

Table 1

Question (a) Indicate the language that you normally use at home with your children.

Region	Total	Home Lang.	English	Both	% Home lang.	%Eng	% Both
1 Northern Province	100	78	4	18	78	4	18
2 Mpumalanga	100	83	3	14	83	3	14
3 KwaZulu Natal	50	40	0	10	80	0	20
4 Eastern Cape	50	37	2	11	74	4	22
5 North West	100	73	6	21	73	6	21
6 Gauteng	150	100	10	40	66.7	6.7	26.6
7 University lecturers	30	20	4	6	66.7	13.3	20
8 College lecturers	20	14	3	3	70	15	15
Grand Total	600	445	32	123	74.2	5.3	20.5

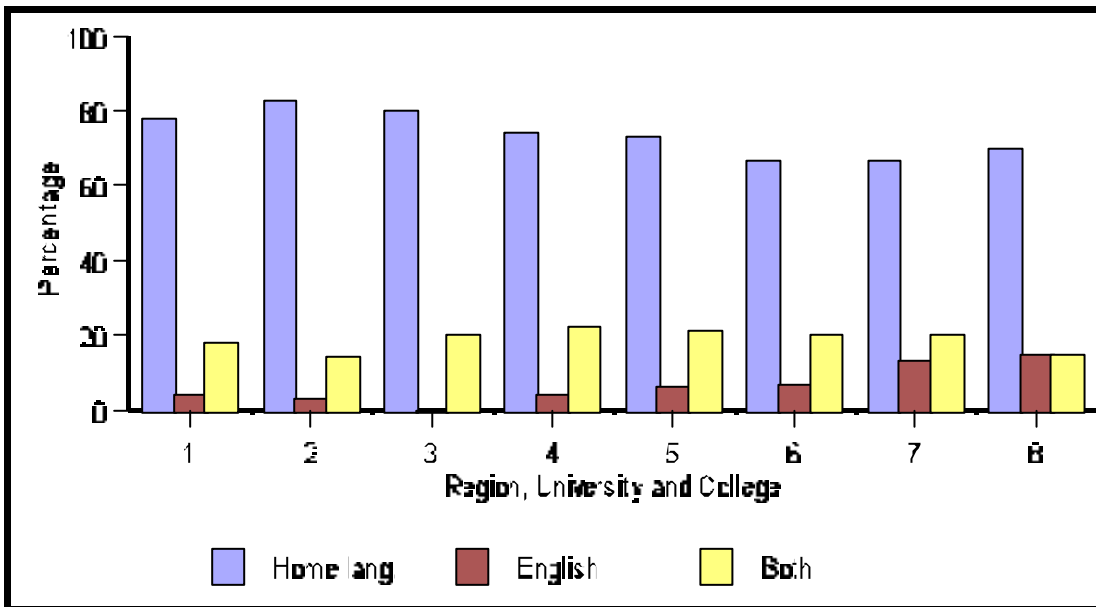


Figure 1 : Regional response

Figure 2: Total response

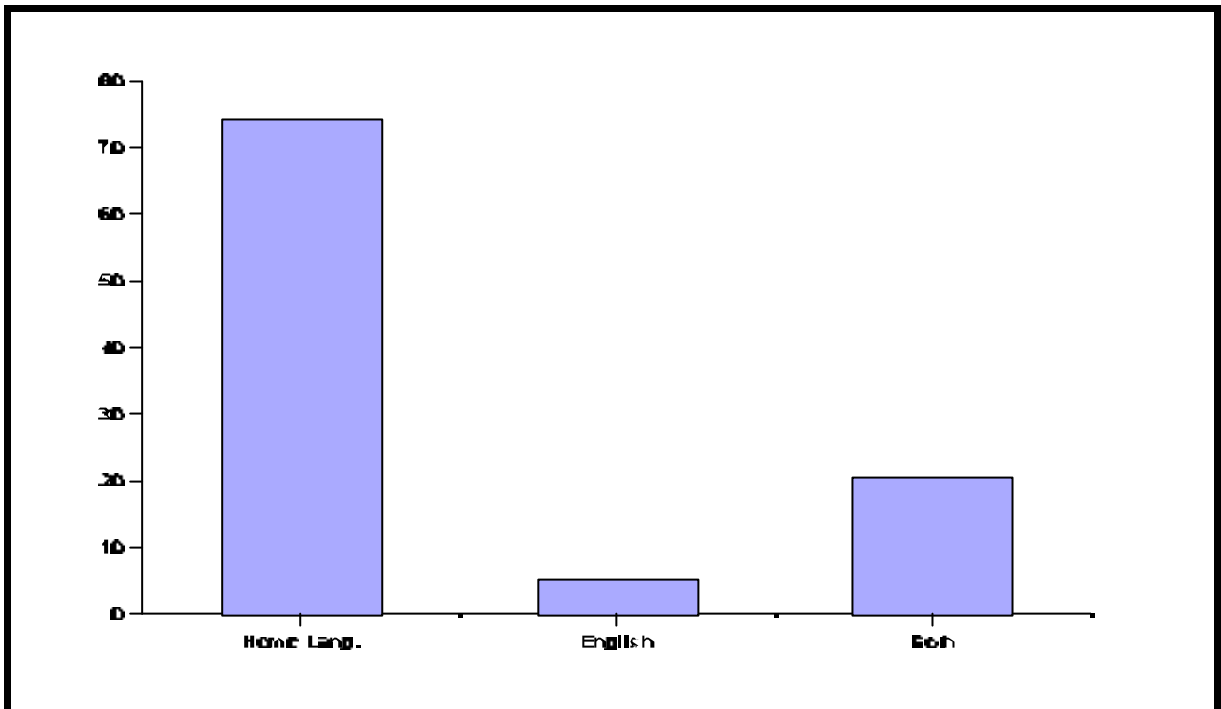


Table 2

Question (a): Indicate the language you normally use for letters to friends.

Region	Total	Home Lang.	English	Both	% Home lang.	%English	% Both
1 Northern Province	100	24	61	15	24	61	15
2 Mpumalanga	100	0	84	16	0	84	16
3 KwaZulu Natal	50	22	10	18	44	20	36
4 Eastern Cape	50	16	12	22	32	24	44
5 North West	100	28	61	11	28	61	11
6 Gauteng	150	26	84	40	17.3	56	26.7
7 University lecturers	30	8	12	10	26.7	40	33.3
8 College lecturers	20	5	8	7	25	40	35
Grand Total	600	129	332	139	21.5	55.3	23.2

Figure 3: Regional response

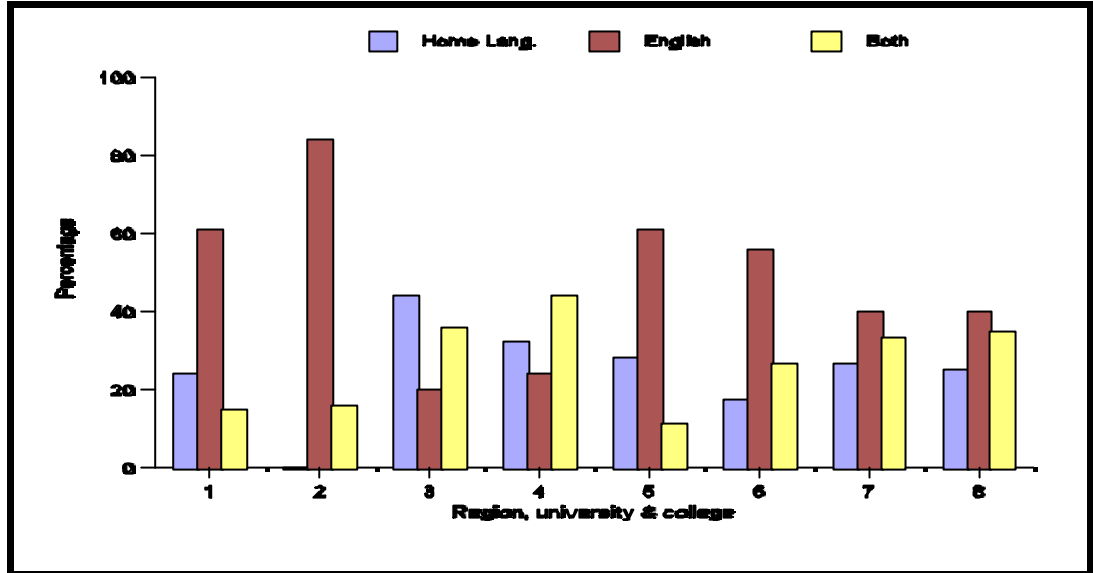


Figure 4: Total response

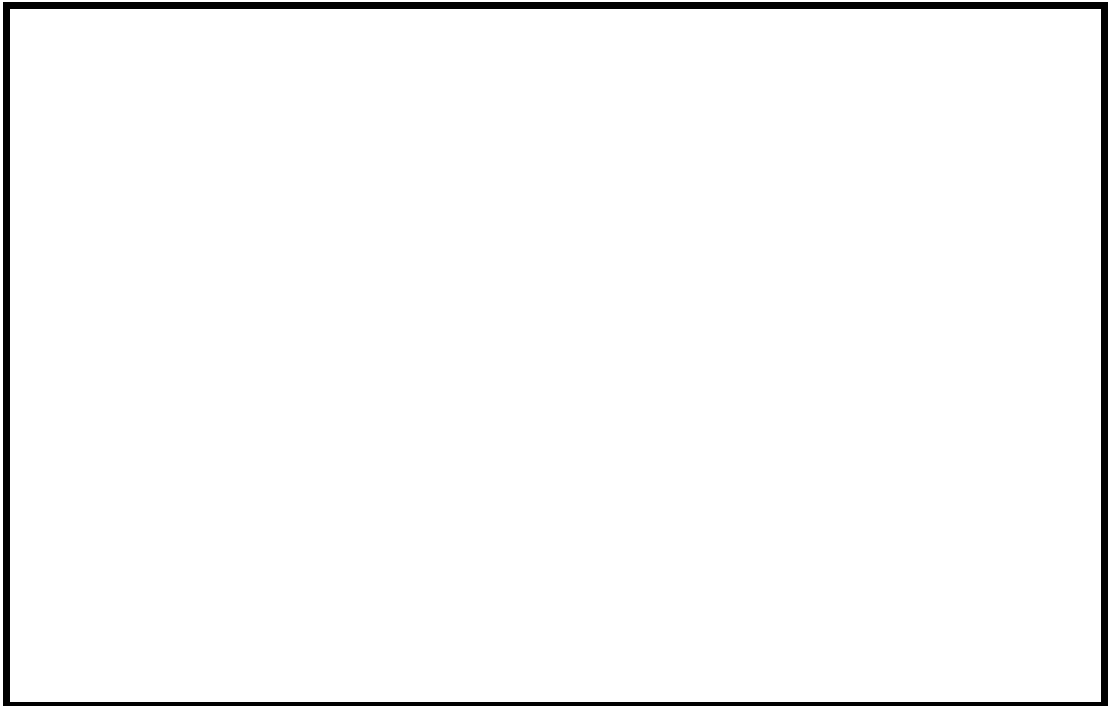


Table 3

Question (a): Indicate the language you use with your sweetheart.

Region	Total	Home Lang.	English	Both	% Home lang.	%English	% Both
1 Northern Province	100	80	9	11	80	9	11
2 Mpumalanga	100	70	14	16	70	14	16
3 KwaZulu Natal	50	28	6	16	56	12	32
4 Eastern Cape	50	26	8	16	52	16	32
5 North West	100	66	15	19	66	15	19
6 Gauteng	150	68	30	52	45.3	20	34.7
7 University lecturers	30	10	0	20	33.3	0	66.7
8 College lecturers	20	7	4	9	35	20	45
Grand Total	600	355	86	159	59.2	14.3	26.5

Figure 5: Regional response

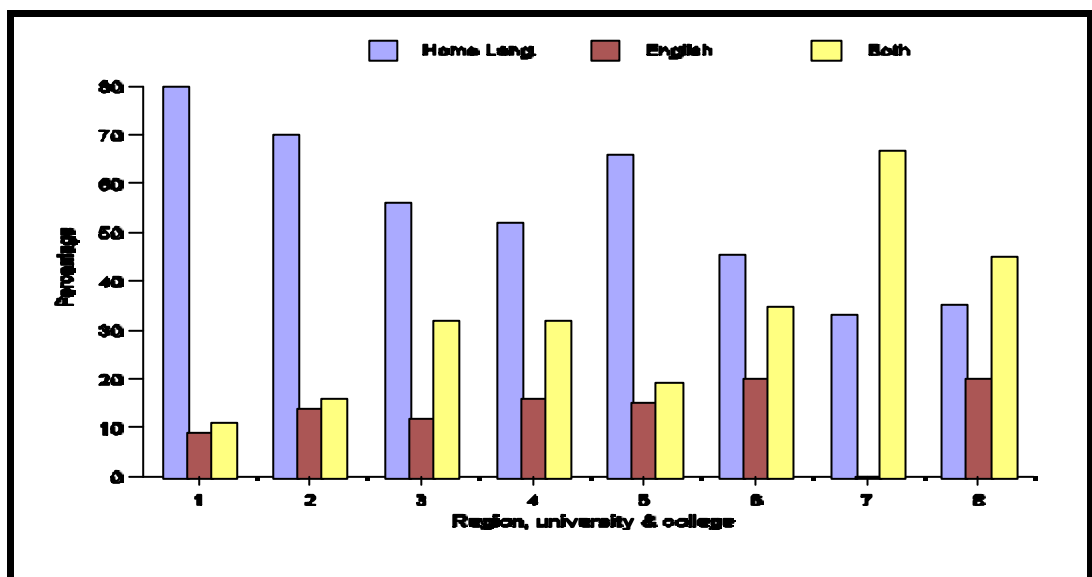


Figure 6: Total response

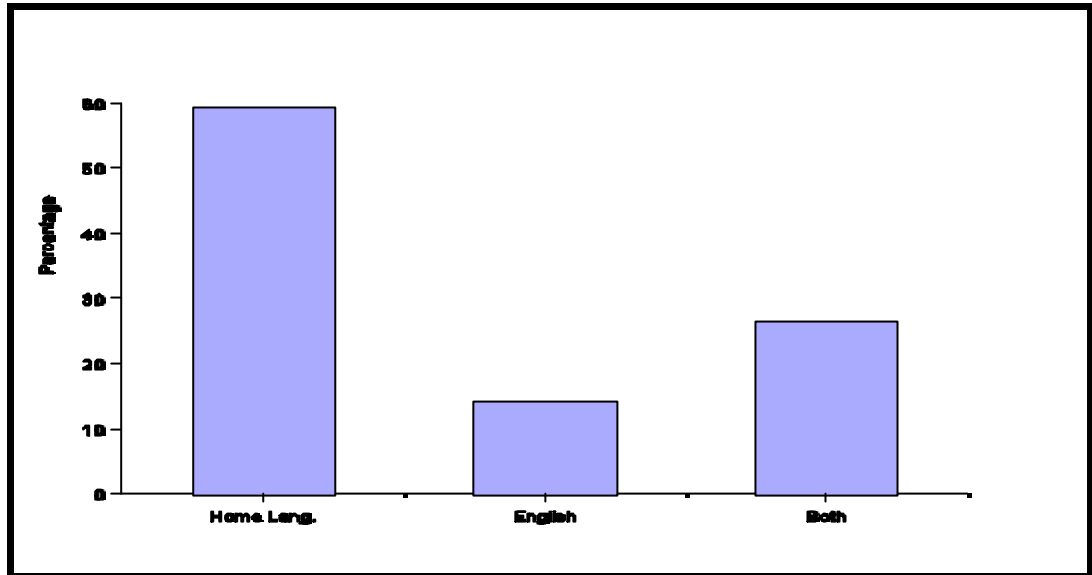


Table 4

Question (a): Number of languages used with neighbours.

Region	Total	Number of Languages used									
		1	2	3	4	5	6	7	8	9	10
1 Northern Province	100	17	52	23	0	5	3	0	0	0	0
2 Mpumalanga	100	5	46	15	12	12	10	0	0	0	0
3 KwaZulu Natal	50	15	22	11	2	0	0	0	0	0	0
4 Eastern Cape	50	20	23	4	3	0	0	0	0	0	0
5 North West	100	6	50	20	4	3	3	5	5		4
6 Gauteng	150	8	40	30	12	20	10	8	8	8	10
7 University lecturers	30	8	12	4	6	0	0	0	0	0	0
8 College lecturers	20	4	0	3	3	10	0	0	0	0	0
Grand Total	600	83	245	110	42	50	26	13	9	8	14

Region	Total	Percentages									
		1	2	3	4	5	6	7	8	9	10
1 Northern Province	100	17	52	23	0	5	3	0	0	0	0
2 Mpumalanga	100	5	46	15	12	12	10	0	0	0	0
3 KwaZulu Natal	50	30	44	22	4	0	0	0	0	0	0
4 Eastern Cape	50	40	46	8	6	0	0	0	0	0	0
5 North West	100	6	50	20	4	3	3	5	5		4
6 Gauteng	150	5	27	20	8	13	7	5	3	5	7
7 University lecturers	30	26.7	40	13.3	20	0	0	0	0	0	0
8 College lecturers	20	20	40	15	15	5	0	0	0	5	0
Grand Total	600	15	48	22.4	7	2.4	3.2	0.4	0.8	0.2	0.6

Figure 7: Total response

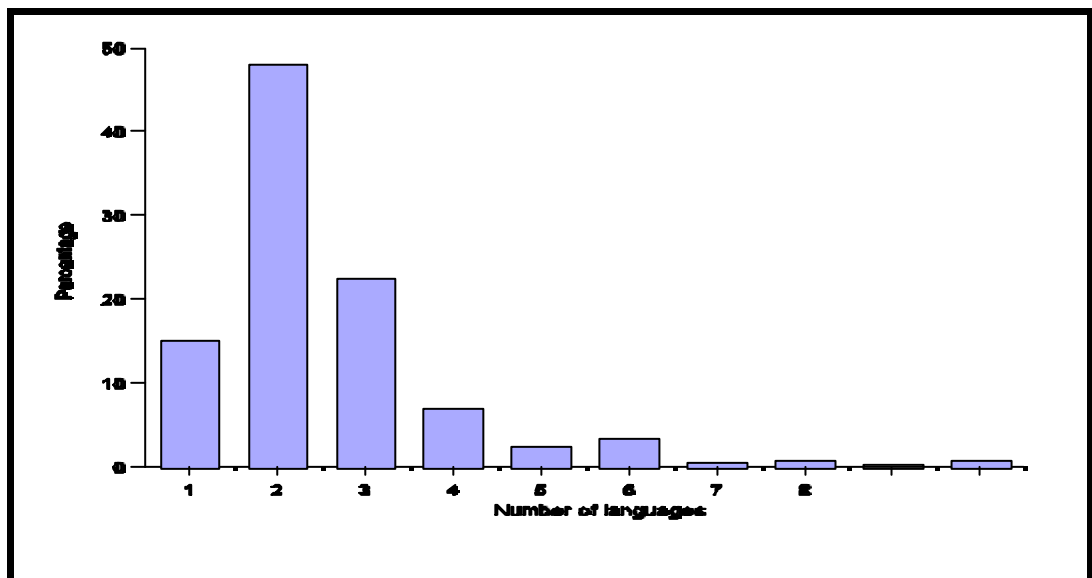


Table 5
Question (b) How often do you use your home language?

Region	Number	seldom	often	V.often	% seldom	% often	% V often
1 Northern Province	100	8	37	55	8	37	55
2 Mpumalanga	100	4	26	70	4	26	70
3 KwaZulu Natal	50	4	6	40	8	12	80
4 Eastern Cape	50	1	9	40	2	18	80
5 North West	100	9	30	61	9	30	61
6 Gauteng	150	6	57	87	4	38	58
7 University lecturers	30	2	12	16	6.7	40	53.3
8 College lecturers	20	1	6	13	5	30	65
Grand Total	600	35	183	382	5.8	30.5	63.7

Figure 8: Regional response

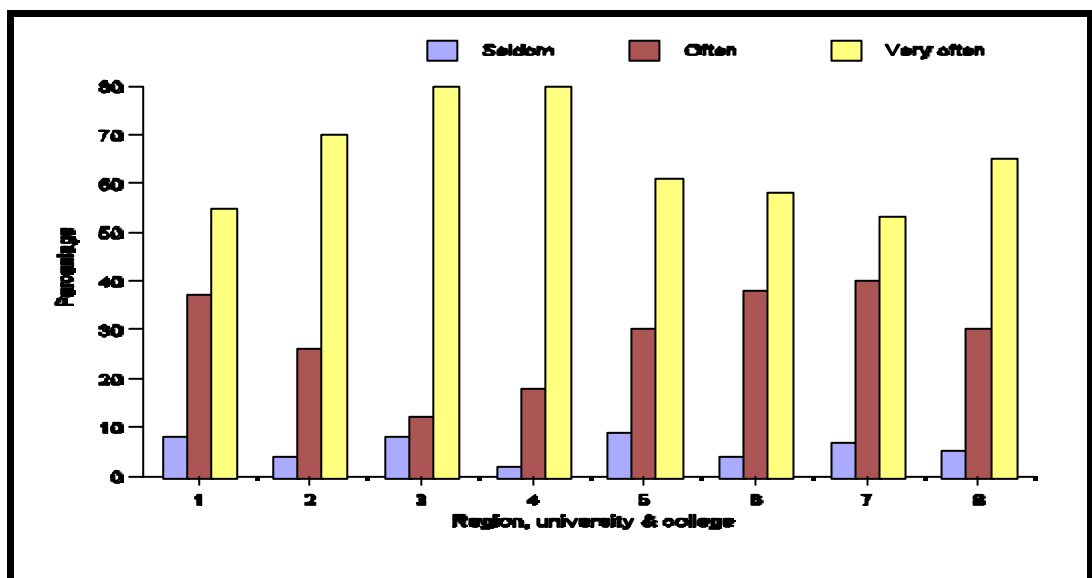


Figure 9: Total response

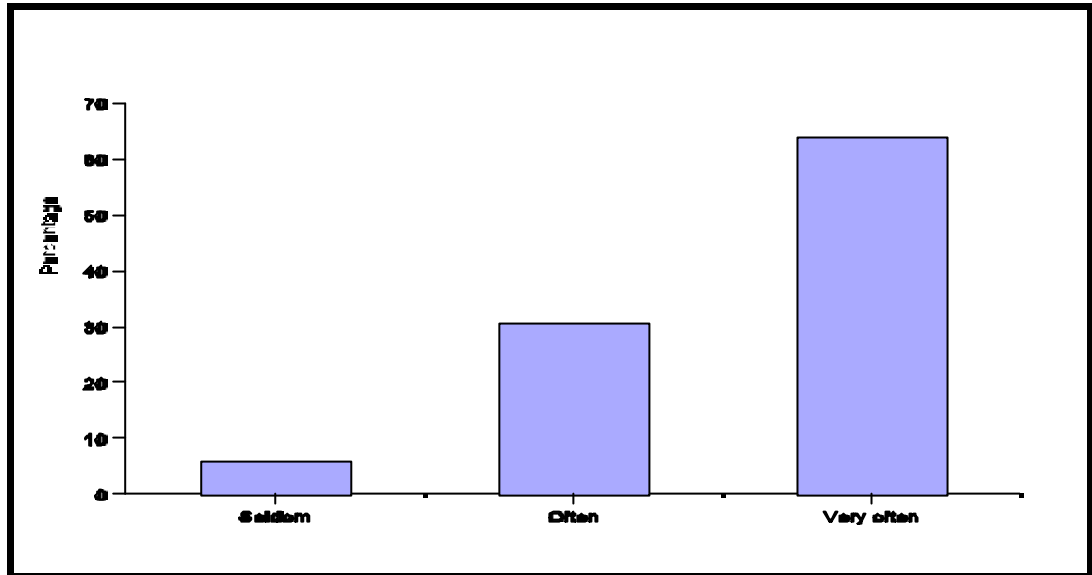


Table 6

Question (c): Indicate the number of languages you understand or speak apart from your home language.

Region	Number of Languages										
	Totals	1	2	3	4	5	6	7	8	9	10
		Number of speakers									
1 Northern Province	100	13	8	9	12	19	6	3	4	1	25
2 Mpumalanga	100	1	2	3	7	5	3	1 7	3	1 4	45
3 KwaZulu Natal	50	3	5	15	7	15	2	3	0	0	0
4 Eastern Cape	50	2	13	27	6	2	0	0	0	0	0
5 North West	100	2	5	7	5	34	7	5	8	6	21
6 Gauteng	150	0	1	1	11	43	5	6	1 5	8	60
7 University lecturers	30	0	0	3	3	5	0	0	9	0	10

8 College lecturers	20	0	0	0	1	2	3	0	1 0	0	4
Grand Total	600	21	34	65	52	125	26	3 4	4 9	2 9	165

Percentage:

	Totals	1	2	3	4	5	6	7	8	9	10
		Percentage number of speakers									
1 Northern Province	100	13	8	9	12	19	6	3	4	1	25
2 Mpumalanga	100	1	2	3	7	5	3	17	3	14	45
3 KwaZulu Natal	50	6	10	30	14	30	4	6	0	0	0
4 Eastern Cape	50	4	26	54	12	4	0	0	0	0	0
5 North West	100	2	5	7	5	34	7	5	8	6	21
6 Gauteng	150	0	0.7	0.7	7.3	28.7	3.3	4	10	5.3	40
7 University lecturers	30	0	0	10	10	16.7	0	0	30	0	33.3
8 College lecturers	20	0	0	0	5	10	15	0	50	0	20
Grand Total	600	3	6	11	9	21	4	6	8	5	27

Figure 10 : Total response

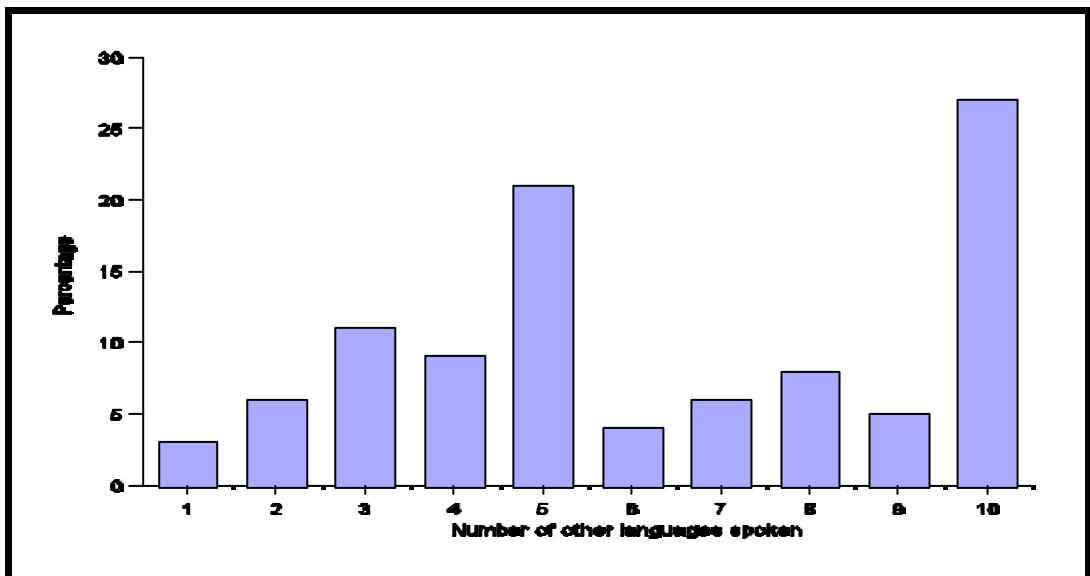


Table 7

Question (d) Do you use your language at work?

Region	Number	Yes	No	%Yes	%No
1 Northern Province	100	83	17	83	17
2 Mpumalanga	100	65	35	65	35
3 KwaZulu Natal	50	32	18	64	36
4 Eastern Cape	50	45	5	90	10
5 North West	100	86	14	86	14
6 Gauteng	150	103	47	68.7	31.3
7 University lecturers	30	27	3	90	10
8 College lecturers	20	16	4	80	20
Grand Total	600	457	143	76.2	23.8

Figure 11: Regional response:

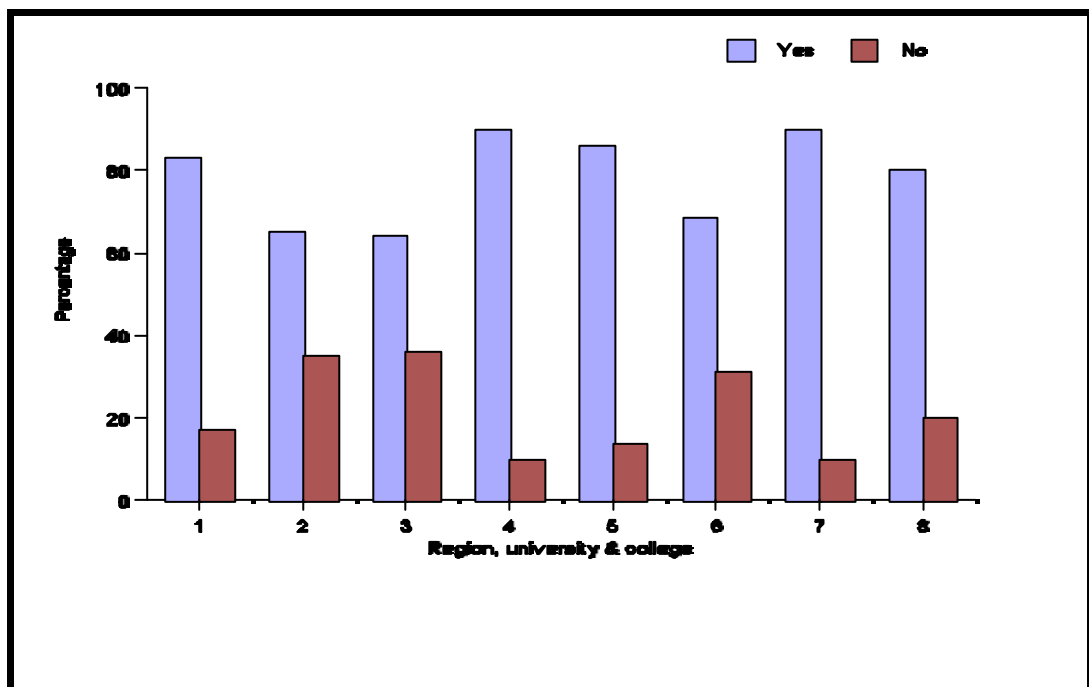


Figure 12: Total response

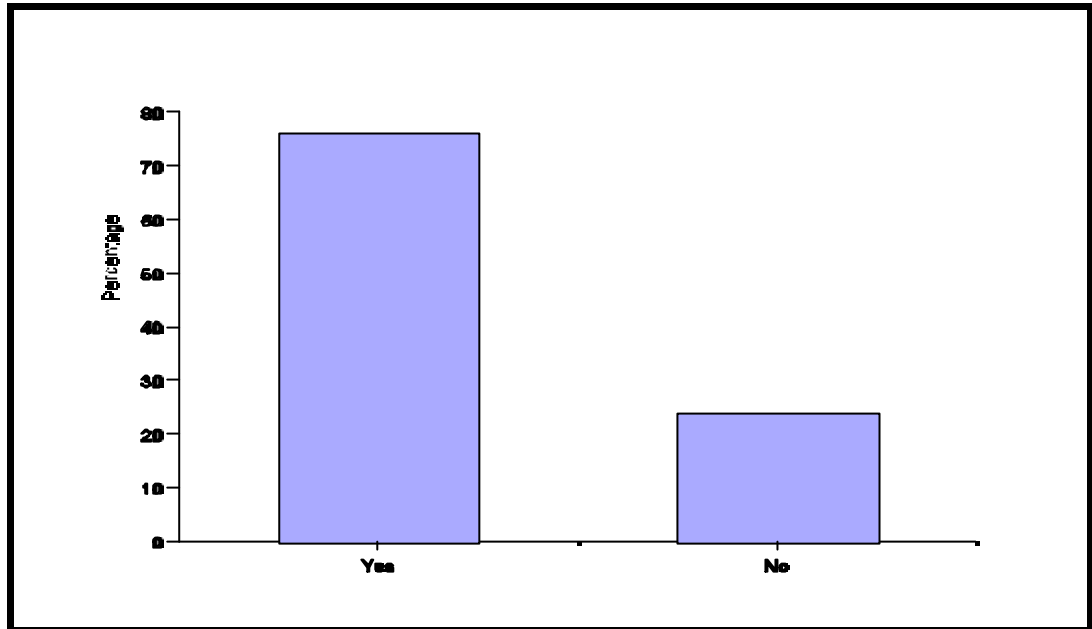


Table 8

Question (e) When do you use your language in a work environment?

Region	Number	friends + colleagues	clients	record + other	% friends	% clients	% other
1 Northern Province	100	68	31	5	68	31	5
2 Mpumalanga	100	62	30	8	62	30	8
3 KwaZulu Natal	50	19	30	5	38	60	2
4 Eastern Cape	50	22	25	3	44	50	6
5 North West	100	62	33	5	62	33	5
6 Gauteng	150	120	40	10	80	26.7	6.7
7 University lecturers	30	30	5	6	100	16.7	20
8 College lecturers	20	20	0	0	100	0	0
Grand Total	600	403	194	42	67.1	32.3	7

Figure 13: Regional response

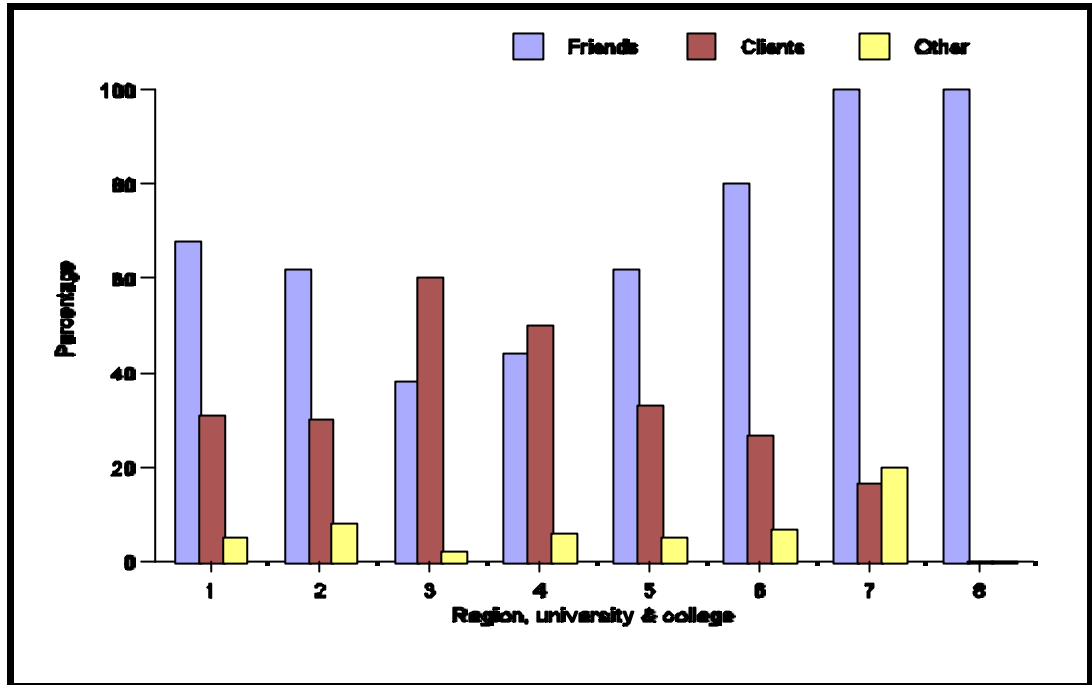


Figure 14: Total response

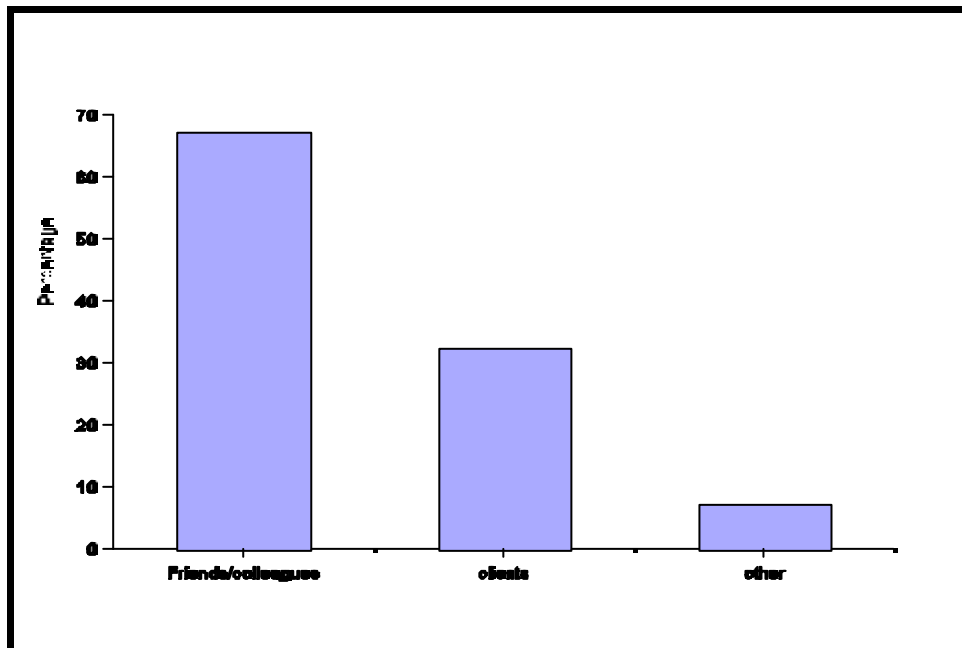


Table 9

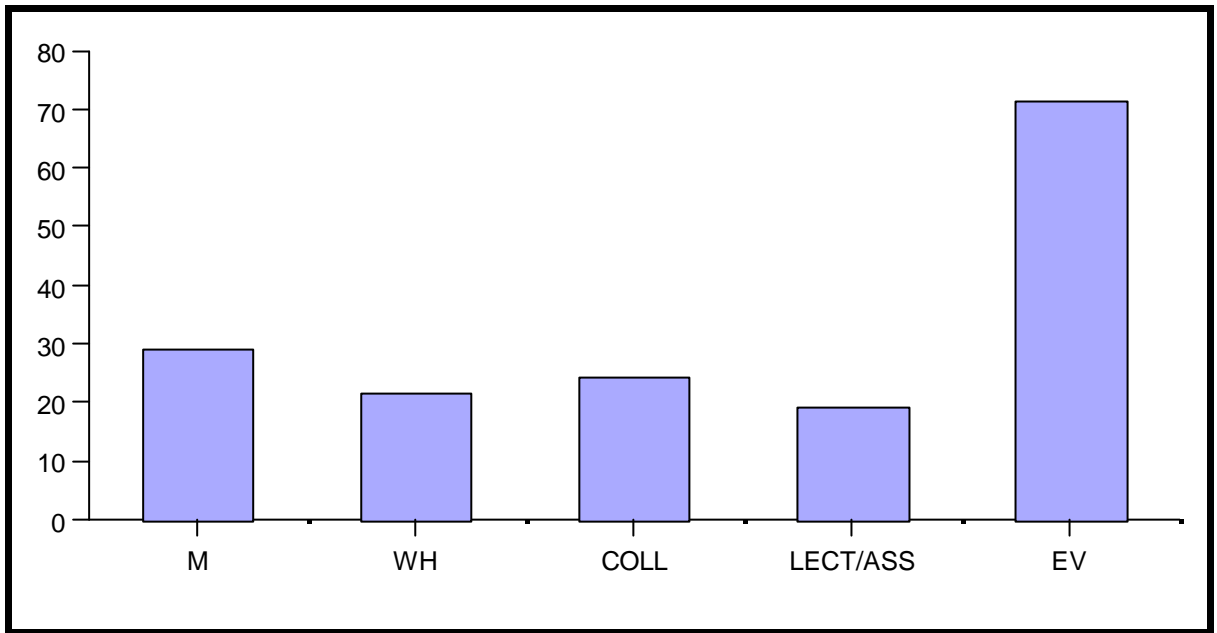
Question (f) When do you use English or Afrikaans at work/college/university?

