



**BOTSWANA SECONDARY SCHOOL STUDENTS' ATTITUDES
TOWARDS THE USE OF SETSWANA AS A MEDIUM OF INSTRUCTION
IN SECONDARY SCHOOLS**

by

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ABSTRACT

This work reports the findings of a study which its objective was to investigate the student's attitudes towards the use of Setswana as a medium of instruction at secondary school level, it was also meant to determine the factors that give rise to these attitudes and to assess the extent to which the current attitudes towards Setswana are affecting the effectiveness of Setswana as a medium or subject in schools. It was also meant to find out the ways of creating more positive attitudes towards Setswana and how to enhance the position of Setswana in the educational system. The focus of the investigation was secondary students, teachers and parents/guardians.

The findings indicate that although Setswana language is not under imminent threat of loss, there are clear indications of gradual shift to English and a lot of code-switching and borrowing. This conclusion was reached based on language use and preference and students attitudes towards Setswana language. The results show that informants use English frequently even in domains where they could use Setswana.

They also show that majority of the informants have negative attitudes towards Setswana, and their attitudes affect the effectiveness of Setswana as a medium and subject in schools. The results also proved that there is a lot that can be done in order to create positive attitudes and also to enhance the position of Setswana in the educational system of Botswana.

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STRUCTURE OF THE DISSERTATION

Chapter one is an introduction to the study which provides some background information and chapter two is methodology, it equally justifies the study and articulates what it intends to achieve. It also highlights hypothesis and provides the theoretical framework within which the study is informed. Chapter three focuses on the review of relevant works done by other scholars in the same area. It identifies and highlights the gaps in knowledge and the general direction in which this research is directed. Chapter four is data presentation and analysis and discussions of findings. Chapter five concludes the study by summarizing and making suggestions for further studies in this area. Lastly is bibliography and some appendices.

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

This chapter introduces the study by looking at the background information, statement of the problem, the objectives, research questions and the hypothesis of the study as well as the scope and limitations.

1.1 BACKGROUND INFORMATION

According to the language policy of Botswana, English is the official language while Setswana is the national language. English has become highly prestigious because it is used in most official, formal and technical domains. It is the language which is associated with education, modernity and western living. Setswana which is the national language is used in most of the semi official public functions in the country. Still in the same policy, concerning education, English is used as medium of instruction from standard two to form five. Even though it is like that, very often teachers tend to switch to Setswana unofficially when teaching and also, most of the students are therefore more at ease with Setswana, although English as the official language of the country has to be used. This situation gives rise to several issues, including language choice, language attitudes and language proficiency.

This study discusses the attitudes of Botswana Senior Secondary School students towards the use of Setswana as a medium of instruction at secondary school level. Language is an important part of the culture of the speakers. The role of attitudes in language shift or maintenance has been noted in a number of studies such as Adegbija (1996), Batibo (1997, 1998, and 2003) and Smieja (1999, 2003). Attitudes of speakers towards their languages and dominant languages had been previously investigated by several researchers. Most of these investigations are centered on

finding out the attitudes of people towards English language, which turned out to be the official language in these countries. These investigations are noted in a number of studies such as Adegbija (1994), Batibo (1997, 1998 and 2003), Bamgbose (1982), Kembo-sure (1991), Mordaunt (1991) and Schmied (1985). Other studies discuss attitudes of minority language speakers towards their languages and they are noted in Batibo and Smieja (2006), Chebanne and Nthapelang (2000) and Vossen (1998). Different studies on attitudes towards language have shown that individual speakers often choose a language variety which they think is appropriate for their communication needs but promotes their social status. As Holmes (1992: 246) indicates, language attitudes are strongly influenced by social and political factors.

There are other studies like Batibo and Smieja (2000) that discuss the attitudes of Batswana towards their own languages and the official language. Batibo and Smieja (2000) discuss the patterns of language use and attitudes towards the minority languages in Botswana. While Lukusa (2000: 70) reveals that Shekgalagadi runs the risk of death at the hands of the national language. When asked what languages they preferred to see used at schools, the Bakgalagadi interviewed indicated that they would prefer to have English, Setswana and Shekgalagadi in that order.

1.2 STATEMENT OF THE PROBLEM

The use of Setswana language in our day to day lives seems to be gradually disappearing in our modern society because of the attitudes that Setswana speakers have towards their own language. The problem is worsened by the policy of the curriculum which states that English should be used as medium of instruction from standard two until the students finish tertiary education. This policy of English as a medium of instruction encourages attitudes of students towards Setswana language as they develop negative attitudes which make them to look down upon Setswana in preference to English. In spite of this threat, very little has been done to study this problem. Most of the studies done on the topic focused mainly on attitudes of speakers towards their language and dominant languages which have been studied particularly in countries with histories of colonial domination. Most of the investigations however centered on finding out the attitudes of

indigenous people towards colonial languages, which are generally the official languages in these countries. The other works investigate attitudes towards the minority languages highlighting the fact that marginalization of languages generally results in language shift or death. It is therefore because of the above reasons that this study will investigate the attitudes of Botswana secondary school students towards Setswana language as a medium of instruction at secondary level because medium of instruction should be well mastered and accepted.

1.3 SIGNIFICANCE OF THE STUDY

Even though Botswana is a developing country, this nation is concerned with the plodding disappearance of its culture because it has accepted different cultures which have brought new ideas into people's lives. This study will help us to be cautious about the social changes that occur in our lives. Before formal schools were introduced, Botswana had their own schools, which were initiation schools. In those schools, the initiates were taught and Setswana language was the medium of instruction. In today's living style everyone has to attend formal school so that s/he can be economically empowered. With formal education, Setswana is only used as a medium of instruction in standard one and then English is introduced from standard two until the students complete their education. In private schools, Setswana is only used during Setswana lessons while English is the remaining subjects throughout all levels. It is from this evidence that students do not want to be associated with Setswana speaking, because they think it is of no benefit to them. This study will be of great assistance in finding out the attitudes of Botswana Senior Secondary School student's attitudes towards the use of Setswana as a medium of instruction at secondary level because this will help us to honor and appreciate the problem from its base. It will also assist in finding out the factors that prompt these attitudes and help the decision makers to revisit the national language policy appropriately. Lastly, it will assist in finding the way in which students can be influenced to change their attitudes towards Setswana language and language as custody of their culture.

The study will benefit Botswana language policy makers by providing them with options of how to make Setswana language a second language and it will also help with ideas suggesting ways

of maintaining and empowering Setswana language. It is hoped in this regard that this study will help to show Batswana that there is nothing wrong with learning foreign languages as long as one does not abandon his/her national language. By approving this, Batswana people will become a proud nation which follows the pillars of vision 2016 according to which Batswana should be “An educated nation, a healthy nation and a united and proud nation which possesses a diverse mix of cultures, language traditions and people sharing a common destiny.” (Vision 2016: Long Term Vision for Botswana, p 12)

1.4 RESEARCH OBJECTIVES

The objectives of this study are:

- a) To find out what attitudes students have towards the use of Setswana as a medium of instruction at secondary school level.
- b) To determine the factors that give rise to these attitudes.
- c) To assess the extent to which the current attitudes towards Setswana are affecting the effectiveness of Setswana as a medium or subject in schools
- d) To find out the ways of creating more positive attitudes towards Setswana and how to enhance the position of Setswana in the educational system.

1.5 RESEARCH QUESTIONS

This research seeks to answer the following questions:

- a) How do the students value the use of Botswana national language as a medium of instruction at secondary school level?
- b) What are the factors that contribute to the attitudes of Senior Secondary School students towards the use of Setswana as medium of instruction at secondary school level?

- c) What are the effects of the current attitudes towards Setswana as a medium and as a subject?
- d) What measures can be taken to create more positive attitudes towards Setswana and enhance the position of Setswana in the educational system.

1.6 HYPHOTHESES/ASSUMPTIONS

The assumption is that:

- a) Students have preference for English because of its socio-economic value and the emergence of globalization, so they believe that Setswana should not be used as a medium of instruction because it is not beneficial to them.
- b) Students do not want Setswana as a subject because they think Setswana subject will not be helpful in their career advancements.
- c) Students prefer using Setswana as a medium of instruction because they understand better and are more receptive and active in class.
- d) Nothing has been done so far about the attitudes of students towards the use of Setswana as medium of instruction.

1.7 THEORETICAL FRAMEWORK

The theory that is employed in this study is the marked bilingualism model which describes the different status accorded to languages when they come into contact. The marked bilingualism theory was proposed by Batibo(1992,2004,2005). The model states that: whenever two languages are in contact, there is usually a situation of dominance, in that the more dominant language in terms of number of speakers, status or prestige, normally acquired as a second language (L2), will tend to dominate the less privileged (lower status) language, usually acquired as the first language (L1).

Therefore such language relationship is known in this model as “marked”, because of the status or privilege imbalance. Usually the dominant language (L2) will be used in the higher domains such as government, business, education, media, judiciary, administration etc. While the less privileged language (L1) will be used in village, cultural and family communication. This situation will trigger the development of more positive attitudes towards the dominant language (L2), because of its political and socio-economic attraction. They will tend to have negative attitudes towards their own minority (L1) languages because they do not associate this language with tangible socio-economic or modern advancement. Also, they see L1 as too restricted, since it does not give them access to opportunities, like school, employment or wider communication. Thus, they will prefer to have their children taught in L2 and even use it in the school system. As a result, they will slowly neglect their own languages and cease to teach their children those languages; hence language shift towards the major language will follow. In this case the prevalence of negative attitudes towards one’s language is a result of looking at a language as none socio-economically beneficial or not associated with future opportunities.

However this model is relevant to the study because it did help the researcher in finding out whether the bilingual speakers have a tendency to develop different attitudes to each of the languages used. These attitudes, whether positive or negative will normally depend on the degree of symbolic or socio-economic value manifested by each language. It has also helped the researcher to understand why parents and children want to use L2 that is English in their learning process, instead of Setswana.

1.8 OPERATIONAL DEFINITION OF TERMS

L1 – First language, which is Setswana in this work

L2- Second Language, which is English in this work

ATTITUDES –Feelings people have about something. They can either be negative or positive. This is emphasized by Baker (1992: 10) when he says attitudes are,

“a hypothetical construct used to explain the direction and persistence of human behavior... Therefore attitudes are latent, inferred from the direction and persistence of external behavior. Attitudes are a convenient and efficient way of explaining consistent patterns in behavior.

LANGUAGE ATTITUDES – are the feelings people have about a language.

MEDIUM OF INSTRUCTION – is a language used in teaching and learning.

