



Review Article

# Non-Zulu speakers' attitudes towards isiZulu at selected public and private sectors in the eThekweni region of KwaZulu-Natal

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This study explores language attitudes of non-Zulu speakers' towards isiZulu. A language attitude questionnaire was administered to 127 non-Zulu speakers in the study area. While the principle method of data collection was the questionnaire, semi-structured interviews were also used to collect data. The descriptive and inferential data elicited from the completed questionnaires as well participants' responses from semi-structured interviews revealed that people are more likely to acquire a new language for instrumental rather than integrative reasons. This is because the economic rewards of learning a new language far outweigh the social rewards. Although the respondents have mixed views on the instrumental and integrative importance of isiZulu; there was general consensus that isiZulu has an important role in a multilingual society.

**Keywords:** Language attitudes, descriptive and inferential data, instrumental, integrative, consensus, multilingual society, linguistic and cultural diversity.

## INTRODUCTION

Studies in language attitudes attempts to gauge how people feel about their languages and other languages and also to determine whether over a period of time, language attitudes change or not. Language attitudes are changing all the time and so produce different attitudes among its speakers (Parianou 2009, 168). The political situation in a country may change and result in different attitudes among speakers of different languages.

South Africa has had new constitution since the dismantling of apartheid in 1994. The constitution has accorded the following eleven languages official status: isiXhosa, Sesotho, Sepedi, isiZulu, SiSwati, Tshivenda, isiNdebele, Xitsonga, Setswana Afrikaans and English (Republic of South Africa 1996:1245). The nine historically disadvantaged African languages have been given the same status as English and Afrikaans which were the only two official languages during the apartheid era. Although

the constitution accords equal status to the 11 official languages, in practice, English is the common language and lingua franca as it is the language of commerce and is the Language of Learning and Teaching in most schools in KwaZulu-Natal. The University of KwaZulu-Natal and Zululand have Language Departments that have Under-Graduate and Post Graduate courses in isiZulu and there have been endeavours to print books in isiZulu for the public and school children to read.

This study attempts to investigate the attitudes of non-Zulu speakers towards isiZulu which is one of the most widely spoken languages in South Africa (SA) and in KwaZulu-Natal (KZN), one of the nine provinces in the country. According to the 2011 census, isiZulu is the language of South Africa's largest ethnic group, the Zulu people, who take their name from the chief who founded the royal line in the 16<sup>th</sup> century. (Census 2011:16).

**Table 1:** Home Languages of residents in KwaZulu-Natal

Home Language	Percentage
isiZulu	77,82
English	13,17
IsiXhosa	3,36
Afrikaans	1,59
IsiNdebele	1,10
Sesotho	0,78
Other	0,76
Setswana	0,51
Sign language	0,48
Sepedi	0,20
Xitsonga	0,09
SiSwati	0,08
Tshivenda	0,04
Other	0,02

**Source:** Census, 2011:16

From the above table we observe that KwaZulu-Natal is multilingual province where people from diverse linguistic and cultural backgrounds reside. A multilingual region like the eThekweni region is therefore a fertile ground for language attitude manifestation.

The feelings that people who reside in a multilingual setting have about their language also influence their attitudes about other languages. Fasold (1984:148) concurs and states that language attitudes should not be restricted to attitudes towards a language alone but should open themselves up to speakers of whatever language and society they live in. The attitudes whether favorable or unfavorable will depend on the rewards that will be gained in learning a new language. Calvet (2006,55) states:

And this 'selection' is relatively limited: human beings are not always able to choose their languages, their choice is determined first and foremost by the milieu in which they find themselves, by the language that co-exist in this niche and by their needs, and very little by their typological situation of co-existing languages.

Many people in the past adopted negative attitudes towards isiZulu because the language did not have any economic value attached to it and could not meet their material needs. Twenty-three years into democracy it would be interesting to see whether isiZulu with its numerical strength and increased use in certain domains such as schools and universities amongst others will be sufficient enough to elicit favorable attitudes from non-Zulu speakers in this study.

Against this background this paper explores the language attitudes of non-Zulu speakers' towards isiZulu. It attempts to contribute to existing research on language attitudes by examining in some detail the attitudes of the non-Zulu speaking community towards isiZulu at selected private and public sector institutions as well as their perceptions

on the future of isiZulu in the study area and elsewhere in society. Furthermore, the paper has the potential to augment existing literature on language attitudes especially towards an indigenous language.