Region	Total number	meetings	with whites	Colleagues black + white	Lectures + assignments	for everything
1 Northern Province	100	7	11	11	9	70
2 Mpumalanga	100	5	8	10	12	69
3 KwaZulu Natal	50	4	1	9	11	41
4 Eastern Cape	50	2	2	4	7	38
5 North West	100	6	9	6	19	55
6 Gauteng	150	100	80	90	12	110
7 University lecturers	30	30	12	15	25	25
8 College lecturers	20	20	6	0	20	20
Grand Total	600	174	129	145	115	428

Percentages:

Region	Total number	meetings	with whites	Colleagues black + white	Lectures + assignments	for everything
1 Northern Province	100	7	11	11	9	70
2 Mpumalanga	100	5	8	10	12	69
3 KwaZulu Natal	50	8	2	18	22	82
4 Eastern Cape	50	4	4	8	14	76
5 North West	100	6	9	6	19	55
6 Gauteng	150	66.7	53.3	60	8	73.3
7 University lecturers	30	100	40	50	83.3	83.3
8 College lecturers	20	100	30	0	100	100
Grand Total	600	29	21.5	24.2	19.2	71.3

Figure 15: Total response



Key: M = meetings
WH = whites
COLL = colleagues
LECT/ASS = lectures + assignments
EV = everything

Table 10

Question (g) How often do you use English at work?

Region	Number	seldom	often	V.often	% seldom	% often	% V often
1 Northern Province	100	5	29	66	5	29	66
2 Mpumalanga	100	2	32	66	2	32	66
3 KwaZulu Natal	50	3	11	36	6	22	72
4 Eastern Cape	50	1	19	30	2	38	60
5 North West	100	7	28	65	7	28	65
6 Gauteng	150	3	39	108	2	28	72
7 University lecturers	30	2	18	10	6.7	60	33.3
8 College lecturers	20	1	12	7	5	60	35
Grand Total	600	24	188	382	4	31.3	64.7

Figure 16: Regional response

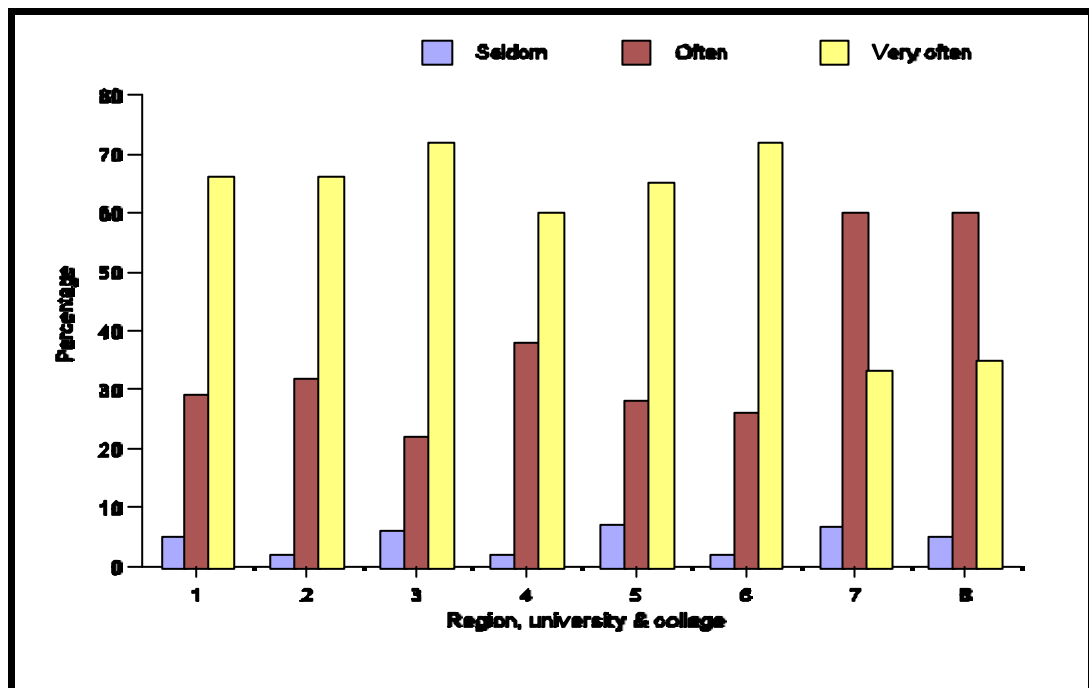


Figure 17: Total response

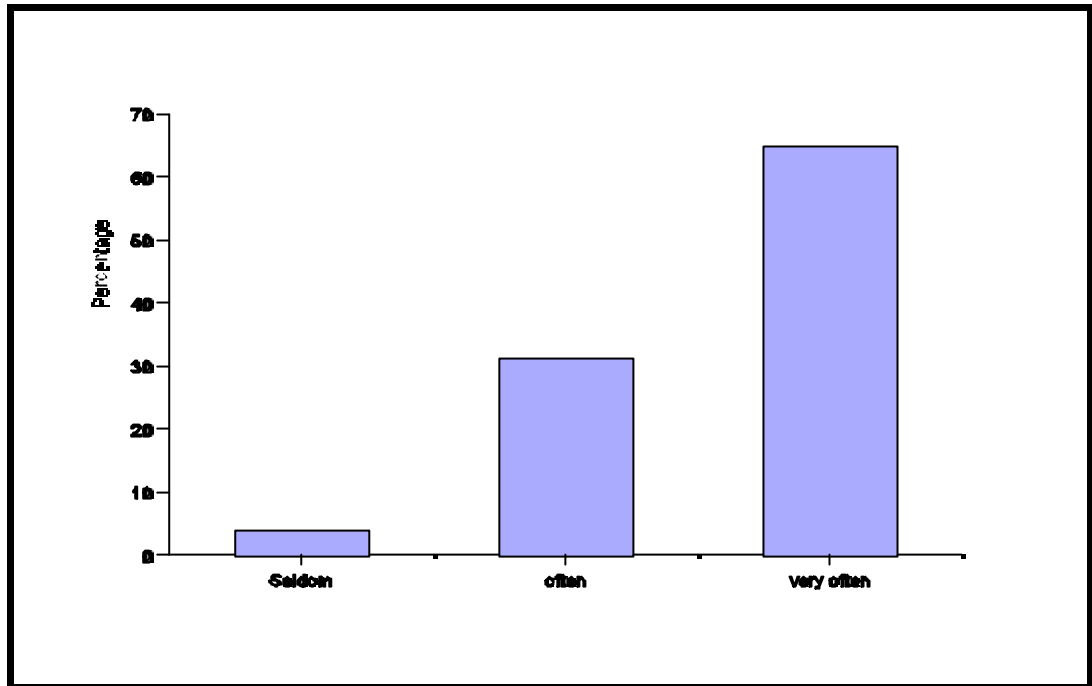


Table 11

Question (h) How often do you use Afrikaans at work?

Region	Number	seldom	often	V.often	% seldom	% often	% V often
1 Northern Province	100	73	21	6	73	21	6
2 Mpumalanga	100	69	17	14	69	17	14
3 KwaZulu Natal	50	37	10	3	74	20	6
4 Eastern Cape	50	44	6	0	88	12	0
5 North West	100	72	19	9	72	19	9
6 Gauteng	150	91	29	30	60.7	19.3	20
7 University lecturers	30	25	3	2	83.3	10	6.7
8 College lecturers	20	18	1	1	90	5	5
Grand Total	600	429	106	65	71.5	17.7	10.8

Figure 18: Regional response

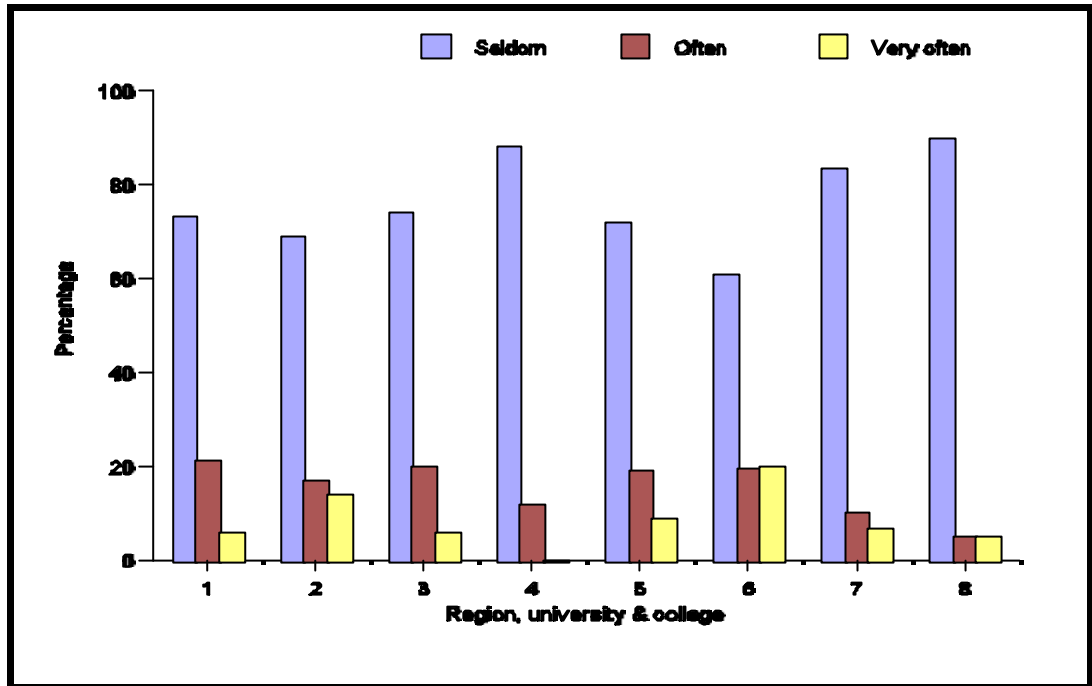


Figure 19: Total response

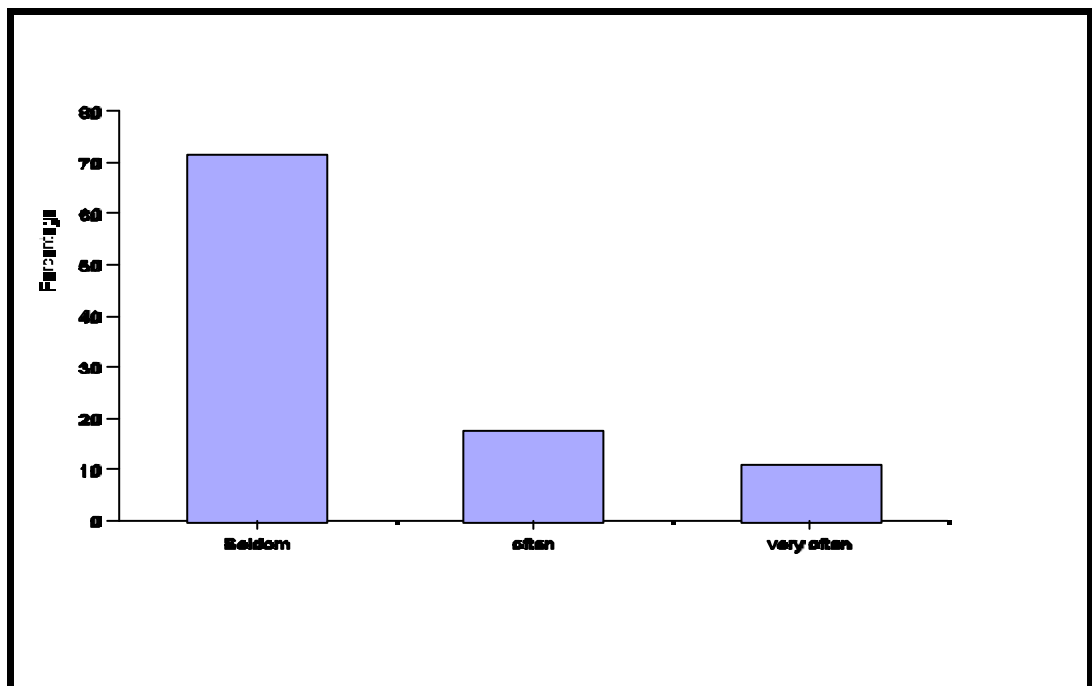


Table 12

Question (i) Most politicians are known to address political rallies in English rather than the first language of the rural folk they address. What do you say about the practice?

Region	Number	Good	unacceptable	% acceptable	% unacceptable
1 Northern Province	100	20	80	20	80
2 Mpumalanga	100	18	82	18	82
3 KwaZulu Natal	50	4	46	8	92
4 Eastern Cape	50	6	44	12	88
5 North West	100	24	76	24	76
6 Gauteng	150	12	138	8	92
7 University lecturers	30	0	30	0	100
8 College lecturers	20	0	20	0	100
Grand Total	600	84	516	14	86

Figure 20: Regional response

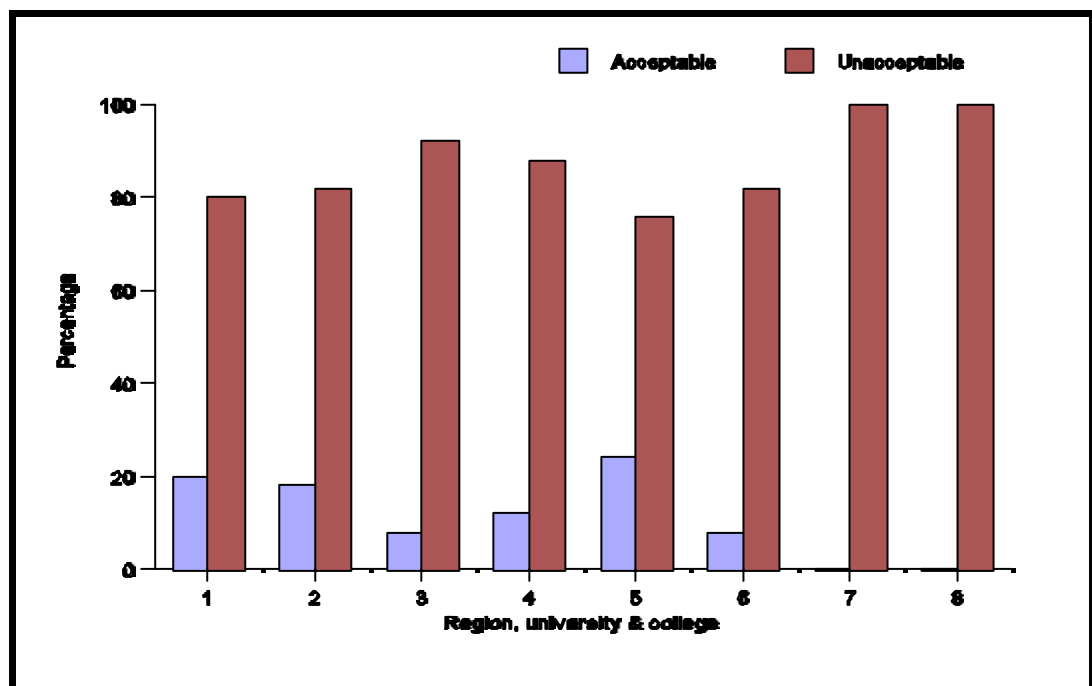
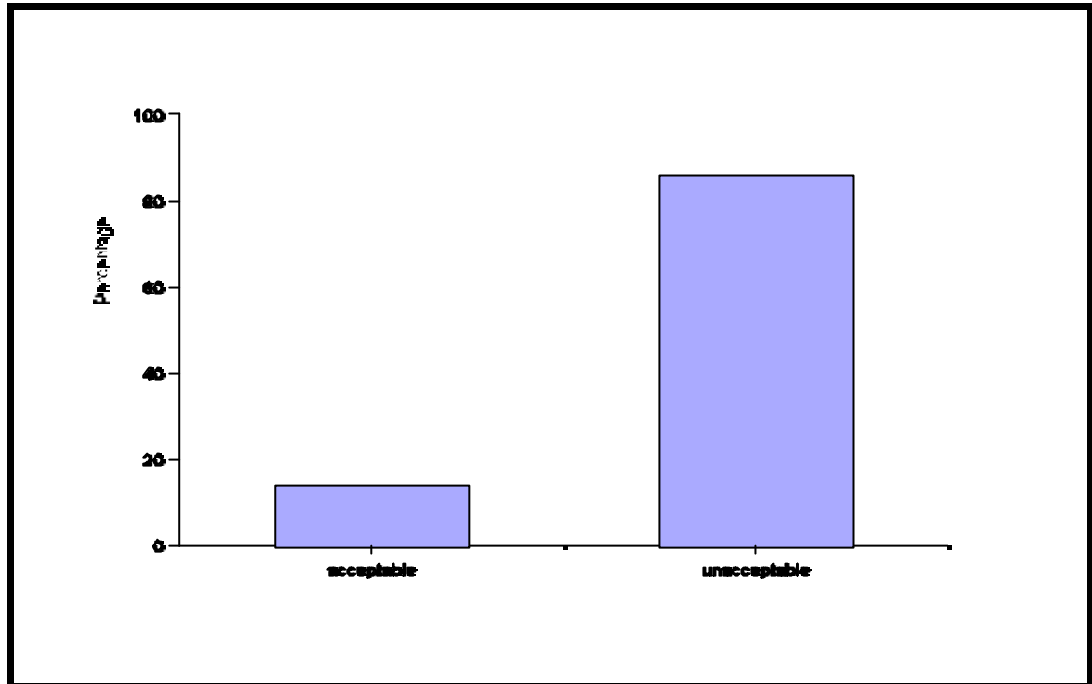


Figure 21: Total response



THE REASONS AND VIEWS FOR THE CHOICE OF “ACCEPTABLE” IN TABLE 12:

<p>1. English as a lingua franca in South Africa.</p>	<p>English is a language that accommodates everyone for not everyone understands the language of the target group. Political organisations consist of mixed races and people of different language backgrounds. Using the language of the target group may create problems as the politician who conducts the rally may not be able to use other languages.</p>
<p>2. The practice as a source of inspiration</p>	<p>The practice is good in the sense that it motivates people in education and school children.</p>
<p>3. Demands of the international arena</p>	<p>It is very puzzling - but that is what politics is all about. You appear to be addressing people in front of you when in actual fact you are conveying messages to the rest of the world. Thus, it is a good practice because they are observed by an international audience</p>

<p>4. English relates to ideologies.</p>	<p>a) It is a good practice because English relates to ideologies and theories which are western thinking and so it solves a serious problem of addressing in another language without losing its inherent emphasis. Further, politics in South Africa is dynamic, hence, English would cover other races. They can win the hearts of the people.</p> <p>b) It could be advantageous to use English in political spectrum as politics can be better addressed and defined by a relevant vocabulary like that of English.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “UNACCEPTABLE” IN TABLE 12:

<p>1. Lack of communication</p>	<p>a) It is a bad practice because such politicians do not communicate effectively with the intended group.</p> <p>b) It is unfair and inappropriate for the message is not well received by most of the listeners who might be illiterate and in most cases in the majority.</p>
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<p>2. The practice is not empowering</p>	<p>a) It should be stopped forthwith because it is not empowering. It would be appropriate to use the first language of the rural folk because it is the language they understand and can respond to.</p> <p>b) It is purely opportunistic to woo unsuspecting listeners.</p> <p>c) It is a show of superiority complex, boisterous and pompous behaviour.</p> <p>d) It is a way of capitalising on the ignorance or taking advantage of the loyalty of the illiterate people.</p> <p>e) The practice disadvantages the audience, the illiterate who could make some input.</p> <p>f) It is fruitless and misleads community members as lay people who would follow the applause of the enlightened even though they might have responded differently had they understood the politician.</p> <p>g) It shows how funny politicians are. The practice is repulsive and annoying.</p> <p>h) The practice is unbecoming and derogatory because people will only clap hands when the others do but the message not delivered.</p> <p>i) It is a travesty of justice to the indigenous people or speakers of the language.</p>
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<p>3. Stigmatization of African languages</p>	<p>The use of English in such meetings creates the impression that African languages are inferior; they cannot be used for effective communication or at the political level.</p>
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Table 13

Question (j) African languages in their present form cannot be adequate as languages of instruction; labour laws and government laws. Do you agree?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	70	30	70	30
2 Mpumalanga	100	49	51	49	51
3 KwaZulu Natal	50	24	26	48	52
4 Eastern Cape	50	25	25	50	50
5 North West	100	69	31	69	31
6 Gauteng	150	95	55	63.3	36.7
7 University lecturers	30	15	15	50	50
8 College lecturers	20	18	2	50	10
Grand Total	600	365	235	60.9	39.1

Figure 22: Regional response

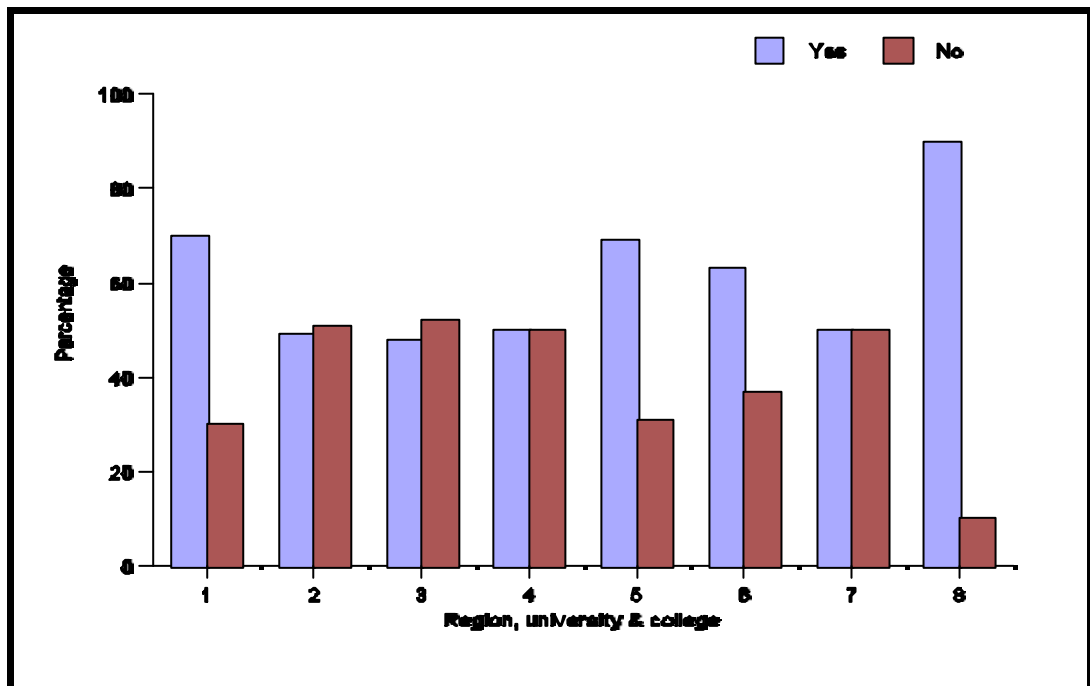
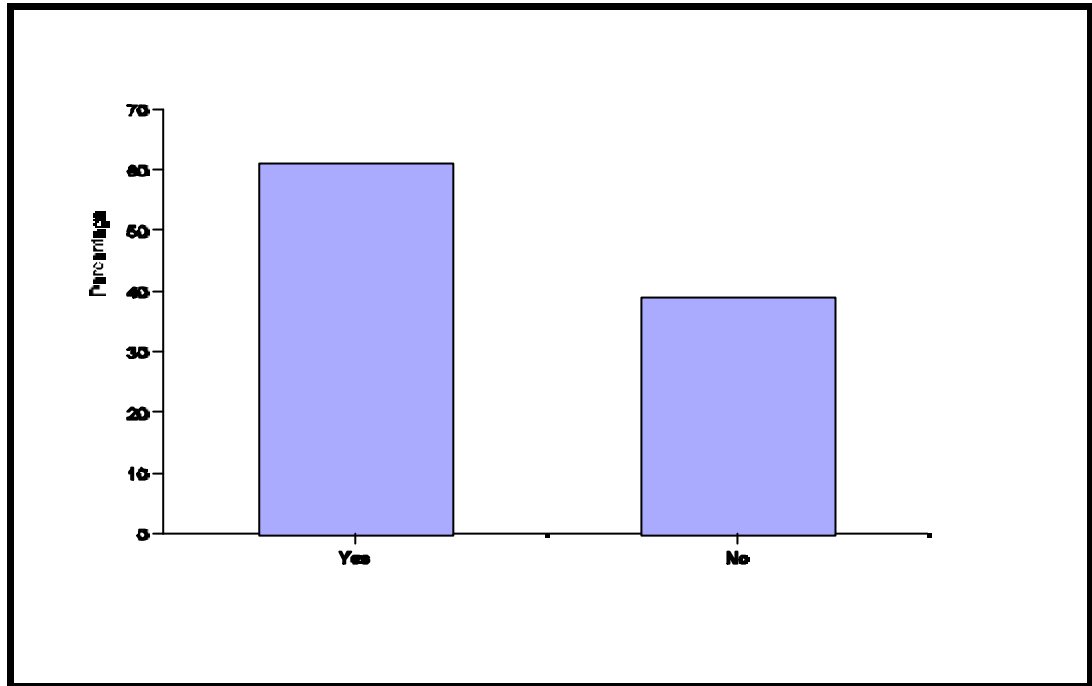


Figure 23: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 13:

<p>1. Lack of Development</p>	<p>a) What transpires from the use of these languages is that they are not adequately developed in terms of terminology; e.g. legal, business, academic, and health terminologies. What this implies is that there is a dire need for the development of terminology. This should immediately be followed by standardization to facilitate the effective use of terminologies.</p> <p>b) It will take us another 100 years because African languages lack terminology relating to western concepts.</p> <p>c) Suitable technical terms must be found for these languages to make them effective.</p> <p>d) The vocabulary for science and technology is either limited or non-existent.</p> <p>e) Our languages are not developed enough to meet the challenges of the time because they lack accurate vocabulary to explain concepts.</p> <p>f) A lot of vocabulary still needs to be developed - it's no use using an African language and having to borrow from English all the time.</p> <p>g) Most material is written in English. English is a language with a literary tradition and so boasts of the literature in all domains.</p>
<p>2. Cost</p>	<p>Implementing this will be astronomical in terms of monetary resources. It is too expensive to develop eleven languages.</p>
<p>3. Globalization</p>	<p>It is because the internationally recognized language is English. African Languages are not used globally by those countries which are the powerhouse of economy of the world. Globalization is synonymous with English</p>

<p>4. Lack of Mutual intelligibility.</p>	<p>a) Not all people understand these languages. 90% of the population uses English as the second language and prefers using it rather than speaking in a language that probably might not be understood by many.</p> <p>b) South Africa is a multilingual country - English is the only language that is known by many people.</p> <p>c) Most of the people do not understand African languages, and that most cultures are bilingual they know English and their mother tongue.</p> <p>d) We have many foreigners in our country and most of them speak English.</p>
<p>5. English as a constraint</p>	<p>Because English is a constraint. There is a universal use of English as a medium of instruction and technology such as the internet do not use any of the African languages. At present there are no books written in African languages for use in Education and as legal proceedings. We just need more interpreters</p> <p>As languages of instruction, African languages would not serve any purpose since English is the national commercial lingua franca. African languages have definite geographical limitations.</p>
<p>6. Differences in the legal system</p>	<p>Because traditional or African law is quite different from modern law such as the English, the Dutch and the Roman law.</p>
<p>7. Colonial legacy</p>	<p>It is because of the colonial legacy, which induced divisions within one country that contributed to linguistic imbalance.</p>
<p>8. Despising languages</p>	<p>Because we look down upon African languages and undermine other languages.</p>

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 13:

1. Hypothesis	The hypothesis has not been tested
2. Possible/Feasible	<p>African languages can be used in any situation. They are being used in domains such as legislature, school instruction, business and other domains. They are used as media of instruction in primary schools and by interpreters to translate in courts.</p> <p>They can be used in their present form because they are languages like any other.</p> <p>In the old Bantustans they were used intensively in courts so this is plain excuse when they are not used.</p>
3. The constitution	The constitution allows all languages to be used so as to empower people. The constitution itself is already available in African languages. All languages have an equal standing in the country and they need to be used frequently for all communication and legislation.
4. Catering for the illiterate	They should be used so as to cater for the functionally illiterate. Most people understand their languages.
5. Laws	Laws are not applied to the educated only, they are also applied to the uneducated so all languages should be used.
6. Attitude	<p>It is perception or attitude or colonial legacy that makes people think that those languages cannot be used. It is just that these languages were not official languages before.</p> <p>Correspondence can be done or written in African languages.</p>

7. Development	All African languages have developed and so it is imperative to maintain the trend and ensure they are used.
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Table 14

Question (k) Are you aware of the language policy of South Africa?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	81	19	81	19
2 Mpumalanga	100	86	14	86	14
3 KwaZulu Natal	50	40	10	80	20
4 Eastern Cape	50	44	6	88	12
5 North West	100	74	26	74	26
6 Gauteng	150	139	11	92.7	7.3
7 University lecturers	30	30	0	100	0
8 College lecturers	20	20	0	100	0
Grand Total	600	514	86	85.7	14.3

Figure 24: Regional response

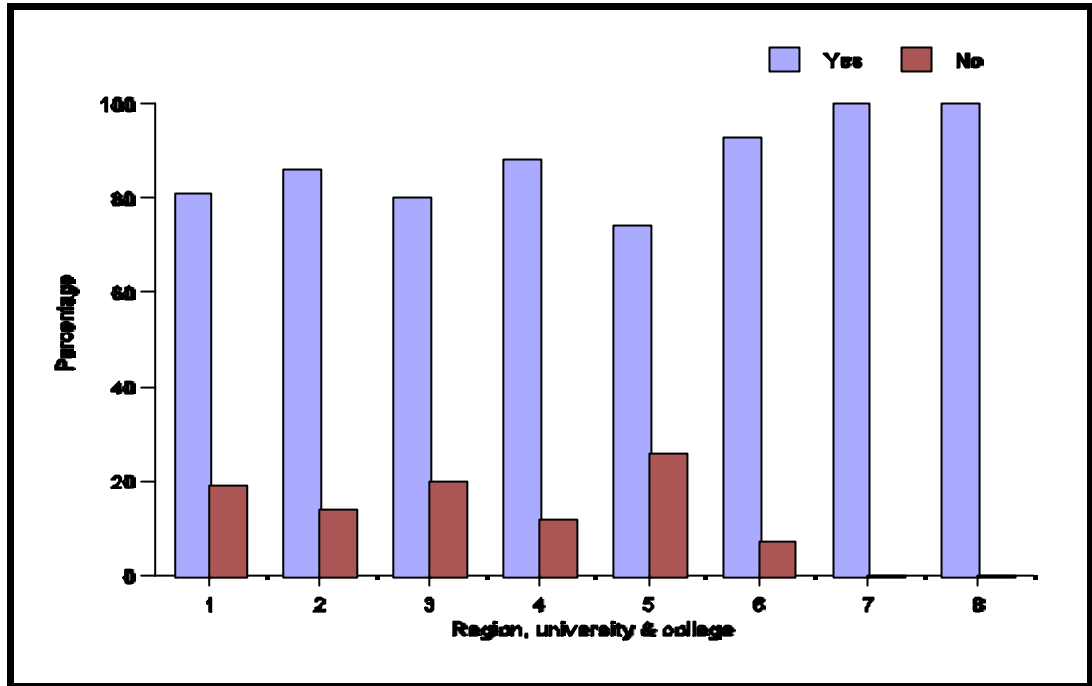


Figure 25: Total response

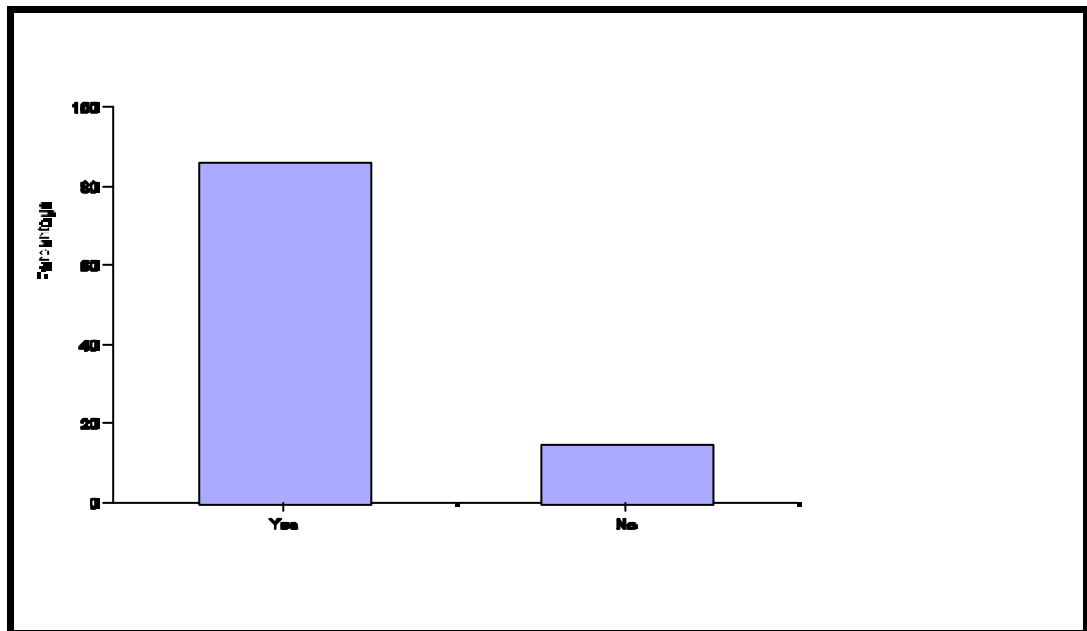


Table 15

Question (I) How would you rate our language policy? Our language policy is good; bad or you don't know?

