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**LANGUAGE PRACTICE AS AN ASSET IN A MULTILINGUAL AND
MULTICULTURAL CONTEXT**

by

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Submitted in fulfilment of the requirements for the degree

MAGISTER TECHNOLOGIAE: LANGUAGE PRACTICE

In the

Department of Applied Languages

FACULTY OF SOCIAL SCIENCES

TSHWANE UNIVERSITY OF TECHNOLOGY

Supervisor: PROFESSOR J. D. SWANEPOEL

July 2005

DECLARATION BY CANDIDATE

I hereby declare that the dissertation **LANGUAGE PRACTICE AS AN ASSET IN A MULTILINGUAL AND MULTICULTURAL CONTEXT** submitted for the degree M Tech: Language Practice at Tshwane University of Technology, is my own original work. This work has not previously been submitted before to any other institution of higher education for any degree purposes.

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DATE

July 2005

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ABSTRACT

The dawn of democracy brought about many changes in many aspects of life, the language fraternity being one. The then South Africa used to have only two official languages, viz. English and Afrikaans. With the adoption of a new constitution the new South Africa now has eleven official languages. The previously marginalised nine indigenous languages, which are Sepedi, Sesotho, Setswana, IsiNdebele, Siswati, Xitsonga, Tshivenda, IsiZulu and IsiXhosa, are now embraced as official languages of South Africa, effectively meaning that communication must also be made available in these languages.

It became pertinent to investigate linguistic issues around this new proclamation; needless to mention the language practitioners themselves as the people privileged to carry forward, and thus be the implementers of, this vision of languages. It is for this reason that the object of this study is to determine the impact of these developments in the field of language practice. The study will determine how language professionals see their role within this multilingualism society. Linked to this, are their opinions on whether they feel optimally utilised to successfully fulfil the vision, and lastly, to solicit opinion on the mechanisms that could be employed to make the profession economically viable.

The study comprises six chapters. Chapter one is an introduction to the study, giving an overview of the project by giving the background, stating the purpose and significance of the study, as well as its objectives. There is also a brief outline of the research methodology employed in the study. Chapter two gives a theoretical background by exploring a vast pool of resources that would assist to give new insights, as well as broaden existing comprehension of the different phenomena. In chapter three there is an explicit and scientific presentation of collected data, as well as full details of the chosen research method so as to clearly articulate what data was collected, how and why the data was collected and by whom. Chapter four gives an analysis of the collected data whilst chapter

five is a presentation of the findings and recommendations of the researcher. Chapter six concludes with a summation of the most important aspects of the study. For the linguistic vision of this country to be achieved, the language practitioner must be awarded a central role with full emphasis on the need to have adequate resources to successfully see this huge, complex, but possible, process through.

DEDICATION

None would have been possible without the will of God.

Dedicated to the two most important heroines of my life. Firstly, my mother, who has shaped my life in many important ways and given me the base for a good start in life, and secondly, my mother in law, for giving the breath of life to a wonderful son who turned out to be my loving, caring, supportive husband and father of our three children.

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CONTENTS

	PAGE
DECLARATION	ii
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGEMENTS	vi

CHAPTER 1

ORIENTATION

1. 1	INTRODUCTION.....	1
1.2	BACKGROUND TO THE PROBLEM.....	1
1.2.1	Scope of the National Language Policy Framework (NLPF).....	3
1.3	PROBLEM STATEMENT.....	6
1.4	SIGIFICANCE OF THE STUDY.....	7
1.5	PURPOSE OF THE STUDY.....	8
1.6	RESEARCH QUESTIONS AND OBJECTIVES.....	8
1.7	METHODOLOGY.....	9
1.7.1	Design.....	9
1.7.1.1	Exploratory.....	10
1.7.1.2	Descriptive.....	10
1.7.1.3	Qualitative research.....	10
1.7.1.4	Phenomenography.....	10
1.7.2	Population and sample.....	11
1.7.3	Setting.....	11
1.8	DATA COLLECTION.....	11
1.9	DATA ANALYSIS.....	12
1.10	ETHICAL CONSIDERATIONS.....	12
1.11	LIMITATIONS OF THE STUDY.....	12
1.12	DEFINITION OF KEY CONCEPTS.....	13
1.13	REFERENCE TECHNIQUES.....	15
1.14	PROPOSED CHAPTERS.....	15
1.15	CONCLUSION.....	17

CHAPTER 2

THEORETICAL BACKGROUND

2.1	INTRODUCTION.....	18
2.2	WHAT IS LANGUAGE.....	18
2.2.1	Language and communication.....	18
2.3	EXPLORING LINGUISTICS.....	20
2.3.1	Linguistic universals	20
2.4	WHY IS IT NECESSARY TO BE CONCERNED ABOUT LANGUAGE.....	21
2.4.1	The instrumental model.....	21
2.4.2	Interactional model.....	21
2.4.3	Personal model.....	21
2.4.4	Heuristic model.....	21
2.4.5	Imaginative model.....	22
2.4.6	Representational model.....	22
2.4.7	Ritual model.....	22
2.5	THE USEFULNESS OF LANGUAGE.....	23
2.5.1	Language contains our history	23
2.5.2	Languages are repositories of history.....	23
2.5.3	Languages express identity.....	23
2.6	LANGUAGE SERVICE PROVIDERS IN SOUTH AFRICA.....	24
2.6.1	Translators.....	25
2.6.2	Interpreters.....	25
2.6.2.1	Simultaneous conference interpreting	26
2.6.2.2	Consecutive interpreting.....	26
2.6.2.3	Telephone interpreting.....	26
2.6.2.4	Sign Language interpreter.....	26
2.6.3	Language teachers.....	27
2.6.4	Language training for industry.....	27
2.6.5	Language planner.....	27
2.6.6	Lexicographer.....	28
2.6.7	Profile of staff dealing with language matters.....	28
2.6.7.1	Sample job description of a language practitioner.....	28
2.7	LANGUAGE DISAPPEARANCE.....	31
2.7.1	Why the disappearance.....	31
2.7.1.1	Physical factors.....	31

2.7.1.2	A change in the people's culture.....	31
2.8	LANGUAGE SUICIDE.....	32
2.9	LANGUAGE DRIFT.....	33
2.10	LANGUAGE CHANGE.....	34
2.10.1	Evidence of change.....	34
2.10.2	Language acquisition and change.....	35
2.10.3	Future Shock.....	35
2.11	LANGUAGE IN RELATION TO CULTURE.....	36
2.11.1	What is culture.....	37
2.12	EXTRALINGUISTIC FACTORS AND THEIR INFLUENCE ON LANGUAGE.....	37
2.12.1	Language and education.....	37
2.12.1.1	Language in literacy programmes.....	38
2.12.1.2	The language to be used.....	38
2.12.1.3	The issue of minority languages	39
2.12.1.4	Tools to be used in language teaching.....	40
2.12.1.5	Language use and minority/majority languages.....	40
2.12.1.6	Culture in language learning.....	41
2.12.2	Language and society.....	42
2.12.2.1	Human language development.....	42
2.12.2.1.1	The process of socialisation and its effect on language.....	43
2.12.2.1.2	Language acquisition and social class.....	43
2.12.2.1.3	Social class and the pronunciation aspect of language.....	44
2.12.2.1.4	Language acquisition theories.....	45
2.12.2.1.5	Language and gender.....	45
2.12.2.1.6	Gender differences in language use.....	46
2.12.3	Language, politics and power.....	46
2.12.3.1	Language and power.....	47
2.12.3.2	Language use and power.....	47
2.12.3.3	Group dominance and its influence on language.....	48
2.12.3.4	Young children's view on people in power on their language acquisition.....	49
2.12.3.5	Language as a tool for control and influence.....	49
2.12.4	Language and politics.....	50
2.12.4.1	The importance of language in politics.....	51
2.12.4.2	Politics and it's influence of language policies.....	51

2.12.4.3	Influence of politics on language through the years, the South African context.....	52
2.12.4.3.1	Pre-1994 language planning in South Africa, a general overview.....	53
2.12.4.3.2	Different language planning models	53
2.12.4.3.3	Language planning debates on African languages.....	54
2.12.4.3.4	Language developments in post-1994 South Africa.....	55
2.12.4.3.5	The importance of language in running a country.....	55
2.12.5	Language and economy.....	56
2.12.5.1	Multilingualism as an economic resource.....	56
2.13	LANGUAGE ATTITUDES AND STEREOTYPES.....	57
2.13.1	How attitude affects language learning	58
2.13.2	Language stereotypes.....	58
2.13.2.1	Gender stereotypes in language.....	59
2.13.3	Changing stereotypes.....	59
2.14	THE ROLE THAT LANGUAGE CAN PLAY IN RENAISSANCE.....	60
2.14.1	The importance of having an identity.....	60
2.14.1.1	The role of language in the process of constructing identity	61
2.14.1.1.1	Amalgamation.....	62
2.14.1.1.2	Incorporation.....	63
2.14.1.1.3	Conglomeration.....	63
2.14.2	Globalisation and pluralism.....	64
2.14.3	Particularism and authenticity: Are they possible?.....	65
2.14.4	Languages and the African Renaissance.....	66
2.14.5	African Renaissance: What language?.....	67
2.14.5.1	The language of civilisation.....	67
2.14.5.2	The language of culture.....	68
2.15	CONCLUSION.....	69

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1	INTRODUCTION.....	70
3.2	DESCRIPTION OF METHODOLOGY.....	70
3.3	LITERATURE REVIEW.....	71
3.3.1	Synopsis of topics raised	71
3.4	RESEARCH DESIGN.....	72
3.4.1	Definitions.....	72

3.4.1.1	Qualitative research	72
3.4.1.2	Recurring features of qualitative research.....	73
3.4.1.3	Advantages of qualitative research.....	74
3.4.1.4	What qualitative research does not do.....	75
3.4.2	Dimensions of the research design.....	75
3.4.2.1	Descriptive.....	75
3.4.2.1.1	Goals of descriptive research.....	75
3.4.2.2	Exploratory.....	76
3.4.2.3	Goals of exploratory research.....	76
3.5	PHENOMENOLOGY.....	77
3.5.1	Open description.....	77
3.5.2	The investigation of essences.....	78
3.5.3	Phenomenological reduction.....	78
3.5.4	Primacy of the life-world	78
3.6	POPULATION AND SAMPLING.....	78
3.6.1	Population.....	78
3.6.1	Sampling.....	79
3.6.2	Sampling method.....	79
3.6.2.1	Simple random sampling.....	79
3.6.2.1.1	Sampling frame.....	80
3.6.3	Sample size.....	80
3.6.4	Inclusion criteria.....	80
3.7	DATA COLLECTION.....	81
3.7.1	Interviewing	81
3.7.1	Interviewing guidelines.....	81
3.7.3	Advantages of interviews.....	82
3.7.2	The in-depth interview.....	82
3.7.3	Planning for the interview.....	83
3.7.4	Managing the interview situation.....	84
3.8	DATA ANALYSIS.....	85
3.8.1	Flows of qualitative data analysis.....	85
3.8.2	The data analysis process.....	86
3.9	RELIABILITY AND VALIDITY.....	91
3.9.1	Credibility.....	92
3.9.1.1	Triangulation.....	92
3.9.1.2	Confirmability/objectivity.....	93

3.9.1.3	Transferability.....	93
3.10	ETHICAL ISSUES.....	94
3.10.1	Permission.....	94
3.10.2	Informed consent.....	94
3.10.3	Anonymity and confidentiality.....	94
3.10.4	Data sharing.....	95
3.10.5	Privacy.....	95
3.11	CONCLUSION.....	95

CHAPTER 4

THEMATIC DATA ORDERING

4.1	INTRODUCTION.....	96
4.2	DATA STRUCTURE.....	96
4.3	PRESENTATION OF THEMES AND CATEGORIES.....	98
4.3.1	Theme 1: Legislative issues.....	98
4.3.1.1	Constitutional provision.....	98
4.3.1.2	Enactment of the Bill.....	99
4.3.1.3	Pressure groups.....	99
4.3.2	Theme 2: Economic issues.....	99
4.3.2.1	Budgetary constrains.....	99
4.3.2.2	Low remuneration.....	100
4.3.2.3	Economy of the country.....	100
4.3.3	Theme 3: Professionalisation	100
4.3.3.1	Professional body.....	100
4.3.4	Theme 4: Programs and courses.....	101
4.3.4.1	Inclusion of innovations.....	101
4.3.5	Theme 5: Attitudes.....	102
4.3.5.1	Unilingualism.....	102
4.3.5.2	Attachment of little value to African languages.....	102
4.3.5	Theme 6: African Renaissance.....	103
4.3.5.1	Identity and culture.....	103
4.3.5.2	Authenticity and pluralism.....	103
4.4	CONCLUSION.....	104

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION.....105
5.2 OVERVIEW OF THE STUDY.....105
5.3 AIMS AND OBJECTIVES..... 105
5.4 SUMMARY OF THE DATA..... 106
5.5 SUMMARY OF THE FINDINGS ACCORDING TO THEMES.....106
5.6 RECOMMENDATIONS..... 110
5.6.1 Recommendation for future research.....112
5.7 CONCLUSION.....112

CHAPTER 6.....113

6.1 CONCLUSION..... 113

BIBLIOGRAPHY 115

LIST OF TABLES

PAGE

Table 2.1:	The communication flow.....	18
Table 2.2:	Sample job description of a language practitioner.....	28
Table 3.1:	Categorisation of the transcripts.....	90
Table 3.2:	Listing of categories.....	91

LIST OF DATA DISPLAY

PAGE

Data display	4.1:	Data Structure	96
Data display	4.1.1:	Theme 1	Legislative issues..... 98
Data display	4.2:	Theme 2	Economic issues..... 99
Data display	4.3:	Theme 3	Professionalisation.....100
Data display	4.4:	Theme 4	Programs and courses.....101
Data display	4.5:	Theme 5	Attitudes.....102
Data display	4.6:	Theme 6	African Renaissance.....103

CHAPTER 1

ORIENTATION TO THE STUDY: LANGUAGE PRACTICE AS AN ASSET IN A MULTILINGUAL AND MULTICULTURAL CONTEXT

1.1 INTRODUCTION

This chapter gives an overview of the study. It briefly introduces the background to the problem, formulates the problem and states the purpose and significance of the study as well as the objectives. The research methodology will also be briefly outlined, including the sample, data collection as well as its analysis. Ethical issues of the study will also be mentioned. Language practice in this context should be understood to refer to the language profession. As indicated in the title, the main aim of the study will be to determine the role of language practice within the new legislative framework. A determination will also be made on whether language practice is viable and sustainable as a profession. Finally, the study will solicit ideas on how language practitioners could be assisted in maximizing their potential to the full.

1.2 BACKGROUND TO THE PROBLEM

“The ‘new’ post-apartheid South Africa ended up with eleven official languages, for a country of 40 583 573 people. They are: Zulu (22,9%), Xhosa (17,9%), Afrikaans (14,4%), Northern Sotho (9,2%), English (8,6%), Tswana (8,2%), Southern Sotho (7,7%), Tsonga (4,4%), Swati 2,5%), Venda (2,2%) and Ndebele (1,5%)” (Language International Journal, August 2002: 14). The following chapter will take a detailed look at how the political scenarios concerning languages evolved through the years.

As a result of the above mentioned the language practice fraternity underwent a metamorphosis. This fraternity saw the introduction of new careers in African languages that should try to meet the supposedly high demand in language services due to the approval of the National Language Policy Framework (NLPF) in 2002. It was logical to imagine that the demand would be high seeing that the birth of democracy in South Africa saw the bringing in of other languages, which were left out, into the linguistic scenario. This means that South Africa, an emerging nation, has chosen a multilingual approach as its language policy. This is also enshrined in section 6 of the Constitution of South Africa, which states that in recognising the historically diminished languages and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages. It further also states, taking into account usage, practicality, expense, regional circumstances and the balance of the needs of the population as a whole or in the province concerned ... Constitution of the Republic of South Africa, (1996: 6(2,3a)).

After this provision was made in the constitution, the Minister of Arts, Culture, Science and Technology, Dr B.S. Ngubane, inaugurated the Language Plan Task Group in November 1995, "which was to advise (him) on the issue of a National Language Plan for South Africa. The Task Group was to identify the needs and priorities in regard to the realisation of the constitutional principles pertaining to the language question in South Africa and the implementation of the policies that derive from those principles" Final Report of the LANGTAG, (1996).

Briefly, the main job of LANGTAG was thus to establish a macro-framework within which the drafting of a national language plan can be conceptualised and operationalised.

After the announcement of LANGTAG there were several thorough processes of consultation, which finally led to the announcement of a framework for a language policy for South Africa by the Minister on 3 December 2002.

In his announcement speech the Minister mentioned that the Policy Framework takes cognisance of the fact that the value of our languages is largely determined by their economic, social and political usage, as well as the fact that we are faced with the challenge of globalisation and that our indigenous languages should be part of the rapidly expanding technological environment, National Language Policy Framework, Final Draft, (13/11/2002:3).

1.2.1 Scope of the Framework

For the sake of this discussion only the scope of the Framework will be highlighted as it clearly sets out how the difficult task of utilising all the eleven official languages will be put in place. The scope stands as follows in the Framework (17 – 19):

- All government structures (national, provincial and local government), as well as institutions exercising a public power or performing a public function in terms of legislation, are bound by this Language Policy Framework.
- In promoting multilingualism provinces will formulate their policies in line with the guidelines contained in this Policy Framework, taking into account their regional circumstances, and the needs and preferences of communities, as stated in the Constitution.
- Local governments will determine the language use and preferences of their communities within an enabling provincial language policy framework. Upon determination of the language use and preference of

communities, local governments must, in broad consultation with their communities, develop, publicise and implement a multilingual policy.

- The official languages will be used in all legislative activities, including Hansard publications, as a matter of right as required, provided that in the case of provincial legislatures, regional circumstances will determine the language(s) to be used.
- Government will encourage, and where necessary support, private enterprises to develop and implement their own language policies in accordance with the National Language Policy Framework.
- To promote multilingualism this policy determines the use of different languages in government structures as follows:

* **Working language(s) of record:** By consensus, each government structure must agree on a working language(s) (for both intra- and interdepartmental communication purposes), provided that, where practically possible, no person will be prevented from using the language(s) of his or her preference. For the purposes of conducting meetings or performing specific tasks every effort must be made to utilise language facilitation facilities such as translation and/or interpreting (both consecutive and simultaneous, as well as whispered interpreting) where practically possible.