LANGUAGE EMPOWERMENT- is the process in which a language is given more power by increasing its status, prestige, usefulness, domains of use and capacity in its different functions.

LANGUAGE INTELLECTUALISATION- is the process whereby language is given more domains i.e. being used in academics, science and technology

LANGUAGE MAINTENANCE- preserving the language to evade extinction.

LANGUAGE DEATH is a stage of a language that affects speech communities where the level of linguistic competence that speakers possess of a given language variety is decreased, eventually resulting in no native or fluent speakers of the variety.

LANGUAGE SHIFT– is the progressive process whereby a speech of a community of a language shifts to speaking another language.

NATIONAL LANGUAGE – is a designation given to one language spoken as first or second language in a territory of a country, which plays as a symbol of unity, nationhood and authenticity of the country and used in all national rallies and functions.

BATSWANA- refers to the people of Botswana.

OFFICIAL LANGUAGE – is a language that is given a special legal status in a country, and it is used in courts, parliament, education, administration and all other government or formal functions.

1.9 LIMITATIONS OF THE STUDY

The researcher was faced with a number of challenges in her study. Firstly the researcher is a part time student, which left her with little time of doing research. This was due to the fact that the researcher had to travel to a number of places in order to gather the data needed. Financial limitation was another challenge as the researcher was sponsoring herself. The scope of the study was also too wide; it was a challenge for the researcher to research on this extensive study on limited time.

1.10 SCOPE OF THE STUDY

This study looked at the student attitudes towards the use of Setswana as a medium of instruction at secondary school level and the factors that give rise to these attitudes. It covered how the informants' current attitudes towards Setswana affect the effectiveness of Setswana as a medium or subject in schools. This study also looked at ways of creating more positive attitudes towards Setswana and how to enhance the position of Setswana in the educational system.

CHAPTER 2

RESEARCH METHODOLOGY

2.0 INTRODUCTION

This chapter outlines and describes the study design, study locus, study population, sampling techniques and data gathering techniques, as well as the instruments used to collect data from the field.

2.1 STUDY DESIGN

This study is quantitative because it is meant to establish the attitudes of students towards the use of Setswana as a medium of instruction. The method was used to collect data which was then qualified using mathematical and statistical analysis in order to distinguish relationship between phenomena. The qualitative method was also employed because of its aspect of participatory observation as part of the study depended on the researcher's participation and observation in class. A participatory observation is a method of qualitative research in which the researcher understands the contextual meaning of an event through participating and observing as a subject in the research. The field work findings have been complimented with archival materials as well as electronic data relevant to the topic. A combination of both qualitative and quantitative methods has been strongly recommended (Bryman 1988). Mutual confirmation of data obtained through different methods is in fact a good indicator of validity.

2.2 STUDY LOCUS

The research was carried out in two villages and one town. These include Kopong which is regarded as a village, Mogoditshane represented semi-urban population and Gaborone represented urban population. The schools were Kopong Junior Secondary School in Kopong,

Moselewapula Junior Secondary School in Gaborone and Mogoditshane Senior Secondary School in Mogoditshane. This enabled the researcher to get different opinions because the subjects were from different areas and backgrounds. The distance between the two locations allowed easy commuting for data collection.

2.3 STUDY POPULATION

In this study, there were a total of 200 informants. A questionnaire was administered to 170 of these informants while 30 informants were interviewed. Setswana teachers and other subject teachers together with students were questioned to find out their attitudes towards Setswana language. The interviews were for elders, middle age and youth in order to balance the representation of varying responses according to ages and places of residence.

2.4 SAMPLING TECHNIQUES

The cluster sampling technique was used to choose informants. The sample chosen represented the study population. Cluster sampling is a sampling technique used when natural groupings are evident in a statistical population. In this technique the total population is divided into these groups and a sample of the groups is selected. The researcher had chosen this method because a common motivation for cluster sampling is to reduce cost per interview and cluster sampling allows an increased sample size. The other reason that made the researcher to choose this technique is that it gives more accurate results when most of the variation in the population is within the groups and this applies to the population that the researcher has chosen since the students in schools are from villages, semi-urban and urban areas. Other informants were chosen randomly and at the end people from different sections of the society such as education, sex, and age were represented in the study.

2.5 DATA GATHERING TECHNIQUES

To collect the data the researcher used the interview and questionnaire methods. Different questions were asked to find out how Setswana and English languages are used in schools and to find out the attitudes of informants towards Setswana language. The researcher also read some written sources available to compliment information gathered through other methods.

2.6 INSTRUMENTS FOR DATA COLLECTION

In the process of collecting data the researcher used a questionnaire and a interview. A tape recorder was used during interviews. It is a convenient instrument because during the data analysis it was replayed and the needed information was well captured. The questionnaires were given to the informants to complete them.

2.7 VALIDITY AND RELIABILITY

Not all the data that is collected is valid and reliable. Goldstein (1964) observes that even if you are able to obtain answers to all your questions, as a collector you must not allow yourself to be deluded into believing that you have obtained the rightful responses in every case. He goes on to explain that sometimes the informants will use their verbal replies to ingratiate themselves with a collector. According to Goldstein (op.cit), sometimes the answers are meant to amuse or astonish the collector, or to create social effects which they find advantageous. He urges researchers to guard against this and come up with measures to avoid invalid and unreliable data. If for instance, the informant has given information relative to observable phenomena, the researcher should check the validity of those statements by viewing the same or similar contexts. The researcher also conducted more interviews on the same subject with other informants in order to crosscheck the information collected. The researcher also conducted the other records available to crosscheck the information at hand.

2.8 PLANS FOR DATA PROCESSING AND ANALYSIS

The data collected from each informant was analyzed by using percentages and their reasoning was grouped and written as one entity to avoid repetition. Marked bilingualism model, super-ordinate language contact model, cognitive dissonance and planned behavior approach was used to analyze the data collected.

2.9 MORAL AND ETHICAL ISSUES

Before engaging in the research in any of the schools visited, the researcher did introduce herself to the school heads and then explained the purpose of the research. The other informants like teachers, parents or guardians were given a letter which stated what the research was about, and how the data collected will be handled. The issue of anonymity was also considered. That is where the informants did not want their names to be used in the research. Anonymity and confidentiality are very important in protecting the rights of the informants. The researcher therefore had made sure that the rights of the informants are protected. Bogdan and Birlen (1992) states that, early in the interview you should try to briefly inform the subject about the purpose of your study, make assurance (if necessary) that, what is said in the interview will be treated confidentially. The researcher did assure informants of confidentiality, so that informants felt free and provided her with the required information without fear.

CHAPTER 3

LITERATURE REVIEW

3.0 Introduction

The aim of this section is to review some relevant literature that will help to shape the focus of this study. It will look at both primary and secondary sources related to the topic. This chapter includes four sections. The first section provides an overview of language and attitudes in general and the last three sections include:

3.1 An overview of studies on languages and attitudes

3.2 Studies which have been carried out in Botswana on language attitudes

3.3 Similar studies which have been done in other countries to show what the researcher has learnt from them.

3.4 Studies which have been done on attitudes to get insights and studies on medium of instruction and any studies which favors national language rather than official languages and approaches used.

3.1 AN OVERVIEW OF STUDIES ON LANGUAGE AND ATTITUDES

To start this discussion, it is important that we start by looking at some of the definitions of language as well as attitudes brought up by different scholars. Salzman (1998: 46) on his definition of language has this to say; '*Language refers to the complex of universally human potentialities for vocal communication or simply to the gift of speech*'.

According to Igboanusi (2001: 02):

'A reaction or attitude of any kind is believed to be dependent on, and informed by a number of factors – historical, political, economic, ethnic, education or religious and at times an attitude can be a product of an unexplainable or love for a given phenomenon.'

Baker (1992: 10) observes that:

'Attitude is a hypothetical construct used to explain the direction and persistence of human behavior... Therefore attitudes are latent, inferred from the direction and persistence of external behavior. Attitudes are convenient patterns in behavior'.

These definitions coupled with many of other scholars who studied attitude and language in their different areas, show that language and attitude is a topic which prevails in every community and they also show that languages may be constructed through inspection of one's own action. They also show us that language is a medium of communication which brings the society together, and the attitudes that prevail among language users appear to be important in language restoration, preservation, decay or death. In addition to its use for communication purposes, language is also used for education and political controversies. So, it is very important to be careful with the powers that are given to official language, for the reason that language is just a culture bond of the society whose members use it. Language as more than anything serves as the people's badge of ethnic identity and uniqueness.

This therefore indicates that in this era of multilingualism each ethnic group should make sure that they maintain and preserve their language. Youth should be in the fore front of maintaining and upholding their national language, they should show loyalty to their national language and perceive it as part of their cultural identities. If the youth embrace a language and see value in it, they are likely to maintain the language and hence pass it on to their children. Failure to do so is certain to result not just in language shift or death but also in continued low esteem accredited to the language.

All in all, one may notice that what the different authors (Salzman 1998, Igboanusi 2001, Baker 1992) are saying in a nutshell is that, important aspects of life such as education, politics, economy and nation building are dispersed by language. Language is used to educate, debate in political matters and economy, to advice, guide and reprimand in different situations. It is

important to know people's attitudes towards a language because attitudes often manage to explain and predict behavior. Knowing someone's attitudes towards a language will help in language achievement which will help us to maintain and empower it. In Botswana English has for long been performing mainly high functions and Batswana are used to it. English is used in domains like education and official communication. Setswana has been denied these functions hence not associated with high functions.

Before the coming of the missionaries, Batswana respected and used their language for all their communication needs including education. This language was believed to be rich as it was associated with power and authority. When missionaries and the colonial administrators arrived, they brought with them their own language which was later to be imposed on the colonized and used as an administrative language, meant to manage and modernize Batswana.

Modernization meant a change in the people's way of living in many ways, including their use of language. This means that the domains that were attached to Setswana did change, and education is one of these domains that changed. Nowadays students are only taught in Setswana when they are in standard one and then English is introduced as a medium of instruction until they complete their tertiary education. This issue makes the two languages clash, thus forcing the users who are caught in the middle to choose the foreign language without realizing that they are endangering their own language. To further explain this, in his contribution of a chapter in the book entitled, 'Botswana: The Future of the Minority Languages' Stephen (2000) says;

"Members of the community whose first language is in such a position of weakness often end up either adopting other languages in addition to their own (becoming thus bi or multilingual) or preferring another language to their own. The long term consequences of such choices are language shift and language death."

The above statement reflects that if a language is not given more powerful domains in the society the people will shift from it, thus causing language shift and death because people want to use powerful languages that will help them earn a living.