Region	Number	good	bad	don't know	% good	% bad	% don't know
1 Northern Province	100	84	3	13	84	3	13
2 Mpumalanga	100	49	24	27	49	24	27
3 KwaZulu Natal	50	33	7	10	66	14	20
4 Eastern Cape	50	39	2	9	78	4	18
5 North West	100	61	13	26	61	13	26
6 Gauteng	150	124	12	14	82.7	8	9.3
7 University lecturers	30	26	0	4	86.7	0	13.3
8 College lecturers	20	16	0	4	80	0	20
Grand Total	600	432	61	107	72	10.2	17.8

Figure 26: Regional response

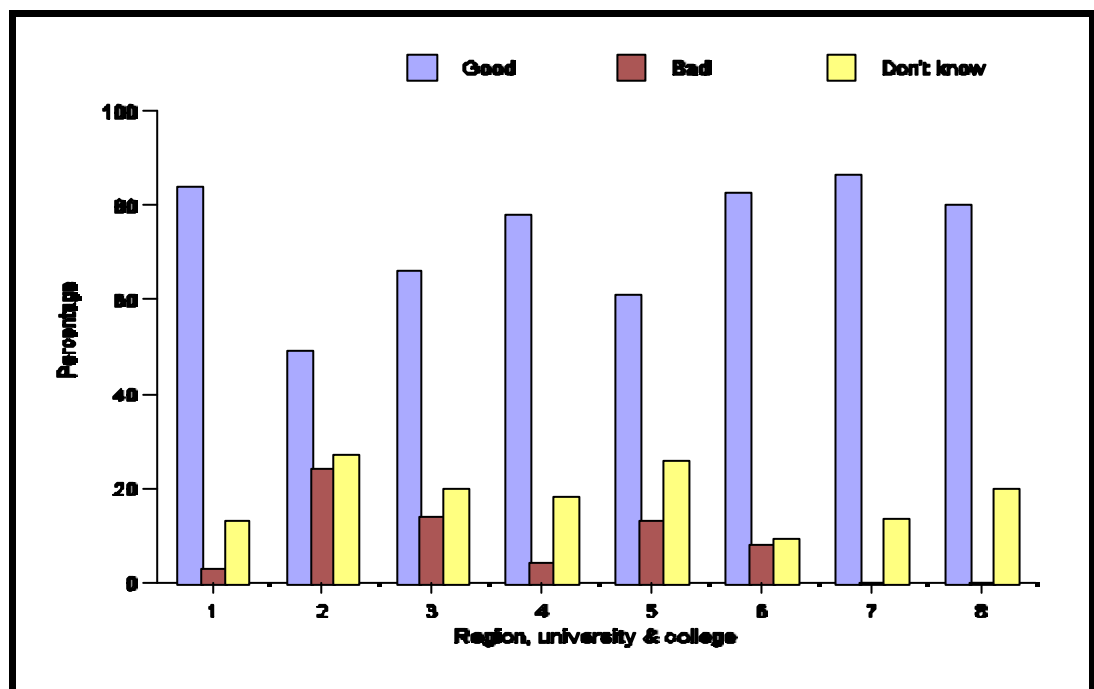
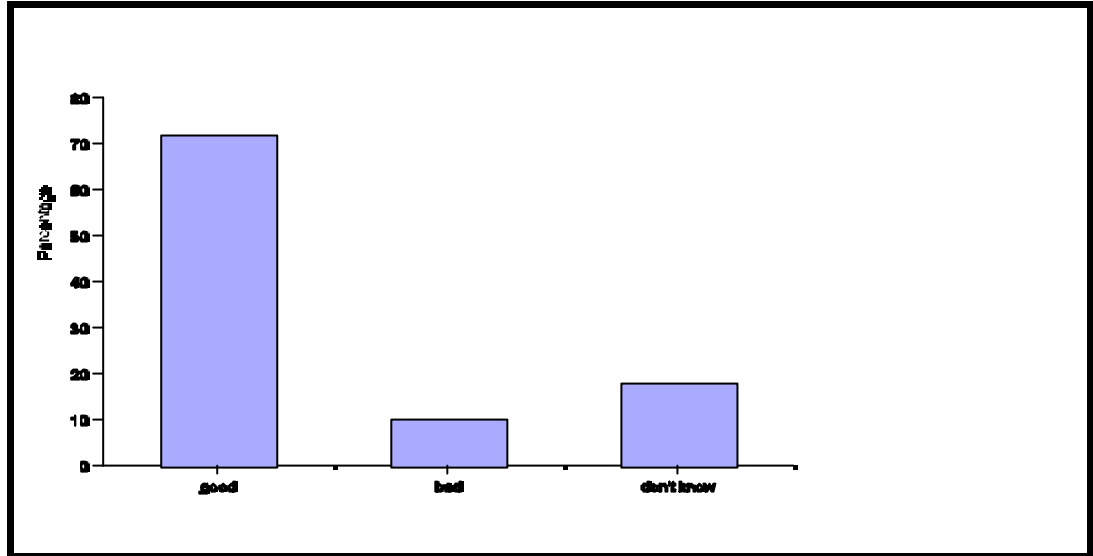


Figure 27: Total response



REASONS AND VIEWS FOR THE CHOICE OF “GOOD” IN TABLE 15:

1. Recognition of all languages.	It respects/ recognizes all languages. It treats all languages as equal It accommodates all languages It promotes languages previously ignored.
2. Acknowledgement of reality	a) It promotes multilingualism, that is, linguistic and cultural diversity of the country which happens to be the reality. Such acknowledgement is likely to facilitate effective communication across cultural groups. b) It gives people the opportunity to learn and understand most of the African languages.
3. Eradicates illiteracy	It helps to improve our levels of literacy.
4. Access to information	Everyone should be able to access information and understand the laws of the country.
5. Assuming rightful place	It takes cognisance of all the citizens and cultural groups.

REASONS AND VIEWS FOR THE CHOICE OF “BAD” IN TABLE 15:

1. Discrimination	Not all languages enjoy equal status. Other languages are not regarded. The policy is not all inclusive in the practical sense.
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2. The policy is good on paper.	The policy is bad because it caters for everyone on paper. It is impractical and can never obtain or reach its objective. The policy is logically or theoretically good, but it is practically not properly made use of. The policy enshrines all languages but that policy is not practised as such, whether at work, in meetings, in courts etc. Although there is equity enshrined in the policy the issue of reasonable practicality really defeats the ends of what was intended initially.
3. Promotion of English.	The policy paves way for English. English receives preferential treatment. It promotes European languages. It encourages a death knell of African languages.
4. Political expediency	The policy is meant for political expediency. It is not accommodative. It is inclined to stick to the old system of bilingualism. Every language should have equal opportunity in parliament in courts and schools.
5. Number of official languages	Eleven languages are too many. It is a waste of time and money to encourage diversity

SUGGESTIONS BY THOSE WHO CHOSE "BAD" IN TABLE 15:

1. African languages not globally viable.	An official language should be one that is globally viable. Ours is contracting, one cannot use his language in foreign countries.
2. English as the sole legitimate official language.	The sooner we agree that English is by far the only language we can use effectively across cultural lines, the better for the country, e.g. printing in eleven official languages is a waste of time. Only English can break even. South Africa is a multilingual country, therefore, we should use English because it is used in business and it is also a world language.
3. Monitoring	Have someone to monitor the policy and legislate.

4. Harmonize languages.	There must be two or three official languages. Eleven languages are too many. Group languages into Nguni and Sotho.
5. Putting theory into practice	People should be given the opportunity to speak any language they want to as long as it falls within the language policy, e.g. I am expected to complete this questionnaire in English.
6. Promoting a lingua franca	Let us promote a lingua franca, one for the country and the other for Africa and do away with unnecessary minority languages.
7. Developing languages	Promote and develop all languages to the same status like English and increase programmes on TV. Indigenous languages are not fully developed in the technical sense

REASONS AND VIEWS FOR THE CHOICE OF “I DON’T KNOW” IN TABLE 15:

1. Not aware	I do not know the contents of the language policy. I do not know the SA language policy.
2. Confusing	The policy is confusing both in theory and practice. It is circumstantial based on the diversity of the population. It is a hassle
3. Policy not explained	The policy is not publicized. The policy is not clearly explained.

Table 16

Question (m) Is the use of languages in offices, schools, colleges and TV in line with the new language policy?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	35	65	35	65
2 Mpumalanga	100	28	72	28	72
3 KwaZulu Natal	50	12	38	24	76
4 Eastern Cape	50	18	32	36	64
5 North West	100	54	46	54	46
6 Gauteng	150	26	124	17.3	82.7
7 University lecturers	30	0	30	0	100
8 College lecturers	20	0	20	0	100
Grand Total	600	173	427	28.8	71.2

Figure 28: Regional response

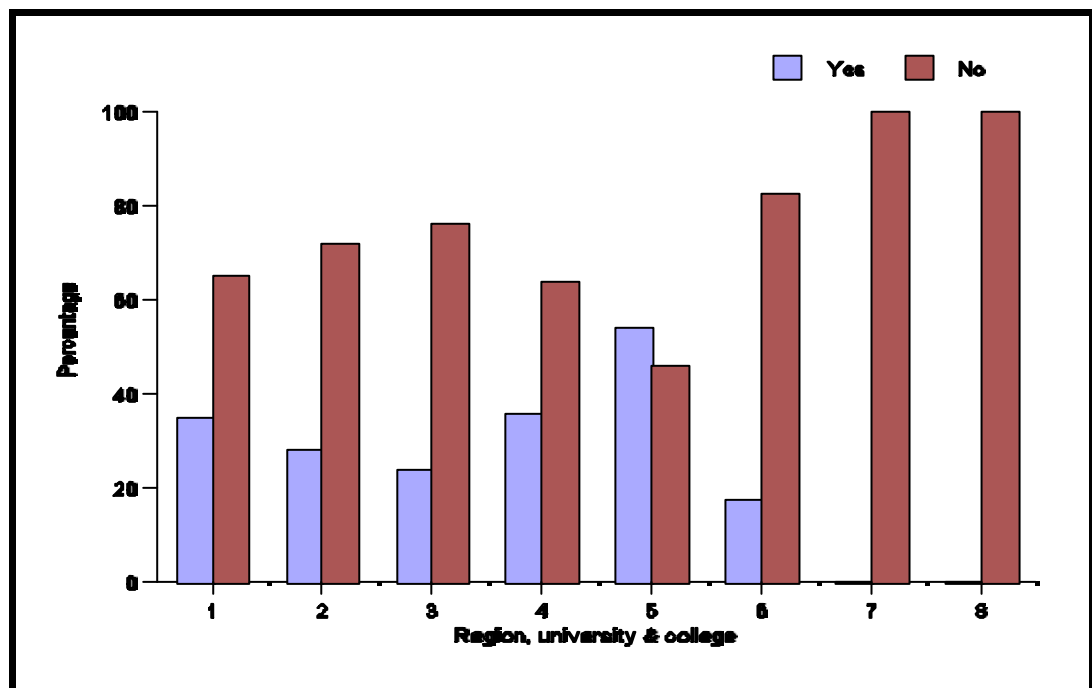
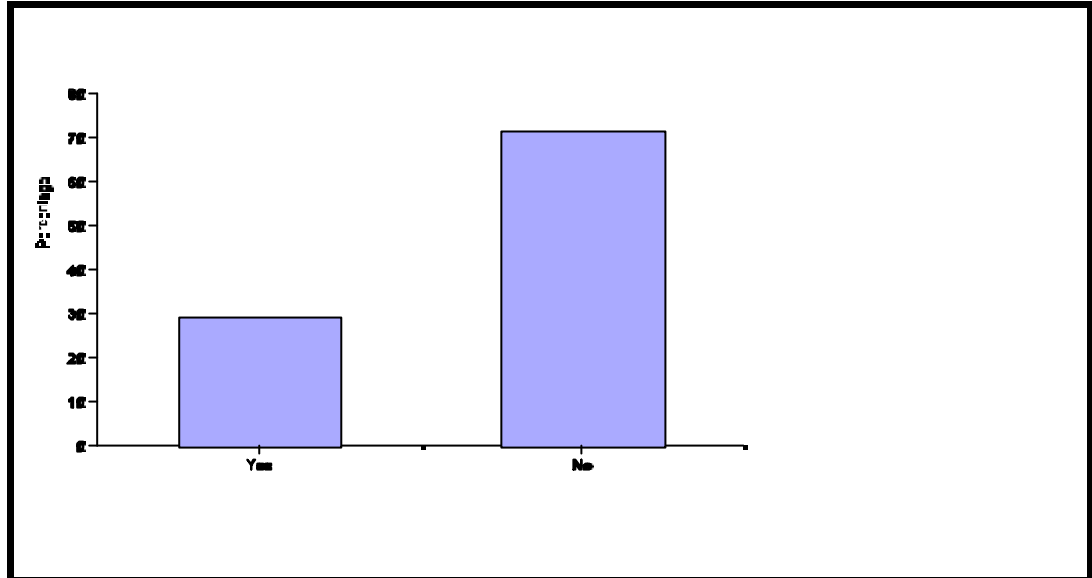


Figure 29: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 16:

<p>1. Visibility of African languages</p>	<p>a) Attempts are made so that everyone is accommodated.</p> <p>b) The government caters for all people in that documents and TV programmes are written and presented in both English and African languages. News is in different languages.</p> <p>c) People communicate and are interviewed in their languages.</p> <p>d) African languages are taught in schools.</p> <p>e) SABC TV has presenters speaking in different languages to preserve our diverse culture. Radio plays a role because we have different stations which use different languages.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 16:

<p>1. Exclusive use of English and Afrikaans.</p>	<p>a) The above institutions do not comply with the language policy of the country because of the tendency to use English almost exclusively by most of these institutions. They do so by justifying English hegemony on the grounds that acknowledging linguistic diversity is costly and impartial.</p> <p>b) Most institutions are reluctant to promote multilingualism and would like to maintain the status quo.</p> <p>c) We are bombarded with English all over media, especially tv. They promote the idea that it is not “cool” to use African languages.</p> <p>d) Most of the African languages are marginalised because they are not broadcast. TV discriminates other African languages.</p> <p>e) English and Afrikaans are given preferential treatment.</p> <p>f) Most employees are still expected to use English.</p> <p>g) There are schools where African languages are discouraged. In other words there are schools where African languages are not part of the curriculum.</p> <p>h) It promotes other languages at the expense of Tshivenda and Xitsonga.</p> <p>I) Our TV is clouded with English, Afrikaans, IsiZulu and IsiXhosa. What about other languages? Not all languages are accommodated and those that are, are mostly used not as much as English.</p> <p>m) Afrikaners are not willing to change and accommodate other people. Even when they are addressing people they tend to speak more Afrikaans of which most people do not understand.</p>
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Table 17

Question (n) Is it possible to implement such a language policy?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	60	40	60	40
2 Mpumalanga	100	68	32	68	32
3 KwaZulu Natal	50	38	12	76	24
4 Eastern Cape	50	44	6	88	12
5 North West	100	80	20	80	20
6 Gauteng	150	123	27	82	18
7 University lecturers	30	15	15	50	50
8 College lecturers	20	12	8	60	40
Grand Total	600	440	160	73.3	26.7

Figure 30: Response

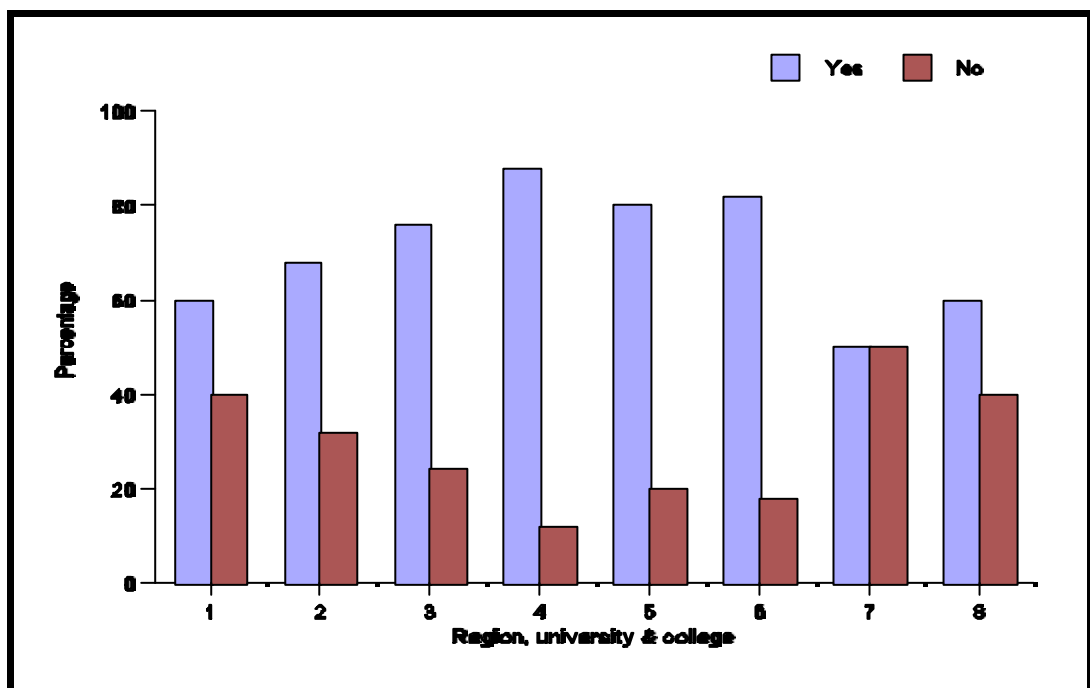
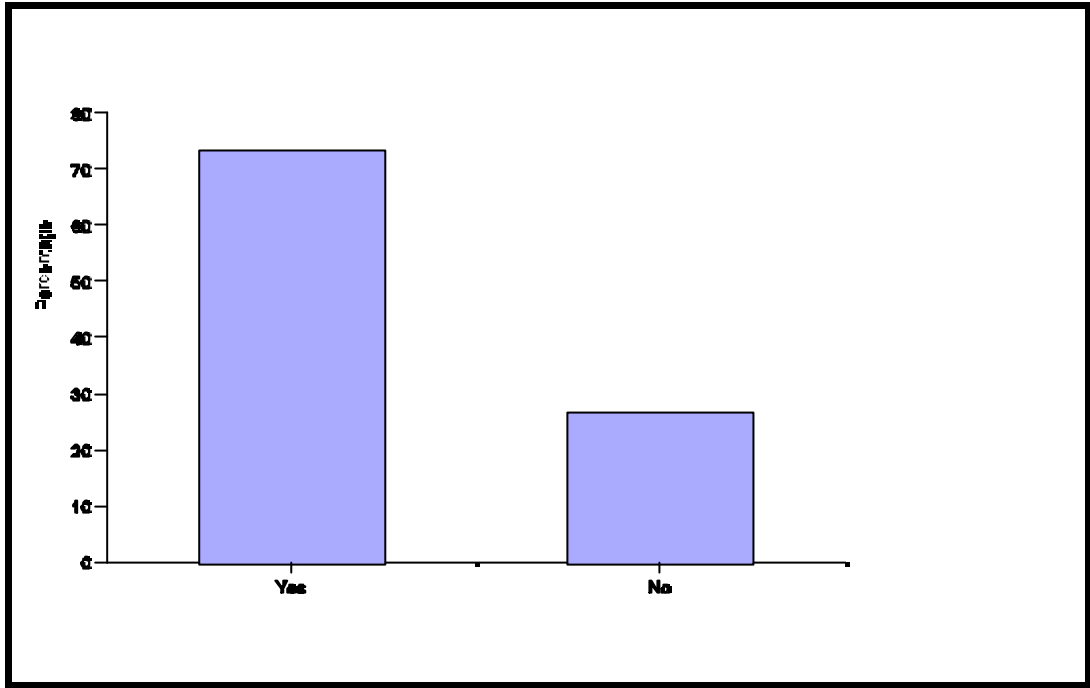


Figure 31: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 17:

<p>1. By contextualizing and legislation.</p>	<p>Yes, I think so, for as long as a functional multilingualism approach is adopted, i.e. the taking into consideration of demographic, economic and attitudinal factors. I think 3 or more languages and not all eleven languages could be used interchangeably at a given time. If contextualised, that is, through legislation, resuscitation of culture and traditional style of life.</p>
<p>2. Feasible if the government plays a major role.</p>	<p>a) Firstly, politicians must practise what they preach. They must strive to use their African languages in parliament and political rallies. Opportunities for interpreters/translators must be created. The government and relevant departments should enforce the policy. At least one regional language should form part of the curriculum.</p> <p>b) Yes, if the government stops investing in arms, jets and casual travel, the money could be redirected to the development of languages.</p> <p>c) It is possible but a lot of work is to be put in place so that the policy is stable and is followed. It is possible if the government and all stakeholders are involved and can take this seriously and appoint many language practitioners. Yes, if all people are given the chance to present their version concerning the usage of their languages. With enough educators, resources and enough accommodation it could be easy and possible to implement such a policy. But as the situation stands now I do not think so.</p>
<p>2 The Language Board as a major government role player</p>	<p>The language Board has to be the custodian of all languages in South Africa by ensuring that public institutions and companies implement the language policy and to reflect that in circulars, bulletins and boards.</p>

<p>3. By conscientizing people</p>	<p>a) If only people could leave the past behind them, accept the new dispensation and be willing to change, then everything would be applicable. So, make people aware of the importance of language. Open institutions like ABET to teach languages. Encourage continuous diversity, learning and emphasizing its importance to language use. People need to be adequately addressed and conscientized about it so that they can admit as their own and for their own benefit.</p> <p>b) By being realistic about language issues and focussing on developing and preparing the learners for competition even in the global world.</p>
<p>4. By budgeting for language development and promotion</p>	<p>If proper budgeting and allocation can be made, then it will work. Practically it will create a number of problems and be expensive to cater for all the languages. Yes, but it might cost a lot of money with regard to printing material and finding interpreters.</p>
<p>5. The constitution prescribes</p>	<p>Nothing seem impossible in this dispensation as it is in accordance with the constitution and as it represents the majority of the constituencies of the country.</p>

<p>6. Commitment</p>	<p>a) We just have to enforce the policy. If stakeholders can work hard to achieve that then it is possible. It requires commitment and dedication from all citizens. People are keen to use their languages. It just needs determination.</p> <p>b) These languages have been used during the apartheid regime in their respective regions, some have been used as official alongside English. Each province should therefore decide on the most commonly used language.</p> <p>c) Change is what must be encouraged. Again two or three official languages can be used concurrently.</p> <p>d) Use all languages without discriminating minority groups for all languages should be treated equally.</p>
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<p>7. By restructuring at SABC TV and introducing African languages in schools</p>	<p>a) Only if SABC TV stops using the excuse that there is not enough funds for programmes in African languages, then TV accommodates all equally.</p> <p>b) If we have programmes in other languages which can be achieved by restructuring TV programmes so that SABC TV caters for all the language groups. We can have many channels as is the case with the radio or alternatively slot in equal number of programmes on TV, that is, sharing the time on TV. This can be achieved if we make manuscripts for TV and newspapers in different languages.</p> <p>c) If people are encouraged to use their home languages during TV interviews etc. it will encourage other people to use them as well.</p> <p>d) If we give sufficient opportunities to other languages to develop in different media, that is, TV and newspapers.</p> <p>e) If we encourage South Africans to use their languages, that is, making citizens feel proud of their home languages.</p> <p>f) If Tsonga people come together and address their problem, then it can be achieved.</p> <p>g) By giving equal number of lessons at schools. Teach children in their own languages. If schools have at least two African languages as part of the school curriculum, taught as first and second languages.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 17:

<p>1. Financial constraints</p>	<p>a) South Africa does not have the resources to implement such a policy. The financial resources needed to implement such a policy are prohibitive. It will be expensive for the cost of implementation will be high. So it is a waste of resources.</p> <p>b) SA is a highly diversified country in terms of population stratos, it will be costly. Translation of documents is time consuming.</p>
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<p>2. Neglect of grass-roots participation in policy issues.</p>	<p>Unless it is a Down -Top policy, it is a futile exercise. People should take the lead in deciding what the policy scenario should be.</p>
<p>3. Too many languages</p>	<p>a) There are too many languages and English stands to benefit in the long run. Misunderstanding will occur because of poor communication.</p> <p>b) It is difficult to make all these languages function as official languages because SA is multilingual. The languages are too many. It is chaotic. We cannot please everyone. It is not practical.</p> <p>c) There are too many official languages in SA. I think they should rather take English, Afrikaans and one major language from both Nguni and Sotho groups.</p> <p>d) SA is a diverse country with diverse people. It would be difficult if not impossible to use all languages in the same manner. Most whites do not understand other languages except English or Afrikaans. In areas like Gauteng it is very difficult because of mixing or mingling of all groups. There should be at least one official language.</p>
<p>4. Resistance and the mind set</p>	<p>People have not accepted changes. They discriminate other languages. Some languages still dominate in different places and some are not catered for in some schools.</p> <p>People need to change their attitude and support the policy. Corporate leaders who are still whites resist change. People are comfortable in English because most of the things around them are labelled in English. English is still regarded as the language of communication and unfortunately some continue to regard it as superior to other languages.</p>

5. Lack of international status	African languages have less international status. We can communicate using them but not internationally like with English. They are not even used in the work place.
6. Development	Multilingualism needs more books in all languages. African languages have not reached the same level of development enjoyed by English and Afrikaans. There is a problem of translating all material into the home language.
7. Policy not adhered to	The policy is not clearly followed with regard to usage.

Table 18

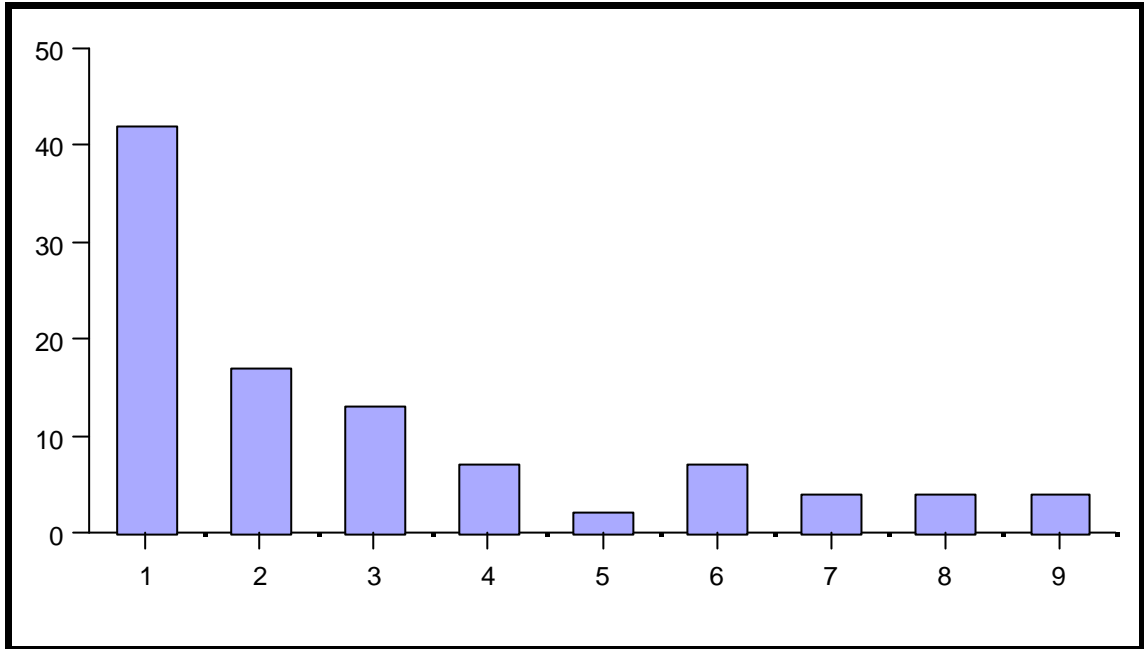
Question (o) What in your opinion are the problems that deter the implementation of such a policy?

Region	Number	VIEWS								
		1	2	3	4	5	6	7	8	9
1 Northern Province	100	32	12	11	6	0	19	12	0	8
2 Mpumalanga	100	31	10	15	9	0	18	4	8	5
3 KwaZulu Natal	50	28	6	6	2	0	6	2	0	0
4 Eastern Cape	50	21	14	11		4	0	0	0	0
5 North West	100	28	16	17	22	0	0	5	6	6
6 Gauteng	150	80	30	16	0	9	0	0	12	3
7 University lecturers	30	18	8	2	2	0	0	0	0	0
8 College lecturers	20	16	4	0	0	0	0	0	0	0
Grand Total	600	254	100	78	41	13	43	23	26	22

Percentage response:

42%	17%	13%	7%	2%	7%	4%	4%	4%
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Figure 32: Total response



VIEWS IN RESPONSE TO QUESTION (o): TABLE 18:

<p>1. The attitude of those in key positions.</p> <p>Lack of determination and commitment or Political will.</p>	<p>a) I think it is the attitude of the management in most institutions that view multilingualism as a problem and as costly. Secondly, the lack of political will from the politicians and the elite is a contributing factor. The fact that most institutions do not consider long planning as part of their budget also contributes to this problem. There is no determination and commitment, communication and research. Conspicuous is lack of enforcement and proper translation. There is also fear of failure, lack of enthusiasm and lack of trust.</p> <p>b) The attitude of the government: the unwillingness of the government or political leaders to implement it and the attitude of some of the indigenous speakers of the language towards African languages. It is also the attitude of whites who still hold all the key positions in schools and companies who tend to ignore African languages and use English and Afrikaans only.</p> <p>c) We do not foresee any problem in the implementation of the language policy. We cannot be white souls in Black skins forever. Something must be done to correct the damage of the past. I think people on top are ignorant. The naivety of people coupled with negative attitude poses problems. People feel English is more important such that the underdeveloped African languages will not attain the level and status of English. Hence, the lack of support by the government and the private sector.</p>
<p>2. Metropolitan areas as melting pots</p>	<p>Intermarriage, metropolitan and Industrial areas where all these groups are present and any single language made into a medium of instruction will offend other groups which do not speak that language.</p>

<p>3. Human and material resources: No development and competitive material written in African languages.</p>	<p>a) Wrong people are placed in wrong positions and are expected to implement the policy which they do not know. Shortage of human resources to establish the best approach and educators to teach in mother tongue. We lack personnel to work on the language policy issues. Few conscious persons on the fact and no concerted efforts are made to work towards the same goal.</p> <p>b) Lack of materials: Lack of literature and translation facilities. Much of the subject matter is not written in everybody's language. There are no text books written in African languages.</p> <p>c) Entertainment like movies is not in vernacular. There is lack of study material and text books written in mother tongue. Lack of adequate facilities for other languages .</p> <p>d) African languages are underdeveloped. There is lack of terminology for concepts, for example, subjects like biology have no African language terms.</p> <p>e) Higher positions in the SABC are held by people who have vested interests in the usage of some languages. Hence, the national broadcaster does not take other languages into cognisance.</p>
<p>4. Languages secluded from the curriculum and, intolerance.</p>	<p>a) African languages are not in the curriculum in some schools in the country. Other languages are not regarded as medium of instruction in other places.</p> <p>b) South Africa is too heterogenous. It will take time to implement the language policy. A major problem being people's perception about language and reluctance to change.</p> <p>c) Discrimination of other languages. The problem is racial intolerance, refusal to change and tribalism.</p>

<p>5. Lack of vigorous awareness campaign</p>	<p>a) There is a general lack of monitoring coupled with poor awareness campaign about the policy itself. There is no proper communication to the grassroots. Language policy awareness is necessary.</p> <p>b) Illiteracy in the black community. Ignorance on the part of the government.</p>
<p>6. Resistance</p>	<p>a) The mind set needs to change. Intransigency of the system and failure to learn other languages by fellow South Africans. People's reluctance to learn a second and third language and their willingness to use them. Resistance from some people. People resist change. Lack of respect of each others' sensitivities, values, norms and cultures. People are caught in the past they do not want to face the challenges that have been brought up by the new government.</p> <p>b) People easily forget their roots and tend to please the minority groups for their own benefits. People are conservative</p> <p>c) Practical life hinders the implementation of the policy. For instance, a Xhosa learner has to study English. This helps her world of work, be it in government circles or private sector. English is the key.</p> <p>d) The problem is people who resist change and think that anything non-English is of less importance. People go with the English tide, so it is impractical and has no long term effect</p>
<p>7. Job demands</p>	<p>a) Work and business places are still English and/or Afrikaans based, so these undermine other languages. This is because when one is searching or looking for a job in many companies he finds white directors who insist on the use of English and/or Afrikaans.</p>

8.
Preferential treatment of
languages

a) Some languages such as Sepedi, IsiZulu, IsiXhosa are regarded as the only South African languages. They are regarded as superior to other languages and, hence, in conflict with the policy which impresses on the equality of all languages.

b) Underestimation of other languages by those who possess the power to implement the policy. Some of the languages are looked down upon. English and other African languages are considered to be better than others or more factual and westernized.

In some institutions some of the languages cannot be representative. The minority groups are not accommodated. Some people do not want to comprise, e.g. those who do not want to speak other languages like Tshivenda and Xitsonga. The question of majority preference discourages the minority groups to stand up and help promote the development of cultural harmony. The Language Board seems to be sucking up to politicians by implementing the unequal usage of languages, e.g. English, IsiZulu and IsiXhosa, which are given more exposure. Some languages are ignored.

c) Denial, overlooking and undermining other languages. It is the situation where one or more languages are simultaneously and equally learned. Educators do not master all languages.

d) Majority of South Africans are focussing on international issues and so time to adhere to the policy is limited. Language policies in multiracial schools have African languages done as third languages. Discrimination, stereotypes, prejudice and lack tolerance manifest themselves.

<p>9. Financial resources</p>	<p>a) There is a problem of budgeting, that is, lack of funds and proper planning is one of the problems.</p> <p>b) There are too many official languages. Eleven for one country are too many. It is costly considering printing and translation as messages or documents of the same topic must be presented many times. It means more money is needed for a special budget shall have to be created to pay the translators. The resources are not enough at the present moment vis-a-vis other pressing national issues, especially poverty.</p> <p>c) South Africa is on the verge of corruption: the present policy shall not be a success because printing and publications are expensive.</p>
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Table 19

Question (p) Does your workplace still implement the old language policy, that is, English and Afrikaans only?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	32	68	32	68
2 Mpumalanga	100	34	66	34	66
3 KwaZulu Natal	50	32	18	64	36
4 Eastern Cape	50	17	33	34	66
5 North West	100	44	56	44	56
6 Gauteng	150	131	19	87.3	12.7
7 University lecturers	30	10	20	33.3	66.7
8 College lecturers	20	12	8	60	40
Grand Total	600	312	288	73.3	26.7

Figure 33: Regional response

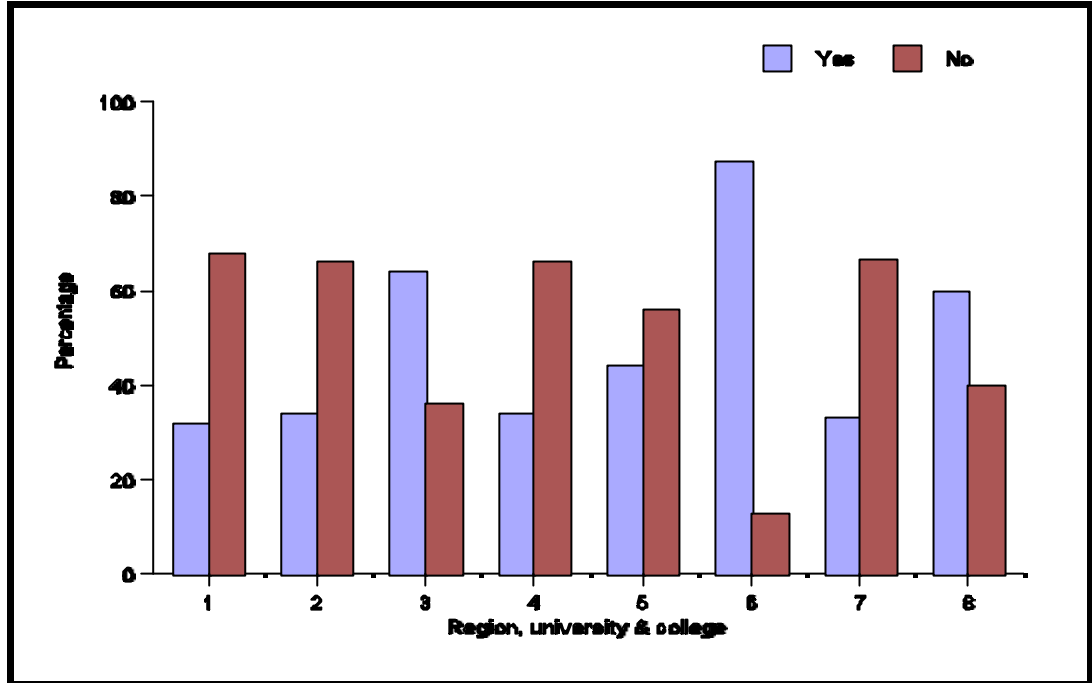
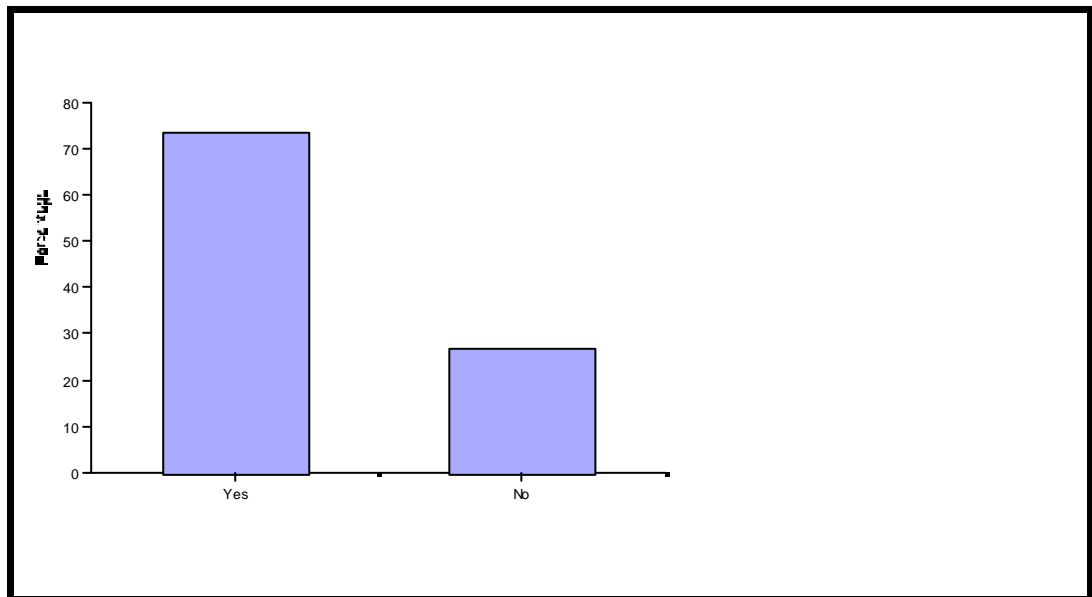


Figure 34: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 19:

<p>1. Languages for Business</p>	<p>a) It is acceptable because the two languages are for business and that English is an internationally recognized language. English as an internationally recognised language should be promoted above all the other languages.</p> <p>b) Afrikaners have resources.</p>
<p>2. The old language policy facilitates communication</p>	<p>a) It is a good policy, a very good policy. Communication is propelled because English serves as a lingua franca.</p> <p>b) The use of the old language policy is due to practical considerations of not every employee being able to communicate in most of the eleven languages, and it is understandable.</p>

<p>3. Managerial positions still in the hands of whites</p>	<p>a) People in managerial positions are still Afrikaans and English speaking. In workplaces and in government offices English and Afrikaans dominate. Whites and other people do not even try to learn our languages. Although the company Policy is in line with the new language policy of the country most of the white employees ignore it and always use Afrikaans. It should be imperative that employers learn at least one other official language.</p> <p>b) We still have old people with old ideas. There is emphasis on Afrikaans making life difficult for the disadvantaged blacks who prefer English.</p> <p>c) Change in that regard is not visible. It is frustrating. It is still going to be a milestone before African languages are given a fair status. It is not practical to implement the newly adopted language policy abruptly. It is not feasible because of lack of resources. This will certainly take sometime.</p> <p>d) That's being very insensitive to people's diversity and the importance of their languages.</p>
<p>4. The old policy is cheap to run</p>	<p>It is cheap. Most books for different subjects are written in English and the subjects are taught in English except for Afrikaans. The syllabi at school requires the use of English and Afrikaans books. Hence, the old policy is cheap.</p>
<p>5. Media of instruction</p>	<p>English and Afrikaans continue to be used as media of instruction at universities and Technikons. There are schools that do not implement the new policy at all. It is unfortunate because parents determine which language they prefer and mostly it is not an African language.</p>
<p>6. Lack of confidence in the African language and lack of responsibility</p>	<p>There is lack of confidence, lack of responsibility and lack of knowledge of one's language. This kills African languages or relegates them to low status.</p>

7. Change is necessary	<p>a) This is not acceptable. It should stop forthwith because African languages are official languages too. Apartheid days are gone. The constitution must be adhered to.</p> <p>b) The problem has to be addressed so that something is done to enforce the new language policy. Implementation should be speeded up. Mother tongue education must be introduced.</p>
8. Economically viable but socially disadvantageous	Although economically it is a good scenario socially it undermines African languages. Unfortunately I am not a language planner. This is very bad but what can we do?
9. Reduce the status of Afrikaans	Afrikaans should be treated like any other language. In fact, Afrikaans should be abolished and all compromise English.