* **Communication with members of the public:** For *official correspondence* purposes, the language of the citizen's choice must be used. All *oral communication* must take place in the preferred official language of the target audience. If necessary, every effort must be made to utilise language facilitation facilities such as interpreting (consecutive, simultaneous, telephone and whispered interpreting) where practically possible.

* **Government publications: National** government departments, in those cases that do not require publication in all 11 official languages, should follow a publication programme of functional multilingualism.

- Where the effective and stable operation of government at any level requires comprehensive communication of information, it must be published in **all 11 official languages** and, in the provinces, in all the official languages prescribed in the province.
- In cases where government documents will not be made available in all 11 official languages, **national** government departments must publish documents **simultaneously in at least six languages**. The selection of languages will be made as follows:
 - At least one from the Nguni group (isiNdebele, isiXhosa, isiZulu and siSwati).
 - At least one from the Sotho group (Sepedi, Sesotho, Setswana);
 - Tshivenda.
 - Xitsonga.
 - English.
 - Afrikaans.
- A principle of rotation must be applied when selecting languages for publishing government documents in the Nguni and Sotho groups.
- **International communication:** Government communication at the international level will normally be in English or ad hoc in the preferred language of the country concerned.

The launching of the above mentioned Policy Framework clearly indicates that government is making efforts towards furthering its constitutional commitment about language.

Sapir, (1949L) states that “language has a setting. The people that speak it belong to a race (or a number of races), that is, to a group which is set off by physical characteristics from other groups. Again, language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determine the texture of our lives.”

In view of the above it follows then that language and culture are interwoven. Evidence of this is also seen in classroom situations where children are taught a new language. When children are taught a new language it means that they are also in the process of acquiring new cultural knowledge. It is precisely for the same reason then that educators should note that cultural elements that are too different from the learners’ own cultural background cannot be interpreted correctly due to lack of prior knowledge.

It is also for the same reason that language practitioners such as translators and editors should think of who their audience are, and what their background is, what their motivations are, and how their national and professional cultures predispose them to approach new information.

1.3 PROBLEM STATEMENT

The researcher has observed that despite what has been mentioned above in the form of various legislation on languages, language practice as a profession is still not on par with the legislation. This is substantiated by Extra and Maartens, (1998: 16) who have also made an interesting observation that it is becoming increasingly apparent that a considerable mismatch appears to exist between

emerging language policy on the one hand and actual language practice in spheres of government on the other.

They substantiate this observation by stating further that it is apparent from the current South African situation that there is a division between two language realities: on the one hand a need for a language of national unity, which is satisfied by English, and on the other a need for freeing most of the citizens from languages that were imposed by the political system. Most African people attach very little value to their mother tongue because of official language policies of the past. They believe that their languages are impoverished in a way that makes them unsuitable for use in the modern day society. There are however limiting factors, including demographics (what languages are used and by whom), economic (what is practical and cost-effective) and attitudinal (what people prefer), Extra and Maartens, (1998: 17 - 18).

There is also a wave of Anglicisation, which forces one to believe in the Government's covert English only policy and as a result the resultant eroding of the language industry. This is noticeable in the significant reduction in book production in the African languages. African Languages Departments at universities are either being closed down or are more or less at the brink of closure, Language International Journal (2000 :14).

1.4 SIGNIFICANCE OF THE STUDY

The study will assist language practitioners to position themselves properly within the new legislative framework. Ideas and perceptions which will be solicited from the study on how language practice as a profession could be made viable and sustainable will contribute in making the language practitioners realising their full potential. It is important to note that there is an interrelation between issues of language policy, the language practice profession and resultantly culture since one cannot exist without the other.

1.5 PURPOSE OF THE STUDY

This study is particularly concerned with describing the role of the language practice professions within the current legislative framework. An exploration will also be made into -

- ways and means of assisting the language professional to be optimally utilized; language practitioners should be used for the sole purpose of language matters. They should also contribute meaningfully towards the implementation, and ultimately the realization, of the prescripts and requirements of relevant language legislation;
- establishing language practice as a viable and sustainable profession. This could contribute towards a turnaround strategy for the language profession to make it more relevant and focused whilst ensuring that it is also lucrative.

1.6 RESEARCH QUESTIONS AND OBJECTIVES

Strauss and Corbin (1998: 76 – 77) say that central to any investigation, is the asking of questions along with the pursuit of their answers. How does one know what a good question is? This question is difficult to answer because so much depends on the particular investigation and the research and professional experience of the enquirer. A good question is one that leads the researcher to answers that serve the developing of theoretical formulations. Questions this study answers, are the following:

- How do you see the role of a language professional since the entrenchment of the new legislation on multilingualism?
- Do you believe that language practitioners are optimally utilised ?
- What could be done to make the language industry more sustainable and viable?

Burns and Grove (1998:185) define objectives as “clear, concise, declarative statements expressed in the present tense and for clarity focusing on only one or two variables. This study has the following as its objectives -

- to state what role language professionals play in a multilingual and multicultural setting;
- to determine whether language practitioners are optimally utilised;
- to determine how language practice as a profession could be made more viable and sustainable.

1.7 METHODOLOGY

1.7.1 Design

The research procedure and design may be described as the general form or system according to which the study is executed. It refers not only to the manner in which data are obtained in conjunction with operational decisions about the preferred sources of data, but also to the manner in which the data are arranged in order to yield findings in conjunction with strategic decisions about an explanation Groenewald (1986:45). This study is exploratory, descriptive and qualitative in nature. It is undertaken among language practitioners of various languages and cultures in various national government departments.

1.7.1.1 Exploratory

Neuman (2000:21) says that exploratory researchers are creative, open minded and flexible; adopt an investigative stance and explore all sources of information. Researchers ask creative questions and take advantage of serendipity, those unexpected or chance factors that have larger implications. This study attempts to uncover pertinent issues which play a central role in the language profession.

1.7.1.2 Descriptive

Neuman (2000: 22) defines descriptive research as that which presents a picture of the specific details of a situation, social setting or relationship. The outcomes of a descriptive study is a detailed picture of the subject. Descriptive research focuses on “how” and “who” questions, exploring new issues or explaining how something happens.

1.7.1.3 Qualitative research

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring them, Denzin and Lincoln (2000: 3).

1.7.1.4. Phenomenography

According to its founder, phenomenography is a research method for mapping the qualitatively different ways in which people experience, conceptualize, perceive and understand various aspects of , and phenomena in the world around them. The emphasis is on the HOW, on the way things work, and the world may mean anything from physical to political phenomena.

Phenomenography study how people explain to themselves (and others) what goes on around them, and how these explanations or conceptualizations change.” Marton (1996: 31) as quoted in Tesch (1990: 77). This study will

explore how language practitioners see themselves within the multilingual framework.

1.7.2 Population and sample

In this study probability sampling was used. Weisberg and Bowen (1977:2) say that most high quality surveys employ probability sampling, in which the sample is drawn before the survey in such a way that each person in the population has a known (generally equal) probability of being included in the sample. This prevents the interviewer from choosing the respondents and eliminates the bias inherent in other procedures. To be precise, in this study the simple random sample was used which is the most direct form of probability sampling.

1.7.3 Setting

The setting for this study was the respondent's place of work. It was found to be convenient to both interviewer and respondents. Respondents especially felt comfortable and content with the setting. There was the advantage that they could also demonstrate to the interviewer issues as they were responding. Supporting documentation were also produced as they were in the immediate surrounding.

1.8 DATA COLLECTION

The semi-structured, in depth interviews were conducted as a means of data collection. Wengraf (2001:5) claims that semi-structured interviews are designed to have a number of interview questions prepared in advance. Such prepared questions are designed to be sufficiently open but the subsequent questions of the interviewer cannot be planned in advance and must be improvised in a careful and theorised way. To be successful semi-structured interviews require -

- much preparation before the session,
- more discipline and more creativity during the session, and
- more time for analysis and interpretation after the session.

1.9 DATA ANALYSIS

Coffey and Atkinson (1996:7) describe data analysis as a three linked sub-process: data reduction, data display and conclusion drawing and verification. They describe data reduction in terms of selection and condensation. Data are reduced in anticipatory ways as conceptual frameworks are chosen and as instruments, cases and questions are refined. Data display, the second sub-process, describes the way in which reduced data are displayed in diagrammatic, pictorial and visual forms in order to show what those data imply. The third analytical sub process is conclusion drawing and verification. This is where the displayed data are interpreted and where meaning is drawn. Again, the above mentioned emphasise that this can be done by employing a variety of different tactics, for example, looking for comparative and contrastive cases, noting and exploring themes, patterns and regularities, and using metaphors.

1.10 ETHICAL CONSIDERATIONS

Ethical issues that were considered among others in this study are confidentiality, voluntary participation and the right to refuse to respond to any question which may unsettle the respondent. Respondents were also informed that excerpts of the interview would be made part of a research report. The standard ethics protocol form drawn from McCracken (1998: 69) was adapted and utilised for purposes of this study.

1.11 LIMITATIONS OF THE STUDY

The study was limited by the fact that the sample was drawn only among language practitioners who serve in the national government departments.

1.12 DEFINITION OF KEY CONCEPTS

- **Language**

Even though the term *language* cannot be adequately described or defined, there are some explanations for the term that attempt to provide a summary of what the term actually means. The following are some definitions by various authors and scholars:

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learnt the system of that culture, to communicate or to interact Brown (1994:4).

Halliday (1978:1) goes on further to say that language originates spontaneously in the individual, for the imitative and symbolic instinct is inherent in all intelligent beings, whether men or animals, but, like that of poetry and the arts, its development is social. It arises in the life of the individual through an ongoing exchange of meanings with others. A child creates first his child tongue, then his mother tongue, in interaction with that little coterie of people who constitute his meaning group. In this sense, language is a product of the social process.

Language is that human aspect which plays a unique role in capturing the breadth of human thought and endeavour. It is a means of understanding our society and ourselves and of resolving some of the problems and tensions that affect us. Language has dynamic powers. It constantly acts, reacts, interacts and counteracts. This is the reason why language should constantly be researched so as to keep abreast with developments and in turn develop it Crystal (1987: 1).

- **Multiculturalism**

“Culture refers to the distinctive way of life of a group of people, their designs for living” Taylor and Bogdan (1998: 409). Multiculturalism would therefore call for the enlargement of the concept to describe a situation where there are several, or various, culture systems. A group of people who belong to a particular culture system show unity in basic beliefs and forms of experience, in customs, norms and behavioural characteristics, who share a variety of things in common.

- **Multilingualism**

Multilingualism is a situation where several languages are spoken within a speech community or by an individual Trask (1997:146). In this study multilingualism applies to South Africa with its eleven official languages.

- **South Africa**

This is an area of 1,221,037 sq km with a population of about 40,6 million. It is situated in the southern part of Africa. South Africa, a country which celebrated its change to democracy after the demise of apartheid in 1994, underwent many changes in various spheres. Languages could not escape these changes. The linguistic situation which was previously characterised by the dominance of English and Afrikaans could not be immune to the process of change Language Matters (30: 1999). English and Afrikaans became official languages of South Africa in 1910 and 1925 respectively. They were used as home languages by members of all population groups, especially the Whites and Coloureds. They were also used as languages of wider communication by non-home languages speakers Grobler (1990:2).

- **African Renaissance**

The idea of an African Renaissance was articulated by President Mbeki. There are two facets to this idea. One is economic growth, a greater share in world markets, political stability, better social conditions and regional and continental cooperation. The other dimension is that which speaks to different aspects of nation building. It is a call for recuperation of African history and culture, respect for ancient African societies and the recovery of African pride after the depredations of colonialism English Academy Review (16: 1999).

1.13 REFERENCE TECHNIQUES

For the sake of uniformity, the Harvard referencing technique was used throughout the study.

1.14 PROPOSED CHAPTERS

Chapter 1: Orientation to the Study

This is the introductory chapter which gives a glimpse into what the study entails. It outlines the objectives of the study, which is an understanding of the reasons that prompted the study. Linked to this is stating the problem. The chapter also touches on the research method that has been employed by the researcher.

Chapter 2: Theoretical Background

Relevant theory is being dealt with in this chapter. A number of sources have been utilised to try to gain insight into what various authors think and suggest about topics that the researcher finds to be pertinent to the study. These are largely subjects that address language issues. Some topics that are not

specifically language related, but that have a bearing on language, have also been discussed.

Chapter 3: Research Design and Methodology

In this chapter the collected data is being scientifically presented. Details on the research method that is used, that is, the qualitative method, is discussed. The dual benefit of this chapter is to provide the thoughts of the respondents as well as providing a fuller insight on the research method.

Chapter 4: Thematic Data Ordering

Here the data that has been collected is properly demarcated and categorised as to assist the researcher and the reader clarifying them. Data chunks are arranged into various themes and sub-themes according to how they flow together. This was successfully achieved after repeated listening.

Chapter 5: Findings and Recommendations

After collocation of data in the form of theoretical background and the thoughts of various authors, findings are drawn. Thereafter, the researcher makes recommendations as to how issues should be handled, currently and in the future.

Chapter 6: Conclusion

This chapter is a summary of the various arguments, underlining issues that are considered to be the gist of this study, thus, providing a logical closure.

1.15 CONCLUSION

This chapter presented an orientation to the study. Details of what was alluded to in this chapter will be given theoretical substance undertaken by the researcher.

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Introduction

This chapter on theory provides a model or map of what is happening, why the world is the way it is Bickman and Rog (1998:77). A useful theory is one that tells an enlightening story about a phenomenon, one that gives you new insights and broadens your understanding of the phenomenon. Most aspects studied were language related but they were alluded to during the data collection process.

2.2 What is Language?

Through the years there is a basic observation that has been made about language, being that it seems to face in two directions. The fundamental function of every language is to link expression to content – to provide words and sentences for the expression of thought and feeling. From this it can thus be deduced that language could be viewed as a coin with two sides. Those sides are expression and content. Expression refers to the words, phrases and sentences. Content refers to meanings of words, phrases and sentences. From these a third side called context arises, referring to social situations in which words, phrases and sentences are uttered Finegan (1994:3, 4).

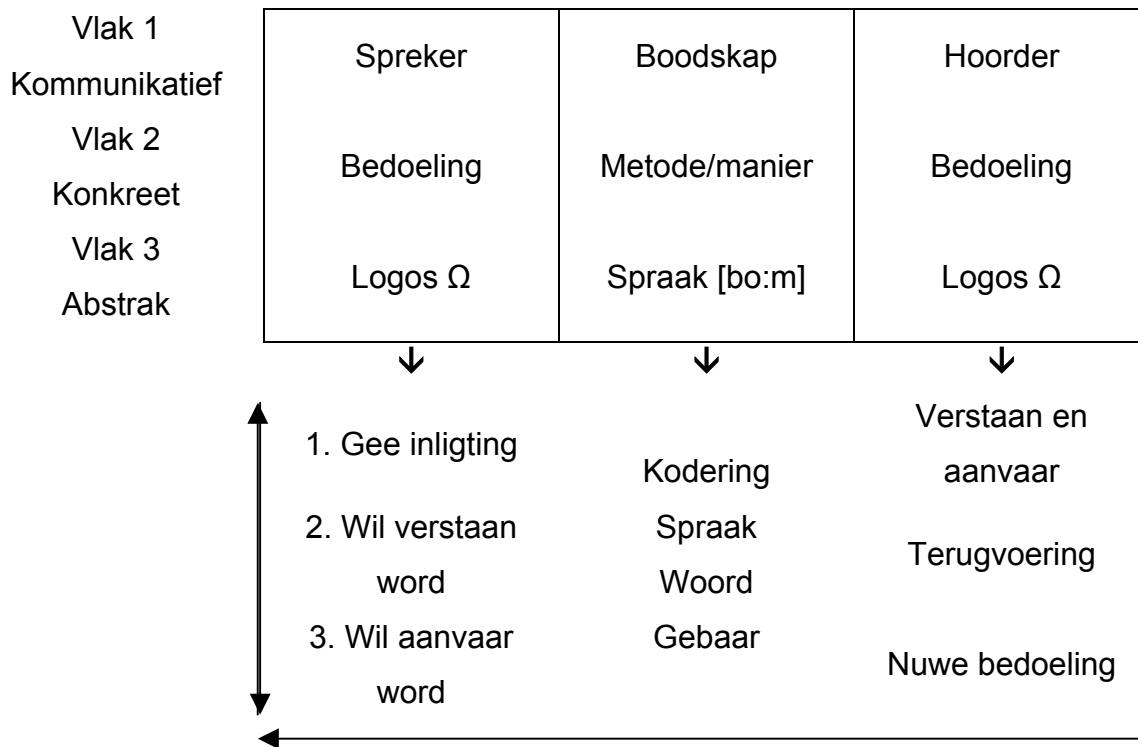
2.2.1 Language and Communication

Communication is the giving, receiving or the exchange of information, opinions or ideas by writing, speech or visual means – or any combination of the three – so that the material communicated is completely understood by anyone concerned. Language is central to the whole communication process. For communication to be effective, caution must be exercised in order to avoid ambiguity. For example, for social communication, informal language is usually

used, whereas in business communication specialised language is used, with carefully selected and planned out terminology Sillars (1991:1,2).

During communication messages constantly fly back and forth among people with great rapidity and complexity. Consequently there are many possibilities of communication breakdown (messages not being received as intended). This going back and forth is also useful, however, because it allows for adjustments to be made if it appears that the receiver is not getting the message correctly. Each person can then adjust the communication to clarify meaning on the basis of feedback Beck (1982: 216). The following is a diagrammatic representation of how communication flows, as it appears in Swanepoel (1990:45):

Table:1.1: The Communication Flow



2.3 Exploring Linguistics

The field of linguistics emerged in the nineteenth and twentieth centuries to specifically address the question of what language is, how its structures function and how they are acquired and also in what ways they can change and develop. The field as a whole thus represents an attempt to break down the broad questions about the nature of language and communication into smaller, more manageable questions that we can hope to answer, and in doing so, establish results that we can build on in moving closer to answers to the larger questions Akmajian (1993: 5). Sites in this study will be limited by highlighting only some aspects of linguistics.