### Theoretical framework

Much research has been done on language attitudes in the last fifty years. Pioneers in the field of research on language attitudes have been Baker (1992), Gardner and Lambert (1972). Baker (1992) researched students' attitudes towards bilingual education while Gardner and Lambert (1972) investigated students' attitudes in general foreign language education. There are several definitions on language attitudes which have different meanings depending on the contexts in which they are used. The concept 'attitude' was first defined as a 'mental and neutral state of readiness to respond to something based on experiences and influencing posterior behavior toward a specific object' (Allport, 1935). This relates to human behavior in the form of emotions, values and beliefs that are related to the dominant language. According to (Petty and Cacioppo 1981, 6) the term attitude 'should be used to refer to a general and enduring positive or negative feeling about some person, object or issue'. For (Eagly and Chaiken 2005, 745), an attitude is 'a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour'. People's attitudes towards a language are often a reflection of how they perceive the people who speak that particular language (Zungu and Pillay, 2010, 111).

According to (Holmes 1992, 345), 'people are more highly motivated and consequently often more successful in acquiring a second language when they feel positive towards those who use it'. On the other hand, if people display negative attitudes towards the target language community and their language they will adopt negative attitudes and will not be overly enthusiastic in learning a new language.

The two important theories on language attitudes are the behavioral and mentalist theories. (Fishbein and Ajen 1975,2000) posit that the 'behaviorist theory views attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object'. This implies that under the behaviorist theory, attitudes are behaviour's or responses to a given situation. (Agheysi and Fishman 1970, 138) argue that attitudes of this sort are not scientifically sound as it cannot predict other verbal conduct.

The mentalist theory on the other hand, 'view attitude as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all subjects and situations with which it is related' (Bartram, 2010). Mental states cannot

be directly observed but it can be inferred from behavior or self reported data which are of questionable validity (Fasold, 1984). Despite this shortcoming the mentalist approach methods such as questionnaires, interviews and match guise techniques can be employed to investigate language attitudes. Research methods employed for this study will be discussed in the section on research design.

Some researchers are of the view that attitudes and motivation are closely related. De Bot et al (2005) states that language teachers, researchers and students should acknowledge that high motivation and positive attitudes of students facilitate second language learning. People may be motivated by a certain desire to learn another language. (Lifrieri 2005,04) states that when asked about the factors which influence individual's levels of success in any activity, such as language learning, most people would certainly mention motivation among them. One way of categorizing attitudes according to Gardner and Lambert (1972) is the motivation that people may have for holding favourable or unfavourable attitudes towards a language. If people are highly motivated they are more likely to display favourable attitudes towards the members of the dominant language group and this will influence them to acquire the language spoken by the dominant group. (Ngcobo 2013:7) argues that both instrumental and integrative motivations play a role in the language attitudes of individuals and groups of people and the discussion of these two components might shed light on motivating factors for favourable or unfavourable attitudes to isiZulu in a multilingual society.

Within the realm of second language learning, Gardner and Lambert (1972) distinguish between two types of motivation namely, instrumental and integrative motivation. Instrumental and integrative motivations are important components of attitudes in second language learning. According to Gardner and Lambert (1972,14) instrumental motivation indicates pragmatic and utilitarian motivation and is characterized by the desire to gain social recognition or economic advantages. Such an attitude which is self-oriented and individualistic overlaps with the need for achievement. It stands to reason therefore, that people will be more inclined to acquire a new language if it can yield economic rewards for them. Thus, in South Africa many people will be highly motivated to learn English because it is perceived as a passport to success in the commercial world. O'Rourke (2011,13) states that if a language is used in public or private sectors, knowledge of the language may be required to gain upward social and occupational mobility or social advancement to enter or manipulate these formal domains.

According to (Baker 1992, 32), an integrative motivation to language learning is 'social and interpersonal in orientation and is consequently linked with the need for affiliation' (Baker 1992,32). When someone becomes resident in a

new community that uses the language spoken by the majority for socializing, integrative motivation is regarded as important in assisting the new resident to have a basic command of the dominant language. (Rudwick 2006:252) states that the experiences of African non-Zulu speaker's in KwaZulu-Natal suggests that many Zulu speaker's expect them to acquire at least rudimentary levels of isiZulu. This is done so that they can communicate effectively with the dominant population group.

People will be instrumentally motivated to acquire a language because it may yield economic and material benefits while integrated motivation towards a language may result in social benefits. Brown (2000) makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. This means that people do not select one form of motivation when learning an additional language but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with people and culture of the country (ibid).

## **METHODOLOGY**

### **POPULATION**

The target population in this study was non-Zulu speakers from the eThekweni region of KZN in SA. This area was chosen because of its rich cultural and linguistic diversity. The eThekweni region is one of the few metropolitan regions in South Africa that is characterized by such diversity. Over three million people reside in the eThekweni region (Census, 2011, 6). This region is highly heterogeneous in nature. In fact, African people are in the majority comprising 73,8 percent of the population while Indians make up 16,6 percent of the demographic profile of the region. (ibid).It is worth mentioning at this point that the Indian population in this region is the largest outside India.. The sample for this study were educators of high schools, employees at banks, a sugar refinery, South African Police, public hospitals and Department of Arts and Culture. The sample was made up of participants from both the private and public sectors. A sample of two hundred was selected from the non-Zulu speaking population.