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 19:

1. New policy adhered to	<p>a) There is a gradual change. That is being democratic. Things are going in the right direction. People express themselves effectively in their own languages.</p> <p>b) There is change in the work place. English and Afrikaans are not enforced as before. The situation has improved.</p> <p>c) It is good because all languages are treated as equal. Learners have the chance of understanding the subject matter with ease much more than before.</p> <p>d) At some schools, especially, in the North West minutes are now written in an African language, Tswana.</p>
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2. Change as an indicator	The change demonstrates the degree of awareness of our policy.
3. Bridging gaps	People will learn other cultures and norms. Using many languages bridges cultural differences or gaps.
4. Afrikaans dominance is scrapped	a) Afrikaans has been scrapped out in some institutions. In some, at least, they are trying to do away with Afrikaans dominance. b) It is good removing Afrikaans but it gives the connotation that English is the best.
5. English takes centre stage	It is good but one language remains dominant. English has taken centre stage. Most of the books used are written in English. We do not use Afrikaans at all as it takes us nowhere. We use English and supplement with IsiXhosa.

Table 20

Question (q) Do you think we can achieve equity in language use?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	78	22	78	22
2 Mpumalanga	100	61	39	61	39
3 KwaZulu Natal	50	36	14	72	28
4 Eastern Cape	50	42	8	84	16
5 North West	100	68	32	68	32
6 Gauteng	150	122	28	81.3	18.7
7 University lecturers	30	24	6	80	20

8 College lecturers	20	16	4	80	20
Grand Total	600	447	153	74.5	25.5

Figure 35: Regional response

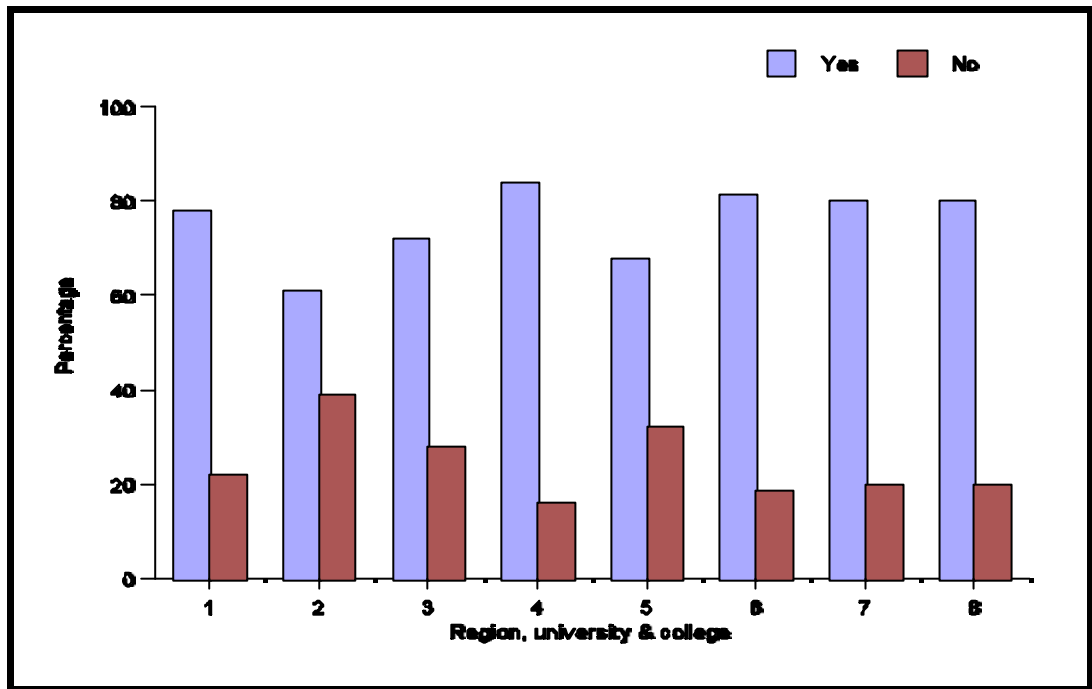
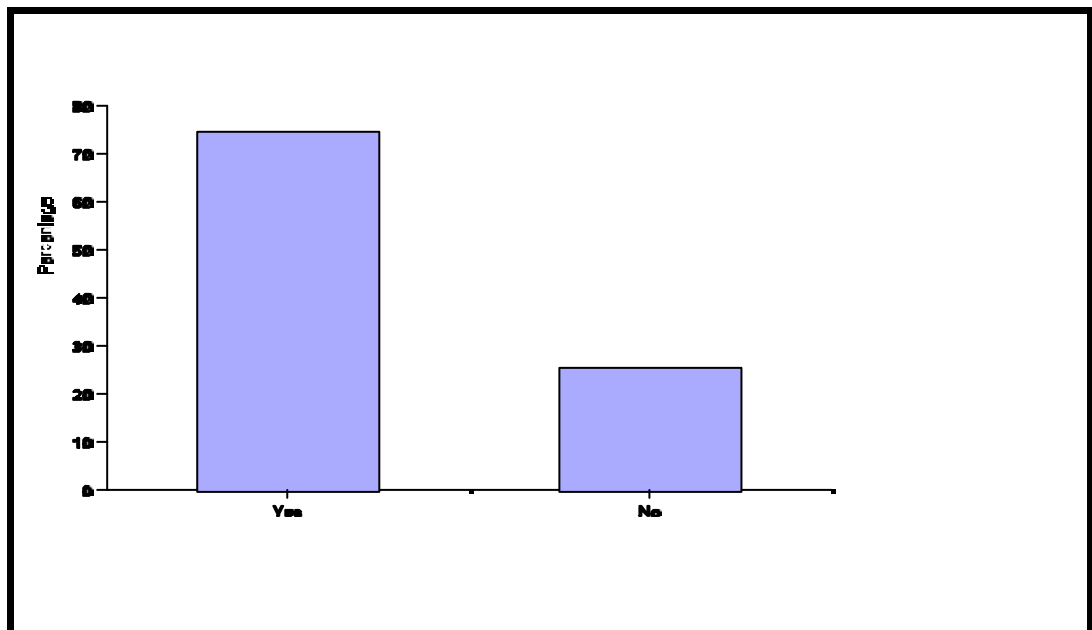


Figure 36: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 20:

<p>1. Through Research</p>	<p>a) By considering the demographic, economic, attitudinal factors and preferences of a given community because it is true that not everybody understands English. Incentives could be given for the knowledge of other languages other than English and Afrikaans.</p> <p>b) By looking at the area of concentration of the dominant language and provide the dominant language with English and Afrikaans.</p>
<p>2. Government's expected input.</p>	<p>a) The government should lead by example in its departments. Government policies, rules and laws should be in all official languages. Politicians should address issues at national level in all official languages through interpretation, e.g. in Parliament.</p> <p>b) Government intervention is necessary: No country was ever successful in language policy implementation without government intervention. The government should monitor companies, that means, the government should introduce monitored implementation strategies and feedback.</p> <p>c) Government should establish language institutions that develop languages and employ more relevant personnel. Language committees should be set up and employ more interpreters.</p> <p>d) Government departments or organisations should be prepared to have a mechanism in place to deal with a situation of being able to interpret or translate in an event of such a need.</p> <p>e)The government should legislate. Extreme situations call for extreme measures, so I go with imposing it.</p>
<p>3. Conscientize</p>	<p>By organising workshops to explain to the people the aims of the language policy. People must be conscientized on the values and status of languages. Start awareness campaign and educate people. Change the mind set and make them proud of our languages. Increased education on managing diversity will help groups.</p>

4. Finance	By injecting funds for research, promotion and development of African languages.
5. Magazines and Circulars	<p>a) Make use of all possible avenues. For instance at UNISA more articles in magazines and newsletters could be in African languages. Rotation could help.</p> <p>b) Introducing a culture that circulars are written in all official languages. The school would alternate the days on which these languages are used.</p>
6. Wealth	As long as people are not equal in terms of wealth, the poor minority languages will continue to be undermined. Once the blacks have economic power then the language policy will be realised. Address the problem of poverty first so as to achieve our goal.
7. Schools	<p>a) Encourage the teaching of African languages in schools, that is, African languages must have a place on the time-table. Once all these languages are afforded time in our schools a new nation which is really multilingual is built.</p> <p>b) By allowing content subjects to be taught in African languages, if vocabulary is available for the subject. Thus by introducing mother tongue education.</p> <p>c) All schools including former whites only should teach African languages. All African languages should be taught at primary schools not as ancillary subjects. In addition to this, more African languages should be introduced at the lower grade.</p> <p>d) Have one education syllabus taught in all official languages.</p> <p>e) Speakers of different languages should be deployed to schools.</p>
8. Communication in the languages	Communication is the key to success. By using all languages in meetings, schools and offices. People should start using their languages on a day to day basis instead of using English all the time even when it is not necessary. By accommodating African languages at work places, schools and courts.

9. Literature	By providing literature in all the languages.
10. Media	Media can play a role. All official languages should be given an equal opportunity in the media especially, on television. TV should use all the languages equally. Apply language quota policy on TV.
11. Developing African languages	Develop African languages and use them as media of instruction.
12. Learning each other's language	Cassettes to help people who want to learn other languages should be readily available.

REASONS AND VIEWS FOR THE CHOICE OF "NO" IN TABLE 20:

1. Urban and Industrial Centres as a constraint.	Not possible. It will never be achieved in industrial areas but may be in the rural areas. The diversity of our languages makes it difficult to achieve it. In urban areas it would be difficult but in rural homogenous societies, it can be achieved.
2. Demographic representation	We can never or we will never achieve it. I do not think we can, so let us stop. This will fail miserably due to disparities in African languages. Equity will not be achieved because cultural groups also differ in numbers, e.g. there are fewer numbers of Xitsonga speaking people in South Africa than for example, IsiZulu speaking.
3. English as a highly developed language	This will never happen because English as a language has been developed already. We should stick to one language English because it is fully developed.
4. No hope	4. Time will tell. (Lack of judgment or not bold enough to give any judgment, No hope.)

5. Cost	5. Not possible. This is too costly to maintain.
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Table 21

Question (r) Do you share the view that African languages will die?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	24	76	24	76
2 Mpumalanga	100	34	66	34	66
3 KwaZulu Natal	50	20	30	40	60
4 Eastern Cape	50	14	36	28	72
5 North West	100	23	77	23	77
6 Gauteng	150	32	118	21.3	78.7
7 University lecturers	30	3	27	10	90
8 College lecturers	20	2	18	10	90
Grand Total	600	152	448	25.3	74.7

Figure 37: Total response

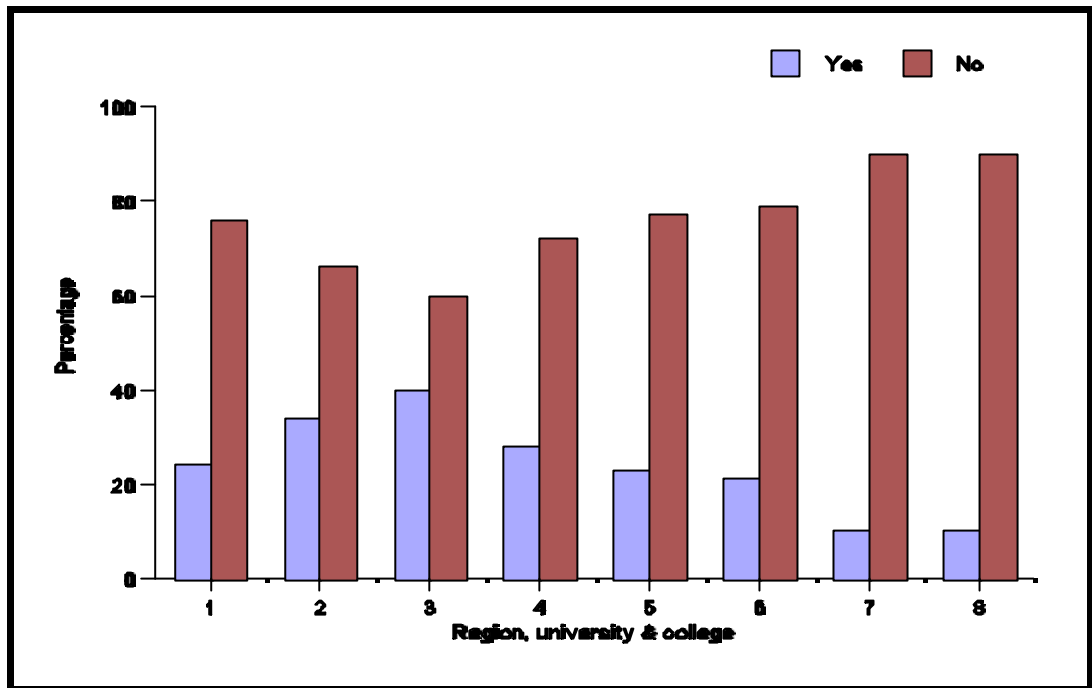
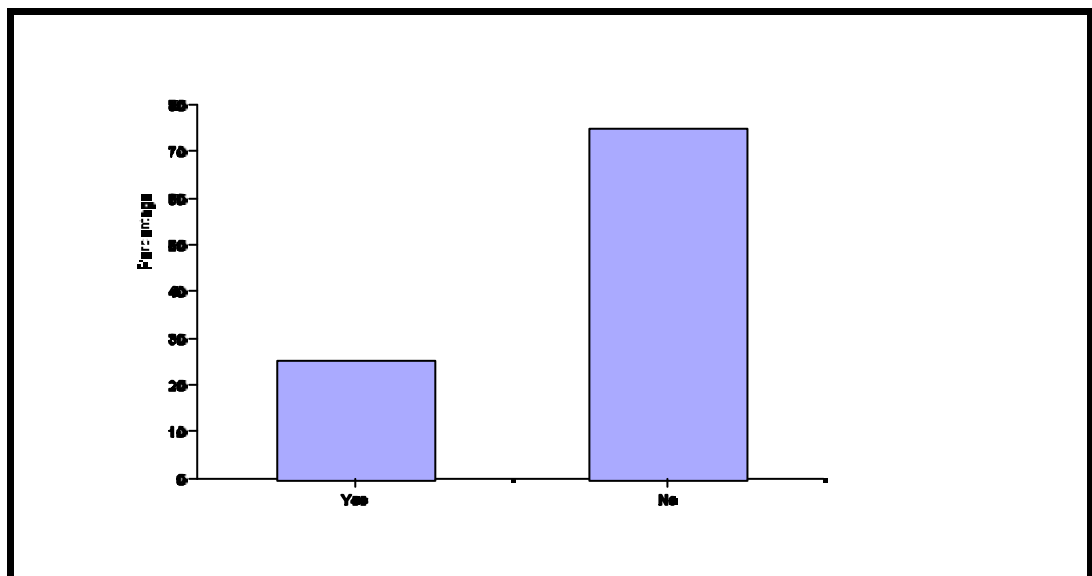


Figure 38: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 21:

<p>1 The Dominance and status of English and Afrikaans vis-a- vis that of African languages</p>	<p>a). Because you get the best services if you know English and Afrikaans or else you will always be a junior.</p> <p>b) English is promoted at the expense of these languages. English is taking the lead. The internet and the most powerful mass media: newspapers, television and radio are dictating the terms. SABC TV has reduced the hours of broadcast of Setswana, Sepedi and Sesotho and allocated that to Afrikaans as a dominant language. Since 1994 English is regarded as the ideal medium of instruction.</p> <p>c) Not only African languages, but most languages do die. This means survival of the fittest rules. We see species die out, it is natural, so why protect languages or why fight the inevitable. African languages are treated as inferior. They are being pushed down the drain. They may not die but will remain in the periphery.</p>
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<p>2. To enter the Job market: African languages not a prerequisite for the job market.</p>	<p>a) English has become a prerequisite in job market. If you cannot speak English or Afrikaans, you cannot find any job. Everything is done or given in English e.g. forms. Most companies, institutions and SABC employers prefer incumbents and TV presenters who are good in English. Thus in many instances English and Afrikaans are still the key to open one's life in most working places.</p> <p>b) Because we are now talking of globalization and , because of job unavailability, future generations will flock to overseas countries where they will use English mostly.</p>
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3.
The attitude of the youths
and the status of English.

a) Today kids prefer English and Afrikaans to their mother tongue. Because of indoctrination and colonial legacy African language speakers prefer English as medium of instruction. People seem to think that communicating in English gives them a special status.

Blacks believe communicating in English and Afrikaans is the key to success. Professionals do not promote their usage and shun people who express themselves in their mother tongue. Even people from rural areas want to learn and communicate in English because it is an international language and because it is associated with status. People cling to European languages. They are now comfortable with colonial shackles. Hence, only one language, English, is in reality the official language.

b) Young people are proud of using English when they communicate . English has become the first language for some African children: Children no longer speak African languages even if they converse with fellow blacks.

c) An African language speaker uses an English word where he does not know the native one and is lazy to research it. They also use English to seem/appear to be knowledgeable and intelligent.

<p>4. The impact of model C schools</p>	<p>a) Everyone wishes to send his or her children to Model C schools where African languages are not offered. At home, English is used, hence, finally the coming generation will then be denied an opportunity to learn African languages. Thus, they are gradually losing their values and the traditional means of communication.</p> <p>b) Children are more into multiracial schools than anything (if parents can afford) so the interaction that happens between whites and blacks will only convince black children that they have been deprived of excellence and in order to be educated you need to know English.</p> <p>c) Most of the students who have been to Model C schools struggle to communicate or express themselves clearly in their home languages. The coming or present generation is too white and the environment we put them is also too white, so it is easy for them to forget their roots, thus killing African languages. This shows that when the present generation of elders passes away, the remaining generation will not bother themselves about the usage of their languages.</p> <p>d) African languages are no longer used in most schools, no longer a prerequisite for one to pass Standard 10.</p>
<p>5. Limitations of African languages</p>	<p>a) African languages are not developed. How then would one communicate in the world of information and technology.</p> <p>b) The lack of research and development in African languages would lead into more and more Africans becoming educated and prone to assimilation into western way of life.</p>

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 21:

<p>1. Continuous use of African languages saves them</p>	<p>a) 70% of the population in South Africa speaks African languages which they use in the day to day situation among themselves. African languages will not die because they are still used at home, in cultural activities and at schools. Thus, African languages are living languages that are being used everyday. No language can become extinct if spoken continuously by a society. Words enter languages often, but the care remains the same.</p> <p>b) They will not die for as long as we continue to speak them, which according to some researchers we do. The attitude of the National Education Department that African languages be studied at schools will also help in developing them. In provinces like KwaZulu Natal where IsiZulu is used alongside English for government administration purposes, there is obviously no way the language can die. Of course, academically they are facing a threat, which therefore dictates as much as we were forced into Afrikaans and English, that at least one African language must be learnt by whites, depending on the language spoken in a specific area.</p> <p>c) If we adopt a culture of using African languages at home and communication with children then it is definite African languages will not die.</p>
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2.
Change of attitude
promotes African
languages.

a) Before the demise of apartheid people of minority languages did not speak their languages as much as they do now. They used to speak the languages that are spoken by the majority but now everyone can speak his/her own language without fear and prejudice.

b) Most Africans are working tirelessly to revive their languages. They use the languages at home and with friends . People are getting proud of being Africans and so they speak their languages, the beautiful gift from God, a gift that helps them to express their feelings and to create with the language, e.g. poetry.

c) Commitment and dedication will sustain the languages. This depends on the attitude of speakers of various languages towards their own particular languages and also on whether a language is taught in schools and whether the government is prepared to enforce the language policy and whether the mass media is prepared to realise the official language policy.

d) People are now realising that speaking African languages does not mean that one is uneducated, but instead it shows African pride.

3.

Language and people as one

a) Because Africans cannot imagine lives without African languages, e.g. when we tell jokes in IsiZulu, for instance, it does not have the same impact as when that joke is told in English.

b) As long as the African people exist African languages will exist. Even the Khoisan languages are alive. Not unless all the speakers of African languages die. The problem is that people are not motivated enough to use their languages.

c) As long as Africa as a continent exists, with Africans still living on the continent, African languages are there to stay. Instead of dying they will thrive.

d) I am an African. The languages will not die for as long as we live.

e) It is not just a language, it is what we are. Our culture is based on our languages. Africans are attached to their culture, and there is no way they can die, may be among those in low density suburbs. Culture and language will always remain. This is a part of people's being and cannot be killed by anything.

f) We are living in the era of the African renaissance, and so they won't die, that is our foundation. Make no mistake we will fight for that as we did with Afrikaans in 1976 Soweto Uprisings.

<p>4. African languages as languages that stood the test of time</p>	<p>a) African languages have stood the test of time, they have already lived longer than we can think. They could have died in the old apartheid era where Afrikaans was forced on blacks.</p> <p>b) They have been around for decades. Why should the situation change this time? How can they die now?</p> <p>c) Languages do not die out very easily even if it means only a few will speak it.</p>
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<p>5. Legislation</p>	<p>a) If they are neglected from the statutory books, legislation and judicial systems including schools, then they will die. As is the case the government encourages people to express themselves in their own languages. The constitution emphasizes the importance of the use of the historically marginalised languages.</p> <p>b) As long as we continue to observe their official status, we do not see them dying. Thus for as long as the language policy indicates that subjects at schools, language in office or whatever place should be in the medium of home language, then African languages will never die.</p>
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<p>6. Illiteracy</p>	<p>Not all people received formal education, so those educationally deprived will still use their mother tongue. These have nowhere to go. In addition to this most people like the Zulu like their language and tradition.</p>
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<p>7. Make African languages compulsory</p>	<p>Make African languages compulsory and encourage our kids to speak them, or tell them how important our languages are.</p>
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Table 22

Question (s) It is definitely to your advantage to know English. Do yo agree?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	98	2	98	2
2 Mpumalanga	100	96	4	96	4
3 KwaZulu Natal	50	46	4	92	8
4 Eastern Cape	50	42	8	84	16
5 North West	100	98	2	98	2
6 Gauteng	150	144	6	96	4
7 University lecturers	30	28	2	93.3	6.7
8 College lecturers	20	19	1	95	5
Grand Total	600	571	29	95.2	4.8

Figure 39: Regional response

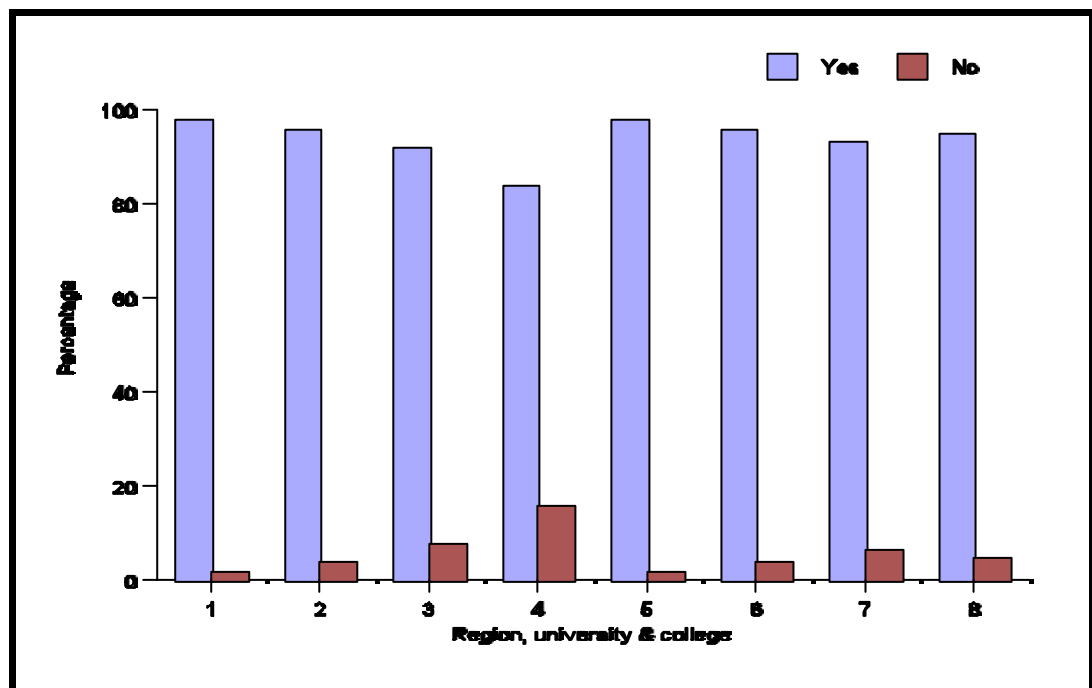
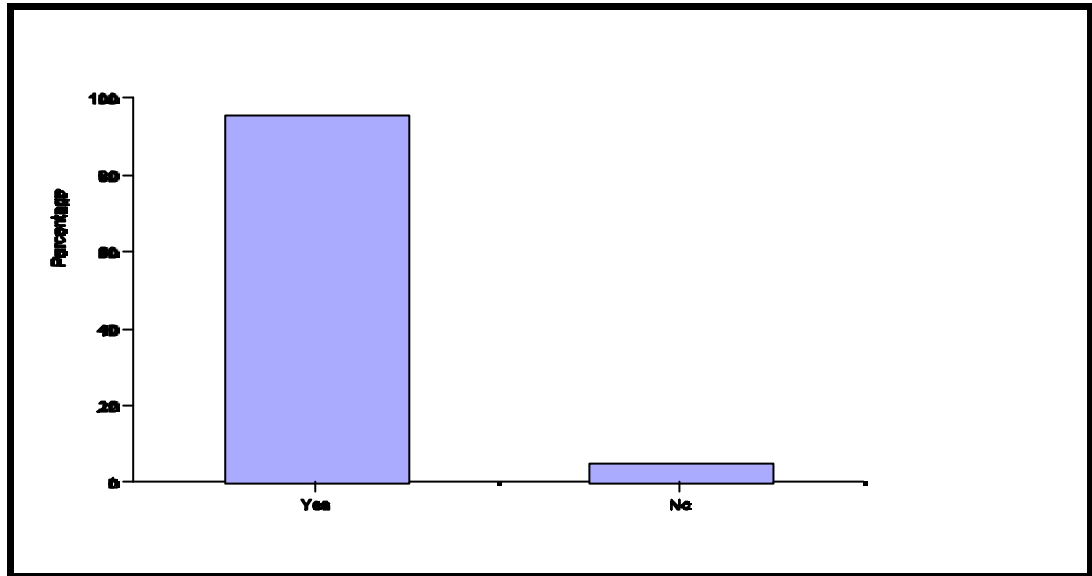


Figure 40: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 22:

<p>1 Universal means of communication</p>	<p>a) So far English is the language for international communication. It is a lingua franca among academics in South Africa. It is used by SADC. It is the language for the Security Council (UN), United Nations, African Union and so on. It is for professional and international communication. It brings the world together. It is universally acknowledged as a world's means of communication.</p> <p>b) English is spoken in the international arena This is the reason why we are not isolated from the world. Man is not an island. He needs a means to keep him together with his fellow men. In order to communicate with the wide spectrum English is the most popular language. African languages domesticate you. You have to know English even in order to survive the unfolding Neo-colonialism.</p>
<p>2. Medium for multilingual societies</p>	<p>Black people can use English as a medium of communication if they do not understand each other's language. The same goes for whites. If a German has to communicate with a Chinese he needs a lingua franca. It is therefore the lingua franca for multilingual societies. You need English in order to communicate with everyone else. One can communicate with most people globally.</p>

<p>3. Economically viable</p>	<p>a) You can compete economically in the international arena. It is the language of the economy. It is a business and communicative language. Technology is advanced in English. TV adverts and pamphlets are in English. Thus it is economically advantageous.</p> <p>b) Most of the transactions, especially, in business, legal systems and work places are still conducted in English. This is a painful truth.</p> <p>Everything you do is in English, shopping banking and at work places. It is universally used because a large sector of the country understands English.</p> <p>c) The economic powerhouse of the world is America, therefore it is an advantageous position to engage in negotiation with them. It is convenient.</p>
<p>4. For employment opportunities</p>	<p>Because these days everything is in English you cannot expect to get a descent job if you cannot express yourself in English or write it. We cannot deny the fact that the economy and companies are run by whites and you need to communicate with them in English. Without the knowledge of English you cannot get a job. All interviews are conducted in English or Afrikaans. It is difficult to be hired if you cannot communicate or when there is a breakdown in communication. When you go for interviews, the panel asks questions in English. If you do not know English there is nothing for you.</p>
<p>5. Access to information</p>	<p>a) Where ever you go it's English; you pick or use a cellphone, it's English; touch a computer, it's English. Road signs and information boards, it's English.</p> <p>b) It opens doors for one because English is an international language understood by most people e.g. this questionnaire is in English. Internet paves through English.</p>

<p>6. A developed language</p>	<p>English is highly developed and thus serves as a base for the development of other languages. It is in an enviable position to serve the world.</p> <p>I would argue that English should be the only official language because most of us understand it even if we may not be fluent or conversant in it.</p>
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<p>7. A medium of instruction easy to express concepts</p>	<p>It is used as a medium of instruction in schools and colleges. Text books and most learning materials are written in English. All subjects in colleges and universities are taught in the medium of English. Meetings in these institutions are also addressed in English. Most official documents are in English.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 22:

<p>1. Some nations exist without English.</p>	<p>a) It is a language like any other. There are other languages such as French, Spanish, Portuguese and Chinese that are in a favourable position to compete.</p> <p>b) There are people not fluent in English but can still live their lives.</p>
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Table 23

Question (t) Are you in favour of harmonizing Nguni languages on one hand and Sotho languages on the other?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	20	80	20	80
2 Mpumalanga	100	25	75	25	75
3 KwaZulu Natal	50	22	28	44	56
4 Eastern Cape	50	7	43	14	86
5 North West	100	17	83	17	83
6 Gauteng	150	19	131	12.7	87.3
7 University lecturers	30	6	24	20	80
8 College lecturers	20	6	14	30	70
Grand Total	600	122	478	20.3	79.7

Figure 41: Regional response

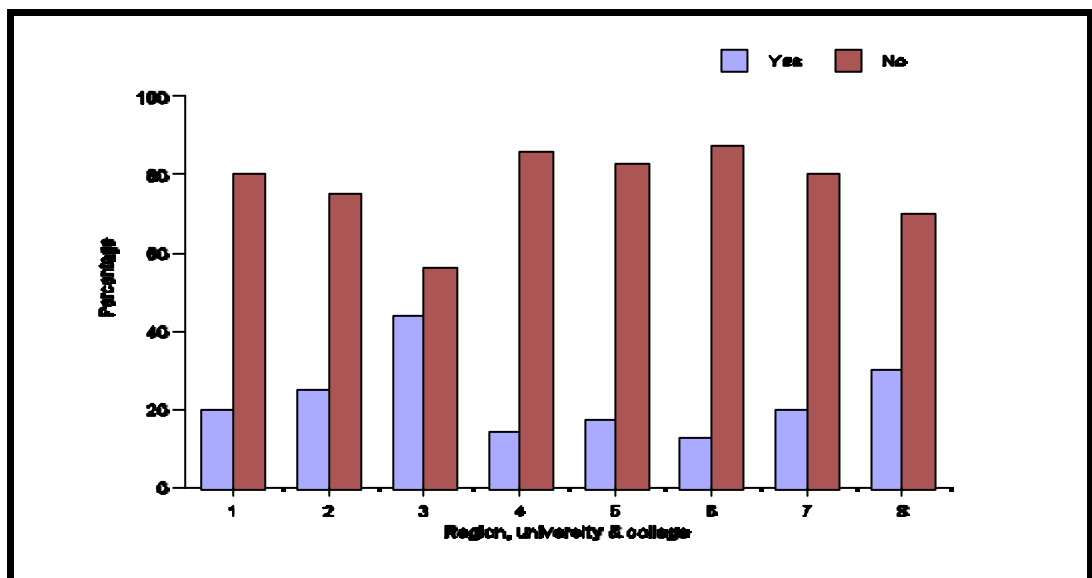
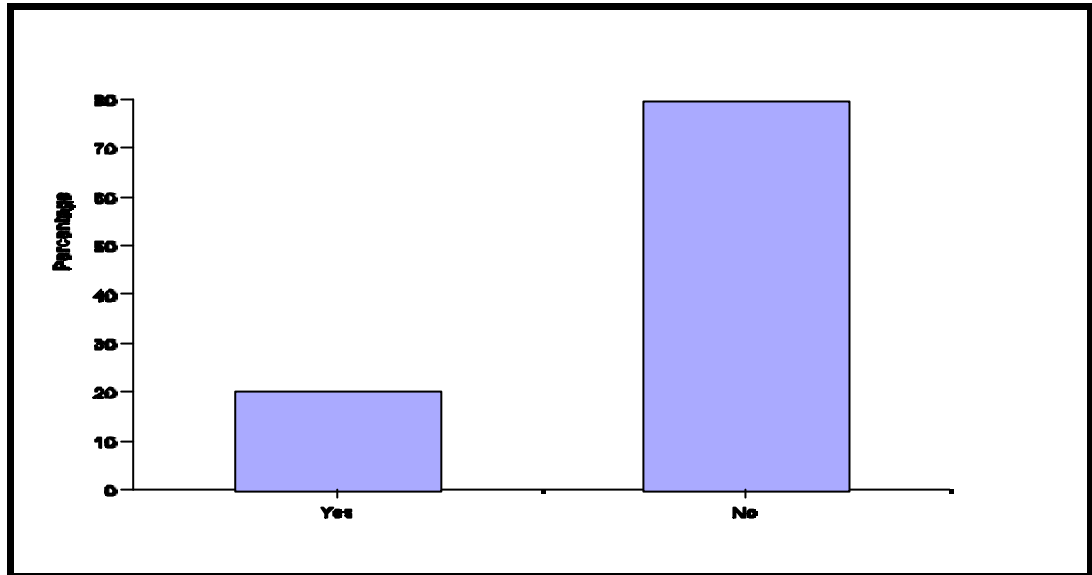


Figure 42: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 23:

<p>1. Mutual intelligibility</p>	<p>a) With Nguni languages the words used are shared. With regard to the Sotho group, the words used do not make a difference. The languages in each set are nearly the same. They fall under the same category or classification. It would make it easier for the speakers to understand one another.</p> <p>b) It would reduce languages and make it easier to prepare material in African languages.</p> <p>c) Because they belong to the same language groups. When members of Nguni languages communicate in their own languages they understand each other. The same applies to Sotho groups. They are almost similar with only some slight difference. Hence, they can be merged with ease.</p>
<p>2. Different speech forms</p>	<p>These are just mere community speech forms that together should form a language. They reveal the dirty works of missionaries who had their own agendas. Such speech forms exacerbate divisions, mistrust, etc. among otherwise a single nation. This would reduce the ethnic discrimination among the blacks if they use one language. It reduces cultural prejudice.</p>
<p>3. Consolidating of the language policy</p>	<p>There are too many official languages. This will make them more official in a practical sense. Some of these people are colleagues at work so knowing and using one of the languages is good and fair.</p>
<p>4. Cost effective</p>	<p>On TV it would be good because it would help create space for Tshivenda and Xitsonga. It is cost effective from point of view of the TV.</p>

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 23:

<p>1 Enhancing linguistic and cultural diversity</p>	<p>a) I think these languages should remain as they are although they are to a certain extent mutually intelligible. This is important in enhancing our linguistic and cultural diversity. I see this diversity as a resource as it could be used in job creation in language industry, tourism industry and other related industries. African languages are important and are enriched with a lot of lessons and it would be advantageous having them.</p> <p>b) Although there are some similarities in the languages there are vast differences and they are linked to our roots. It will be like losing our cultural identity. There is a vast difference of culture and areas of living.</p> <p>c) People will lose their cultural identity and will be deprived of their languages. Each group wants to preserve its own culture and its own language. Language and culture go together and cannot easily be relinquished by any nation.</p> <p>d) We cannot harmonize these unique languages. These languages are special in their own way and they belong to different cultures. The integrity of each language should be regarded or respected. Every language and hence, culture has its own values and means of identity so that merging them will be tantamount to letting them succumb to only English.</p>
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<p>2. Separate entity</p>	<p>a) These languages are different. They exist as separate languages, each in its own right. The languages themselves differ in certain terms. In other words some of the words do not mean the same thing although they sound the same and the spelling is the same. When we group them, definitely, some will be compromised whilst one is favoured. Each language is unique and must be treated as such.</p> <p>b) This simply indicates that we will kill the uniqueness and speciality of the individual languages. If harmonised these languages will eventually kill other languages. Small languages will be engulfed. So it will never happen. It detracts from the flavour or particular nuance of culture. Each language is a living entity and any attempt to weld these languages together would be impracticable and undesirable. Each language is unique. Such a merger would strip them of their unique value systems. The languages have their own social standing and they represent us as Africans. We should be proud of our heritage.</p> <p>c) Because every language is an official language, all languages are equal and should be developed.</p>
<p>3. Orthographic problems</p>	<p>The spoken words sound the same but the written word is different.</p>
<p>4. Violation of language rights and Cost</p>	<p>There is no reason or demand for this kind of thing. It saves no purpose. This cannot work. It is obviously absurd and violates human rights.</p> <p>I do not see the reason for that. It would cost more money and time to group languages. That would be a senseless idea. How many Xhosa people would understand IsiZulu? Speaking IsiZulu by a Xhosa person would be tantamount to joining IFP.</p>

<p>5. Harmonizing kills linguistic pride.</p>	<p>a) Our languages are equally important according to the constitution. We are proud of our languages we do not want to mix with other languages. It will mean an end to the languages themselves. What about the values, beliefs and different cultures.</p> <p>b) I am interested in learning my own language. I am proud of my language; proud to be what they are as I am proud to be what I am.</p> <p>c) I do not see how this can be achieved when small groups like KeLobedu want autonomy. Everyone wants his/her language to be recognized and maintained. I am proud of my language. I do not wish it to die. It is not fair to the speakers of those languages.</p> <p>d) We must never temper with the integrity of African languages. This will ensure peaceful coexistence in a common country.</p>
<p>6. Language evolution a natural process</p>	<p>a) Languages evolve on their own accord so, controlling the evolution is futile. They might all be Nguni languages but they are different. People in these language groups follow different norms and values in life and address issues differently.</p> <p>b) Language is inherent and natural - It would really be a tedious and futile task to stitch and patch together such a tapestry of a language. It will be a joke that will leave people in stitches. It will confuse the already confused and frustrated Blacks of our country. It is unnatural. That would be retrogressive when considering the progress that has been achieved in developing languages like IsiNdebele which has just been offered at the Metric level.</p>
<p>7. An insurmountable task</p>	<p>Those languages are conglomeration of dialects. They are composed of different dialects, the standard and varieties. How will we achieve this major harmonization when we struggle to harmonise those dialects e.g. the eleven Tswana dialects.</p>

SECTION C: EDUCATION

Table 24

Question (a) Which of the eleven official languages would you like your children to be taught in?