2.3.1 Linguistic Universals

Languages resemble men, though each has peculiarities, whereby it is distinguished from every other, yet all have certain qualities in common. The peculiarities of individual tongues are explained in their respective grammars and dictionaries. These things that all languages have in common, or that are necessary to every language, are treated in a methodology, which some have called Universal Grammar (UG). An example of a linguistic universal at the phonological level is the theory of distinctive features in which each output of the phonological component of language can be characterised in terms of a small number of fixed universal phonetic features. Each of these features has a substantive acoustic independent of any particular language. An example of a linguistic universal at the syntactic level is that all languages have fixed syntactic categories such as nouns and verbs, which provide the general underlying syntactic structure of the language. An example of a linguistic universal at semantic level is that all languages will contain certain terms that designate persons, specific kinds of objects, feelings, behaviour, etc. Chomsky (1965: 5) as cited by Ellis and Beattie (1986:89-90).

2.4 Why is it necessary to be concerned about language

Halliday (1991) cited in De Beaugrande (1991:52) saying that language is the primary means of cultural transmission, whereby behavioural options are typically realised, social groups are integrated, and the individual is identified and reinforced. He sees language as social rather than individual. He further states that for our conception of language to be exhaustive, it must incorporate all the child's models, which are:

2.4.1 The instrumental model – where language is a means of getting things done. This is the communicative aspects of language. Instructions are given through language, and they are successfully carried out. Messages of different types are also transmitted through various means and received by the recipient. As a result thereof action is taken, goals are achieved and things get done.

2.4.2 Interactional model – language serves as the interaction between the self and others in complex and rapidly changing patterns. It defines and consolidates a group. This happens when people interact with each other, be it people belonging to the same interest group or different ones. In this process interaction is important .

2.4.3 Personal model – the child becomes aware of language as a form of individuality and its role in the development of personality. This is when language plays a role in building the character of a child. Through language values, culture, traditions, norms and other important characteristics of being are transmitted. In that process a child is assisted to form a character.

2.4.4 Heuristic model – language serves to explore the environment and to explore reality. Through language we get to know our surroundings, we also get an opportunity to venture and explore the unknown.

2.4.5 Imaginative model – creating of own environment. This model relates to the one mentioned directly above. If we do not venture into the unknown, we imagine them and create things that are our own imaginations of what these things may be.

2.4.6 Representational model – language as a means of communicating about something, expressing propositions, and conveying a message with specific reference to processes, persons, objects, abstractions, qualities, states and relations to the real world.

2.4.7 Ritual model – showing how well one was brought up. This is a reaction of the origins of a person. This model would agree with a statement that every human being speaks a variety of languages. We sometimes call them different styles or different languages, and somehow we know how to use them, one in one place and another in another place. Now each of these different languages involves a different switch setting. So a child knows that this is how to talk to your friends, this is the way you talk to grand mother and so on, Herdina and Jessna (2002: 41).

These different models are the child's total model of language and it is highly complex. The complexity indicates that language is not only for transmission of content. The representational content is dominant. We tend to underestimate the total extent and functional diversity of the part played by language in the life of a child and life in general.

Bloomfield, quoted by De Beaugrande (1991: 53), states that language plays a major part in our life, though, because of its familiarity, we rarely observe it, taking it for granted as we do breathing and walking.

2.5 The usefulness of language

The following are ways in which language is seen by Crystal (2000: 36) to be playing an important role in society, and hence culture:

2.5.1 Language contains our history

Through the words and idioms it uses it provides clues about earlier states of mind of its speakers on the kinds of cultural contact they had. Different eras of life are known by people who were not existent during those eras. It is through the medium of language that this can happen. People are enabled to handle and deal with future events through lessons they have learnt from the past. All these are facilitated by the medium of language, be it written or spoken.

2.5.2 Languages are repositories of history

Language is said to be the archives of history because it expresses, through the grammar and lexicon of its texts, the events from the past. People rely on written language for a full sense of their origins and development as a nation. This may be in the form of diaries, gravestone inscriptions, names scribbled on photos, etc. Losing one's language is like excluding oneself from one's past.

2.5.3 Languages express identity

This is perfectly explained by the expression: A man who knows two languages is worth two men. It basically means that there is much to be learned and enjoyed in experiencing other languages. One way of ensuring that this wisdom is available is by preserving it now, if not for ourselves, for future generations. The last, but not least, reason is that languages are interesting by themselves. Even scholars who believe that there is no reason to believe that any particular

type of linguistic structure is specifically suited to any particular type of culture, confirm that the two are nevertheless tightly intertwined. Langacker (1996: 17) says that the most obvious example of this interdependence is literature, orally and written. Principles of literary style, prosody, etc, that are developed in terms of one language cannot always find satisfactory equivalents in a second.

Sapir (1949L: 15) is also of the opinion that the notion, entertained by so many that they can think, or even reason, without language, is an illusion. He firmly believes that language and thought are inextricably interrelated.

De Beaugrande (1991: 225) states that language is the primary means of cultural transmissions, whereby behavioural options are typically realised, social groups integrated and individuality identified and reinforced.

The interrelatedness between language and culture is also supported by the Whorf Hypothesis, Bolinger and Sears (1981: 139) which states that since every language has a form, and no two forms are the same, it follows that no two cultures having different languages can have identical world views. Instead of a perfectly flexible rubber mask shaping itself to reality, each language is a Greek mask with its own built-in scowl or grin.

2.6 Language service providers in South Africa

Previously, the broad field of language did not have much to offer in terms of professions. It is only now that institutions of higher learning offer formal qualifications in the language field. Some of these language professions arose as a result of the government officiating 11 languages. The following sections detail language professions that are prevalent in the South African language sector. Some are taken out of Ostrachild (1996: 19 – 35), others are stated by the researcher as observed in the various workplaces.

2.6.1 Translators

Translators transfer the meaning of written material from one language into another. Translators are usually expected to translate into their mother tongue. This ensures that a translation reads like it is the original.

Translators need to have excellent writing skills in the target language, because what they produce may go into print or even serve as working documents or sales literature. They also need to have a detailed understanding of the source language. They must be able to read between the lines and also be familiar with idioms and social customs. It would also be preferable if translators would have the subject knowledge.

In-house translators work for a department or company, whereas freelance translators usually work from home. They are not part of an employment structure.

2.6.2 Interpreters

They convey oral messages to individuals or groups who do not speak each other's language. Communication can be facilitated and be made easy between individuals who have the same interest but who speak different languages. Interpreting removes the language barrier and ensures that all people are active participants despite the language spoken. A speaker would speak in whatever language he is comfortable in and the audience, no matter what their language of communication is, would be able, and assisted, to take part in the conversation through the services of an interpreter. The following are various ways in which interpreting could be done:

2.6.2.1 Simultaneous conference interpreting

This is one-way interpreting from the speaker to the audience. It is usually used for speeches. The interpreter speaks simultaneously in the other language while the speaker presents the speech without pausing for interpreting.

These interpreters need to have concentration, flexibility and a quick mind. They should also be prepared to sometimes work long hours and to travel frequently.

2.6.2.2 Consecutive interpreting

It is carried out both ways. It happens particularly in negotiating where users of two different languages contribute to the discussion by speaking, listening and responding. This type of interpreting requires a high level of oral language skills as well as good comprehension skills.

2.6.2.3 Telephone interpreting

Used especially in the public service context. These interpreters communicate by phone between individuals or groups not speaking the same language. Traveling is not necessary; thus, considerable savings are made in this respect.

2.6.2.4 Sign Language interpreter

This is a relatively new, but growing, profession. It is used to interpret for the hard of hearing. This service proves to be beneficial by ensuring that all members of the community are enabled to receive messages as well as meaningfully participate in conversations. Services of sign language interpreters are mostly utilised in the audio-visual media as well as in conferences, workshops and meetings.

2.6.3 Language Teachers

One can be a language teacher in schools, the General Education and Training Band or in the Higher Education and Training Band. To be a good teacher one needs to be entirely familiar with the language taught.

Language teaching, together with other subjects, is experiencing a paradigm shift since the introduction of the outcomes based learning approach. For example, there are assessment standards which are set for learners at each stage of their education, in terms of knowledge to be acquired, skills to be gained and values and attitudes to be engendered. There are also assessment standards which state in detail how learners are expected to show that they have achieved the required learning outcomes. These standards are specific to each learning area in a specific grade, National Curriculum Statement, Grades R – 9 : Parent's Guide.

2.6.4 Language Training for Industry

Some companies that require language training for their staff may require the services of a consultant or hire an in-house trainer to provide training. To do this, knowledge of a particular vocabulary, concepts and processes in the language used by the company may be required. It may be related to the employer's industry and/or functions.

2.6.5 Language Planner/Status Planning

The language planner is involved with policy issues and facilitating the implementation thereof. Major responsibilities in this field of work also include giving advice on policy issues as well as on its implementation through monitoring and evaluation.

2.6.6 Lexicographer

A lexicographer is a dictionary maker. Central to the lexicographer's work is description or analysis. Spelling, pronunciation, grammar, description and meaning of words must be specified precisely, as extensively or briefly as the dictionary size demands. Intended readership or demand must also be considered. At the same time lexicographers must satisfy reference needs of the specific user group. Dictionaries may be monolingual, bilingual or even multilingual.

Other careers figuring languages include travel and tourism, the diplomatic services and media, publicity and advertising agencies, patent agents and examiners. Communications and public relations careers do also use languages quite extensively.

2.6.7 Profile of staff dealing with language matters

Ranks of staff dealing with language matters are either assistant director, principal, senior or entry level language practitioners/communication officers. The profile as it stands was extracted from the Report on a Survey of Language Infrastructure in National Government Departments, (2001:9). This is generally the trend, though the National Language Service, as the leading department with regards to language matters, is headed by a chief director, and also employs directors and deputy directors.

2.6.7.1 Sample Job Description of a language practitioner

The following job description was taken and adapted from one of the language practitioners in the National Language Service of the National Department of Arts and Culture, working in the field of terminology at the level of Chief Language Practitioner.

Table 2. 1: Job description of a language practitioner (terminologist)

	Key Result Areas	Activities	Result Indicators
	PART A: TERMINOLOGY RELATED ACTIVITIES		
1	Participation in planning of terminology for projects	<ul style="list-style-type: none"> - demarcating the field and scope of projects - determining register of vocabulary and definitions in accordance with the identified user group - investigating and making recommendations as to various suitable people who will contribute to the success of terminology projects 	Maintained standards of competence and service delivery
2.	Production of source language text	-performing all responsibilities of this stage of terminology production (identification, excerption, conducting research on terms, documenting, etc.)	A well balanced and accurate corpus of terminological data
3.	Production of target language content	-adding target language equivalents	Expanded database with

		and other relevant information after verifying with relevant sources -coordinating efforts of adding the terms in the various target languages	verified and acceptable multilingual terminology
4.	Finalisation of end product	-writing the front matter, back matter and annexure if applicable -assist with compilation of bibliography	Final end product that provided the user with an acceptable and user friendly end product.

PART B: NON TERMINOLOGY ACTIVITIES

- Keeping records of daily activities
- Generation of various documents for use by stakeholders and colleagues
- Sitting in selection committees of candidates for vacant posts
- Making suggestions about appropriate reference works
- Participation in planning of activities/events
- Preparing and making presentations
- Providing advice and making suggestions/recommendations about language issues
- Supervision of junior staff if any

Apart from the said language practitioners, this research study has found that there are also other people who have a passion for languages. These people, in the words of Social Dynamics (1995:4), have a big task ahead of them, that of

demonstrating to the decision makers as well as to the populace at large that our multilingualism is really a resource and not a problem.

2.7 Language Disappearance

Language disappearance can be said to be equivalent to language death. Dressler (1998: 184) reckons a language is said to have disappeared if it is not spoken anymore. It simply disappears from everyday use. Such a language may continue to exist only in writing or as part of a video or in the sound archive. Such a language cannot be termed to be living. This can happen as a result of one language advancing at the expense of the other.

2.7.1 Why the disappearance

This is rather an interesting and important question, because a lot can be done to save endangered languages. What needs to be understood are the causes of disappearance. No single cause can be singled out. The following are some of the contributing factors:

2.7.1.1 Physical Factors. Speakers of a language may be reduced due to physical factors by catastrophic natural causes. Even though it may be difficult to state exact figures, it is evident that small communities in isolated areas can be easily wiped out. These causes include hurricanes, floods, volcanic eruptions, famine. During the 1991 – 1992 Somalia drought, for example, a quarter of the children under the age of five died.

2.7.1.2 A change in the people's culture. This may also be termed cultural assimilation - where one culture is influenced by another dominant culture. Even though the people are alive and well, their language may gradually decline until it finally disappears. One of several ways in which this may happen is demographic submersion - when large numbers of people arrive in a community's territory and

swamp the indigenous people. There are also several cases where numbers is not a factor. A smaller group may dominate a larger one, as was seen in the European entry into Africa. When this happens, there arises immense pressure on the people to speak a dominant language. It can be for political, social or economic reasons. It can be top-down in the form of recommendations, laws, etc, or bottom-up in the form of fashionable trends or peer pressures from within the society.

The next phase arising from this is emerging bilingualism by code mixing or code switching. Then gradually, bilingualism declines with the old language giving way to the new one. Finally, the younger generation becomes increasingly proficient in the new language, identifying more with it and finding their first language less relevant to their needs

When the causes of language death are considered, they may be so strong that even a language with millions of speakers may not be safe. For example, in parts of Africa where English and French are attracting huge numbers of new speakers, many local languages are felt to be endangered – even though they are currently spoken by several hundreds of thousands.

2.8. Language suicide

Language suicide occurs when two languages co-exist in a community – the one progressively borrowing words and constructions from the more prestigious one until the two languages almost become indistinguishable. Consequently, the less prestigious of them appears to commit suicide by absorbing more and more material from the socially superior one. The superior one is usually the medium of education, government, commerce and the professions.

2.9 Language Drift

Language is variable. No two individuals are absolutely identical in their speech habits. This is despite the fact that they belong to the same generation and locality, speaking precisely the same dialect and moving in the same social circles. There are countless differences in detail, ranging from choice of words, sentence structure to other features such as speed, tone and stress.

But dialects arise not only because of the mere fact of individual variation, but because two or more groups of individuals have become sufficiently disconnected to drift apart independently, instead of together.

As long as they keep strictly together, no amount of individual variation would lead to the formation of dialects, although, of course, in practice it is impossible to keep a large population from segregating itself into local groups.

In time, each dialect splits up into sub-dialects, which gradually takes up the dignity of dialects proper, while the primary dialects develop into mutually unintelligible languages. This budding process then continues until the divergence become so great that none but a linguistic student with documentary proof would infer that the languages in question were genealogically related.

Sapir, quoted by De Beaugrande (1991:51), states that language change introduces diversity into language. In his opinion, drift of language is not properly concerned with changes in content, but with changes in formal expression. He explains changes due to languages being in contact as an interaction between the 'unconscious assimilation' to native 'habits' and the unconscious suggestive influence of foreign speech habits.

Diversity also occurs among individual users of the same language. Two individuals of the same generation and locality, speaking precisely the same

dialect and moving in the same social circles, are never absolutely one in their speech habits De Beaugrande (1991: 51). The several differences that arise are among others, choice of words, sentence structure, speed, stress, tone, etc. Although there are these many differences they are swamped in by certain major agreements such as vocabulary. They stand out when the language as a whole is contrasted with another.

2.10 Language Change

Languages are not static, but are constantly changing: the latest slang comes and goes, our own language is subtly, but noticeably, different from that of our grandparents, and the further back we go in time the more remote and incomprehensible language seems to be Fox (1995: 1).

2.10.1 Evidence of change

The change that is constantly going on in a living language can be most easily seen in the vocabulary. Old words die out, new words are added and existing words change their meaning. Much of the vocabulary of Old English has been lost, and the development of new words to meet new conditions is one of the most familiar phenomena of a language. Change of meaning can be illustrated from any page of Shakespeare. *Nice* in Shakespeare's day meant foolish; *rheumatism* signified a cold in the head. Less familiar but no less real is the change of pronunciation. A slow but steady alteration, especially in the vowel sounds, has characterized English throughout its history. Old English *stan* has become our *stone*; *cu* has become *cow*. Changes likewise occur in grammatical forms of a language. These may be the result of gradual phonetic modification, or they may result from the desire for uniformity commonly felt where similarity of function or use is involved. The person who says I *knowed* is only trying to form the past tense of this verb after the pattern of the past tense of so many verbs in English. This process is known as the operation of analogy, and it may affect the

sound and meaning as well as the form of words. Thus it will be part of our task to trace the influences that are constantly at work, tending to alter a language from age to age as spoken and written, and that have brought about such an extensive alteration in English as to make the English language of 1000 AD quite unintelligible to English speakers of 2000 AD Baugh and Cable (1993: 2).

2.10.2 Language acquisition and change

The process of language acquisition plays an important role in the explanation of linguistic change and variation. Relevant questions in language acquisition are: (1) to what extent and in what intensity is children's language learnt in the family and in the group of friends, (2) what influence do institutions such as kindergarten, school, etc. have on the child's linguistic competence? The question of language acquisition raised the whole problem of linguistic socialization. In this respect it must be clear what verbal stimuli the children receive, to what extent and in what functions their communicative competence is developed, what sociolinguistic values allow prestige forms to be produced amongst young people, etc. Dittmar (1976:125).

2.10.3 Future Shock

When individuals are taken out of their own culture and set down suddenly in an environment sharply different from their own, with a different set of cues to react to, different conceptions of space, time, work, love, religion, sex and everything else, they suffer from future shock. Moreover, if this new culture is itself in constant turmoil, and if – worse yet – it's values are incessantly changing, the sense of disorientation will still be further intensified. To survive, to avert this, the individual must become infinitely more adaptable and capable than ever before. He must search out totally new ways to anchor himself, for all the old roots, religion, nation, community, family, or profession are now shaking under the hurricane impact of the accelerative thrust Toffler (1970:20,41).

The importance of this statement to the study, especially the second half, is to emphasize that change of any nature is bound to induce shock in individuals, and this is understandable. What is of equal importance however is to transcend and adapt. Change is not an anomaly and it happens in all aspects of human life with language as one of those important aspects. Change has the advantage of helping the language to grow, for example, acquiring more vocabulary, being modernised and thus increasing the suitability for use in higher registers, such as science and technology.