3.2 STUDIES WHICH HAVE BEEN CARRIED OUT IN BOTSWANA ON LANGUAGE ATTITUDES

Besides the definitions of language and language attitudes, most scholars have also researched about attitudes of speakers, looking at speakers' attitudes towards their national language and speakers' attitudes towards minority languages. These studies will help the researcher to establish the gaps, as well as shape the direction of the present study, as they have not researched about the attitudes of Secondary School student's attitudes towards the use of Setswana as medium of instruction at secondary school level.

Among the Botswana scholars who studied the attitudes of speakers is Balisi. His work is about Language attitudes in Gaborone: Setswana vs English. Balisi(1988) which highlights that language attitudes can be described as a disposition to react favorably or unfavorably to languages. He goes on to say that this disposition is often taken to have three parts: thought, feeling and behavior. His observation indicates that attitudes towards Setswana seem to be negative and highlights that this kind of thinking seems to be typical of many developing countries. Balisi (1988) states that in schools pupils and students are encouraged to use English more than they use their mother tongues. He also highlights that in Botswana English is the key for further education and good knowledge of the language is an advantage in work situation.

What can be deduced from Balisi's commentaries is that, English is an official language and the Botswana government has made the policy that English should be used as a medium of instruction so that graduates can be able to compete globally. This has encouraged the Setswana speakers to develop negative attitudes towards their language. This is because they want to associate with the language of commerce and progress. The present research will take this further by studying the Secondary School student's attitudes towards the use of Setswana as medium of instruction at secondary school level.

For his part, Batibo(2003) also addresses the language attitudes among the younger generation of minority language speakers. In his paper titled 'Language Attitudes among Young Minority Language Speakers in Botswana', he highlights that according to the language policy of Botswana, English is the national language and it has become highly prestigious as it is used in

most official formal and technical domains. On the same note Batibo(2003) observe that English is the language which is associated with education, modernity and western living, while Setswana, a national language is used in most of the semi-official public functions. Batibo's survey proved that the current language policy has had an enormous impact on the speakers of minority languages in the country. He also says that most of the minority speakers do not see any economic or social values in their languages as their languages are not associated with education, skills, job opportunities, social advancement or wider world. He concludes by saying the minority speakers have developed negative attitudes towards their languages.

What can be deduced from Batibo's survey is that, the minority speakers have developed a negative attitude towards their language and the blame can be put on the present language policy which does not recognize minority languages. This study is similar to the present study, given that they both address the attitudes of speakers towards language. The difference however is that, the present study focuses on the attitudes of Secondary School students towards the use of Setswana as a medium of instruction at secondary level, while Batibo's study focused on the language attitudes among the younger generation of the minority language speakers.

3.3 SIMILAR STUDIES WHICH HAVE BEEN DONE IN OTHER COUNTRIES

One of the African scholars who studied language attitudes includes Adebija (1994). In his book titled "Language Attitudes in Sub-Saharan Africa", Adebija is a confident linguist who argues for the need to empower African indigenous languages for greater functions of national life. He quotes Baker (1992:12) saying there are three main components of attitude: the cognitive, affective and readiness for action components. He goes on to say the cognitive component relates to thought and beliefs, while the affective component concerns feelings toward the attitude object which in this case is the language. The readiness for action component of attitude is described as a behavioral intention. Adebija is mainly concerned about the importance of language attitude studies in sub-Saharan Africa because it does not appear to have been recognized.

According to Adegbija (1994), it is very important to know the attitudes of language speakers in order to know the stage where that language stands. He quotes Baker (1992:21) saying:

“Attempting language shift by language planning, language policy making and the provision of human and material resources can all come to nothing if attitudes are not favorable to change. Language engineers can flourish or fail according to the attitudes of the community. Having a favorable attitude to the subject of language becomes important in bilingual policy and practice.”

Adegbija(1994:49) further observes that the importance of language attitudes studies in Sub-Saharan Africa does not appear to have been recognized. He says, in spite of the densely multilingual nature of the region, studies on language attitudes that are relevant to it are very few.

Although Adegbija’s contributions and concerns are appropriate, he seems to focus on language attitudes in general in Sub-Saharan Africa which makes his study very broad. Hence the current study focuses on the attitudes of Botswana Secondary School student’s attitudes towards the use of Setswana as a medium of instruction at secondary school level.

One other African scholar who did studies on language attitudes is Igboanusi (2001). In his book titled “Language Attitude and Language Conflict in West Africa” it has different articles like: attitudes to foreign language vis-a vis indigenous languages, conflicts that exists as a result of multiplicity of languages, language attitude in market transactions, attitude towards pidgin and Krio languages and intercultural relations and cultural shock, which are written by different authors like Babajide and Oyetade. The mentioned authors’ articles will be discussed in this study because they are relevant to the current study.

Babajide (2001:2) mentions that, as far as language learning and acquisition is concerned, especially in Nigeria where there is pronounced linguistic multiplicity or plurality of languages such that adjacent communities use mutually unintelligible languages, people tend to be more favorably and positively disposed to using and tolerating a language that has:

- i) A considerable national and/ or international coverage of users
- ii) The metropolitan or cosmopolitan status
- iii) A considerable numerical strength and some measure of economic and political

iv) A sufficiently reliable codified form

Babajides' statement clearly shows that people choose to learn a language that has social, economic and political benefit to their lives. According to Babajide (2001), among the Nigerian people, especially the young generation, English language is well received and it is most widely spoken in metropolitan and cosmopolitan cities in Nigeria. He goes on to say, "Because English has been given many important roles, it has been expected that all Nigerians who want to be relevant to their social, economic and political environment have to learn and acquire knowledge of English" (Babajide 2001). What can be deduced from the above statement is that Nigeria is a multilingual country and Nigerians have chosen to use English as a national language so as to be able to run their country together. One could wonder why they did not choose any indigenous language and learn it and use it to run their country.

One other author in Igboanusi (2001) book is Oyetade(2001). His contribution is about attitudes to foreign languages and indigenous language use in Nigeria. According to Oyetade (2001) English is a prestigious language, in Nigeria because it constitutes a status symbol compared with the indigenous languages, and therefore it is emphasized in formal schools. The result of this is that English is held in high esteem at the expense of the indigenous languages. Oyetade goes on to mention that implication of English as a prestigious language on the indigenous languages is devastating as Nigerians became disapproving of their mother tongues. They wanted English as it guaranteed their opportunity for white-collar jobs and good conditions of life.

Oyetade(2001) mentions that Iruafeni (1988), in his survey of attitudes of hundred and sixty (160) parents in Lagos and Ibadan towards the use of indigenous languages in the early stages of their children's education, discovered that parents were not favorably inclined towards early education in the mother tongue. What one can infer from the above discussion is that, a foreign language is positively regarded compared to the Nigerian indigenous languages. It is also clear that the extent to which one language is preferred depends on the community's insight of the role or status of that language. Both studies are similar to the current study, because they both address the attitudes of speakers towards language and they both include attitudes of speakers towards

language, as a medium of instruction. The difference is that the current study focuses on secondary school students while the other focuses on primary level.

3.4 STUDIES ON MEDIUM OF INSTRUCTION

Besides the studies of attitudes of speakers towards a language, there are other studies on medium of instruction which are relevant to this current study. These studies will help the researcher to establish the gaps, as well as the direction of this present study. Among the scholars who studied medium of instruction is Brock-Utne (2005:27) who is the author of the article titled “Language of Instruction for Education, Development and African Emancipation which is included in the book titled “Languages of Instruction for Emancipation: Focus on Postcolonial context and considerations, says the language of instruction, the language of educational formation, in any society is also the language of domination and power. It is the language in which basic skills and knowledge is imparted to the population, and the medium of instruction in which the production and reproduction of knowledge take place.

Brock-Utne (2005) further observes that where language of instruction is the same as the mother tongue or home language, it affirms the development capacity of the mother tongue to grow as a language of culture, science and technology. He goes on to say that it gives confidence to people, with respect to their historical and cultural belongings. The above statement proves that the use of English as medium of instruction in Africa is a disadvantage affecting the comfort of the learners to acquire knowledge. On the other note Brock-Utne (2005) notes that in South Africa, during the time of Bantu education, mother tongue was introduced as medium of instruction and was maintained for eight years at primary level and the result of black students improved, thus proving that learners can learn better when using their mother tongue or national language.

Brock-Utne (2005:28) states: “where a colonial language becomes the language of instruction, with all knowledge and education fed into the people in the language of the former colonial overlord, this removes and negates the development of confidence in home or original culture.” This shows that a national language can make the native speakers to develop negative attitudes towards their language because it does not upgrade their lives.

Tshi and Tollefson (2004:02) quoted in Fishman and Fishman (2000) says:

“Medium of instruction is the most powerful means of maintaining and revitalizing a language and a culture; it is the most important form of inter-generational transmission.”

What one can deduce from the above statement is that, it is true that the medium of instruction has an impact on the attitudes of students, because they realize at an early age that the language they use at school is the most important language than any of the languages they know. This study is closely related to the current study because they both address the issue of medium of instruction and its impact in the community at large.

On the same note Tshi and Tollefson (2004:02) mentions that medium of instruction policy determines which social group and linguistic groups have access to political and economic opportunities, and which groups are disenfranchised. It is therefore a key means of power re-distribution and social re-construction as well as a key arena in which political conflicts among countries and ethno linguistics, social and political groups are realized.

Tshi and Tollefson goes on to say choices made in medium of instruction are not purely about educational efficacy, but also about social, political and economic participation, social equality and human rights. These choices determine who has access to resources, power and control and who does not.

What can be deduced from Tshi and Tollefson commentaries is that, medium of instruction has an impact in people's lives, as it determines their future. Those who have the knowledge of it have an excess to the resources while the rest are left to be poor. This clearly shows why people have different feelings about the medium of instruction. The present research will take this further by studying the attitudes of Secondary School students towards the use of Setswana as medium of instruction at secondary school.

In conclusion, we can deduce that different authors have written about language and attitudes in general and their discussions have proven that indeed there are language attitudes in every community. It is very important to mention that both of these authors and the researcher share the same sentiments about the powers that are given to a particular language. These sentiments

are that, both the national language and the official language should at least be given the same powers so as to be able to preserve the national language, as it is perceived as part of people's cultural identity.

All in all, one notices that both the authors and the researcher agree that language needs to be preserved and we can only preserve it by knowing someone's attitudes towards a language. When doing that, it will help in language achievement which will help us to maintain and empower our languages.