Region	Number	LANGUAGES					
		E	AL	EA	E2A	EAFK	AFK
1 Northern Province	100	72	10	12	0	6	0
2 Mpumalanga	100	60	7	12	9	8	4
3 KwaZulu Natal	50	41	9	0	0	0	0
4 Eastern Cape	50	48	2	0	0	0	0
5 North West	100	70	15	7	2	6	0
6 Gauteng	150	108	12	18	6	6	0
7 University lecturers	30	15	15	0	0	0	0
8 College lecturers	20	18	2	0	0	0	0
Grand Total	600	432	72	49	17	26	4

Percentages:

Region	Number	LANGUAGES					
		E	AL	EA	E2A	EAFK	AFK
1 Northern Province	100	72	10	12	0	6	0
2 Mpumalanga	100	60	7	12	9	8	4
3 KwaZulu Natal	50	82	18	0	0	0	0
4 Eastern Cape	50	96	4	0	0	0	0
5 North West	100	70	15	7	2	6	0
6 Gauteng	150	72	8	12	4	4	0
7 University lecturers	30	50	50	0	0	0	0
8 College lecturers	20	50	10	0	0	0	0
Grand Total	600	72	12	8.2	2.8	4.3	0.7

Figure 43: Regional response

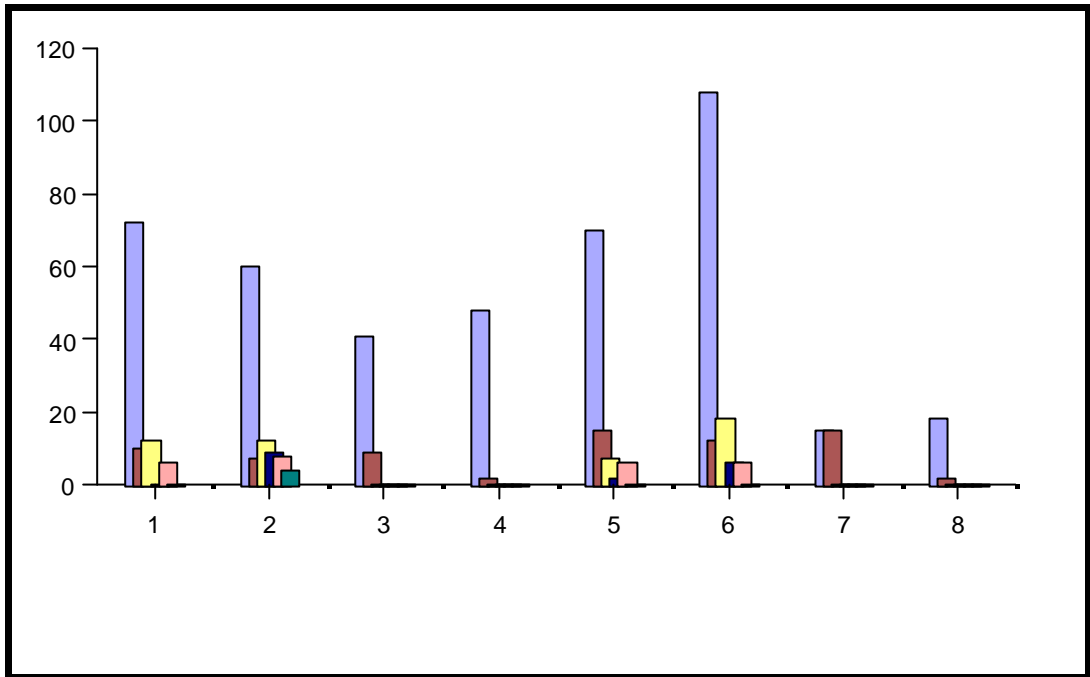
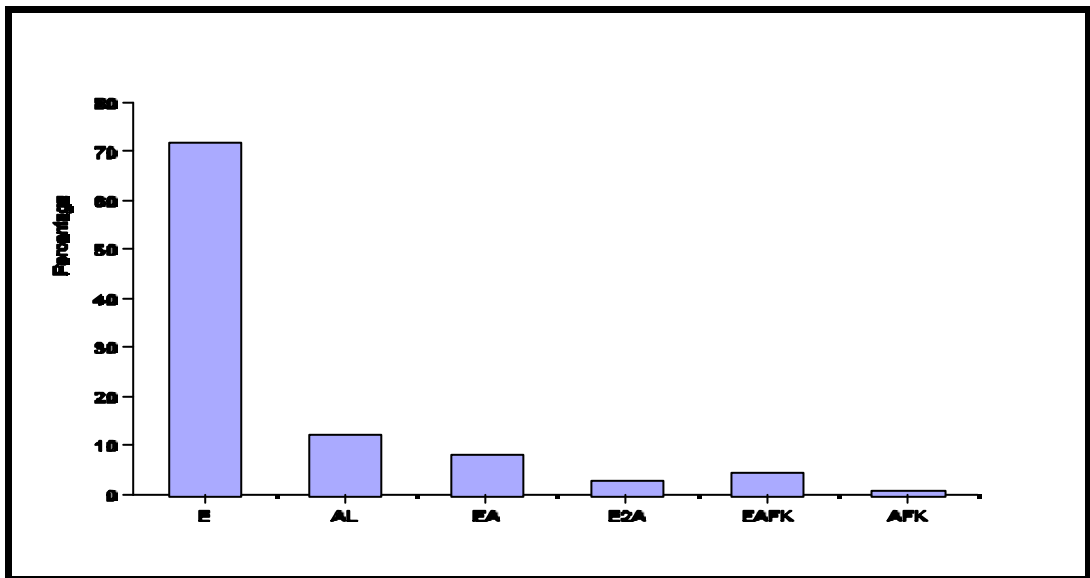


Figure 44: Total response



Key: E = English only
 AL = African language only
 E2A = English and 2 African languages
 EAFK = English and Afrikaans
 AFK = Afrikaans only

REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH” IN TABLE 24:

<p>1. English is associated with the best.</p>	<p>a) This is an international language. Nationally and internationally we communicate with other people. English is a universally accepted worldwide language of communication. English is the country’s lingua franca; international medium of communication; a medium of instruction and research in many disciplines. Children can access material and books in English.</p> <p>b) English expresses concepts much better.</p> <p>c) English is the language at work places. Globalization, technology and computers are in English. English is used in the world of politics and for commercial and religious purposes.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “AN AFRICAN LANGUAGE” IN TABLE 24:

<p>2. An African language is the child’s mother tongue which is good for early development.</p>	<p>a) It is their mother tongue and should therefore form their basis for learning. Teaching is easier and simpler in one’s mother tongue. Mother tongue instruction facilitates understanding; ensures creativity and interaction with our environment technologically. Children do not battle with two things; the language and subject matter.</p> <p>b) I do not want the language to perish. If the next generation knows and understands it, it may even get the status it needs. We are proud of our language.</p>
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**REASONS FOR THE CHOICE OF “BOTH ENGLISH AND AN AFRICAN LANGUAGE”
IN TABLE 24:**

<p>3. English and an African language:</p>	<p>a) I am in favour of dual medium for international and decentralisation purposes. This English is for international communication and world of business and an African language helps the child to be in touch with cultural roots and for cognitive development. An African language helps to explain concepts. It would make the subject matter simpler. Children would understand concepts better.</p> <p>b) Locally and internationally, English is the gateway or passport to tertiary education. English is an international language; knowing it helps achieve your full potential in the work environment.</p> <p>c) Most books are written in English. English helps the child to be in touch with the outside world for most of the material is written in English. English helps the child to face the language demands at school, work situation and in the community. With the two languages in place children will retain their identity and become empowered academically.</p> <p>d) An African language, e.g. IsiZulu makes the children proud and have confidence and better understanding.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH AND TWO AFRICAN LANGUAGES” IN TABLE 24:

<p>4. English and two African languages injects an appreciation of diversity.</p>	<p>a) The choice is based on the fact that they should be able to communicate effectively with people from different backgrounds and I believe that this choice will enable them to understand and appreciate diversity in our land. IsiZulu and Sesetho are the commonly spoken languages. I also believe that they can also use this knowledge for business purposes as they will be able to enter into sections with a number of people from different cultural backgrounds. This will not only serve their interests, but those of the country as this will advance the economy of the country.</p>
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<p>5. English and Afrikaans</p>	<p>a) English and Afrikaans are languages for business and media of instruction at institutions. English is an international language.</p>
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<p>6. Afrikaans</p>	<p>Afrikaans is easy to understand. It is easy to get a job if you speak Afrikaans.</p>
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Table 25

Question (b) Are your children taught in that language?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	78	22	78	22
2 Mpumalanga	100	72	28	72	28
3 KwaZulu Natal	50	41	9	82	18
4 Eastern Cape	50	48	2	96	4
5 North West	100	76	24	76	24
6 Gauteng	150	114	36	76	24
7 University lecturers	30	15	15	50	50
8 College lecturers	20	18	2	90	10
Grand Total	600	462	138	77	23

Figure 45: Regional Response

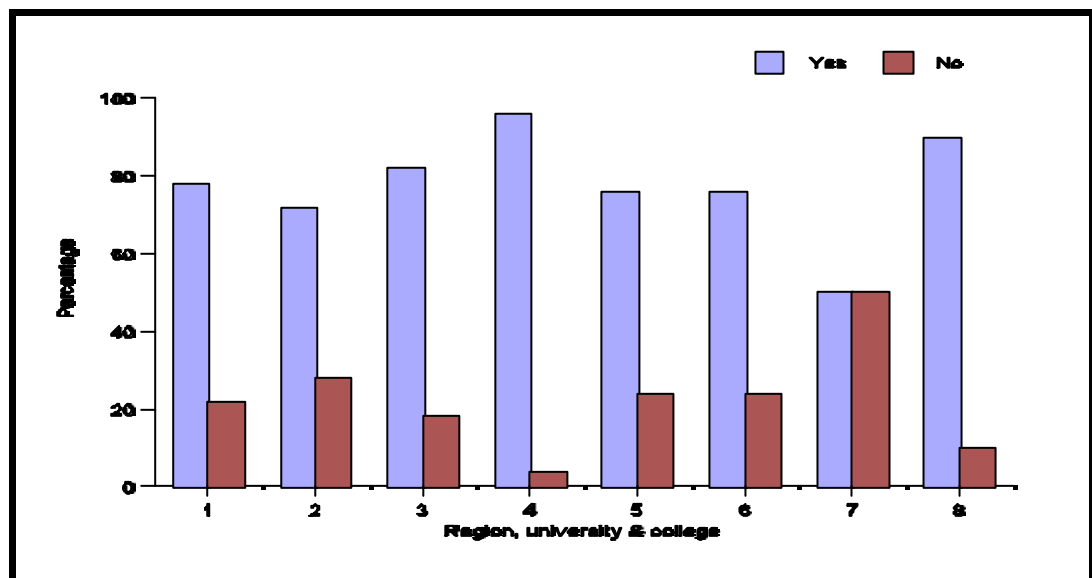


Figure 46: Total response

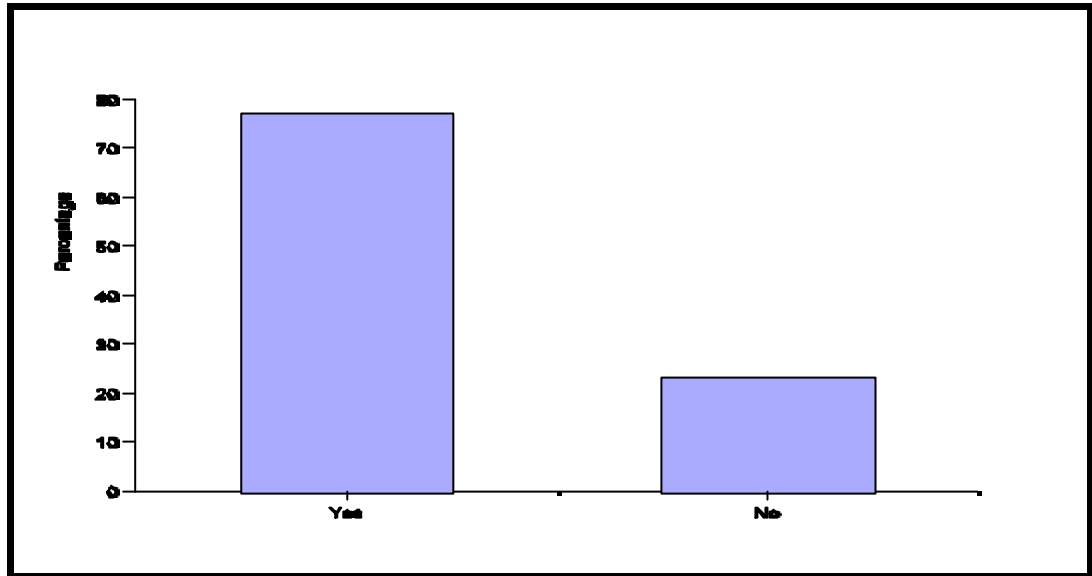


Table 26

Question (c) If not, do you think there is any problem?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	22	14	8	63.6	36.4
2 Mpumalanga	28	11	17	39.3	60.7
3 KwaZulu Natal	9	2	7	22.2	77.8
4 Eastern Cape	2	2	0	100	0
5 North West	24	24	0	100	0
6 Gauteng	36	7	29	19.4	80.6
7 University lecturers	15	15	0	50	50
8 College lecturers	2	2	0	90	10
Grand Total	138	77	61	55.8	44.2

Figure 47: Regional response

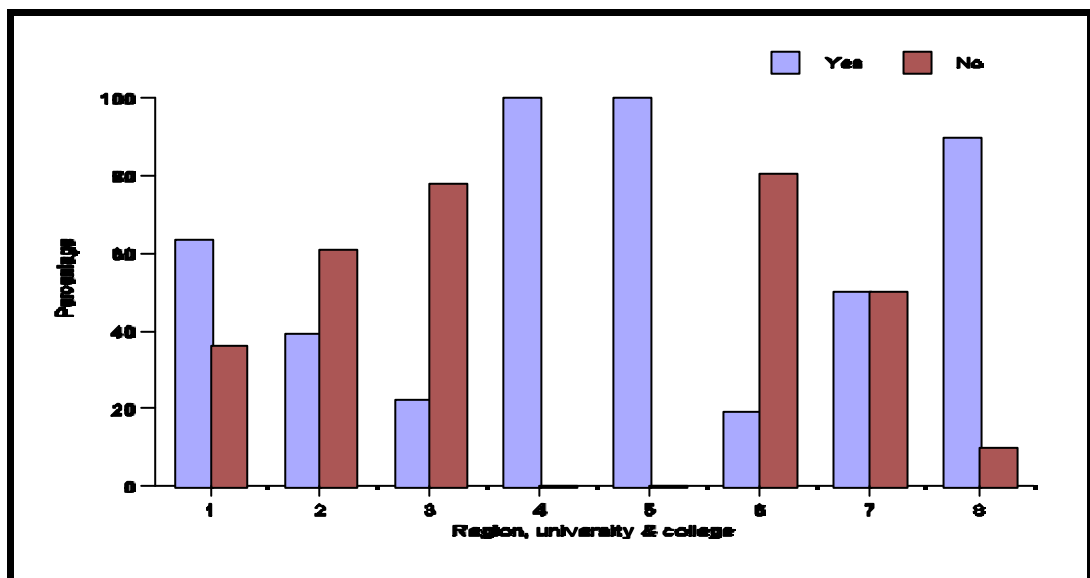
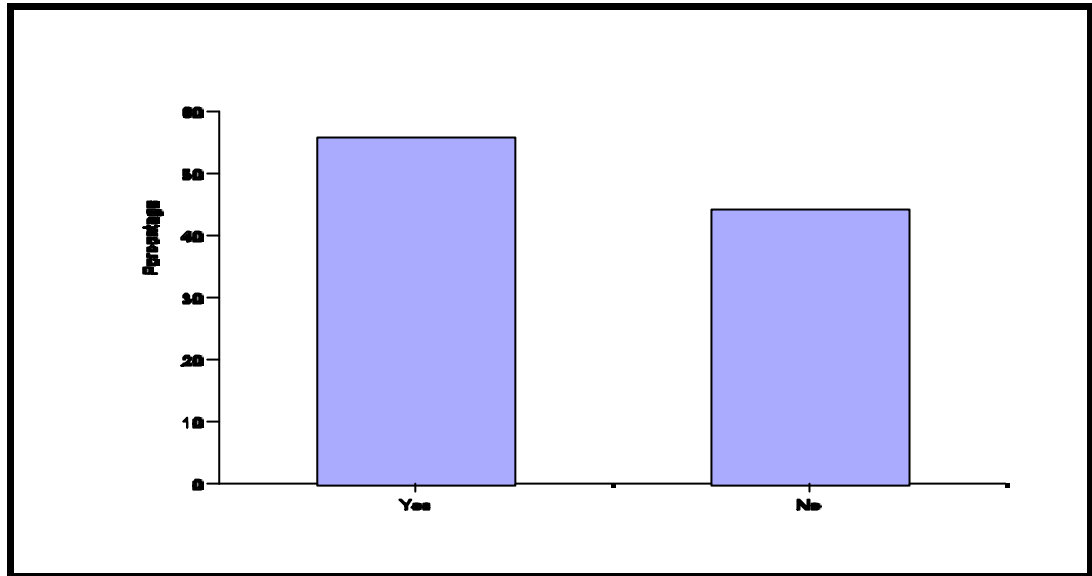


Figure 48: Total response



SOLUTION FOR THE CHOICE OF “YES” IN TABLE 26:

1. Deploying African language teachers to schools	a) Teachers for these languages should be deployed to schools. Every language should have a teacher in every school. b) Teaching material should be prepared in African languages.
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Table 27

Question (d) Do your children learn any of the African languages?

Region	Number	Yes	No	% Yes	% No	No chn
1 Northern Province	100	72	28	72	28	0
2 Mpumalanga	100	82	16	72	16	2
3 KwaZulu Natal	50	38	10	76	20	2
4 Eastern Cape	50	46	4	92	8	0
5 North West	100	76	21	76	21	3
6 Gauteng	150	80	70	53.3	46.7	0
7 University lecturers	30	15	14	50	46.7	1
8 College lecturers	20	12	8	60	40	0
Grand Total	600	421	171	80.9	17.8	1.3

Figure 49: Regional response

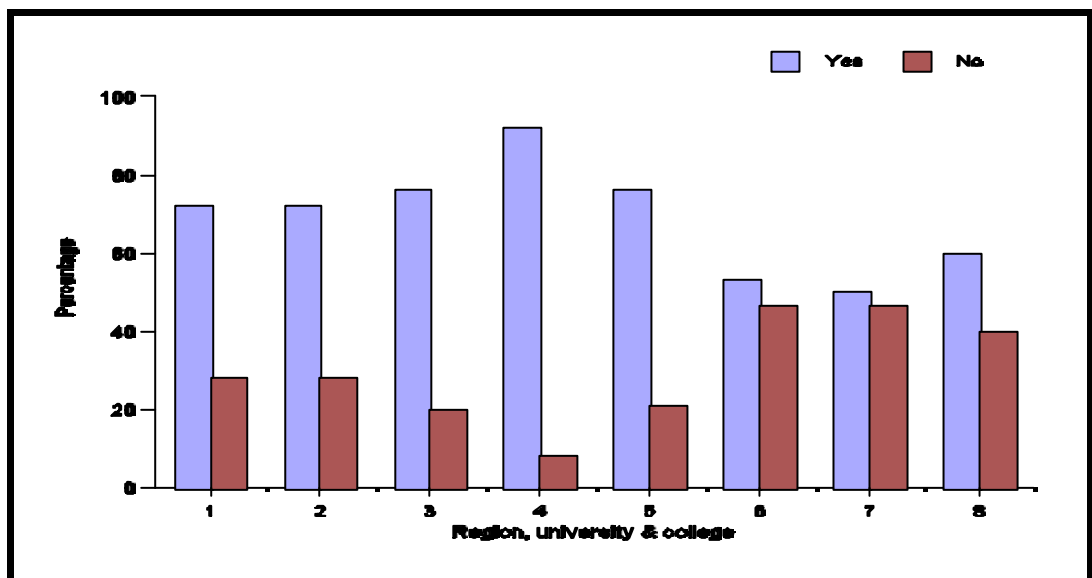


Figure 50: Total response

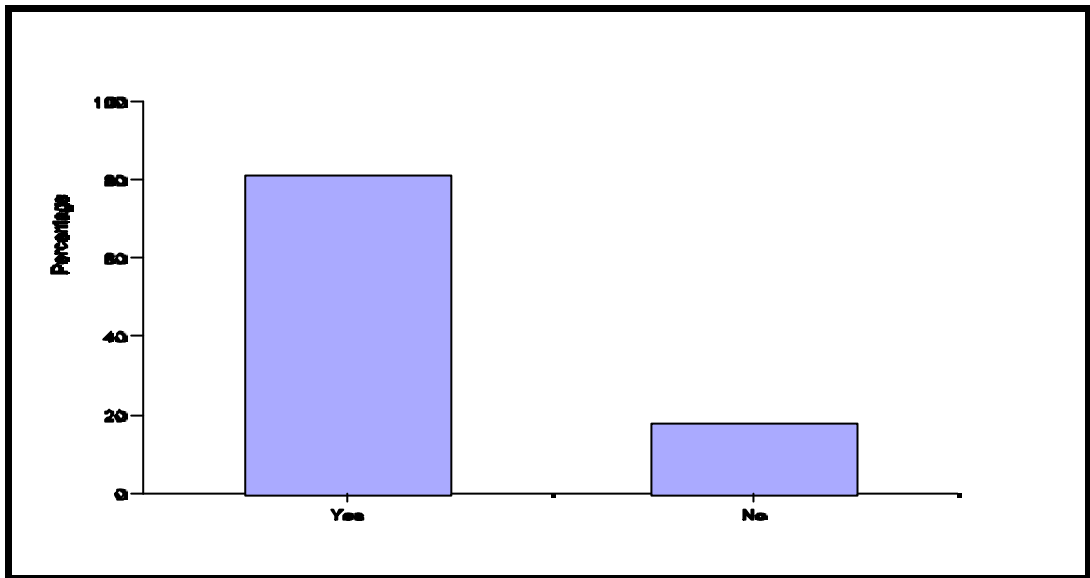


Table 28

Question (e) Should students be compelled to learn another language other than their own?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	71	29	71	29
2 Mpumalanga	100	81	19	81	19
3 KwaZulu Natal	50	39	11	78	22
4 Eastern Cape	50	36	14	72	28
5 North West	100	76	24	76	24
6 Gauteng	150	134	16	89.3	10.7
7 University lecturers	30	26	4	86.7	13.3
8 College lecturers	20	12	6	60	40
Grand Total	600	475	125	79.2	20.8

Figure 51: Regional response

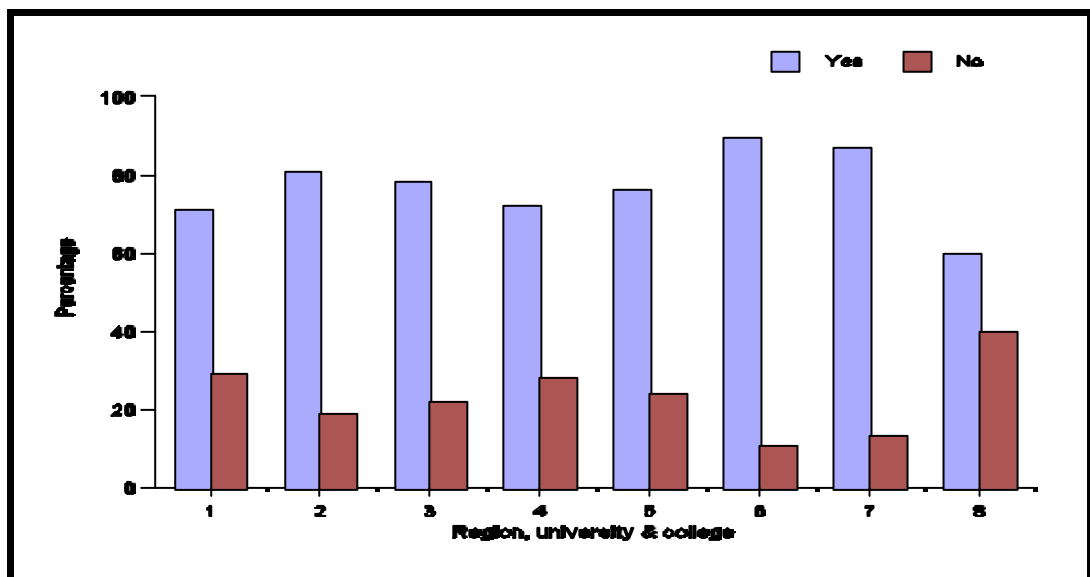
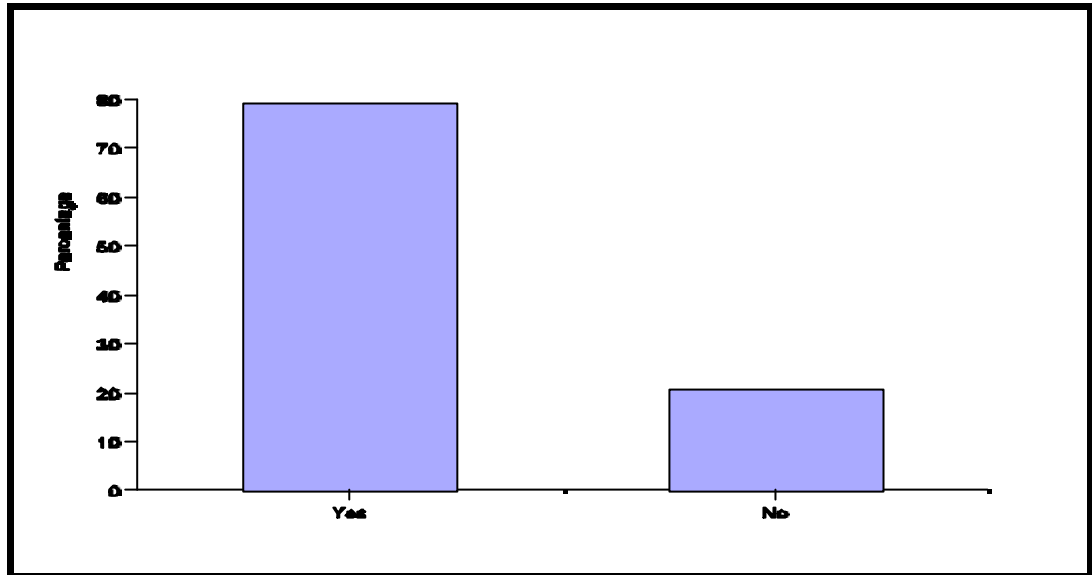


Figure 52: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 28:

1. Facilitating communication	It facilitates communication with other language groups. This breaks the barrier between cultural groups. It helps people of different language groups understand one another and the cultures.
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REASONS FOR THE CHOICE OF “NO” IN TABLE 28:

1. Own choice	Children should make a choice. They should not be forced to learn another language.
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Table 29

Question (f) Indicate the medium of instruction that should be used to teach the following subjects at tertiary institutions: African languages; maths; science; geography; English; history; agriculture; medicine; nursing and Afrikaans.

Region	Number	resp lang for lang + English	Englis h + African langua ge	English only	Afri. lang + resp. lang for lang	Engl + Afrik	All languag es
		1	2	3	4	5	6
1 Northern Province	100	42	16	28	0	10	4
2 Mpumalanga	100	60	15	15	10	0	0
3 KwaZulu Natal	50	20	16	14	0	0	0
4 Eastern Cape	50	26	12	10	2	0	0
5 North West	100	63	13	24	0	0	0
6 Gauteng	150	69	38	28	0	9	6
7 University lecturers	30	10	12	0	0	4	4
8 College lecturers	20	7	9	0	0	4	0
Grand Total	600	297	131	119	12	27	14

Percentages

Region	Number	resp lang for lang + English	English + African language	English only	Afri. lang + resp. lang for lang	Engl + Afrik	All languages
		1	2	3	4	5	6
1 Northern Province	100	42	16	28	0	10	4
2 Mpumalanga	100	60	15	15	10	0	0
3 KwaZulu Natal	50	40	32	28	0	0	0
4 Eastern Cape	50	52	24	20	4	0	0
5 North West	100	63	13	24	0	0	0
6 Gauteng	150	46	25.3	18.7	0	6	4
7 University lecturers	30	32	42	0	0	13	13
8 College lecturers	20	35	45	0	0	20	0
Grand Total	600	49	22	20	2	5	2

Figure 53: Regional response

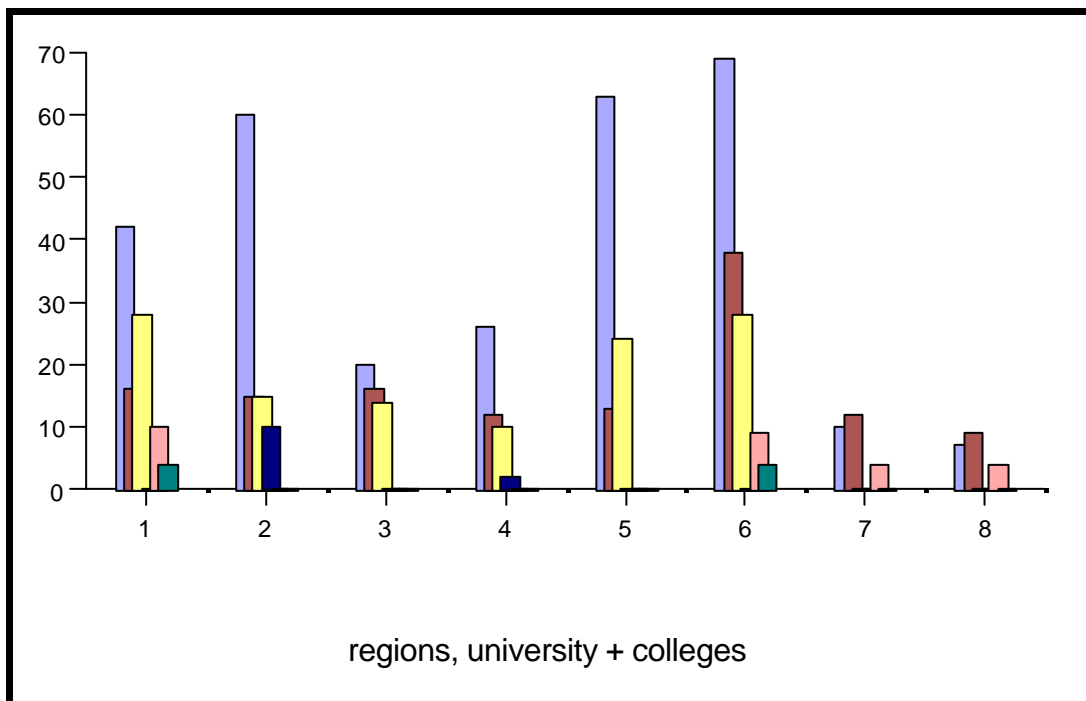
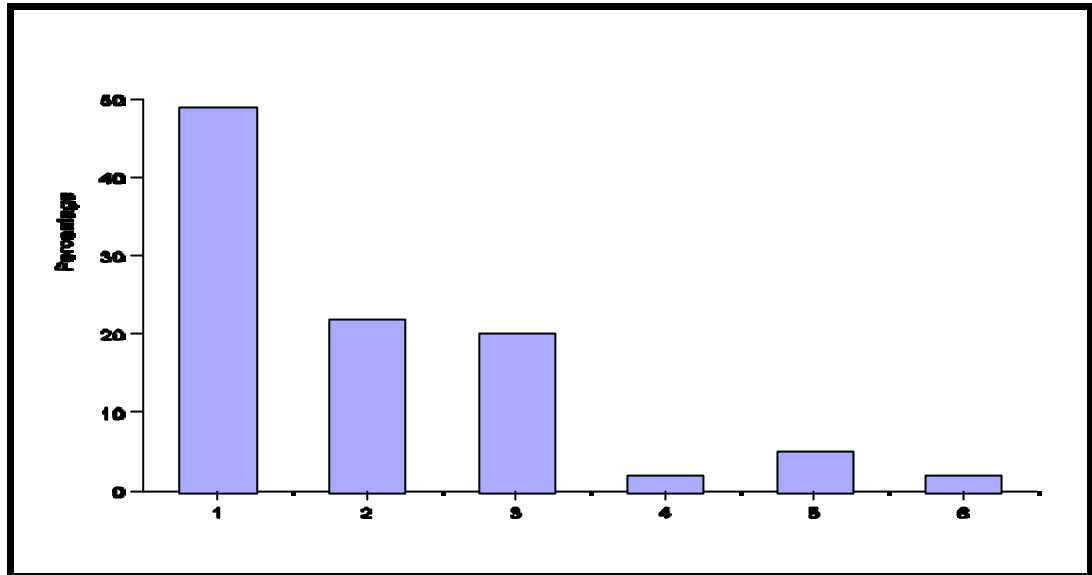


Figure 54: Total response



REASONS AND VIEWS FOR THE CHOICE OF “RESPECTIVE LANGUAGE AND ENGLISH” IN TABLE 29:

Respective language implies African languages will be taught in African languages; English in English and Afrikaans in Afrikaans.

