did not enroll for a language course, how did you become a terminologist?

2. Given an opportunity to choose another career besides being a terminologist, what would you choose? Why?

3. Do you think language professions are treated the same way as other professions such as, for example, medicine or lawyer? Please explain further.

4. What should be done to make learners more aware of possible careers in Tshivenḓa language?

5. What is the government doing in terms of providing employability in African languages such as Tshivenḓa?

TEF1

1. I firstly enrolled for a diploma in teaching, where I was specializing in Tshivenḓa and followed by a linguistic degree. There was a time I became jobless and decided to enroll for a BED honors.
2. No, some of the people have never heard of such careers in their lives and when they come across people who are pursuing language careers, they raise awkward questions such as: How is it possible to study a language?
3. I do not know how to answer this, because there are no jobs available. People only get employed when others decide to resign their jobs or go on retirement.
4. They are not treated the same way, language professions are not taken serious as compared to other professions.
5. The government is lacking in terms of providing employment in African languages such as Tshivenḓa.

TEF2

1. I enrolled for Media in Language studies, where I specialized in Tshivenḓa.
2. I do not think so, very few people have knowledge about language careers and most of the time it is those few individuals who enrolls for such careers.
3. I do not think so because it is difficult to encourage others, how do you encourage someone to pursue a language career, while there is a lack of employment?"
4. No, language professions can never be placed at the same scale with professions such as in law, science and technology.
5. I personally do not see much of what the government is doing, because it is difficult to find jobs. It seems as if PanSALB which was established to monitor the usages of all official languages and see if indeed language units are established and are functioning is failing to do so.

TEF3

1. I studied Media in Language studies.

2. Most of the people are not familiar with language careers and they often seem surprised when you tell then you are a language practice, as if it's something new to their ears.
3. No ways, there is no employment for language practitioners.
4. No, our profession is seen as worthless, unqualified people are employed to do our job. For example, an engineer can never be employed to perform duties of a medical doctor, similarly, a person who is not qualified to be a language practitioner cannot perform duties of a language practitioner.
5. The government can do more to provide employment, by providing funds and making sure that every department sign a legal agreement which stipulates that it will establish a language service, and if such does not occur actions should be taken against them.

Addendum C: Research Ethics Committee Approval

Tshwane University of Technology

Faculty Committee for Research Ethics – Humanities [FCRE-HUM]

The TUT Research Ethics Committee is a registered Institutional Review Board (IRB 00005968) with the US Office for Human Research Protections (IORG# 0004997) (Expires 30 Jan 2020). Also, it has Federal Wide Assurance for the Protection of Human Subjects for International Institutions (FWA 00011501) (Expires 22 Jan 2019). In South Africa it is registered with the National Health Research Ethics Council (REC-160509-21).The FCRE-HUM is a subcommittee of the Senate Committee for Research Ethics

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18 AUGUST 2017

Ref #: FCRE/APL/STD/2017/13

Name: Mphaphuli,P.T.

Student #: 213078623

Mphaphuli, P.T.

C/o Dr. I.P. Mandende

Department of Applied Languages

Faculty of Humanities

Dear Ms./Mr. Mphaphuli, P.T.

Title: Exploring the attitudes and awareness of Tshivenda L1 as a career language: A survey of Grade 10-12 learners in Tembisa

Investigator: Mphaphuli, P.T.

Qualification: M Tech: Language Practice

Supervisor: Dr I.P. Mandende

Co-supervisor: Prof. M.C. Mashige

Thank you for submitting your proposal for ethics clearance.

Decision: The application be approved

In reviewing the proposal, the following comments/notes, emanating from the meeting are tabled for your consideration/attention/notification:

- The study investigates attitudes of learners, teachers and language practitioners toward using Tshivenda as a career language.
- It is not an ethically sensitive topic
- The research proposal is in order.
- The Information Leaflet and informed consent documentation is in order
- The questionnaire and interview schedules are in order.
- Draft letter asking for permission to conduct the research is provided. , The letter granting such of permission should be provided to the FCRE when it becomes available
- **Recommend: Approval**

Tel. (012) 382 9932 Tel. (012) 382-9754, www.tut.ac.za • The Registrar, Private Bag X680, Pretoria 0001

The Faculty of Humanities Research Ethics Committee reviewed the documents at its meeting on 03 August 2017. The study is **Approved**

The Committee wishes you well with your research endeavours.

Signature

18 August 2017

Chair / Deputy-Chair

Faculty Research Ethics Committee

[Ref#: FCRE/APL/STD/2017/13]

cc Dr. I.P.
Mandende;

Prof. M.C. Mashige

Addendum D: Gauteng Department of Education Approval Letter

GDE RESEARCH APPROVAL LETTER

Date:	24 July 2017
Validity of Research Approval:	06 February 2017 – 29 September 2017 2017/183
Name of Researcher:	Mphaphuli P.T
Address of Researcher:	39/343 Esangweni Ext Moeketsi Street Thembisa, 1632
Telephone Number:	073 273 9916
Email address:	Patriciamphaphuli94@gmail.com
Research Topic:	Exploring the attitudes and awareness of Tshivenda L1 learners towards pursuing Tshivenda as a career language: A survey of Grade 10-12 public high school learners in Thembisa
Number and type of schools:	Two Secondary Schools
District/s/HO	Ekurhuleni North and Johannesburg East

Re: A roval in Res ect of Re uest to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

27/07/2017

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted: 1

Office of the Director: Education Research and Knowledge Management
Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 10/7/2017

Office of the Director: Education esearch and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za