### **Research design**

Questionnaires and semi-structured interviews were used to gather data for this study. A combination of quantitative and qualitative research methods was employed to gain an in depth understanding of non-Zulu speakers views on isiZulu. Using more than one method to collect data has advantages. According to (Bekhet and Zauszniewski

2012, 40), 'methodological triangulation is found to be beneficial in providing confirmation of findings, more comprehensive data, increased validity and enhanced understanding of studied phenomena'. A survey is a commonly used quantitative data collection method. Surveys are important to collect data that deals with current issues. A semi-structured interview is a qualitative method of inquiry that consists of a pre-determined set of open questions which are posed to participants in a study.

### The instrument

A likert type questionnaire was used to gather data for this study. Participants in this study were required to take part in a voluntary and anonymous language survey. The data for this study was gathered from a questionnaire comprising closed questions. The questionnaire for study consisted of 3 sections (See Appendix pp 11). Section A sought to elicit personal data on occupation, population group, gender profile and educational level of participants. Section B focused on instrumental and integrative attitudes to language learning while section C had questions on the importance of isiZulu in different domains. The semi-structured interview schedule for this study consisted of 5 open-ended questions. Participants were required to respond honestly and candidly to the questions. (See Appendix pp11-12).

### Data Analysis

The data collected for this study was of two types namely: quantitative and qualitative. Quantitative data was analyzed using an advanced statistical data analysis programme referred to as the advanced Statistical Package for Social Sciences (SPSS). The SPSS version 11, 0 data analysis programme provides many descriptive and comparative statistics. To answer questions on section A, B and C, descriptive statistics analysis was conducted to determine the frequency of the data that was collected from the completed questionnaires. Frequency tables indicate how many times a particular response appears on the completed questionnaires. Percentages reflect the number of responses to a certain question in relation to the total number of responses. For analyzing the qualitative data on the other hand, participants' responses were presented verbatim.

### Limitations of the Study

There were some limitations in the study owing to financial constraints. I was not able to enlist the help of field worker's to distribute the questionnaires. I relied on managers and supervisors of selected private and public sector's institutions. Some of them were apprehensive because of their busy schedule but they agreed to distribute the questionnaires. However, I found it difficult to

retrieve all the questionnaires and this adversely reduced the sample size. One must take cognizance of this anomaly and exercise caution when making generalizations of the results.

### Findings

A total number of 127 questionnaires were returned. The low response rate could be attributed to individuals who were tasked to administer the questionnaires did not relay the correct instructions to the respondents with regard to time frames required to complete the questionnaires. Since the survey was voluntary, some respondents chose not to participate hence the low response rate.

Descriptive data findings are presented first followed by inferential data findings.

### Descriptive statistics

Four demographical categories will be discussed: occupation profile, population group, gender and education. Responses to these four categories are presented in the form of tables and a bar graph.

**Table 2: Occupation profile**

	Freq.	%
Schools (Public)	53	41.7
Banks	24	18.9
S.A.P. Metro Police, eThekweni Municipality and Arts and Culture	29	22.8
Public Hospitals	12	9.4
Hullets (Sugar Refinery)	9	7.1
Total	127	100.0

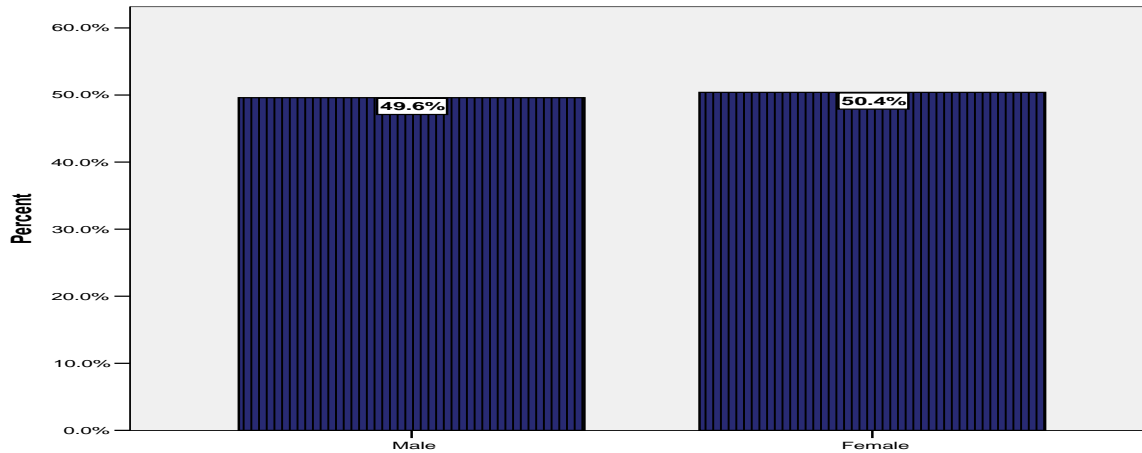
The above table reveals the occupation of the various individuals who participated in this study. The majority were from the public sector (73, 9, %) which includes public schools, SAP, metro police, eThekweni municipality, arts and culture and public hospitals while the rest were from the private sector (26, %). The data in the above table provides an adequate cross section of respondents who work in the private and public sectors.