2.11 Language in relation to culture

Smieja and Tasch (1997: 492) site an example of a clash between two cultures as a result of language. The editor of a prestigious journal, conducted in English, never accepts articles from French scientists. The French, in his experience, do not know how to write. This would be news to the French who take great pride in their intellect. The French in their writing merely follow patterns of development that are characteristic on their culture. To Britons and Americans, the characteristic French (Romance Language) development pattern seems aggressive.

Another long-standing claim concerning the relationship between language and culture is that the structure of language determines the way in which speakers of that language view the world. The two are said to be inextricably related and, there is no way of understanding one without the other. Wardhaugh (1992:219) extended these ideas by stating that the background to the linguistic system (in other words, the grammar of each language) is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for the individual's mental activity, for his analysis of impressions, for his synthesis of his mental stock in trade.

2.11.1 What is culture?

Culture refers to the ways of life of the members of a society, or of groups within a society. These comprises tangible and intangible aspects, the beliefs, ideas and values form the content of culture, and tangible aspects, the objects, symbols or technology which represents the content. Fundamental to all cultures are the ideas which define what is considered important, worthwhile and desirable. These abstract ideas or values give meaning and provide guidance to humans as they interact with the social world. Monogamy – being faithful to a single partner – is an example of a value that is prominent in most Western societies. Norms are the rules of behavior which reflect or embody a culture's values. Norms and values work together shaping how members of a culture behave within their surroundings Gideons (2001:22).

2.12 Extralinguistic factors and their influence on language

Language cannot exist in isolation. There are other pertinent aspects of a person's being that exist besides languages to form a whole. Each and every one of these aspects is important in it's own unique way. In many cases, as the following discussion will depict, they influence each other.

2.12.1 Language and Education

There is a definite connection between language and educational policy. This connection is reinforced by De Beaugrande (1991: 83) who says that society deals with linguistic matters through the school system. It is also for this reason that an appeal is made for a linguistic approach that is able to ameliorate social and educational policy through enlightenment about language. Educational failure is said to be language failure too, due to the child's linguistic capabilities and the demand that is being made upon them.

2.12.1.1 Language in literacy programmes

The language factor is potent in determining whether or not people become literate, more so in countries with dense multiculturalism and dense multilingualism. It is upon the educational language planners to ensure that effective literacy programmes are developed. To help them in that regard Smieja and Tasch (1997: 225 – 236) advise that they should look into the following aspects:

2.12.1.2 The language to be used

This is particularly problematic in multilingual contexts. Education language planners in different contexts opt for different solutions, which also determine the type of policy which will ultimately be decided upon. The two forms of language policies are endoglossic and exoglossic. Endoglossic means that an African language functions officially as medium of national communication which is spoken in official sectors like administration, national politics, primary school education, etc. Exoglossic means that a non-African language, that is, mostly the European language of another coloniser fulfils the function of an official language Smieja and Tasch (1997: 226).

Practical questions to be taken into consideration beforehand are: To what extent is the language to be used, known by those to be involved in the literacy programme? What is the level of competence of the prospective learners in the language? Or would they have to be learning this language and learning to be literate at the same time? To what extent is the main language being used related to their learner's language? To what extent can it facilitate learning, given that the adult learner has his own mother tongue and has apprehended his context through it? To what extent can the language promote continuing literacy in the learners' own environment? More importantly, what are the attitudes of the adults to be made literate towards the main language to be used? Are they

favourably disposed towards the language and towards its native speakers? Or do they regard them as oppressors or exploiters Smieja and Tasch (1997: 227).

The language of instruction has always been a major factor in making education a culturally alienating process, Coleman and Cameron (1996:173).

2.12.1.3 The issue of minority languages

The practical issue relating to minority languages in most multilingual contexts is that they are not developed or that they are still in the process of developing. They do not have satisfactory orthographies. Another practical issue pertaining to the use of minority languages in educational programmes in general relate to their viability for use, their future utility, the danger of their shutting the window to mainstream benefits and the economic wisdom of using them. It is also vital to note, on the other hand, that with the use of mainstream language, learners have to learn a new language and also learn to be literate. This then tends to affect the speed of literacy as complex terms already learnt in the first language must be learnt again in the second language. The environmental enrichment of literacy programmes is also greatly reduced if the second language is not spoken in the immediate environment. Another very important question is how will these languages be given the opportunity to grow if they are not used in literacy and education programmes. These languages are also put at a disadvantage by the readily available mainstream languages, Smieja and Tasch (1997:227 – 229).

Another observation made in linguistically diverse countries is that the minorities usually suffer. Even when it is possible to set up separate schools for them the supply of good teachers tend to be more limited than for the larger communities, and so the quality of education tends to be better in some schools than in others, and ambitious parents of any race will try to get their children into the school that provides the best education, Le Page (1985:27).

2.12.1.4 Tools to be used in language teaching

Tools, in this regard, basically refer to teachers and literacy materials. To get the effectiveness and commitment that they deserve, literacy programmes need to be conducted by properly qualified teachers who are specially trained for the teaching of literacy. As much expertise and commitment is also required when preparing materials. Experts in different institutions from various disciplines also need to be systematically involved and consulted in the preparation, production and evaluation of the materials. There should preferably also be a needs analysis of the people the material is developed for. This is one practical way of ensuring that literacy materials are not only relevant, rich and functional, but also capable of motivating the adult population for which they are designed Smieja and Tasch (1997:231).

2.12.1.5 Language use and minority/majority languages

Coulmas (1997: 402) says that minority group members may feel the need to use two written codes serving two complementary sets of purposes. The primary function of the use of the majority language will be intergroup communication in the community as a whole. Functions of the use of the minority language will be intragroup communication and expressing one's ethnicity. For many ethnic minority children there seems to be a mismatch between home language and school language. It can be assumed that children who receive literacy instruction in a second language are faced with a dual task. In addition to the characteristics of a written language, they will have to learn an unfamiliar language. Failure to relate to instruction due to the child's linguistic background may impede the acquisition of literacy."

In an experimental study regarding bilingual programs in Canada (immersion programs), Coulmas (1997: 403) found that children speaking English as a majority language reached a high level of L2 French literacy skills without their L1

literacy skills lagging behind. Quite contrary results were obtained in studies of direct literacy instruction in L2 in the United States and Europe when L1 was a minority language with low societal prestige. This paradox can be solved by assuming that in the latter context the learner of L2 reflects the loss of L1. Poor results in both languages will then be the consequence because of feelings of ambivalence on the part of the minority group towards the majority group and the majority language, as created by the social milieu.

2.12.1.6 Culture in language learning

Culture has to be integrated into the language classroom from the very first day of language learning, and culture must be taught in conjunction with language, not as an adjunct. A suggestion is also made that there is a need to develop new materials for language teaching. These materials will enable the learner to gain exposure in the target language and to have opportunities to reflect on his/her own culture, Crozet and Liddicoat (1997: 18) as quoted in Ronowicz and Yallop, (1999:26). Cross cultural elements that are integrated into elementary and intermediate teaching materials will certainly ensure that language is taught in appropriate cultural context and they will sensitise learners to the fact of the existence of cultural differences.

An important factor to remember is that due to the level of proficiency of the learner in the other language, many vital aspects of cross-cultural communication will not be covered. However, even if exercises and textbooks do not include these elements of the cultural context, learners should be told and reminded of their existence when the occasion arises. This therefore means that language teachers are carriers and distributors of additional information to learners. It follows then that the training of prospective teachers in cross-cultural communication is as important as the production of new materials. It is assumed that advanced and tertiary students have the competence to read books, watch films and somehow notice cultural differences. As a result most of them will

develop, what is called, the “culture stress” as a result of the motivation to find out more about these differences. Culture stress is similar to what is called culture shock which is the result of “the removal of the familiar”. Suddenly the individual is faced with the necessity of working, commuting, studying, eating, shopping, relaxing, even sleeping, in an unfamiliar environment, organised according to unknown rules Ronowicz and Yallop (1999: 1 – 3, 10).

2.12.2 Language and Society

Individuals and society construct one another through social interaction. Children and other novices in society acquire tacit knowledge of principles of social order and systems of belief through exposure to and participation in language-mediated interactions Schieffelin and Ochs (1986: 2).

2.12.2.1 Human language development

In the following discussion we will understand how a child’s developing brain activity is integrated in social development. It is also compatible with the general model of child learning in a social environment. Unlike adults, children cannot be told what to learn as they have no language. Yet, by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Because their social link with adults is of vital importance to the survival of the child, the word quickly becomes the most important aspect of the complex. Metaphorically, the word is an extension of the neural pathway, linking the complex to the social world around it. And just as a neural pathway is strengthened each time it is stimulated, so the word is strengthened each time it is used to connect the child’s cognitive system to that of the humans around. The word simultaneously emerges as the basis of the child’s communication, the material of their social life and the organising principle of their thinking. Words also start to be used as way of regulating behaviour, as in the case of a child who says “up” as she climbs onto a chair. The development

of these complexes depends totally on the response of adults to the child's signs, interpreting them and reinforcing them by action Beaken (1996: 18).

2.12.2.1.1 The process of socialisation and its effect on language

Dittmar (1976:15) describes the term socialisation as the process whereby a child acquires a specific cultural identity *and* his responses to such an identity. Socialisation refers to a process whereby the biological is transformed into a specific cultural being. It follows from this that the process of socialisation is a complex process of control, whereby a particular moral, cognitive and affective awareness is evoked in the child and given a specific form and content. The process of socialisation takes place under the agencies of socialisation: the family, the peer group (the circle of friends and acquaintances), school and work. The child is oriented towards the use of verbal or non-verbal channel when expressing its requirements by the manner in which the parents activate cognitive, affective and intellectual behaviour, as well as by the habits which educational practice involves (e.g. explanation and justification of behaviour, metacommunicative remarks on the reasons for reward and punishment, etc).

2.12.2.1.2 Language acquisition and social class

There are claims that social class has a bearing on the language acquisition of children. Different authors have conducted studies that have indicated that children growing up in households of different classes have different experiences with literacy and develop different expectations concerning behaviour and attitudes surrounding reading and writing. Middle class children develop an exploratory and explicit use of languages (elaborated code) whereas lower-class children develop a more expressive and implicit use (restricted codes). Lower working-class children's speech was characterized by such features as short utterances of little syntactic complexity, frequent use of pronouns instead of nouns and reliance on exophoric reference. Bernstein in Coulmas (1997: 401)

sums it all up and proposes that working class and middle class people use distinctively different linguistic codes.

One such study was conducted on the use of languages in two areas of socialization, namely interpersonal relationships and the acquisition of basic skills. The sample of the study was mothers drawn from a middle class area and mothers from a working class area. The results show that the middle class, relative to the working class, place a greater emphasis upon the use of language in the transmission of various skills Fishman (1972: 140).

2.12.2.1.3 Social class and the pronunciation aspect of language

The following is a study of New York City Speech undertaken by Labov, quoted by Le Page in Coulmas (1997:24) where he found that different pronunciations of speakers fall into a pattern reflecting social class differences. The lower the position and status of people in the social class hierarchy, the smaller the chance that they use standard language forms. This simplified example is on the use of the variable “post-vocalic (r)”, getting the shop assistant in three different “classes” of New York stores to direct him, first in a casual, then in an emphatic way to the “fourth floor.” We can say that the group of shop assistants in each of the stores had an average incidence of some kind of rhoticity (r-coloring) which he calls (r-‘), and an average complementary incidence of y-lessness (r-o) in the loci where (r-‘) might occur, that is where (-r) is present in “the lexicon of the language.” A “rule” might then emerge in the following “explanatory” way within the grammar of “New York English” (NYE):

1. The variable (r) can occur in NYE in the following position [statement as to possible loci] either as (r-o) or)r-‘), since a sound change affecting it has not affected all speakers of NYE, for a variety of reasons.

2. Among a group of “working class New Yorkers” the mean incidence was observed to be in x percent of possible loci as (r-o) and in y percent of possible loci as (r-‘) when they were speaking in a relaxed way.
3. Among the same group speaking in a more formal and deliberate way there was a higher percentage of (r-‘), lower (r-o).
4. Therefore the motivation of the lower-class group, when in a more formal context, was to behave more like the middle class group Le Page in Coulmas (1997:24).

2.12.2.2 Language Acquisition Theories

The study will not delve into much detail regarding these theories. In principle there are two polarised positions which can be adopted in the study of first language acquisition. The extreme behavioristic position would be that children come into the world with a *tabula rasa*, a clean slate bearing no preconceived notions about the world or about language, and these children are then shaped by the world, slowly conditioned through various schedules of reinforcement. The other extreme claims that children come into the world with specific innate knowledge that includes not only general predispositions and tendencies but also knowledge of the nature of language and the world, Brown (1994:21).

2.12.2.3 Language and Gender

Gender is a basic facet of organising society, much as social class. Differences in gender are considered to be so important and basic that all languages offer some resource for distinguishing the sexes.

Studies have also show that from the time of their birth male and female children are perceived, evaluated and treated differently by interacting with adults. One such study of adult perceptions and evaluations of newborns by Hasan and Martin (1989:114) revealed that new born girls were described as softer, smaller

and cuter than the male neonates despite the fact that there were no objective differences in weight or height.

2.12.2.3.1 Gender differences in language use

There are certain kinds of linguistic behaviours that are more frequently associated with one sex than the other, even though there is no single feature of spoken language that is exclusively used by one sex or the other. For example, according to Hasan and Martin (1989:127) women's style is characterised by imprecise intensifiers, frequent expressions of emotion, infrequent expressions of anger and hostility, politeness, correct pronunciation, tag questions and low value modals as expressions of uncertainty.

Men use language to lecture, argue, debate, assert and command – all processes associated with power. Further to that is the finding that male speech is described as attention-seeking, dominating, aggressive, and frank by comparison with female speech, which is held to be friendly, gentle, enthusiastic, grammatically correct, but containing gibberish on trivial topics. Even from an early age, boys in interaction with girls are more assertive, giving more information and making more direct requests, while girls are higher on verbal compliance, Hasan and Martin (1989:127).

2.12.3 Language, Politics and Power

Language drives politics and determines the success of political machinations. Language is the initiator and interpreter of power relations. Politics is language. At the same time language is politics. Language allocates power through politics, defines and determines it, decides its efficacy Lakoff (1990:13).

2.12.3.1 Language and Power

Power exerts considerable influence on the language choices that many people make. On the other hand, language can also be used as a tool for influence and control. This can be done by using a particular language in particular ways, which will next be briefly discussed Wardhaugh (1992:100).

2.12.3.2 Language use and power

The following situation exists in Paraguay, quoted as proof of the above statement. It is a bilingual situation re the languages Spanish and Guarani. Guarani is the mother tongue of nearly 90 percent of the population and a second language of several additional percent. Spanish is the vernacular of less than 10% of the population. However, Spanish is the official language of government and the medium of education, although in recent years use has been made of Guarani in primary education. Spanish is the language used on formal occasions, in government, business, in conversation with strangers who are well dressed, with foreigners and in most business transactions. Guarani is however used with friends, servants, strangers who are poorly dressed, etc. Wardhaugh (1992: 100).

A demonstration of the relation between language and power is the fast increasing terminology of South African English since the dawn of the new political era. Because political heads of state are associated with power all the new terms they use in their communication, be it in the form of speeches, addresses, written articles, etc., are gradually adopted by the various speech communities and used in everyday speech. In some instances these are also phrases that do not occur as isolated terms, whilst many are borrowed from the indigenous languages. To state but only a few, new terms added to the vocabulary include *grass roots*, *historically disadvantaged individuals* (HDIs), *travelgate*; *lekgotla*, (a term from the Sotho group of languages referring to a

gathering to discuss serious issues), *gated communities*, referring to elite communities who build security walls around their properties as a means of combating high crime rates, or the erection of boom gates at the entrances of residential areas. To be heard using the language used by the rulers is seen to be *politically correct*, which is also a new coinage.

2.12.3.3 Group dominance and its influence on language

When members of a society interact with one another, their actions are influenced by their conceptions of their own, and others', social status, i.e., their recognised position in society and/or particular social situation, and by the role behaviours are associated with such statuses. The group that regards themselves as poor, will always have their language as a restricted speech code. On the other hand powerful groups are better placed than less powerful groups in changing the language and having it accepted for general use. This is most apparent when a country, after conquering or colonising another country, embarks on imposing its language on the latter. Categories of restricted speech only allow for a grasp here and now, but they cannot be used in a reflective way and they do not permit an analysis, hence a transcendence of the social context. As a result, in using their natural language, the poor effectively maintain their own subordination in society as a group, Schieffelin and Ochs (1986:6).

This is the reason why there are some languages that are more dominant than others, with the result that a dominant language may eventually extinguish the competing language or a language variety. In some subtle ways it means that there are certain ways of thinking that are favoured, portrays the powerful groups as the norm against which other groups should be evaluated and trivialises subordinate groups; thus rendering them invisible in the language they know. Briefly described, group dominance is transferred to, and encoded in, the prevailing language variety. Over time, the biased language is no longer marked; it becomes routinised, its use in daily discourse, in turn, helps to reinforce and

perpetuate group dominance – it routinises power relations, Hung and Bradac (1993: 9)

2.12.3.4 Young children's view on people in power and their influence on their language acquisition

Children that are of language acquiring age are usually surrounded by more older than younger persons. Studies have indicated that young children are sensitive to age differences and that they modify their speech according to whether addressing older or younger persons. Status can in part be based on age and generation. Older individuals are considered higher in rank than those who are younger. Also, care-givers, whether it be adults or older siblings, are considered as having a higher rank. These hierarchical distinctions are relevant to children's use of language. Care-givers stimulate, talk to, and include infants in conversation. The child therefore ends up signifying the caregiver's language in his own speech. They can even code switch to the caregiver's register when conducting conversations with different individuals, Schieffelin and Ochs (1986: 19 – 141).

2.12.3.5 Language as a tool for control and influence

What a person says, and how he says it, leaves an impression on the hearers. Language provides a conventional resource for influencing people's attitudes and behaviour. Influence behaviour may take the form of persuasion, argumentation, or use of threats, promises, requests, demands, orders, and such like. It is for this very reason that Aristotle and other classic scholars recognised a long time ago that facts and logic alone are often insufficient to persuade. Facts and logic – the prescribed bases of persuasion – must be adapted to the situation, and it is language, and language style, that will bear the burden of this mission.