<p>1. (Respective language and English):</p> <p>Literature abounds in English.</p> <p>The choice is cost effective.</p>	<p>a) African languages must be taught in African languages and Afrikaans in Afrikaans and the rest in English because English is an international language. Some of our people travel and work abroad. The only language they can communicate and work in is English.</p> <p>b) Literature abounds in English. For the time being they can be taught in English. Using English will help students to access material which has been written in English. There is not much reading material on those subjects, written in African languages. Most learner/student support materials are written in English. It could be easier to use African languages as medium of instruction provided African languages were used when writing these materials/textbooks. English is easier to comprehend.</p> <p>c) This policy would be practical and cost effective. Translating maths into African languages would not be economical and translations may not convey the intended message/point. An African language as a medium might be impossible because it may act as a barrier overseas.</p> <p>d) This choice benefits the nation and not individuals. African languages were disadvantaged by the apartheid government. Our languages in institutions like UNISA were taught in foreign languages by non-mother tongue speakers. Learning maths etc in English would help students to adapt easily when they study in local institutions and abroad. Japan is economically viable but it sees the need to recruit English teachers to teach English so that they can be competitive globally.</p> <p>e) Languages should be taught through the medium of that particular language for their own intrinsic development.</p>
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<p>1 (continued) (Respective language and English):</p> <p>Problem of terminology.</p> <p>English as a medium of instruction for decades.</p>	<p>f) It is really difficult to teach other subjects in African languages because words cannot be found in African languages. English has the advantage of having been a medium of instruction for years. It will be very difficult for subjects like maths and science because these are international languages. It will also be a problem to participate during international discussions, symposia and conferences.</p> <p>g) The colonial legacy at Universities underdeveloped African languages. African languages are not so developed and lack technical terms that can be used for science and so forth. There are words or concepts that could totally lose meaning and give an unintended message if communicated in other languages other than English.</p> <p>h) English is a common denominator. The reality of the situation dictates such. English is a colonial language, yes, but it is the most convenient language especially in this age of globalization. African languages should be encouraged in specific areas.</p> <p>i) It is going to be impossible for African languages to be used in University or colleges for the teaching of medicine etc. because there are many students from different language backgrounds or customs such that it will be difficult for them and Indians, I think English is the only medium that can be used because it is all we can use no matter the language background.</p> <p>j) Students from different cultures will communicate well with their lecturers from different cultures. English has been the medium of instruction for a long time, it is still a medium of instruction in schools and is the language in parliament.</p> <p>k) Tertiary education is aimed at preparing and training people for a work situation. So, if one has been trained through the medium of another language other than English, one will be obliged to work only around that area where that particular language is spoken. English will enable one to work abroad, e.g. the nurses leaving for Saudi Arabia and teachers going to Japan and other countries.</p>
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REASONS FOR THE CHOICE OF “ENGLISH AND AN AFRICAN LANGUAGE” IN TABLE 29: (Bilingual Education)

<p>2. (English and an African language):</p> <p>Easy to comprehend; cost effective and development.</p>	<p>a) We should strike a balance among languages. Using both languages helps students to pass easier at tertiary institutions. They can make things practical and understandable to everyone. For one to understand concepts much better the students should have options available to them. If the subject matter can first be explained in the mother tongue, then to English later for international reason, more students could do well in tertiary institutions.</p> <p>The home language should not be left out in any instruction so as to remind the learner of his origin. However, it should be used as a supplement to English in most cases. English should be employed so that new generation can use a common tool to communicate with those who do not understand their language.</p> <p>b) African languages and English should be used as media of instruction. Subjects of international value such as maths science and medicine should be taught in English. Some of the languages would be difficult to do in languages other than English due to the terminology used. For those subjects English is a must for English covers technical and technological and communicative milieu for science. For subjects like geography etc. it is imperative to build a foundation with the home language. It is our responsibility to honour the constitution and promote and develop our languages. If some of those languages are taught in both English and African languages people will be challenged to build new terminology. This will lead to growth of languages. African languages can only develop if they are seen not as passive objects but rather as active languages.</p> <p>c) Languages are diverse but human beings are dynamic. All languages must be used for students to understand other concepts clearly and to promote unity in our diversity. For SA to be able to promote multilingualism in our society or to be able to implement the language policy effectively you need to allow every language to be used but again to have a lingua franca which is English is important.</p>
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<p>2. (English an African language):</p> <p>Students won't battle with language.</p>	<p>d) African languages should also be used interchangeably with English so that students can understand better.</p> <p>The observation I made at the college is that some African students battled with the language not the content. Those who succeeded indeed had to first of all decode the language which is English then translate to African languages. Yet if the material were presented in an African language they would have understood the content the first time it was taught. When we do content subjects in the mother tongue it is easier for all students, bright and dull to pass because here the student explores facts about the subject and not about the language of instruction. The student learns the concepts. English medium restricts the learners' outstanding performance. Mother tongue would inject pride and independence.</p> <p>e) We use the two languages because we are educated not only to work in areas of concentration of our mother tongue but elsewhere.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH ONLY” IN TABLE 29:

<p>1. (English only):</p> <p>One of the world's lingua franca</p> <p>Availability of reading material</p>	<p>a) I chose English as the medium of instruction that should be used for the different languages at university/ tertiary institutions because English is spoken internationally and English is used in the work place by employers and employees. English is the world's lingua franca.</p> <p>b) There is a lot of material available in English. The material used is not always available in our country but in other countries. If we use African languages alone such countries won't avail this information in African languages. It is unfair to learn African languages in English let alone Afrikaans.</p> <p>Literature abounds in English. English has many books written for most subjects. To implement mother tongue instruction in African languages means a Herculean effort in translating the available English material. Scientific knowledge is recorded in English. It will not be a wise decision to translate all scientific data into Xitsonga, for example, because it will involve a huge expense and unnecessary duplication of work.</p> <p>Many learners' guides are written in English. The questions are in English. Motor parts names are in English. Science subjects are written in English at universities. When nurses learn they learn in English because medicines have instructions in English.</p> <p>Even in the case of African languages, English must be used because it will be difficult to relate each on its own. This will help every citizen to understand them.</p> <p>Terminology used in these subjects makes it difficult to translate to African languages.</p> <p>It would cost a lot of money and consume a lot of time to convert to African languages.; Literature translation; developing appropriate vocabulary requires resources, both human and financial.</p>
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<p>2. (English only):</p> <p>Language barrier across groups</p> <p>Language policy in higher education not yet articulated</p> <p>To avoid discrimination</p>	<p>c) Some of the lecturers and tutors do not understand African languages, so they won't be able to communicate well. We are the rainbow nation doing things in the same way. Our pupils attend same schools as other people of different linguistic background. To accommodate everyone the only international language, the lingua franca, should be used.</p> <p>d) As long as the education policy has not changed and books are not yet available in all the languages it will be a futile exercise to even contemplate the medium of instruction at tertiary level. What could be done is to ensure that Junior schools start with the changes on medium of instruction. The subjects in lower grades at primary and secondary are in English and are taught in English so it is a continuation in the same medium of instruction.</p> <p>e) I think English is the language that should be used as a medium of instruction for university and nursing colleges because it is a language that has been used for ages and it has been used by many nationalities.</p> <p>f) We should all learn through English because most institutions discriminate on the basis of language.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “AFRICAN LANGUAGES” IN TABLE 29:

<p>1 (African languages only):</p> <p>Easy to comprehend concepts and no grappling with languages</p> <p>Mother tongue solves unfairness</p>	<p>a) Given time these subjects can be taught in African languages. If Afrikaners are capable of teaching all subjects in Afrikaans from primary school to tertiary level, why can't it be the case with African languages.</p> <p>b) African languages should be used for cognitive development can only be maximized when mother tongue is used.</p> <p>c) It will be easy for students to understand what they are taught if they are taught in their own languages. It will also encourage Africans to enrich their languages with new terminology.</p> <p>d) It becomes easy and simple for one to learn and study anything in his/her own language because he/she does not battle with the language first before the concepts. It is better to know anything in your own language before you know it in another language. Less failures would be encountered at schools. With mother tongue, knowledge becomes accessible to many people. At present education is difficult for Africans because instead of learning maths straight from home the student has to master English first. This is unnecessary. It strains on the student's mind.</p> <p>e) It is a bit unfair to give the English or Afrikaners the chance to be taught in their mother tongue and deny Africans that opportunity. An African child will be forced to learn Afrikaans or English first and then have difficulty in learning the subject itself.</p> <p>Currently there are two languages of correspondence of which 99% of Blacks are using English. Afrikaans and English speaking students are at an advantage because those are their mother tongue. You find that Blacks have to choose and some are not fluent in either English or Afrikaans when writing examinations. Because of that they end up failing because they cannot express or put words on paper either so, that already puts whites at an advantage.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH AND AFRIKAANS” IN TABLE 29:

<p>1. (English and Afrikaans): To be marketable</p>	<p>It is necessary to use English and Afrikaans in tertiary institutions because you prepare yourself for the real world or working environment. You will come across real difficulties and challenges. The language used in the work place should not be an issue, it is obvious, English and Afrikaans. It cannot be compromised.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ALL LANGUAGES” IN TABLE 29:

<p>1. (All languages): To be accommodated</p>	<p>One can easily access information in his/her own language.</p> <p>Students should be given a choice of language of instruction so as to understand the subject better.</p> <p>All disciplines should be taught through any medium of instruction in cases where a particular group prefers to receive instruction in their own language.</p>
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Question (g) What role do you want your language to play?

Region	Number	Teaching	Debates	Road signs	Ceremonies
		1	2	3	4
1 Northern Province	100	39	30	10	17
2 Mpumalanga	100	66	26	6	11
3 KwaZulu Natal	50	22	8	4	3
4 Eastern Cape	50	18	5	4	2
5 North West	100	80	22	8	12
6 Gauteng	150	89	30	3	6
7 University lecturers	30	26	25	4	3
8 College lecturers	20	12	4	3	2
Grand Total	600	352	152	42	60

Percentage

Region	Number	Teaching	Debates	Road signs	Ceremonies
		1	2	3	4
1 Northern Province	100	39	30	10	17
2 Mpumalanga	100	66	26	6	11
3 KwaZulu Natal	50	44	16	8	6
4 Eastern Cape	50	36	10	8	4
5 North West	100	80	22	8	12
6 Gauteng	150	59.3	20	2	4
7 University lecturers	30	86.7	83.3	13.3	10
8 College lecturers	20	60	20	15	10
Grand Total	600	58.7	25.3	7	10

Figure 55: Regional response

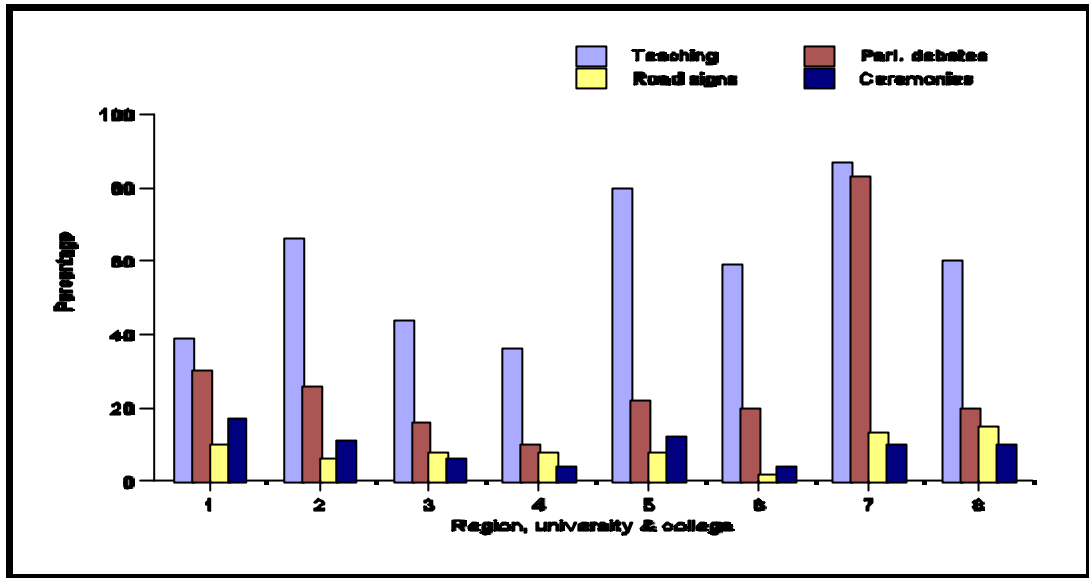


Figure 56: Total response

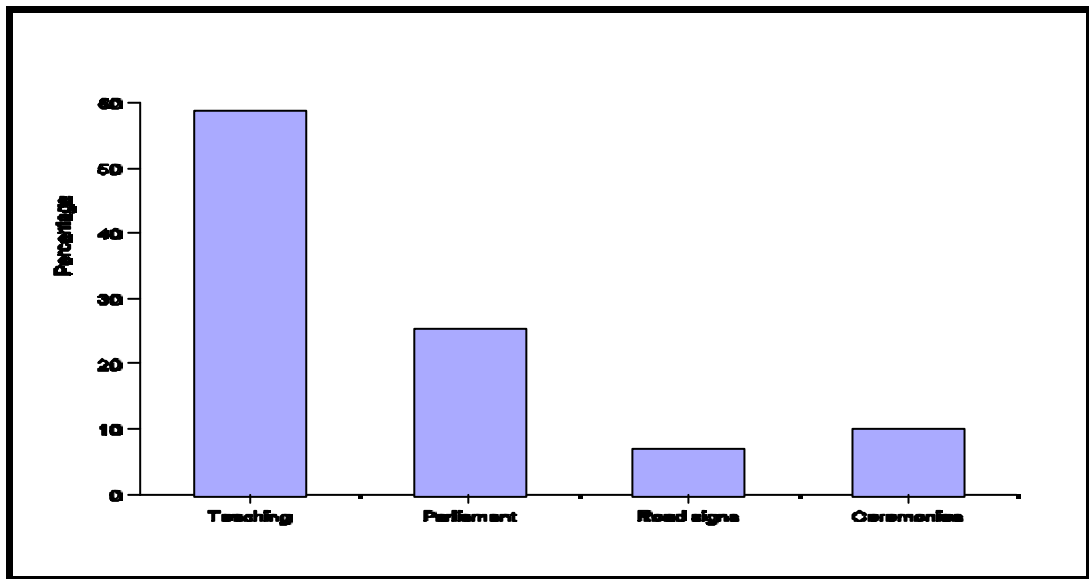


Table 31

Question (h) Are you in favour of the idea of using your home language as a medium of instruction?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	34	66	34	66
2 Mpumalanga	100	46	54	46	54
3 KwaZulu Natal	50	32	18	64	36
4 Eastern Cape	50	20	30	40	60
5 North West	100	32	68	32	68
6 Gauteng	150	48	102	32	68
7 University lecturers	30	22	8	73.3	26.7
8 College lecturers	20	14	6	70	30
Grand Total	600	248	352	41.3	58.7

Figure 57: Regional response

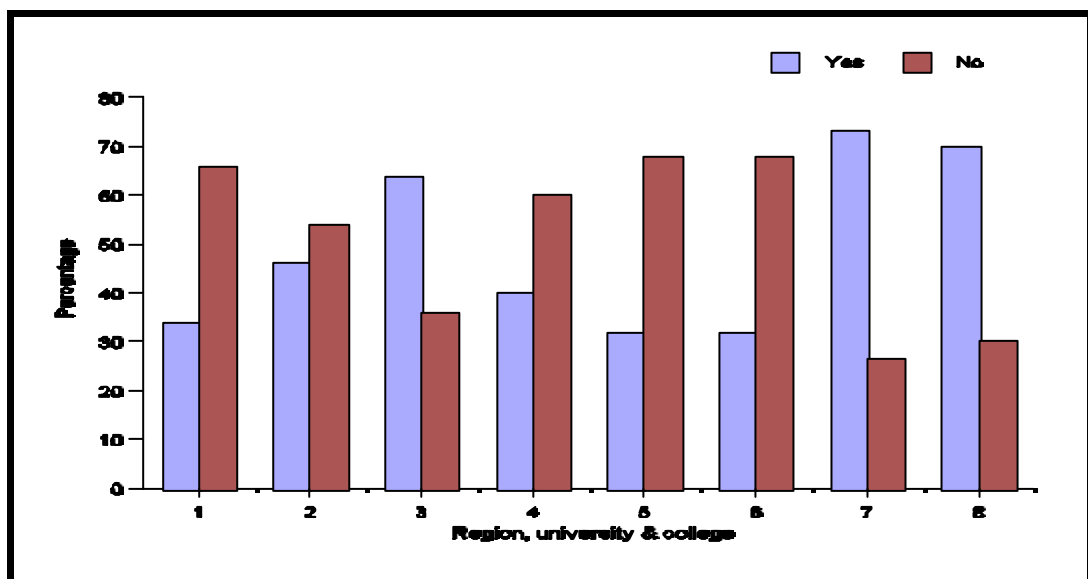
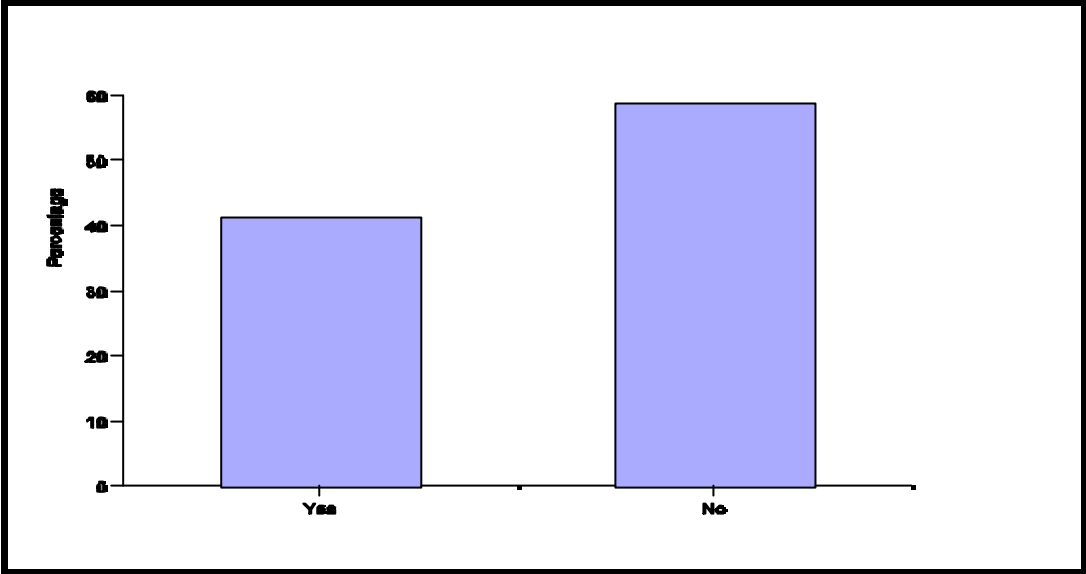


Figure 58: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 31:

<p>1. For the growth and development of the language:</p>	<p>a) This is one way in which African languages and their speakers can be empowered. If they are not used they will not grow. African language speakers who are learners are disadvantaged by having to cope with a foreign language before they can start grappling with the content as compared to their English speaking counterparts.</p> <p>b) This will promote its development because languages develop only if they are used outside the home environment. This leads to survival, thus making sure it does not perish.</p> <p>c) There is no reason why it cannot be used and develop just like Afrikaans developed independently.</p> <p>d) Every language is important according to the constitution. A language like English in particular will stop being a barrier to understanding content.</p>
<p>2. Comprehension</p>	<p>a) It would make sense and meaning easier. One understands concepts much better if they are taught in the mother tongue. When learners are taught in a language they can best relate to they can perform better. High drop out rate at tertiary institutions is at times due to language problem.</p> <p>b) Use of mother tongue would expedite things and the level of comprehension. The pass rate would soar for mother tongue will enhance learning. Students can excel for learners understand and grasp the subject matter quickly and easily. This can improve the pass rate in our institutions and schools. Students won't omit examination questions because they do not understand them.</p>

<p>3. For proficiency and cognitive development</p>	<p>a) It is good for foundation phase of lower primary school.</p> <p>b) African languages should be used for cognitive development is maximized when L1 is used.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 31:

<p>1. Diversity</p>	<p>a) It would be difficult in areas like Gauteng where people speak different languages. In the classroom a teacher conducts lessons to children or students of diverse background.</p> <p>b) Children will encounter problems when they meet other people of different language background. SA is a multilingual country or nation such that if the home language is used there will be confusion or disorder, a thing that should be avoided.</p> <p>c) My home language cannot cater for everyone in this multilingual society as a result there would be communication breakdown.</p>
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<p>2 Lack of academic jargon and literature</p>	<p>a) As it is there are so many words borrowed from the English language.</p> <p>b) English should be used as well; we cannot deny the fact that most academic literature is in English and it will cost the country billions if they are to translate them.</p> <p>c) African languages have not developed enough. Universities and colleges have failed to promote languages to the extent of using African languages for academic purposes. There is not enough terminology. It is better to use both English and an African language. The language is not yet advanced in such a way that it can include science and technical terminology.</p> <p>d) Books are written in English.</p> <p>e) My language cannot be developed to the level of English, so it serves no purpose.</p> <p>f) It will take us years before my language becomes scientifically viable.</p>
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<p>3. Globalization</p>	<p>a) English is the most convenient language especially in this age of globalization.</p> <p>b) Use of my language won't benefit the teacher or learner in this competitive world. Moreover it is dull to teach in an African language and it will require more skills to learn English and grasp it.</p> <p>c) African languages are not internationally recognized or popular. In addition they are not commercially viable. Knowledge acquired through these languages is limited. We should therefore develop a broader scope for our children and learners so as to enter the world of work with a smile. This will meet the scope of marketability and of being man of the world, real world.</p> <p>d) Children will be landlocked. Where are the products of the system going to obtain jobs, while those who did their education in English are still unemployed or unemployable. Learning in the home language would limit students in the labour market. We are living in a world of changes and new challenges so pupils need to know other languages.</p> <p>e) Children must be introduced to the medium of instruction they will use at tertiary level. Children who are not exposed to English will struggle with some of the chosen careers at a later stage in life. Learners should be taught in English so as to acquaint themselves with English. My language alone will not take me into the world of business.</p> <p>f) The post-modern period largely supports globalization and therefore, it is imperative to acquire a global tool of communication.</p> <p>g) Using the home language will lower standards in education. The home language should serve as a supplement to English or for clarification of concepts that are not understood in English.</p>
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Table 32

Question (i) What are the disadvantages of using African Languages in education?

Region	Number	View 1	View 2	% View 1	% View 2
		Yes: disadv.	No: disadv	Disadv.	Adv.
1 Northern Province	100	84	16	84	16
2 Mpumalanga	100	60	40	60	40
3 KwaZulu Natal	50	34	16	68	32
4 Eastern Cape	50	37	13	74	26
5 North West	100	65	35	65	35
6 Gauteng	150	106	44	70.7	29.3
7 University lecturers	30	20	10	66.7	33.3
8 College lecturers	20	15	5	75	25
Grand Total	600	421	179	70.2	29.8

Figure 59: Regional response

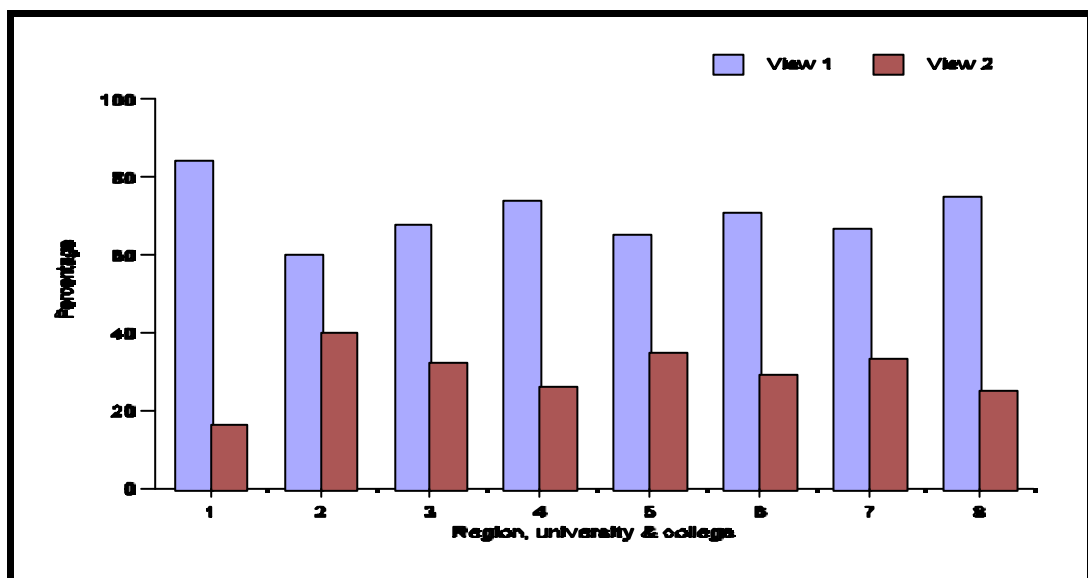
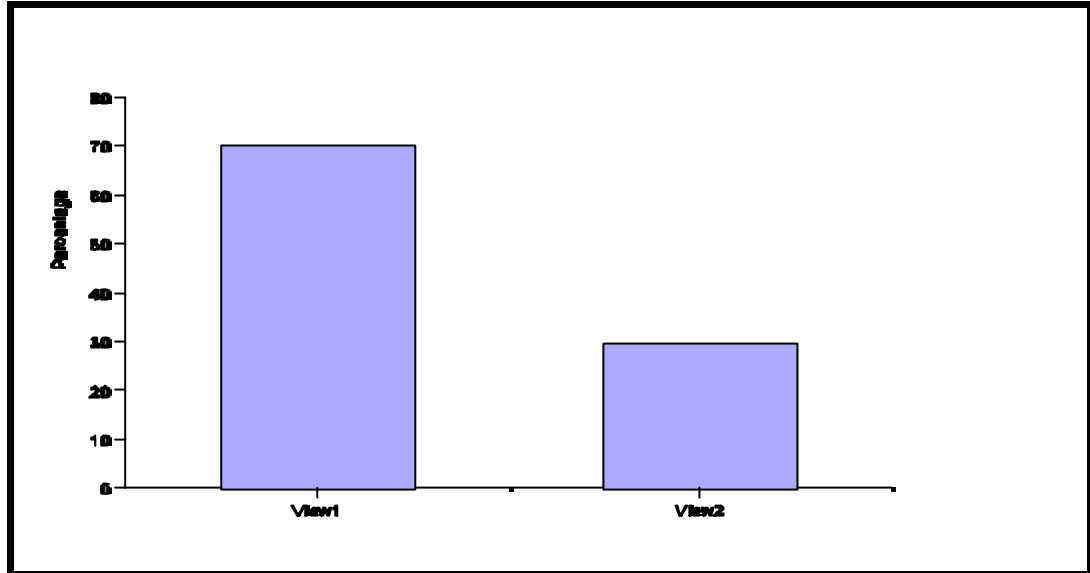


Figure 60: Total response



**REASONS AND VIEWS FOR THE CHOICE OF “VIEW 1” IN TABLE 32:
(Disadvantages)**

<p>1. Cost factor and terminology</p>	<p>a) It will have cost implications. At present in South Africa the government cannot supply enough English books to all students. Some schools receive books from donors. Books in English can be readily available from donors. The question is, how many books in African languages do we have readily available from donors? How many Zulu scientists do we have? The economic capacity to produce adequate materials and journal articles to make certain content matter readily available is not there Therefore, it will need more resources for textbooks and relevant educators.</p> <p>b) The language core is often complicated and there are some words that do not exist in African languages e.g. internet, osteoporosis. There isn't a vibrant translation service and it may require a huge budget. Standards will be lowered.</p>
<p>2 Not internationally viable</p>	<p>a) They are not internationally recognized and are generally underdeveloped.</p> <p>b) They are not yet entrenched in the world of technology, commerce and industry and not universal. So, there is not a chance of studying anywhere. We will ostracise ourselves as a community. Learner opportunities will be restricted. It limits a learner from learning and working in another environment. African languages are confined or restricted to given areas, yet English is used throughout the country. If the child is to proceed to another institution then he/she will have a problem. Our children will not be able to communicate with other nations in the workplace or outside countries, after completing their education.</p> <p>c) African languages cannot give excellent results in the commercial world. First world information technology is not accessible in African languages.</p>

REASONS AND VIEWS FOR THE CHOICE OF “VIEW 2” IN TABLE 32:

<p>1. Hypothesis not tested: No problem</p>	<p>a) You cannot have a disadvantage in something that has not been tried. The taste of the pudding is in the eating.</p> <p>b) I do not think there is a problem if they are used in conjunction with English. I do not think there is any problem as long as they are well researched and they are also used in conjunction with English, the language of wider communication. It was done successfully before the apartheid era.</p>
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Question j(i) Do school principals encourage children to communicate in English during school hours?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	69	31	69	31
2 Mpumalanga	100	82	18	82	18
3 KwaZulu Natal	50	38	12	76	24
4 Eastern Cape	50	34	16	68	32
5 North West	100	78	22	78	22
6 Gauteng	150	126	24	84	16
7 University lecturers	30	23	7	76.7	23.3
8 College lecturers	20	15	5	75	25
Grand Total	600	465	135	79.2	20.8

Figure 61: Regional response

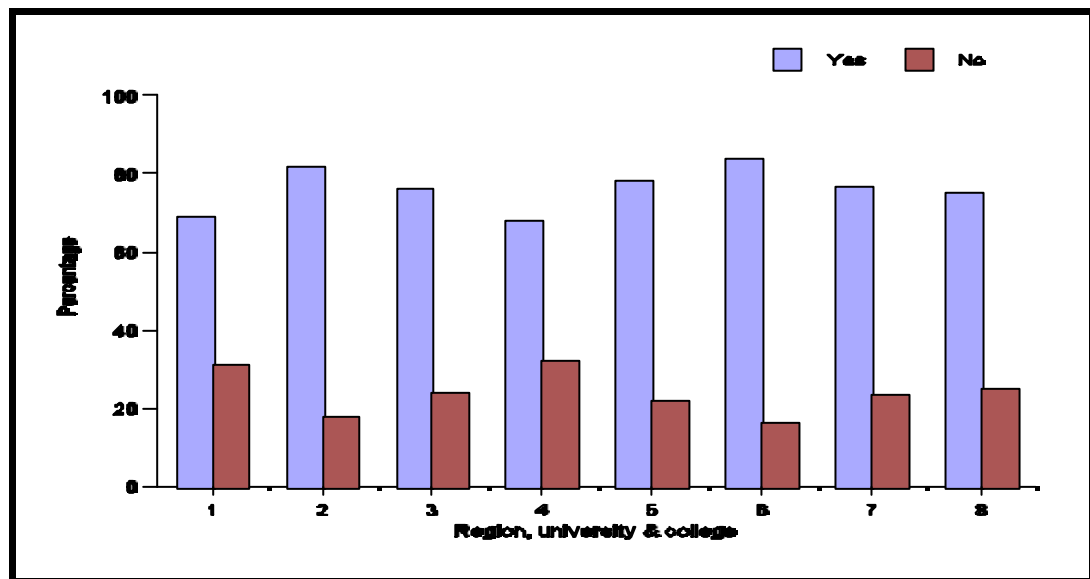


Figure 62: Total response

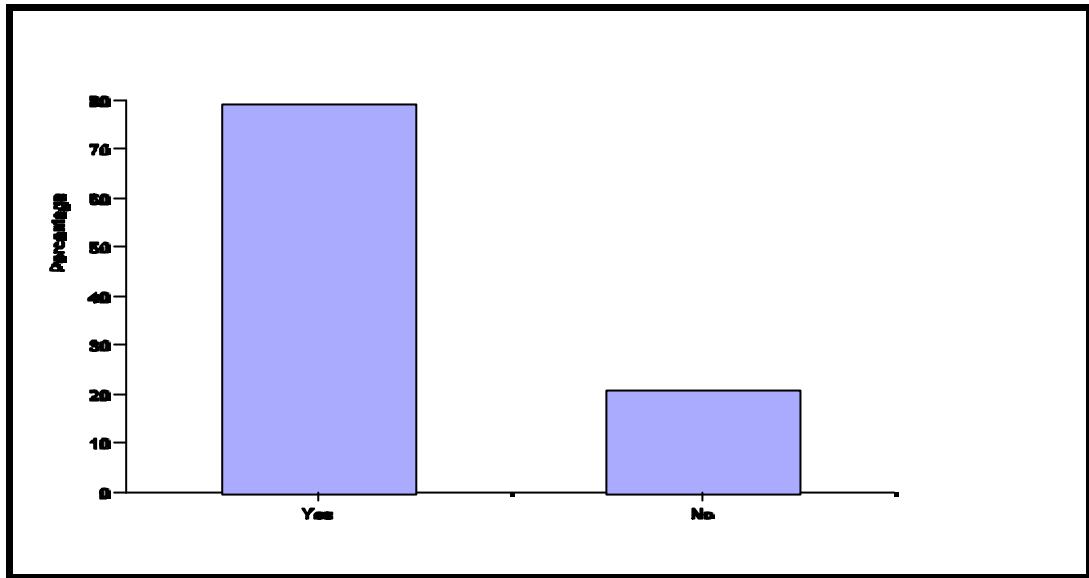


Table 34

Question J (ii) What do you say about the practice of encouraging children to speak English at school?

Region	Number	Good	Bad	% Good	% Bad
1 Northern Province	100	76	24	76	24
2 Mpumalanga	100	80	20	80	20
3 KwaZulu Natal	50	40	10	80	20
4 Eastern Cape	50	34	16	68	32
5 North West	100	69	31	69	31
6 Gauteng	150	132	18	88	12
7 University lecturers	30	15	15	50	50
8 College lecturers	20	14	6	70	20
Grand Total	600	460	140	76.7	23.3

Figure 63: Regional response

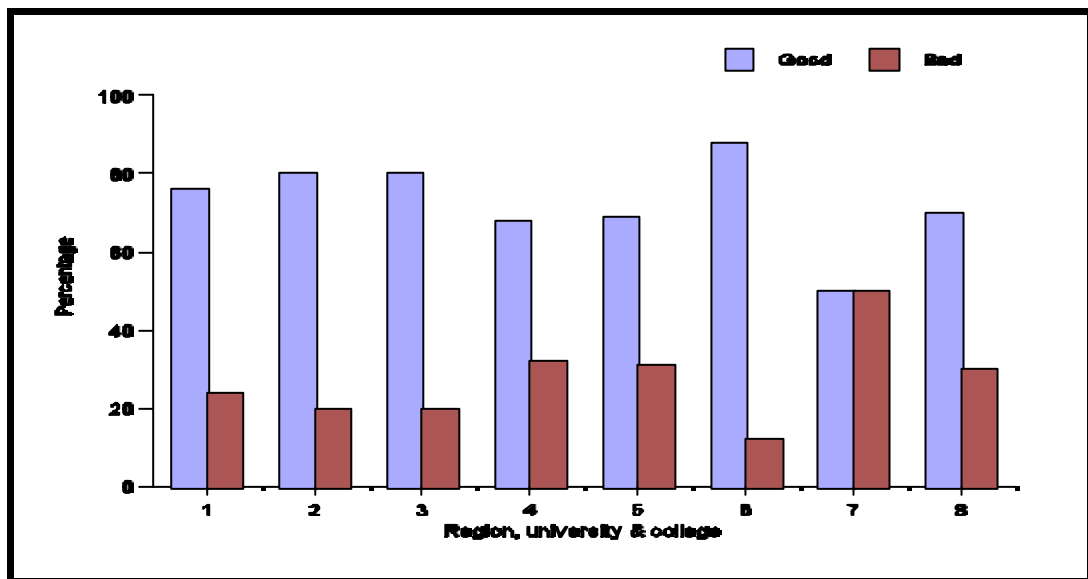
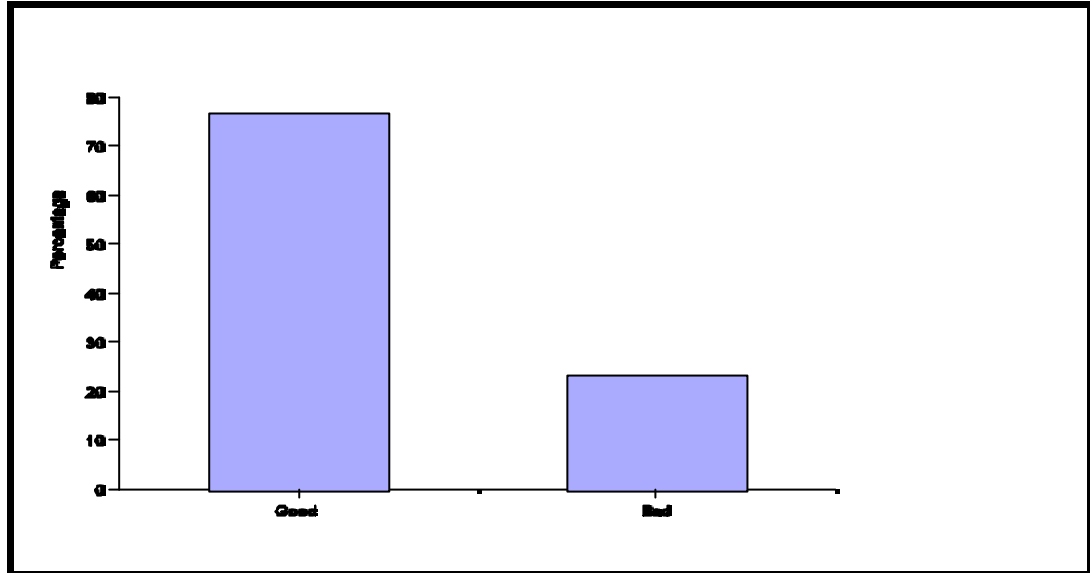


Figure 64: Total response



REASONS AND VIEWS FOR THE CHOICE OF “GOOD” IN TABLE 34:

<p>1. Improves proficiency</p>	<p>a) We appreciate it and encourage those principals because they also encourage some white kids to speak African languages in some schools.</p> <p>b) This should be the practice and policy of the department of education to do so since it helps the student to become acquainted with the language that dominates the teaching and learning in South Africa. The more practice the better they will excel in those subjects. It improves proficiency and black students will perform well in their subjects. In other words, it helps to improve fluency in English and understand if content of different subjects for most of the books is written in English and the subjects are taught in English.</p> <p>c) They want learners to improve their English skills, English being the medium of instruction. Practice makes perfect, especially in High Schools and tertiary education. It's good since they should practise the language they come across at school. It is not their mother tongue which we learn automatically or naturally at home.</p>
<p>2. The policy Equips students for the future</p>	<p>a) Because universities require English as one of the requirements for admission students are prepared for it.</p> <p>b) It equips students for the outside world because the practice is convenient in today's world of development. The practice encourages students to be more versatile and conversant in the use of English as medium of communication in a larger spectrum.</p> <p>c) Students gain confidence and are prepared to argue facts and voice their opinions. They are being developed for future work places because in a work place you find yourself in the company of Botswana, Zulu speaking people, Zimbabweans, Russians etc. It helps to develop communication skills and reduce stage fright.</p>

3. As a disciplinary measure	It is also a strategy to discourage noise in schools.
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REASONS AND VIEWS FOR THE CHOICE OF “WRONG” IN TABLE 34:

1. Too binding and deprives exposure to other languages	It should be encouraged within limits. It is too binding to the children because it does not afford them exposure to other languages.
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2. Relegation of African languages	<p>a) It sends a wrong message. It glorifies English and encourages children to look down upon their languages. Thus it relegates African languages.</p> <p>b) It interferes with our good culture for it undermines our language, customs, values and traditions.</p>
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3. Undermines the growth and development of African languages	<p>a) There is no point in enforcing one language. People should be encouraged to speak their languages or else indigenous languages do not grow and develop. The focus should now change if we want to make African languages to survive and develop.</p> <p>b) The practice is unfair treatment to other languages as a more advanced language is given preference to other languages. Thus the practice promotes English above other languages and clouds the purpose of education.</p> <p>c) Children will become better servants for Britain.</p>
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4. Children develop into introverts	It makes some learners feel uncomfortable and prefer to keep quiet and not say a word in class or outside. This has a negative repercussions on children.
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Table 35