It is also worth mentioning that, even though there are different studies which have been carried out in Botswana, on language attitudes most of them are different to the current study. They are mostly about language attitudes of minority language speakers, while the current study about the secondary school student's attitudes towards the use of Setswana as a medium of instruction at secondary level

It is also revealed from the similar studies which have been done in other countries that the issue of language attitudes also prevails in other countries. The studies revealed that there is need for language attitude studies. This is very important to the current study because the current study will help to answer questions that are in other countries. It is worth mentioning that different authors agree that people choose to learn a language that has social, economic and political benefit to their lives.

Last but not least, a study on medium of instruction is one topic that the researcher needed to include because it is very relevant to the current study. The authors proved that the language of instruction in any society is also the language of domination and power. To conclude, it has been proven by different authors that countries should be very careful with how they choose their official language and medium of instruction in their respective countries.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The interpretation and analysis of the data collected from the three schools is presented and discussed in this chapter, based on the objectives of the research. The chapter explores and discusses different feelings, emotions and reactions exhibited by different informants towards the use of Setswana as a medium of instruction in secondary schools. Different methods or theories will then be used to analyze the data to determine the attitudes of different people towards the use of Setswana as a medium of instruction in secondary schools.

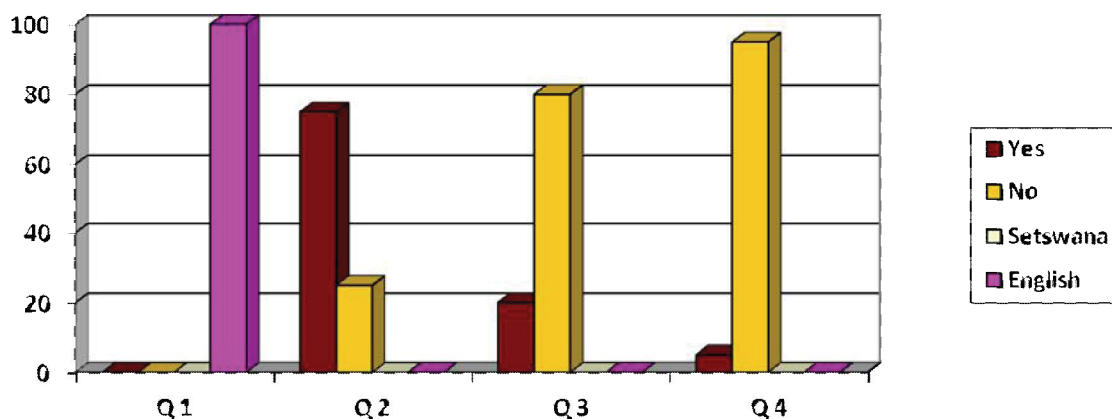
The total study population was two hundred. One hundred and thirty (130) of these informants were students while 40 of them were teachers and 30 were parents/guardians. The questionnaires were divided into two categories. There was one for students and one for teachers. The other informants were parents and they were asked questions orally. The participants originate from different parts of the country but they reside in Kopong, Mogoditshane and Gaborone.

The age of the respondents were divided into the following distribution:

AGE	NO. OF INFORMANTS
12- 15	65
16- 21	65
26- 35	20
36- 45	20
46- 55	30
TOTAL	200

Table 1: Age distribution of respondents 1

4.1 STUDENTS LANGUAGE USE AND PREFERENCES



GRAPH 1: Question Responses 1

According to graph 1, hundred percent (100%) of the informants have agreed that English is the language that they use as a medium of instruction during teaching/ learning. Informants were asked if their teachers sometimes use Setswana in an English class and hundred and thirty (130) which is 65% of the population answered the question. The students were given a two point scale question with ‘Yes’ or ‘No’ to choose from. The majority of the responses fall in the ‘Yes’ range with 75% (97) while 25% (33) selected ‘No’. The informants were also asked if they understand better when Setswana is used in class 80% (104) said ‘No’ while 20% (26) said ‘Yes’. They were also asked to indicate if they prefer Setswana language to be used as a medium of instruction instead of English and 95% of the population said they prefer English while 5% preferred Setswana.

The above results show that all informants agree that English is the medium of instruction. These results also show that even if it is like that, there are some teachers who sometimes use Setswana during teaching. Even though Setswana is their mother tongue, most of the students said they do not understand when the teacher teaches the English subject in Setswana because when it comes to answering questions using English, they do not know how to translate Setswana to English. They said Setswana language does not have enough vocabulary. It clearly shows that most of the students are comfortable with English language rather than Setswana language.

4.1.1 STUDENTS REASONS FOR LANGUAGE USE AND PREFERENCES

In order to find out the informants' attitudes towards their language use and preference, the informants were asked to provide reasons why they prefer or not prefer to use Setswana in class. Informants gave different answers which were grouped.

- i) Those who did not agree with Setswana being used as a medium of instruction said they do not agree because:
 - Examinations should be written in English so that Batswana students can compete internationally after they complete their senior secondary studies.
 - Materials that are used like books are written in English, so it is best that English be used as medium of instruction so that students can practice and learn it, and get used to its terminology.
 - Fluency in English increases one's advantage when it comes to job opportunities because one will be able to answer both oral and written interviews and one can easily get a job in foreign lands.
 - Learning in English in all subjects except in Setswana subject increases one's knowledge of the English language and this will make students to be able to fit in globally.
 - Most of the professional jobs require one to know English, so it is important to learn using English because most of the subjects that are done in schools are tomorrow's careers.
 - It is easy to understand terminology of English in all subjects, because Setswana terms are difficult to understand.
 - Setswana is complicated, boring and difficult to understand.
 - Setswana is not important, because it is not an entry requirement in tertiary.
 - English is regarded as sophisticated so, if one uses it fluently he/she is respected by everyone.

From the above responses, one can deduce that most of the students prefer English to Setswana, because they know that English is the language that is associated with sophistication and high class. They have also learnt that English is good for their career advancement. One can tell from their reasoning that they have negative attitudes towards Setswana, because they do not see its importance in life. This will help because knowing people's attitudes towards a language will help in language achievement, which will help to maintain and empower Setswana language.

ii) Those who agree that Setswana should be used as a medium of instruction, said they do because:

- Setswana is their mother tongue, so it is easy for them to understand concepts, and it will be easy for their parents to help them.
- It will help them to increase their Setswana vocabulary and make them to be proud of their language, thus helping them to preserve their culture.
- If Setswana is used as a medium of instruction, students will not fail.
- Using Setswana will make students to feel free to participate in class.

The above reasons show that students who want Setswana to be used as a medium of instruction are those who fail at school. They think English has put a barrier for them to have a better future, because all those who understand and know English are progressing while they are left behind to increase the number of unemployment in the country. It shows that, the reason why some parents are not involved in their children's school work is because they do not understand English. Their responses also show that many students lack self confidence, because they think they are regarded as 'low achievers' due to the fact that they cannot express themselves or reason in English.

This clearly shows that even though English has for long been performing high functions, it has been disadvantaging other Batswana.

4.1.2 ATTITUDES AFFECTING STUDENTS LEARNING

It should be noted that sometimes the total number of responses is less than the total number of the subjects, which is hundred and thirty (130). This is because sometimes not all informants respond to questions. In calculating the responses the actual number of subjects that responded to a question was taken into consideration in each case.

There were three questions that were specifically designed to obtain information pertaining to informant's attitudes towards medium of instruction. In this case, out of 130 informants, there were 10 informants who did not answer this section which reduces the informants to hundred and twenty (120). One of the questions informants had to answer was; if they find it difficult to learn their subjects in English. It required the informants to indicate using 'Yes' or 'No' responses and then give a reason.

The responses to this question are very interesting because most of the informants did not want the medium of instruction to change to Setswana because they had their own reasons, but when asked if they have difficulties in learning their different subjects in English, the number of 'Yes' increased. 49% (59) out of the 120 informants who responded to this question gave the answer 'Yes' while 51% (61) informants said they do not find it difficult to learn their subjects in English. The results clearly show that somehow English as a medium of instruction has influence on the academic results of the students. It clearly determines their future.

SUMMARY OF ATTITUDES AFFECTING STUDENTS LEARNING

SITUATION	TOTAL NUMBER OF INFORMANTS	NUMBER OF INFORMANTS WHO ANSWERED	YES	NO
Do you find it difficult to learn your subjects in English	130	120	59 (49%)	61 (51%)

Table 2: Results of the respondents 1

The informants were also asked to give reasons why they do or do not find it difficult to learn their subjects in English and they were also asked to state what should be done in each case. The informants who said that they find it difficult to learn their subjects in English gave the following reasons:

- They do not have enough English vocabulary so it makes learning difficult.
- English is not their mother tongue; they do not have confidence to participate in class, thus making learning difficult.
- It is difficult because most of the time when they are not in class, they use Setswana and they have better knowledge of Setswana than English.
- Terminology of English is difficult to understand than Setswana terms.

The same informants were also asked to state what they think should be done. Their answers were grouped as follows:

- Teachers should use both English and Setswana every time they teach.
- All dictionaries should be translated to Setswana so that they can learn both languages easily by having both Setswana and English dictionaries.
- During teaching, students should be allowed to choose the language they want to use to participate and answer questions.

- All subjects should be taught in Setswana, except English subject.

The above reasons show that some students prefer Setswana to be used as a medium of instruction in the classroom, while a significant portion of the population prefer a combination of both Setswana and English. It has been observed that most of the population feels that there is shortage of Setswana materials country- wide. The researcher has also found out that other studies were more onto attitudes of language speakers towards their language, and they did not relate the gap that already exist between the languages in relation to written documents. Still in the same question, there were 61 (51%) informants who said they do not find it difficult to learn their subjects in English. Their reasons were as follows:

- They like English and they are proud to be associated with English because it shows that they are sophisticated.
- The more they use English, the better they become to perfection.
- They try to learn English as much as they can because they know that it is important for their futures.
- Most of them attended English medium primary schools where English was used in all subjects and other students used to envy them because English is associated with better life style.
- They are determined to learn English because they know that it is more important than Setswana.
- They do not like Setswana and do not see a point of learning it as a subject because what they have learnt from their parents is enough.
- Most of the job opportunities need candidates who are fluent in English, so it is better for them to learn all the subjects in English because it will open doors for their future.
- All the white collar jobs need fluency in English, so they need to learn English.

The same informants were also asked to state if there is anything that should be done since it is not difficult for them to learn their subjects. Their answers were grouped into the following:

- There should be a regulation with a harsh penalty that states that teachers should not use Setswana in an English class even when explaining concepts.
- All primary schools should be English medium schools so that students can be fluent in English at early age.
- Each parent should communicate with their children using English so as to show them its importance.