Those that are controlled may resist and therefore bring about undesirable side effects. This may thus force the communicators to abandon their influence. They can still use language to achieve that goal. They may use it to mitigate, to mislead or to mask. A suitable example in this case is the term affirmative action, which is said to reverse the imbalances of the past by giving preference to the historically disadvantaged individuals. The rich linguistic devices of language can be put to use for mitigating the harshness of an influence language, masking the reality of influence and control in communication, and misleading people. This will be made possible by, amongst other things, flexibility of syntax, the potential of semantically loaded words to evoke images, and the availability of cultural conventions to infer meaning indirectly, Hung and Bradac, (1993: 5-8).

With words therefore, we influence and, to an enormous extent, control future events. It is for this reason that writers write speech, preachers preach, employers, parents and teachers scold, propagandists send out news releases, statesmen give addresses. All of them, for various reasons, are trying to influence these attempts to control, direct, or influence our conduct, sometimes for our good, sometimes for their own. Fellow human beings with words may be termed directive uses of language, De Vito (1980: 237).

2.12.4 Language and Politics

Politics is one of the extra linguistic factors that has a very important bearing on the development of language. Some authors even rate politics to be more of a part of language than culture is. Language seems straightforwardly a piece of culture. But on reflection, it is clear that language is often a political fact, at least as much as it is a cultural one. It is said that language is a dialect with an army or navy. And what official or recognised languages are in any given instance is often the result of politics and power interplays, Ozolins (1993:28).

2.12.4.1 The importance of language in politics

Since the business of government has to be conducted in some language, and since modern governments come close to monopolising formal education, which must also be conducted in some language, it follows that any government has, in fact, a language policy, whether explicitly formulated or not. Any government language policy also reflect the class interests of those who control it, SA Sociological Review (1990: 58).

A country cannot guarantee democracy when the law of the country is not understood in the language of the people. How do you abide by what you “do not know.” How can you use information of which you have limited access? How can you fully participate in anything (compete , learn effectively or be creative) in a language that you are not fully conversant in? Above all, how can a country fully develops its human resources to full potential without languages of the people? Journal for African Languages (1998 : 7).

The main aim of the above statement is to highlight how important language is to the proper running of a democratic country. Communities which are governed through a language other than their own, feels to a certain extent disfranchised and this feeling, even though latent, is always a potential focus for political agitation. Language is like skin colour in that it is an easily identifiable bridge for those who wish to form a group or fight against another gang, Le Page (1985: 16).

2.12.4.2 Politics and it's influence of language policies

Issues of language policy are closely linked with political power at both national and international levels. Language policies are frequently used by elite groups to maintain political power, especially in multi-ethnic and multilingual societies. The

education system also plays a major role because through the medium of instruction, this position can be further enhanced as only those fluent in a particular language can join the ruling elite. Some language groups can be marginalised through a language policy, while one language speaking elite, which need not be ethnically identical, exerts domination over the other. Language policies present differing situations according to the situation of a particular country, e.g. if in colonial countries the language of the former colonisers is made either a national language or a medium of instruction, like in many African countries, it marginalises certain groups and it also restricts development, especially in terms of science and technology. More often than not, colonizers instituted language policies based on the view that their own language and culture were better than those of the indigenous groups, Beveridge and Reddiford (1992: 22).

For example, in the USA a literacy qualification was needed to be allowed to vote. In Zambia and Zimbabwe literacy qualifications, together with property ownership and income, were used to enfranchise the electorate, Oxenham (1980:17).

On the other hand, suppression of languages has also been a useful political weapon. During the Japanese occupation of Taiwan, not only was Taiwanese suppressed, but all Chinese dialects were forbidden in schools. It can therefore be seen that political control and the use/misuse of language policy are closely interwoven, Beveridge and Reddiford (1992: 22).

2.12.4.3 Influence of Politics on Language through the years, the South African Context

Policies mostly reflect the interests of its controlling albinocracy. They simply assured the dominance of the language of those who control the state, first the Dutch, who were the colonisers and thus powerful and influential. The same

situation happened with the English language, and lastly Afrikaans. These were the languages of the rulers. It is for this reason that Ozolins (1993: 28) emphasizes that decisions on the development, modernisation, cultivation and promotion of particular languages were at the same time clearly seen as political decisions.

2.12.4.3.1 Pre- 1994 language planning in South Africa: a general overview

This era has been characterised by the fact that the members of one group (white South Africans and, particularly, the Afrikaans-speaking group) have monopolised political power and therefore determined that their cultural values and symbols (such as their language) would be the national symbols. A specific interpretative framework was developed in terms of which South African history, intercultural relations and functions of the various South African languages were perceived. One implication of this interpretative framework was that the South African population was compartmentalised into separate ethnolinguistic communities. This implied the elaboration and standardisation of closely related varieties into separate languages. Language planning was thus used to confirm the reality of racial separateness. Again, no need existed for a common culture in which these various groups could come together. One of the implications of separate development was that it led to unequal development – Afrikaans was promoted while relatively little was done to develop the black languages further than Standard 10 level South African Sociological Review (1992:16).

2.12.4.3.2 Different language planning models

1. The eighteenth century until 1953: Language codification by missionaries and language education by mission schools.
2. 1806 – 1976: Different attempts to standardize, elaborate and spread Afrikaans.

3. 1902 – 1981 – Attempts to Anglicise the Boers.
4. 1927 – 1931: The first call for a unified orthography of the black languages by Nhlapo and various academics.
5. 1944 – 1955: The debate amongst members of the African National Congress (ANC) about an alternative language policy for South Africa.
6. 1986 – present: The development of a wider debate between members of various political parties for South Africa.

The above sometimes overlapped. They are listed here to stress the fact that politics have everything to do with language, *South African Sociological Review* (1992:16).

2.12.4.3.3 Language Planning Debates on African Languages

Various calls were made for unifying the orthographies of various indigenous black languages. The possibility of devising a unified orthography for both Nguni and Sotho languages was also suggested. This possibility was rejected by Lestrade (1929:273), who came with a suggestion that attempts should rather be made to unify the writing systems of individual languages.

This debate on unification was not taken further because there was a lack of interest on the part of South African authorities. It was reopened in 1953 by Nhlapo, member of the ANC, in the ANC journal *Liberation* wherein he asked the question whether English should “be among us in South Africa what Swahili is in East Africa” Nhlapo (1953: 14). Raboroko (1953) attacked Nhlapo in the next edition of the journal and proposed that Swahili be the “basic Africanic” of all Africa. Doyle (1953) rejected both approaches and proposed that all black languages have the same status as Afrikaans and English.

There continued to be other views and counter views until in the late fifties and sixties when the liberation movements were suppressed.

Parallel to the debate on African languages was another debate about the position and status of Afrikaans. This debate will not be elaborated on, except the issue that the Soweto uprisings of 1976 were a result of attempts to make Afrikaans the *lingua franca*. This also led to the stigmatisation of Afrikaans and its decline in this sector of the population, South African Sociological Review (1992:16).

2.12.4.3.4 Language developments in post- 1994 South Africa

The birth of democracy in South Africa saw the bringing in of other languages which were left out in the linguistic scenario. This means that South Africa, an emerging nation, has chosen a multilingual approach as its language policy. This is enshrined in section 6 of the Constitution of South Africa (see Chapter 1 for detail).

2.12.4.3.5 The importance of language in running a country

One may ask what contribution language can make towards the running of a country. The importance of language in this regard can never be adequately described. The then Minister of Arts and Culture and Science and Technology, Dr Ben Ngubane, summed it up in the following words during the launch of the National Language Policy Framework. A person's language is in many ways a second skin; a natural process of every normal human being, with which we use to express our hopes and ideals, articulate our thoughts and values, explore our experience and customs, and construct our society and the laws that govern it. It is through language that we function as human beings in an ever-changing world National Language Policy Framework (2002). This statement in essence means that human beings are as good as non-existent without language. The essence of being is contained in an individual's language. Further on in the chapter more detail is provided on how language relates to identity.

A vast number of authors also support the above statement. Le Page (1985:16) states that any community governed through a medium other than its own, feels itself disfranchised. This feeling, even though latent, always has the potential for political agitation. Language is like skin colour in that it is an easily identifiable badge for those who wish to form a gang or fight against another gang.

Language developments that have been taking place alongside political developments goes to prove that language is an integral facet of the political scene; not simply an instrument for describing events, but itself a part of events, strongly shaping their meaning and helping to shape the political roles officials and mass publics see themselves playing, Edelman (1974: 3).

2.12.5 Language and Economy

Social and political development underpin economic development. Economic development cannot happen on its own. For it to happen successfully in education, participation and communication becomes a central pivot. In multilingual settings the language issue is immediately put on centre stage. The main reason for this being that a participatory approach to development requires language issues to be addressed at the design and planning stages. Bleak economic prospects augur badly for the maintenance of current programmes by government, let alone envisaging new initiatives requiring fresh resources. Human security is multidimensional – culture and identity give a return of self-esteem and self financing, Coleman and Cameron (1996: 171).

2.12.5.1 Multilingualism as an economic resource

Wherever the language of government and law differs from that of the masses, planning for economic, agricultural and industrial development are more difficult

because the basic research is hindered by the language barrier and more difficult to put into effect, Le Page (1985: 16).

Social Dynamics (1999: 5), among others, has demonstrated that one of the main reasons for the continuing underdevelopment of the African continent, and the failure of the most auspicious development programmes, is to be found in the fact that we might call the new skin of science and technology, on which this development depends, is grafted on to a genetically incompetent mother body, so that it necessarily dries up and leaves the scars and wounds it was intended to heal gaping even more than before the attempted operation.

Human security is not only financial but multi-dimensional – as much about culture as commodities. As these realisations gain currency, human resource development is fore-grounded as the goal of development activity. Thus, the promotion of education, participation and communication becomes a central pivot of development intervention, Coleman and Cameron (1996:171).

2.13 Language Attitudes and Stereotypes

The word **attitude** is described as: a disposition to react favourably to a class of objects Edwards (1985: 139). This disposition is often taken to comprise three components: thoughts (the cognitive element), feelings (affective) and predisposition to act (behavioural), i.e. one knows or believes something, has some emotional reactions to it and, therefore, assumes to act on this basis.

Attitudes to language varieties have a bearing on a number of different questions: the choice of language in multilingual communities, the distribution of verbal repertoires, dialectal differences and problems of mutual understanding between individuals, Dittmar (1976: 181).

2.13.1 How attitude affects language learning

Stereotypes breed attitudes and if these stereotypes about a given second language is shared by a larger group, e.g. one's peers, these attitudes may be quite strong. As a result of this, people behave differently. For example, some may respond by developing negativity to the host culture by withdrawing, refusing to learn the language and by mixing only with people of their own cultural background. As to how much learning will be affected, will depend on the integration strategy adopted by the group. The choice of strategy is greatly influenced by whether language teaching tools did include cultural information and practice or not. Ronowicz and Yallop (1999: 10) says learning is enhanced by assimilation and hindered by preservation.

In multilingual contexts, negative attitudes, especially among speakers of minority languages, may develop if policymakers create an impression that their languages are not important. Such impressions may cause resentment towards the use of mainstream languages in literacy and educational programmes. For example, the 1976 Soweto uprisings in South Africa were a protest against the use of Afrikaans as a language of education because the language was associated with apartheid domination, Smieja and Tasch (1997: 232).

2.13.2 Language Stereotypes

Stereotype is described as a category that singles out an individual as sharing assumed characteristics on the basis of his/her group membership, Ronowicz and Yallop (1999: 9). Like attitude, stereotypes arise due to a vast number of reasons and in different aspects of life. Culture is also a major contributing factor towards the formation of stereotypes. As an example, this study will focus on gender stereotypes with regard to language so as to gain insight as to how stereotypes actually arise.

2.13.2.1 Gender stereotypes in language

Studies in the area of language and gender suggest that people tend to categorise someone as male or female, and then the gender constructs come into play, providing us with judgemental standards against which to compare a person in forming impressions about their masculinity and femininity. Attributes and behaviours which we have about explicit sex stereotypes ought to be important sources of information in this process of impression formation, Smith (1985: 28).

Culture also contributes a great deal in prescriptions of sex appropriate behaviours, for example, according to Salzman (1998:227) among the Araucanians of South Central Chile and neighbouring parts of Argentina, men are expected to talk a great deal, and those who do and speak well, are highly respected. By contrast, Araucanian women are brought up to say little and speak quietly in public and to keep silent in the company of their husbands (although they speak freely when in the company of women). Among Mongolian nomads, daughters in law have such a low status that they are severely restricted in the use of language. For example, they are forbidden to use not only the names of their husband's male relatives but any word or syllable that sound like these names.

It seems reasonable to predict then that women in general will speak more formally and more politely, since women are culturally relegated to a secondary status relative to men and since higher levels of politeness are expected from inferiors to superiors, Coates (1998:82).

2.13.3 Changing Stereotypes

Beck (1982:203) advocates that changing stereotypes, like changing attitudes, is a matter of re-education. Though, in the same breath he warns that it may not

necessarily follow that deeply held stereotypes may change, but, it may make it harder to hold on to the old stereotypes and perhaps more difficult for younger generations to learn them. What people may be weary of is letting new stereotypes and prejudices replace the old ones.

As part of the process of re-education there has to be a lot of lobbying, awareness raising and advocacy campaigns. These strategies could be employed at various levels and domains of society, such as schools, client serving government departments, also at higher levels of society such as in cabinet.

2.14 The role that language can play in Renaissance

Many multifaceted inputs are required to realise the vision of the African Renaissance, language and language practitioners being undoubtedly amongst these, Development Southern Africa (2001:7).

Language influences the formation of identity, but identity also influences language attitudes and language usage. Another important factor to consider is that there cannot be discussions on the African Renaissance while African languages are relegated to the back seat. Due to the centrality of the position that language occupies in a person's life, it is seen to be constituting the most important embodiment of identity. It is a means of distinguishing us from them, Communicare (1993, 12).

2.14.1 The importance of having an identity

Schmied (1991: 77) describes identity as a means to recognise some entity as part of some larger entity, so that people can identify themselves with a group, a tradition - an attribute shared by others.

Identity is a phenomenon that cannot be characterised as a single feature. It must be described as a cluster of features which are different in kind and which include language oriented, as well as non-language oriented, criteria. It symbolises individuated existence. Asserting particularity is another way of proclaiming the existence of unique collectivity. Two levels on which it shows itself are i) a persona one or that of an individual and ii) that of group or national identity Haarman (1990: 39). Where identity is firmly established and there is a high level of cohesion, minorities are not necessarily disadvantaged by a non-ancestral language as a first language as far as educational performance is concerned, Politikon (2000:106). This is particularly important in multilingual countries.

Nations are considered to be individuated beings, endowed with the reality of natural things. They are assumed to be bounded, continuous and precisely distinguishable from other analogous entities. There is a very strong need for an identity in building a nation. People are bound together by common identities to make them a whole. Identity thus binds people to their place in history, to specific customs and values. It is through identity that the previously colonised regions and formally silenced and displaced groups can emerge from the margins of power and dominant culture to reclaim suppressed identities and experiences, Graves-Brown (1996: 65).

2.14.1.1 The role of language in the process of constructing identity

Summing up the importance of language in this regard, before going into detail, it can be said that “a nation’s language can be considered a part of its identity, or conversely, its identity can be regarded as the totality of its language, Hirsch (1987: 83). Speakers use language and associated phenomena and values to signal their identities.

The concepts of language, identity and society are closely related. Identity is acquired through the socialisation process and it happens through language. Society is also considered to be the most complex organisation of different groups and hence differing identities, for example, ethnical, professional, political, cultural, etc. In a setting where there is pluralism of identities there is bound to be boundaries which are caused by attitudes towards other identities. These boundaries are marked by objective features such as differences in language and cultural heritage. However, it is the perception of such features and the judgement about such boundary markers among members of a group which are decisive in shaping attitudes between a given group of reference and contact groups. Boundaries therefore may be perceived as, for example, taking pride in one's language and culture. These boundaries are therefore also a means of identification. Degrees of co-occurrence of boundaries will vary from one society to another. The perception of the degree of co-occurrence will vary from one individual to another, Haarman (1990:38).

In the process of investigating these boundaries an attempt was made to classify variants of boundary crossing, which may be termed *identity fusion*. The following are different phenomena of the fusion process as described by Haarman (1990: 39-45).

2.14.1.1.1 Amalgamation

Amalgamation is one of the processes of fusion. A process is characterised as amalgamation when neither of the group involved is dominant with respect to culture or language. Also, when the identity in the new formation represents an amalgam of elements of the former independent identities. An example is the Basque which resulted from the fusion of the partly romanised Iberians from the upper valley of the river Ebro with the people of Cantabrian stock. Neither the Iberian nor the Cantabrian language is the main component of the Basque language but both have contributed to the formation of this element in the

distinctive Basque cultural pattern. It is most probable that the cultures of both the Iberians and the Cantabrians have been partly integrated into the new identity without a dominance of either.

2.14.1.1.2 Incorporation

Incorporation happens in all parts of the world as a result of massive language contact. Processes of incorporation are closely linked to the degree of dominance of a contact language which exerts a situational pressure on the mother tongue of a smaller group. The dominating language in a process of total assimilation tends to take over every communicative function of the language which is under pressure. Once the dominant language has absorbed all the functions of the smaller language, the group under pressure tends not to reproduce its original mother tongue in the course generation change.

The Slavz, who settled on the coastal area of the Baltic Sea between the Elbe and Oder rivers, is an example of the process of incorporation, in this case, into the German language and culture and which was completed in the course of the late Middle Ages. Other historically completed fusion processes that can be cited are for instance, the total incorporation of Finno-Ugric tribes like the Merians and Muroms into Russian culture, the transformation of the Ugric Bashkirs into a group with Turkish identity and the latinisation of the Etruscans.

2.14.1.1.3 Conglomeration

The term denotes a special phenomenon where there is partial fusion of features in one identity with those of another identity. Such partial fusion results in the shift of an original identity to another identity. Also, this fusion does not refer to the group as a community, implying that only parts of the community shift to another identity. This therefore illustrates that identity is a multidimensional construct and that only some in a panorama of features may be involved in a

given fusion process. Thus, in partial fusion, like conglomeration, language as a feature of identity may be dislocated from other markers of identity.