Question (k) Do you regard learners who attend former whites only schools as people completely cut off from their language and culture?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	53	47	53	47
2 Mpumalanga	100	49	51	49	51
3 KwaZulu Natal	50	14	36	28	72
4 Eastern Cape	50	17	33	34	66
5 North West	100	39	61	39	61
6 Gauteng	150	84	66	56	44
7 University lecturers	30	17	13	56.7	43.3
8 College lecturers	20	11	9	55	45
Grand Total	600	284	316	47.3	52.7

Figure 65: Regional response

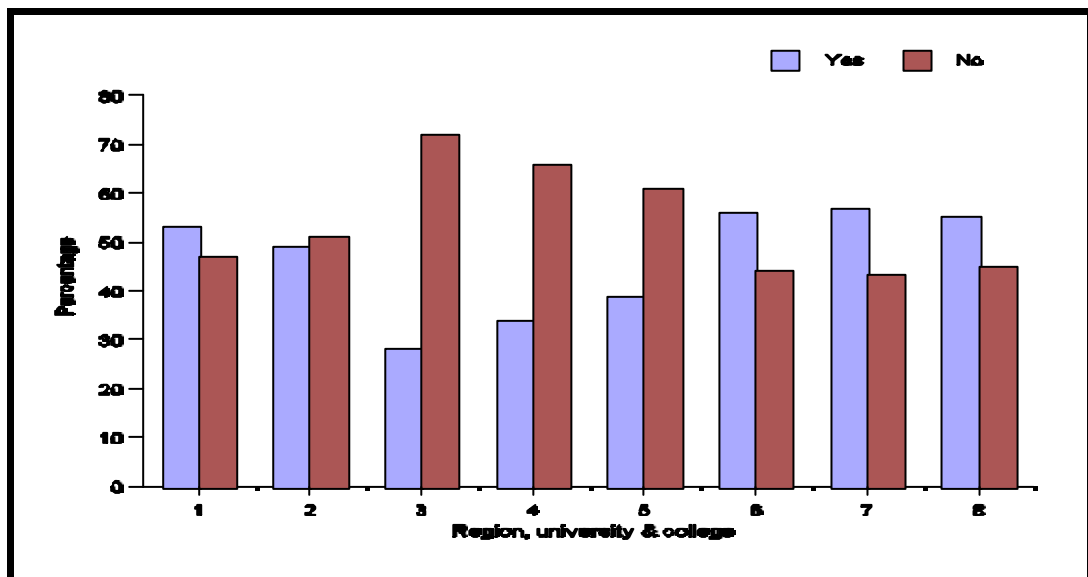
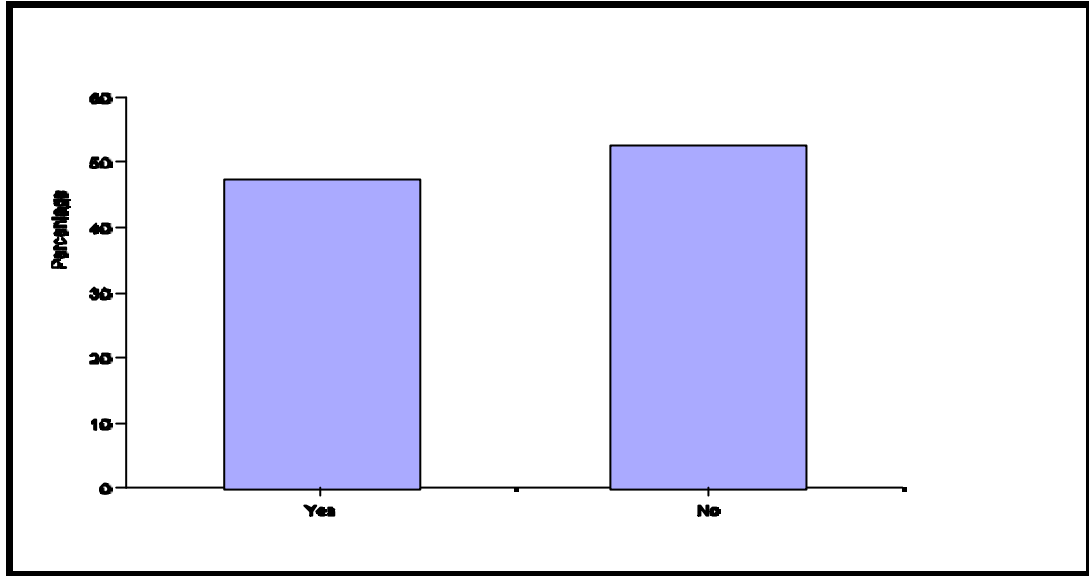


Figure 66: Total response



REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 35:

<p>1. Model C children’s exposition.</p>	<p>a) They (The American wanna be/ coconuts) tend to consider themselves as better than other people and so they despise our culture and look down upon our languages.</p> <p>b) 100% Yes! They have lost touch. The Cockney accent is rubbish. They tend to curse their origin. They feel and wish they were not born Africans hence, they tend to look down upon their fellow Africans at Township schools. These need to ‘re-Africanize’. They are a curse to our African renaissance and heritage. Instead of becoming role models they are lingo-conquered species (colonial lingo slaves in bondage). They act and do things the English way. Their behaviour is not acceptable to the black society. They tend to forget where they come from and their Ubuntu. As an individual one should be proud of his language.</p> <p>c) At times these learners misbehave in our communities taking for granted that they are the best despising those who attend rural schools. They use English where it is not called for.</p> <p>d) When they come home they disrespect our culture bringing in their western style which is all about arrogance and belittling our culture. They see their culture as inferior and outdated.</p>
<p>2. No language, No culture</p>	<p>a) Yes, this obtains in Model C schools because a language carries a lot, that is, custom, tradition, culture, belief and sense of pride. When these learners do not speak the African language they lose all this rich aspect of their culture and history. Because they do not have the chance to speak the language they won’t have the chance to learn it.</p> <p>b) They can neither read nor write their first language and their way of life has changed completely. Needless to say, they can speak the language, English, but that does not guarantee their level of intelligence. One may pass English but fail all the other subjects.</p>

2. (continued)
No language, no culture.

a) They lack that knowledge of African culture, African values and norms. They communicate and befriend whites and imitate their lifestyle. Because of this, they forget about their culture and ignore their language. All they think of is to improve their accent. Thus they appear to follow the western way of life. In that way they are imitating and adopting another culture. They are totally cut off from their culture and language and they are taught even to lose their cultural pride. It is too bad as it is forcing a self-being. They were brainwashed to ignore and believe whites were born great and if you imitate whites, you will be respected. When one imitates other cultures or habits it means one is cut off from his/her own language and culture.

b) Yes I do, I am one of those who have such children, I worry and stress a lot about this because our educators disregard the language policy. They can't communicate with their age group and they are becoming strangers in their local environment.

c) They have lost that sense of belonging and do not even regard their home languages as an important aspect of their lives. They are uninterested in their own language and seldom if ever speak it and the culture is not interesting and sometimes barbaric.

d) English denies those children the opportunity to know their own cultural identity and heritage. Such learners are viewed as eurocentric and people who do not see the need to go bald to mourn when the father has died. These do not believe in African rituals or *badimo*.

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 35:

<p>1. A leopard can't change his spots</p>	<p>Most of them return to their culture as they mature. They speak English as a result of peer pressure and the type of training in the school. That does not change the fact that they are black. They know their roots and a change of accent is to accommodate themselves in their institutions among educators and other learners who cannot understand their original accent. They do not stay at the schools until they die. During the holidays they express themselves in their languages with friends and parents. Thus, they come back and continue with their life and culture.</p>
<p>2. They know their languages</p>	<p>a) Are we not judging a book by its cover? Some of those learners speak their languages at home fluently. Attending formerly whites only schools does not change learners' language and culture. We must accept that today's learners have the potential to develop proficiency in English and an African language.</p> <p>b) If they still speak their mother tongue when they should, I do not think the accent is a problem. However, it is a problem when they no longer speak their African languages at all.</p> <p>c) There is no problem as long as they communicate in their mother tongue. However, the snack is when one is now an English man or woman who cannot make any sense in her or his language.</p> <p>d) Speaking one language with a particular accent has nothing to do with one's adherence to or lack thereof one's own language and culture. You can speak in a different accent and still speak your own language fluently.</p>
<p>3. Knowledge gained</p>	<p>a) They did not lose their culture but gained another. They know and learned about other cultures.</p> <p>b) Model C schools tried to assure them a better future and I do not think that is wrong. Most of them are employed.</p>

<p>4. Model C students speak out.</p>	<p>a) I am one of those people but I understand IsiZulu very much and there are some things I know more than people in 'Black' schools. I did IsiZulu as one of my matric subjects and I must say I was outstanding.</p> <p>b) Not necessarily. People's circumstances depend on their character and how they perceive themselves and people around them. e.g. my sister, I see as cut off, but my brother is a true traditional African who behaves as they are.</p> <p>c) I speak English with an English accent even though I am black. I speak English at home and have difficulty speaking the African language my parents use but I believe I am not cut off.</p> <p>d) I am one of those people and just because I speak in a "different accent" does not make me less African. I speak my home language whenever I am around people who understand it. At home I speak my language. So, I am not cut off from my language.</p>
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Table 36

Question (a) Which language do you want to be taught in?

Medium of instruction

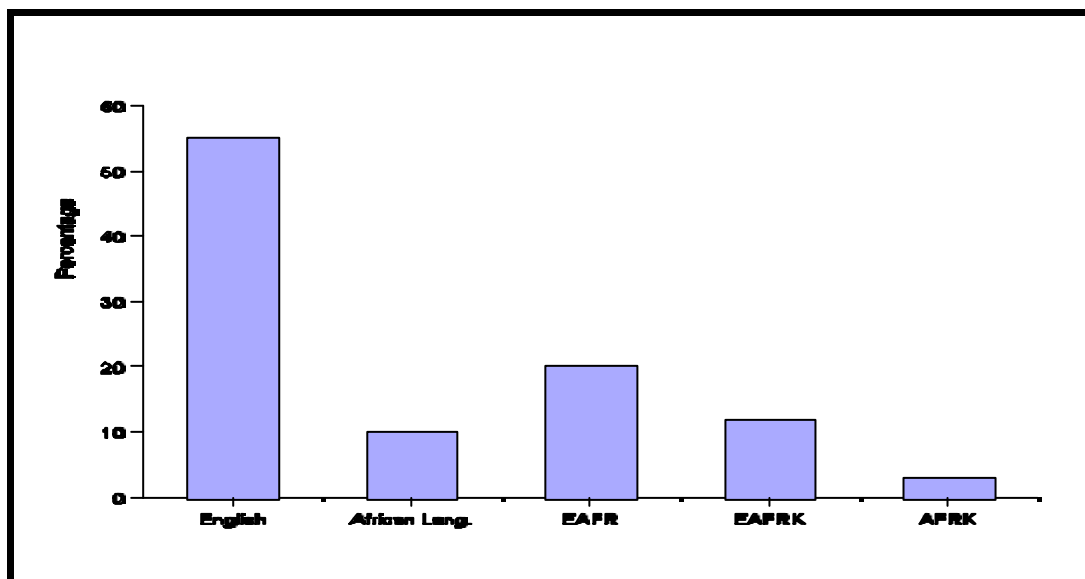
	Number	English	Afri. Lang.	Eng. Afr. lang	Eng. Afrikaans	Afrikaans
University students	100	42	8	17	12	1
College/Technikon	100	13	2	3		2
Grand Total	200	55	10	20	12	3

Percentages

Medium of instruction

	Number	English	Afri. Lang.	Eng. Afr. lang	Eng. Afrikaans	Afrikaans
University students	100	52.5	10	21.25	15	1.25
College/Technikon	100	65	10	15	0	10
Grand Total	200	55	10	20	12	3

Figure 67: Total response



REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH” IN TABLE 36:

<p>1. Explains concepts explicitly and plays a major role</p>	<p>a) English, an internationally recognised language communicates concepts explicitly; it is easy to understand, easier as compared to other languages.</p> <p>b) Most books are in English.</p> <p>c) It is the only medium of instruction for my subjects</p> <p>d) English is economically effective. One becomes marketable in the job market</p> <p>e) I was taught in English the whole of my learning career.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “AFRICAN LANGUAGES” IN TABLE 36:

<p>1. Easy to understand</p>	<p>I understand concepts much better in my language.</p>
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REASONS FOR THE CHOICE OF “ENGLISH AND AN AFRICAN LANGUAGE” IN TABLE 36:

<p>1. Easy to grasp</p>	<p>I understand better if concepts are explained in the two languages.</p>
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REASONS FOR CHOICE OF “ENGLISH AND AFRIKAANS” IN TABLE 36:

1. Easy to understand	We know them both. We like English and Afrikaans.
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REASONS AND VIEWS FOR THE CHOICE OF “AFRIKAANS” IN TABLE 36:

1. An easy language	It is very easy and understandable.
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Question (a) What should be the medium of instruction for African Languages?

Medium of instruction

	Number	English	Afri. Lang.	Eng. Afr. lang	Eng. Afrikaans	Afrikaans
University students	80	28	52	0	0	0
College/Technikon	20	12	8	0	0	0
Grand Total	100	40	60	0	0	0

Percentages

Medium of instruction

	Number	English	Afri. Lang.	Eng. Afr. lang	Eng. Afrikaans	Afrikaans
University students	80	35	65	0	0	0
College/Technikon	20	60	40	0	0	0
Grand Total	100	40	60	0	0	0

Figure 68: University students' choice:

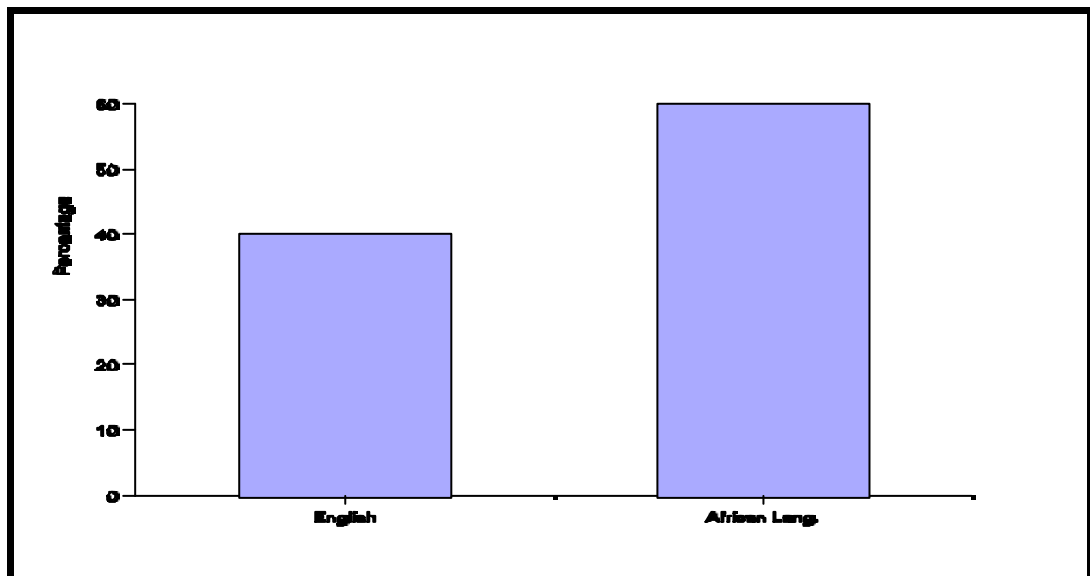


Figure 69: College students' choice

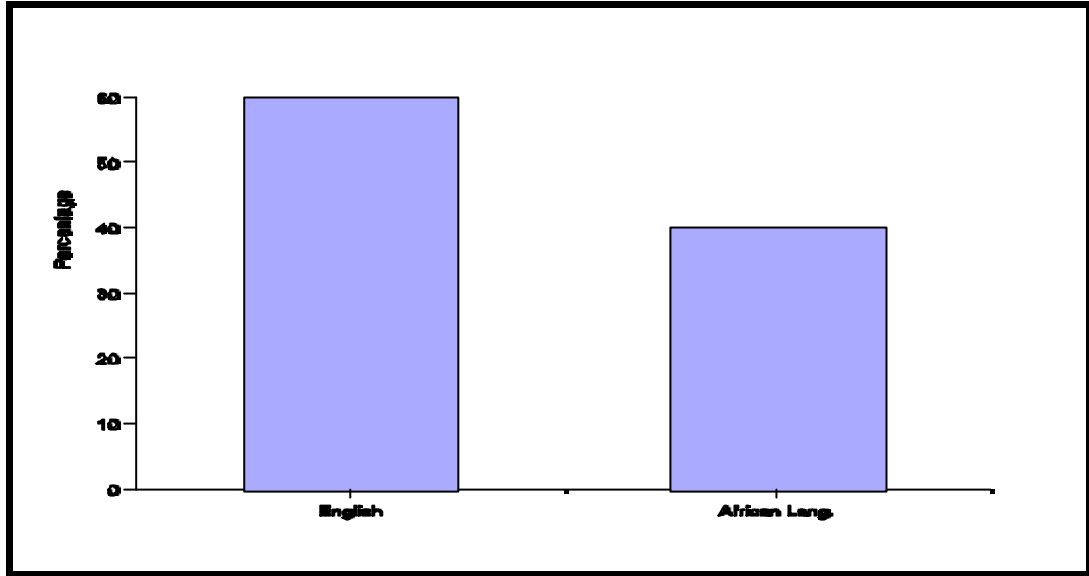
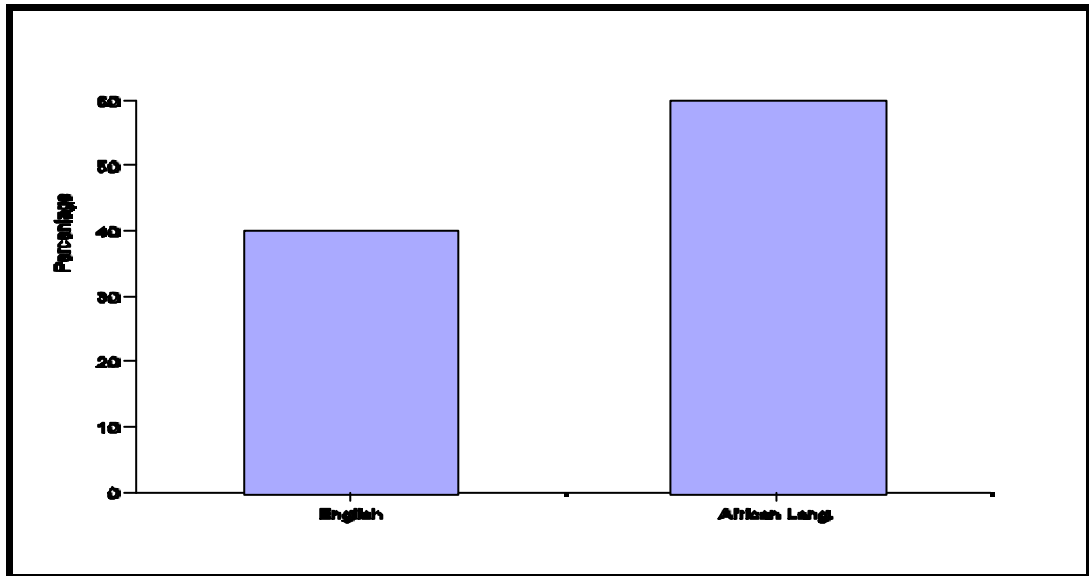


Figure 70: Total response



REASONS FOR THE CHOICE OF “AFRICAN LANGUAGES” IN TABLE 37:
(To teach African languages)

<p>1. Own language: easy to understand</p>	<p>It is my language. It is less confusing. It is simple For it to be recognized it should be used. I understand concepts better if I am taught in my language. I enjoy being taught in my own language It is pathetic to teach an African language in English. Where is the thought in that?</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH” IN TABLE 37:
(To teach African languages)

<p>1. For better understanding</p>	<p>To balance things. For better understanding To accommodate everyone Easy to understand and one learns daily not with so much pain. It is very simple. It is understood world-wide.</p>
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REASON OR VIEW FOR SUGGESTING “ISIZULU” IN TABLE 37:
(To teach African languages)

<p>1. A widely understood African language</p>	<p>IsiZulu has a wide understanding amongst ‘Africans and non-Africans’.</p>
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SECTION D: MEDIA, TV AND RADIO

Table 38

Question (a) Which radio station do you listen to? The aim is to detect whether it is an African language channel; English or both.

Region	Number	Afr. lang	English	Both	%Afr. lang	% Eng	% Both
1 Northern Province	100	64	18	18	64	18	18
2 Mpumalanga	100	64	27	9	64	27	9
3 KwaZulu Natal	50	23	15	12	46	30	24
4 Eastern Cape	50	30	10	10	60	20	20
5 North West	100	60	20	20	60	20	20
6 Gauteng	150	22	108	20	14.7	72	13.3
7 University lecturers	30	16	9	5	53.3	30	16.7
8 College lecturers	20	5	12	3	25	60	15
Grand Total	600	284	219	97	47.3	36.5	16.2

Figure 71: Regional response

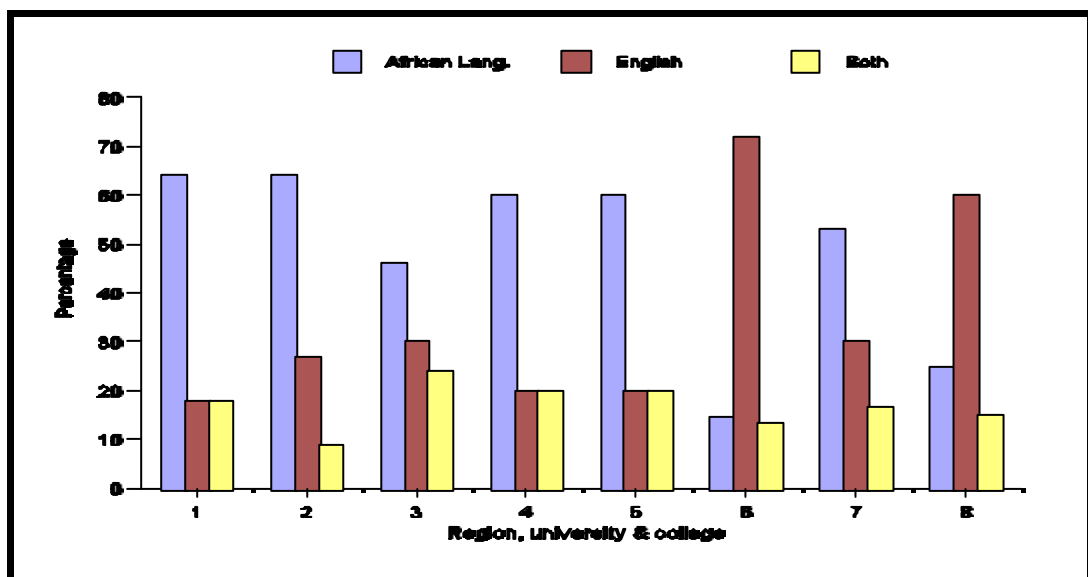


Figure 72: Total response

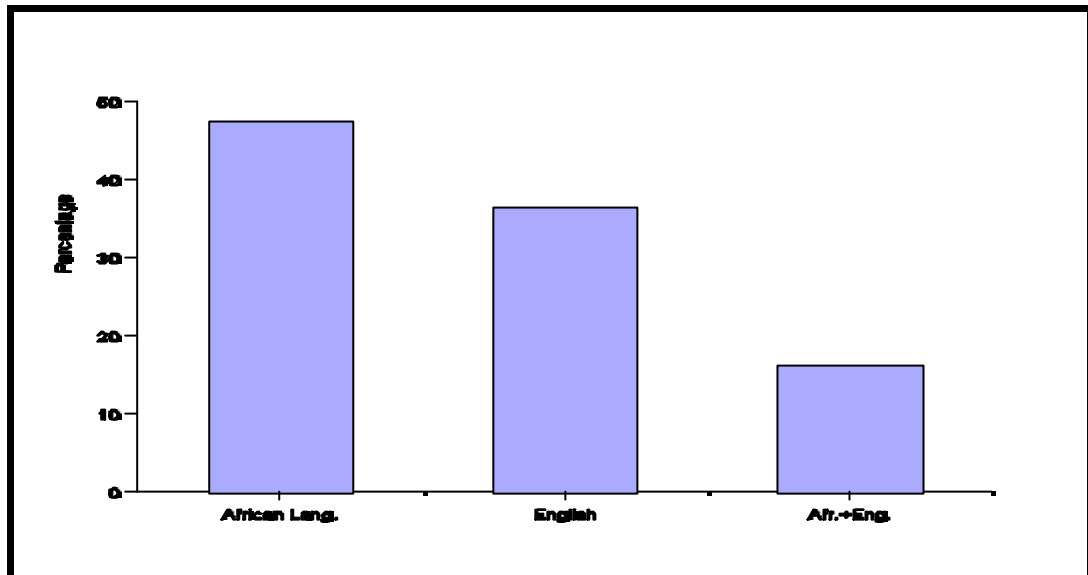


Table 39

Question (b) Write five programmes that you enjoy watching on TV. The aim is to detect the language preferred.

Region	Number	Afr. lang	English	Both	%Afr. lang	% Eng	% Both
1 Northern Province	100	12	77	11	12	77	11
2 Mpumalanga	100	0	70	30	0	70	30
3 KwaZulu Natal	50	5	33	12	10	66	24
4 Eastern Cape	50	12	35	3	24	70	6
5 North West	100	8	72	20	8	72	20
6 Gauteng	150	6	130	14	48	86.7	9.3
7 University lecturers	30	9	14	7	30	46.7	23.3
8 College lecturers	20	4	10	6	20	50	30
Grand Total	600	56	441	103	9.3	73.5	17.2

Figure 73: Regional response

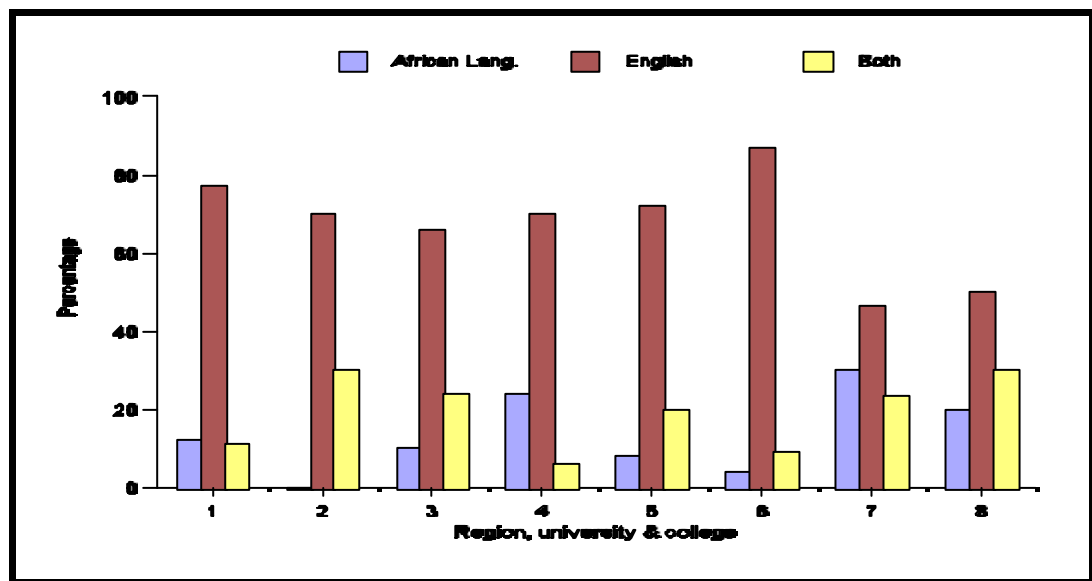


Figure 74: Total response

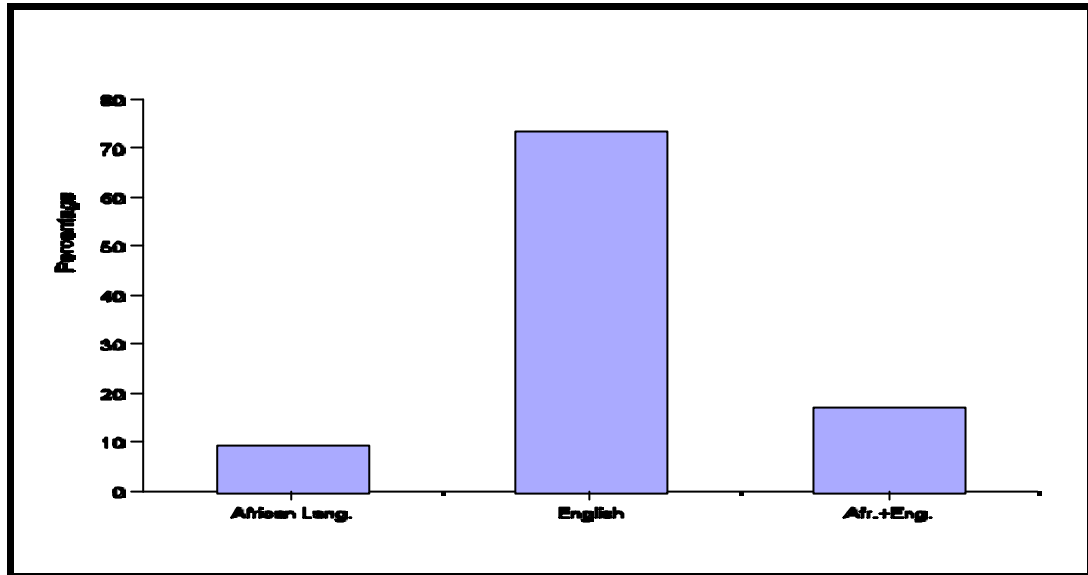


Table 40

Question (ci) How many programmes are broadcast in your language per week?
(This is per the time of this research)

Day	Languages								
	Xhosa	Zulu	Sesotho	Sepedi	Setswan a	Ndebele	Tsonga	Tshiven da	Sis wati
Sunday	1 prog + news	2 prog	2 prog + news	News	News				
Monday		News	News	1 prog + news	1 prog + news	News			New s
Tuesday	News	2 prog	2prog + news	1 prog + news	1 prog + news			News	
Wednes day		News	1 prog + news	1 prog + news	2prog + news				
Thursday	News	1 prog	2 prog + news	News	2 prog + news		News		
Friday		News	1 prog + news	1 prog + news	1 prog + news				
Saturday	News		News	News	News				
Total	1 prog + 4 news	4 prog + 3 news	8 prog + 7 news	4 prog + 7news	7 prog + 7news	1 News	1 news	1 news	1 new s

Table 41

Question (cii) Are you happy with the number of programmes on TV?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	16	84	16	84
2 Mpumalanga	100	8	92	8	92
3 KwaZulu Natal	50	18	32	18	32
4 Eastern Cape	50	9	41	9	41
5 North West	100	33	67	33	67
6 Gauteng	150	34	116	22.7	77.3
7 University lecturers	30	3	27	10	90
8 College lecturers	20	2	18	10	90
Grand Total	600	123	477	20.5	79.5

Figure 75: Regional response

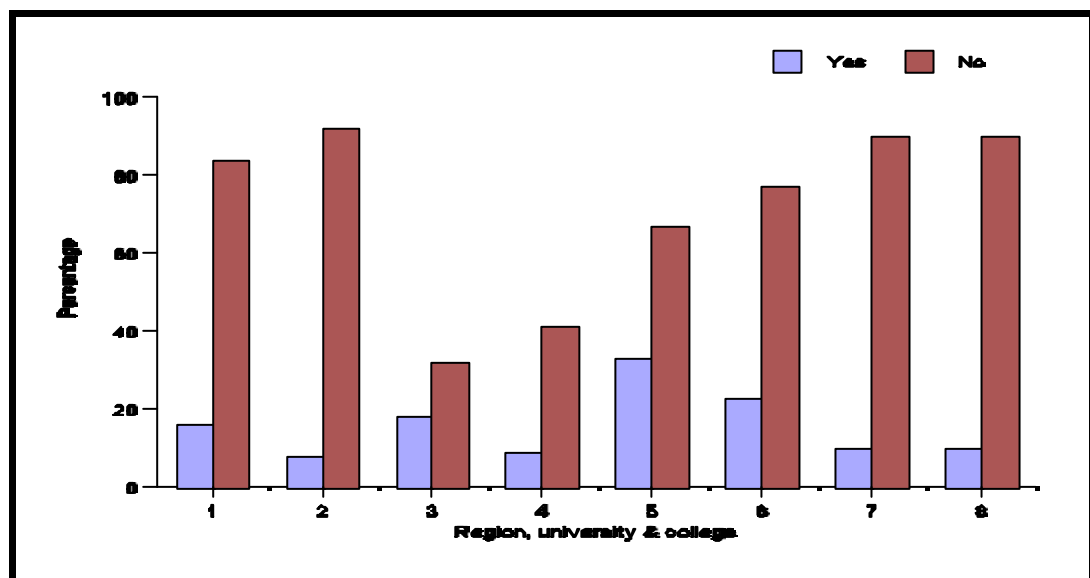
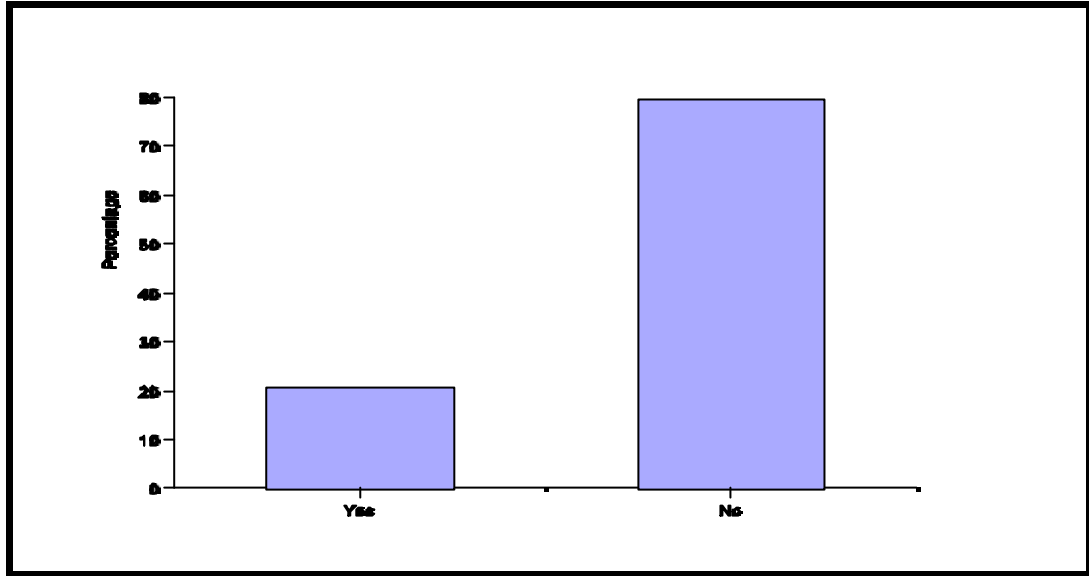


Figure 76: Total response



SUGGESTIONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 41:

<p>1. Cater for African languages on TV.</p>	<p>a) TV programmes should be broadcast mainly in African Languages. Each language should be catered for. There should be more programmes and more channels catering for different African language groups. We are tired of American junk shown on the screen everyday. Reduce American films. SABC TV must have fresh, original and vibrant programmes and not bring us back something we have watched more times than we care to remember .</p> <p>b) Reduce by one quarter the English allocation so as to cater for African languages that were previously disadvantaged. SABC 3 should be allocated to African languages for English is dominant on almost every channel; M-net; e-tv and Bop. tv..</p> <p>c) Africans dominate in this country hence, this should be reflected on TV. They should cater for both the literate and the illiterate. Our elders view pictures only, pictures are meaningless.</p>
<p>2. Broadcast local content</p>	<p>a) The broadcasting authorities should enforce a local content policy or scenario. We need documentaries that used to be produced in African languages, programmes like special assignment or third degree. In addition, we need poetry, drama and anything related to heritage; programmes that are informative, so that the majority can watch. Children’s programmes should be in African languages and music programmes should play African music.</p>
<p>3. Broad consultation</p>	<p>a) Broad consultation with language specialists of every official language is necessary in conjunction with the language policy makers. Get people with experience and expertise in dealing with African languages to produce some films and cultural programmes for the nation.</p> <p>b) Every population group should be given a platform to decide the single programme they value most and that could be voted for in mass media (newspapers and tv). A referendum or opinion poll must be made and results published and adopted.</p>

<p>4. Do justice to minority language groups: The plight of the Xitsonga and Tshivenda speakers</p>	<p>a) SABC has the moral obligation to broadcast in all African languages and stop renegeing from its mandate and should be charged for its injustice to Xitsonga, Tshivenda and Isindebele. IsiNdebele or Tshivenda should also be incorporated, just like e.g. Sepedi in most programmes like drama for a change.</p> <p>b) Drastic improvements must be made to clear the imbalances. I suggest that we have our own TV station just as we have our own radio station. We are undermined, oppressed and not recognised, stop undermining Xitsonga. Let's have at least an hour a week.</p> <p>c) Substantial metamorphosis on the part of the broadcaster is required or else let there be TV blackout in our areas especially, Venda as we are not even recognized as a nation or part of the nation. If all languages have the same weight, then this should be balanced equally when broadcasting.</p> <p>d) My language must be given equal status like IsiZulu, IsiXhosa and Sesotho. Programmes in Tshivenda must be shown in abundance. My language is very important to me and so the media must convey information which can satisfy everybody or the majority of our people.</p> <p>e) I suggest nothing because it is a known fact in the whole country that some of the languages are not given any chance or preference by the national TV.</p>
<p>5. Boycotting of TV and TV licences: The plight of the Tshivenda and Xitsonga speakers</p>	<p>a) I boycotted TV from 1991 because there is nothing in Xitsonga. We have boycotted TV because we live in exile in our own country.</p> <p>b) We all pay for the TV licences but programmes are not equal. Why claim TV licence payments when we are not catered for. I am a TV licence payer, so I want to see my money's worth. There should be no more compulsory payment of TV licences.</p>

Table 42

Question (d) How many times do you watch programmes in your main language in one week?