**Table 3: Population groups**

Category	Freq.	%
Indians	97	76.4
Whites	16	12.6
Africans	11	8.7
Coloured's	3	2.3
Total	127	100.0

Figures in the above table show that Indians were the majority that participated in the study. It is not surprising that Indians are the majority because they are the dominant non-Zulu speaking group in the eThekweni region.

**Bar graph1: Distribution of participants by Gender**



Figures in the above pie graph reveal that (50.4%) of females and (49.6%) of males participated in this study. This is a fair reflection of the gender profile in this region because there are slightly more females than males in the study area.

**Table 4: Level of education – Participants**

Category	Freq.	%
Primary	7	5.5
Secondary	36	28.3
Tertiary	82	64.6
Total	125	98.4
Did not respond	2	1.6
Total	127	100.0

From the above table we observe that the majority of respondents reported that they have tertiary education (64, 6%). This indicates that the majority of respondents who participated in this study had some kind of formal education and were able to make an informed decision on language attitudes.

**Attitudes towards isiZulu:** The information below relates to the non-Zulu speakers instrumental and integrative attitudes towards isiZulu. The analysis of data in the tables below is for the Likert type questions in section B of the questionnaire

**Table 5: isiZulu is an important requirement for employment**

	Freq.	%
Strongly Agree	43	33.9
Agree	79	62.2
Disagree	2	1.6
Strongly Disagree	1	0.8
Total	125	98.4
Did not respond	2	1.6
Total	127	100.0

The majority of non-Zulu speaking participants agreed with item 5 indicating that isiZulu is important in the commercial sector. A small percentage of participants did not agree with the item.

**Table 6: Will isiZulu make me a more knowledgeable person?**

	Freq.	%
Strongly Agree	33	26.0
Agree	74	58.3
Disagree	17	13.4
Strongly Disagree	2	1.6
Total	126	99.2
Did not respond	1	.8
Total	127	100.0

From the above table we observe the majority of participants (84,3%believed that an acquisition of isiZulu will make them more knowledgeable. A small percentage of respondents disagreed with item 6. Only one person did not respond to this item.

**Table 7: People who speak isiZulu have more friends**

	Freq.	%
Strongly Agree	13	10.2
Agree	33	26.0
Disagree	66	52.0
Strongly Disagree	14	11.0
Total	126	99.2
Did not respond	1	0.8
Total	127	100.0

When participants were asked whether people who speak isiZulu have more friends, surprisingly a majority (52%) of non-Zulu speakers disagreed with the statement. Only (36, 2%) believed that non-Zulu respondents who speak isiZulu do it to befriend Zulu speakers.

**Table 8: isiZulu will help me to be at ease with other people**

	Freq.	%
Strongly Agree	41	32.3
Agree	77	60.6
Disagree	9	7.1
Total	127	100.0

From the table we observe that the majority of respondents (92,2% agree that isiZulu will help them to be at ease with other people. Only 7, 1% of the respondents disagreed.

**Table 9: Speaking isiZulu helps to promote intercultural relations in our society**

	Freq.	%
Strongly Agree	40	31.5
Agree	78	61.4
Disagree	7	5.5
Strongly Disagree	1	.8
Total	126	99.2
Did not respond	1	.8
Total	127	100.0

The above analysis reveals that a significant majority 92, 9% of respondent strongly agrees that isiZulu can help to bridge the racial divide between Zulu and non-Zulu speakers in our society. Only one person disagreed with the statement in table 9

**Table 10. Learning isiZulu will make me more successful**

	Freq.	%
Strongly Agree	27	21.3
Agree	77	60.6
Disagree	19	15.0
Strongly Disagree	2	1.6
Total	125	98.4
Did not respond	2	1.6
Total	127	100.0

The majority of respondents 81, 9% agreed with item 10. They believe that knowledge of isiZulu will hold them in good stead in the future.