This is especially true of diversity among Jewish communities. It is undoubtedly true that Yiddish has to be considered the national language of the Ashkenazic Jewish communities, but in the case of language relations among the Oriental Jews the conditions of ethnic identity are much more complicated. The Oriental Jews in the Caucasus speak Georgian (Grusnian) in Grusnia, Armenian in Armenia (as well as in the northwest of Iran) and Tat in Dagestan (where they are known as Mountain Jews) as their mother tongues. The Oriental Jews have largely assimilated into the surrounding languages of other ethnic groups. The process of partial fusion in Oriental Jewish communities includes language as a feature of acculturation and assimilation but it does not involve other features like family-transmitted cultural tradition, religious practices, etc. This dislocation of language from other identity features that can be observed in the Causus is also true for Oriental Jews in Soviet Central Asia (who speak Tadzhik and Uzbek as their mother tongues), in Iran (where most of the Jews speak Farsi) and in the Arab countries (where Jews have assimilated the local variants of Arabic).

Since these boundaries lead to ethnic partitioning, attempts should be made to have societies grounded in fusion processes such as amalgamation. Attempts should be made to avoid domination of one cultural and linguistic group over the other. Integration, rather than assimilation, should be the order in multi-ethnic societies so that one group should not be absorbed by the other.

2.14.2 Globalisation and Pluralism

Renaissance imply growth, development and innovation, The term assumes plurality, intellectual expansion, globalisation, intellectual expansion and humanism. It incorporates analysis, defamiliarisation and the social dialectic. It

aims to enhance the public sphere not to control it. It is a process which is dynamic, innovative and democratic, Scrutiny (1999: 46).

Kuper, quoted by Nelson (1969:60), explains pluralistic societies as those that are characterised by deep ethnic and cultural cleavages and differential incorporation, and that which is applicable to societies featuring a high degree of both integration and consensus among an array of ethnic, economic and cultural groups.

2.14.3 Particularism and Authenticity: Are they possible?

Regarding globalisation, the question is whether we can retain local attachments such as ethnic identity and mother tongue and still become 'citizens of the world'. The answer to this is definitely "yes" because it is not possible to live unless one lives as a particular human being, in a particular time and place. So, if globalisation is an ideal to be striven for, it must accommodate itself to our particularism. Perhaps all this is possible by cultivating what is called the pluralistic personality. The pluralistic personality has two strengths: i) clarity and depth about its own roots and particularly; ii) openness to and interest in sources of strength beyond its own traditions. A system of education designed to nourish the pluralistic personality must itself comprehend the moral roots of the American people. It should not attempt to develop a common culture that would represent a watering down of each particular culture, but rather a common culture that arises out of a shared, common knowledge of the analogies and differences between moral traditions, Van Horne (1987: 12 – 13).

Globalisation means civilisation and civilisation means opening up to outside influences. The education system can play a major role in helping with the retention of indigenous cultures by providing students with the common intellectual experience of broadening their understanding of ideas and values drawn from different strands of their own culture, and to increase their

understanding of cultural diversity and the process of cultural interaction. Educational systems in pluralistic societies should devote substantial attention to cultures other than their own. In this way learners are assisted in being prepared for pluralism outside the walls of the academe. Children should be taught to believe that diversity brings strength and vitality. There must be conciliation of differing interests, Ozolins (1993: 28).

An African example of a group which has managed to reconcile both identity maintenance and economic stability is the Indians in South Africa. They have shown a very strong sense of identity and perform very well academically in English language-medium schools, despite a waning fluency in their ancestral languages. There is also a noticeable, almost exclusive, use of English among the youth. One could infer from this case that where identity is firmly established and there is a high level of cohesion, minorities are not necessarily disadvantaged by a non-ancestral language as a first language as far as educational performance is concerned from, Politikon (2000: 107).

2.14.4 Languages and the African Renaissance

President Mbeki appears to be the primary initiator of the concept of the African Renaissance. Closely aligned to it is the notion of Africanisation. Africanisation was often used in the context of revalidation of African social existence, religion, history and communal practices and the revitalisation of what were considered to be essential African values, Cuvelier (2003 :165 – 166, 167). For the vision of the Renaissance to be realised it would require many multifaceted inputs. The term *multifaceted* in this discussion should be understood in the context of language. In South Africa, similarly with several, if not all, African countries, the situation is such that there are several indigenous languages coupled with those of the colonisers. This being the case, one may rightly demand to know which language would be most appropriate for the Renaissance.

When President Mbeki articulated the idea of an African revival, surely he had in mind economic growth, better social conditions, regional and continental cooperation, at least as far as the business community is concerned. But, the President's idea clearly had another dimension, one that has in mind the different aspects of nation building. This is the dimension that calls for the recuperation of African history and culture, respect for ancient African societies and the recovery of African pride after the depredations of colonialism. It is suggested that such a revival of the continent is quite possible, English Academy Review (1999:62).

2.14.5 African Renaissance: What Language?

Since the realisation of the vision of an African rebirth requires both civilisation and culture, it is clear that it also needs the languages that represent these two facets. The language that represents culture would be indigenous languages while the language of civilisation would be represented by English.

2.14.5.1 The language of civilisation

English, in this regard, perfectly fits the description of, English Academy Review (1999: 140) who says: "The English language is a stepmother's tongue. Stepmothers feed you after they have fed their legitimate children, they reject you when intimate matters are being decided and discussed, you graft yourself in them because you have nobody to look after you and your needs. A stepmother is a substitute mother."

What this author generally implies, is that English is a foreign object, but, also a necessary one. There is a growing realisation that international communication is vital in today's world and that language is key to it.

To survive, we need to become bilingual populations with one language as a marker of identity but another as a language of wider communication to anchor

us into the global economy and culture. It is important that this language should be learnt alongside indigenous languages as it gives access to global structures.

It is attractive because it facilitates outward movement from the indigenous community. It can satisfy the role of providing for new horizons which members of the community wish to reach towards new standards of living and a new quality of life. This is the language that provides people with an intelligibility bridge. In a sense, this is the language that is outward looking.

2.14.5.1 The language of culture

In contrast to the above description, languages of culture may be regarded as biological mothers. They feed you first, they always make you a part of decision making and discussions of intimate matters. These are not substitute mothers; they are real mothers. These are the languages that help to enhance self-esteem and identity. They are important to an individual's repertoire. If these languages are properly harnessed they can help to benefit the nation and the people whose skills are under-utilised. Above statements conquers with Alexander, *Social Dynamics* (1999:6) when he says that enforced use of foreign (European) language entails, among other things, a fatal diminution and even total loss of creativity. Unless this is addressed systematically, all talk about the African Renaissance will remain mere wishful thinking.

Edwards (1994:129) says that a nation has nothing more precious than the language of its fathers. It could lose its wealth, its government, even its territory and still survive, but should it lose its language, not a trace of it would remain.

The indigenous languages and cultures can also play an important role in several domains, and thus contribute to the economic success. These are domains such as tourism, arts and local manufacturing industries. As Wendell-Holmes, quoted

by Crystal (2000:36) has put it, these are the languages that are a temple in which the soul of those who speak it is enshrined.

2.15 Conclusion

The above discussion has shed some light on differing theories pertaining to the importance of language, resultantly language practice. Documented different language service providers and what their duties entail, have been outlined. A description of the dynamics surrounding various extralinguistic factors that have an influence on language was made, in the process bringing out the complex language situation which faces the country and the changes that the language fraternity has undergone.

Linguistic aspects similar to those that occur in South Africa, such as change and drift, were indicated. It is clear that they are not unique to South Africa but also occur in other countries. Finally, the discussion has taken a look at how language relates to culture and it stands out that the two are inextricably related.

It was also made clear that there is no way of escaping concepts such as globalisation and plurality, while on the other hand we have to maintain authenticity and particularism. The full realisation of the vision of an African revival also requires accommodating both culture and civilisation.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the analytical methods and methodologies used in this study in order to obtain, collect, evaluate and interpret the data. This means *inter alia* being explicit about the way the study was approached, what data, and how much data, was used, and why, how many speakers were interviewed, and how much time was spent in the field Johnstone (2000: 135). Details provided in this chapter will then assist with the scientific presentation of the data collected for the study, whilst also indicating a deep insight into various aspects of this type of research, viz., qualitative research.

3.2 Description of Methodology

Methodology is the same as technique. These are methods used for data generation and collection. Methodology answers questions such as how data shall be gathered, how it shall be analysed and how missing data will be dealt with. Essentially, it is concerned with measurement, quantification and instrument building and with making sure that our instruments are appropriate, valid and reliable Oppenheim (2001: 6).

In this study the researcher employed the qualitative research method. The qualitative research style is more flexible and encourages slowly focusing in on the topic throughout the study. In contrast to quantitative research, only a small amount of topic narrowing occurs in an early research planning stage. It is a more inductive process, and much of the narrowing occurs after a researcher has begun to collect the data Neuman (2000: 149). This is the type of research that is designed in the doing, that is not systematic in any personal way, that leaves

room for, indeed insists on, individual judgement, that takes account of historical, situated detail and context and all that... Flinders and Mills (1993: 219).

The phenomenological method is used in this study. This is a method that deals with how the social world is made meaningful. The observer's focus is on how members of the social world apprehend and act upon the objects of their experience as if they are things separate and distinct from themselves Denzin and Lincoln (2000: 489).

3.3 Literature review

Literature review is based on the assumption that knowledge accumulates and that we learn from, and build on, what others have done Neuman (2000:445). It involves consulting the written material relevant to the research problem, Marlow (1993: 34). Materials for literature review in this study were found in various outlets, including private and public libraries. The contents of the review was drawn from various sources, consisting largely of text books and journals. The following are pertinent aspects on which literature review in this study was focused:

3.3.1 Topics raised

The previous chapter outlined works of various authors related to the topic of this study. It was mainly guided by data drawn from the interviews. Firstly, the importance of language was discussed. Different careers using languages were outlined, extra linguistic factors that may have an impact on language were also defined in great detail. Other factors emanating from the data collection process are language and culture, attitudes and stereotypes as well as causes of language disappearance and change. A look was taken at the contribution that language practice can make to the call for the African Renaissance.

3.4 Research Design

As described in 1.7.1 of the previous chapter, this study is exploratory, descriptive and qualitative in nature. It is undertaken among language practitioners of various languages and cultures in various national government departments. Oppenheim (2001: 6) describes design as a basic plan or strategy of the research, and the logic behind it, which will make it possible and valid to draw more general conclusions from it. It is concerned with making our problem more researchable by setting up our study in a way that will produce specific answers to specific questions.

3.4.1 Definitions

3.4.1.1 Qualitative Research

The qualitative method involves non-numerical examinations of phenomena. It focuses on the underlying meanings and patterns of relationships. It may look at only one or two cases, and it uses unstructured interviews or observations to collect the data. The following are attributes of the qualitative approach:

- categories emerge as a result of the investigation
- use of a small number of subjects (e.g., sometimes 4 or 5)
- use of narrative techniques to analyze results
- usually collects data with unstructured interviews, observation, logs/journals Marlow (1993: 66). Findings of this research are therefore not arrived at by statistical procedures or other means of quantification Strauss and Corbin (1998:10-11).

3.4.1.2 Recurring features of qualitative research

Miles and Huberman (1994:5) describe the following as features which occur in most species of qualitative research. These may only be the core of the recurring features, and they may be configured and used differently in any particular research tradition.

- Qualitative research is conducted through an intense and/or prolonged contact with a specific field or life situation. These situations are typically banal or normal ones, reflective of the everyday lives of individuals, groups, societies, and organizations.
- The researcher's role is to gain a holistic (systemic, encompassing, integrated) overview of the context under study; its logic, its arrangements, its explicit and implicit rules.
- The researcher attempts to capture data on the perceptions of local actors from the inside, through a process of deep attentiveness, of empathetic understanding, and suspending or bracketing preconceptions about topics under discussion.
- Reading through these materials, the researcher may isolate certain themes and expressions that can be reviewed with informants, but that should be maintained in their original forms throughout the study.
- A main task is to explicate ways people in particular settings come to understand, account for, take action, and otherwise manage their day to day situations.
- Many interpretations of this material are possible, but some are more compelling for theoretical reasons or on grounds of internal consistency.
- Relatively little standardised instrumentation is used at the outset. The researcher is essentially the main measurement device in this study.
- Most analysis is done with words. The words can be assembled, sub-clustered, broken into semiotic segments. They can be organised to permit the researcher to contrast, compare, analyse and bestow patterns upon them.

This study was conducted in the workplace of the respondents, which is considered as a normal situation reflective of their everyday lives.

3.4.1.3 Advantages of qualitative research

Denzin and Lincoln (1998:8-9) state that qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape enquiry. They emphasise the value laden nature of enquiry. They go on to state the following as the advantages/distinguishing features of qualitative research:

- Capturing the individual's point of view: qualitative investigators think they can get closer to the actor's perspective through detailed interviewing and observation.
- Examining the constraints of everyday life: qualitative researchers are more likely to confront the constraints of the everyday social world. They see this world in action and embed their findings in it.
- Securing rich descriptions: qualitative researchers believe that rich descriptions of the social world are valuable. They are concerned with much detail.
- Acceptance of postmodern sensibilities: qualitative researchers are new generation researchers who are attached to post-structural, postmodern sensibilities.
- Use of positivism: this is based on the belief that there is reality out there that needs to be captured. The positivist and post-positivist traditions linger like long shadows over the qualitative research project.

3.4.1.3 What qualitative research does not do

Qualitative research can be construed as a research strategy which does not

- entail a deductive approach to the relationship between theory and practice;
- incorporate the practices and norms of the natural scientific model and of positivism in particular; and
- embody a view of social reality as an external, objective reality Bryman (2001:20).

3.4.1.4 Dimensions of the research design

The research design can also be viewed as the strategy that our questions especially will adopt. It will be determined by two factors, viz. the intent or goal of the research, as well as the amount of information we already have on the topic to be investigated Marlow (1993: 24). Two main strategies employed in this research are descriptive and exploratory in nature.

3.4.2.1 Descriptive

Descriptive research is used in cases where the researcher has a developed idea about a social phenomenon and wants to describe it. It presents a picture of the specific details of a situation, social setting or relationship. This research focuses on the 'how' and 'who' questions. It explains why something happens Neuman (2000: 22). This research describes, records and reports phenomena as objectively as possible Marlow (1993: 25).

3.4.2.1.1 Goals of descriptive research

The following are the goals of descriptive research as described by Neuman (2000: 22):

- Provide a detailed, highly accurate picture.
- Locate new data that contradicts the past.
- Create a set of categories or classify types.
- Clarify a sequence of steps or stages.
- Document a causal process or mechanism.
- Report on the background or context of a situation.

The study gave a detailed and highly accurate picture of the current legislation pertaining to languages, detailing the various stages. As a result thereof issues were put into context.

3.4.2.2 Exploratory

Exploratory research adds richness and depth to the investigation, elements that may not be possible with some other strategies. Often, this research determines a study's feasibility and raises questions to be investigated by more extensive studies Marlow (1993: 24). This research is used to explore new issues or topics or those which researchers had written little about Neuman (2000: 20).

3.4.2.3 Goals of exploratory research

Neuman (2000: 22) describes the goals of exploratory research as to:

- Become familiar with the basic facts, setting, and concerns.
- Create a general mental picture of conditions.
- Formulate and focus questions for future research.

- Generate new ideas, conjectures, or hypotheses.
- Determine the feasibility of conducting research.
- Develop techniques for measuring and locating future data.

The two approaches outlined above are intertwined. Descriptive enquiry has as its object the exploration and clarification of some phenomena where accurate information is lacking. Often, such research is explicitly labeled exploratory research Forcece and Richer (1973:79).

This study will formulate new ideas on how the language professions could be made more sustainable and viable.

3. 5 Phenomenology

This is the approach whereby researchers strive to understand the meanings of events and interactions to ordinary people in specific situations Garbers (1996:284). The phenomenologist views human behaviour, what people say and do, as a product of how people define their world. The task of the phenomenologist, and of qualitative methodologists, is to capture how people construct their realities Taylor (1998:10,11). Phenomenologists attempt to see things from other people's point of view. The following are aspects of the phenomenological approach as described by Kvale (1996:53 – 54):

3.5.1 Open description

According to Kvale (1996:53), what matters is to describe the given as precisely and completely as possible, to describe rather than to explain or analyse. Phenomenology is an attempt at a direct description of experience.

3.5.2 The investigation of essences

This is when one shifts from describing separate phenomena to searching for their common essences. It can also be termed free variation in fantasy. This means varying a given phenomenon freely in its possible forms, and that which remains constant through the different variations is the essence of the phenomenon.

3.5.3 Phenomenological reduction

This calls for a suspension of judgement as to the existence or non-existence of the content of an experience. The reduction can be pictures as bracketing, an attempt to place the common sense and scientific foreknowledge about the phenomena within parentheses in order to arrive at an unprejudiced description of the essence of the phenomena. Reduction does not involve an absolute absence of presuppositions, but rather a critical analysis of one's own presuppositions.

3.5.4 Primacy of the life-world

This is the unique potential of the qualitative research interview for obtaining access to and describing the lived everyday world. The life world is the world as it is encountered in everyday life and given in direct and immediate experience, independent of and prior to explanations.

3.6 Population and Sampling

3.6.1 Population

The population is the entire group of subjects to be studied. It is the group of people to which the results should apply. Since it is rarely possible to study all

the people in the population, a sample will have to be drawn, using various methods. The population is a theoretical concept in so far as it is defined on the basis of certain concepts or variables, based on, for example, geographical region, gender or age group Alasuutari (1998:49).

In this study, the population from which respondents were drawn were language practitioners of both genders, all age groups, speaking various languages; thus multicultural.

3.6.2 Sampling

Sampling is the selection of a part (sample) from the whole (population), in order to make inferences about the whole. The main purpose of sampling is to reduce the time and money that would be spent if the total population were studied, yet still realized data that are accurate representations of the entire population. The success of a sample lies in its accuracy in reflecting the state of affairs in the population Forcece and Richer (1973:121 – 122).

3.6.3 Sampling Method

The study uses the probability sampling method. This method occurs when every element in the population has an equal chance of being selected, thus, its representativeness is assured. In addition, no subject can be selected more than once in a single sample Marlow (1993:107).

3.6.3.1 Simple random sampling

In a simple random, each individual in the population must have an equal chance of being included in the sample, a chance less than one and more than zero Forcece and Richer (1973:123). It is the most straightforward probability

sampling method to use. When we toss a coin, there is an equal chance of it being heads or tail Marlow (1993:107).