It is very clear from the above reasons that many students believe that for one to have a career, one needs to focus more on subjects which are taught in English, because the results clearly shows that they do all they can to master English. Their reasons prove that they have negative attitudes towards Setswana because they think Setswana cannot help them in their career advancement.

They also imply that the first researchers did not point out the damages that were prevailing because of giving English more powers than Setswana. So this current study proves that, because English has for long been performing high functions, Batswana now want to continue with that flow as it brings bread and butter to many households.

The next question was geared towards finding out what could be done by the government in order to strengthen the position of Setswana as a language, as a subject and medium of instruction in schools. All the informants answered this question. The answers were grouped as follows:

- Government should document the history of Botswana in Setswana and avail the materials to schools and the nation at large.
- There should be competitions with rewards that will encourage students to learn and know Setswana, thus helping them to preserve it.
- There should be Setswana clubs (like football clubs) country wide and the government should sponsor them.
- Setswana should be declared medium of instruction together with English

- Setswana should be declared official language together with English.
- Setswana should be given more priorities like English.
- Setswana should be included in the subjects that are required for entry into tertiary institutions.
- Rewards should be given to students who excel in Setswana, so that students can work hard.
- All official documents should be written in both Setswana and English e.g health information.

Even though informants have different opinions about Setswana becoming medium of instruction, majority of them wanted government to declare Setswana official language. They also want the government to have programs that will put Setswana on the same map as English. One other thing that they mentioned was that the government should make the regulation that states that, all the informational documents that are printed in the country should be translated into Setswana. By doing this, the country will have enough Setswana documents and will always have the new vocabulary of the new things that are introduced to their lives.

4.2 TEACHERS LANGUAGE USE AND PREFERENCES

The total population of the teachers who answered the questions was 40 which are 20% of the total population of the informants. The teachers were from three different schools. They were chosen randomly, but considering all the departments in each school.

The informants were asked their background information. The table below shows the results.

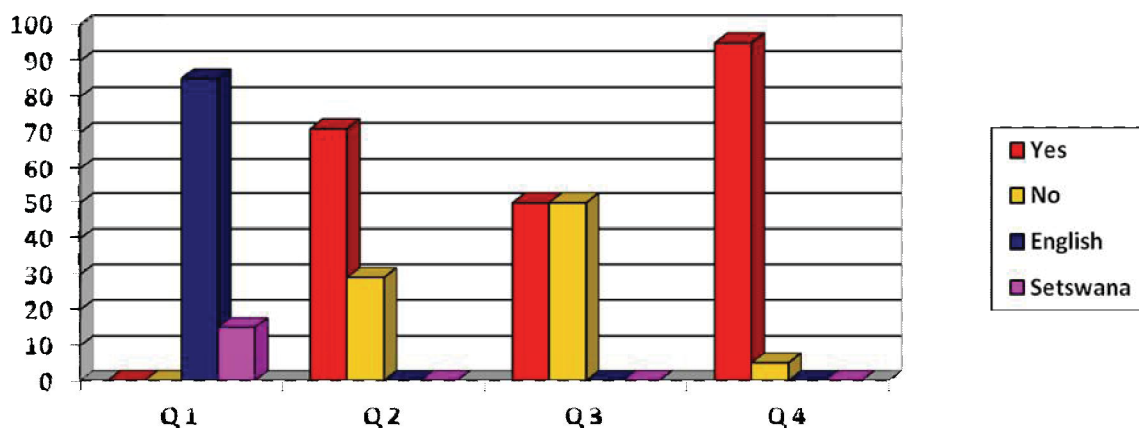
NUMBER OF TEACHERS	GENDER	AGE	EDUCATIONAL ATTAINMENT	LEVEL	NUMBER OF YEARS IN SERVICE	FORM(S) TAUGHT
5	Female	26-35	Degree	Junior Secondary	5- 6	1,2,3
5	Male	26-35	Diploma	Junior Secondary	5-6	1,2,3
6	Female	36-45	Diploma	Junior Secondary	8-14	1,2,3
4	Male	36-45	Degree	Junior Secondary	10-20	1,2,3
10	Female	36-45	Degree	Senior Secondary	10-20	4 & 5
5	Male	46-55	Degree	Senior Secondary	10-20	4 & 5
5	Female	46-55	Degree	Senior Secondary	10-18	4 & 5

Table 3: Teachers background information 1

The informants were also asked to state the language that they use mostly in class. All the informants answered. 85% (34) of the informants said they use English while 15% (6) said; they use Setswana their reason being they teach Setswana as a subject. They were also asked if they sometimes use Setswana in classes which English is a medium of instruction, and 85% (34) which is the number of the informants who teach subjects who their medium of instruction is English answered the question.

The teachers were given a two-point scale question with 'Yes' or 'No' to choose from. The majority of the responses fall in the 'Yes' range with 71% (24) and 29% (10) selecting 'No'.

Informants were also asked if their students understand better when Setswana is used in a class which English is a medium of instruction and 50% (17) said ‘No’ while 50% (17) said ‘Yes’. It is worth noting that the informants who said they do not use Setswana in class are science related subject teachers. They were also asked to indicate if they prefer Setswana to be used as a medium of instruction instead of English and 95% (38) said ‘No’ while 5% (2) said ‘Yes’. In this question all the 40 informants answered and it is very interesting because even some of the Setswana teachers voted against Setswana.



Graph 2: Question Responses (summary of the above calculations)¹

The result in graph 2 shows that it is indeed true that some teachers use Setswana in a class which English is a medium of instruction even though it is not allowed because they have realized that their students sometimes need clarification using Setswana, as it is their mother tongue and they understand it better. It is also shown by the results that science related subjects are difficult to teach in Setswana because some scientific concepts do not have Setswana equivalents. The results also show that indeed Botswana need an institution that will deal with translating materials into Setswana, so as to make teaching and learning friendly to all citizens.

The informants were also asked to give reasons why they prefer or not prefer Setswana to be used as a medium of instruction. Those who do not agree gave the following reasons:

- Terms used in their subjects cannot be expressed in Setswana.

- Most of the testing and measuring instruments or equipment cannot be interpreted in Setswana.
- Students seem to enjoy expressing themselves in English.
- Teaching resources (textbooks) are written in English and it will take years if they try to translate them to Setswana because Setswana does not have scientific vocabulary.
- Students seem to have negative attitudes towards Setswana because they do not want to be associated with it.
- The students they are teaching are tomorrow's leaders; they have to use English so that they can be international leaders, as English is the language for global communication.
- For the students to be admitted in tertiary schools worldwide they need English.

Teachers who prefer Setswana as a medium of instruction gave the following reasons:

- Students will get more knowledge when Setswana is used, because they will understand concepts clearly.
- Pass rate will increase.
- The learning environment will change because all students will feel free to participate in class.
- Their students will learn more Setswana vocabulary, thus making them to be proud Setswana speakers.

The results illustrate that teachers who do not prefer Setswana to be used as a medium of instruction clearly show that they too believe that one needs to know English in order to progress in life, so they think it is important for students to abandon Setswana and learn English more, in order to have a bright future. On the other hand, teachers who want Setswana to be used as a medium of instruction believe that it will help them to increase students pass rate. They also think that learner centered learning will be effective because all students will be confident enough to participate.

All in all, the answers the subjects gave proved that English language is a boundary among students and action should be taken urgently to correct this because if English language is continued to be used as a medium of instruction in schools, students will continue to fail at large numbers.

The informants who preferred English as a medium of instruction were also asked to give reasons why they support English as a medium of instruction. They gave the following answers:

- English is easy to explain and to understand terms used in the subject.
- Students enjoy English communication and they always research before coming to class so that they can prove to each other their knowledge of English.
- Teaching and learning Aids are written in English, and it will take time to translate them.
- Teachers use books that are from different parts of the world, that are written in English, so teachers should continue using it as a medium of instruction.
- English is an international language, so to fit in the world one really needs English.
- English shows the level of one's sophistication.

The responses show that people believe that it is too late for the country to change the medium of instruction, because of the vocabulary issues. It also proves that some individuals are proud to be associated with English than Setswana.

4.3 PARENTS/GUARDIANS LANGUAGE PREFERENCE AND ATTITUDES

There were 30 informants who were asked oral questions and they were asked to state educational background of their children. The result is shown in the table below.

DEPARTMENT/SCHOOL	NUMBER OF CHILDREN ATTENDING	STANDARD/ GRADE	SUBJECTS GRADES (ranges from)
Primary	6	Standard 2- 7	A-E
Secondary	12	Form 1, 2, 3	A – E
Senior Secondary	12	Form 4 & 5	A – U

Table 4: Educational background of the children of the interviewed parent/guardians 1

Looking at the above table all the parents who were interviewed had children in different schools. The informants were also asked if they think the use of English in government, administration, media and judiciary is a good thing and 95% (27) said ‘Yes’ while 5% (3) said ‘No’. The informants who said they think it is good gave the following reasons:

- Botswana works with other international countries, so they need English for communication.
- There are foreigners in our country therefore English is the only language uniting Botswana and foreigners.

The informants who gave the ‘No’ answer gave the following reasons:

- They are Botswana and they have to be proud to use their national language in different places.
- It is best if leaders (people holding high positions) use Setswana to lead as an example.

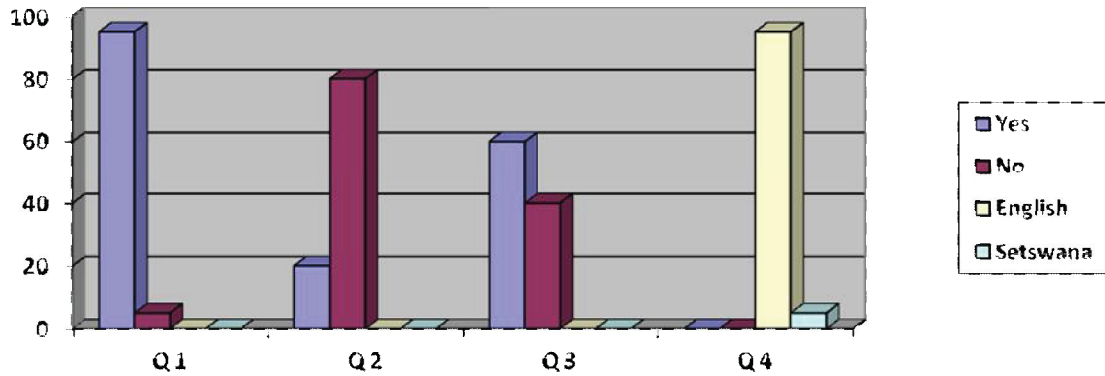
Question responses

SITUATION	TOTAL NUMBER OF INFORMANTS	NUMBER OF INFORMANTS WHO ANSWERED	YES	NO
Do you think Setswana is used in the right way by the youth of the country(right domains)	30	30	20% (6)	80% (24)

Table 5: Result of the informants 1

The above results show that the informants are aware of Setswana language situation.