**Table 11: I would like to be a fluent speaker of isiZulu**

	Freq.	%
Strongly Agree	39	30.7
Agree	75	59.1
Disagree	11	8.7
Total	125	98.4
Did not respond.	2	1.6
Total	127	100.0

Evident in the table is that the majority of respondents 89,8% agreed with the statement and (8, 7%) disagreed with the statement in table 11.

**Table 12. Other people will respect me if I know isiZulu**

	Freq.	%
Strongly Agree	25	19.7
Agree	75	59.1
Disagree	23	18.1
Strongly Disagree	3	2.4
Total	126	99.2
Did not respond	1	0.8
Total	127	100.0

Other people will respect me if I know isiZulu was generally well supported by the participants because the majority

strongly agreed with item 12. Only a few strongly disagreed with the item.

### Importance of isiZulu in different domains

The following section provides an overview of the different formal and informal domains for which isiZulu are important. The analysis of data below is based on items 13 to 23 in the questionnaire

**Table 13: Importance of isiZulu for people in different domains**

Rate the importance of isiZulu for people to:	Important		A little important		Unimportant	
	Freq.	%	Freq.	%	Freq.	%
To read	65	51,2	44	34,6	17	13,4
To write	59	46,5	45	35,4	22	17,3
To watch television	51	40,2	48	37,8	25	19,7
To get a job	76	59,8	29	22,8	20	15,7
To live in KZN	69	54,3	41	32,3	16	12,6
To bring up children	40	31,5	56	44,1	29	22,8
To go shopping	28	22	55	43,3	41	32,3
To go banking	29	22,8	51	40,2	45	35,4
To make phone calls	32	25,2	57	44,9	35	27,6
To pass examinations	32	25,2	40	31,5	53	41,7

The majority of participants' (59, 8%) find isiZulu important to get a job. More than 50% of participants consider isiZulu important to live in KwaZulu-Natal. A significant percentage of respondents' regard isiZulu important for reading and writing yet only 25,2% of the respondents consider isiZulu important for passing examinations. More than 40% of respondents acknowledge isiZulu as being important for watching television. More than 30% of respondents consider isiZulu important for children rearing. Less than 30% of respondents rate isiZulu as being important for making phone calls. Just over 20% of respondents regard isiZulu as being important for obtaining services (shopping and banking).

### Semi Structured Interviews

The results are based on the comments articulated by non Zulu speakers to questions in the semi-structured interview schedule (see appendix 11-12)

### Positive views towards isiZulu

Analyses of responses to question 1 reveal that the participants in the private and public sectors displayed divergent views towards isiZulu. The following direct quotes will be presented without revealing the identity of participants.

The following are some of the positive views articulated by the participants:

“It is an important language especially in inter-cultural communication”.

“IsiZulu is a language which one needs when applying for a job. It is an important language in KZN because the majority speaks isiZulu”.

“It will help me in my work”.

“It is a good language to learn especially if your job entails interaction with the public”.

“It is the language that needs to be secured, imagine Americans coming here to learn it.

“It is the language spoken by many people in KZN especially in industry. It is important for better understanding”.

**Negative views towards isiZulu**

The following are some of the negative views expressed by respondents:

“We should focus on English which is an international language”.

“It won’t help much if you moved out of the province or country”.

“It is a difficult language to learn”.

“It is a local language used for traditional or cultural purposes”.

“I think it should not be compulsory but optional as we have English which is a universal language”.

“I don’t see what the fuss is all about. English works fine across all the races”

There was also a diversity of views on what can be done to promote isiZulu. The following are some of non-Zulu speakers’ responses:

“All children in primary school must learn isiZulu”

“Workshops should be held and more schools ought to offer isiZulu as a language of study”.

“There must be public campaigns to conscientise people about the importance of isiZulu”.

“Companies must train their staff to speak isiZulu so that they can interact with customers”.

“The media both print and electronic media should be employed to promote isiZulu.

A discussion on the responses to the semi-structured interviews will follow the section on inferential statistics.

**Inferential Statistics**

Inferential statistics uses data collected from the sample to make generalisations about a population. This means that inferential statistics is used to infer from the sample data what a population might think about an issue. We try to reach conclusions far beyond the sample data. Different types of measures are used in inferential statistics. The following are some of the measures.

- Cronbach Alpha Test (Reliability test)
- t-test
- ANOVA test

The Cronbach coefficient alpha for the questionnaire to non-Zulu speakers was (0,937). Since the value of the alpha was above 0, 7 the instrument was judged to be reliable. There was also a high degree of consistency among the items.