3.6.3.1.1 Sampling frame

A researcher operationalises a population by developing a specific list that closely approximates all the elements (people) in the population. This list is called a sampling frame. A choice can be made from any type of sampling frame. A good sampling frame is crucial to good sampling Neuman (2000:201).

The sampling frame in the study was drawn from a database of all national government departments which have a language service.

3.6.4 Sample size

The key ingredient in determining the sampling error for a simple random sample is the sample size. The more people who are interviewed, the smaller the error. When choosing a sample size for a study, the following aspects should be considered:

- Degree of sample error that is tolerable.
- The sampling procedure.
- The sampling error for subgroups that are of particular importance Weisberg and Bowen (1977:37,40).

3.6.5 Inclusion criteria

In deciding what elements should be included in the sample, accuracy and availability were utilized as the major deciding factors. For this study, subjects who would be available for the interview at their places of work were chosen, also those who are practicing language professionals working in the national government departments.

3.7 Data collection

Data collection is the process of gathering information for a specific purpose. Data are systematically collected elements of information about the world. When data are collected for a specific purpose certain rules will improve the quality of those data. The first and most important guideline for improving data quality is record and report the process by which data are generated, King (1994:23).

3.7.1 Interviewing

An interview refers to a dialogue situation – a give and take situation between researcher and respondent, containing many more unstructured questions. Much detail can be obtained through interviews, as the respondent is allowed to talk till he exhausts a particular topic Forcece and Richer (1973:169).

3.7.2 Interviewing guidelines

The following are interviewing guidelines indicated by Weisberg and Bowen (1977:62), designed to help get candid answers from respondents. The guidelines may be adjusted to suit the population being interviewed:

- Privacy: the interview to be taken without the audience.
- Asking the questions: the interviewer is expected to ask the questions exactly as they have been written and in exactly the same order in which they appear.
- Recording the answers: interviewers usually record the respondent's answers exactly, including a verbatim record of open ended answers.
- Not giving the opinions: the interviewer should recall that the purpose is to get the actual attitudes of respondents. This means that the interviewers should just ask the questions and not give their opinions.

- Building rapport with the respondents: making the respondent to feel comfortable in this unusual situation.
- Probing: the interviewer must probe if the respondent's initial reply is unclear, is just a fraction of his views or is off the track.
- Refusal: when the respondent sometimes does not want to answer a particular question; the interviewer should try to get the answers, but not try so hard as to jeopardise the rapport for the rest of the interview.

For this study, during the interviewing process the researcher was recording as well as taking notes. The tapes were later transcribed so as to establish a record of data.

3.7.3 Advantages of interviews

- Open ended interviews allow the respondents to say what they think and do so with greater richness and spontaneity.
- There is an improved response rate.
- Interviews based on probability samples offer a clear advantage.
- They can give a prepared explanation of the study more convincingly.
- They offer standardised explanations to certain problems that arise.
- They prevent many misunderstandings.
- Finally, they maintain control over the order or sequence in which the questions are answered.

There are more advantages of the interview than is listed above; only those that are relevant for this are listed.

3.7.4 The in-depth interview

The purpose of these interviews is to obtain descriptions of the lived world of the interviewees with respect to interpretations of the described phenomena Kvale (1996:30). He further sets out the aspects of these interviews as the following -

- life world: the topic of these interviews is the everyday lived world of the interviewee and his or her relation to it;
- meaning: the interviewee seeks to interpret the meaning of central themes in the life world of the subject. The interviewer registers and interprets the meaning of what is said as well how it is said;
- qualitative: the interview seeks qualitative knowledge expressed in normal language, it does not aim at quantification;
- descriptive: the interview attempts to obtain open nuanced descriptions of different aspects of the subject's life worlds;
- specificity: descriptions of specific situations and action sequences are elicited, not general opinions.

3.7.5 Planning for the interview

An interview study requires substantial forethought and advance planning. In addition, effective interviews need to guide the respondents through a maze of life experiences in an orderly fashion and within a limited period of time. It is thus necessary to decide in advance which slices of potentially infinite reality are crucial and which are interesting, but nevertheless, less important for answering the research questions and resolving the relevant theoretical debates. A carefully constructed interview guide is also needed to collect information in a manageable form for later analysis. In-depth interviews of course always leave room to discover the unexpected and uncover the unknown, May (2002: 204).

The key questions for planning the interview investigation concern the *what*, *why*, and *how* of the interview -

- what: obtaining a preknowledge of the subject matter to be investigated;
- why: clarifying the purpose of the study;
- how: acquiring a knowledge of different techniques of interviewing and analysing, and deciding which to apply to obtain the intended knowledge Kvale (1996:95).

3.7.6 Managing the interview situation

The interviewer strives to create an atmosphere in which people feel comfortable talking openly about themselves. The interviewer must attempt to construct a situation that resembles those in which people naturally talk to each other about important things, Taylor and Bogdan (1998:98). They point the following as aspects which set the tone for the atmosphere the interviewer should try to create:

- Being non-judgmental

If you want people to open up about their feelings and views, you have to refrain from making negative judgments about them or putting them down. Try to accept them for what and who they are.

- Letting people talk

In-depth interviewing requires a great deal of patience. Informants can talk at length about things in which you have no great interest. You can usually get a person back on track through subtle gestures, such as refraining from nodding your head or taking notes.

- Paying attention

This means communicating a sincere interest in what informants are saying and knowing when and how to probe and ask the right questions. As Taylor and Bogdan (1998:101) puts it, paying attention also means being open to seeing things in a new and different way.

- Being sensitive

Interviewers always have to be attuned as to how their words and gestures affect informants. They must be sympathetic but not patronizing. They have to know when to probe but stay away from open wounds. They have to be friendly but not ingratiating.

3.8 Data analysis

Data is information systematically collected in research. Data is usually information about individuals or groups Landman (1988:59). Analysis is understood to mean the resolution of a whole into parts. By means of analysis, the constituent variables or factors that are relevant to the understanding of a phenomenon or an event, are isolated.

3.8.1 Flows of qualitative data analysis

According to Miles and Huberman (1994: 10 – 11), qualitative data analysis is done in three concurrent flows of activity, namely:

- Data reduction

This refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data

reduction occurs continuously throughout the life of any qualitatively oriented project. As data collection proceeds, further episodes of data reduction occur in various forms, such as writing notes, coding, teasing out themes, making clusters, etc.

- Data display

This is the second major flow of analysis. A display is an organised, compressed assembly of information that permits conclusion drawing in action. Looking at displays helps us to understand what is happening and to do something – either analyse further or take action, based on that understanding.

- Conclusion drawing and verification

From the start of data collection, the qualitative analyst is beginning to decide what things mean – is noting regularities, patterns, explanations, possible configurations, causal flows and propositions. Conclusions are then verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability; that is, their validity.

3.8.2 The data analysis process

In this study data analysis was done manually in four phases using the coding method. Coding links different segments or instances in the data. Those fragments of data are brought together to categories data that we define as having some common property or element. They are defined as being about, or relating to, a certain topic or theme. All the data fragments are linked to a

particular idea or concept. Codes, data categories and concepts are thus closely related to one another Coffey and Atkinson (1996:27).

PHASE 1

In this initial phase of the analysis the researcher listened and transcribed the recorded interview. The language used for the interview was English; thus, no translations were needed, though, there were isolated instances where the respondents used their mother tongue if they could not find proper words to express themselves in English. Those were translated. The transcriptions were accurately produced as they were recorded. A separate document was created for each phase. All respondents were basically asked the three same questions. Probing was used as a means of soliciting more information when the researcher felt that the response was inadequate. The following is an example of such a transcription, focusing on the three main questions:

PHASE 1, RESPONDENT 1, DOCUMENT 1

I: Investigator.

R: Respondent.

Job Title: Language Practitioner.

Mother tongue: Sesotho.

I: How do you see the role of a language professional since the entrenchment of the new legislation on multilingualism?

R: Relatively there is a change for the better compared to what the language industry used to offer before the multilingual dispensation. New careers in languages were introduced. Although some, like interpreting and translating, are not really new because people used to translate and

interpret all along. Maybe they are formalised. You know that in the past our tertiary institutions used not to offer a lot in terms of languages. It used to be just subject matter that channels into the teaching career. Generally, I want to say that, truly speaking, more doors career wise have been opened since multilingualism was introduced. There is a lot that a language practitioner can do to further the mandate of multilingualism. Also, when looking at some of the broader government initiatives or principles, like the African Renaissance, the language practitioner has a very important role to play. You know, Renaissance means rebirth, the reclaiming of one's identity. All these things need language to be realized.

I: Do you believe that language practitioners are optimally utilised ?

R: To answer you honestly, I feel the answer is no and yes. When you look around, there are still many service delivery departments which do not serve the people in the languages that they understand. Most of these departments do not even have a language unit. Many employees who are employed as language practitioners do not do what they should be doing. They are, for example, either working as cultural officers, communication officers or something else that is not what they have been employed to do. I believe they would be optimally utilised if they were working as true language practitioners in their mother languages. By that I am not against multiskilling, but when you think about what I have said, these practitioners are being multiskilled in everything except proper language work. The answer yes applies to those language departments which employ language practitioners and use them for what they have been employed to do.

I: What could be done to make the language professions more sustainable and viable?

R: I do not know where to start answering because I feel there are many things that should be happening but that are not happening. The first thing to look at is legislation issues. I know that there are some existing legislation but maybe it is not enough. The first that should happen is to pass that Bill, the South African Languages Bill, to be an Act. You know, Madame, so many things cannot happen because we always get questions whether there is an Act to support what we are saying. The sooner this is done, the better. You know, in the Constitution they should remove the clause which says expenses should be taken into consideration. This clause is the one which always causes people to say there are budgetary constraints when language issues should be attended to. I honestly believe that this causes a serious problem.

You know, language is something that does not occur in isolation. There are issues of politics, education, economy and a whole lot of others that should be taken into consideration. At tertiary institutions they should consider all these when designing programs for languages. The language programs should include a little bit of these aspects so that, for example, you can find an IT specialist who can design software for languages. I am sure you understand what I mean, something that will bring some life and vibrancy to the language professions. Other professions like the nurses, the CA's, and so forth have bodies to which they belong. Maybe we as language practitioners we also need something specifically like that where we can get together and discuss these common issues and find solutions together if there is a problem. Many of our people nowadays also do not take their languages seriously or regard them as important. Our children, most of the time, speak English; this must also change. I also fully agree that in multilingual situations a linking language may be needed for communication purposes, also for economic reasons but that does not mean our indigenous languages must be forgotten.

PHASE 2; DOCUMENT 2

A separate document was created from the previous one. Data collected from the interview was categorised into four different columns as follows:

Table 3.1: Categorisation of the transcripts

TEXT	DATA UNIT	CODE	CATEGORY AND NOTES
<p>(1) Investigator: How do you see the role of a language professional since the entrenchment of the new legislation on multilingualism?</p> <p>(2) Respondent: Relatively there is a change for the better compared to what the language industry used to offer before multilingual dispensation. New careers in languages were introduced. Although some, like interpreting and translating, are not really new because people used to translate and interpret all along. Maybe they are formalised. You know that in the past our tertiary institutions used not to offer a lot in terms of languages. It used to be just subject matter that channels into the teaching career. Generally I want to say that truly speaking more doors career wise have been opened since multilingualism was introduced. There is a lot that a language practitioner can do to further the mandate of multilingualism. Also,</p>	<p>(2.1) Role of language practitioner better that in the past</p> <p>(2.2) Formalisation of some professions</p> <p>(2.3) Major role to be played by the language practitioner</p> <p>(2.4) African Renaissance</p>	<p>Research question</p> <p>Role of a language practitioner</p>	<p>Present role:</p> <p>(2.1) Improved</p> <p>(2.2) RPL (formalisation) – past</p> <p>(2.3) Present & Future – major role</p>

when looking at some of the broader government initiatives or principles, like the African Renaissance, the language practitioner has a very important role to play. You know, renaissance means rebirth, the reclaiming of one's identity. all these things need language to be realized			
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PHASE 3

In phase three all the titles created for the different categories (table 4) for the different questions were listed and each and every chunk of data was properly categorized. For example, the categories created for the first question were:

Table 3.2 – Listing of categories

Category	Data chunk
(2.1) Past role	Improved
(2.2) Formalisation	Formalisation of some professions
(2.3) Present and future role	Major role to be played by language practitioner
(2.4) African Renaissance	Rebirth and identity

PHASE 4

In this phase a proper narrative follow-up of the categories was drawn up. Details of these will be explained in the following chapter.

3.9 Reliability and validity

Reliability and validity has objectivity as a goal. Objectivity can be obtained, firstly by reporting experiences in such a way that it is accessible to others, for

example, when reporting an experiment, every effort is made to describe the way the experiment was carried out, just in case someone wants to try the same thing. Secondly, the results of the experiment are reported in terms of theoretically meaningful variables, measured in ways that are themselves justifiable in terms of the relevant theories, Kirk and Miller (1986:13-14).

These two aspects are not enough if they occur separately. Measures that are perfectly reliable may be absolutely useless unless they also have some degree of validity. A measure is taken to be reliable if it is trustworthy or dependable. It is valid if it measures what one wants it to measure and not something else, Katzer (1982:91,93).

3.9.1 Credibility

Janesick (1998:108) outlines the following three issues that must be addressed to ensure credibility in a qualitative study -

- rigorous techniques and methods for gathering high quality data that are carefully analysed, with attention to issues of validity, reliability and triangulation;
- the credibility of the researcher, which is dependant on training, experience, track record, status and presentation of the self;
- philosophical belief in phenomenological paradigm – that is, a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, and holistic thinking.

3.9.1.1 Triangulation

Triangulation is a method developed within mainstream qualitative research for dealing with problems of validity and refers to the injunction to check pieces of information against at least one other independent source before regarding them

as credible May (2002:189). The following are four types of triangulation as identified by Denzin and Lincoln (1998:46) -

- data triangulation: the use of a variety of data sources in a study;
- investigator triangulation: the use of several different researchers or evaluators;
- theory triangulation: the use of multiple perspectives to interpret a single set of data;
- methodological triangulation: the use of multiple methods to study a single problem.

In addition to interviews as the main method of data collection, the researcher used the listening method as well, gathering information through reading of articles, such as the newspaper.

3.9.1.2 Confirmability/Objectivity

The basic issue here is one of relative neutrality and reasonable freedom from unacknowledged researcher biases, at the minimum, explicitness about the inevitable biases that exist. In short, do the conclusion depend on the subjects and conditions of the inquiry, rather than on the inquirer, Miles and Huberman, (1994:278).

3.9.1.3 Transferability

We need to know whether the conclusion of a study have any larger import. Are they transferable to other contexts? Do they fit?. How far can they be generalized? Miles and Huberman (1994:279) go on to suggest three levels of generalization: from sample to population, analytic and case to case transfer.

3.10 Ethical issues

Ethics is that branch of philosophy which pertains to the study of right or wrong Dooley (1984:330). In matters of ethics researchers must attempt to counterbalance their multiple responsibilities to their profession, the pursuit of knowledge, the society, their informants and, ultimately, themselves Taylor and Bogdan (1998:37). Respondents in this study were fully informed about what the study involves, confidentiality and anonymity and were also told that a report will be published as part of the study.

3.10.1 Permission

The researcher must seek formal or informal permission to conduct the study. If it is a formal written request, approval should also be in writing. As part of the request to conduct the study it must be candidly stated why the study is done and how it will be carried out Bickman and Rog (1998:500).

3.10.2 Informed consent

Full details of the purpose of the study are given. This includes the procedures to be followed during the study, risks and benefits of the research as well as alternatives to participating. This may be done through a form which the participant must study and then sign, Hoyle (2002:48).

3.10.3 Anonymity and confidentiality

Anonymity means that absolutely no identifying characteristics are recorded on the data and that it would be impossible for the researcher to figure out who contributed a given piece of data. Confidentiality means that even if the researcher can figure out whose data are whose, the researcher promises never to share that information, Hoyle (2002:59).

3.10.4 Data sharing

This is when documented data is archived in a user-friendly format and made available for others to use. It should be done with due respect to confidentiality. The investigator must ensure that all identifiers are removed and there is no way for anyone else to deduce the subject's identities, Bickman and Rog (1998:147).

3.10.5 Privacy

Bryman (2001: 330) says that participant observation is likely to be especially intrusive; this therefore poses the risk of interruption. Intrusion can thus cause much more time to be taken than in an uninterrupted interview. The researcher in this study took this into consideration by conducting interviews in quiet, secluded places.

3.11 Conclusion

This chapter outlined research methodology which guided this research study. The following chapter will focus further on the analysis of data.

CHAPTER 4

THEMATIC DATA ORDERING

4.1 Introduction

Detailed descriptions on the methodology were presented in the previous chapter, as well as a hint of analysis. This chapter will therefore go into more detail of what was hinted. Analysis was done manually as was alluded to previously. Note should also be taken that language practice cannot be divorced from language in general. Language has an impact on language practice issues, which is why some of the data refer to language but is pertinent to language practice issues.

4.2 Data structure

The following table presents an overview of the data after repeated listening by the researcher and comparing of notes. The researcher discovered that there were major issues which were indicated by the respondents. Repeated listening assisted with categorisation in various themes. There was then further subdivision into smaller components and fitting into the major themes. As a result there are some data units that fall into one major category but different sub-categories.

Table 4.1 Data structure

DATA DISPLAY	THEMES AND CATEGORIES
4.1	THEME 1: LEGISLATIVE ISSUES
4.1.1	Constitutional provision – expense clause
4.1.2	Enactment of the bill – time lapses National Language Policy Framework (NLPF)
4.2	Pressure groups – enforcement of legislation
4.2.1	

4.2.2	<p style="text-align: center;">THEME 2: ECONOMIC ISSUES</p> <p>Budgetary constrains – expense clause Low salaries Economy of the country</p> <p style="text-align: center;">THEME 3: PROFESSIONALISATION</p> <p>Formation of body Sharing of experiences Finding common solutions</p> <p style="text-align: center;">THEME 4: PROGRAMS & COURSES</p> <p>Inclusion of innovations Linkages with other subject fields which influence language</p> <p style="text-align: center;">THEME 5 : ATTITUDES</p> <p>Children who always communicate in English Attachment of little value to African languages</p> <p style="text-align: center;">THEME 6: THE AFRICAN RENNAISSANCE</p> <p>Identity and culture Authenticity Pluralism - globalisation</p>
4.2.3	
4.3	
4.3.1	
4.3.2	
4.4	
4.4.1	
4.4.2	
4.5	
4.5.1	
4.5.2	
4.6	
4.6.1	
4.6.2	

There were three abstraction levels obtained. The highest level contains the all encompassing or general themes. The themes were then subdivided into categories, which were further subdivided into subcategories. There are also a variety of data units that were not easy to count due to the use of manual methods. The following are levels:

Level 3: 6 major themes

Level 2: 12 major categories

Level 1: 5 subcategories

4.3 Presentation of themes and categories

4.3.1 Theme 1: Legislative issues

This was taken to be a major theme because the categories clustered beneath it all pertain to issues that are related to legislation, as presented in table 4.1 above. These include the **Constitutional** provision on languages, the enactment of the **Bill** on South African Languages and, lastly, that pressure groups should be formed to assist with enforcement and adherence to legislation. The **NLPF** was also alluded to by the respondents. Note should be taken that for the convenience of the reader table 4.1 will be unpacked as themes and are presented individually.