Informants were also asked to say their opinions about Botswana's language policy and 30 informants answered this question. 60% (18) said they want English to continue to be an official language but other minority languages should be declared national languages like Setswana. The remaining 40% (12) informants said they want both Setswana and English to be official languages, but leaving English as a medium of instruction, so as to meet international standards. Other results indicate that 95% (27) of the informants do not want Setswana to be used as a medium of instruction and 5% (3) says they want Setswana to be used as a medium of instruction.



Graph 3: Question Responses (Summary Graph)1

From the above results, it is clear that parents or guardians want English to continue to be the medium of instruction, but they want Setswana to be declared official. There are others who want minority languages to be recognized as national languages. It also shows that there is uncertainty about Botswana’s national language that needs to be given more attention by language policy makers in order to preserve Botswana’s languages.

One other question which the informants had to answer was if they think government, parents and schools are doing enough to preserve Setswana language to prevent its extinction. All the informants answered this question and they had different views. They gave the following reasons:

GOVERNMENT

Positive views

- ✓ Government is doing well because there is Setswana subject in schools.
- ✓ Setswana is used as a medium of instruction at standard 1.
- ✓ There are documentaries in television or radio’s that use Setswana

Negative views

- ✓ Setswana is not used as entry requirements at tertiary level.
- ✓ Government does not give Setswana the same recognition as English.
- ✓ Government should open a language department which deals with Botswana languages so that they can prevent languages from extinction.

PARENTS

Positive

- ✓ All the parents who are not educated are doing a good job because they communicate with their children in Setswana thus increasing their children's vocabulary.

Negative

- ✓ Parents are busy with teaching their children English because they want them to prosper later in life as English is associated with prosperity, so they are not doing anything to preserve Setswana from extinction.
- ✓ Most of the parents communicate with their children in English at home, so children do not have time to develop confidence in speaking Setswana. They end up knowing how to express themselves in English than in Setswana.

SCHOOL

Positive

- ✓ Strictly Setswana is used as medium of instruction during Setswana lessons. This gives students time to learn more about Setswana language.

Negative

- ✓ Schools encourage students to communicate in English when they are within the school premises, this teaches students to know that Setswana is not important because they get punished for communicating in Setswana.

- ✓ Students are not addressed in Setswana in their general assemblies and in some schools, teachers who use Setswana are asked to explain their reasons.

The above informant's views show that government is trying but it is not enough. It shows that there is still a lot that needs to be corrected in our national language policy. The other question was what they think could be done to prevent Setswana from extinction, and they gave the following answers:

- Setswana should be declared official language and be given the same status like English.
- They suggested that the government should start a department which will deal with translating all the materials i.e. books, teaching aids etc into Setswana.
- The government should hire people who will always do research to find names and explanations for new terms, so as to increase Setswana vocabulary and meet the global standard information.
- Setswana subject should be declared scarce skill so that students can take it seriously.
- Setswana should be added to Mathematics and English to be used together as an entry requirements at tertiary level
- Setswana vocabulary should be documented and all students should have access to the Setswana vocabulary books.

4.4 DISCUSSION

It is very normal for a human being to have either negative or positive attitudes towards different things including language. In this study majority of the informants have negative attitudes towards Setswana language being used as a medium of instruction in secondary schools. When studying language attitudes, it is very important to mention the concept of motives (which are instrumental and integrative motives). From the above results, it shows that students learn English because it is their passport to prestige and success, and this is instrumental motive. This

is supported by Ellis (1991:170) when he says, the speakers or learners consider the speaking or learning of English as functional.

It is also revealed from the results that students like to learn English because they want to be associated with English community, as it is associated with prosperity. This is integrative motive, because in this case students want to identify with the English community to learn their culture in order to be able to be a member of the English community:

“Many studies have demonstrated that judgment of the quality and prestige of language varieties depend on knowledge of the social connotations which they possess. For instance, the use of dialects and accents would be expressions of social preference, which reflect an awareness of the status and prestige accorded to the speakers of these varieties (Annika Hohenthal).”

The above comment support the answers which are given by informants because most of them preferred English language over Setswana language because of the social connotation English possess. Students are also eager to use English as medium of instruction because it has been given many important roles to perform by the government, so they want to use it because they want to be relevant to social, economic and political environment of their country. This is supported by Igboanusi (2001:04) when he says, *“This explains why both the literate and non-literate have a great respect for anyone who has an admirable proficiency in English.”*

Most of the students wanted English to continue to be used as medium of instruction because they want to have the knowledge of English so as to fit internationally, since English language is the unifying tongue with a great instrumental significance. Igboanusi (2001:11)

According to the Kernel of Gardner and Lambert’s findings, From Igboanusi book (2001:52), motivation is considered to be instrumental when an individual can derive personal benefit from the language learning process and when that motivation arouses an individual’s feelings that could drastically influence linguistic performance. On the other hand, motivation is considered integrative when the learner wishes to identify culturally or otherwise with the target language group.

These reasons show why students are working hard to learn English language in view of the fact that they know that later in life they will attain personal benefit from knowing the language. The students also know that English language confers on the enormous societal advantages and benefits, especially as far as rising high in the upward social ladder. (Igboanusi 2001:52)

Even though most of the informants wanted English to continue as a medium of instruction, there were a few who felt Setswana could be useful as a medium of instruction. It clearly shows that there are others who feel it is already late for the country to change its medium of instruction because Setswana language does not have enough vocabulary to meet English standard. They suggested that English should be left as a medium of instruction.

Some believe that it is better late than never, because they suggested that government should hire people who will work as translators in order to increase Setswana vocabulary as the frontiers of knowledge have over the years been expanding. This implies that even if African indigenous languages begin being used now, for instance in higher education, they have a lot of catching up to do.

Many informants acknowledged the importance of both English and Setswana, because they are bilingual with the ability to communicate in two languages but with greater skills in one language. Their answers clearly show that Botswana is a diglossic community, because "*Diglossia is a characteristic of speech communities*

rather than individuals. It is where two varieties are required to cover all the communities' domains. Spolsky (1998:36). This happens in Botswana. Even though English is given more prominence, but both Setswana and English are used in different domains, depending on the audience. It is also worth noting that it is clearly revealed that all the informants have positive attitudes towards English because it has prestige in the sense of high status. English language is described and fixed in grammar books and dictionaries, whereas Setswana is lagging behind.

It is also worth noting that even though this is a socio-linguistic study, it is also important to mention that attitudes are psychological. From the survey, it is clear that the individuals have different attitudes which are influenced by their own environment. The results also show that informants have conflicting ideas about Setswana and English languages. They know that it is

important to preserve their language, but because of what their environment is expecting from them, they have decided to choose English over Setswana.

The informants who were interviewed orally showed uncomfortable feelings because they showed that they are torn between the two languages, but they are forced to choose English because it puts one in a better position to get a white collar job. They have justified why they believe English should be left as a medium of instruction and they have also blamed the government of not doing enough to preserve Setswana language. The informants also denied that they have negative attitudes towards Setswana language, but said they do not have a choice because it is how education system runs in the whole world.

When analyzing the results, especially about attitudes, it is important to assess the amount of control an individual has over his or her behaviors and attitudes. According to the survey, each individual has control over their behaviors and attitudes towards Setswana and English. They have reasons why they choose English over Setswana, which means they have control over their attitudes, they are not forced to choose them. The survey shows that the informants prefer to be fluent in English language because they depend on the socio-economic benefits associated with English. This is the result of the language policy of Botswana, which has limited the medium of instruction to English thus making the people to take refuge in English knowing that it will provide for their needs later in life. This is emphasized by (Heider, 1946; Rosenberg, 1960 and others) by arguing that: *“people come to hold positive attitudes towards anything that helps them to attain their goals and negative attitudes towards whatever blocks goal attainment.”*

According to the language policy of the country, English has been declared official language and it has become highly prestigious because it is used in most official, formal and technical domains in the country. The survey shows that the informants have positive attitudes towards English because it is associated with education, modernity and western living. It also shows that most of the informants are fine with the little knowledge they possess about Setswana language as Setswana is used in the semi-official public functions, and it is used in intra-ethnic interactions and cultural expressions.

Having a little knowledge about language has also had an enormous impact on the speakers of the minority languages because minority language speakers do not see any economic or social values in their languages. They have developed negative attitudes because their languages are not associated with education, skills, social advancement or wider world. Batibo (2005:04)

The above statement proves that if a particular language is not attached to any prestige; it is likely to disappear because people will want to learn and use the language which they think will sustain their development.

When speakers have negative feelings or attitudes about their language, it is very easy for them to abort their language and use the one which they are comfortable with, so as to fit in the community. This proves that indeed negative attitudes towards a language have an influence in language choice.

It is very important to note that the marked bilingualism model is very appropriate for discussing the research findings of this study. The three assumptions of Marked Bilingualism Model are relevant to this study. The first assumption says language shift can only take place in a state of bilingualism, as no community can afford to abandon its language and become mute. In this current study, the informants are bilingual and others are multilingual. So there are high chances of language neglect.

The other assumption says in order for the speakers of one language to be attracted to another language, there must be differences of prestige and status between the two languages. This assumption is relevant to the current study because in the language policy of Botswana, English language has more prestige and status over Setswana language and it has negative influence in the attitudes of Setswana language speakers. Most of the students do not want to be associated with Setswana language because they want to learn and master English language which will boost them socially, politically and economically. They referred to Setswana language as a domestic language.

The last assumption states that the rate of language shift will depend, to a large degree, on the amount of pressure from the dominant language. This is relevant to the study because the young generation is pressured by the dominant language which is English language in this study. Most

of informants have negative attitudes towards Setswana and if the pressure persists, the process of language dominance will progressively cause the abandonment of the dominated, language which is Setswana in this study, in favor of the dominant one, which is English in this study.

Even though the marked bilingualism model distinguishes five phases, the study results have pointed to phase three, which is Bilingualism with L2 predominating. According to Batibo (2005: 11)

“The stage of bilingualism with L2 predominating is reached when L2 becomes the primary language. Due to the higher prestige and more extensive use elsewhere of L2, it would progressively be used in the other domains of L1, to the extent that it would become the more frequently used language .”