Region	Number	once	twice	thrice	four times	five times	none
1 Northern Province	100	34	11	10	0	8	37
2 Mpumalanga	100	16	12	8	0	4	60
3 KwaZulu Natal	50	11	13	8	0	15	3
4 Eastern Cape	50	28	8	8	0	0	6

5 North West	100	28	21	15	15	12	9
6 Gauteng	150	20	12	12	12	12	82
7 University lecturers	30	5	0	12	0	0	13
8 College lecturers	20	6	6	2	0	0	6
Grand Total	600	148	83	75	27	51	216

Percentages

Region	Number	once	twice	thrice	four times	five times	none
		1	2	3	4	5	6
1 Northern Province	100	34	11	10	0	8	37
2 Mpumalanga	100	16	12	8	0	4	60
3 KwaZulu Natal	50	22	26	16	0	30	6
4 Eastern Cape	50	56	16	16	0	0	12
5 North West	100	28	21	15	15	12	9
6 Gauteng	150	13.3	8	8	8	8	54.7
7 University lecturers	30	16.7	0	40	0	0	43.3
8 College lecturers	20	30	30	10	0	0	30
Grand Total	600	24.7	13.8	12.5	4.5	8.5	36

Figure 7.7 : Total response

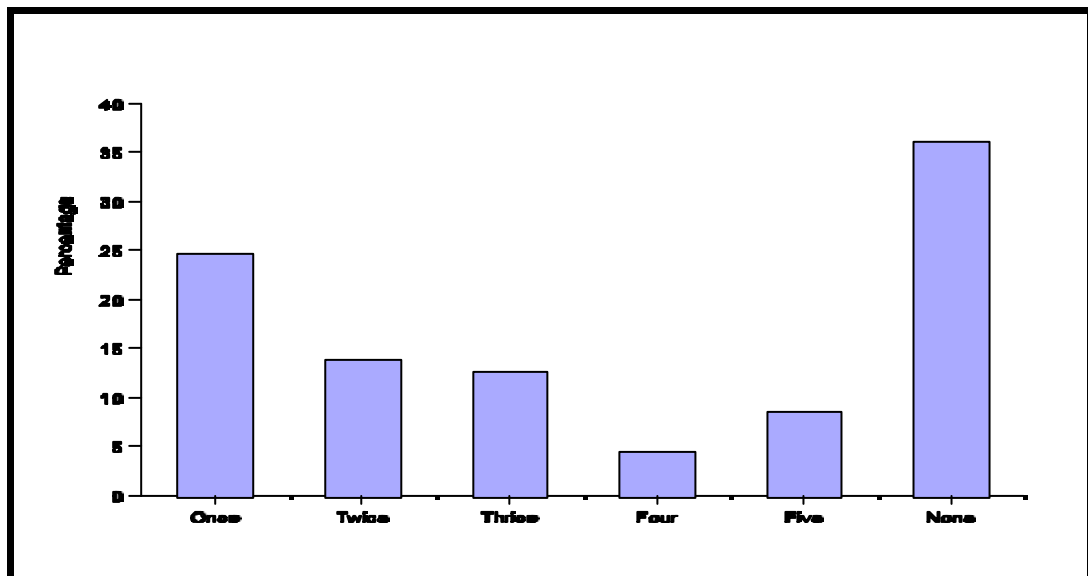


Table 43

Question (e) Do you think there is a language that should be accorded more airtime on television?

Region	Number	Yes	No	% Yes	% No

1 Northern Province	100	52	48	52	48
2 Mpumalanga	100	44	56	44	56
3 KwaZulu Natal	50	26	24	52	48
4 Eastern Cape	50	17	33	34	66
5 North West	100	66	34	66	34
6 Gauteng	150	115	35	76.7	23.3
7 University lecturers	30	13	17	43.3	56.7
8 College lecturers	20	8	12	40	60
Grand Total	600	341	259	56.8	43.2

Figure 78: Regional response

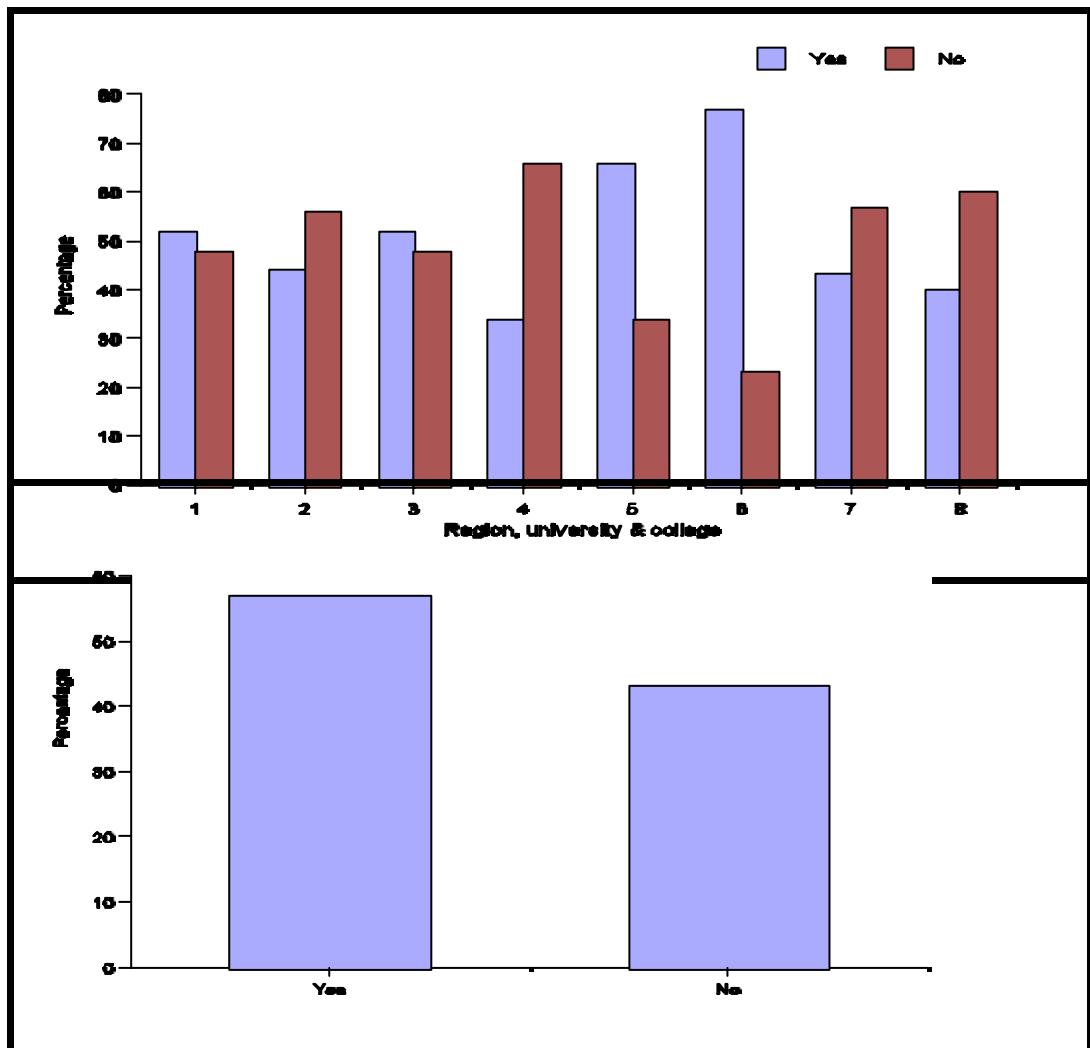


Figure 79 : Total response

REASONS AND VIEWS FOR THE CHOICE OF “YES” IN TABLE 43:

<p>1. Languages that have been sidelined should be catered for</p>	<p>IsiNdebele, Xitsonga and Tshivenda should be accorded enough airplay. They are not recognized; they are sidelined. Because everybody is paying for the TV licence, everybody’s language and culture should be recognised. Of course we are all equal as members of this country. We hardly see programmes in these languages, Xitsonga especially. Speakers deserve to watch programmes in their own languages.</p>
<p>2. English as a lingua franca</p>	<p>English is a lingua franca in South Africa. Most people understand English including most of the people who come to South Africa. Learners can acquaint themselves with a language which is a medium of instruction for many subjects. It reduces costs; saves time. It is in demand. English is a universal or world language; a language for convenience and it is academically viable;</p>

REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 43:

<p>1. All languages are equal.</p>	<p>a) All languages are equal before the constitution, so they should have an equal opportunity. All languages should get a fair chance on air. Promoting one language will create the idea that one language is more important than the others, which leads to the fallacy that some language groups are superior to other language groups.</p> <p>b) TV programmes should be made for all viewers, literate or illiterate.</p>
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Table 44

Question (f) Given a choice indicate whether you would read an English or an African language newspaper, both covering the same news item.

Region	Number	African Lang.	English	% African Lang.	% English
1 Northern Province	100	43	57	43	57
2 Mpumalanga	100	18	82	18	82
3 KwaZulu Natal	50	15	35	30	70
4 Eastern Cape	50	16	34	32	68
5 North West	100	34	66	34	66
6 Gauteng	150	18	132	12	88
7 University lecturers	30	12	18	40	60
8 College lecturers	20	7	13	35	65
Grand Total	600	163	437	27.2	72.8

Figure 80: Regional response

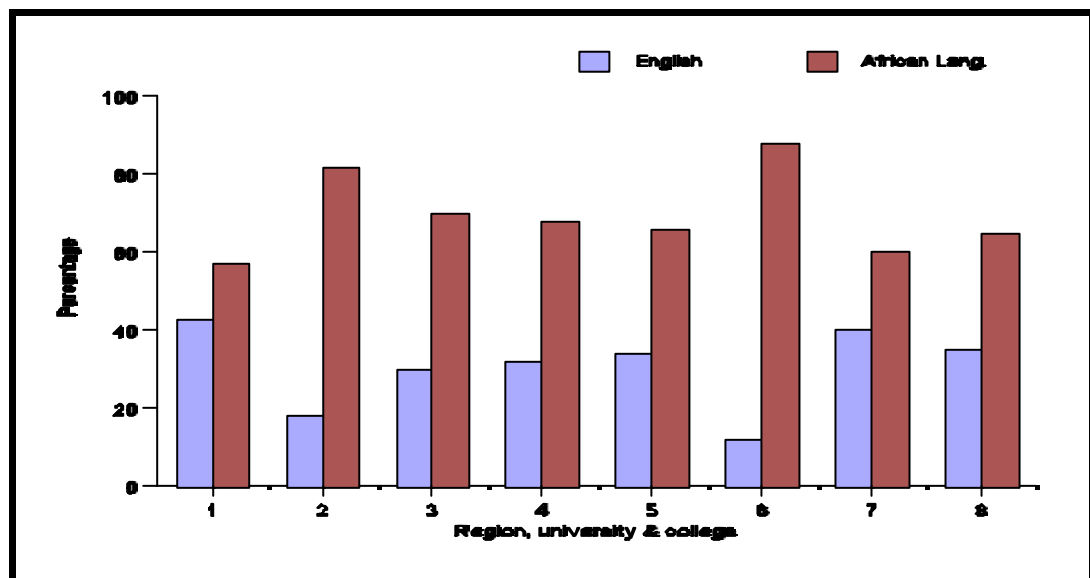
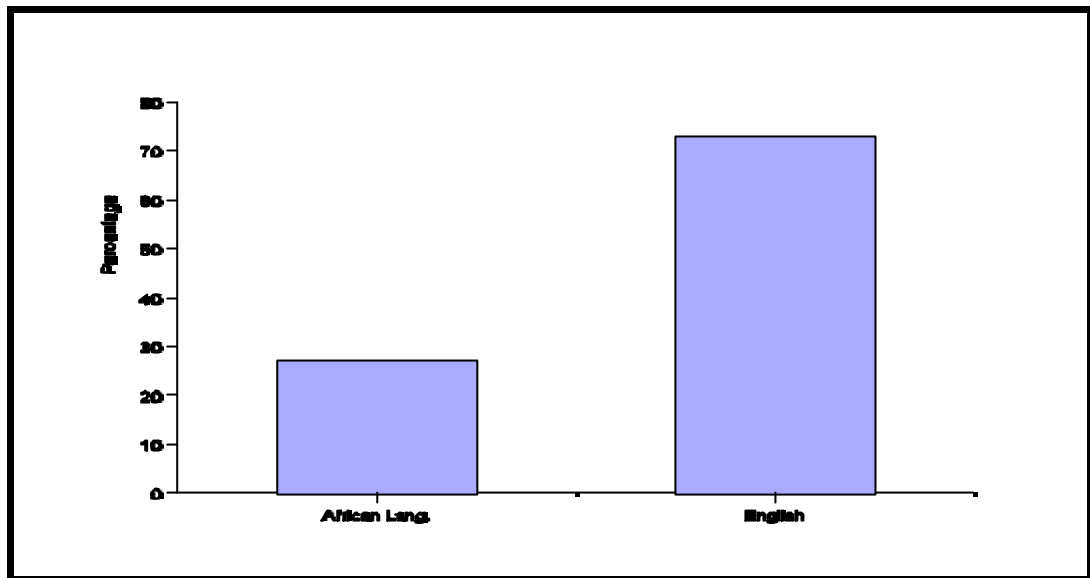


Figure 81: Total response



REASONS AND VIEWS FOR THE CHOICE OF “AN AFRICAN LANGUAGE” IN TABLE 44:

1. Passion	<p>a) I am passionate about African languages. It is my language and I love my culture. An African language is the language that I speak. There is no reason to refer to another.</p> <p>b) For better understanding I prefer an African language newspaper: I understand the contents without problems.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “ENGLISH” IN TABLE 44:

English is easy to read and is more efficient.	<p>a) I understand it better than any other language and I do not have an attitude towards it. English is easy to read. Through scanning you can get the main idea. It is unfortunate, may be we were not taught to do the same with the home language. African languages are difficult to read.</p> <p>b) A professional would prefer an English newspaper. May be a municipal newspaper is good in African languages.</p> <p>c) Time is precious: African languages beat about the bush. English is precise and, easy to grasp and well articulated. It has more words to describe things, emotions and actions than African languages.</p> <p>d) English is still superior. I know it and I like it more than African languages</p> <p>e) I am inclined to debate and discussions in English. I am used to it. English is commonly used locally and internationally.</p> <p>f) I developed an attitude towards Afrikaans since the events in June 1976. It was an imposed language by an oppressor.</p>
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Table 45

Question (g) SABC TV is giving enough airtime to African Languages. Do you agree?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	42	58	42	58
2 Mpumalanga	100	32	68	32	68
3 KwaZulu Natal	50	14	36	28	72
4 Eastern Cape	50	17	33	34	66
5 North West	100	21	79	21	79
6 Gauteng	150	17	133	11.3	88.7
7 University lecturers	30	0	30	0	100
8 College lecturers	20	3	17	15	85
Grand Total	600	146	454	24.3	75.7

Figure 82: Regional response

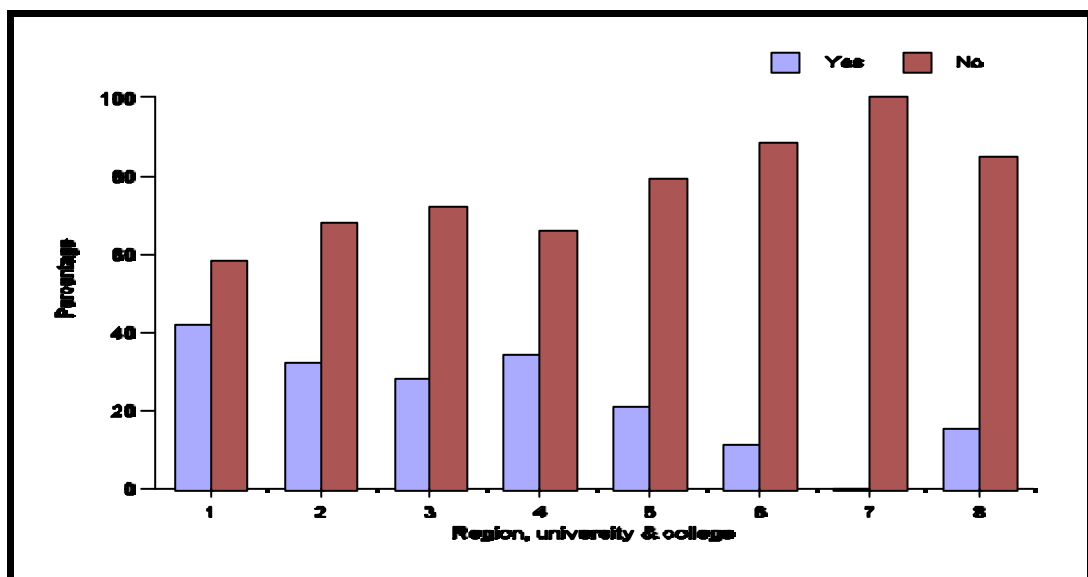
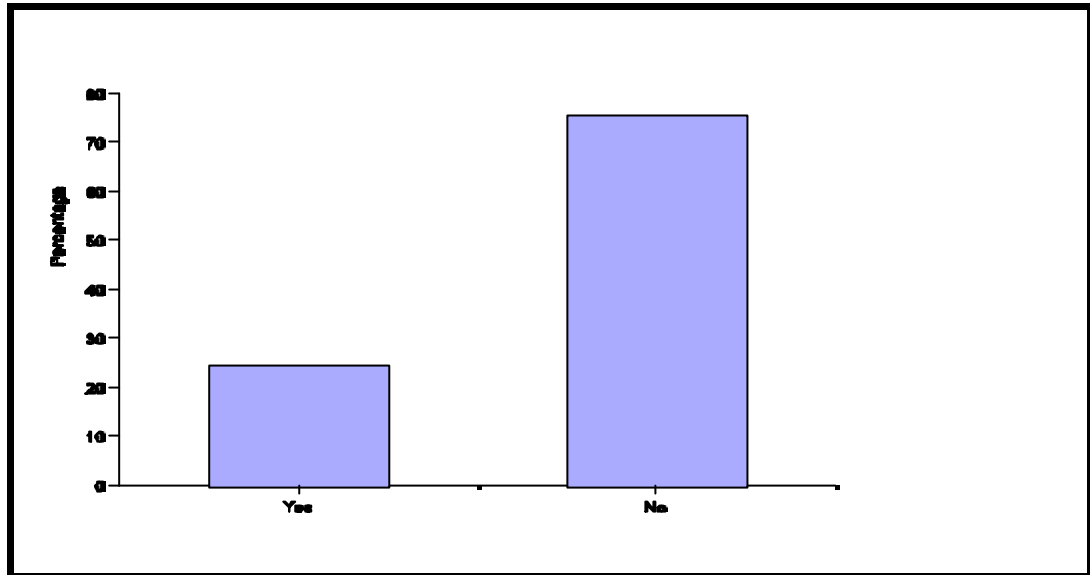


Figure 83: Total response



REASONS AND VIEWS FOR THE CHOICE “YES” IN TABLE 45:

<p>1. Happy with the status quo</p>	<p>a) Yes it does give enough airtime because you do not hear news read in English on SABC 1.</p> <p>b) English should get more airtime because it is an international language.</p> <p>c) We have enough programmes in that there are African dramas which are televised on SABC TV 1. SABC TV 1 and 2 specialise in African languages.</p>
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REASONS AND VIEWS FOR THE CHOICE OF “NO” IN TABLE 45:

<p>1. English and Afrikaans dominate.</p>	<p>a) Most programmes are in English and Afrikaans. The worse part of it is that those in management of SABC are just looking for interests in their own languages and not dealing with the injustice of the past.</p> <p>b) There are a few programmes in African languages shown on TV. The legacy of treating African languages as inferior and as languages for workers and labourers and as languages that are not economically competitive is unfair.</p>
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<p>2. Foreign content on SABC TV</p>	<p>Most programmes are dominated by overseas music and American films. Local programmes are repeated several times and people become disinterested in watching programmes in African languages. The SABC TV should be named ABC TV (American B C) or BBC (British B C), as all programmes are American and European products.</p>
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<p>3. Presenters</p>	<p>a) Most presenters are those from formerly whites only schools. They do not know their languages clearly. Even our presenters continuously prefer English to their home languages. In programmes meant for African languages presenters speak in English and less in the intended language. Check SABC TV 1. where you find a white and a black presenter both presenting in English when we thought the black was there to present in African languages.</p>
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<p>4. No hope</p>	<p>a) It is difficult to answer because some of the languages like Xitsonga, Tshivenda, IsiNdebele and Siswati are not given slots at all and also seem not recognised.</p> <p>b) Only Sepedi, IsiZulu, IsiXhosa, Sesotho, Setswana and sometimes Tshivenda are catered for. The rest is unknown.</p>
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Table 46

Question (h) Should SABC TV 1 broadcast programmes in Nguni languages only; SABC TV2 in Sotho languages and Afrikaans only and SABC TV 3 in Xitsonga, English and Tshivenda only?

Region	Number	Yes	No	% Yes	% No
1 Northern Province	100	55	45	55	45
2 Mpumalanga	100	44	56	44	56
3 KwaZulu Natal	50	31	19	62	38
4 Eastern Cape	50	16	34	32	68
5 North West	100	68	32	68	32
6 Gauteng	150	122	28	81.3	18.7
7 University lecturers	30	26	4	86.7	13.3
8 College lecturers	20	15	5	75	25
Grand Total	600	377	223	62.8	37.2

Figure 84: Regional response

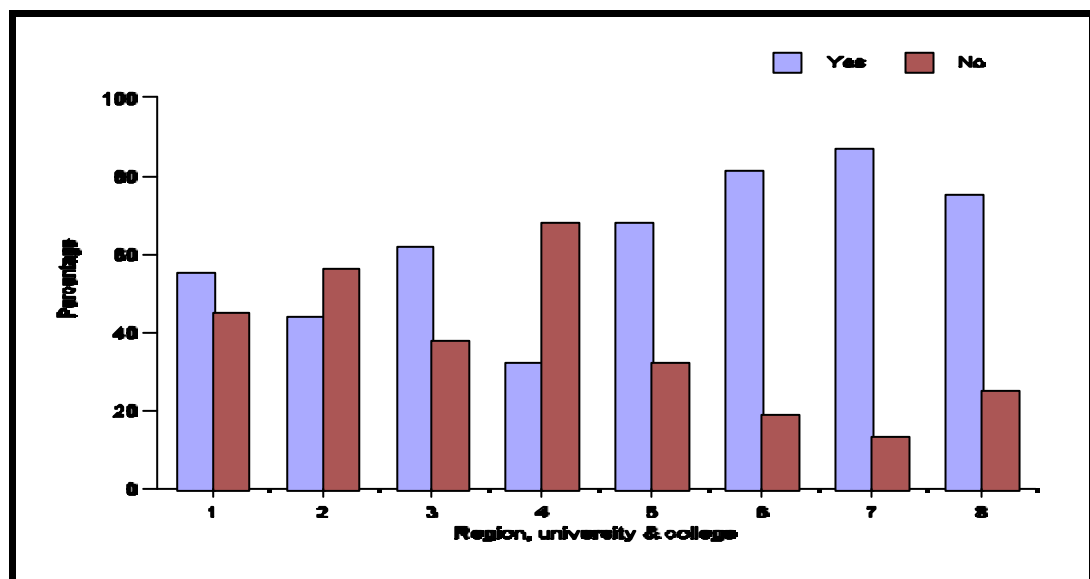
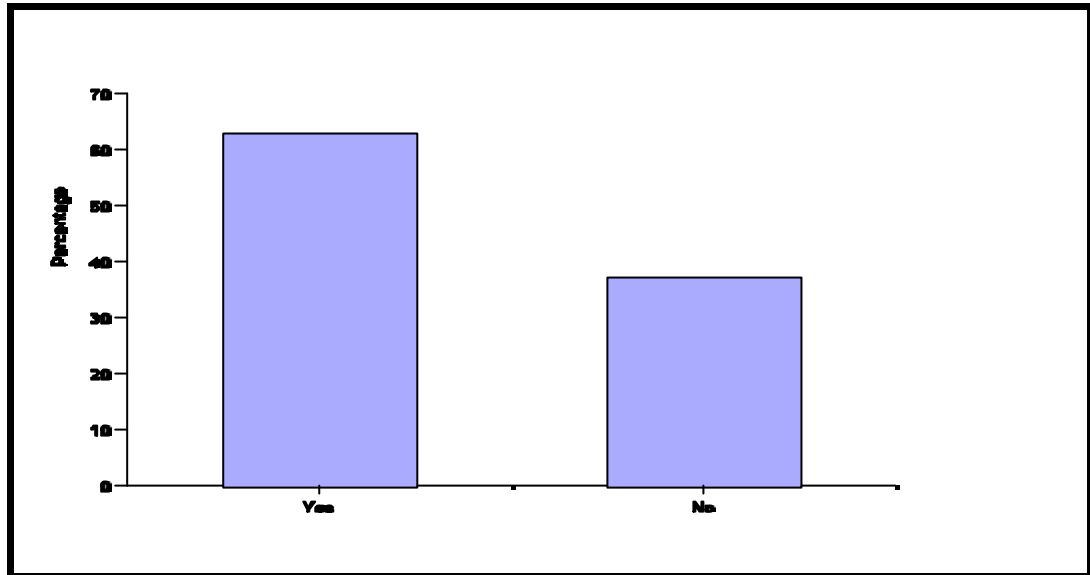


Figure 85: Total response



FINDINGS FROM THE SABC TV PROGRAMME LINE UP.

A comparative airplay time given to African languages, English and Afrikaans per week was carried out.

The programme line-up for the month of November 2001 is found in the SABC TV guide.

Table 47

Day	Languages										
	Xhosa	Zulu	Sesot ho	Sepedi	Tswana	Ndebel e	Tson ga	Tshive nda	Swati	En g.	Afrk .
Sunday	1 prog + news	2 prog	2 prog + news	news	news						6 prog
Monday		News	News	1 prog + news	1 prog + news	News			News		3
Tuesday	News	2 prog	2 prog + news	1 prog + news	1 prog + news			News			5
Wednesd ay		News	1 prog + news	1 prog + news	2 prog + news						6
Thursday	News	1 prog	2 prog + news	News	2 prog + news						6
Friday		News	1 prog + news	1 prog + news	1 prog + news						7
Saturday	News		News	News	News						6
Total	1 prog + 4news	5 prog + 3news	8 prog + 7news	4 prog + 7news	7 prog + 7news	1 News	1 News	1 News	1 news	422	39
Total	5	8	15	11	14	1	1	1	1	422	39

Period	3hrs15	3hrs 1	3hrs15	1hr45	3.15	30min	30mi n	30min	30mi n	200 hrs	16.2
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SECTION E: GENERAL VIEWS

<p>1. The policy as a lip service</p>	<p>a) The 11 language policy is pure “window dressing “. It is impractical and cannot be effected. In circumstances, e.g. state dept and service providing industries it may be used but in long time, it won’t be necessary because I hope all South Africans will be literate and able to communicate in English, a language that is economically effective. Maybe the only other languages we ought to worry about are French and Portuguese.</p> <p>b) The language policy is good - Eleven languages are equal but what is preached is not practical. It is only on paper that there are 11 official languages, otherwise it is not practised. If it is , we have not felt it as yet. As long as the SABC TV problem is not resolved, some of the languages will remain disregarded.</p> <p>c) The South African language policy or practice is a farce. It is well documented with good intentions but none of the things in the document are adhered to. The government is also not concerned or not helping with the problem. Drastic measures should be taken before it is too late . We as professionals are also to be blamed because of our different perceptions as far as the use of our African languages is concerned.</p> <p>d) Language policy is a good concept but what is depressing is the way it is being implemented. There seems not to be people on the ground ensuring that it is implemented as portrayed in the statute books.</p> <p>e) Application of policy for the sake of policy is unnecessary. Current practice in South Africa should be improved. Language actions should be followed by deeds not by lip service.</p> <p>f) A general language policy lends itself to abuse. To finally decide on one national language is better than deceive the nation by saying all languages are equal. They will never be!</p> <p>g) All the official languages should not only be recognized verbally, they must also be practised in totality. We Africans should try to be proud of our languages and strive to develop them until they are recognized internationally</p>
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<p>1. (continued)</p> <p>Language Policy as lip service</p>	<p>h) It is terrible. It is discriminating because other African languages are recognized more than others and that is terrible!!!</p> <p>i) South Africa is a multilingual country as such all 11 official languages must enjoy equal status and respect.</p> <p>j) The policy of 11 languages is not implemented and practised in South Africa. Afrikaans and English are still practised as the official languages of South Africa.</p> <p>k) Language practice in South Africa has always been unfair to African languages. English is elevated to an important language.</p> <p>l) The present language practice leaves English and Afrikaans as bread and butter languages. Job opportunities are great only for the speaker of these languages. This perception should be done away with.</p> <p>m) There are some languages that are scarce on TV so it is better to use English as the medium. IsiZulu, IsiXhosa and Sesotho are the most rated while Tshivenda, Xitsonga and others are not considered as African languages..</p> <p>n) I think all languages should be given a chance because I do not think there is a person who is not proud of his/her own language.</p>
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2.
Promote English only

a) English should be first language in schools followed by African languages. Afrikaans should be third. In other words, English should remain an official language of instruction at schools. African languages should be used to explain terms in English and Afrikaans. English should remain medium of instruction due to its worldly advantage. English must be used as a medium of instruction and other fields and make sure we employ as many interpreters as possible.

b) All the languages should be promoted but on SABC TV the language that should be allotted more airtime should be English; in order to cater for many people including our tourists. We want our people to know English. African languages are not difficult.

c) We want English for work and business. I think in SA English should be the only language to use to communicate at work. I think it will be difficult to make all languages function equitably. English is the better language that everyone can understand. Consider the form you complete, it is unlikely to be written in Tshivenda or another language. Scrap or revise this policy and lets go for one language, English.

d) All these languages will never be developed equally. They will never be equal. English should be our medium for all official matters in Education, Justice etc. Afrikaans must join African languages and relegated to second place status.

e) I think they should give English preference to other ten languages because for the sake of communication with people from other countries.

f) We are trying to draw investors to come and invest in SA. The most important thing for those people is to make money from us and they need skills, nothing less. By bringing about equality to our languages we will be presenting a tough time to the investors because to them a language should be used productively. This means they should get people who could communicate effectively in one language not to waste most of the time getting people to translate into all the 11 official languages including the sign language.

g) English should be given preference because it helps when you are abroad. Afrikaans should occupy the second level because most huge enterprises are dominated by Afrikaans speaking people hence, terminology of most technical industries in SA is in Afrikaans. All African languages follow with equal balance.

3.
Use all official
languages

a) Acknowledge that all the languages in South Africa are important. Do not just squeeze in one or two African languages to cover up the fact that you do not think much about them. Everyone wants his/her language to be taken seriously.

b) I feel the African languages should be exposed a little bit more so that equilibrium can be reached once and for all. For the South African languages to grow equally they should be given equal airtime share on TV.

c) No language should claim superiority to another. Every language is official. These fulfill their mission of communication efficiency in our country for the betterment of the rainbow nation.

d) I suggest we revisit the language policy because some of the languages appear to be lost. The South African language policy should regard all languages as equal. No language should be promoted at the expense of other languages. No language is more important than the other.

e) We are tired of being undermined. All languages are equal including Afrikaans, that started in 1924. A person should not be denied employment or whatever opportunity because of the mere reason that he or she does not understand English.

f) If it were possible all African languages should be given equal opportunity on radio and TV and in institutions of learning; failing which English should take precedence over others. English is a uniting force whereas Xitsonga is for the preservation of culture and unity and of a particular group in the country.

g) As an African, I would like to see in future all of us being able to communicate with others without any problems. It is the duty of the Language Board to see to it that all people and not part of them be able to express their feelings in any language of their choice without being ignored. The language Board must play an important role to develop all the languages at the same rate. They must not ignore other languages. I emphasize the need for Xitsonga and Tshivenda to be treated fairly.

3. (continued)
Use, develop and
promote African
languages

h) All languages must be given equal status in institutions. When drawing curricula for schools no one language should be used at the expense of other languages.

i) There should be a vigorous attempt to develop and implement or execute such efforts otherwise our struggle for liberation is a mockery or fluke. African languages specialists should be afforded an opportunity equal to their counterparts to prove their worth. Otherwise, neo-colonialism will rear its ugly head. Language developers should emphasise that each language be accorded time in the teaching fraternity so that new generations should be the ones with multifaceted languages either in business, workplace or any other situation.

j) African language and culture should be built in the African child from grade one to twelve. An African language is a rare heritage that should be guarded to the end of times.

k) African languages should not die. I wish that more languages should be taught and learned in our schools. I wish that all languages be taught at schools and be given a chance in the curriculum. All languages are equal, we must be given the chance to content subjects in vernacular. Our learners will not be haunted by a second language. All languages should have a place in the media and schools. African languages must be used in almost all levels of governance, courts and media.

l) The time has come for languages to take their rightful place in the world and all South Africans should know at least one African language. Education should endeavour to make our children multilingual.

m) Devise or find means for the white to feel a need to learn African languages. This will help in eradicating the idea that African languages are valueless.

n) All African languages should be taught in their own first languages for qualitative results. I think that all the African languages should be used in education so that the children understand concepts with easy. The foundation phase must be in mother tongue and move from the known to the unknown and build on what the child knows. A second language be introduced later when the learner can differentiate languages. It is wise that sources should remain in English because other countries use English as the medium of instruction. Even at university level English should be used.

<p>3. (continued) Use, develop and promote African languages</p>	<p>o) If you want to kill a nation you start with its language, so it is important to give every language equal opportunity and status.</p> <p>p) Language Boards should be established and thorough research be made on how to encourage growth and development of African languages. If there are concerted efforts made to develop African languages information pertaining to such efforts should be made readily available to the public.</p> <p>q) Language policy makers should market the policy.</p> <p>r) I would like all the parents of SA to give their children an opportunity to learn all the African Languages without any restriction so that they can communicate with anyone of the black and white families they come across.</p> <p>s) Black parents should teach their children their language.</p> <p>t) Let us all learn one another's language and understand it and even respect it in order for us to be a true rainbow nation. We should not ignore each other's language.</p> <p>u) More resources and material should be developed in African languages.</p>
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<p>4. Promoting all languages enhances harmony and respect.</p>	<p>a) All official languages should be treated equally. Language is a very sensitive issue. To avoid confrontation with other tribes and races lets give each language an equal opportunity and would like to request the committee which is dealing with the language policy to treat the matter with serious caution and impartiality.</p> <p>b) Language equity does not mean total onslaught against the English medium but empowerment of related people and expedition to cross cultural norms and values.</p> <p>c) They say all languages are equal but some are taken as for fools. They laugh at you when you talk Xitsonga, Tshivenda or IsiNdebele. This is why some resolve to some languages instead of others. Hence, people should respect each other's language without any vitriolic remarks.</p> <p>d) Language is a very powerful tool and if used correctly it can promote harmony amongst people but misusing it will lead to havoc.</p> <p>e) Racism will not bring harmony - language discrimination issue impacts on the relationships: "them and us".</p>
<p>5. The speakers' perception</p>	<p>The language policy of South Africa is very good. The problem is with the African people who were indoctrinated and now find it difficult to decolonise their minds. I believe it is not true to say subjects at school cannot be taught in African languages because some English concepts are not found in African languages. The language policy should be enforced as soon as possible.</p>
<p>6. The role of the government</p>	<p>a) The government should be focussed and take a lead to have one official language.</p> <p>b) For the policy to be effective it should begin with the politician. Our SA language policy is very ideal and is as accommodative as possible.</p> <p>c) Government is responsible for reinforcing the language policy by providing adequate funding. Officials should direct programmes and make follow ups. Various forms of competitions at grassroots level could be introduced e.g. poetry, essay etc.</p> <p>d) Public figures should lead the way and practise what they preach. Equal status on paper should translate to practice.</p>

7. Conducting Workshops	<p>a) Hold seminars and radio talk shows to make people aware.</p> <p>b) Let there be a language conference where all language practitioners will be given a chance to express their own views regarding the language policy.</p>
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8. Confusion at the workplace	<p>a) The South African language policy is slightly confusing. They should strive to teach every South African the art of speaking English.</p> <p>b) There is still much confusion in the workplace about English and Afrikaans use when communicating/serving clients. We blacks feel it would be fair if only English can be used. This is because some people who are fluent in Afrikaans, still alienate those of us who were unfortunate to be in a position where we are still continuing to learn it.</p> <p>c) The language policy should be an instrument to ensure equal acknowledgement and respect of all official languages, because the basic introductory respect to an individual is through his/her language. The language practice in SA is still confusing although there is a policy to guide us. People do not adhere to it.</p>
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<p>9. Language planning and policy as essential concepts</p>	<p>a) The world of work, economy, demands of the 21st century should be taken into account very seriously when deciding language policies with reference to official languages in South Africa.</p> <p>b) Language policy is a very crucial issue that should be worked out or provided for very carefully, failure to do this will result in many languages not being used at all which can lead to discrimination and loss of interest.</p> <p>c) Language policies will always move with the time. One can't imagine one African who feels ashamed of his language as such. This will always be there, but an individual will decide what to do either to follow it or reject it.</p>
<p>10. Miscellaneous: Lost hope and compliment</p>	<p>a) I treat this questionnaire like all other questionnaires that passed through my hands and they are now gathering dust somewhere in the dustbin. Nothing is going to come up as a result of this questionnaire. In a nutshell, <u>NO</u> change will come forth out of this.</p> <p>b) South African people do not want to compromise their language, it is either you understand their language or not.</p> <p>c) KEEP ON with THE GOOD WORK.</p>