THEME 1: LEGISLATIVE ISSUES
DATA DISPLAY 4.1.1

- 4.1.1 Constitutional provision – expense clause
- 4.1.2 Enactment of the bill – time lapses
- 4.1.3 Pressure groups – enforcement of legislation

4.3.1.1 Constitutional provision

This is the specific clause in the Constitution which indicates that, when determining the African languages to be used practically, expenses should be taken into consideration. This is taken as a set back for implementation because it implies limitations.

4.3.1.2 Enactment of the Bill

The time frames that lapse before actual action is taken was highlighted here. The process of enacting the Bill need speeding up because many processes are delayed due to lack of an overarching legislation. What was alluded to in terms of the time frames was the lapse of time between the recommendation of the LANGTAG report and the approval of the NLPF.

4.3.1.3. Pressure groups

The presence of the pressure groups would enforce and ensure adherence to legislation and also speed up processes. It would also assist with awareness issues.

4.3.2 Theme 2: Economic issues

THEME 2: ECONOMIC ISSUES

DATA DISPLAY 4.2

4.2.1 Budgetary constrains – expense clause

4.2.2 Low salaries

4.2.3 Economy of the country

4.3.2.1 Budgetary constrains

This relates to the constitutional clause which refers to expenses, which is seen as an impediment to a lot of language issues. This is an example of what the

researcher meant when she mentioned above that some data chunks may fall under different categories or sub-categories.

4.3.2.2 Low remuneration

This category also has links with the budgetary constrains which are seen to be perpetuated by this clause in the Constitution. Language practice is seen not to be an economically viable profession due to the low salary scales attached thereto by Government.

4.3.2.3 Economy of the country

It is stated here that a country which affords citizens the opportunity to express themselves in their mother languages and be served in them inspires confidence in them. This is in tandem with what was indicated in chapter 2 of the literature review (2.10.5) that human security is multi-dimensional. Culture and identity give a return of self-esteem and self-financing.

4.3.3 THEME 3: PROFESSIONALISATION

THEME 3: PROFESSIONALISATION

DATA DISPLAY 4.3

4.3.1 Formation of body

4.3.2 Sharing of experiences

4.3.3 Finding common solutions

4.3.3.1 Professional Body

This pertains to the formation of a **professional body** to which language professionals can belong. This body would form a common platform where issues of **common interest** would be discussed by all the language professionals. They would also come up with problems from different spheres and assist each other in **finding solutions** to those problems

4.3.4 Theme 4: Programs and courses

THEME 4: PROGRAMS AND COURSES

DATA DISPLAY 4.4

4.4.1 Inclusion of innovations

4.4.2 Linkages with other fields

4.3.4.1 Inclusion of innovations

The language programs offered by various institutions should be researched so that innovations can be added. These can include other fields which are not language specific but which have an impact on language. This is in agreement with literature review in which factors which are not language specific, but which have an impact on language, were outlined, section (2.10). The study will not deal with the two categories above separately because they are seen to be interwoven.

4.3.5 Theme 5: Attitudes

THEME 5: ATTITUDES

DATA DISPLAY 4.5

4.5.1 Communication always conducted in English

4.5.2 Attachment of little value to African Languages

4.3.5.1 Unilingualism

This category is in line with the literature study portion which also stated that there is a move towards unilingualism, despite the multilingual provisions. Details of this can be found under section (1.3). Even when high profiled people communicate they generally do so in English. Another concerning factor, linked to this, which is also discussed in the literature review, sections (2.5 & 2.6) is the death or disappearance of some languages due to non-use or diminished use.

4.3.5.2 Attachment of little value to African languages

This is taken as an attitude problem caused by past policies, as indicated in section (2.11) of the literature review on attitudes and stereotypes. An example of this is the stereotype that English is superior to other languages. This is also reflected in parents who refuse to have their children taught in mother tongues. Another contributing factor is that parents migrate for various reasons, leaving behind their countries of origin and settling into a new culture. As a result thereof children of such parents grow up in totally strange environments, adopting the new way of life and growing to appreciate more strange ways than their own culture. They initially feel displaced and shocked but with time they grow to adapt, discussed in section (2.8.3) of chapter 2.

4.3.5 Theme 6: African Renaissance

THEME 6: AFRICAN RENNAISANCE

DATA DISPLAY 4.6

4.6.1 Identity and Culture

4.6.2 Authenticity vs Pluralism

4.6.3 Globalization

Language practitioners do not see the African Renaissance realised without them. Again, section 2.12 of the literature review gives a full outline of various issues surrounding this aspects. The language of culture is important to this aspect, whilst also not leaving behind the language of business. A full description on how the two can be managed together successfully is also provided.

4.3.5.1 Identity and culture

This is identified as one of the major roles that language practice can contribute to. For one to realize rebirth, one needs to have an identity which also links up with culture in a very big way. Section (2.12.1) of the theoretical background discusses at length the relationship between culture and language. Identity is also discussed at length. Language practitioners can assist with these aspects in many ways, be it in the form of language teachers who inculcate in the children at school level the importance of growing to appreciate their mother languages or authors who produce genres of various types and graphicising the languages so as to keep them alive.

4.3.5.2 Authenticity and pluralism

These two were seen as having the ability to co-exist. The presence of one does not eliminate the other, as discussed in the literature review. Pluralism is taken to also connect a lot to globalization. They should not be seen as threats to

language and hence language practice. They should instead be utilized to strengthen language practice. This theme, and the one on programs and courses, can strengthen each other. This is the main aspect in which the language practitioners see themselves playing a central role. Different dynamics surrounding the phenomenon are also discussed in detail.

The data analysis method was adapted from a qualitative research report as presented by Cynthia Zodwa Vilakati in her report on Mozambican Women's experience of Labour Pain, in fulfilment of her Masters of Arts degree with UNISA, 2003. The researcher found the methods used to be user-friendly and also very easily adaptable to her own studies.

4.4 Conclusion

The above discussions presented the findings deducted from interviews and also made linkages with the chapter on theoretical studies on similar topics. The data was presented according to themes, which is a method the researcher found to be easy to analyse said data. Information was basically provided on

- how language practitioners see themselves in the new dispensation;
- how language practice could be made more viable and sustainable as a profession;
- whether language practitioners are optimally utilised as language practitioners.

Some findings were touched upon as the themes were discussed but a summary thereof will be provided in the next chapter.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter will give a summary of the findings, it will come up with recommendations after careful consideration of various aspects of the study, *inter alias* the information gathered from the theoretical background as well as the data that has been collected after the interviews.

5.2 Overview of the study

This was an exploratory, descriptive qualitative study. Open, unstructured in-depth interviews were used as a means of data collection. Coding, categorisation and thematic ordering were used to analyse the data. The study gave consideration to ethical issues when dealing with respondents, ensuring, amongst others, that they were fully informed, that privacy, confidentiality and anonymity regarding interviews prevailed, also informing them that there will be a publicly accessible report at the end of the study. Credibility and trustworthiness of the data were also considered.

5.3 Aims and objectives

This study has the following as its objectives (as they appear in chapter 1) -

- to state what role language professionals play in a multilingual and multicultural setting;
- to determine whether language practitioners are optimally utilised;
- to determine how language practice as profession could be made more viable and sustainable.

Questions which the study answered are the following:

- How do you see the role of a language professional since the entrenchment of the new legislation on multilingualism?
- Do you believe that language practitioners are optimally utilised ?
- What could be done to make the language industry more sustainable and viable?

5.4 Summary of the data

Six major themes emanated from the study and they are:

Theme 1: Legislative issues

Theme 2: Economic issues

Theme 3: Professionalisation

Theme 4: Programs and Courses

Theme 5: Attitudes

Theme 6: African Renaissance

5.5 Summary of the findings according to themes

Theme 1 - There is legislation to support the course of languages and/or language practitioners but the same legislation also presents impediments to its implementation arising from certain provisions. The most practical example in this respect is the much welcomed provision in Section 6 of Constitution where official languages are clearly articulated. Provision for the elevation of these languages is also made through taking practical and appropriate measures. What is seen as a hindrance in the very same document is the statement that, in doing all these, expenses, amongst others, should be taken into consideration. Legislation in terms of language is also warmly welcomed and appreciated. Great concern however lies in the time frames that lapse before these documents are

ultimately concretised. An example to be stated in this regard is the time frame that lapsed between the recommendation of the LANGTAG report and the introduction of the NLPF. The task team tabled the recommendations in 1995, whereas the final draft of the Language Policy and Plan was discussed and recommended by Cabinet only in 2000. The draft Bill on the South African Languages has also been in existence since 2000 but since then it has not been enacted – a process also seen to be taken for ever. The finalisation of this process would assist with enforcing compliance with the requirements of language legislation.

Theme 2: Economic issues - This also ties up with the economic considerations in the legislation which refer to issues of finances. The study has found that the ever present budgetary constraints when coming to language issues are a result of such provisions. Remuneration levels attached to the language profession are also not satisfactory, compared to other professions. This causes a high turnover in this field and makes expertise difficult to recruit. Some language practitioners are also not optimally utilized as language professionals because there is usually no budget to do specifically language. They are thus ingratiated into other section or called something else but do a little bit of language work. Language is in most cases also not taken as the core business of organisations but it is relegated to the periphery. Imbalances of the past with regards to languages have taken place over many years. Thus, to adequately and quickly reverse them, much resources need to be invested into this process.

Theme 3: Professionalisation - The language professionals may be assisted to assume the status they deserve if they could belong to a professional body. This body would address issues mentioned above, amongst others, ensure professional conduct and act as a forum for language professionals. Issues of common interest could be discussed, advice could be offered and common solutions to problems found. This could encourage the formation of pressure groups which would assist in sorting out some challenges facing the language

fraternity as well as raising awareness. This body can see to issues of the status of the language profession.

This could also be a means of addressing the issues of quality control, especially amongst the practitioners of African languages. Organisations that need to outsource services would make use of the database of this body where all properly qualified and experienced languages practitioners, in all these languages and others that are relevant, would be registered.

Theme 4: Programs and courses – Institutions of higher learning can assist in making this a viable and sustainable profession by making courses offered more vibrant and interesting. These could include other fields which are not language specific but which have an impact on language issues. For example, as part of IT language practitioners could come up with language software and other innovative mechanisms. For example, there could be more courses that are similar to the recently introduced course on Human Language Technologies, which is an integration of language, technology and computer sciences.

Such initiatives could have far reaching benefits in that students would be encouraged to study their mother tongue from secondary right through to tertiary level. This could also assist in addressing the dwindling numbers of students who are enrolling for these languages at institutions of higher learning. In the process, the status of these languages would be elevated, thus ensuring their use in the sciences and technology.

Theme 5: Attitudes – This was hinted as a major hindrance to the realisation of many language related goals. There was concern that if something was not done about this there would be death, or disappearance, of the indigenous languages. The discussion went into much detail about disappearance and death of languages in Chapter 2, sections 2.5 – 2.8. This is also mostly evident in parents who refuse to have their children taught in their mother language and prominent

people who communicate in English, also with illiterate people who do not understand the language. The youth especially, attach little value to their mother tongue. Because of the beliefs that people had about their languages due to the history of the country, there is also a need for action to be taken to assist the people and take them through the process of changing their mindsets about their own mother languages. Communities need to be made to realise and appreciate the importance of their mother languages in various aspects of their lives, as reflected under section 2.12.4 – 2.12.5.1 in Chapter 2.

Theme 6: African Renaissance – This theme again came out as being central to the role of the language practitioner. This is an aspect which is close to language because it relates closely to an individual's identity and culture. It is clear that there is no way of escaping concepts such as globalisation and plurality, while on the other hand we have to maintain authenticity and particularism. The full realisation of the vision of an African revival also requires accommodating both culture and civilisation. There is also the business aspect to it, involving issues as globalization and plurality, which is where the language practitioner becomes vital. From what comes out of the discussion, it is also clearly articulated that achieving this objective of rebirth requires one to have an identity, of which language is a major factor.

The all embracing findings that emanates from all the themes, and that also directly answers the questions asked by the study, are -

- language practice has a pivotal role to play in the new era since the inception of new legislation;
- language practitioners are not optimally utilised due mainly to factors that include amongst others the economy as alluded so many times in the above discussions;
- linking up language to the socio-economic changes could assist in making language practice a more viable and sustainable profession.

5.6 Recommendations

The researcher makes the following recommendations based on the findings of the research. Much detail pertaining to various aspects has been given in the preceding chapters of the study. The recommendations stem from detail and insight that has been evident:

1. Drawn legislation should not serve as an impediment by making provisions and contradicting them at the same time. The researcher is of the opinion that it is contradictory for the Constitution to provide for the taking of practical measures to elevate the status of the previously marginalised languages whilst also putting in a clause that states that due consideration should be given to expenses. For these languages to be fully developed, a lot of resources have to be invested into the process. These languages are lagging far behind due to the number of years they have been marginalised. The second most important factor is their number, which is nine (9). The most important aspect of development for each of these languages has to be terminology. Terminology has to be available in all the various domains. This on its own is a process that is very demanding financially. These languages are faced with the dual challenge of closing the gap of the past whilst also grappling with the many changes that are currently facing them.
2. Attempts should be made to speed up legislating processes, including the formation of a professional body which would address the concerns raised as part of theme 3. These would ensure adherence to the stipulated rules, and also assist government in particular, with appropriate input and sensible suggestions pertaining to language matters. Delays will only worsen the situation rather than help it.

3. Language practitioners should be employed to be language practitioners so as to be optimally utilised. Whilst the researcher is mindful, and takes due cognisance, of the concept of multi-skilling, the tasks forming a major component of the language practitioner's duties should be language related. Each organisation that deals with clients should have a language unit employing competent language practitioners to take care of the language needs and interests of their clients. Services needed may vary, though translation is envisaged to be one of the most important and useful. This because it is important to clients to fully comprehend how the service provider operates through reading of various documentation in a particular mother language.
4. Institutions of higher learning should thoroughly research so as to offer courses which are innovative and which will also assist the language profession to be sustainable and economically viable. All attempts should be made to reverse the perception that language courses do not offer better prospects. Chapter 2 of the discussion has given a lot of insight into the various domains of society that have an impact on language. These could be creatively consolidated with language courses so that language professionals are more marketable whilst also making their studies more enticing and interesting. There should be constant researching by institutions of higher learning to ensure that the courses and programs offered are responsive to the needs of the market.
5. Government should embark on aggressive and elaborate awareness campaigns which will also serve to change people's attitudes about their mother tongue. High ranking government officials should be exemplary and address citizens in the various official languages. The private sector should be encouraged to follow stipulated legislation. They should be made aware that they are also an integral part of the development of these languages. Various industries could employ language practitioners who work in the field

of terminology who would ensure that all the terminology in a particular field is documented and later translated into other languages.

6. For the goals of the African Renaissance to be realised the language and language practitioners must be awarded a central role to play. The cultural aspect of the African Renaissance has almost everything to do with identity issues, of which language is the pivot.

5.6.1 Recommendation for future research

Future research can augment the limitations of this study. It can go further and research amongst language practitioners based in the provinces. Interesting aspects pertaining to dialectology, as well as the role played by splinter languages, for instance Khoi and San, could be explored. In future a thorough study could also be made to determine the impact of language legislation on ordinary people. This would create a balanced view between the language professional and people they are meant to serve.

5.7 Conclusion

Whilst the study acknowledges that a lot has been done for language practitioners since the inception of the legislation, it was found that more could still be done to enhance it even further. Two aspects which the researcher views as potentially helpful are the issue of attitudes as well as the economic factor. Lastly, an exciting discovery by the study was that it is possible to be world players, and also retain authenticity within pluralism, with the assistance of language practitioners.

CHAPTER 6

6.1 CONCLUSION

The previous discussion has demonstrated how important language is to the various domains of society, thus proving to be one of the most important aspects of human life. What proved to be fascinating about this remarkable gift to humans is its dynamism, bringing about the need for it to be constantly researched.

Another important lesson learned is that the current dynamics of the South African language fraternity is not peculiar at all. The study had revealed well documented evidence that similar situations also happens all the time all over the globe. Change in particular, if well received, properly administered and given a change, could prove to be beneficial to a language. It is how a language grows and expands and becomes equipped for use in higher registers.

The study has proved to be successful because it has achieved its aim of probing the views of language practitioners about matters which are of importance to their careers, whilst also contributing important information towards the enhancement of the profession. Language practitioners see themselves as having an important role to play within the context of the new language legislation, since the success of the implementation of this largely depends on them. Many crucial areas which would assist in making the profession viable were also highlighted. Since we are living in an era of the sciences and technology it is important for the language courses and programs to be responsive to these needs. Language and resultantly language practitioners were proved to be valuable for the achievement of the dream of the African Renaissance, from both the cultural and the economic aspect.

During the data collection process respondents acknowledged and expressed appreciation for the effort that Government is putting towards the development of

the previously marginalised languages. Views on actions by the Government, as well as recommendations of this study, should therefore be perceived as necessary to fast track processes and, in some cases, to augment and improve on current practices.

The researcher would like to conclude with a Welsh proverb which reads: *Cenedl heb iaith, cenedl heb galon*, which translates into English as a nation without a language, is a nation without a heart, Crystal (2000: 36).

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ANNEXURE A

LIST OF ABBREVIATIONS

NLFP National Language Policy Framework

LANGTAG Language Plan Task Group