The above phase proves that it is true that most of the families use English as a primary language, rather than using it as a secondary language. Most of parents who were interviewed mentioned that they communicate with their children in English when they are at home because they want them to be fluent with English. The results show that most of the students use Setswana language when they are at the villages communicating with the elders. It shows that most of them do a lot of code-switching and extensive borrowing from L2, which is English in this study.

It is worth noting that, the results have shown that there is language contact that is taking place in the country. This shows that the process of language shift is taking place and if we are not careful this can result in language neglect. The results also show that there is super-ordinate language contact that is taking place, which involves the contact of language of different strengths and prestige which, would result in L2 (English) having high code, while L1 (Setswana) has low code. This means L2 would mainly deal with secondary domains such as inter-ethnic communication, trade and wider communication, while L1 would be confined as cultural expression.

This clearly shows that indeed English language is a language that is used in high domains, and it has more prestige and status over Setswana language. This makes most of the students to have interest in English while at the same time ignoring their national language.

The results also revealed that there are other informants who want Setswana to be maintained so as to resist the pressures and attractions of English by making sure that Setswana language is given the same status like English (i.e.official). By doing this, language maintenance will be sustained.

It is also worth noting that in towns and cities language shift process has already started, because of the education and career advancement pressure. All parents want their children to use English frequently, and this has influenced students to develop negative attitudes towards Setswana language. Students have positive attitudes towards English because it is more beneficial to them. The results also show that parents are no longer concerned about their children learning Setswana, and this gives rise to the imperfection of language learning by children. The results have also shown that most of the students learn to speak English not only for interactive purpose, but for socio-economic reasons. They make sure they go an extra mile so as to progress in their career advancement. This has proved that marked bilingualism model is relevant to the study. It is also important to include the super-ordinate language contact model analysis of Setswana and English language because it summarizes the results of this study.

Diagram 1 Below summarizes the super-ordinate language contact model analysis of Setswana and English language (adapted from Batibo, forthcoming)

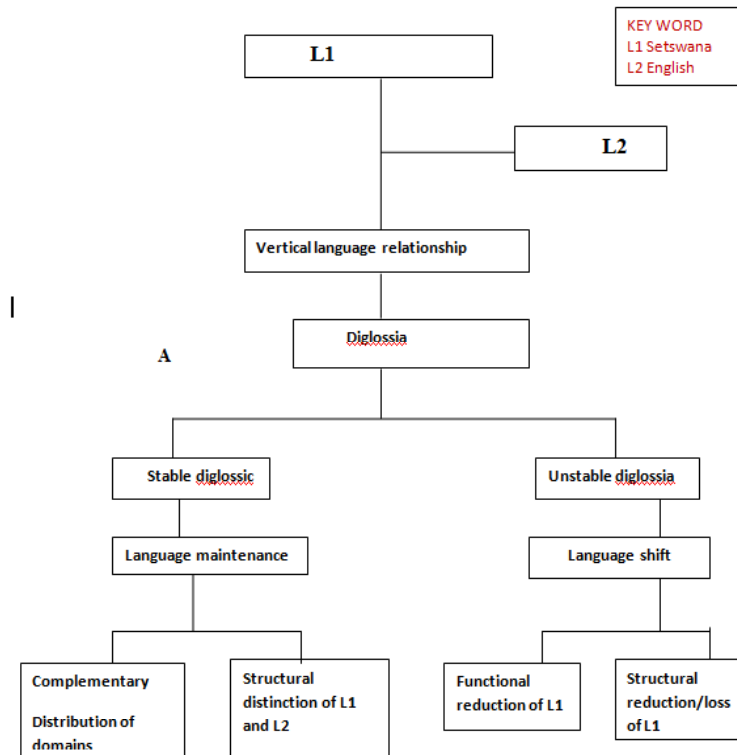


Diagram 1: The super-ordinate language contact model analysis of Setswana and English language (adapted from Batibo, forthcoming) 1

This study is different from the ones that have been done on similar topics because this one was looking at English as the official language and Setswana as the national language. Most studies were about English language and minor languages. They were not able to show the damage capacity which is done by English language in African countries and particularly Botswana, which my study is based on. It has also been reflected in this study that attitudes to language reflect attitude to the users and the uses of that language.

It has also come to the researchers' understanding that language attitude are strongly influenced by social and political factors because it has been proven that wherever there is English language almost all ignore other languages. In this study this was the case, because most of the informants interviewed preferred English language than Setswana language.

This study also revealed that attitudes of language speakers are very crucial in language growth or decay, restoration or destruction. It is very important for a country to acknowledge its citizens' language attitudes, and take action before another language loses its dominance like in this study, the results show that the Setswana language is losing its dominance, even though it is at snail pace.

In order for the language policy of the Botswana government to succeed, it is imperative that proper planning and an awareness of the dynamics of linguistics are carefully considered, because language is usually used to define a country and its people.

This study is also different from other studies because the results has proved that indeed Botswana as a country needs two languages to be identified and given the same status of official language. This will enable the Botswana government to unify the country and give it a single identity.

This study also proved that language represents people's social values, and their identity is strongly linked to the language they speak. This study will add new knowledge, because the informants' reasons have proved that the evolution of mankind goes parallel with the development of a language. As man's environment changes, so does he adapt his language in order to express himself within that environment. This shows that Setswana language can adapt and suite in the new environment. As the country develops and the environment changes, the Setswana language and the language policy makers should make sure that they adapt to those changes.

It is worth noting that the provision of a flexible teaching language choice for students is probably the most fruitful approach to cater for students' linguistics needs and wishes, because some of the replies elicited in the results were that there are poor academic results because of language barrier.

This study will also add knowledge because Batswana will be reminded of their loyalty towards Setswana language as language loyalty is a conduct of being true and faithful when it comes to using your language. This will remind Batswana that they should have strong positive attitude towards Setswana, in order to be loyal to it. It will also remind the speakers that language loyalty

is a source of identity and self determination, and this is very important in language maintenance. When one is loyal to his language, it would be very difficult to abandon it and one becomes very sensitive to anything that comes against his language.

CHAPTER 5

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is meant to summarize the research findings, draw the conclusions and also make some recommendations for further research on the topic of the study.

5.2 SUMMARY OF FINDINGS

The summary of the findings are presented according to the research objectives which the study was aiming at. (a) The study was firstly to investigate the student's attitudes towards the use of Setswana as a medium of instruction at secondary level. This objective was achieved as it came to a conclusion that students have negative attitudes towards Setswana language and therefore would not want instruction to be conducted in it. (b) The factors that give rise to these attitudes have been identified in this study. This objective was also achieved as different informants gave reasons that make them to have either positive or negative attitudes towards Setswana language used as a medium of instruction in schools. This therefore shows that most of the students have negative attitudes towards Setswana language.

C) The study was also aiming at assessing the extent to which the current attitudes towards Setswana are affecting the effectiveness of Setswana as a medium or subject in schools. According to this study, the students have negative attitudes towards Setswana being used as a medium of instructions because majority of the informants clearly showed that they do not want Setswana to be used as a medium of instructions because it will not help them in their carrier advancement. The study also showed that the students' current attitudes towards Setswana are affecting the effectiveness of Setswana as a subject in schools, because most of the students do

not put more effort in their Setswana subject, as they do not classify it under their important subjects which help them at the advancement stage.

D)Concerning the factors that might be used to create more positive attitudes towards Setswana, and how to enhance the position of Setswana in the educational system; there are a number of factors that can be used to create positive attitudes towards Setswana, and also enhance the position of Setswana in the educational system. These include; Setswana should be declared official language and be given the same status like English, so that the students will recognize its importance and help in preserving it, the government should start a department which will deal with translating all the materials into Setswana, thus making a Setswana language to be up to date with the vocabulary, people should be hired to do research to find names and explanations for new terms, so as to increase Setswana vocabulary, and meet the global standard information, thus reducing the code- switching, which leads to language shift/death. One other factor that can be used to create positive attitudes towards Setswana and also enhance the position of Setswana in the education system is to declare Setswana subject scarce skill so that students will take Setswana subject seriously, forcing them to use it at the same time preserving it.

It is also important to note that students focus more onto the subjects which determine their future. It is very important to add Setswana subject to Mathematics and English and be used as entry requirements at tertiary level. This will make students to take Setswana seriously, thus preserving Setswana language and culture.

5.3 CONCLUSION

One can therefore conclude by saying that, most of the students have negative attitudes towards Setswana as a medium of instruction and as a subject. The objectives of the study have been achieved in that students' attitude towards the use of Setswana as a medium of instruction at secondary level were established. The study has also demonstrated factors that give rise to the students' attitudes. These factors have influenced students to choose English language over Setswana language, because English language has more prestige and status than Setswana language.

The results show that indeed the students' attitudes towards Setswana are affecting the success of Setswana as a subject in schools, due to the pressure and attraction of English language. As a result a gradual process of language shift is taking place. It is appropriate to include the marked Bilingualism Model which was developed by Batibo (1992). According to Batibo (2005: 20):

“This model is based on the assumption that language shift can only take place in super-ordinate language contact situation, that is in a situation in which the “invading” language L2 is socially and economically (i.e. in terms of speakers) Superior to L1, so that the bilingual situation is marked by a vertical relationship between the two languages... The model postulates five phases in which L1 gradually gives way to L2 until it is made redundant, as L2 becomes the new language of the community.

This model is relevant to this study because in this study English language is socially and economically superior to Setswana language and their bilingual situation is marked by vertical relationship. The study has also revealed that the Setswana language may no longer be safe enough, because of unequal level of prestige and status that is given to English language.

Even though individuals particularly parents, communities, government and different institutions are putting more efforts in preserving Setswana language. The study has clearly shown that, it is not enough. The efforts can only succeed to contain the situation if efforts are well sustained by government policies (i.e. language policy) towards the national language which is Setswana in this study, by using it in public affairs and empowering Setswana descriptions orthography and literacy activities. It is also important to note that language policy makers of Botswana should aim at empowering Batswana through sustainable economic developments and education so as to raise Setswana language social, economic & political status, while at the same time making the speakers to appreciate the value of their linguistic and cultural resources. By doing this, it will help to prevent Setswana language from language shift, and it will make the young generation to be proud of their national language, thus helping in preserving it.

It is very important to note that a group or community usually distinguishes itself by its language, since their cultural norms and values are transmitted through language. It is upon the language policy makers to take into consideration the importance of language, and to make sure that they give it more utilities so as to prevent its shift.