The t-test and ANOVA test were also used to test for differences in the responses patterns of the subjects to items 5 to 12 in the questionnaire. Items 5 to 12 are listed below:

5. isiZulu is an important requirement for employment
6. Will isiZulu make me more knowledgeable?
7. People who speak isiZulu have more friends
8. isiZulu will help me to be at ease with other people
9. Speaking isiZulu helps to promote intercultural relations in our society
10. Learning isiZulu will make me more successful
11. I would like to be a fluent speaker
12. Other people will respect me I know isiZulu

**The t-test**

The t-test reveal that the p values for items 5,6,8,10,12 are above 0, 05. It discloses statistically that there is no significant difference in how males and females perceived the above items. However, the p significance values for items 7,9 and 11 are 0, 000, 0,004 and 0, 003. The p significance values are below 0, 05. This indicates that statistically, there is a significant difference in how males and females perceived the three items.

**Table 14: t – test**

		T	Df	Sig. (2 tailed)
5	Equal variances assumed	-1745	121	<b>.083</b>
	Equal variances not assumed	-1.749	115.022	.083
6	Equal variances assumed	-1868	122	<b>.064</b>
	Equal variances not assumed	-1.868	122	.064
7	Equal variances assumed	-3.903	122	.000
	Equal variances not assumed	-3.892	117.626	.000
8	Equal variances assumed	-1783	123	<b>.077</b>
	Equal variances not assumed	-1783	122.660	.077

		T	Df	Sig. (2 tailed)
9	Equal variances assumed	-2967	122	.004
	Equal variances not assumed	-2967	11912	.004
10	Equal variances assumed	.266	121	<b>.791</b>
	Equal variances not assumed	-.266	116.498	.790
11	Equal variances assumed	-3012	121	.003
	Equal variances not assumed	-3011	120.814	.003
12	Equal variances assumed	-1291	122	<b>.199</b>
	Equal variances not assumed	-1.291	121.756	.199

### The ANOVA test

The interpretation rule for the ANOVA test is similar to the *t*-test. The ANOVA test is only for the items 5 to 12. The table below presents the ANOVA test for the occupation profile of respondents.

### DISCUSSION OF THE FINDINGS

This section presents a discussion of the main findings of the study. The first part of the discussion focuses on participants attitudes towards isiZulu and whether non-Zulu speakers are integratively or instrumentally motivated towards isiZulu. The second part discusses the different formal and informal domains for which isiZulu is important. The third part of this section presents a discussion on participants' responses from the semi-structured and the last section concentrates on the findings from the *t*-test and ANOVA test.

Items 5, 6, 10 and 12 were associated with instrumental motivation to acquire isiZulu. All four items were generally well supported by the participants. Item 5 was the most influential instrumental stimulus that participants had to learn isiZulu. This item provides evidence that isiZulu is an important requirement for employment. Numerous employment opportunities in the eThekweni region and elsewhere in KZN require potential job seekers to be proficient in isiZulu. Adult non-Zulu speakers regard isiZulu as being important because it can strengthen their curriculum vitae and enhance their chances of gaining employment or promotion. The participants are aware that

by adding isiZulu to their repertoire it will increase their knowledge of languages and will help them to be more successful in the commercial sector. Participants who have multilingual skills are likely to be confident when interacting with their Zulu speaking counterparts.

Items 7, 8, 9 and 11 were associated with integrative motivation towards isiZulu. Item 11 represented the most influential reason for non-Zulu speakers wanting to learn isiZulu. Language studies have shown that integrative motivation can yield effective language learning results more than the other types of motivational constructs. Masgoret and Gardner (2003) postulate that high level of integrativeness increases people's motivation in learning a new language. Spolsky (1969, 281) concurs and states that a person learns a language better when he or she wants to be a member of the group speaking that language. Integratively motivated speakers with positive attitudes towards the target language are better at picking up pronunciation and accent. It has been theorised that integrative motivation typically underlies successful acquisition of a wide range of registers and native like pronunciation (Finegan, 1999, 568). This will enable participants to speak the language fluently. Item 9 was the least influential integrative motive that non-Zulu participants had. This low motivation by the participants towards isiZulu can be attributed to the lack of communication between non-Zulu speakers and Zulu speakers. Non-Zulu speakers are not articulate in isiZulu owing to their not having a chance to learn the language in the past.

**Table 15: ANOVA test - Occupation profile of respondents**

		Sum of Squares	df	Mean Square	Sig.
5	Between Groups	1.994	4	.498	<b>.388</b>
	Within Groups	57.879	121	.478	
	Total	59.873	125		
6	Between Groups	2.815	4	.704	<b>.185</b>
	Within Groups	54.042	121	.447	
	Total	56.857	125		
7	Between Groups	9.089	4	2.272	.007
	Within Groups	73.839	121	.610	
	Total	82.929	125		
8	Between Groups	3.322	4	.830	.038
	Within Groups	38.615	122	.317	
	Total	41.937	126		
9	Between Groups	5.300	4	1.325	.003
	Within Groups	38.073	121	.315	
	Total	43.373	125		

		Sum of Squares	df	Mean Square	Sig.
10	Between Groups	3.111	4	.778	<b>.126</b>
	Within Groups	50.761	120	.423	
	Total	53.872	124		
11	Between Groups	3378	4	.845	.045
	Within Groups	40350	120	.336	
	Total	43728	124		
12	Between Groups	2.705	4	.676	<b>0.56</b>
	Within Groups	34.127	120	.284	
	Total	36.832	124		

The *p* significance values for items 5, 6, 10 and 12 are above 0.05. This means that statistically there is no significant difference in how respondents perceived the 4 items.



From the two motivational constructs that were discussed, all instrumental items were well supported by the participants. However, for the integrative motivational constructs, not all items received high motivation. Getting a job was considered the most important domain by the majority of participants' in this study for learning isiZulu. The majority of participants believe that isiZulu has the potential to yield economic rewards for them. To live in KZN was the second most important domain for learning isiZulu. The majority of educators participated in the study are acutely aware of the rudimentary English reading and writing skills of their learners hence the high importance attached to isiZulu. However, while they consider isiZulu as being important for reading and writing only 32 out of the 127 participants rate isiZulu important to pass examinations. It can be said that these participants opt for status quo to remain where English is the only language for learning and teaching. A substantial number of participants regard isiZulu as being important to watch television. This indicates that isiZulu has an important role to play in the electronic media because more multilingual programmes are being shown on the national television. There is also a growing importance attached to isiZulu for child rearing since children learn best in their mother tongue. Research recently published in the *Journal of Experimental Child Psychology* found that toddlers who switch between languages develop better creative problem-solving skills than children who speak only one language (Farber, 2016, 12). This is because using two languages makes the brain more flexible (ibid). Therefore, if toddlers are exposed to new languages at an early age they will learn new words quickly because they copy what is said. The research in the *Journal of Experimental Child Psychology* will resonate with those parents who consider isiZulu important for child rearing. IsiZulu also has the potential to be a working language in the service sectors. A number of companies such as banks, chain stores and cell phone companies offer services to clients in their language of choice. However, there are some companies that refuse to transform to meet the diverse needs of their customers. According to (Ndabeni, 2016:5) a customer, Mongezi Bofolo, took MTN, Discovery, Woolworths and Truworths to task for not sending him statements and legal documents in isiZulu. MTN and Discovery acceded to his request while an employee from Truworths stated that, 'never will you see a day where Truworths will write to you in isiZulu'. A marketing director from Truworths has since apologised stating that 'language transformation is an important issue which demands attention and they are certainly striving to improve their business in this regard'. Woolworths has since then not responded to questions posed to them on this issue.

From the comments made by participants in the section on interviews it is clear that the most obvious factor that a community considers for learning a language is economic factors. According to Holmes, (1992, 65) this is the most important factor in acquiring a new language. It can also yield social rewards for those who are willing to learn the

language. Socially, it can facilitate communication between service providers and potential customers. Some participants displayed negative views towards isiZulu because they show a distinct preference for English which they consider as an international language with enormous economic advantages. Others bemoan the fact that isiZulu is only spoken in KZN and is of little value outside the province. Furthermore, the problem is compounded because isiZulu is not an easy language to learn. The Zulu morphology (formation of words) is difficult and so is the phonetic and syntax (Govender 2006).

On what can be done to promote isiZulu it is quite clear that many respondents feel that isiZulu should be introduced at primary schools. These respondents feel that children who acquire isiZulu will have the necessary language skills to cope in a multilingual environment. Others prefer workshops to be conducted so that trained personnel can deliver basic courses in isiZulu to enhance non-Zulu speaker's communicative competence in the language. Some respondents feel that public campaigns will conscientise people about the importance of isiZulu in a multilingual society. Respondents in the private sector believe that the companies must pay for employees to attend courses in isiZulu. There are others who say that the different types of media should devise innovative strategies to promote isiZulu.

The t-test reveals that the p-value for items were 5, 6, 8, 10, 12 above 0, 05. This indicates that there is no significant difference on how males and females perceived the above mentioned items. Males and females concur that isiZulu has the potential to meet their material needs. However, for the items 7 and 11, the p-values are below 0, 05 indicating that there is significant difference on how males and females perceived the items. (Xin 2008) states that the effect of gender on language acquisition has not attracted the interest of researchers, especially gender differences. Therefore, it was not possible to understand the difference between men and women in second language learning (ibid). But there are studies that show differences in the way men and women relate to languages. Tannen (1990) notes that men see language as an instrumental need, whereas women see it as a communicative social need. Women may want to acquire a second language to their repertoire to improve their abilities to communicate with speakers of the dominant community and enhance their social status. Female speakers positive attitudes towards isiZulu may be the reason why they are inclined to acquire the language.

The Anova test reveals that the p-value for instrumental items 5, 6, 10 and 12 were above 0, 05. Participants of the different occupation showed a degree of agreement to the 4 instrumental items. Since the majority of participants had tertiary education they are aware of the importance of isiZulu in securing employment. They endeavor to be competent in the target language as means to achieve their professional goals. The p-values for items 7, 8, 9 and

11 revealed a high degree of disagreement to the 4 integrative items. They are not overly enthusiastic to learn isiZulu as a way of connecting with their fellow countrymen and becoming full members of the Zulu speaking community. The Anova test results corroborate the descriptive statistical results because a majority of non-Zulu speakers show no desire to communicate with the dominant language group as means of integrating socially with people of different language and cultures.

## CONCLUSION

The findings of the study indicate that majority of non-Zulu speakers are more inclined to acquire isiZulu for instrumental rather than integrative reasons. This is because they are motivated by economic rather than social reasons. There does appear to be a strong sense that a knowledge of isiZulu will confer economic benefits for non-Zulu speakers. To match the instrumental role of isiZulu in society, adult non-Zulu speakers should be encouraged to attend courses in isiZulu presented by professionally trained personnel who are articulate in isiZulu.

It is also important that children in the foundation phase learn isiZulu. This will provide the best opportunity for children to master the language. As mentioned earlier children copy what is said very easily and quickly. As these children learn the language and about Zulu culture they will develop positive attitudes towards the people who speak the target language. They should be encouraged to continue with isiZulu as a subject of study in the other phases because the more time these children spend learning isiZulu the more positive their attitudes becomes toward the Zulu speaking community. (Falk, 1978,12) states that 'people are most successful when learning a new language are those who like the people who speak that language, admire their culture and have a desire to become familiar with or even integrate into the society in which the language is spoken'.

The above measures might help bridge the racial divide between Zulu and non-Zulu speakers. IsiZulu with its numerical strength can be the linguistic glue that binds Zulu and non-Zulu speakers together and entrench social cohesion in our community.

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**Appendix A**

**Questionnaire to non-isiZulu speakers in the private and public sector.**

Please mark with an X in the appropriate box, or by writing the appropriate information where required.

**A. Personal Data**

1. Occupation: \_\_\_\_\_

2. Population Group

African	Indian	Coloured	White

3. Gender

Male	Female

4. Education

Primary	Secondary	Tertiary

**B. Attitudes towards isiZulu**

5. isiZulu is an important requirement for employment in this province.

Strongly Agree	Agree	Strongly disagree	Disagree

6. Will isiZulu make you a more knowledgeable person?

Strongly Agree	Agree	Strongly disagree	Disagree

7. People who speak isiZulu have more friends.

Strongly Agree	Agree	Strongly disagree	Disagree

8. isiZulu will help me to be at ease with other people

Strongly Agree	Agree	Strongly disagree	Disagree

9. Speaking isiZulu helps to promote intercultural relations in our society.

Strongly Agree	Agree	Strongly disagree	Disagree

10. Learning isiZulu will make me more successful

Strongly Agree	Agree	Strongly disagree	Disagree

11. I would like to be a fluent speaker of isiZulu.

Strongly Agree	Agree	Strongly disagree	Disagree

12. Other people will respect me if know isiZulu

Strongly Agree	Agree	Strongly disagree	Disagree

**C. Importance of isiZulu for people in different domains.**

Rate the importance of isiZulu for people to:	Important	A little important	Unimportant
13. Read			
14. Write			
15. Watch Television			
16. Get a Job			
17. Live in KZN			
18. Bring up children			
19. Go shopping			
20. Go Banking			
21. Make phone calls			
22. Pass examinations			
23. Be accepted in the community			

**Appendix B**

**Semi- Structured Interview Schedule**

**The purpose of this interview is to gauge how you feel about isiZulu. Please answer as candidly as possible to the questions**

1. What is your attitude towards isiZulu?

\_\_\_\_\_

2. What do you think can be done to promote isiZulu amongst non-Zulu speakers?

\_\_\_\_\_

3. Do you think the authorities are doing enough to promote isiZulu in KwaZulu-Natal?

\_\_\_\_\_

4. Does isiZulu have a future in the eThekweni region and elsewhere in South Africa?
- 
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