It is also important to note that if language of instruction is the same as national language; it will affirm the development capacity of the national language to grow as a language of culture, science and technology. This will also give confidence to speakers and encourage them to respect their historical and cultural belongings. Consequently this will intellectualize Setswana language. This is emphasized by Batibo (forthcoming) when he says: the promotion of Setswana in the country should not be seen as a demotion for English or as a situation where the two languages come into competition. Ideally, the two languages ought to co-exist in a complementary division of domains with each other. He goes on to say Setswana should cater for all national functions as the national and main official language; while English should be confined to all international communicative needs. He emphasized this by mentioning that, this is the case in many countries, such as Denmark, Norway, Sweden and the Netherlands where the state languages are used as national and main official languages, but English or other foreign languages are used extensively for international relations.

5.4 RECOMMENDATIONS

More studies should be conducted on this topic, more especially which the results of the study have shown that there is a possibility of language neglect/shift particularly in towns and cities. Therefore further research on language shift and language maintenance basing on English and Setswana language contact is vital. More studies also could be conducted to inform researchers to come up with terminologies that are not available in Setswana, so as to boost Setswana to meet global standard information. More studies should be done on Botswana's national and official language, so as to give language policy makers glimpse of the effect of the decisions they make for Batswana. This will help them to consider all the possibilities they have when making language policy.

As a way of language promotion, government and private companies should sponsor Setswana language competitions, in order to motivate students. For example, Composition writing likes the English composition writing competition which is sponsored by a private company, encouraging students to learn and master English.

More studies should also be done on language loyalty to show the Setswana language speakers the impact of language loyalty, in language neglect, shift/death. Language loyalty is a conduct of being true and faithful when it comes to using their language. The speakers should have a strong positive attitude to their language in order to be loyal to their own language, because language loyalty is a source of identity and self determination.

The Setswana speakers should make sure that they teach their children Setswana language, because transmission of language to the younger generation is an essential way of language maintenance.

Studies can be done to assess the structural impact of language in a diglossic situation that is, assessing the structural impacts of English on Setswana.

The researcher also recommend that decision makers of Botswana should revise the national language policy of Botswana and I recommend that they should consider Batibo's(forthcoming) ten commandments for Setswana to become an effective national and official language of Botswana. If they consider them during decision making, it will give them guide, thus helping them to make decisions accordingly.

The following are adapted from Batibo's (forthcoming) Ten Commandments for Setswana to become an effective national and official language of Botswana that I recommend to be used during decision making of national language policy of Botswana.

First commandment

An effective national language ought to be given the mandate to play all the national roles, including government business, local administration, education, science and technology, judiciary, mass media, etc.

A true national language should not only be symbolic but also functional, that is, it should also assume the functions of an official language. In this case, it will be able to play an active role in national affairs and ensure that all citizens participate in all government and other public domains. This will also enable the democracy to prevail.

Second Commandment

An active and well resourced Botswana Languages Council ought to be established, with a permanent secretariat, to deal with matters relating to language policy, planning and development.

In order to ensure that language matters in the country are accorded enough attention, there should be an authoritative body which deals with all matters relating to language policy, planning and development. This will make Setswana language to be on the same map with English language.

Third Commandment

A center or Institute ought to be established to conduct language development research and to coordinate the activities of norm and capacity planning and advise the Botswana languages.

There is a need to establish an institute or center consecrated to research and documentation of Setswana, as the main target. The center would also coordinate language research activities in the country. This will help because Setswana vocabulary will be rightly documented and be on the same line with English.

Forth Commandments

An effective national language ought to be properly standardized and codified in terms of standard grammar, dictionary, orthography and pronunciation. These should be disseminated, known and used by all citizens, whenever necessary.

Language standardization involves the choice of not only the standard form of the languages, but also the forms which would be considered representative of the language. It is therefore important to revise the orthography and prepare standard reference grammars and dictionaries, which should be disseminated and used widely as a way of leveling the patterns of language use in the country.

Fifth Commandment

The people of any country ought to feel proud and loyal to their national language as the symbol of nationhood, national identity and authenticity.

Like in all other countries, the people of Botswana are generally proud of their languages and cultures. They have also accepted Setswana as their national language, and a symbol of nationhood, national identity and authenticity. It is however, it is important that they should see tangible value in their language, so as to have a strong attachment to Setswana, as these are currently under pressure to be more oriented towards English and other foreign cultures.

Sixth Commandment

An effective national language, as main official language, ought to be properly empowered and technicized to meet new usage demands, such as Government business, education, science and technology, mass media, judiciary, medicine, etc.

Like all other African languages, Setswana used to be mainly a cultural language used in village affairs, family interactions and cultural discourse. Later Setswana was used as a lingua franca, caring for inter-ethnic communication in the country. However, in its now-roles as a national language, it has to be empowered so as to be able to function in the various domains such as education, science and technology, law, medicine, journalism and the like.

Seventh Commandment

An effective national language ought to be enriched by the various linguistic, cultural and artistic wealth of the other languages spoken in the country. This should include indigenous knowledge from the various groups in the country.

In order for Setswana to be a truly national language, it must have a broad local base. This means that it has to be enriched by the various linguistic, cultural and artistic wealth of the other indigenous languages spoken in the country. Such an enrichment of the national language would, in fact, give confidence to the speakers of the other groups as they would feel that their languages and cultures are contributing to the development of their national language.

Eighth Commandment

Foreign knowledge ought to be tapped and encoded in the national language through documentation and translation. Foreign technology should be acculturated and encoded in the language.

It is a known fact that no country in the world has developed on the basis of a foreign language. Equally all developed countries, however small, have developed on their own languages. Also the fast developing countries, like China, South Korea, Malaysia and Thailand, are using their own languages in their development programs. This is because foreign technology does not permeate into a country unless it is embodied into the cultural set-up and brought to the grassroots through the country's linguistic and cultural norms.

Ninth Commandments

An effective national language, as official language should be sufficiently differentiated and refined so as to deal with specific types of discourse in a given domain, e.g. law, medicine, journalism, education, commerce, banking, religion, etc.

If Setswana has to be used as the main official language of Botswana, it should be sufficiently refined to ensure clarity and precision of discourse. Such refreshment should involve the creation of many terms and synonyms to differentiate not only levels of formality on the vertical scale but also the various types of choices according to domains of use at the horizontal scale.

Tenth Commandment

An effective national language ought to be periodically evaluated to determine its effectiveness and efficiency in its various domains of use, the level of its social acceptance and the extent to which its standard and technicised form has been disseminated, known and used by the people.

Once Setswana is used as the main official language in the various public domains, it would be important to ensure its effectiveness and efficiency. Hence a system of periodic evaluation must be put in place. The system of evaluation would also determine the extent to which the newly introduced standard or technical forms are accepted and used by the people.

This clearly shows that there is need to document all the languages, so as to be on the same level with English. These commandments are relevant to my findings because, they will help the language policy makers during evaluation of the current language policy, and it will help them to make decisions that will benefit the language users.

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APENDICES

A. CONSENT FORM

As part of the fulfillment of the MA program requirements of the University of Botswana I am carrying out a comparative study on Botswana Senior Secondary School students attitudes towards the use of Setswana as a medium of instruction at secondary level in Kopong, Mogoditshane and Gaborone. The intention of this study is to establish the students attitudes towards the use of Setswana as a medium of instruction at secondary level, to determine the factors that give rise to these attitudes and to assess the extent to which the current attitudes towards Setswana is affecting the effectiveness of the Setswana subject in school. The other intention is to find out the ways of creating more positive attitudes towards Setswana and how to enhance the position of Setswana in the educational system.

I have read and have the details of the study explained to me, I therefore agree/disagree to participate in the study. I grant the researcher the permission to use any equipment that will assist her in the data collection process. I also give her permission to use my words and information collected in the publication of the study.

Informant's full name (optional)

Signature _____ **Date** _____

Researcher's signature _____

Date _____

B. ORAL INTERVIEW QUESTIONS FOR PARENTS AND GURDIANS

1. Do you have children in a secondary school?
2. Which school?
3. Which grade are they in?
4. How are their grades in different subject?
5. Do you think the use of English in government, administration, media and judiciary is a good thing? Give reasons
6. Do you think Setswana is used in a right way by the youth?
7. What is your opinion about Botswana's language policy?
8. Do you think Setswana should be used as a medium of instruction at Secondary level?
And why?
9. Do you think government, parents and schools are doing enough to preserve Setswana language to prevent its extinction?
10. What do you think could be done to prevent Setswana from distinction?

C. TEACHERS QUESTIONARE: SURVEY ON LANGUAGE ATTITUDES

Most questions are answered by ticking. Please use a tick in the appropriate square/space to indicate your response. There is no right or wrong answers. The researcher only needs your opinions.

DATE: _____ TOWN/VILLAGE: _____

Gender: Female Male

AGES: 15-25 26-35 36-45 46-55 56 and above

What is your present level of educational attainment?

Diploma Bachelor's Degree MA

Others (please specify)

OCCUPATION _____

1. Where do you teach?

Junior Secondary school

Senior secondary school

2. Your teaching experience _____ in years

3. What standard or form(s) do you teach?

4. Which subjects do you teach?

5. Student attitude towards Setswana and English

5.1 What language do you use in class mostly?

SETSWANA

ENGLISH

5.2 Do you ever use Setswana in an English class?

YES

NO

5.3 Do your students understand better when Setswana is used in class?

YES

NO

5.4 Would you prefer Setswana to be used in class instead of English?

YES

NO

5.4.1 Give at least five reasons

5.5 If you prefer the use of English as a medium of instruction support your answer with at least five reasons.

D. STUDENTS QUESTIONARE: SURVEY ON LANGUAGE ATTITUDES

Most questions are answered by ticking. Please use a tick in the appropriate square/space to indicate your response. There is no right or wrong answers. The researcher only needs your opinions.

DATE: _____ TOWN/VILLAGE: _____

Name (optional) _____

Gender: Female Male

AGES: 12-15 16-21 OTHERS (Specify) _____

Name of school: _____

Form: _____

1. Student attitude towards Setswana and English (effects of language attitudes)

1.1 What language does your teacher use in class mostly?

SETSWANA ENGLISH

1.2 If it is an English lesson, does he/she sometimes use Setswana?

YES NO

1.3 Do you understand better when Setswana is used in class?

YES NO

1.4 Would you prefer Setswana to be used in class instead of English?

YES NO

1.4.1 Give at least five reasons

1.5 If you prefer the use of English as a medium of instruction support your answer with at least five reasons.

2. Attitudes affecting students learning

2.1 Do you find it difficult to learn your subjects in English? Why?

2.2 If that is the case, what do you think should be done?

2.3 What should government do to strengthen the position of Setswana as a language, subject and medium of instruction in schools?

Provide your views:
