

ACRONYMS

DAC – Department of Arts and Culture

DACST – Department of Arts, Culture, Science and Technology

DCS – Department of Correctional Services

DoE – Department of Education

GLPF - Gauteng Language Policy Framework

LANGTAG – Language Task Group

LiEP – Language in Education

NLPF - National Language Policy Framework

NLBs – National Language Boards

NLUs – National Language Units

OAU - Organisation of Africa Unity

PanSALB – Pan South African Language Board

SADC – Southern African Development Community

UNESCO – United Nations Educational, Scientific and Cultural Organisation

VOC - Dutch East India Company

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Chapter 1

1.0 Introduction

1.1 Background and research context

In this chapter the aim is to tackle the issues around language policies with special reference to language policy and implementation in the Department of Correctional Services (DCS). It is also aimed at language planning and language policy practised in South Africa for all organs of the state from which the Department of Correctional Services language policy is derived.

The language policy of South Africa is hailed as exemplary of meaningful change in language policies throughout the world and in South Africa in particular. South Africa's post-apartheid eleven (11) official language policy has been described in various positive ways, for instance, as "a progressive language policy" (Brock-Utne, 2002:12; also Alexander, 2003:23); "the new very enlightened South African policy on languages: (Ngugi wa Thiong'o, 2003:3); South Africa's ambitious language policy" (Englund, 2004:197); "this apparently very generous language policy" (Satyo, 1999:150); "a revolutionary language policy for the new millennium," (Chisanga, 2002:95); "the most democratic on the continent" (Chisanga, 2002:101); and so on (in Kamwendo, 2006:54). The demise of apartheid and the subsequent change to democracy in South Africa in 1994 witnessed a radical shift in the language policy of South Africa. South Africa like any other colonial African country underwent many changes in various activities including language changes. The linguistic situation that was characterised by the dominance of English and Afrikaans as official languages for many years could not be immune to the process of change also in the Department of Correctional Services (DCS). The other languages (African languages), which were previously marginalised were brought into the linguistic scenario (Mutasa, 2004:1).

Prior to democracy in South Africa, the majority of the African languages were assigned low status. Although they were used to a certain extent in the media, education, and in various public domains mainly as part of the administration of the 'bantustates' they were strategically used in order to separate South Africans

according to racial lines. The African languages were not used in the domain of economy, and therefore, this resulted in language inequality. Because of this, in turn, it influenced the way in which African languages were perceived by the speakers of the African languages.

In terms of the historical overview, South Africa had different language policies since the first occupation of South Africa by the Dutch in 1652. In the early years of Apartheid, there was a direct influence on the languages of the indigenous people by the Dutch. A policy of 'free association' was followed, with the Khoikhoi, especially, intermixing freely with the Dutch. In later years, a lingua franca was established among these people and the lingua franca was Portuguese and Malay-Portuguese. The Dutch were determined to prevent these languages from becoming commonly used in the Cape; the Dutch East India Company (VOC) decreed in 1658 that the slaves should learn Dutch. This decree constituted the first language policy in South Africa. Dutch became also the medium of instruction in the earliest mission schools for slave children. These meant that all communication should be done in Dutch even between the indigenous people (Maartens, 1998:25-26).

The successive periods of British rule brought the beginning of English as the dominant official language of the colony. The language-centered British nationalism held that colonised people were 'privileged' to sacrifice their languages and gain English. The Oxford History of South Africa says of this period:-

"That the British authorities saw the importance of language is apparent from the steps periodically taken to compel the public use of English. They applied pressure first in the schools; they extended it by proclamation in the courts from the late 1820's onwards; in 1853 they made English the exclusive language of Parliament; and by [1870] they appeared to be triumphing on all fronts. (Maartens, 1998:26)"

The Union of South Africa and the establishment of the Republic of South Africa and the apartheid regime, government language policy and the power elite failed to acknowledge South Africa's linguistic diversity. In post-apartheid South Africa language policies have mainly concerned with status planning for the African

languages against the background of the apartheid legacy. For the past 200 years South Africa was regarded as a bilingual country, first with English and Afrikaans and later with Afrikaans and English as the two official languages of the country. English-Afrikaans bilingualism dominated the period 1795-1948, during which the British ruled South Africa; whereas Afrikaans-English bilingualism dominated the period 1948-1994, when the Afrikaners had the reins of government (Kamwangamalu, 1998: iii). Therefore it was necessary to understand both English and Afrikaans to conduct business properly in most of the government institutions including the Department of Correctional Services (DCS), for example, if you wanted to apply for an identification book, the forms were either in English or Afrikaans in the Department of Home Affairs.

The situation was only reversed in 1994 with the Constitutional provisions and clauses on official multilingualism. This also had its pitfalls, as language inequality was evident during the British rule where there was dominance of English and Afrikaans and later during Apartheid era, Afrikaans and English over African languages. Colonial and apartheid language policies, together with political and socio-economic policies, gave rise to disparity of languages and also reflected the structures of racial and class prejudice that characterized South African society (Department of Arts, Culture, Science & Technology) (DACST, 2002:6). These historical language policies were also used in the department of Correctional Services (DCS) and other spheres of governance.

In education, the apartheid government introduced the Bantu Education Act in 1953 which also had an impact on the Department of Correctional Services. This act aimed at reducing the influence of English in black schools, enforcing the use of both English and Afrikaans on equal basis as mediums of instruction. African languages were only used as a subject in higher grades. The apartheid policy stressed separate identity and development for each people. This legislation had serious implications for languages of learning and teaching in black schools. The black children had to be educated through three languages: Afrikaans, English and African language, while their white counterparts could either choose to be taught English at English speaking schools or Afrikaans at Afrikaans speaking schools. The 1976 student uprising elevated the status of English and marked the decline of Afrikaans dominance. It is

against this background that the current multilingual language policy was developed and enshrined in the Constitution of South Africa of 1996 (Kamwangamalu, 2000:52).

Several other language policies have been produced since the beginning of the debate around the language question in 1995 with the appointment of the Language Task Group (LANGTAG). The other important document is the Language in Education Policy (LiEP) issued by the Minister of Education in 1996. The underlying principle in this document is to retain the learner's home language for learning and teaching, but also to encourage learners to acquire additional languages (Mesthrie 2006). The Ministry of Education also has published Language Policy for Higher Education (2002) which places power to determine language policy in higher education with the Minister of Education. Other documents are Language Policy Framework for South African Higher Education (2001) and Language in Education Policy (1997). These education policies has also an impact on the Department of Correctional Services' language policy as most of the materials used at this department, require a certain level of education on both the prison officials and the offenders.

The Department of Education (DoE) introduced a "Language in Education Policy (LiEP), which stresses multilingualism as an extension of cultural diversity and integral part of building a non-racial South Africa. LiEP deals with such matters as language(s) of learning and teaching in public schools, school curricula, and the language related duties of provincial departments of education and school governing bodies.

This chapter will also elaborate more on the features of policy development in South Africa, including the Department of Correctional Services' language policy. The Pan South African Language Board (PanSALB) completed the final draft of the National Language Policy Framework and submitted it to the Minister of Arts, Culture, Science and Technology who submitted it to Parliament. This policy framework represents a joint effort involving members of the advisory panel and all interested bodies. Such participation ensures that the language policy is consistent with political developments in the country, especially regarding the notion of democracy, equality and rights as stated in the South African Constitution (1996).

Since South Africa's democratic transition in 1994, the government has taken up the challenge of elevating nine (9) African languages to be part of the two (2) official languages, which means that more home languages spoken by the total of approximately 44.8 million people are now accounted for – in contrast to the two-language policy being Afrikaans and English only, during apartheid era, which favoured the white minority.

South Africa's very progressive Constitution (Act No. 108 of 1996) recognises not only the eleven official languages (English, Afrikaans, IsiZulu, IsiXhosa, Northern Sotho, Southern Sotho, Tswana, IsiNdebele, SiSwati, Xitsonga and Tshivenda) but also the South African Sign Language and the other languages found in South Africa. Section 6 of the Constitution lays down the legal and constitutional framework for multilingualism, the uses of eleven official languages at the national level and the promotion of respect and tolerance for linguistic diversity. In the Department of Correctional Services, the department aimed at using regional languages, for example, in the Western Cape Province, the department use Afrikaans, English and IsiXhosa as their regional languages.

Table 1 The eleven official languages and Home language by a % population.
(The percentage is based on the 2001 census (Statistics South Africa 2003: 2))

| Language | L1 speakers % |
|----------------------------|---------------|
| IsiZulu | 23.8 |
| IsiXhosa | 17.6 |
| Afrikaans | 13.3 |
| Sepedi (Sesotho sa Lebowa) | 9.4 |
| English | 8.2 |
| Setswana | 8.2 |
| Sesotho | 7.9 |
| Xitsonga | 4.4 |
| SiSwati | 2.7 |
| Tshivenda | 2.3 |
| IsiNdebele | 1.6 |

The table above was rearranged by the researcher according to most speakers of the language as a home language to the least speakers of the language. Some of the columns were also excluded as the original table indicated home language speakers according to racial groups as well as other languages.

According to the 2001 census, IsiZulu is the mother tongue of 23.8% of South Africa's population, followed by IsiXhosa at 17.6%, Afrikaans at 13.3%, Sepedi (Sesotho sa Lebowa) at 9.4% and English and Setswana at 8.2% each. Sesotho is the mother tongue of 7.9% of South Africans, while the remaining four languages are spoken at home by less than 5% of the population each.

IsiZulu, isiXhosa, siSwati and isiNdebele are regarded as Nguni languages and have many similarities in syntax and grammar. The Sotho-Tswana language group is composed of Sepedi (Sesotho sa Lebowa), Setswana and Sesotho – as these languages have much in common.

Afrikaans has its roots in 17th century Dutch, with influence from English, Malay, German, Portuguese, French and some African languages.

English is regarded as generally understood across the country, being the language of business, politics and the media. It is regarded also as the country's lingua franca but it is ranked fifth as a home language of the entire South African population.

In terms of the Constitution of South Africa:

- ❖ All citizens of this country have equal rights, including the right to be served by government in their own language.
- ❖ All citizens in South Africa have equal rights to all opportunities, including the opportunity to develop themselves and their communities through education, health, housing, arts and culture, as well as access to the infrastructure of a modern society
- ❖ All people in South Africa have a right to develop themselves and the members of their community in the official South African languages of their choice (The Constitution of the Republic of South Africa, 1996: sections 6, 9, 16, 29, 32).

The Constitution's provisions are stipulated in sections 6 9, 16, and 32 respectively. If these provisions are not adhered to, they will be useless if this access to information is not provided in one's language of choice. The Department of Correctional Services is also affected by these Constitutional provisions.

National Language Policy Framework (2003)

The National Language Policy Framework approved by Cabinet in 2003, contains a number of provisions included in the South African Language Bill (2000) and as such could be considered to be the forerunner of the Bill. The National Language Policy Framework is a major document and it binds all government structures to a "multilingual mode of operation" (Mesthrie, 2006:153). The Implementation Plan document followed the National Language Policy Framework and focuses on the implementation of the National Language Policy Framework. The National Language Policy Framework aims to:

- ❖ promote the equitable use of the eleven official languages;
- ❖ facilitate equitable access to government services, knowledge and information;
- ❖ ensure redress for the previously marginalized official indigenous languages;
- ❖ initiate and sustain a vibrant discourse on multilingualism with all language communities;
- ❖ encourage the learning of other official indigenous languages to promote national unity, and linguistic and cultural diversity; and;
- ❖ Promote good language management for efficient public service administration to meet client expectations and needs.

The National Language Policy Framework (2003) makes three major stipulations:

- ❖ Firstly, all national government structures and public institutions must adopt one or more working languages (for intra and interdepartmental purposes).
- ❖ Secondly, all official government publications must appear in all eleven languages, failing which, in six languages on a rotational basis: English; Afrikaans, one language from the Nguni language group; one from the Sotho

language group; Xitsonga and Tshivenda. This means that national department should have a capacity to produce official written documents in eleven languages. The ideal situation may be the six language policy, rotating the various Nguni languages and Sotho languages.

- ❖ Thirdly, official correspondence and oral communication with members of the public must occur in the language of the citizen's choice and where this is not possible, every effort must be made to utilize language facilitation facilities such as interpreting where practically possible.

These major stipulations are also applicable to the Department of Correctional Services.

It is envisaged that within three years after the commencement of the Language Bill, each department of national government and each province must establish a language units that will be responsible for inter-and intradepartmental communication. The National Language Service was given a budget to implement the National Language Policy Framework (South African Yearbook 2004/05 and 2005/06).

The authors of the Language Policy Framework document have acknowledged the fact that the policy could only be developed if there was a broad agreement on linguistic diversity, social justice, and the principle of equal access to public services and programmes, and respect for human rights (Ngcobo, 2003:88). According to Chick (1992:17), the important challenge is the promotion of the notion of "language ecology in which all languages are viewed as national resources needing to be preserved and developed so that the talents of their native speakers may be optimally utilised for the good of all". Therefore, the policy's subsequent Implementation Plan is designed to ensure that all languages are used at all levels including the Department of Correctional Services.

Implementation of the National Language Policy Framework will become obligatory, once the South African Language Bill is passed. This will create an enabling environment for local languages in South Africa and will subsequently increase the demand for translation and interpreting services, especially in African languages.

The implementation process is guided by the aims and objectives set out in the National Language Policy Framework (2002), and the following are key focus areas for implementation:

- ❖ The management of language to ensure the functional use of all the official languages and to promote the public image of Government.
- ❖ The encouragement of language learning, specifically tailored to the needs of the public service, to improve public servants' efficiency and productivity in the workplace and make the benefits of multilingualism visible.
- ❖ The encouragement of vibrant discourse of multilingualism with language role players and stakeholders.
- ❖ The establishment of collaborative partnership to ensure the successful implementation of the Policy (Implementation Plan, 2003:6).

In order for the key focus areas mentioned in the Implementation Plan to be realized, language surveys and audits will be conducted in close collaboration with language surveys with relevant bodies such as the PanSALB and research and development agencies. The outcome of these surveys and audits will assist government to make informed decisions on language policy implementation (Implementation Plan, 2003:18).

The South African Language Bill (2000)

The South African Language Bill, 2000 was ratified by Parliament in 2001, but has yet to be accepted by Cabinet and signed into effect by the President. The South African Language Bill aims at providing an enabling framework for promoting South Africa's linguistic diversity and encouraging respect for language rights within the framework of building and consolidating a united, democratic South African nation, taking into account the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes, respect for language rights, the establishment of language services at all levels of government, the powers and functions of such services and matters connected therewith.

According to this Bill, measures for the implementation of multilingualism must take into account the interests, needs and aspirations of all affected people and their participation in language matters must be promoted. The Bill also states that there must be intergovernmental co-ordination and harmonization of policies, legislation and actions relating to the entrenchment and promotion of multilingualism.

The Bill (once it is signed or assented to by the state president and thus becomes an Act of Parliament) sets out principles to serve as guidelines by reference to which any organ of state including the Department of Correctional Services must exercise any function in terms of this Act. The guiding principles of this Bill are as follows:

- ❖ The promotion and accommodation of linguistic diversity must be pursued in accordance with the provisions of the Constitution and relevant international law.
- ❖ The entrenchment of language equity and language rights must be pursued in such a way that both national unity and democracy are promoted.
- ❖ Measures for the implementation of multilingualism must take into account the interests, needs and aspirations of all affected parties and their participation in language matters must be promoted.
- ❖ There must be intergovernmental co-ordination and harmonization of policies, legislation and actions relating to the entrenchment and promotion of multilingualism (DAC, South Africa Languages Bill, 2000: 2-3).

The Act will bind the state (which includes any department of state or administration in the national, provincial or local sphere of government) and any institution exercising public power or performing a public function in terms of any legislation. It is also stated that the Act will take precedence over inconsistent provisions of any Act on language use, except the Constitution, and that no provision of this Act shall be construed in such a manner that the powers and functions of:

- ❖ Any state institution supporting constitutional democracy established in terms of section 181 of the Constitution or any other legislation; and

- ❖ The Pan South African Board established in terms of the Pan South African Language Board Act, 1995 (Act No 59 of 1995) are limited or undermined (DAC, The South African Languages Bill, 2000: 4).

The Bill is aligned with the National Language Policy Framework and states that all official languages shall be used equitably and must enjoy parity of esteem. The Bill also states that the national government must use not less than four languages for any given purpose, provided that these languages shall be selected by each organ of state from each of four categories of official languages on rotational basis, except when it is reasonably necessary to follow an alternative language policy in the interest of effective governance or communication.

These categories of languages referred in subsection (2) are:

- (a) English/Afrikaans
- (b) The Nguni group (IsiNdebele, IsiXhosa, IsiZulu and SiSwati)
- (c) The Sotho group (Sepedi, Sesotho and Setswana)
- (d) Tshivenda/Xitsonga

Any alternative policy adopted in terms of subsection (2) shall comply with the provisions of section 6 (3) (a) of the Constitution.

This policy shall be implemented:

- (a) In legislative, executive and judicial functions of government in the national sphere taking into account all relevant stakeholders, including usage, practicality and the balance of the needs and preferences of the population as a whole.
- (b) In legislative, executive and judicial functions of government in the provincial and local spheres, provided that regional and local circumstances shall receive due recognition in addition to the factors referred to in paragraph (a).
- (c) By institutions referred to in section 4(1) (b) where applicable and provided that the nature, aim and activities of such an institution receive due recognition in determining an appropriate language policy. (DAC, Language Bill, 2000).

The Bill allows the Minister to make use of his or her powers under section 12 to classify the communication, reports, records, documentation and legislative instruments to which this section, read with section 7(b) shall apply. The Bill also calls for the establishment of a language unit for each department at national level and at provincial level. As far as provincial government is concerned, the provincial government shall take necessary measures to support and strengthen the capacity of local governments to comply with the provisions of this Act and the constitutional provisions on language. If there are existing units that are involved in language matters in any sphere of government, the relevant departments or provinces may assign such powers and functions to the units as are necessary for the fulfillment of its obligation in terms of this Act and the Constitution.

Powers and functions of language units include implementing and monitoring the implementation of regulations made in fulfillment of the obligations imposed by this Act; taking effective and positive measures for the implementation of the national language policy as determined in regard to the following:

- (i) intra- and inter-departmental oral communication in all spheres of government;
- (ii) intra- and inter-departmental written communication in all spheres of government;
- (iii) oral communication with the public;
- (iv) written communication with the public; and
- (v) international communication where applicable (DAC, South African Languages Bill: 2000).

The units are also expected to conduct language surveys and audits relevant to its sphere of activity with a view to assessing the appropriateness of an existing language policy and practice and to make recommendations for the improvement of the policy and practice. It is also the duty of units to inform the public, through the effective dissemination of information, of the content and implementation of the language policy of the relevant organ of state; and to do all things incidental to or necessary for the proper fulfillment of the obligations referred above (DAC, South African Languages Bill: 2000).

The Constitution and related legislation clearly advocate the promotion of multilingualism in South Africa. This policy framework must therefore cater adequately for the harmonization of language policy at all three levels of government and articulate clear policy positions on the status and use of the indigenous official languages in all nine provinces in South Africa. (DAC, National Language Policy Framework, 2002:8-9).

Any policy for language, especially in the system of education, has to take into account the attitude of those likely to be affected. In the long run, no policy will succeed which does not do one of the following three things:

- (1) conforms to the expressed attitudes of those involved;
- (2) persuades those who express negative attitudes about the rightness of the policy; or
- (3) seeks to remove the causes of the disagreement (Baker, 1992:9 – 10).

It is important for policymakers to know that knowledge about attitudes is fundamental to the formulation of a policy as well for success in its implementation. The status and value and importance of a language in most cases are measured by attitudes to that particular language. Attitude surveys provide social indicators of changing beliefs and the chances of success in policy implementation (Baker: 1992).

A draft language policy in the Department of Correctional Services (DCS)

The Department of Correctional Services (DCS) is committed to the realisation of equality regarding the promotion and use of multilingualism as required by section 6 of the Constitution of the Republic of South Africa of 1996.

The DCS as an organ of state and bound by the Constitution of the Republic of South Africa, 1996 is compelled also as a major employer to make sure that all forms of discrimination based on policies and practices within the workplace are removed.

The DCS has deemed it necessary to develop a language policy that will ensure that language usage is regulated within the working environment. The policy will regulate

language usage in the day to day running of official duties and communication within and with external stakeholders by DCS members. This approach will ensure that no official language is discriminated and disrespected in any way within the department.

Policy Statement

In terms of the Constitution of the Republic of South Africa, 1996 the country has eleven (11) official languages.

The major purpose of the Language Policy for the DCS is to create an enabling environment within which all languages are afforded similar regard and treatment of which they receive equal opportunity in their usage. This will be achieved by using multilingualism in the manner the Department conducts its business.

Policy objectives and policy principles

This policy will regulate and to ensure consistency in language usage between members of the Department, between the Department and other external stakeholders including our clients. The policy will pursue the following objectives:

- ❖ Serve as policy guideline on managing language usage within the Department and to promote language proficiency training;
- ❖ Create an enabling environment to pursue non-discriminatory and equitable practices regarding language usage;
- ❖ Give substantive effect to legislative and policy directives on the promotion of multilingualism. This includes the use of sign language and Braille where necessary.
- ❖ Preserve cultural belonging through language (Draft DCS Language Policy, 2005: 4).

The above also mean that language preferences, use and proficiency of the target audience will be accommodated. The Department will also recognise linguistic diversity, language rights and functional multilingualism.

New Language Policy of DCS (2007)

New Language Policy of DCS endorses Multilingualism and language equality. According to this new language policy, for the first time in DCS history, the Department has developed a language policy that promotes multilingualism, including sign language and Braille and it aims at promoting all previously marginalised languages.

The use of English as a business language has resulted in members lodging complaints about the violation of their constitutional rights because the Constitution of South Africa clearly stipulates that all eleven official languages should be treated and developed equally. According to a survey conducted in 2006 by the DCS Equity Directorate in conjunction with one of the Department's service provider, Umhlaba Development Services, in English proficiency and language preference, the DCS community preferred English as the business language. However, each region shall be allowed to print material in their preferred languages (Dimakatso Mokwena in SA Corrections Today, July/August 2007).

From the claim above of the new language policy for DCS, there are contradictions that need to be investigated. The issue in this research study, is whether the DCS community in the Pretoria Central Prison, have the language choice to use the language that they are comfortable with? Are there any language attitudes towards English as the working language of communication? Are their language rights as entrenched in the Constitution of the Republic of South Africa of 1996 not being violated?

Language Policies in Gauteng Province and the City of Tshwane (2007)

The language policies of Gauteng Province and the City of Tshwane are considered owing to the fact that the Pretoria Central Prison which is the focal point of this study is situated in the City of Tshwane and in Gauteng Province. The Gauteng language policy include all the official languages found in the Tshwane Municipality, which means that the Pretoria Central Prison to a certain extent should use most of the official languages of Gauteng Province just as other prisons, for example, in the

Western Cape province, it uses Afrikaans, English and IsiXhosa as their official languages of communication.

Official languages of Tshwane were derived from the Census 2001 figures on home language usage and the preference of the residents of Tshwane. The municipality adopted six languages as official languages in Tshwane:

- Afrikaans
- English
- Northern Sotho (Sepedi)
- Xitsonga
- Setswana
- IsiZulu

The Municipality also make every effort to use other languages such as sign language on request. The Municipality also provide Braille documents for specific communication events where possible.

Internal, external spoken and internal and external written communication, is done in any of the official languages of the Municipality provides that all people who are involved in the communication event understand the language(s) being spoken. English is recommended as the working language in spoken intra-and interdepartmental communication.

These languages can also be used in debates or proceedings of the Council. The Municipality must provide for simultaneous interpreting from and into official languages of the Municipality.

In general, disciplinary hearings, job interviews and performance assessments in the Municipality will be conducted in English, provided translation and interpreting services are made available for those who cannot speak or understand English.

The use of plain language in external municipality documents must be encouraged to facilitate understanding and improve communication (Language Policy of the City of Tshwane, 2007: 6-7).

According to Bamgbose (1991:111), the problem of “Language policies in African countries are characterised by avoidance, vagueness, arbitrariness, fluctuation and declaration without implementation.” When explaining what the problem avoidance means, the language critic has this to say; “avoidance of policy formulation is an attractive technique because it frees the government from the unpleasant political consequences of any pronouncement which some sections of the community may find objectionable” (ibid). Desai (1998: 175) adds that “Language policies in Africa are notorious for remaining mere statements of intent” to an extent that they are never implemented for the benefit of developing African languages. This means that only lip services are used and the practicality is ignored especially when the nine (9) South African languages were given the official status.

These policy documents that include DCS language policy will be discussed in depth in the next chapter.

1.2 Aim of the study

The aim of this study is therefore to investigate language policy implementation in the Department of Correctional Services of South Africa with special reference to the Pretoria Central Prison. Language is a right to all the citizens of South Africa as enshrined in the constitution of the Republic of South Africa that is the supreme law of the country. It is imperative that language policy makers in the DCS should adhere to the provisions of the constitution.

It also aims at establishing whether the DCS’s policy is aligned to the national language policy framework as well as provincial language policy framework that provides for the use of eleven (11) official languages in general and in particular.

The evaluation of the contents of language policies that were used previously and currently in DCS will shed light to the issues of language attitude, language choice and language use in this department. During the apartheid era there were working languages set for prisoners as well as staff regarding communication either verbally or in writing in the department of correctional services. The question of whose language, for what purpose and how it was received will be investigated.

Finally it is to determine how the DCS' language policy should be used at the Pretoria Central Prison. The question of which languages should be used at provincial or regional levels will also be looked at. The fairness of using such languages at those levels in the DCS is applicable to the Pretoria Central Prison which is a multilingual society and also the focal point of this research study. The study will try to answer such a question as all members of the Pretoria Central Prison have the right to use the language of their choice in matters that affect them.

1.3 Objectives

- To establish if there is a language policy at DCS applied at the Pretoria Central Prison and how far the language policy is implemented.
- Identify the dominant language and why it dominates the Prison service
- To examine people's language attitudes, language use and language choice within the Department of Correctional Services with reference to Pretoria Central Prison.

1.4 Theoretical Framework

The study is grounded on theories of centred corpus planning, status planning and language acquisition. These aspects mainly form the base for which language planning and language policy are firmly grounded and various researchers have defined and discussed these language phenomena.

It is in the allocation of function and status that African languages mainly face their "extinction" as they remain relegated to languages of the informal business transaction. Terms and concepts related to language planning will be defined to

provide focus for this study and a differentiation in contexts in which language policies in South Africa are perceived. This will be discussed in detail in chapter 2.

1.5 Justification of the study

African languages have received very little attention in terms of being used as languages of communication. This is because government departments are reluctant to promote and develop these languages to the level of the colonial languages. The use of foreign language (s) viz. English and Afrikaans, in the department of Correctional Services as well as other organs of the state as the official language (s) of business, disadvantages the other official languages mainly African languages. They curb their growth and development to the level of English and Afrikaans in South Africa.

It has always been an issue that communication between prison offenders and prison officials is restricted by linguistic problems in most cases. Instructions that are given are in most cases misinterpreted by both the prison offenders and the prison officials. People are denied parole, bail or being jailed for the wrong reasons because of the language issue.

The issue of the development and promotion of previously disadvantaged languages is potentially in conflict with the prescribed non-diminution of rights relating to language and status of languages existing at the department of Correctional Services; language rights, as the key to fundamental human rights, must be protected in policy and in practice and the principle of choice is constrained by pragmatic requirements such as availability of resources (Dimakatso Mokwena in SA Corrections Today, July/August 2007). It is therefore, imperative that language policy implementation at the department of Correctional Services and other organs of state should look at effective resources deployment and redeployment as crucial factors, for the promotion and development of African languages as the languages of use and choice by the communities at those departments.

Given these actualities of continuity of the use of 'foreign' languages in Africa, one is bound to ask how the government (s) is going to deal with the lower status of the indigenous African languages in their language planning and language policy

processes as relates to prison officials and prison offenders. Such questions are relevant to this study that foregrounds the language policy implementation in the department of Correctional Services' case study.

1.6 Literature review

The Bantu Education Act of 1953 placed African education under the control of the state. Mother tongue was used as a medium of instruction up to standard seven (7). Thereafter, English and Afrikaans were equally used as media of instruction (Henrard, 2001). This switch from mother tongue to two foreign languages (English and Afrikaans respectively), created learning problems for African learners. Their level of competence in both languages was very poor; therefore it became a serious stumbling block to effective learning. The "50/50" policy disadvantaged the African learners and the curricula was poorly developed and was therefore not geared towards producing educationally well developed Africans (Kamwendo, 2006:56).

Afrikaans was labelled as the language of oppression and English as the language of liberation. The English language gained popularity amongst Africans irrespective of the language being a colonial language. It was regarded during that time and even now as the vehicle for ideologies of freedom and independence, and the symbol of liberal values and liberation (Kamwendo, 2006:56).

According to Alexander (1996:105), 'it is a well attested fact that throughout the continent of Africa, the majority of the people consider their languages to be unsuitable, at least at present, for what are to be considered the "higher function"'. Education is regarded as the base for mass participation and therefore education documents encourage the development of all the indigenous languages for use in all spheres. The irony is that most speakers of African languages in South Africa are opposed to the idea of education in their mother tongue. The statement is supported by the following quotations from the Sowetan that says: 'Let us all speak one language, global community should all know English...' (Sowetan, February 26, 2010) and 'While there are many groups that advocate the language and education rights of Afrikaans speakers, the same is not true of other indigenous languages...' (Sowetan February 23, 2011).

This attitude is part of a colonial inheritance evident in Africa that tends to see metropolitan or imported discourses as empowering in educational, business and political spheres. Most people choose to use the former colonial languages than the indigenous languages, because these official languages are not developed in such a way that they can be used in the spheres mentioned above. The issue of mother tongue education has been highly politicised and it is viewed by many speakers of African languages as an attempt to be cut off from the business world, tertiary education or the international community by denying them access to English (Riana Roos Paola, 2001: 58 –59).

The debate about mother tongue education in South Africa and an education in English is a complex and emotional one. There are different opinions between the different ideals; that is, preserving and developing the indigenous languages for use in all social and educational spheres, and providing all children with education that would give them access to the worlds of business, technology and learning. On the other hand one should guard against the dominance of English at the expense of the other official languages (Riana Roos Paola, 2001:61).

The Resolution CM 1123 of the Council of Ministers of the Organisation of Africa Unity (OAU) taken in 1987 required that member states should promote multilingualism in their countries for the evolution of an appropriate language policy. This resolution requires that countries should promote the status and the use of African languages as opposed to the position of the colonial languages. The present negative attitudes in Africa towards African languages should be countered by a sustained campaign to re-educate national population about the importance of these languages (OAU, 1987). These languages should also be used in all sectors of the education as well as other sectors of the government including DCS. The discrepancies that existed during apartheid era affected and disadvantaged most South Africans in many ways. When one joined the department of Correctional Services during the apartheid era as an employee or a detainee, one was expected to have a sound knowledge of Afrikaans as most of the instructions in the department were conducted in Afrikaans.

1.7 Research methodology

The choice of the research methods depends mainly on the aim of the research study. In this study both research methods were used, mainly; qualitative method and quantitative method. The qualitative research method was used to interpret answers based on language attitudes, language choice and other emotions evoked by language issues which one is unable to quantify. Quantitative research method used to for statistical purposes as indicated in various graphs.

Creswell (2004) in Wikipedia encyclopaedia (August 2009:1) also distinguishes three types of research methodology namely qualitative, quantitative and mixed methods of research.

Taylor (2005) defines the methods as follow:

Qualitative research is defined as a field of inquiry applicable to many disciplines and subject matters. Qualitative researches aim to gather an in-depth understanding of human behaviour. It investigates the *why* and the *how* of decision making and not just the *what*, *where* and *when*. This method is often used to gain a general sense of phenomena and to form theories that can be further tested using quantitative research. For instance, in the social sciences qualitative research methods are often used to gain a better understanding of such things as intentionality (from the speech response of the researchee) and meaning (why did a person/group say something and what did it mean to them) .

Quantitative research is a process whereby evidence is evaluated and whereby theories and hypotheses are refined. In social science, quantitative research is often contrasted with qualitative research. Qualitative research typically includes the examination, analysis and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships (including classifications of types of phenomena and entities) in a manner that does not involve mathematical models.

Quantitative methods are research techniques that are used to gather quantitative data-information, dealing with numbers and anything that is measurable. Statistics, tables and graphs are often used to present quantitative data.

Mixed methods research is an approach to professional research that combines the collection and analysis of qualitative and quantitative data.

1.7.1 Data gathering techniques

In this study participant observation, questionnaires and interviews are going to be used for collecting data. These techniques are crucial to the ultimate outcome.

The researcher chose to use these techniques because of the stringent measures that apply to researchers at this facility and also that it is the ideal way of gathering information when dealing with a number of people at different levels. Both prison offenders and prison officials were given questionnaires (see Appendix 1 & 2) to fill in at Pretoria Central Prison; they could all read and write.

Interviews were conducted with few directors at the ministry (head office) in Pretoria. (See Appendix 3).

1.7.1.1 Interviews

Johnson and Christensen (2004: 178) explain interview as ‘a data collection method in which interviewer asks interviewee questions. The interviewer can either be the researcher him/herself or someone who is assigned to conduct the interview. Interviews are done face-to-face or telephonic. In this study, interviews were done face-to-face. Interview is an interpersonal encounter and the interview should be friendly. The interviewer should try to maintain impartiality to the answers of the interviewee and he/she must maintain control of the interview and keep the interview focused. Trust is important between the interviewer and the interviewee for data collection’.

McMillan and Schumacher (2006:350-351) explain in-depth interviews as ‘open-response questions to obtain data of participant meanings – how individuals conceive of their world and how they explain or make sense of the important events in their lives’. There are different types of interviews:

1. Informal conversation: - Questions emerge from immediate context. There are no predetermined topics or wording.
2. Interview guide: - Topics outlined in advance. Researcher decides the sequence and wording during interview.
3. Standardized open-ended: - The exact wording and sequence of questions are predetermined. Questions are completely open-ended (McMillan and Schumacher, 2006: 351).

The interviews were conducted at the ministry where permission was requested and was also granted for the study. The ministry is also a place where issues of language policy are coordinated for the entire department nationally. The purpose of the interview was to find out from directorate how the issue of language attitudes, language uses and language choice was dealt with at the entire Department of Correctional Services in general.

The advantages of using unstructured interviews in this research can be summarized as follows:

- It allows the researcher the opportunity to let the interview develop in various situations, and to use relevant questions as interview progresses.
- It does not limit possibilities of the interviewee; as there is greater possibility of satisfactory feedback.
- This provides the best way to evaluate the intentions and behaviour of others, since it allows face-to-face interaction and the potential for discussion (Schwartz and Jacobs, 1979:40).

1.7.1.2 Questionnaires

A questionnaire is one of many ways information can be obtained. A questionnaire is a research instrument consisting of a series of questions asked to individuals to obtain useful information regarding the topic being researched. A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity.

All questionnaires were in English owing to the fact that Pretoria Central Prison is multilingual and multicultural society. Even if the respondents' home language was not English. Both prison officials and prison offenders had a certain level of understanding English. The researcher did not encounter any problems and the procedure went well. The researcher was also available to answer any questions that were problematic or that cause confusion.

These methods will be fully discussed in chapter 2.

1.8 The scope of research

The research is about the issue of language attitudes, language choice and language usage as in line with language policy and language policy implementation at the DCS and at Pretoria Central Prison in particular. The draft Language Policy of DCS (2005) and the New Language Policy of DCS (2007) endorse multilingualism and language equality. This is in line with the language policy provisions stipulated in the National Language Policy Framework (2003). Language as a right has an impact on language attitudes, language choice and language use of the users of the language in question. English as a colonial language evoke mixed feelings amongst the DCS community, especially as it is used at this department as the language of business. This language might be violating other people's language rights and therefore, this issue will be investigated.

This study is divided into six chapters which are organised as follows:

Chapter 1 is the introduction and it presents the aims of research, justification and methodology. Focus of the study is on language policies and how they relate to the

DCS and Pretoria Central Prison in particular. It also gives a brief summary on various language policies in South Africa – pre- and post-apartheid.

Chapter 2 presents a detailed literature review regarding language planning and language policies of South Africa.

Chapter 3 presents a detailed research methodology employed for the research study.

Chapter 4 presents research findings from interviews and questionnaires used at the department of Correctional Services with special reference to Pretoria Central Prison.

Chapter 5 deals with the analysis of interviews and questionnaires administered at the Pretoria Central Prison as well as the discussion on language implementation and the way forward.

Chapter 6 is the conclusion and the recommendations for further study. The domination of English language in Government national departments must be strongly challenged.

1.9 Conclusion

In conclusion, this chapter examined the area of study which is on language policies and language planning in South Africa and their relations on the DCS language policy as well as the Pretoria Central Prison which is the focus of this case study. Background information serves to give an overview of how language policy of South Africa since 1994 is perceived by various scholars and the historical overview of the language policies during the apartheid era. The African languages were given a low status as the language diversity of South Africa was not acknowledged by the government of the day.

The issue of promoting and developing these indigenous or African languages is always attached to funding. The government departments are reluctant to promote and develop these languages to the level of English and Afrikaans in South Africa. By so

doing, other official languages are disadvantaged. This is also applicable at the DCS where English is used as the language of business.

The issue of communication between prison offenders and prison officials always revolves around the linguistic problems encountered by both parties. Misinterpretations in most cases of instructions by both prison officials and prison offenders are caused by language problems. A language policy in the DCS should protect the language rights of the people and in practice, the principle of language choice and language use should be upheld.

The study is grounded on the theories of corpus planning, status planning and language acquisition. These aspects have been defined and discussed by other researchers extensively such as Alexander, 2003; Bamgbose, 1991; Eastman 1983; Huegen, 1969; Mutasa, 2003; Ngcobo, 2003; Rubin and Jernudd, 1971b; Thornburn 1971; Toffelson, 1991 and others. African languages are to a certain extent sidelines as far as usage and functions in formal business transactions is concerned. Terms and concepts relating to language planning will be defined to provide focus for this study.

The choice of research methodology is briefly explained and the researcher chose to use the following instruments; namely, interviews, questionnaires and observation. The researcher will use qualitative research method, quantitative research method and mixed research method also known as triangular research method and chapter organisation. The question raised from the new DCS language policy will be the focal point of this study as people are wrongly convicted because of language of communication in this department.

Chapter 2

2.0 Theoretical framework: Language Planning and Language Policy

2.1 Introduction

The aim of this chapter is to describe and analyze various definitions of language planning and language policies by various scholars. Problems of multilingual society are complex matters. The existence of a lingua franca does not solve the problems. In a multilingual country different social groups wish to see their linguistic identities and interests maintained thus resulting in other people's linguistic interests being violated. It is the duty of the government to react to these differences officially. The government may either reconcile them, or try to eliminate them. Many governments accordingly try to resolve their problems by engaging in conscious, principled language planning, or linguistic engineering.

When African countries achieved political independence in the nineteen fifties to nineteen seventies, they often select one of their languages to be their national language and thus to be their national symbols. These varieties are then elevated to the level of an official language by means of an official declaration and use it in the schools, the government, the media and the legal system. Unlike other African countries, South Africa opted for a more complex policy, after the 1994 democratic elections. The language policy entailed 11 (eleven) languages of which 9 (nine) of the indigenous languages has been elevated to official status. This made it impossible to choose one language to be an official language of the country that can be regarded as the national language of the country. One of the official languages selected is English and is regarded as an international language. In most cases in the former colonial countries, the former colonial language is chosen as the language of business. Normally the government imposes it as their standard and official language used in various spheres of governance.

The selection of one internal language variety and developing it as a standard language, or selection of external, fully developed language as the official language of a multilingual country are the two different approaches that governments can adopt to

solve the problem of multilingualism in their countries. This selection of official languages is part of a process known as language planning. Language planning and language policy work together to enhance communication.

The general definition of language planning as formulated by Toffelson (1991:16)

The commonly accepted definition of language planning is that it refers to all conscious effort to affect the structure or function of language varieties. These efforts may involve creation of orthographies, standardization and modern programmes, or allocation of functions to particular languages within multilingual societies.

It can be said that language planning involves the creation and the implementation of an official policy about how the languages and linguistic varieties of a country are to be used.

The following are some of the definitions cited by other researchers regarding language planning:

“As I define it, the term language planning includes the normative work of language academies and committees, all forms of what is commonly known as cultivation...and all proposals for language reforms of standardization” (Huegen, 1969:701).

“[Language planning] occurs when one tries to apply the amalgamated knowledge of language to change the behavior of a group of people” (Thornburn 1971: 254).

“Language planning is *deliberate* language change; that is; changes in the system of language code or speaking or both that are planned by organizations that are established for such purposes or given a mandate to fulfill such purposes. As such, language planning is focused on problem-solving and is characterized by the formulation and evaluation of alternatives for solving language problems to find the best (or optimal, most efficient) decision” (Rubin and Jernudd, 1971b: xvi).

“We do not define planning as an idealistic and exclusively linguistic activity but as a political and administrative activity for solving language problems in society” (Jernudd and Das Gupta, 1971:211).

“The term language planning is most appropriately used in my view to refer to coordinated measures taken to select, codify and, in some cases, to elaborate orthographic, grammatical, lexical, or semantic features of a language and to disseminate the corpus agreed upon” (Gorman, 1973:73).

“Language planning refers to a set of deliberate activities systematically designed to organize and develop the language resources of the community in an ordered schedule of time” (Das Gupta, 1973:157).

“The term *language planning* refers to “the organized pursuit of solutions to language problems, typically at the national level” (Fishman, 1974b:79).

“Language planning is the methodical activity of regulating and improving existing languages or creating new common regional, national or international languages” (Tauli, 1974:56).

“The [language planning] terms reviewed refer to an activity which *attempts* to solve a language problem, usually on a national scale, and which focuses on either language form or language use or both” (Karam, 1974:105).

“[Language planning may be defined as] government authorized, long term sustained and conscious effort to alter a language itself or to change a language’s functions in a society for the purpose of solving communication problems” (Weinstein, 1980:55).

“Language planning refers to systematic, theory based, rational, and organized societal attention to language problems” (Neustupny 1983:2 cited by Cooper 1989:31).

“Language policy-making involves decisions concerning the teaching and use of language, and their careful formulation by those empowered to do so, for the guidance of others” (Pastor in Cooper 1989:31).

“The term language planning applies to a wide range of processes involving planned change in the structure and the status of language varieties” (Tellefson, 1981:175).

Language planning is “a problem solving activity concerned with deliberate language change for specific aims, which may be social, political or educational (or a mixture of all three)” (Kennedy, 1983:1).

“Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes” (Cooper, 1989:45).

Noss (1994) defines language planning as a process whereby authority formulates and coordinates:

- (a) Policies on the use and promotion of specific language varieties in particular roles within its jurisdiction,
- (b) Policies on the identification and/or codification of the language varieties concerned, and subsequently implement these policies, evaluate the implementation, and if necessary, evaluate the policies later.

Ignacio (1998) defines language planning as the development of goals, objectives and strategies to change the way a language is used in a community. It involves some intervention or “social engineering” of language use. The intervention and social engineering of the language use could include policies, as stated by Noss (1998), an authority or government carries out to achieve certain goals. As Rubin and Jernudd (1971, cited in Coronel-Molina, 1999) summarizes it,

“Language planning is a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities. To put it differently, language planning involves *deliberate*, although not always overt, *future oriented* change in systems of language code and/or speaking in a societal context.”

Language planning is important because it serves several purposes. Some of the aims of language planning are to achieve national unity and harmony, as a nation building

tool, to strengthen communicative integration, either domestically or internationally, to revitalize a language, to modernize and standardize a language, to reverse language shift, and thus prevent language death (Asmah, 1994; Noss, 1994; Coronel-Molina, 1999; Kavanagh, 1999; and Ignace, 1998).

Language policy on the other hand is what a government does either officially through legislation, court decisions or policy to determine how languages are used, cultivate language skills needed to meet national priorities or to establish the rights of individuals or groups to use and maintain languages (Wikipedia, 2009). The term language policy sometimes appears as synonym for language planning but more often it refers to the goals of language planning (Cooper, 1989:29 as cited by Mutasa, 2004:16).

Language policy can be regarded as “one mechanism for locating language within a social structure so that language determines who has access to political power and economic resources” Tollefson, 1991:16). This also establishes control in language use. Tollefson (1991:211) continues to argue that only when language policy engages fully with a larger process of establishing structural equality, ‘a system for making decisions in which individuals who are affected by policies have a major role making policies’, is it likely to serve the interests of equity significantly. Es’kia Mphahlele is skeptical about the assertion of claims of policy under any circumstances:

Political programming of public usage in matters of language is, in the long term, irrelevant to the dynamics of social and cultural determinations and choices. People will speak and write the language that they perceive to be fulfilling their contemporary needs and their historical destiny (1994:160).

From the above quotation, one is able to understand the complexity that is involved in language use and language choice respectively. Some people may have different opinions regarding the choice of languages for the purpose of education, economy, media and legal system. The political struggle played an important role in the resistance of certain languages and also in the acceptance of the others.

Tollefson (1991) and Mphahlele (1994) concur that the pure vision of the policy cannot be imposed on a complex socio-political reality without damage to democracy. However, none of them offers an unproblematic solution as major difficulties arise in articulating the policy from a democratic base of the kind envisaged by Tollefson.

From the definitions by various researchers on language planning above, the main focus has been on identifying and resolving language problems. The issue of communication problems as conceded by Karam (1974:108) that, “Theoretically, whenever is a communication problem concerning language, language planning is possible”. The Department of Correctional Services in general and also in particular with reference to Pretoria Central Prison, is faced with issues of communication problems. The prison community is multilingual and multicultural; therefore, there is linguistic diversity.

Cooper (1989: 45) refers indirectly that his definition regarding language planning activity focuses on language attitudes, the behavior towards language and towards language users. Cooper argues that the purpose of language planning is to influence those who are in power to contribute to socio-political and economic development of the society concerned.

Language planning does not take place in isolation. There are factors that contribute to its development such as its language dynamics, attitudes and technological dynamics. This is reiterated by Eastman’s (1992:97) view that “certain situations simply evolve.”

The relationship between language policy and democracy in South Africa may seem obvious, but democracy on the other hand demands full access to political and economic life for all citizens. This is impossible to many citizens because they are unable to participate –or participate fully because language is not used in the public domain (Ridge in Makoni and Kamwangamalu, 2000:45).

Kamwangamalu (2000:51) argues in his article when he examines the new language policy of South Africa in the light of current language practices in some of the country’s institutions like government administration such as various government

departments including the Department of Correctional Services (DCS). He argues that irrespective of the 'constitutional principles of language equity, which stipulate that *all official languages must enjoy parity of esteem and must be treated equitably*' (The Constitution, 1996, Section 6(2)), language practices in almost all the institutions in the country show a different reality. In reality, the old language practices have remained to a large extent unaffected. This means, official languages are unofficially given high status and this constitutes a three-tier, triglossic system; one in which English is ranked first, Afrikaans second and the African languages third. Mutasa (2007) concurs with Kamwangamalu (2000) about the dominance of English and Afrikaans especially when all the languages should have equal status at national and provincial levels. Despite the new language policy, English and Afrikaans remain on top of the other languages in language practices in post-apartheid South Africa.

The definitions bring about the three concepts; status planning which is a selection of particular language for certain functions; corpus planning which is the development of a language and acquisition planning which deals with users of a language. Below will be a detailed discussion on each of the three concepts as types and approaches of Language Planning.

2.2 Types and Approaches to Language Planning

The types of language planning answer the question, what is to be planned about the language, its function or its structure? Approaches to language planning refer to the level at which planning takes place (Mutasa, 2004:20).

According to Bamgbose (1991:109) "The basis for language planning is the perception of language problems requiring a solution". These language problems might be grounded in status planning, corpus planning and acquisition planning. These three aspects will be discussed below.

2.2.1 Status Planning

Deals mainly with the decisions that governments make regarding language policy and its implementation. This also includes the selection of languages used for official

purposes and education. It is a deliberate effort to allocate the functions of languages and literacy within a speech community. Usually it involves elevating a language variety into a prestige variety, which may be at the expense of other competing dialects (Encyclopedia, 2010). Status planning in most cases is the most controversial aspect of language planning.

According to Erasmus (2002:6, cited in Mutasa, 2004:22) “status planning mainly focuses on the creation of language policies, putting legislative measures into place to give a language or languages their official status and at the same time monitoring these regulations as well as their implementation”.

Muthwii (2004:34) says, “Language planning also implies making certain choices and giving priorities to particular aspects of corpus planning and acquisition planning”. She also concurs with other linguists mainly who are involved in researches of language planning in Africa that most African countries base their main argument on costs when other African languages are supposed to be developed.

Basically, status planning refers to the efforts to allocate the functions of the particular language within the speech community. Usually, this involves the functional domains of the language. Stewart (1968, cited in Coronel-Molina, 1999), developed a list of language functions, which includes:

- (a) Official – a legally appropriate language for political and cultural representation of a country. This gives the language a “statutory” official status. For example, the status of Malay as an official language in Malaysia.
- (b) Provincial – a language used as the official language of a province or region, but not the nation. For example, the Canadian French in Quebec, Canada.
- (c) International – a language used as a medium of communication internationally, such as the current status of English.
- (d) Group – a language used as a medium of communication among members of a single cultural or ethnic group, such as settled group of foreign immigrants. For example, Hebrew as a marker for Jews.
- (e) Religious – the use of a language in connection with the ritual of a particular religion, such as Latin for Roman Catholics before Vatican II, Hebrew for Judaism, and Arabic for Islam.

- (f) Wider communication – a language used as a medium of communication across language boundaries within a nation. This excludes languages which already serve an official or provincial function.
- (g) Educational – a language used as the medium of primary or secondary school. Coronel-Molina (1999) noted that this function does not include post-secondary education. The choice of a language of education also very often has strong political roots.
- (h) School subject – a language that is taught as a school subject at the secondary or higher education levels. This is not necessarily the medium of instruction. An example of a language being taught as a school subject is Sanskrit, which is being taught at tertiary level in India.
- (i) Literary – a language used primarily for literary or scholarly purposes. (Coronel-Molina, 1999)

According to Cobarrubias in Fishman and Cobarrubias (1983:51) “the status of a language is a concept that is relative to language functions...it is also relative to other languages and their suitability and eligibility to perform certain functions in a given speech community.” The following factors determine the status that a language will assume in society:

- the number of people using it,
- their wealth,
- the importance of what they produce and its dependence on language,
- their social cohesiveness and the acceptance by others on their right to be different (Mackey, 1962 in Marivate, 1992:9)

Language status has to do also with the maintenance, expansion or restriction in the uses of a language for a particular function. These include the choice of language to be used at national, regional, official, local or as a medium of communication.

2.2.2 Corpus Planning

Corpus planning deals with the process of standardization that entails codification and elaboration. It refers to prescriptive intervention in the form of a language. This may be achieved by creating new terms or expressions, modifying the old ones, or

selecting among alternative forms. Corpus planning aims to develop the resources in order to meet the scientific, educational and technical demands on a language. According to Homberger (1990:12, as cited in Mutasa, 2004:20) corpus planning involves standardization, lexical modernization, terminology unification, stylistic simplification, auxiliary code standardization, purification, reform and graphization. This means, corpus planning involves the development of a language in its totality that includes the above in order to meet certain requirements.

Corpus planning is related to the language itself. Cooper (1989, cited in Coronel-Molina, 1999), says that it is “the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code”. Corpus planning involves several steps:

(a) Graphization – for previously unwritten language, or a language without a systematic writing system. There are several aspects to consider in graphization, and they are:

- (i) Orthographic conventions,
- (ii) Whether to represent allophones with separate symbols,
- (iii) Alphabets versus syllabaries,
- (iv) Political and/or social issues which might affect acceptance of the alphabets/syllabaries,
- (v) How easy the new alphabets/syllabaries are to learn, write, read and transfer between languages.

(b) Standardization of the language – it is a process where a variety of a language becomes widely accepted by the speech community as “the best form of the language – rated above regional and social dialects,” (Ferguson 1989, cited in Coronel-Molina, 1999). Standardization of a language includes codification, language rules and rules on how to use the language. Coronel-Molina (1999) added that “grammars, dictionaries etc. serve to codify language and “fix” or standardize the lexicon in a more or less permanent form.”

(c) Modernization or elaboration of the language – which refers to the constant and permanent cultivation and development of the language. It is the “process whereby a language becomes an appropriate medium of communication for modern topics and forms of discourse (Cooper 1989, cited in Coronel-Molina, 1999). The process mainly includes the development of the language at lexical level, such as creating and developing new terms/words for new items or new concepts.

(d) Renovation, which is similar to modernization, is an effort to change a developed code to make it efficient, aesthetic or to serve political ideology. For example, the purification of the French language in an attempt to eliminate foreign loan-words, and the feminist campaign for finding gender-neutral terms, such as “chairperson” as opposed to “chairman” (Ignace, 1998 and Coronel-Molina, 1999).

Status planning and corpus planning cannot be discussed in isolation because they are interrelated.

2.2.3 Acquisition Planning

Acquisition planning concerns the teaching and learning of languages. It has to do with language planning in education, which includes issues such as literacy programmes, the use of language in education and educational policy. It is directly related to language spread.

Acquisition planning involves efforts to influence users and the number of users of the language, and the distribution of language and literacy by creating or improving opportunities or incentives to learn them. Coronel-Molina (1999) says that there are several goals of acquisition planning of a language, which are:

- a. The acquisition of the language as a second or foreign language,
- b. the reacquisition of the language by populations for whom it was either a vernacular, such as revitalizing Maori in New Zealand, or a language of specialized function, such as written Chinese in Taiwan,

- c. Language maintenance, such as attempts to prevent language death of Irish Gaelic in the Gaeltacht.

In order to reach these goals, Coronel-Molina (1999) states that three types of methods are designed, that are methods designed to create or improve the opportunity to learn the language, to create or improve the incentive to learn the language, and to create or improve both the opportunity and incentive to learn the language.

2.2.4 Stages of Language Planning

Various linguists agree that language planning should follow certain procedures in order to achieve the aims of language planning. This means a systematic process as described by linguists such as Rubin (1971) who describes four processes, namely, fact-finding, planning (goals, strategies and outcomes), implementation and feedback. Fishman (1979) presents five stages, namely, decision-making, codification, elaboration, implementation and evaluation. Karam (1974) describes three stages, namely, planning, implementation and evaluation. Haugen (1983) presents four stages, namely, selection, codification, elaboration and implementation as cited by Mutasa (2004:25). These stages vary from one linguist to the other.

Language planning efforts usually include several stages as explained above by various linguists (Hinton and Hale, 2001).

The first stage is a needs analysis, involving a socio-political analysis of communication patterns within the society. The next stage in the language planning process involves the selection of a language or language variety for planning purposes. These stages are sometimes referred to as "status planning" and include:

- Codification. Characteristics or criteria of a "good" language are established.
- Standardization. A unified variety of the language is established, if necessary.
- "Fine-tuning" the selected language or language variety is referred to as "corpus planning" and includes the following stages:

- **Elaboration.** Any of a variety of developments, including expansion of vocabulary, expansion of stylistic repertoire, and creation of type fonts, allows the language to function in a greater range of circumstances.
- **Cultivation.** The establishment of arbiters, such as dictionaries or language academies, maintains and advances the status of the language.

In addition to the establishment and implementation of changes through status and corpus planning, evaluation and feedback provide a mechanism for determining how well the language planning efforts are progressing.

The above stages are also discussed in (Mutasa (2004:26-27) using different terminology and can also be regarded also as a **fact-finding** stage where an extensive research is conducted in order to gather information regarding language problems, tendencies and constraints in a given situation. In this study, the Department of Correctional Services (DCS) as well as other departments in the Republic of South Africa are still battling with issues of language implementation of which the main obstacles are development of African languages and funding the processes of those language developments.

The second stage is **planning** where goals, strategies and outcomes are considered. It is a stage where actual planning is done and things such as cost implications for all the linguistic and non-linguistic goals are analyzed.

The third stage is **implementation** where strategies are put into operation. It is a stage where the cooperation of all stakeholders is required. Implementation involves the entire population including the DCS where the acceptance of the language policy depends on the consensus of the majority of the population.

The last stage is **evaluation** where the planners must see if the plan has in fact worked (Rubin, 1971:220). This is where the planners have the opportunity to evaluate their plan against the tests as suggested by Reagan (1995: 320), namely, 'desirability, justness, effectiveness and tolerability'.

2.2.5 Goals of Language Planning

Language planning may affect all areas of language use but in most cases, it concentrates on the more observable ones.

- **Writing.** The written form of a language may have to be developed, modified, or standardized. The establishment of Language Units (NUs) in each department and provinces in South Africa serve as a step forward towards the development of African Languages and the fulfillment of the requirements of language rights as enshrined in the Constitution. For example, the development of isiNdebele at the University of Pretoria, which is one of the indigenous languages that have been elevated to an official status?
- **Lexicon.** The vocabulary of a language may need to expand to keep pace with increasing technological development. For example, the primary function of institutions such as the Swedish Center for Technical Terminology is to coordinate standard spoken and written forms for new terminology in media, government, and industry.
- **Syntax.** The syntax of the language may need to expand as the language takes on a national function in order to accommodate the more widespread use of the language in legal documents and in governmental proceedings.

In newly dependent countries such as South Africa, language planning is aimed at officialization of language with the intentions of technological advancements and the nationalisation of indigenous languages for national unity necessary for development. There are three declarations that seek technological development and national unity through making all the languages to be official languages within the borders of each and every African country. The declarations are, The Organization of African Unity Language Plan of Action for Africa of 1986, The Harare Declaration of 1997 and The Asmara Declaration of 2000 (Mutasa, 2004:28).

2.2.6 Orientations of Language Planning

Ruiz (1984:16) defines orientations as “a complex of dispositions towards language and its role, and towards languages and their role in society”. These mean that

orientations are associated with attitudes and they form the foundation in which attitudes are formed. Ruiz proposed three types of orientations, which are,

- (i) Language-as-a-problem.
- (ii) Language-as-right.
- (iii) Language-as-resource.

- (i) Language-as-a-problem

Language is an important source of communication. Without language, no communication will take place. The users of a particular language should have the same or common meanings and understanding of the language spoken. The issue of language at DCS and other government departments has a great impact on the users of the language, meaning, the prison officials and the offenders at DCS. Misinterpretation of the instructions issued to both parties may create an unpleasant situation and that can result in hostility.

Ruiz (1984:18) and Fishman (1974a:79) view language planning as a means of solving language problems at national level. South Africa as a multilingual society has language problems due to its linguistic diversity.

- (ii) Language-as-right

The Constitution of the Republic of South Africa (1996) enshrined fundamental bill of rights that includes the right to use the language of ones' choice. Section 30 stipulates that:

Everyone has the right to use the language and participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights.

These rights are protected and members of the minority languages should also enjoy the use of their languages without any hindrance. Language as a right of individuals is stressed in the Barcelona Universal Declaration on Linguistic Rights (June 1996) and the Freedom Charter, where emphasis is on non-discrimination, pluralism and

community initiatives in language use (Mutasa, 2004:30). If linguistic rights are recognized, then the possibility of developing the underdeveloped languages to the level of colonial languages will be possible. Those languages will also be able to participate in the social, economic and political life of their country.

(iii) Language-as-resource

It is important to develop dictionaries, terminology lists and other literature that can be used for development of any language. In South Africa, the Pan South African Language Board (PanSALB) which falls under the Department of Arts and Culture was established in 1995 as a language development agency. It is charged with developing and promoting the use of all languages of South Africa.

The PanSALB Amendment Act, 1999, provides for the establishment of National Lexicography Units (NLUs) for all official languages. These units are established to compile dictionaries and monolingual and explanatory dictionaries to satisfy the needs of the linguistic diversity of the society. National Language Bodies (NLBs) for 11 official languages have been established as advisory bodies to PanSALB.

These orientations play a vital role in language planning. A variety of approaches can be used in order to overcome some of the constraints attached to language policy.

2.3 Conclusion

The chapter discusses language planning and language policy. In language planning and language policy various linguists were cited who have analyzed language planning and language policies. The grounds on which language planning and implementation were based, were fully discussed in relation with language policy of DCS and other government departments in South Africa.

Various stages of language planning by various linguists were also discussed with DCS in mind. Language as a right, as a problem and as resource brings to light the complexity of South Africa as a multilingual country. The PanSALB as the watchdog for the protection of language choice and language use as well as language

development of those languages that were previously marginalized is tasked with working hand in hand with the department of Arts and Culture. The attempt to implement the language policy saw the establishment of National Language Units (NLUs) at all the national and provincial department. National Language Bodies (NLBs) were also established for all the 11 official languages as advisory bodies to the PanSALB.

These language policies were discussed in order to form a base of this research study. The issue of the South African language policy being one of the best in the world, sometimes is ideal in an ideal world. In reality, there are serious challenges facing the implementation of the policy. According to the mass or the South African people, the language policy is regarded as good but complex in the sense that there are too many official languages. Through the PanSALB, language choice and language use which are the core of this study, can be protected and implemented in the various departments including the Department of Correctional Services.

Chapter 3

3.0 Research methodology

3.1 Introduction

In this research study, the qualitative, quantitative and mixed methods of investigation and data collection will be discussed. Some sociolinguistic concepts that are central to the issues namely; language attitudes, language choice and language usage at the Pretoria Central Prison to be investigated in the study will be identified. These methods and concepts will be discussed and defined in order to obtain an understanding of these issues as they apply to the situation under investigation.

3.2 The choice of research methods

The term ‘methodology’ refers to the way in which one approaches problems and seeks answers. In the social sciences, the term applies to how one conducts research. There are assumptions that include studying many phenomena that are internal to people such as attitudes, values, beliefs, lived experience, interests and purposes that will shape which methodology one chooses (Johnson and Christensen, 2004:15).

Methodology also refers to the nuts and bolts of how a research study is undertaken. There are a number of important elements that need to be referred to here and the first of these is the research design. There are several types of quantitative studies that can be structured under the headings of true experimental, quasi-experimental and non-experimental designs (Robson, 2002).

The next element to consider after the research design is the data collection method. In a quantitative study any number of strategies can be adopted when collecting data and these can include interviews, questionnaires, attitude scales or observational tools. Questionnaires are the most commonly used data collecting instruments and consist mainly of closed questions with a choice of fixed answers. These questionnaires can also be conducted in face-to-face interviews or telephonically (Polit and Beck, 2006).

After identifying the appropriate data collecting method the next step that needs to be considered is the design of the instrument. Researchers may choose a previously designed instrument or develop one for the study. The process of designing an instrument is sometimes a difficult process (Burns and Grove, 1997) but the main aim is that the final questions will be clearly linked to the research questions and will provide accurate information and will help achieve the goals of the research. If a previously designed instrument is chosen it should clearly establish that it is the most appropriate instrument (Polit and Beck, 2006).

One of the most important features of any instrument is that it measures the concept being studied in an unwavering and consistent way. These are discussed under the broad headings of validity and reliability respectively. In general, validity is described as the ability of the instrument to measure what it is supposed to measure and reliability the instrument's ability to consistently and accurately measure the concept under study (Wood, Ross-Kerr, and Brink, 2006). However, if the instrument has been adapted in any way, or is being used for a new population then previous validity and reliability will not apply. In such circumstances the researcher should indicate how reliability and validity of the adapted instrument was established (Polit and Beck, 2006).

The use of sample study is important to establish whether the chosen instrument is clear and unambiguous. This will help the researcher to adjust definitions, alter research questions and address changes to the measuring instrument. Having described the research design, the researcher should outline in clear, logical steps the process by which the data was collected. All the steps should be fully described and easy to follow (Russell, 2005).

As already mentioned, the choice of one method of research over another depends mainly on the aims of the study, as well as the methodological preferences and research interests of the researcher. However, factors such as time, costs, and availability of manpower should be considered when choosing a particular method.

Miller and Crabtree (1992:6) distinguish three types of description: qualitative, quantitative and normative. Qualitative description, using qualitative methods,

explores the meaning, variation and perceptual experiences of phenomena. Quantitative description, based on descriptive statistics, refers to the distribution, frequency, prevalence, incidence and size of one or more phenomena. Normative description seeks to establish the norms and values of phenomena. The choice of quantitative or qualitative methods depends on whether the norms of interest are numerical or textual.

Meulenberg-Buskens (1993) provides the following description of qualitative vs. quantitative research:

To describe 'qualitative' in opposition to 'quantitative' briefly, one could say that in qualitative approach the researcher tries to relate directly to phenomena in reality, whereas in quantitative approach the researcher tries to measure the degree in which certain aspects he/she assumes the phenomena consist of, are present in reality.

3.2.1 Qualitative research method

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret a phenomenon in terms of the meanings people bring to them. Qualitative research involves a collection of a variety of empirical materials – case study, personal experiences, introspective, life story, interview, observational, historical, interactional and visual texts – that describes routine and problematic moments and meanings in individual's lives (Denzin and Lincoln, 1994; Patton, 2002).

Qualitative approach is inductive, with the purpose of describing multiple realities, developing deep understanding, and capturing everyday life and human perspective. It is a process of discovery of the phenomena being studied. The research focus will examine full context and interacts with participants while collecting most data face-to-face from participants (Trumbull in Taylor, 2005:101).

According to Schwandt (1997a:xiv) qualitative inquiry is a set of multiple practices in which words in methodological and philosophical vocabularies acquire different

meanings in their use or in particular acts of speaking about the meaning of the practice.

Kirk and Miller (1968) viewed qualitative research as an approach to study social research that involves watching people in their own territories and interacting with them in their own languages or terms.

Patton (2002:4) wrote that qualitative findings grew out of three kinds of data collection:

Interviews

Open-ended questions and probes yield in depth responses about people's experiences, perceptions, opinions, feelings, and knowledge.

Observations

Fieldwork descriptions of activities, behaviors, actions, conversations, impersonal interactions, organizational or community process, or any other aspect of observable human experience. Data consist of field notes.

Documents

Written materials and other documents from organizational, clinical, or program records; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs and memorabilia; and written responses to open-ended surveys.

The above, are sources used for the validity of data collected in qualitative research.

Several qualitative researchers believe that reliability in their research can be controlled by keeping careful records of interviews and observations. Data gathering procedures should be reliable to the extent that the results obtained from the data can be replicated by other researchers. Borg, Gall and Gall (1981) supported the above by stating that \to improve reliability the researcher should standardized the timeline for collecting the data, correctly and systematically data from individuals or event measured, specific to the context in which the measurements were made.

The aim of qualitative research approach is to understand a human being's experiences in social sciences through observation. The approach to ensuring

objectivity, ethical diligence and rigor depends on whether the study is qualitative or quantitative. It is for the researcher to understand that the main distinction between qualitative and quantitative may be found within both method and methodology (Jackson II, Drummond and Camara, 2007: 22). According to Kaplan (1964) method refers to how data is collected, and methodology refers to the identification and utilization of the approach for addressing a theoretical or practical problem. In short it can be said that method is about 'how to' and methodology is about 'why to' collect data in a certain way.

In designing a study, all social science researchers begin with a set of questions about a social problem. These are some of the basic questions that a researcher will ask:

- How will I gain access to and recruit participants?
- How will participants respond to my questions?
- How will their responses help me to understand about the selected phenomenon under investigation?
- Do my research questions reflect what I am seeking to conceptually understand?

In this study the focus will be on:

- attitude displayed towards a specific minority language (e.g. English);
- attitude towards language groups, communities and minorities; it also includes
- Attitude towards the use of a specific language and attitude towards language preference.

Each of the questions is important at the beginning of an investigation. They will determine whether a researcher is a quantitative or qualitative researcher. As a quantitative researcher, one will want to statistically assess some of the aspects of research problem through the use of experimental or survey design procedures. The purpose of such a survey is to test the impact of an intervention on an outcome while controlling for various factors that might influence that outcome. When a researcher wants to know about certain attitudes, trends, or opinions of a population by studying a sample of that population, a survey design is used. Both experimental and survey designs result in the report of generalisations made by a sample in representation of a particular population (Cresswell, 2003).

Stake (1995: 37) maintains that there are three major differences between quantitative and qualitative research:

1. The distinction between explanation and understanding as the purpose of inquiry;
2. The distinction between a personal and impersonal role for the researcher; and
3. A distinction between knowledge discovered and knowledge constructed.

In this study the researcher will primarily concern with the use of human as instrument approach. In other words, the focus is on understanding human beings' experiences and reflections about those experiences. In qualitative research most questions are open-ended and the participants offer their in-depth responses to questions about how they have constructed or understood their experiences. By using the qualitative research, the researcher will get more information about the phenomenon, realizing that the major drawback will be that the results will not be generalisable to a population because a certain percentage of the population will participate. Moreover, the researcher tends to be more cognizant of his/her personal rather than impersonal role in the research. This has also implications for social scientific interpretation of the data collected (Jackson II, Drummond and Camara, 2007: 22-23).

According to Denzin and Lincoln (2000), qualitative research encompasses all forms of social inquiry that rely primarily on non-numeric data in the form of words, including all types of textual analyses such as content, conversation, discourse and narrative analyses. The aim and function of qualitative inquiry is to understand the meaning of human action by describing the inherent or essential characteristics of social objects or human experience.

The following methodologies vary along a continuum from content analysis, discourse analysis and narrative analysis to conversation analysis. *Content analysis* involves comparing, contrasting and categorizing a set of data primarily to test hypotheses of a quantitative and /or qualitative textual analysis. This type of analysis usually relies on statistical procedures for sampling and establishing inter-coder

reliability (Krippendorff, 1980). Qualitative content analysis involves interpreting, theorizing, or making sense of data by first breaking it down into segments that can be categorized and coded, and then establishing a pattern for the entire data set by relating the categories to one another (Gubrium and Holstein, 1997).

Conversation analysis is concerned with examining the linguistic organization of talk to show how speakers produce orderly social interaction (Silverman, 1998). Similarly, *discourse analysis* is a way for examining language as it is used in specific contexts, however it is more strictly focused on the content of talk, highlighting the practices that comprise the ideologies, attitudes, ideas, and courses of action that systematically constitute the subjects and objects of which people speak (Foucault, 1972).

Characteristics of qualitative research

According to Reisman (1993) characteristics of qualitative research include natural setting, direct data collection, rich narrative descriptions, process oriented, and inductive data analysis and participant perspectives. These can be explained briefly as follow:

1. *Nature setting*: Research is done in a natural environment. No attempt is made to control conditions and behavior as in experimental research.
2. *Direct Data Collection*: The research is usually an activity participant in the study by interacting directly with the participants under study.
3. *Rich Narrative Descriptions*: Descriptions are expressed in words rather than in numbers as in quantitative research. Some descriptive statistics may be used to clarify the narrative descriptions.
4. *Process Oriented*: Unlike quantitative research, in qualitative research the researcher is looking for the process through which behavior occurs, not the 'why' and 'how' as specified in quantitative research methods.
5. *Inductive Data Analysis*: Hypotheses are infrequently used in qualitative research. Researchers usually use research questions. Data are collected and synthesized inductively to formulate theory whereas in quantitative research, the deductive method is used and theories are tested.
6. *Participant Perspective*: Researchers attempt to relate reality as articulated by participants. No predeterminations are made concerning what participants might

say. Researchers depend entirely on information provided by participants in analyzing data.

Qualitative research method will be used in this study based on five features of qualitative research as defined clearly by Bogdan and Bilken (1982:29):

1. *Qualitative research has the natural setting as direct source(s) of data and the researcher is the key instrument.*

Qualitative researchers believe that the setting has an effect on human behavior; therefore, it is important for the researcher to be in that particular setting when conducting the research. Observation and face-to-face contact is essential.

2. *Qualitative research is descriptive.*

Qualitative researchers use questionnaires, interviews, tape recorder and other methods to collect information. As the main aim is to understand, qualitative researchers do not reduce the pages of information and other data into numerical symbols, but they analyze the data with all its richness and adhere closely to its original form.

3. *Qualitative researchers are concerned with process rather than simply with outcomes or products.*

Qualitative researchers go in pursuit of an understanding of the way a speech community functions. They are, therefore, interested in attitudes and daily interactions.

4. *Qualitative researchers tend to analyze their data inductively.*

Qualitative researchers connect small pieces of evidence to form a whole. That is, they construct a picture which takes shape as different parts are collected, examined and put together.

5. *'Meaning' is essential concern to qualitative approach.*

Qualitative researchers are concerned with participant perspectives. Qualitative researchers focus on questions such as: What assumptions do people make about their lives? What do they take for granted? Such questions are essential to the style and content of the research conducted and the results yielded.

3.2.2 Quantitative research

The purpose of quantitative research is to make valid and objective descriptions on the phenomena. The quantitative researcher attempts to show how phenomena can be controlled by manipulating the variables. The researcher attempts to achieve objectivity by not letting his/her personal biases influence the analysis and interpretation of the data (Taylor, 2005:91).

Quantitative research methods cannot address the full range of problems in social sciences. It cannot achieve successfully a complete control and objectivity, and data gathering instruments do not frequently answer all of the questions posed by the researcher in social sciences.

Quantitative research methods include historical, descriptive, correlational, causal-comparative, experimental, action research and development (Charles, 1988). These methods yield numerical data and are evaluated by utilizing descriptive or inferential statistics.

Most quantitative research methods use the following process:

1. Research questions or hypotheses are developed to guide the research.
2. Data sources are identified depending upon the type of research being conducted.
3. Research tools are identified, such as surveys, questionnaires, standard tests, interviews, etc.
4. Establishing methods and procedure, specific steps are outlined for conducting research.
5. Analysis of data; what statistical procedures will be employed.

Interpretations of data are employed to report the findings as well as to determine what research questions or hypotheses are significant (Taylor, 2005:92).

Some of the following quantitative research methods will be briefly discussed as they are more relevant to the current research study:

Descriptive research

Descriptive research describes and interprets the present. The primary purpose of this method is to analyze trends that are developing as well as the current situations. This is designed to solve present day problems. Solutions of present day problems will help in projecting goals and directions for the future, as well as information relevant to how to reach designated goals (Borg, Gall and Gall, 1993).

Descriptive research method like historical research method involves more than collecting and tabulating data. Statistics such as frequencies, percentages, averages, graphs, sometimes variability and correlations are used to analyze and interpret data.

Correlation research

Correlations attempt to show relationships between two or more variables. They tend to show strong or weak relationships. These relationships assist the researcher in explaining, controlling and predicting phenomena. The method permits the researcher to analyze several variables to determine how they may affect a certain behavior (Taylor, 2005:93-94).

Unlike historical and descriptive research methods, correlational research requires few data sources. Only two data sources are needed depending upon the variables under investigation.

Major similarities and differences between qualitative and quantitative research methods.

The following similarities and differences between quantitative research methods and qualitative research methods are derived from Borg, Gall and Gall (1996), Biddle and Anderson (1986), Patton (2002) and Shank (1993):

Both qualitative and quantitative methods are defined in both approaches; research questions or hypotheses are stated, methods and procedures and analysis of data are developed. Theory is used in both approaches although different strategies are employed. Quantitative research tests theories while qualitative research develops theories. The deductive method is used in quantitative research while inductive method is used in qualitative research.

Generally, quantitative methods are objective and reliable and can be generalized to a large population. Conversely, qualitative methods are subjective and generate rich, detailed and valid data (Steckler, 1992). Qualitative procedures generally include personality variables such as, attitudes, feelings, and emotions.

Quantitative research is designed to provide objective descriptions of phenomena and to demonstrate how phenomena can be controlled through specific treatments. On the other hand, qualitative research is designed to develop understanding of individuals in their natural environments that cannot be objectively verified. Researchers using quantitative research methods make assumptions that findings will be based upon existing laws and principles. It is believed that these assumptions will lead to accurate predictions. In contrast, researchers using qualitative methods also draw certain assumptions; however, their assumptions are based upon the individual's uniqueness and cultures. No value judgment is formed until all data have been analyzed.

In quantitative research, the researcher's objective measurements are taken through instruments rather than through human judgment. Personal values and philosophies are kept away from influencing the process by means of minimum contacts with the subjects. Qualitative research uses human judgment in coding, rating interventions,

and observations. Procedures are designed so that the researcher will have direct contact with the subjects. The researcher becomes a participant in the study.

Quantitative researchers prefer to study phenomena by dividing the variables into parts, examining and analyzing selected variables, and determining the interrelationships among them. Qualitative researchers prefer to look at phenomena as a total and complete context; the whole, rather than the part method.

In analysis, quantitative research relies upon numerical data which is used to perform various statistical procedures to analyze data. In contrast, qualitative research relies upon narrative descriptions that are categorized to analyze data.

In quantitative research methods, a research design is usually developed with an experimental and control group and outcomes are based upon the comparison of groups involved. In using qualitative research methods, the whole method is employed; all attributes of the subjects are of interest to the researcher. Data gathering procedures are expedited through observations, interviews, and tape recordings. Those data sources constitute the information needed to analyze the data by identifying categories and themes that will provide detailed information on subjects studied.

Little weight is placed on values in the quantitative research while in qualitative researchers support the notion that all research is value-laden.

When using quantitative research methods, the researcher assumes that he/she can discover laws that can control social and educational condition in society by using sample techniques and assigning subjects to the experimental and control groups.

Most data in quantitative research is numerical and can be statistically treated. It can be analyzed using computer software or even a calculator. Instruments used in the qualitative research are usually administered under standardized conditions. Procedures for scoring instruments are also uniformed. These steps are used to minimize and reduce the researcher's bias in selecting, administering, and scoring instruments.

The above can be deemed to be the summary of the research methods that will be employed in this study.

3.2.3 Mixed research methods

The use of mixed method research designs, which combine quantitative and qualitative methods, is becoming popular because many situations are best investigated using a variety of methods. The researcher is not compelled to use techniques associated with a particular design (quantitative or qualitative). McMillan and Schumacher, (2006:28) identified the three types of mixed method research designs, namely:

Explanatory Design

In explanatory design, quantitative data are collected first and depending on the results, qualitative data are gathered second to elucidate, elaborate on, or explain the quantitative findings. The main study is quantitative, and the qualitative results are secondary.

Exploratory Design

In this type of mixed method design, qualitative data are gathered first and a qualitative phase follows. This kind of design is used to develop a survey whereby themes, ideas, perspectives and beliefs are identified. Researchers are able to use the language and emphasis on different topics of the subjects in the wording of items for the survey.

Triangulation Design

In this type, both quantitative and qualitative data is collected at about the same time. Triangulation is used when the strengths of one method offset the weaknesses of the other, so that together, they provide a more comprehensive set of data. Theoretically, the triangulation design is used because the strengths of each approach can be applied to provide not only a more complete result but also one that is more valid.

Mixed research involves mixing of quantitative and qualitative research methods, approaches, or paradigm characteristics. Tashakkori and Teddie (1998) identified two major types as mixed method research and mixed model research. Both methods are defined as 'mixed research method in which the researcher uses the qualitative research paradigm for one phase of a research and the quantitative research paradigm for a different phase of the study and mixed model research in which the researcher uses both qualitative and quantitative research within a stage or across two of the stages I the research process' (Johnson and Christensen, 2004:49). This means, qualitative research and quantitative research are done concurrently. It can either be at the same time or in sequence to address the research topic in the mixed research method. In mixed model research there are three steps to be followed namely; research objective whereby objectives of qualitative research are exploration and description while objectives of quantitative research are explanation, prediction and description; collection of data whereby qualitative research relies on words and images while quantitative research relies on standardized, numerical data; and analysis and interpretation of the data is whereby qualitative research relies on the searching for themes and patterns in narrative data while quantitative research involves statistical analysis.

According to Greene (2007:xii), a mixed methods way of thinking involves an openness to multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished. She continues to say that multiple approaches can generate more complete and meaningful understanding of complex human phenomena.

In summary, mixed research methods in the current may be used whereby statistical analysis which are typical to quantitative research methods and analysis of words which is qualitative research will be done concurrently.

The aim of the study is to identify language attitude, language use and language choice at Pretoria Central Prison, therefore, mixed research methods seem to be relevant for the attainment of the goals of this study. Mixed research methods allow the opportunity to analyze the situation. Mixed research methods can therefore be accepted as a basis from which this research can be done; this means that data would

be collected by means of interviews and questionnaires as well as using statistical analysis.

The following reasons for using mixed research methods are as follow:

- Communication is hard to quantify. For this reason, qualitative method was more appropriate for describing certain aspects of the study.
- Using interviews and questionnaires to find out language choice is easier because the respondent is able to give reasons for his/her language choice.
- Because of personal nature of language, data and attitude problems at Pretoria Central Prison are not easy to quantify.
- Quantitative research method was found suitable for giving the numbers of language used in this prison, the people using those languages and the distribution of questionnaires to prison official in their different ranks as well as prison offenders.

3.3 Fieldwork

3.3.1 Introduction

Fieldwork as a part of social science research brings the researcher closest to the subject of research. It is a dynamic process where there is an exchange between the researcher, participants, stakeholders, gatekeepers, the community and the larger socio-political context in which the research problem is located. Ethical dilemmas that surface during fieldwork often pose a unique challenge to the researcher. Fieldwork has been conducted in this study. This involves a researcher going to the site where the phenomena occur for investigation. In this study, the fieldwork experiences of other researchers, is discussed, so that some of the issues involved in the situation under investigation, are made clear.

According to Miller and Crabtree (1992:5), the style most suited to meeting the objectives of identification and qualitative description is field research style. The field researcher is directly and personally involved in an interpretive focus on the human sphere of activity, the goal is to generate holistic and realistic descriptions or

explanations. The field is viewed through the qualitative filter used by the researcher. Qualitative field observations are detailed descriptive recordings that are used as field notes, of events, people, actions and objects in a setting. It is an integral part of both participant observation and in-depth interviewing.

3.3.2 Objectives of the fieldwork

In this study the following goals have been set in order to describe the language situation at Pretoria Central Prison:

- To identify all language varieties that occurs at Pretoria Central Prison.
- To describe each variety used in conversation between:
 - (i) prison officials and prison officials
 - (ii) prison offenders and prison offenders
 - (iii) prison official and prison offenders
 as well as the function of the particular language variety in each situation above.
- To describe the attitudes towards each variety by the various speakers.

3.3.3 Selection procedure

The following selection procedure was used:

This prison holds different criminals from petty criminals to hard criminals, therefore, the prison offenders were chosen randomly by the prison officials for the researcher due to security reasons. Most of the prison offenders who were chosen were serving terms ranging from twelve (12) months to life sentences.

In the case of prison officials, all the prison officials who reported for duty that day during the research period were given questionnaires to fill in. The information will be discussed in chapter 5.

The total number of respondents was 346 consisting of 66 prison officials and 280 prison offenders. This is indicated by table 4.1 and table 4.2 below:

Selection table for prison offenders

Table 3.1

| Number of prison offenders | Number of respondents | Percentage of respondents |
|----------------------------|-----------------------|---------------------------|
| 280 | 280 | 100% |
| | | |

Table 4.1 indicates the prison offenders who answered the questionnaire. Although Pretoria Central Prison has a large number of sentenced prison offenders, the department of Correctional Services decided to choose randomly this number. This was done for security reasons.

Selection table for staff members

Table 3.2

| Staff members | Number of respondents | Percentage of respondents |
|------------------|-----------------------|---------------------------|
| Prison officials | 66 | 100% |

Table 4.2 indicates 66 staff members who answered the questionnaires, comprising of both prison officials and prison personnel. The prison officials and personnel who answered the questionnaires were on duty at that day.

3.4 Data gathering techniques

In this study participant observation, questionnaires and interviews were used for collecting data. These techniques are crucial to the ultimate outcome.

Both prison offenders and prison officials were given questionnaires (see Appendix 1 & 2) to fill in at Pretoria Central Prison; they could all read and write.

Interviews were conducted with few directors at the ministry (head office) in Pretoria. (See Appendix 3).

3.4.1 Interviews

Johnson and Christensen (2004: 178) explain interview as ‘a data collection method in which interviewer asks interviewee questions. The interviewer can either be the researcher him/herself or someone who is assigned to conduct the interview. Interviews are done face-to-face or telephonic. In this study, interviews were done face-to-face. Interview is an interpersonal encounter and the interview should be friendly. The interviewer should try to maintain impartiality to the answers of the interviewee and he/she must maintain control of the interview and keep the interview focused. Trust is important between the interviewer and the interviewee for data collection’.

McMillan and Schumacher (2006:350-351) explain in-depth interviews as ‘open-response questions to obtain data of participant meanings – how individuals conceive of their world and how they explain or make sense of the important events in their lives’. There are different types of interviews:

4. Informal conversation: - Questions emerge from immediate context. There are no predetermined topics or wording.
5. Interview guide: - Topics outlined in advance. Researcher decides the sequence and wording during interview.
6. Standardized open-ended: - The exact wording and sequence of questions are predetermined. Questions are completely open-ended (McMillan and Schumacher, 2006: 351).

The interview was used at the ministry when permission was requested for the study as well as to find out from directorate about the issue of language attitudes; language use and language choice was dealt with at the entire Department of Correctional Services in general.

The advantages of using unstructured interviews in this research can be summarized as follows:

- It allows the researcher the opportunity to let the interview develop in various situations, and to use relevant questions as interview progresses.
- It does not limit possibilities of the interviewee; as there is greater possibility of satisfactory feedback.
- This provides the best way to evaluate the intentions and behavior of others, since it allows face-to-face interaction and the potential for discussion (Schwartz and Jacobs, 1979:40).

3.4.2 Questionnaires

A questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. A questionnaire is one of many ways information can be obtained.

All questionnaires were in English Even though some of the respondents' home language was not English. Both prison officials and prison offenders had a certain level of understanding English. The researcher did not encounter any problems and the procedure went well. The researcher was also available to answer any questions that were problematic or that caused confusion.

3.5 Data analysis

The technique used for analysis of data collected proved crucial to the study's outcome. Data analysis refers to sifting, organizing, summarizing and synthesizing the data so to arrive at the results and conclusion of the researcher. The researcher in this research study used a statistician to capture and analyze questionnaires.

Johnson and Christensen (2004:502), identify the following to be used for data analysis in qualitative research methods; segmenting, coding and developing category systems. They explain segmenting as involving the division of data into meaningful analytical units. A meaningful unit of a text can be a word, a single sentence, several sentences, or it might be even a complete document.

Coding is the process of marking segments of data with symbols, descriptive words, or category names. Miles and Huberman (1994:56) explain it 'codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study'.

Words will be segmented and coded and they must have meaning that according to the researcher should be documented.

3.6 Conclusion

Regarding research methods, a detailed discussion on how to go about in this research study was discussed. The definitions and explanations of various research methods was done citing various references. The methods were discussed with DCS in mind and Pretoria Central Prison in particular, as the study revolves around it.

The next chapter will be chapter 4 and it will deal with research findings from questionnaires and interviews.

Chapter 4

4.0 Presentation and analysis of the data

4.1 Introduction

This chapter will focus on the presentation and analysis of the data collected using written questionnaires, personal observations and personal interviews with different stakeholders at the Pretoria Central Prison. The chapter, therefore, will present the data with a view to describing the reasons why different prison community members at Pretoria Central Prison choose to use their languages and why they feel that the Department of Correctional Services' policy on the use of languages other than theirs is infringing their democratic rights.

The data collected from the written questionnaires will be discussed in two sections as follows, that is, from the Correctional Services' Officials and from Prison Offenders:

4.1.1 Section A: Correctional Services' Officials

Personal details:

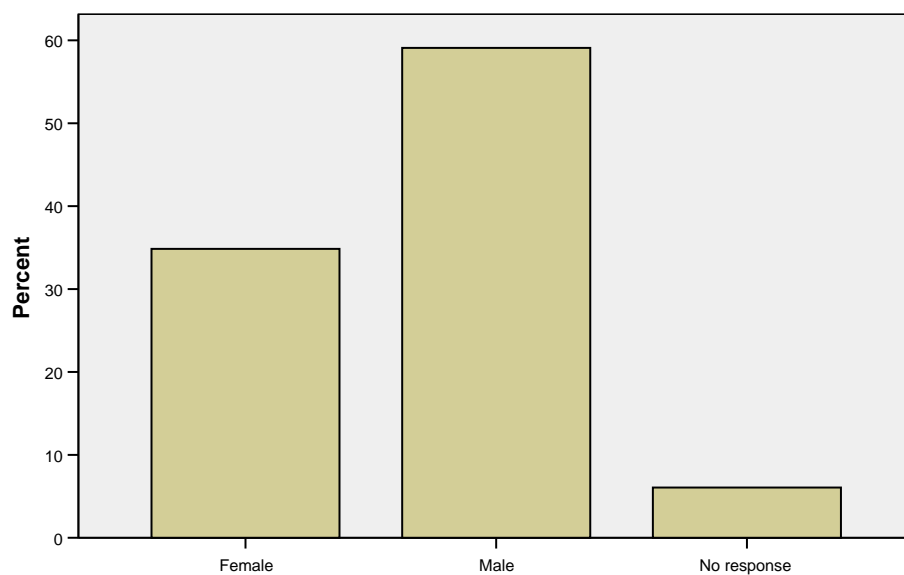
This section of the questionnaire provides the demographics of the respondents such as age, gender, race, home language, citizenship, level of education, rank and years of service. This information will be used to compile a sociolinguistic profile of the respondents.

Question 1: Gender

Gender refers to a social category, which is associated with the sex of the people. This is used to differentiate the sexuality of individuals according to biological features that a person is born with.

Statistics**Q1**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Female | 23 | 34.8 | 34.8 | 34.8 |
| | Male | 39 | 59.1 | 59.1 | 93.9 |
| | No response | 4 | 6.1 | 6.1 | 100.0 |
| | Total | 66 | 100.0 | 100.0 | |

Q1**Q1****GENDER**

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

GENDER

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | 39 | 59,1 | 59,1 | 59,1 |
| | 2 | 23 | 34,8 | 34,8 | 93,9 |
| | EMPTY | 4 | 6,1 | 6,1 | 100,0 |

| | | | |
|-------|----|-------|-------|
| Total | 66 | 100,0 | 100,0 |
|-------|----|-------|-------|

Statistics

59.1% are males and 34.8% are females and 6.1% did not indicate. From this statistic one is able to realise that the majority of prison official at the Pretoria Central Prison are male. The dominance of males might be due to the fact that Pretoria Central Prison is a male only prison.

Question 2: Age

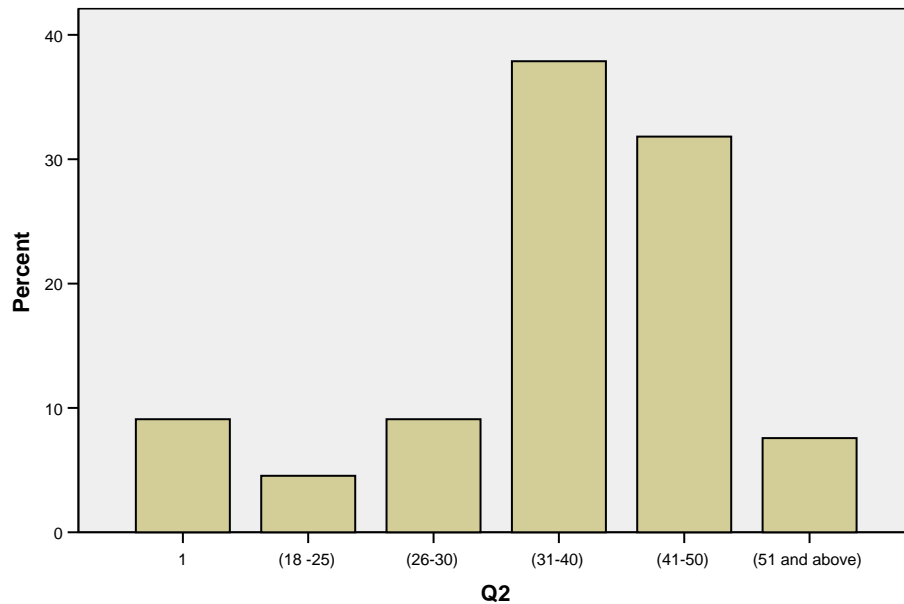
Age is studied in order to locate people in the society and it causes language variation. There are certain features of the language that probably give clues about the age of the speaker.

AGE

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

Age

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 6 | 9,1 | 9,1 | 9,1 |
| 1 | 3 | 4,5 | 4,5 | 13,6 |
| 2 | 6 | 9,1 | 9,1 | 22,7 |
| 3 | 25 | 37,9 | 37,9 | 60,6 |
| 4 | 21 | 31,8 | 31,8 | 92,4 |
| 5 | 5 | 7,6 | 7,6 | 100,0 |
| Total | 66 | 100,0 | 100,0 | |

Q2

The majority of the respondents (37.9%) at this prison are between the age range of 31-40years and the second highest is 31.8% who have an age range of between 41-50years. The third is 9.1% (26-30years of age), the fourth is 7.6% (50 and above) and the last group is 4.5% (18-25 years of age).

Question 3: Race

Language is used to represent race. Different groups use language as an important marker of their ethnic identity. (p84 1999; Linda Thomas and Shan Wareing)

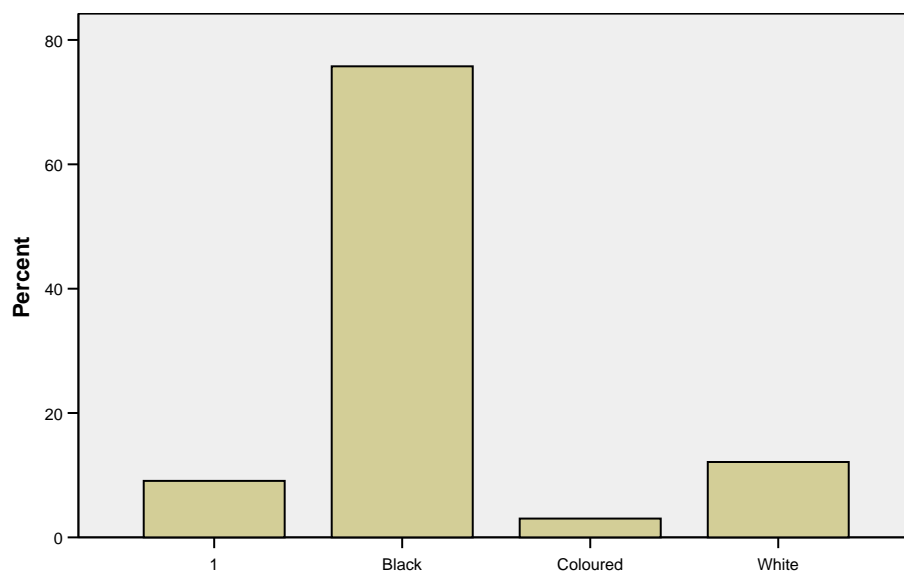
Statistics

RACE

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

RACE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 6 | 9,1 | 9,1 | 9,1 |
| 1 | 50 | 75,8 | 75,8 | 84,8 |
| 2 | 2 | 3,0 | 3,0 | 87,9 |
| 3 | 8 | 12,1 | 12,1 | 100,0 |
| Total | 66 | 100,0 | 100,0 | |

Q3**Q3**

The majority of the respondents are black (75.8%), 12.1% are white and 3.0% are Indians. All these percentages include females.

Question 4: Citizenship

People who are regarded as native members of a particular country. Some are naturalised members of a particular country.

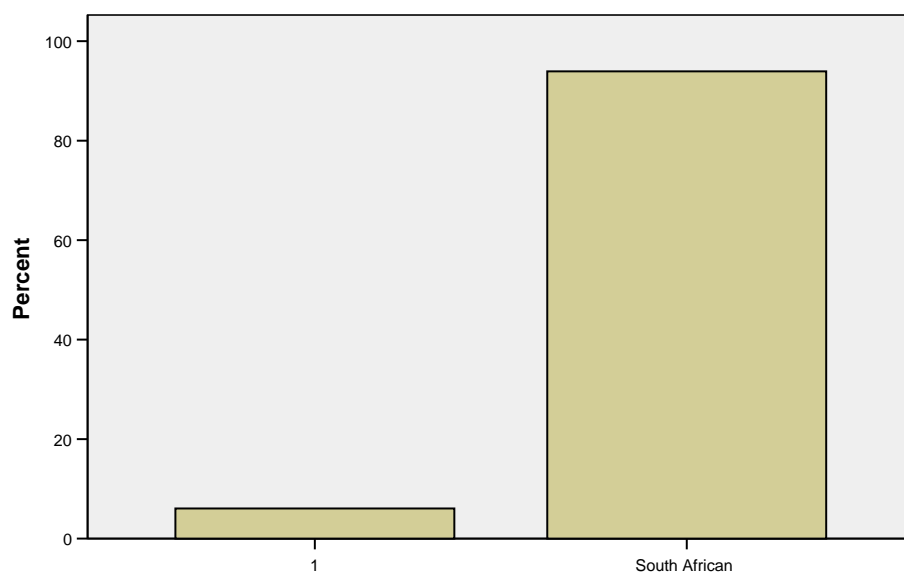
Statistics**CITIZENSHIP**

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

CITIZENSHIP

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 4 | 6,1 | 6,1 | 6,1 |
| 1 | 61 | 92,4 | 92,4 | 98,5 |
| 2 | 1 | 1,5 | 1,5 | 100,0 |
| Total | 66 | 100,0 | 100,0 | |

Q4



The majority of the respondents are South African citizens (98.5%) and the remaining percentage is of those who are not South African citizens (1.5%). This question was posed in order to determine how many people are citizens of South Africa and how many are not.

Question 5: Country

This question has to do with the location of this prison and to tell whether it is in South Africa or what.

Statistics

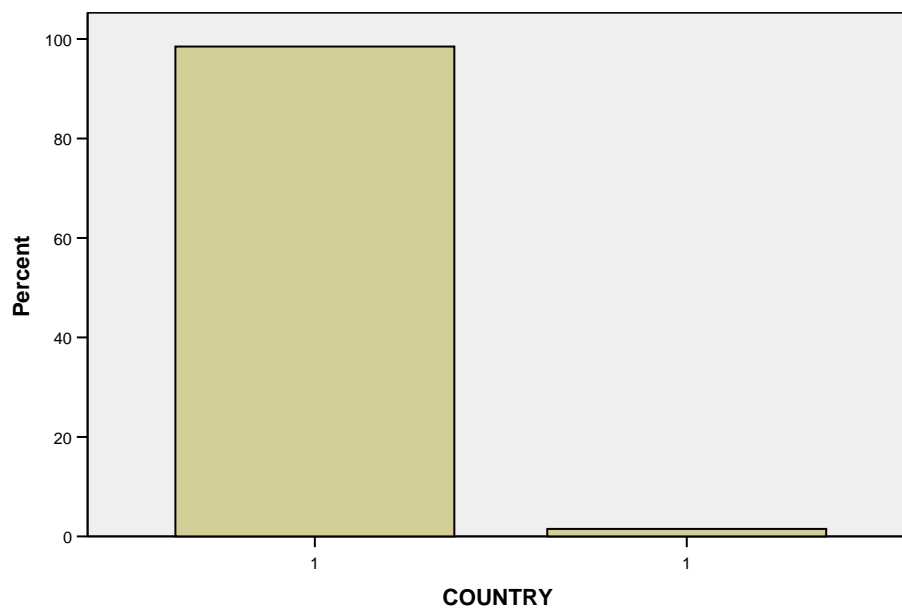
COUNTRY

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

COUNTRY

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 65 | 98,5 | 98,5 | 98,5 |
| 1 | 1 | 1,5 | 1,5 | 100,0 |
| Total | 66 | 100,0 | 100,0 | |

COUNTRY



The majority of the respondents are South Africans (98.5%) and the non-South Africans are very few (1.5%).

Question 6: Home language

This has to do with the language spoken at home, mother tongue or the language used as first language. This question will be discussed in detail in the next chapter.

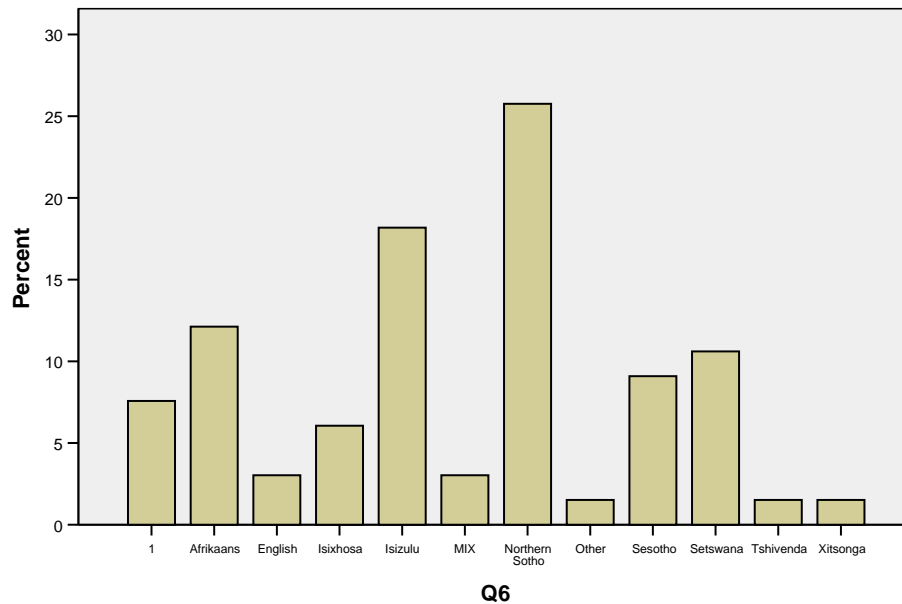
Statistics

HOME_LANGUAGE

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

HOME_LANGUAGE**Q6**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid | 5 | 7.6 | 7.6 | 7.6 |
| Afrikaans | 8 | 12.1 | 12.1 | 19.7 |
| English | 2 | 3.0 | 3.0 | 22.7 |
| Isixhosa | 4 | 6.1 | 6.1 | 28.8 |
| Isizulu | 12 | 18.2 | 18.2 | 47.0 |
| MIX | 2 | 3.0 | 3.0 | 50.0 |
| Northern Sotho | 17 | 25.8 | 25.8 | 75.8 |
| Other | 1 | 1.5 | 1.5 | 77.3 |
| Sesotho | 6 | 9.1 | 9.1 | 86.4 |
| Setswana | 7 | 10.6 | 10.6 | 97.0 |
| Tshivenda | 1 | 1.5 | 1.5 | 98.5 |
| Xitsonga | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q6

This table shows a variety of home languages at the Pretoria Central Prison. The majority of the respondents speak Northern Sotho or Sepedi (25.8%) followed by isiZulu 18.2% and Afrikaans is the third largest home language at this prison (12, 1%). When one adds the number of speakers according to African language groups, one realises that Sotho group is in the majority, that is, Northern Sotho or Sepedi (25.8%), Setswana (10.6%) and Sesotho (9.1%).

Question 7: Education

This question requires the respondent to state the level of education that he/she has obtained.

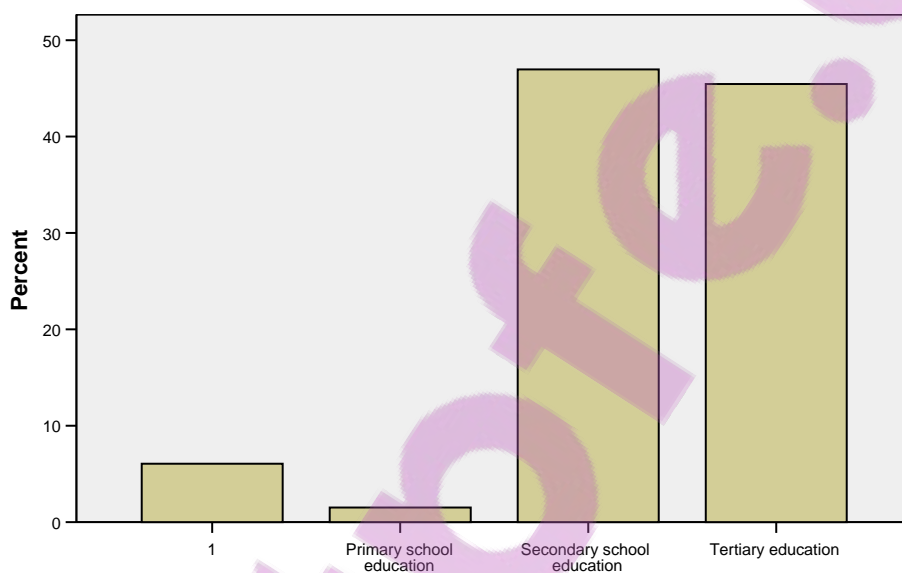
Statistics

EDUCATION

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

EDUCATION**Q7**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|--------------------|
| Valid | 4 | 6.1 | 6.1 | 6.1 |
| Primary school education | 1 | 1.5 | 1.5 | 7.6 |
| Secondary school education | 31 | 47.0 | 47.0 | 54.5 |
| Tertiary education | 30 | 45.5 | 45.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q7**Q7**

The answer to this question shows that respondents at this prison have secondary or high school education and tertiary education. The statistical difference between the two groups is very narrow, that is, 47% have secondary or high school education and 45.5% have tertiary education. The issue of tertiary education might be misleading as it might mean they have vocational training which is post-matriculation or high school where they are trained on how to work with the prisoners. Very few have primary education (6.1%) and the rest did not indicate.

Question 8: Rank

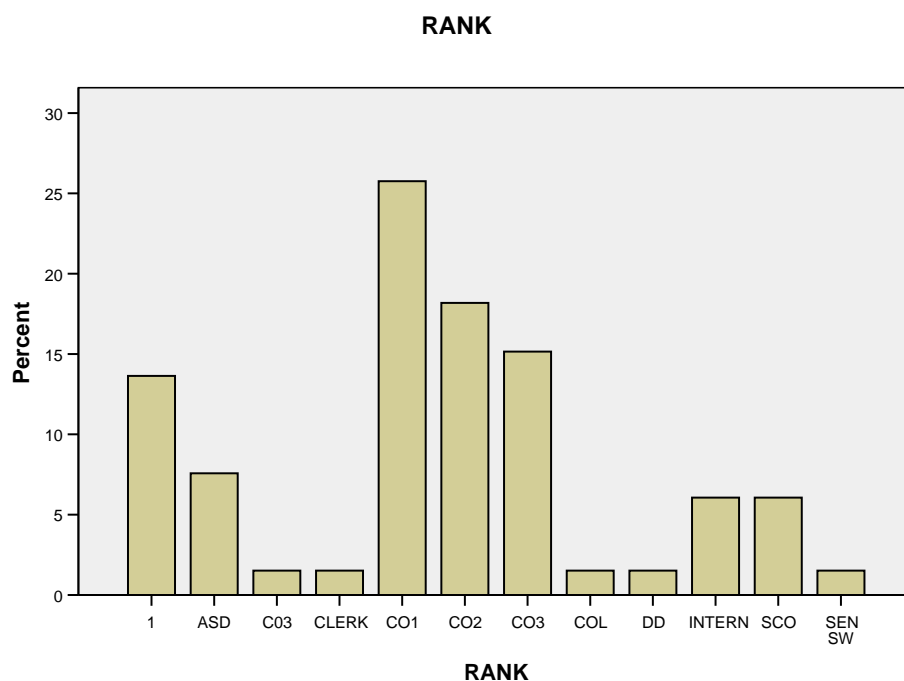
Rank means classification of employees at this prison according to grades and positions. There those who are clerks or administrators, social workers, volunteers or interns, deputy directors, directors, etc.

Statistics**RANK**

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

RANK**Q8**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Valid | 9 | 13.6 | 13.6 | 13.6 |
| ASD | 5 | 7.6 | 7.6 | 21.2 |
| C03 | 1 | 1.5 | 1.5 | 22.7 |
| CLERK | 1 | 1.5 | 1.5 | 24.2 |
| CO1 | 17 | 25.8 | 25.8 | 50.0 |
| CO2 | 12 | 18.2 | 18.2 | 68.2 |
| CO3 | 10 | 15.2 | 15.2 | 83.3 |
| COL | 1 | 1.5 | 1.5 | 84.8 |
| DD | 1 | 1.5 | 1.5 | 86.4 |
| INTERN | 4 | 6.1 | 6.1 | 92.4 |
| SCO | 4 | 6.1 | 6.1 | 98.5 |
| SEN SW | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |



The majority of the respondents are CO1 (25.8%) which means Correctional Services 1. This is the lowest rank in the department and most of them are still fresh from training. 18.2% are CO2, 15.2% are CO3, 7.6% are Assistant Directors, 6.1% are Intern and they are placed in different departments at the prison, some of them for example, are involved in the education section, 6.1% are Senior Correctional Officers, 1.5% is Deputy Director who assist the Director in the daily running of this prison, 1.5% is a Senior Social Worker who deals with social welfare of the prison community members and 1.5% is a clerk who does the clerical work at this prison.

Question 9: Length of Service

This question has to do with the experience of the respondents.

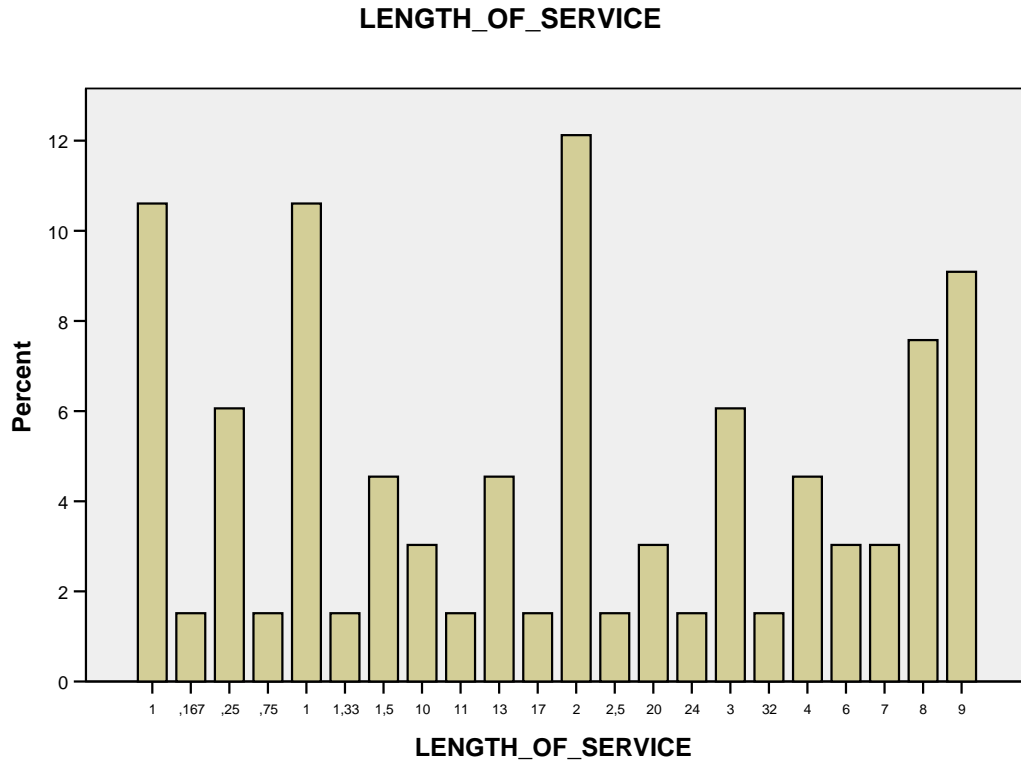
Statistics

LENGTH_OF_SERVICE

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

Q9

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|-----------------------|
| Valid | 7 | 10.6 | 10.6 | 10.6 |
| ,167 | 1 | 1.5 | 1.5 | 12.1 |
| ,25 | 4 | 6.1 | 6.1 | 18.2 |
| ,75 | 1 | 1.5 | 1.5 | 19.7 |
| 1 | 7 | 10.6 | 10.6 | 30.3 |
| 1,33 | 1 | 1.5 | 1.5 | 31.8 |
| 1,5 | 3 | 4.5 | 4.5 | 36.4 |
| 10 | 2 | 3.0 | 3.0 | 39.4 |
| 11 | 1 | 1.5 | 1.5 | 40.9 |
| 13 | 3 | 4.5 | 4.5 | 45.5 |
| 17 | 1 | 1.5 | 1.5 | 47.0 |
| 2 | 8 | 12.1 | 12.1 | 59.1 |
| 2,5 | 1 | 1.5 | 1.5 | 60.6 |
| 20 | 2 | 3.0 | 3.0 | 63.6 |
| 24 | 1 | 1.5 | 1.5 | 65.2 |
| 3 | 4 | 6.1 | 6.1 | 71.2 |
| 32 | 1 | 1.5 | 1.5 | 72.7 |
| 4 | 3 | 4.5 | 4.5 | 77.3 |
| 6 | 2 | 3.0 | 3.0 | 80.3 |
| 7 | 2 | 3.0 | 3.0 | 83.3 |
| 8 | 5 | 7.6 | 7.6 | 90.9 |
| 9 | 6 | 9.1 | 9.1 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |



The majority of the respondents have been employed for 2 years (12.1%) followed by 1 year (10.6%). The longest serving member has 32 years experience and the others are clearly indicated on the above graph. The graph indicates that there are experienced people who have been in the service of the Department of Correctional Services and those who have just entered the service. This is a well spread graph of which one is able to deduce the service that the prison community members are offering to the department.

Question 10: Number of languages spoken at this prison

Since this prison is multilingual, the question was asked to indicate how many languages are spoken.

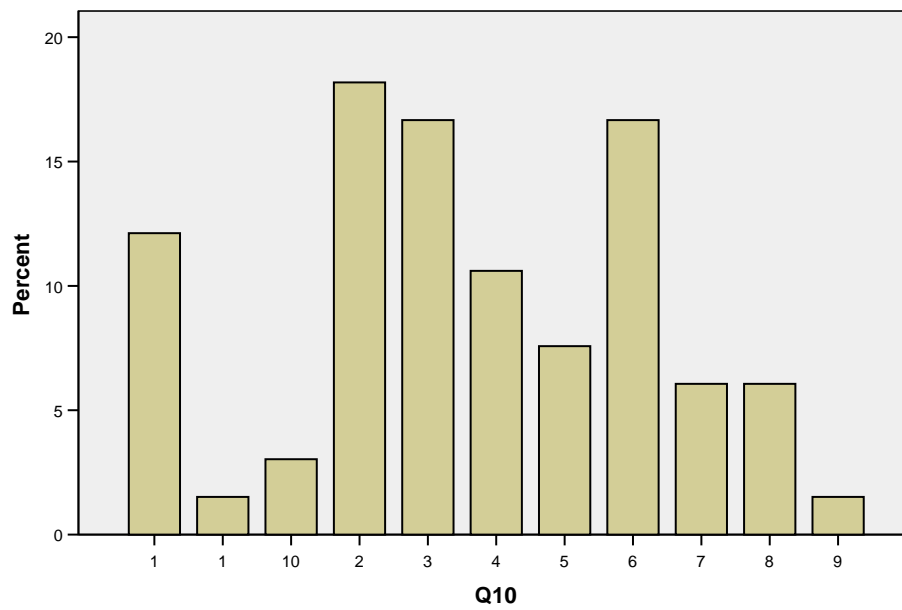
Statistics

NO_OF_LANGUAGES

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

NO_OF_LANGUAGES**Q10**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 8 | 12.1 | 12.1 | 12.1 |
| 1 | 1 | 1.5 | 1.5 | 13.6 |
| 10 | 2 | 3.0 | 3.0 | 16.7 |
| 2 | 12 | 18.2 | 18.2 | 34.8 |
| 3 | 11 | 16.7 | 16.7 | 51.5 |
| 4 | 7 | 10.6 | 10.6 | 62.1 |
| 5 | 5 | 7.6 | 7.6 | 69.7 |
| 6 | 11 | 16.7 | 16.7 | 86.4 |
| 7 | 4 | 6.1 | 6.1 | 92.4 |
| 8 | 4 | 6.1 | 6.1 | 98.5 |
| 9 | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q10

This table indicates that the respondents at Pretoria Central Prison speak a variety of languages, including second and third languages. The majority of officials speak English when communicating with colleagues. This may be due to the number of different languages found at the Pretoria Central prison.

Question 11: Language preference

Various people prefer to use different languages depending on the situation they find themselves in. This question will be discussed fully in the next chapter.

Statistics

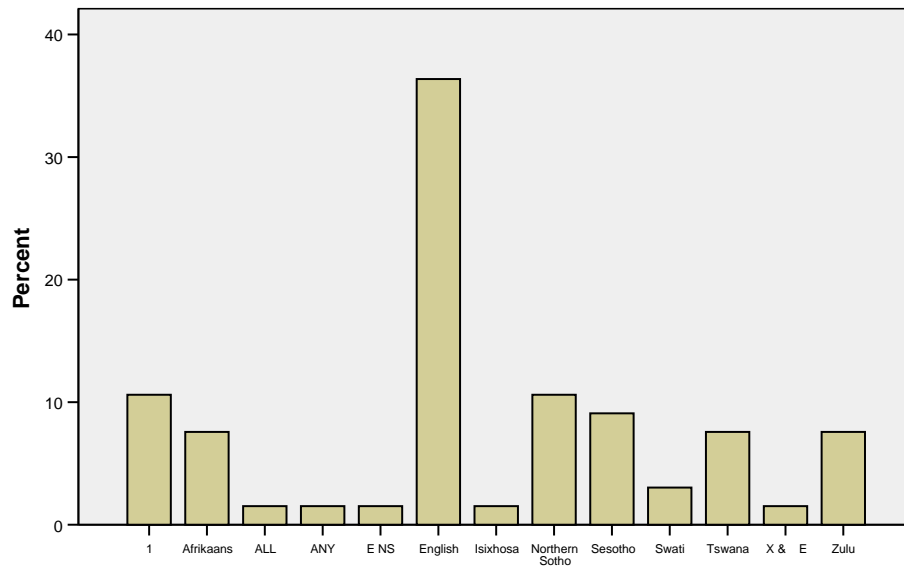
PREFERENCE

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

PREFERENCE

Q11

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid | 7 | 10.6 | 10.6 | 10.6 |
| Afrikaans | 5 | 7.6 | 7.6 | 18.2 |
| ALL | 1 | 1.5 | 1.5 | 19.7 |
| ANY | 1 | 1.5 | 1.5 | 21.2 |
| E NS | 1 | 1.5 | 1.5 | 22.7 |
| English | 24 | 36.4 | 36.4 | 59.1 |
| Isixhosa | 1 | 1.5 | 1.5 | 60.6 |
| Northern Sotho | 7 | 10.6 | 10.6 | 71.2 |
| Sesotho | 6 | 9.1 | 9.1 | 80.3 |
| Swati | 2 | 3.0 | 3.0 | 83.3 |
| Tswana | 5 | 7.6 | 7.6 | 90.9 |
| X& E | 1 | 1.5 | 1.5 | 92.4 |
| Zulu | 5 | 7.6 | 7.6 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q11**Q11**

The majority of the respondents prefer English (31.8%), followed by Northern Sotho or Sepedi as well as Sesotho with 9.1% each. Afrikaans, Setswana and isiZulu share the third place with 7.7% each. From this table, it is clear that people want to use their language of choice if given an opportunity to do so.

Question 12: Reasons for choosing those languages

The table below indicates various reasons for choosing English. This is also indicated in percentages and in numbers.

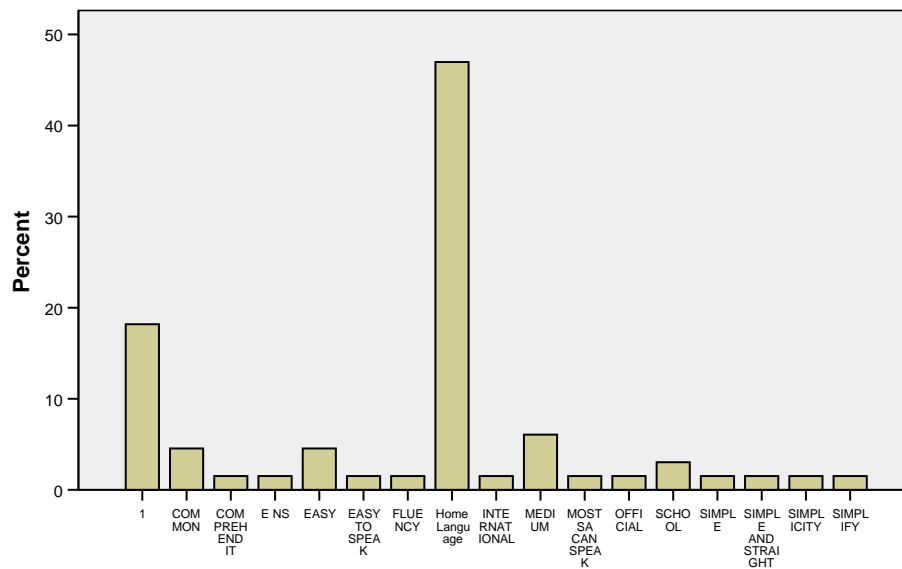
Statistics

WHY

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 9 |

WHY**Q12**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid | 12 | 18.2 | 18.2 | 18.2 |
| COMMON | 3 | 4.5 | 4.5 | 22.7 |
| COMPREHEND IT | 1 | 1.5 | 1.5 | 24.2 |
| E NS | 1 | 1.5 | 1.5 | 25.8 |
| EASY | 3 | 4.5 | 4.5 | 30.3 |
| EASY TO SPEAK | 1 | 1.5 | 1.5 | 31.8 |
| FLUENCY | 1 | 1.5 | 1.5 | 33.3 |
| Home Language | 31 | 47.0 | 47.0 | 80.3 |
| INTERNATIONAL | 1 | 1.5 | 1.5 | 81.8 |
| MEDIUM | 4 | 6.1 | 6.1 | 87.9 |
| MOST SA CAN SPEAK | 1 | 1.5 | 1.5 | 89.4 |
| OFFICIAL | 1 | 1.5 | 1.5 | 90.9 |
| SCHOOL | 2 | 3.0 | 3.0 | 93.9 |
| SIMPLE | 1 | 1.5 | 1.5 | 95.5 |
| SIMPLE AND STRAIGHT | 1 | 1.5 | 1.5 | 97.0 |
| SIMPLICITY | 1 | 1.5 | 1.5 | 98.5 |
| SIMPLIFY | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q12**Q12**

This table indicates that the reason for choosing a particular language as follows:

47% (31) indicated that it was their home language; 18.2% (12) said it was a common language; 6.1% (4) said it was the medium of communication; 4.5% (3) indicated that it was a language that they can comprehend; 4.5% (3) said the language was easy; 3% (2) said that it is a language that they have learnt at school; the rest with 1.5% (1) each said that it was easy to speak, simple and straight forward, official, most South Africans can speak and it was an international language.

Question 13: How are prisoners placed in cells? Table 13: Cells

Cells are rooms in prison assigned to various prisoners or offenders. This can be divided according to age groups and offences.

Statistics

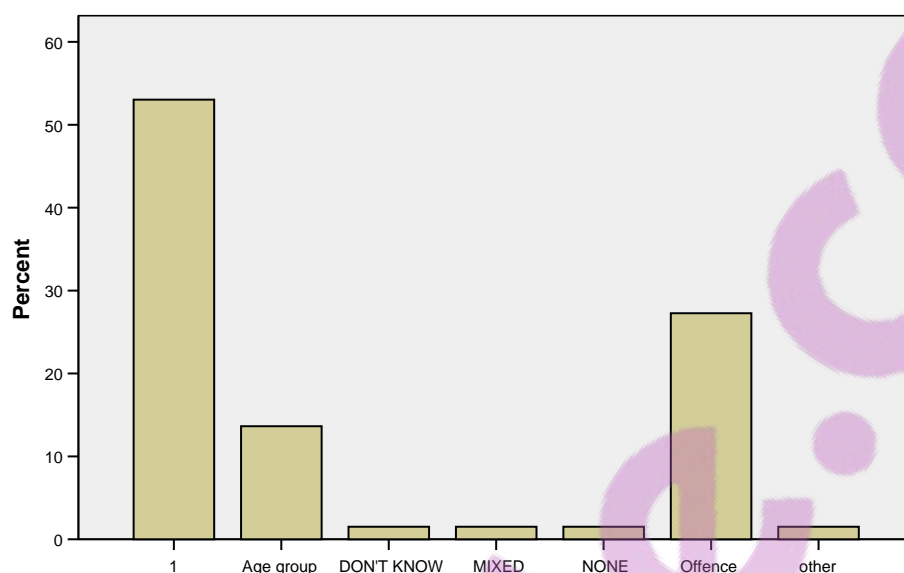
CELLS

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q13

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid | 35 | 53.0 | 53.0 | 53.0 |
| Age group | 9 | 13.6 | 13.6 | 66.7 |
| DON'T KNOW | 1 | 1.5 | 1.5 | 68.2 |
| MIXED | 1 | 1.5 | 1.5 | 69.7 |
| NONE | 1 | 1.5 | 1.5 | 71.2 |
| Offence | 18 | 27.3 | 27.3 | 98.5 |
| other | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q13



Q13

These differ from one prison to the other. In this prison 27.3% (18) of the officials show that offenders are placed according to offences in cells, 13, 6% (9) by age group and 53% seem not to be sure. A very small percentage 1.5% (1) each indicated that they are mixed, they do not know, none and other. These responses are strange especially as they are employees of this prison. Another worrying issue is that there are a large number of prison officials who did not respond to this question 53% or 35 in number. I don't know whether this question was an oversight or it was intimidating to them.

Question 14: Which languages are spoken by the majority of prisoners?

This question was asked in order to evaluate if the respondents have any knowledge of the language used by the majority of prison offenders.

Statistics

Q14B

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q14B

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 14 | 21.2 | 21.2 | 21.2 |
| AFRI/ENG | 2 | 3.0 | 3.0 | 24.2 |
| AFRI/ENG/NS/SES/SET | 1 | 1.5 | 1.5 | 25.8 |
| AFRI/ENG/NS/SES/SET/ TSH/XIH/XHO/ZULU | 1 | 1.5 | 1.5 | 27.3 |
| AFRI/ENG/NS/SES/SET/ TSH/XIT/XHO/ZULU | 1 | 1.5 | 1.5 | 28.8 |
| AFRI/ENG/NS/SES/SET/ ZULU | 1 | 1.5 | 1.5 | 30.3 |
| AFRI/ENG/NS/SES/ZULU | 1 | 1.5 | 1.5 | 31.8 |
| AFRI/ENG/SES | 1 | 1.5 | 1.5 | 33.3 |
| AFRI/ENG/SETXIH/ZULU | 1 | 1.5 | 1.5 | 34.8 |
| AFRI/NS/SET/ZULU | 1 | 1.5 | 1.5 | 36.4 |
| ALL | 1 | 1.5 | 1.5 | 37.9 |
| ALL LANG | 1 | 1.5 | 1.5 | 39.4 |
| ENG/NS/SET/ZULU | 1 | 1.5 | 1.5 | 40.9 |
| ENG/SES/SET/ZULU | 1 | 1.5 | 1.5 | 42.4 |
| ENG/SET/ZULU | 1 | 1.5 | 1.5 | 43.9 |
| ENG/ZULU | 1 | 1.5 | 1.5 | 45.5 |
| English | 4 | 6.1 | 6.1 | 51.5 |
| Isixhosa | 1 | 1.5 | 1.5 | 53.0 |
| Isizulu | 3 | 4.5 | 4.5 | 57.6 |
| Northern Sotho | 5 | 7.6 | 7.6 | 65.2 |
| NS/SES/SET | 1 | 1.5 | 1.5 | 66.7 |
| NS/SES/ZULU | 1 | 1.5 | 1.5 | 68.2 |
| NS/SET | 1 | 1.5 | 1.5 | 69.7 |
| NS/SET/XHO | 1 | 1.5 | 1.5 | 71.2 |
| NS/SET/XIH | 1 | 1.5 | 1.5 | 72.7 |
| NS/XIT/ZULU | 1 | 1.5 | 1.5 | 74.2 |
| NS/ZULU | 3 | 4.5 | 4.5 | 78.8 |
| SES/SET | 1 | 1.5 | 1.5 | 80.3 |
| SES/SET/XHO/ZULU | 1 | 1.5 | 1.5 | 81.8 |
| SES/SET/ZULU | 1 | 1.5 | 1.5 | 83.3 |
| SES/ZULU | 1 | 1.5 | 1.5 | 84.8 |
| Sesotho | 2 | 3.0 | 3.0 | 87.9 |
| SET/XHO/ZULU | 1 | 1.5 | 1.5 | 89.4 |
| Setswana | 5 | 7.6 | 7.6 | 97.0 |
| Xitsonga | 1 | 1.5 | 1.5 | 98.5 |
| ZULU | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q14B



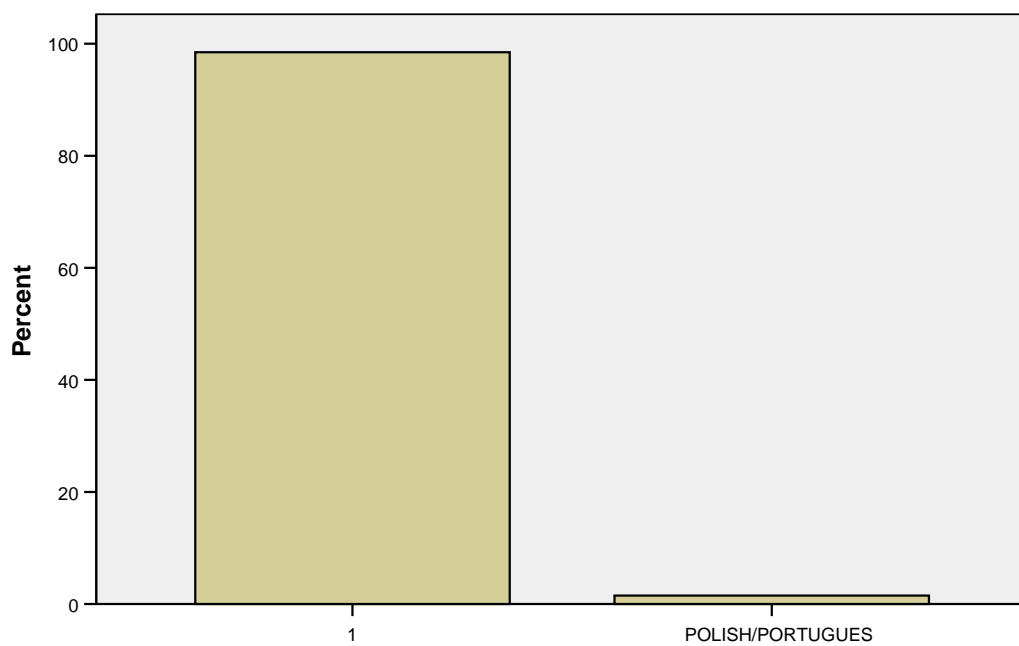
Question 15: If other, specify

Statistics

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Q15

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid | 65 | 98.5 | 98.5 | 98.5 |
| POLISH/PORTUGUES | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q15**Q15**

The majority of the respondents did not answer the question (98.5%) except 1 or 1.5% who responded. This may be due to the previous questions where they indicated a variety of languages that they use to communicate with the prisoners.

Question 16: which language do you regularly speak at work with your colleagues?

Statistics

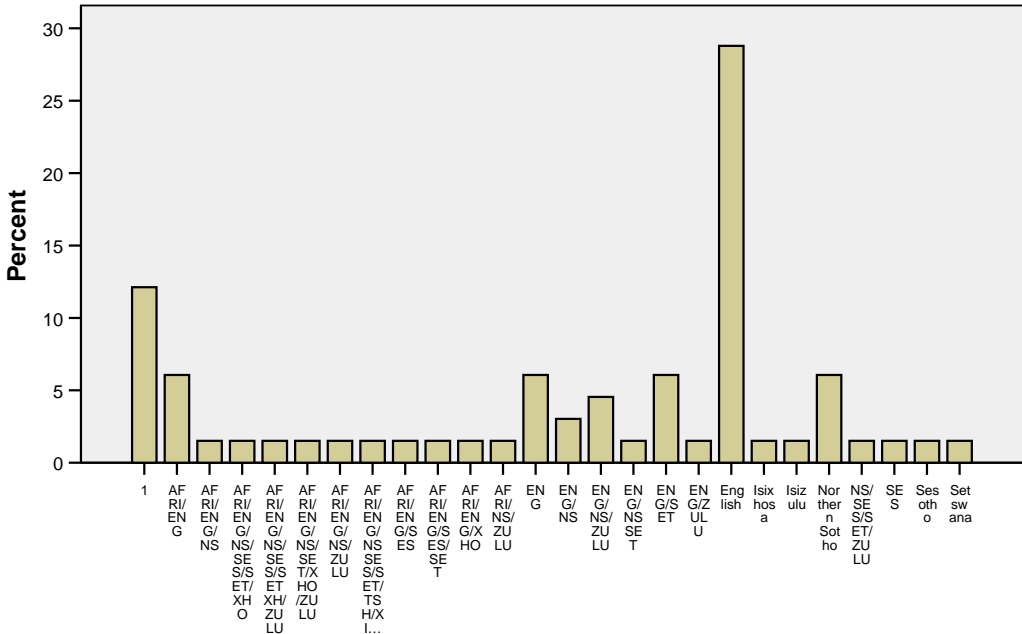
Q16

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q16

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 8 | 12.1 | 12.1 | 12.1 |
| AFRI/ENG | 4 | 6.1 | 6.1 | 18.2 |
| AFRI/ENG/NS | 1 | 1.5 | 1.5 | 19.7 |
| AFRI/ENG/NS/SES/ SET/XHO | 1 | 1.5 | 1.5 | 21.2 |
| AFRI/ENG/NS/SES/ SETXH/ZULU | 1 | 1.5 | 1.5 | 22.7 |
| AFRI/ENG/NS/SET/ XHO/ZULU | 1 | 1.5 | 1.5 | 24.2 |
| AFRI/ENG/NS/ZULU | 1 | 1.5 | 1.5 | 25.8 |
| AFRI/ENG/NSES/SET/ TSH/XIT/XHO/ZULU | 1 | 1.5 | 1.5 | 27.3 |
| AFRI/ENG/SES | 1 | 1.5 | 1.5 | 28.8 |
| AFRI/ENG/SES/SET | 1 | 1.5 | 1.5 | 30.3 |
| AFRI/ENG/XHO | 1 | 1.5 | 1.5 | 31.8 |
| AFRI/NS/ZULU | 1 | 1.5 | 1.5 | 33.3 |
| ENG | 4 | 6.1 | 6.1 | 39.4 |
| ENG/NS | 2 | 3.0 | 3.0 | 42.4 |
| ENG/NS/ZULU | 3 | 4.5 | 4.5 | 47.0 |
| ENG/NSSET | 1 | 1.5 | 1.5 | 48.5 |
| ENG/SET | 4 | 6.1 | 6.1 | 54.5 |
| ENG/ZULU | 1 | 1.5 | 1.5 | 56.1 |
| English | 19 | 28.8 | 28.8 | 84.8 |
| Isixhosa | 1 | 1.5 | 1.5 | 86.4 |
| Isizulu | 1 | 1.5 | 1.5 | 87.9 |
| Northern Sotho | 4 | 6.1 | 6.1 | 93.9 |
| NS/SES/SET/ZULU | 1 | 1.5 | 1.5 | 95.5 |
| SES | 1 | 1.5 | 1.5 | 97.0 |
| Sesotho | 1 | 1.5 | 1.5 | 98.5 |
| Setswana | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q16



Q16

This table indicates that the majority of the respondents speak English to their colleagues (28.8% + 6.1% =34.9%). Followed by those respondents who spoke English and Afrikaans (12.1%)? The rest use a variety of languages depending on the level and the subject matter.

Question 17: If other, specify (e.g. Scamto)

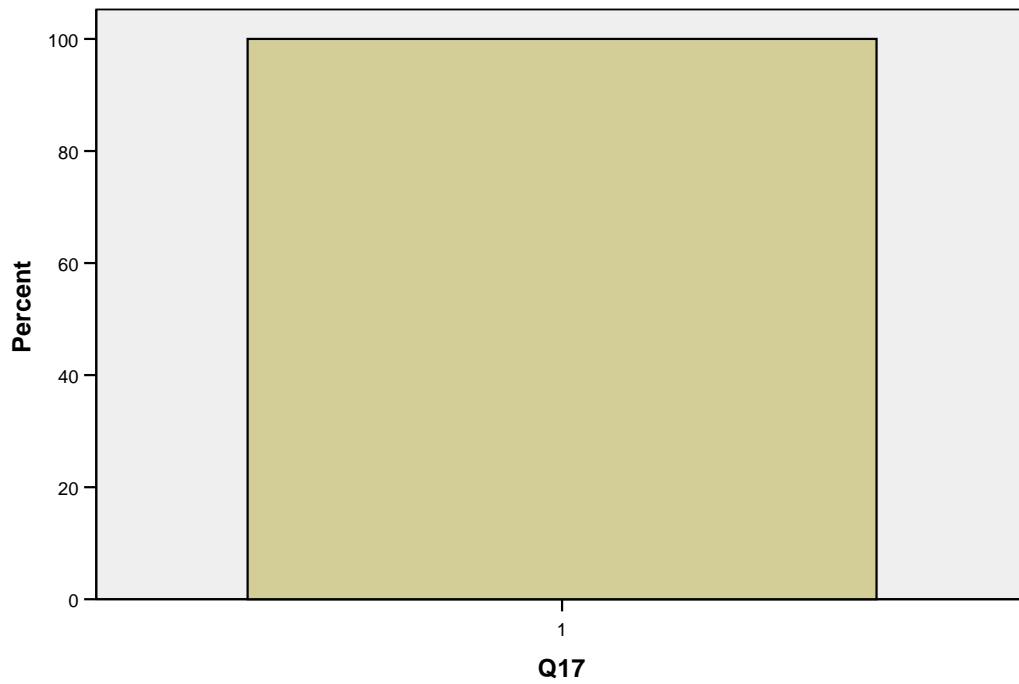
Statistics

Q17

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q17

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 66 | 100.0 | 100.0 | 100.0 |

Q17

This question was not answered at all. This may be due to the previous questions where they indicated a variety of languages that they use to communicate with their colleagues.

Question 18: Which language do you normally use in the following context situations at work?

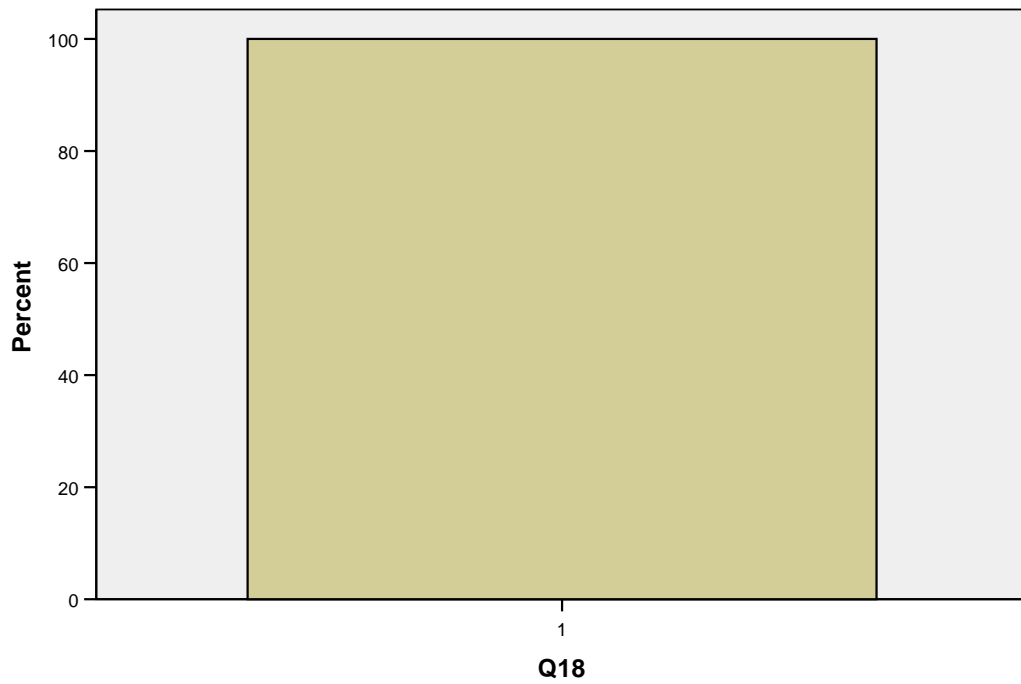
Statistics

Q18

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q18

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 66 | 100.0 | 100.0 | 100.0 |

Q18

This question was answered similar to question 16. This means table 16 and table 18 are the same and they can be interpreted to be the same.

Question 19: Do you find yourself in a situation where different languages are actually used at work? Yes...No...

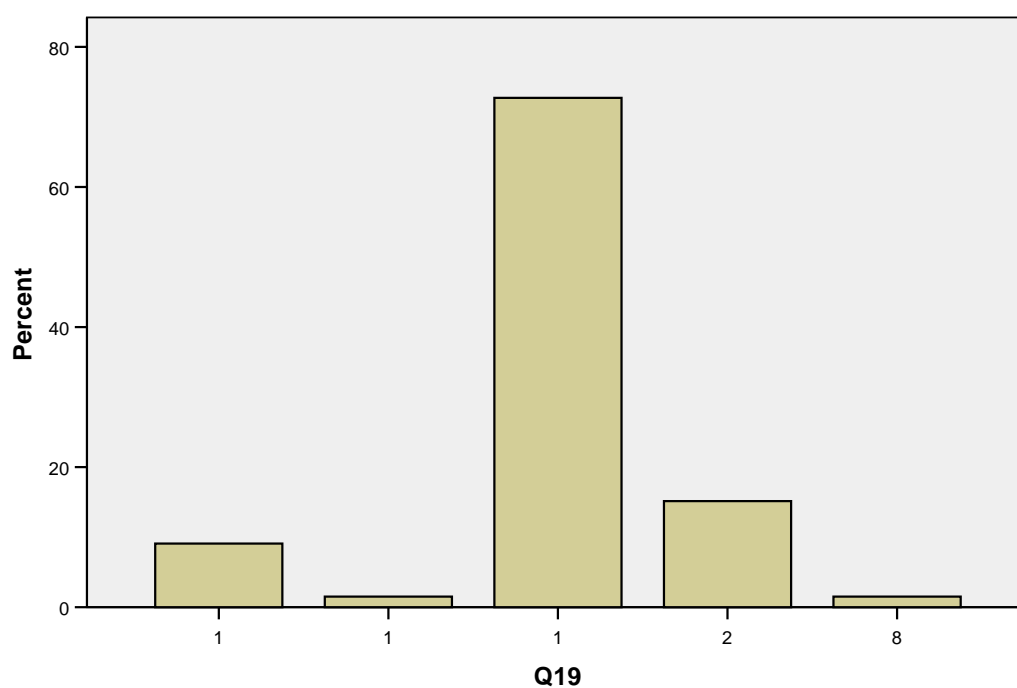
Statistics

Q19

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q19

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 6 | 9.1 | 9.1 | 9.1 |
| 1 | 1 | 1.5 | 1.5 | 10.6 |
| 1 | 48 | 72.7 | 72.7 | 83.3 |
| 2 | 10 | 15.2 | 15.2 | 98.5 |
| 8 | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q19

The table above indicates that the majority of the respondents find themselves in a situation where different languages are used in the work place (72.7%). This is due to the diversity of this prison community. Only 6 out of 66 (9.1%) did not answer this question.

Question 20: If yes, which languages?**Statistics**

Q20

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q20

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------------|-----------|---------|---------------|--------------------|
| Valid | 25 | 37.9 | 37.9 | 37.9 |
| AFRI | 2 | 3.0 | 3.0 | 40.9 |
| AFRI/ENG | 2 | 3.0 | 3.0 | 43.9 |
| AFRI/ENG/ZULU/SET | 1 | 1.5 | 1.5 | 45.5 |
| ALL | 1 | 1.5 | 1.5 | 47.0 |
| ALL LANGUAGES | 2 | 3.0 | 3.0 | 50.0 |
| ENG | 1 | 1.5 | 1.5 | 51.5 |
| ENG/AFRI/SET/SES | 1 | 1.5 | 1.5 | 53.0 |
| ENG/AFRI/ZULU | 1 | 1.5 | 1.5 | 54.5 |
| ENG/AFRI/ZULU/NS | 1 | 1.5 | 1.5 | 56.1 |
| ENG/AFRI/ZULU/TSO | 1 | 1.5 | 1.5 | 57.6 |
| ENG/NS/SET/SES/ZULU | 1 | 1.5 | 1.5 | 59.1 |
| ENG/SES/SET/ZULU/XIT/AFRI | 1 | 1.5 | 1.5 | 60.6 |
| MOST OF THE SOUTH AFRICAN LANGUAGE | 1 | 1.5 | 1.5 | 62.1 |
| MOST PEOPLE PREFER XHOSA | 1 | 1.5 | 1.5 | 63.6 |
| NON SOUTH AFICAN LANGUAGES | 1 | 1.5 | 1.5 | 65.2 |
| NS | 2 | 3.0 | 3.0 | 68.2 |
| NS/ENG/AFRIU | 1 | 1.5 | 1.5 | 69.7 |
| NS/SET/SES | 1 | 1.5 | 1.5 | 71.2 |
| NS/Z/ENG/AFRI | 1 | 1.5 | 1.5 | 72.7 |
| SES/SET/NS | 1 | 1.5 | 1.5 | 74.2 |
| SES/TSH/NS | 1 | 1.5 | 1.5 | 75.8 |
| SES/XHO/ZULU | 1 | 1.5 | 1.5 | 77.3 |
| SET/ AFRI | 1 | 1.5 | 1.5 | 78.8 |
| SET/AFRI/ZULU/TSH | 1 | 1.5 | 1.5 | 80.3 |
| SET/ZULU/NS/SES | 1 | 1.5 | 1.5 | 81.8 |
| TSH | 1 | 1.5 | 1.5 | 83.3 |
| TSO/VEN/NDE | 1 | 1.5 | 1.5 | 84.8 |
| XHO/SES/SET/ZULU/AFRIKAANS/ENG | 1 | 1.5 | 1.5 | 86.4 |
| XHO/ZULU/SET/ENG | 1 | 1.5 | 1.5 | 87.9 |
| XIT/SES/ZULU/ENG/FOREIGN LANG | 1 | 1.5 | 1.5 | 89.4 |
| ZULU | 2 | 3.0 | 3.0 | 92.4 |
| ZULU/AFRI/XHO | 1 | 1.5 | 1.5 | 93.9 |
| ZULU/ENG/AFRI | 1 | 1.5 | 1.5 | 95.5 |
| ZULU/SES/ENG | 1 | 1.5 | 1.5 | 97.0 |
| ZULU/XHO/NS/ENG/AFRI | 1 | 1.5 | 1.5 | 98.5 |
| ZULU/XHO/TSHI/XH | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q20



Question 21: Do you always understand your prisoners when communicating with them? Yes...No...

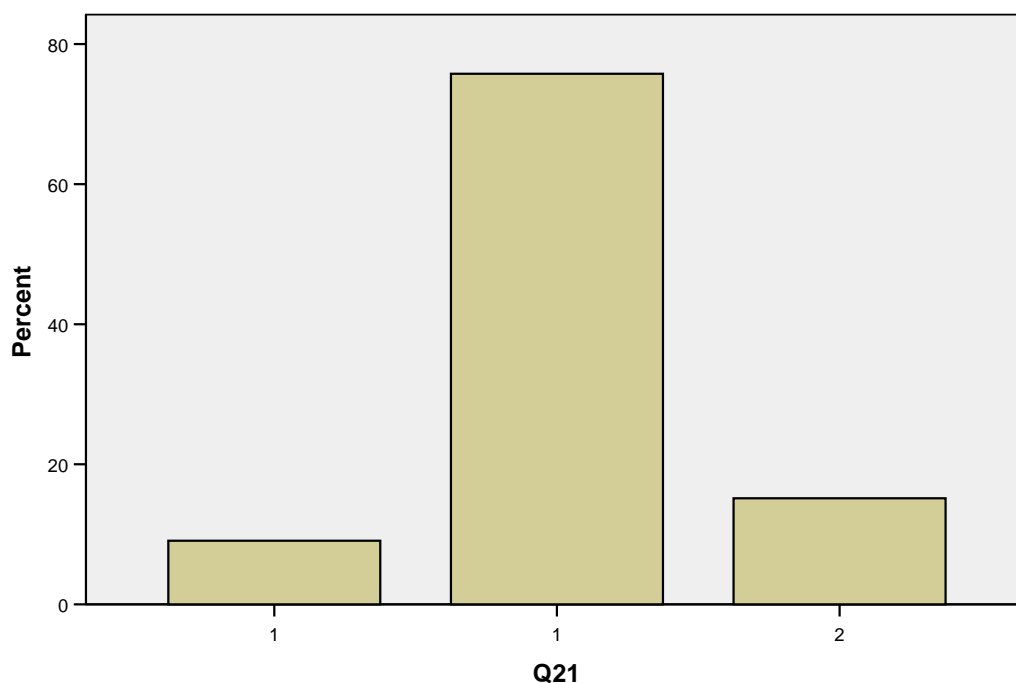
Statistics

| | | |
|-----|---------|----|
| Q21 | | |
| N | Valid | 66 |
| | Missing | 0 |

Q21

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 6 | 9.1 | 9.1 | 9.1 |
| 1 | 50 | 75.8 | 75.8 | 84.8 |
| 2 | 10 | 15.2 | 15.2 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q21



The majority of respondents answered positively (75.8%) and only a few (15.2%) answered negatively. 9.1% did not respond to this question. The reasons for this are unknown. This is an indication that prison offenders and the respondents do understand each other.

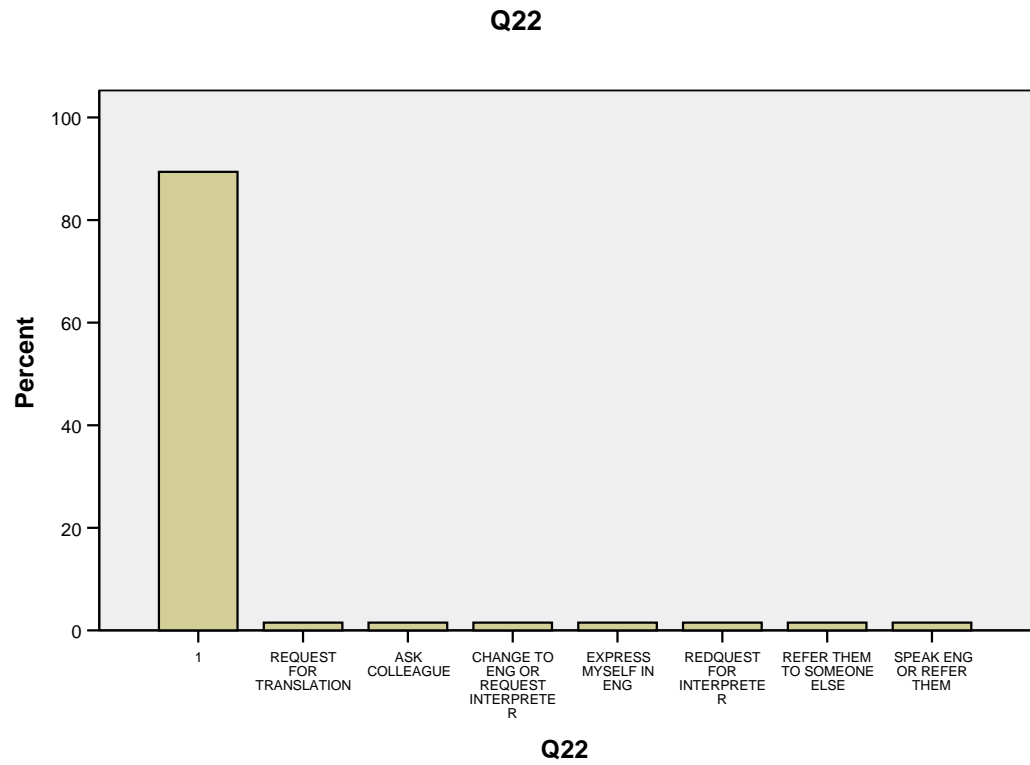
Question 22: If no, what do you normally do?**Statistics**

Q22

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q22

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | 59 | 89.4 | 89.4 | 89.4 |
| REQUEST FOR TRANSLATION | 1 | 1.5 | 1.5 | 90.9 |
| ASK COLLEAGUE | 1 | 1.5 | 1.5 | 92.4 |
| CHANGE TO ENG OR REQUEST INTERPRETER | 1 | 1.5 | 1.5 | 93.9 |
| EXPRESS MYSELF IN ENG | 1 | 1.5 | 1.5 | 95.5 |
| REDQUEST FOR INTERPRETER | 1 | 1.5 | 1.5 | 97.0 |
| REFER THEM TO SOMEONE ELSE | 1 | 1.5 | 1.5 | 98.5 |
| SPEAK ENG OR REFER THEM | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |



Those who responded negatively gave a variety of reasons as indicated on the table and the graph above. To name a few, they said they will either request for an interpreter or refer them to someone who could understand their language.

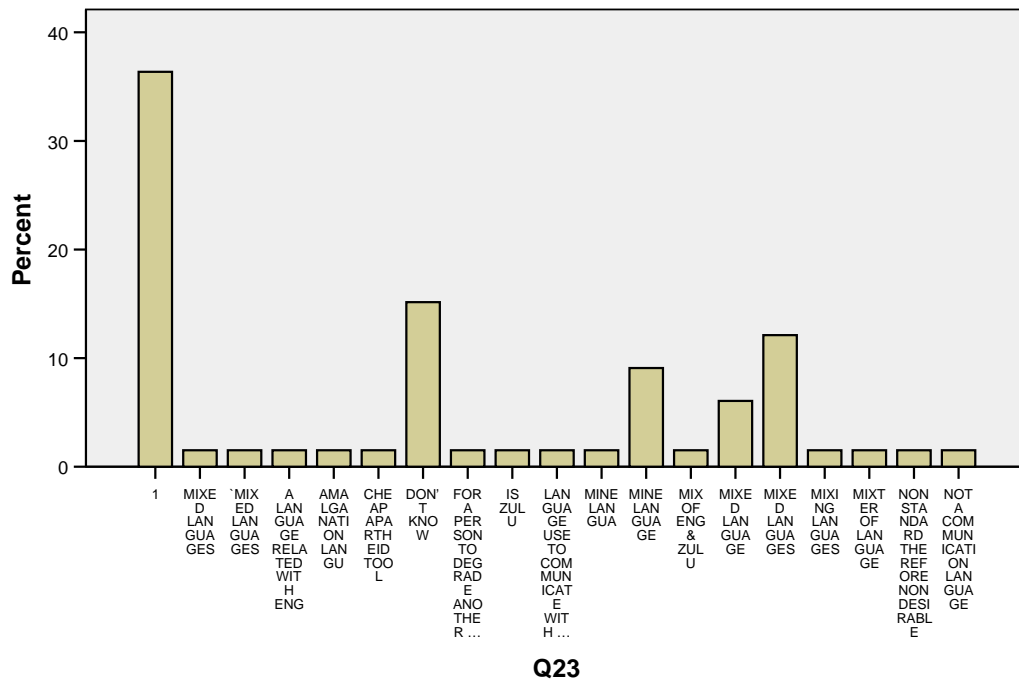
Question 23: What do you think Fanakalo is?

| Statistics | | |
|------------|---------|----|
| Q23 | | |
| N | Valid | 66 |
| | Missing | 0 |

Q23

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 24 | 36.4 | 36.4 | 36.4 |
| MIXED LANGUAGES | 1 | 1.5 | 1.5 | 37.9 |
| `MIXED LANGUAGES | 1 | 1.5 | 1.5 | 39.4 |
| A LANGUAGE RELATED WITH ENG | 1 | 1.5 | 1.5 | 40.9 |
| AMALGANATION LANGU | 1 | 1.5 | 1.5 | 42.4 |
| CHEAP APARTHEID TOOL | 1 | 1.5 | 1.5 | 43.9 |
| DON'T KNOW | 10 | 15.2 | 15.2 | 59.1 |
| FOR A PERSON TO DEGRADE ANOTHER LANGUAGE | 1 | 1.5 | 1.5 | 60.6 |
| IS ZULU | 1 | 1.5 | 1.5 | 62.1 |
| LANGUAGE USE TO COMMUNICATE WITH OUTSIDERS | 1 | 1.5 | 1.5 | 63.6 |
| MINE LANGUA | 1 | 1.5 | 1.5 | 65.2 |
| MINE LANGUAGE | 6 | 9.1 | 9.1 | 74.2 |
| MIX OF ENG & ZULU | 1 | 1.5 | 1.5 | 75.8 |
| MIXED LANGUAGE | 4 | 6.1 | 6.1 | 81.8 |
| MIXED LANGUAGES | 8 | 12.1 | 12.1 | 93.9 |
| MIXING LANGUAGES | 1 | 1.5 | 1.5 | 95.5 |
| MIXTER OF LANGUAGE | 1 | 1.5 | 1.5 | 97.0 |
| NON STANDARD THEREFORE NON DESIRABLE | 1 | 1.5 | 1.5 | 98.5 |
| NOT A COMMUNICATION LANGUAGE | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q23



Q23

The table and the graph indicate a variety of meanings for **fanakalo**. Some said that it is a mixed language while others said it was a mine language which was non-standardised. 36.4% or 24 did not respond, maybe it is due to the fact that they do not know what it meant.

Question 24: What is the role of Fanakalo within the work situation?

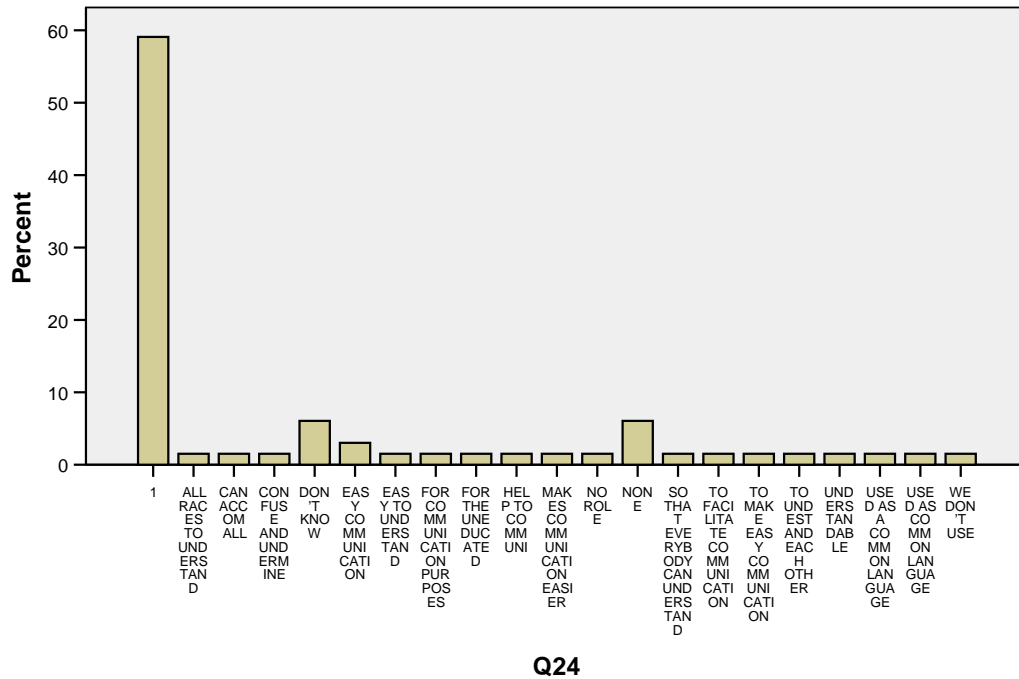
Statistics

Q24

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q24

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------------|-----------|---------|---------------|--------------------|
| Valid | 39 | 59.1 | 59.1 | 59.1 |
| ALL RACES TO UNDERSTAND | 1 | 1.5 | 1.5 | 60.6 |
| CAN ACCOMALL | 1 | 1.5 | 1.5 | 62.1 |
| CONFUSE AND UNDERMINE | 1 | 1.5 | 1.5 | 63.6 |
| DON'T KNOW | 4 | 6.1 | 6.1 | 69.7 |
| EASY COMMUNICATION | 2 | 3.0 | 3.0 | 72.7 |
| EASY TO UNDERSTAND | 1 | 1.5 | 1.5 | 74.2 |
| FOR COMMUNICATION PURPOSES | 1 | 1.5 | 1.5 | 75.8 |
| FOR THE UNEDUCATED | 1 | 1.5 | 1.5 | 77.3 |
| HELP TO COMMUNI | 1 | 1.5 | 1.5 | 78.8 |
| MAKES COMMUNICATION EASIER | 1 | 1.5 | 1.5 | 80.3 |
| NO ROLE | 1 | 1.5 | 1.5 | 81.8 |
| NONE | 4 | 6.1 | 6.1 | 87.9 |
| SO THAT EVERYBODY CAN UNDERSTAND | 1 | 1.5 | 1.5 | 89.4 |
| TO FACILITATE COMMUNICATION | 1 | 1.5 | 1.5 | 90.9 |
| TO MAKE EASY COMMUNICATION | 1 | 1.5 | 1.5 | 92.4 |
| TO UNDESTAND EACH OTHER | 1 | 1.5 | 1.5 | 93.9 |
| UNDERSTANDABLE | 1 | 1.5 | 1.5 | 95.5 |
| USED AS A COMMON LANGUAGE | 1 | 1.5 | 1.5 | 97.0 |
| USED AS COMMON LANGUAGE | 1 | 1.5 | 1.5 | 98.5 |
| WE DON'T USE | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q24

More than 50% of the respondents 59.1% or 39 did not respond to this question. Those who responded gave a variety of reasons as indicated on the table and the graph above. Some said that it is used so that all the races could understand while others said it is used as a common language.

Question 25: Do the prison need a lingua franca? Yes...No...

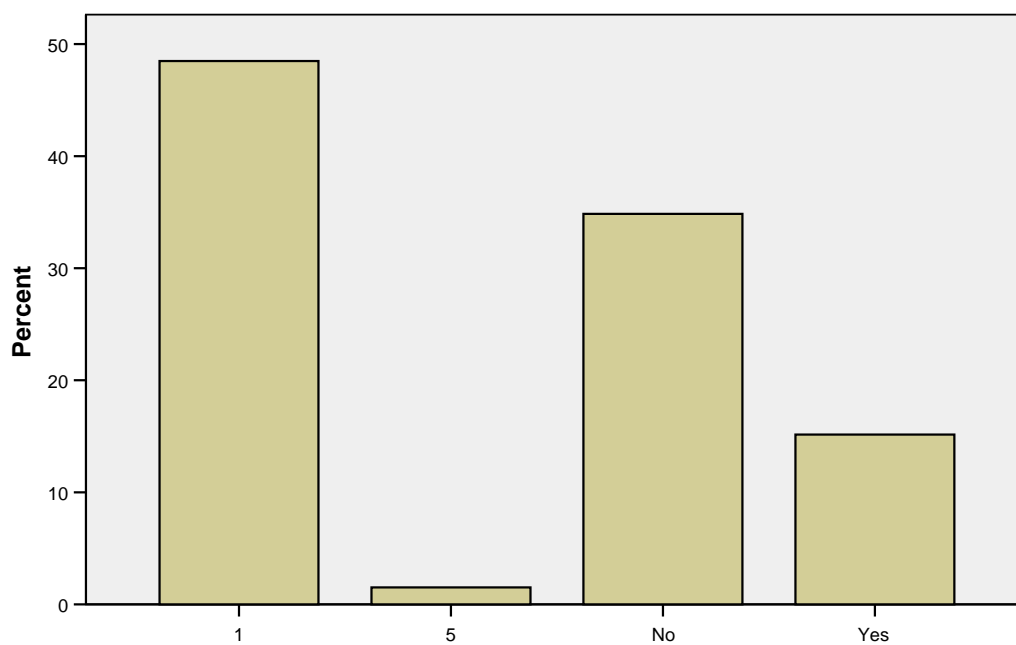
Statistics

Q25

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q25

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 32 | 48.5 | 48.5 | 48.5 |
| 5 | 1 | 1.5 | 1.5 | 50.0 |
| No | 23 | 34.8 | 34.8 | 84.8 |
| Yes | 10 | 15.2 | 15.2 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q25**Q25**

The respondents indicated that there is no need for such a language (34.8%) or 23 while 10 or 16.2% said yes. 32 or 48.5% did not respond to the question. The table and the graph indicate that clearly. This maybe due to the previous question or may be due to lack of understanding of the term 'lingua franca'.

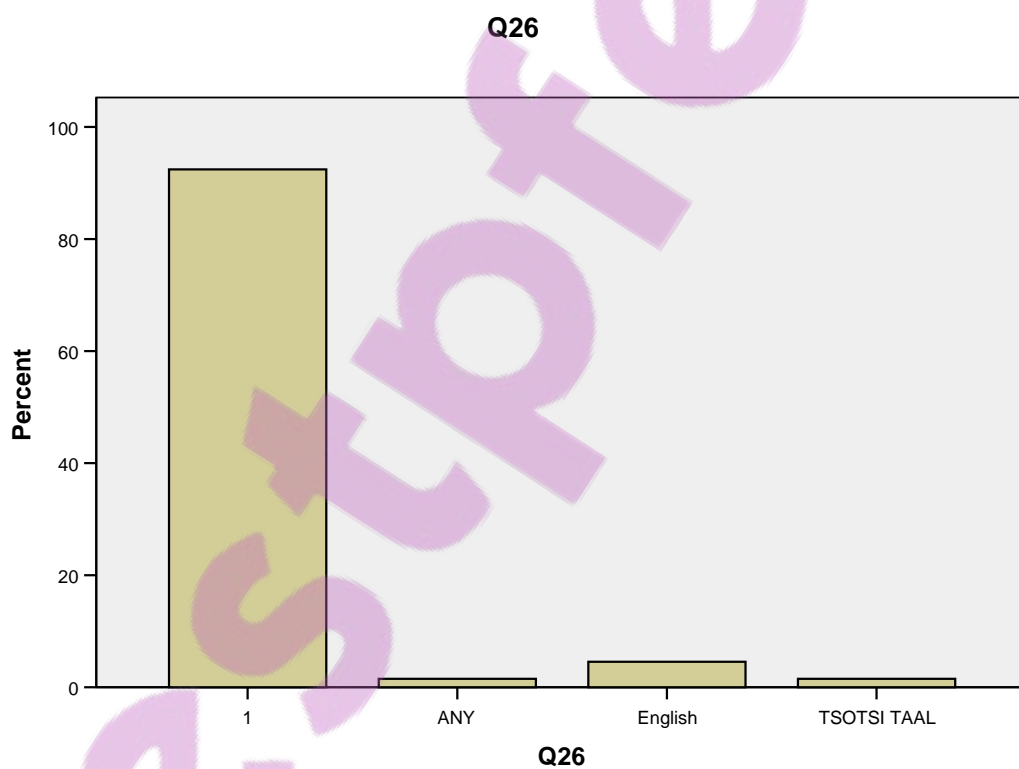
Question 26: If yes, what should that lingua franca be?**Statistics**

Q26

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q26

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid | 61 | 92.4 | 92.4 | 92.4 |
| ANY | 1 | 1.5 | 1.5 | 93.9 |
| English | 3 | 4.5 | 4.5 | 98.5 |
| TSOTSI TAAL | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |



The majority of the respondents did not answer this question may be due to the answers given on the previous question. Those who responded mentioned any,

English and Tsotsitaal. The percentages are clearly indicated on the table and on the graph.

Question 27: If no, why not? Explain

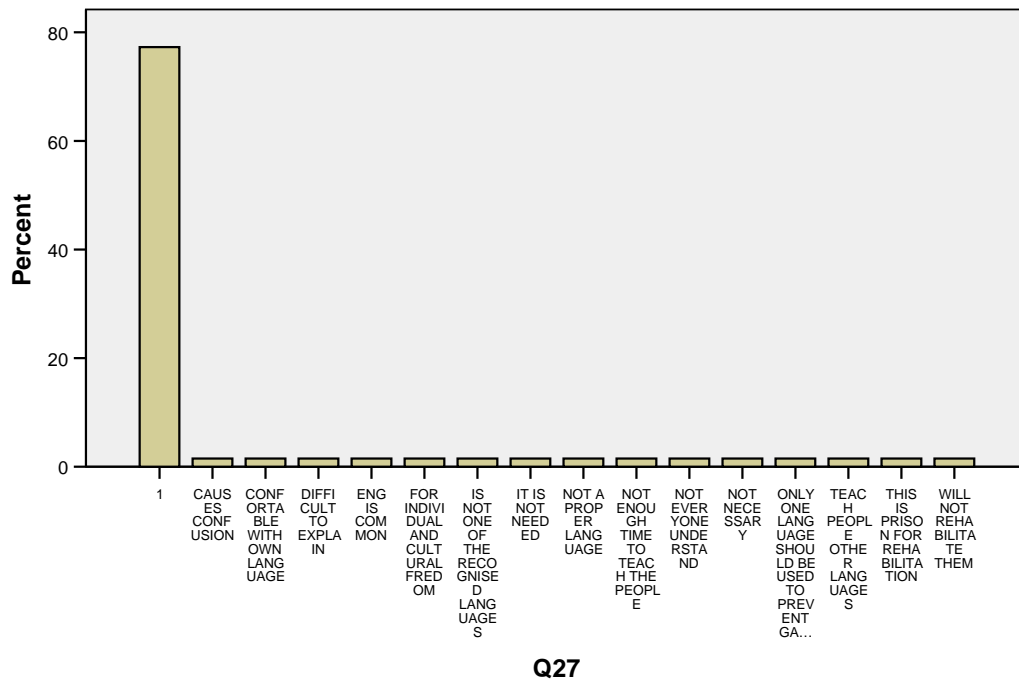
Statistics

Q27

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q27

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid | 51 | 77.3 | 77.3 | 77.3 |
| CAUSES CONFUSION | 1 | 1.5 | 1.5 | 78.8 |
| CONFORTABLE WITH OWN LANGUAGE | 1 | 1.5 | 1.5 | 80.3 |
| DIFFICULT TO EXPLAIN | 1 | 1.5 | 1.5 | 81.8 |
| ENG IS COMMON | 1 | 1.5 | 1.5 | 83.3 |
| FOR INDIVIDUAL AND CULTURAL FREDOM | 1 | 1.5 | 1.5 | 84.8 |
| IS NOT ONE OF THE RECOGNISED LANGUAGES | 1 | 1.5 | 1.5 | 86.4 |
| IT IS NOT NEEDED | 1 | 1.5 | 1.5 | 87.9 |
| NOT A PROPER LANGUAGE | 1 | 1.5 | 1.5 | 89.4 |
| NOT ENOUGH TIME TO TEACH THE PEOPLE | 1 | 1.5 | 1.5 | 90.9 |
| NOT EVERYONE UNDERSTAND | 1 | 1.5 | 1.5 | 92.4 |
| NOT NECESSARY | 1 | 1.5 | 1.5 | 93.9 |
| ONLY ONE LANGUAGE SHOULD BE USED TO PREVENT GANGS | 1 | 1.5 | 1.5 | 95.5 |
| TEACH PEOPLE OTHER LANGUAGES | 1 | 1.5 | 1.5 | 97.0 |
| THIS IS PRISON FOR REHABILITATION | 1 | 1.5 | 1.5 | 98.5 |
| WILL NOT REHABILITATE THEM | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q27

The response to this question was interesting. Many of the respondents did not respond to the question as indicated on the table and the graph above. Those who responded gave different reasons ranging from causing confusion to not enough time to teach them.

Question 28: What effect does language contact have on the languages involved?
(E.g. Overall communication, on understanding or comprehension)

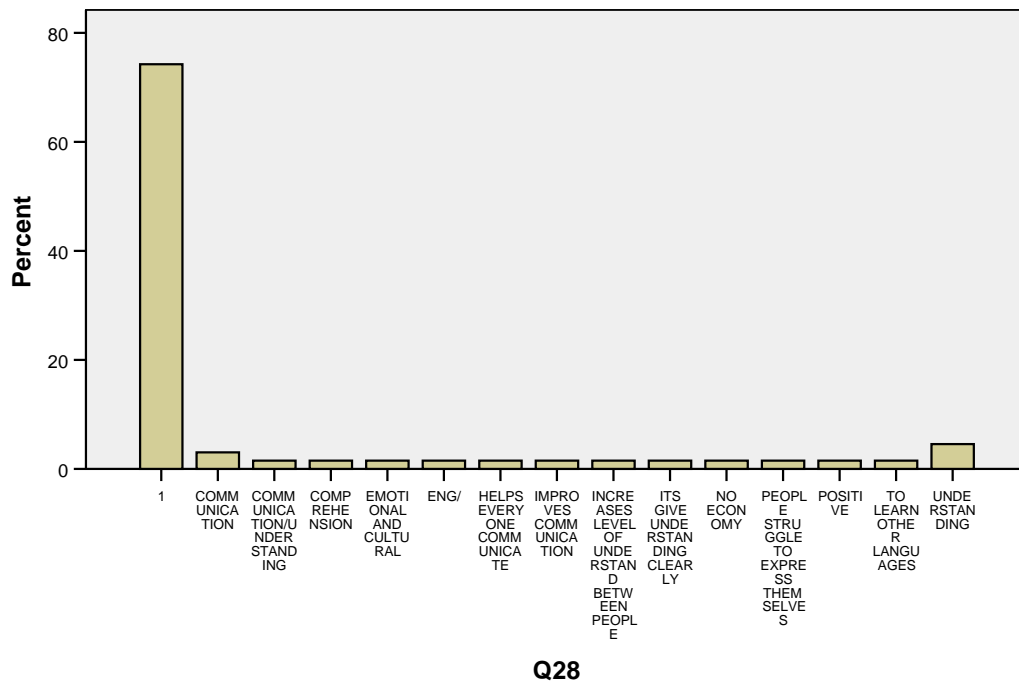
Statistics

Q28

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q28

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 49 | 74.2 | 74.2 | 74.2 |
| COMMUNICATION | 2 | 3.0 | 3.0 | 77.3 |
| COMMUNICATION/ UNDERSTANDING | 1 | 1.5 | 1.5 | 78.8 |
| COMPREHENSION | 1 | 1.5 | 1.5 | 80.3 |
| EMOTIONAL AND CULTURAL | 1 | 1.5 | 1.5 | 81.8 |
| ENG/ HELPS EVERYONE COMMUNICATE | 1 | 1.5 | 1.5 | 83.3 |
| IMPROVES COMMUNICATION | 1 | 1.5 | 1.5 | 84.8 |
| INCREASES LEVEL OF UNDERSTAND BETWEEN PEOPLE | 1 | 1.5 | 1.5 | 86.4 |
| ITS GIVE UNDERSTANDING CLEARLY | 1 | 1.5 | 1.5 | 87.9 |
| NO ECONOMY PEOPLE STRUGGLE TO EXPRESS THEMSELVES | 1 | 1.5 | 1.5 | 89.4 |
| POSITIVE TO LEARN OTHER LANGUAGES | 1 | 1.5 | 1.5 | 90.9 |
| UNDERSTANDING | 1 | 1.5 | 1.5 | 92.4 |
| UNDERSTANDING | 3 | 4.5 | 4.5 | 93.9 |
| Total | 66 | 100.0 | 100.0 | 95.5 |
| | | | | 100.0 |

Q28

The response to this question gave a variety of answers. Although the majority of the respondents did not answer this question, those who answered it gave answers that range from improving communication to people struggle to express themselves. Percentages are clearly indicated on the table and the graph.

Question 29: Does the influence of one language on the other have a detrimental effect? Yes...No...

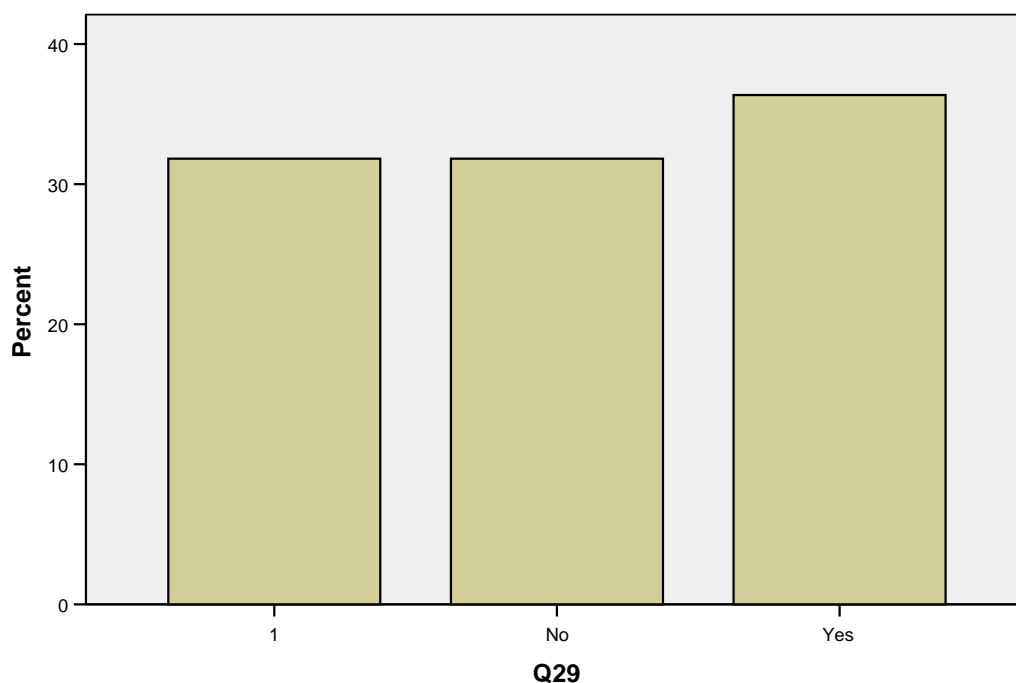
Statistics

Q29

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q29

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 21 | 31.8 | 31.8 | 31.8 |
| No | 21 | 31.8 | 31.8 | 63.6 |
| Yes | 24 | 36.4 | 36.4 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q29

The spread of responses to this question indicate that there is a split in beliefs that is connected to the influence of one language of the others. The majority of respondents who answered this question 36.4% were positive. This indicates that the use of one language over the other impact negatively on their languages which are also official languages.

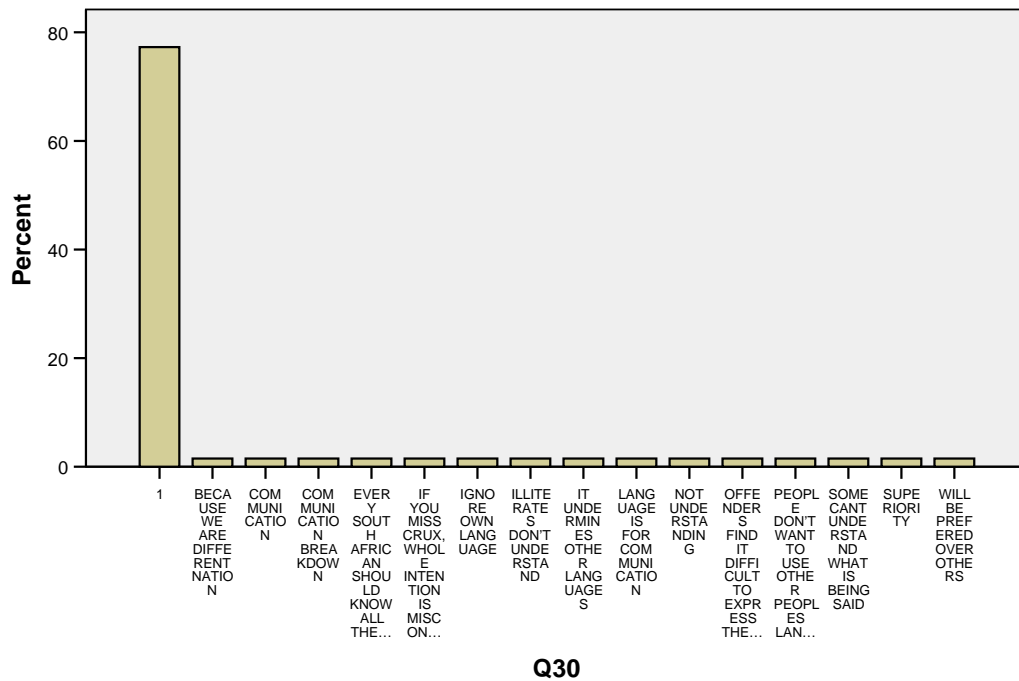
Question 30: If yes, how?**Statistics**

Q30

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q30

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid | 51 | 77.3 | 77.3 | 77.3 |
| BECAUSE WE ARE DIFFERENT NATION | 1 | 1.5 | 1.5 | 78.8 |
| COMMUNICATION | 1 | 1.5 | 1.5 | 80.3 |
| COMMUNICATION BREAKDOWN | 1 | 1.5 | 1.5 | 81.8 |
| EVERY SOUTH AFRICAN SHOULD KNOW ALL THE LANGUAGES | 1 | 1.5 | 1.5 | 83.3 |
| IF YOU MISS CRUX, WHOLE INTENTION IS MISCONDUCTED | 1 | 1.5 | 1.5 | 84.8 |
| IGNORE OWN LANGUAGE | 1 | 1.5 | 1.5 | 86.4 |
| ILLITERATE S DON'T UNDERSTAND | 1 | 1.5 | 1.5 | 87.9 |
| IT UNDERMINES OTHER LANGUAGES | 1 | 1.5 | 1.5 | 89.4 |
| LANGUAGE IS FOR COMMUNICATION | 1 | 1.5 | 1.5 | 90.9 |
| NOT UNDERSTANDING | 1 | 1.5 | 1.5 | 92.4 |
| OFFENDERS FIND IT DIFFICULT TO EXPRESS THEMSELVES | 1 | 1.5 | 1.5 | 93.9 |
| PEOPLE DON'T WANT TO USE OTHER PEOPLES LANGUAGES | 1 | 1.5 | 1.5 | 95.5 |
| SOME CANT UNDERSTAND WHAT IS BEING SAID | 1 | 1.5 | 1.5 | 97.0 |
| SUPERIORITY | 1 | 1.5 | 1.5 | 98.5 |
| WILL BE REFERED OVER OTHERS | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q30**Q30**

The majority of the respondents did not answer this question even though they answered the previous question positively. The few that have responded state that there are different nations, there can be misunderstandings, there might be ignorance of their own languages, etc. This are clearly indicated on the table and on the graph.

Question 31: Which language will you recommend for communication with prisoners?

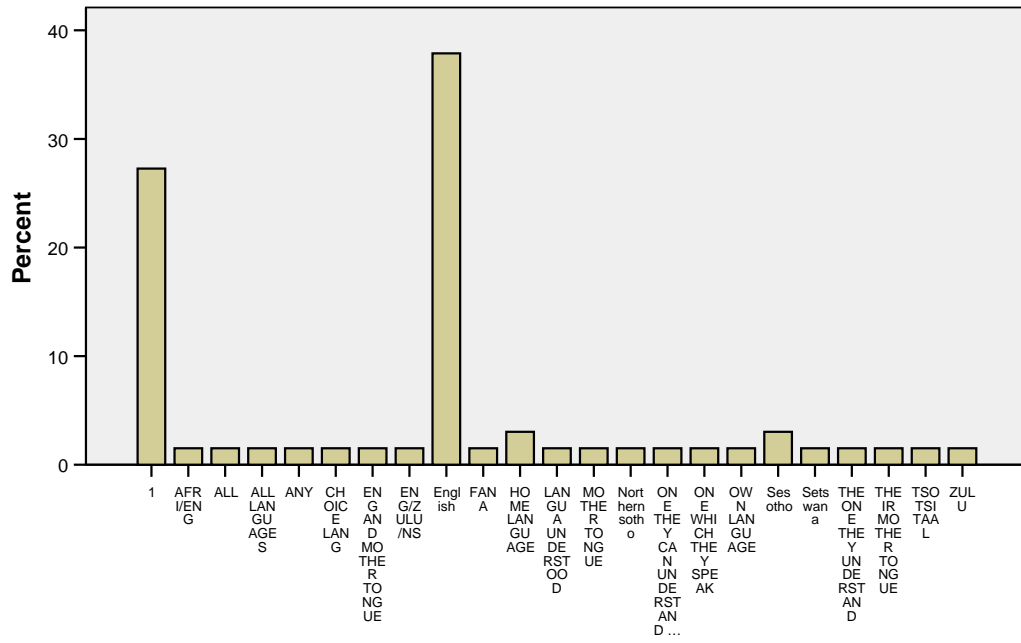
Statistics

Q31

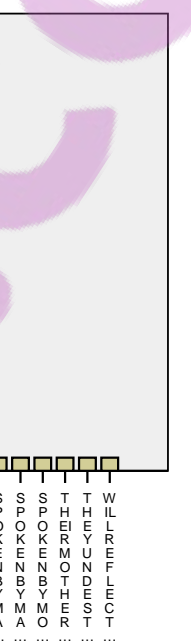
| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q31

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| Valid | 18 | 27.3 | 27.3 | 27.3 |
| AFRI/ENG | 1 | 1.5 | 1.5 | 28.8 |
| ALL | 1 | 1.5 | 1.5 | 30.3 |
| ALL LANGUAGES | 1 | 1.5 | 1.5 | 31.8 |
| ANY | 1 | 1.5 | 1.5 | 33.3 |
| CHOICE LANG | 1 | 1.5 | 1.5 | 34.8 |
| ENG AND MOTHER TONGUE | 1 | 1.5 | 1.5 | 36.4 |
| ENG/ZULU/NS | 1 | 1.5 | 1.5 | 37.9 |
| English | 25 | 37.9 | 37.9 | 75.8 |
| FANA | 1 | 1.5 | 1.5 | 77.3 |
| HOME LANGUAGE | 2 | 3.0 | 3.0 | 80.3 |
| LANGUA UNDERSTOOD | 1 | 1.5 | 1.5 | 81.8 |
| MOTHER TONGUE | 1 | 1.5 | 1.5 | 83.3 |
| Northern sotho | 1 | 1.5 | 1.5 | 84.8 |
| ONE THEY CAN UNDERSTAND BEST | 1 | 1.5 | 1.5 | 86.4 |
| ONE WHICH THEY SPEAK | 1 | 1.5 | 1.5 | 87.9 |
| OWN LANGUAGE | 1 | 1.5 | 1.5 | 89.4 |
| Sesotho | 2 | 3.0 | 3.0 | 92.4 |
| Setswana | 1 | 1.5 | 1.5 | 93.9 |
| THE ONE THEY UNDERSTAND | 1 | 1.5 | 1.5 | 95.5 |
| THEIR MOTHER TONGUE | 1 | 1.5 | 1.5 | 97.0 |
| TSOTSI TAAL | 1 | 1.5 | 1.5 | 98.5 |
| ZULU | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q31**Q31**

The majority recommended English as the language of communication. Others feel that other languages should also be used for communication for clarity. The responses are indicated on the table and on the graph.



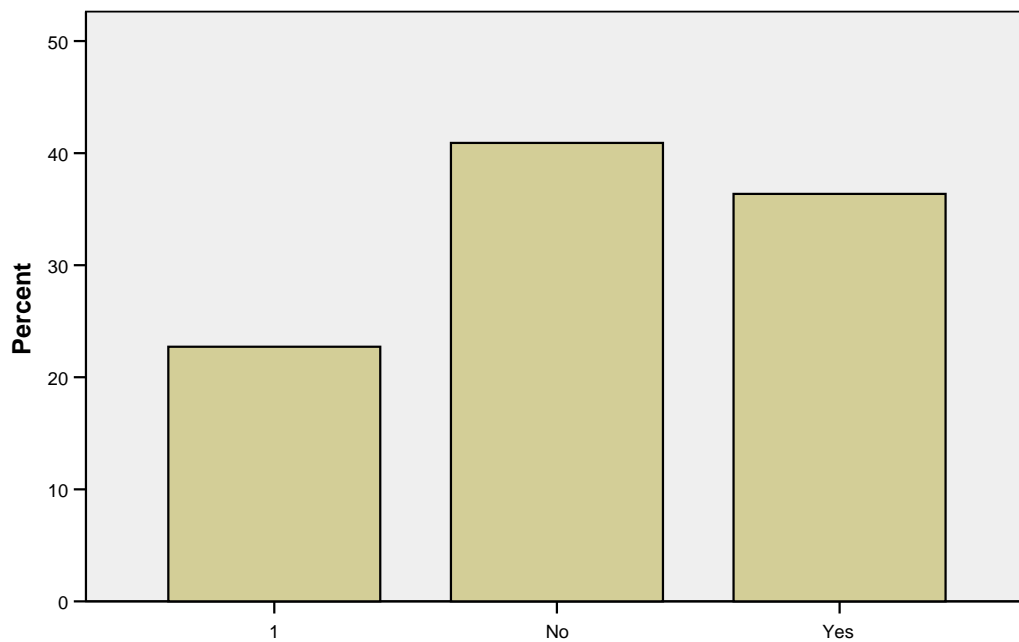
should

should
ication

ment?

Q33

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 15 | 22.7 | 22.7 | 22.7 |
| No | 27 | 40.9 | 40.9 | 63.6 |
| Yes | 24 | 36.4 | 36.4 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q33**Q33**

The response to this question indicated that respondents are claiming that there is no language policy (40.9%) while 36.4% respondents said there is. 22.7% did not respond to this question. This can be interpreted as not knowing whether there is a language policy or not.

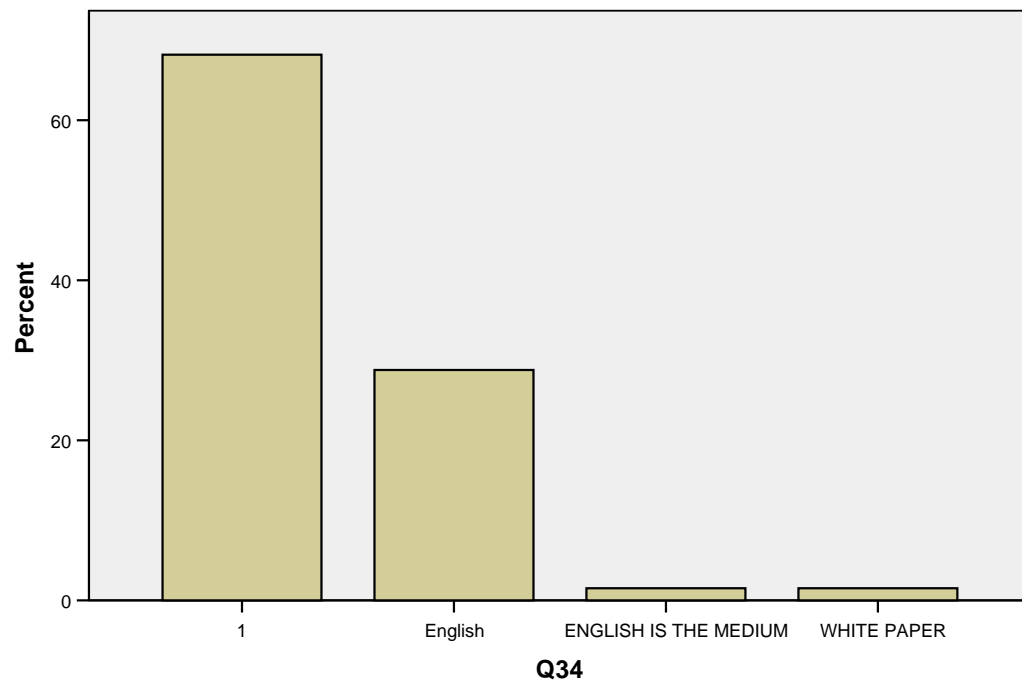
Question 34: If yes, what is it?**Statistics**

Q34

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q34

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Valid | 45 | 68.2 | 68.2 | 68.2 |
| English | 19 | 28.8 | 28.8 | 97.0 |
| ENGLISH IS THE MEDIUM | 1 | 1.5 | 1.5 | 98.5 |
| WHITE PAPER | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q34

The response to this question indicated that the language policy is English (28.8%). Others stated the white paper while the majority (68.2%) did not respond. That can be interpreted as supporting the researcher's comment in the previous question regarding non-response

Question 35: If no, what is the reason for not having language policy?

Statistics

Q35

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q35

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------------|-----------|---------|---------------|--------------------|
| Valid | 45 | 68.2 | 68.2 | 68.2 |
| 11 LANGUAGES IN SA | 1 | 1.5 | 1.5 | 69.7 |
| ALL LANGUAGES ARE OFFICIAL | 1 | 1.5 | 1.5 | 71.2 |
| CHANGES IN THIS DEMOCRATIC COUNTRIES | 1 | 1.5 | 1.5 | 72.7 |
| CONFUSION | 2 | 3.0 | 3.0 | 75.8 |
| DCS EMPLOYED | 1 | 1.5 | 1.5 | 77.3 |
| PEOPLE WITH MATRIC CERTIFICATE | 2 | 3.0 | 3.0 | 80.3 |
| DIFFERENT CULTURES | 1 | 1.5 | 1.5 | 81.8 |
| DIFFERENT LANGUAGE | 1 | 1.5 | 1.5 | 83.3 |
| DIVERSE COMMUNITY | 4 | 6.1 | 6.1 | 89.4 |
| DON'T KNOW | 1 | 1.5 | 1.5 | 90.9 |
| NONE | 1 | 1.5 | 1.5 | 92.4 |
| NOT NECESSARY | 1 | 1.5 | 1.5 | 93.9 |
| ONLY ENG | 1 | 1.5 | 1.5 | 95.5 |
| ONLY CONCENTRATE ON REHAB | 1 | 1.5 | 1.5 | 97.0 |
| UNDERSTAND EACH OTHER | 1 | 1.5 | 1.5 | 98.5 |
| WE ARE OF DIFFERENT LANGUAGES | 1 | 1.5 | 1.5 | 100.0 |
| YES | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

The respondents indicated that South Africa has 11 official languages and that all the languages should be used. Some said they do not know why there is no language

policy while others said the language policy is not necessary. A variety of responses are clearly indicated on the table and on the graph.

Question 36: Do you mix languages when you speak? Yes...No...

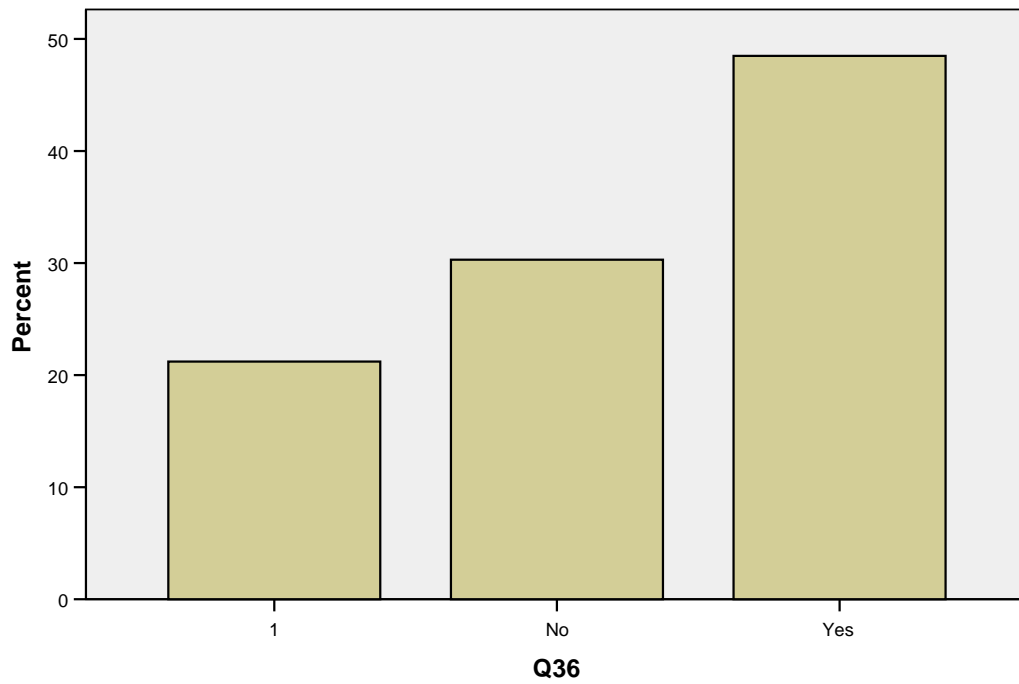
Statistics

Q36

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q36

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | | | | |
| No | 14 | 21.2 | 21.2 | 21.2 |
| Yes | 20 | 30.3 | 30.3 | 51.5 |
| Total | 32 | 48.5 | 48.5 | 100.0 |
| | 66 | 100.0 | 100.0 | |

Q36

Majority of respondents 48.5% indicated that they do mix languages. 30.3% said they do not and 20.2% did not respond. This is indicated on the table and on the graph.

Question 37: If yes, what language do you speak to?

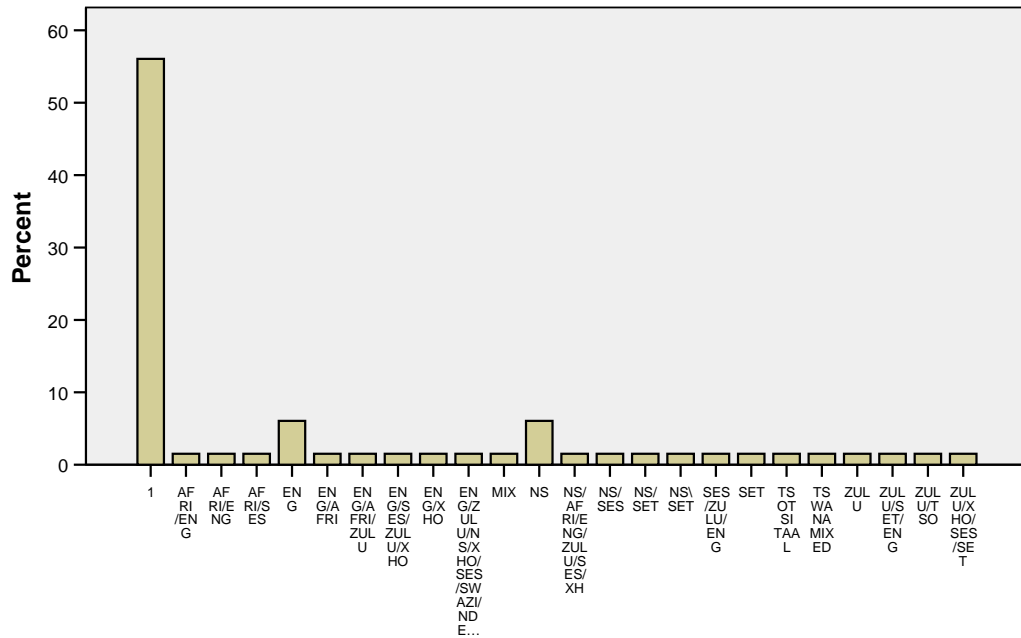
Statistics

Q37

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q37

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 37 | 56.1 | 56.1 | 56.1 |
| AFRI/ENG | 1 | 1.5 | 1.5 | 57.6 |
| AFRI/ENG | 1 | 1.5 | 1.5 | 59.1 |
| AFRI/SES | 1 | 1.5 | 1.5 | 60.6 |
| ENG | 4 | 6.1 | 6.1 | 66.7 |
| ENG/AFRI | 1 | 1.5 | 1.5 | 68.2 |
| ENG/AFRI/ZULU | 1 | 1.5 | 1.5 | 69.7 |
| ENG/SES/ZULU/XHO | 1 | 1.5 | 1.5 | 71.2 |
| ENG/XHO | 1 | 1.5 | 1.5 | 72.7 |
| ENG/ZULU/NS/ XHO/SES/SWAZI/ NDEBELE/AFRI | 1 | 1.5 | 1.5 | 74.2 |
| MIX | 1 | 1.5 | 1.5 | 75.8 |
| NS | 4 | 6.1 | 6.1 | 81.8 |
| NS/AFRI/ENG/ ZULU/SES/XH | 1 | 1.5 | 1.5 | 83.3 |
| NS/SES | 1 | 1.5 | 1.5 | 84.8 |
| NS/SET | 1 | 1.5 | 1.5 | 86.4 |
| NS/SET | 1 | 1.5 | 1.5 | 87.9 |
| SES/ZULU/ENG | 1 | 1.5 | 1.5 | 89.4 |
| SET | 1 | 1.5 | 1.5 | 90.9 |
| TSOTSI TAAL | 1 | 1.5 | 1.5 | 92.4 |
| TSWANAMIXED | 1 | 1.5 | 1.5 | 93.9 |
| ZULU | 1 | 1.5 | 1.5 | 95.5 |
| ZULU/SET/ENG | 1 | 1.5 | 1.5 | 97.0 |
| ZULU/TSO | 1 | 1.5 | 1.5 | 98.5 |
| ZULU/XHO/SES/SET | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q37**Q37**

A majority of respondents did not answer this question, while they indicated in the previous question that they do mix the languages. Maybe this majority are composed by those who did not respond to the previous question (question 36) and those who answered negatively. A variety of responses are indicated on the table and on the graph.

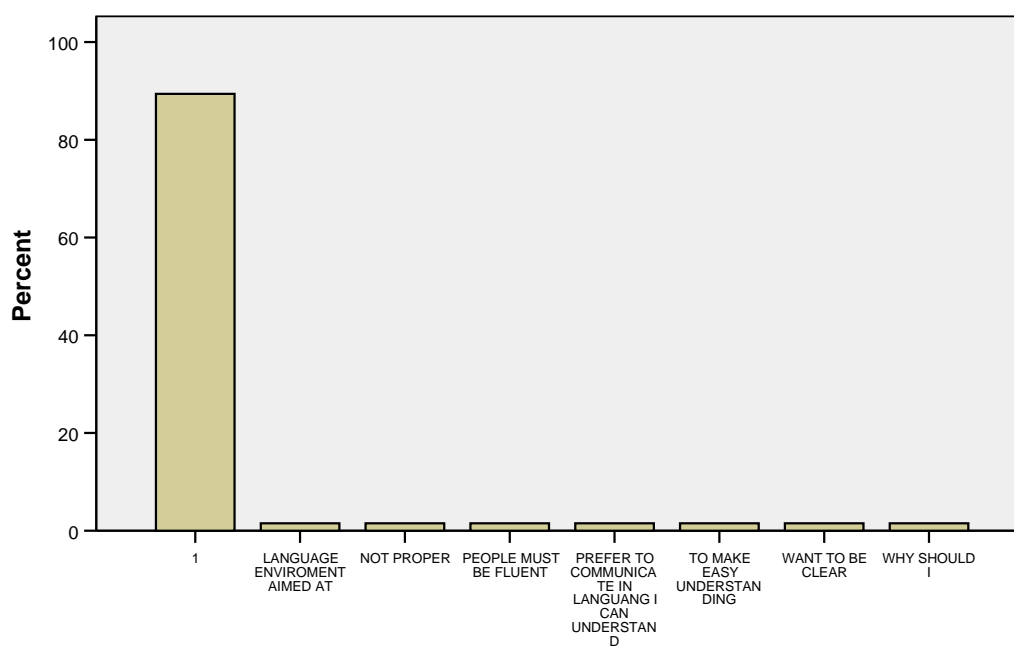
Question 38: If no, why not?**Statistics**

Q38

| | | |
|---|---------|----|
| N | Valid | 66 |
| | Missing | 0 |

Q38

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 59 | 89.4 | 89.4 | 89.4 |
| LANGUAGE ENVIRONMENT AIMED AT | 1 | 1.5 | 1.5 | 90.9 |
| NOT PROPER | 1 | 1.5 | 1.5 | 92.4 |
| PEOPLE MUST BE FLUENT | 1 | 1.5 | 1.5 | 93.9 |
| PREFER TO COMMUNICATE IN LANGUANG I CAN UNDERSTAND | 1 | 1.5 | 1.5 | 95.5 |
| TO MAKE EASY UNDERSTANDING | 1 | 1.5 | 1.5 | 97.0 |
| WANT TO BE CLEAR | 1 | 1.5 | 1.5 | 98.5 |
| WHY SHOULD I | 1 | 1.5 | 1.5 | 100.0 |
| Total | 66 | 100.0 | 100.0 | |

Q38**Q38**

The response to this question is the same as the previous question where the majority did not respond. These are indicated on the table and on the graph.

4.1.2 Section B: Questionnaire directed to Prison Offenders

Personal details:

This section of the questionnaire provides the demographics of the respondents such as age, gender, race, home language, citizenship and level of education. This information will be used to compile a sociolinguistic profile of the respondents.

Question 1: Gender

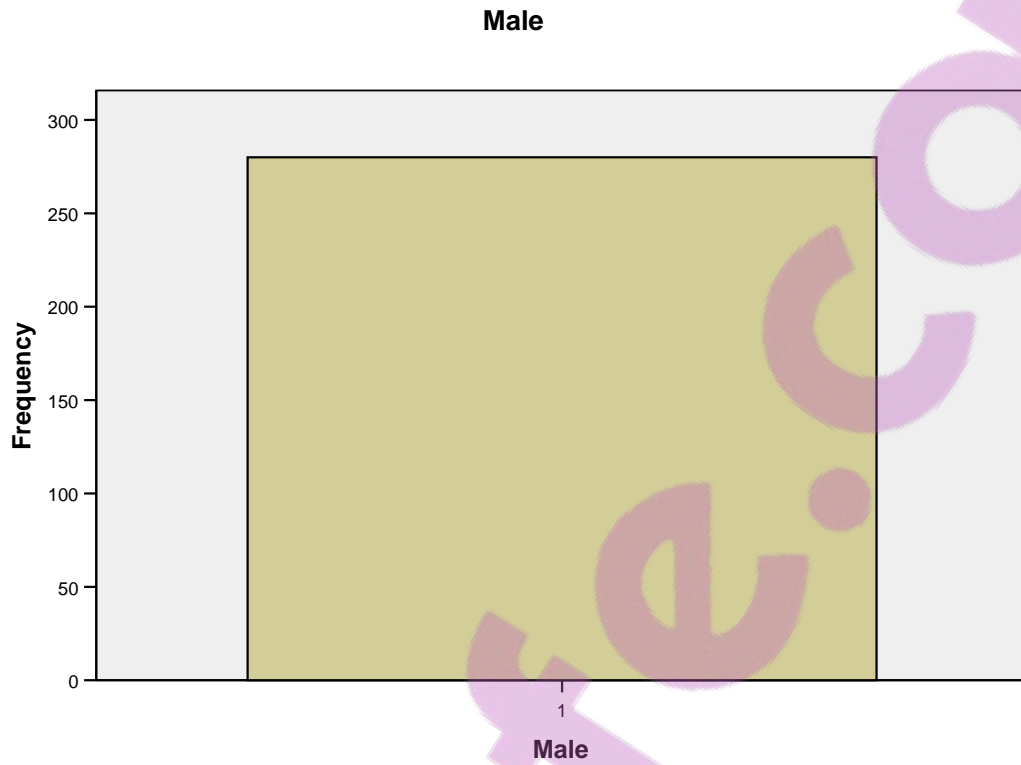
Statistics

Male

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Male

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 280 | 100.0 | 100.0 | 100.0 |



This prison is a male only and it is indicated on the table and on the graph.

Question 2: Age

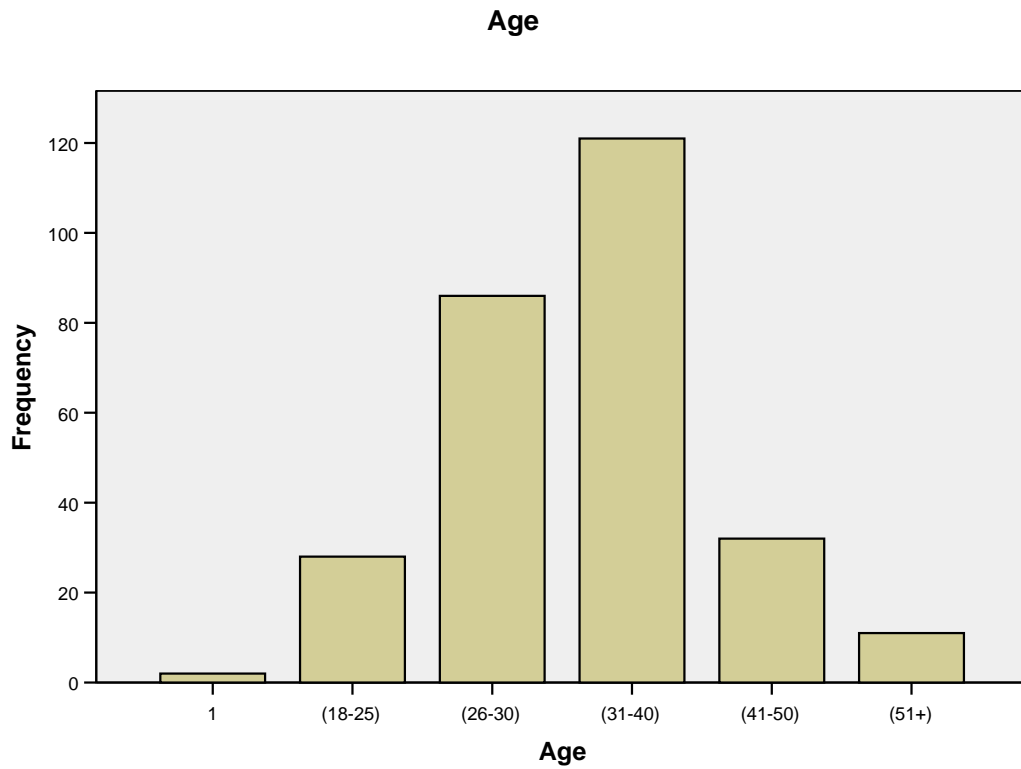
Statistics

Age

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Age

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid | 2 | .7 | .7 | .7 |
| (18-25) | 28 | 10.0 | 10.0 | 10.7 |
| (26-30) | 86 | 30.7 | 30.7 | 41.4 |
| (31-40) | 121 | 43.2 | 43.2 | 84.6 |
| (41-50) | 32 | 11.4 | 11.4 | 96.1 |
| (51+) | 11 | 3.9 | 3.9 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |



Their age range from 18 -51+. The age of the majority of these prisoners or offenders are 31-40 followed by those who are between 26-30 years old. This is clearly indicated on the table and on the graph.

Question 3: Race

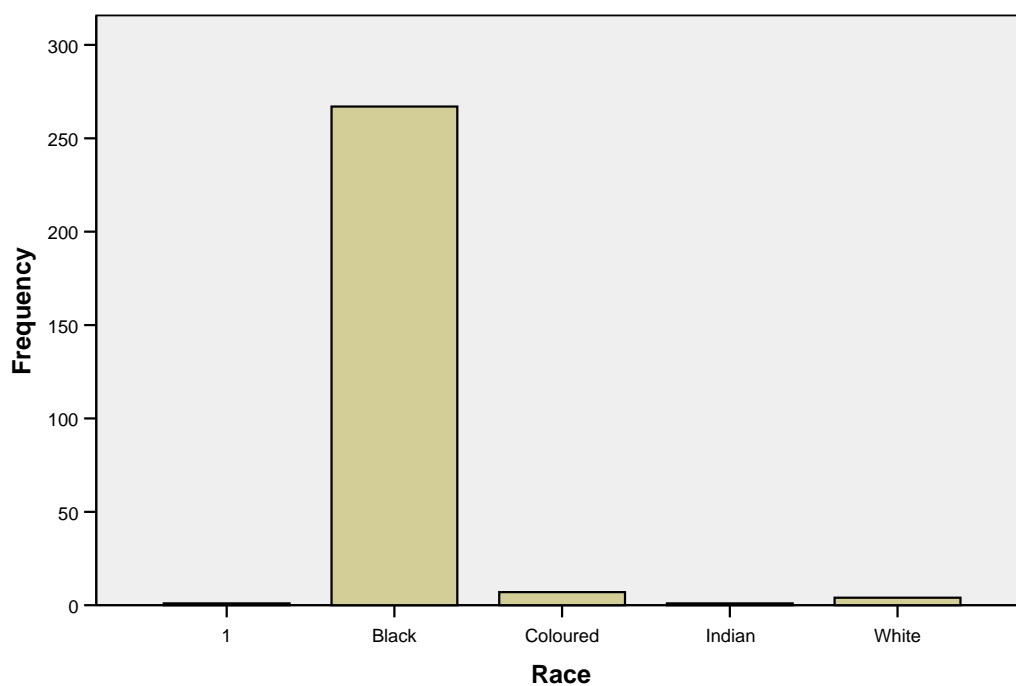
Statistics

Race

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Race

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid | 1 | .4 | .4 | .4 |
| Black | 267 | 95.4 | 95.4 | 95.7 |
| Coloured | 7 | 2.5 | 2.5 | 98.2 |
| Indian | 1 | .4 | .4 | 98.6 |
| White | 4 | 1.4 | 1.4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Race

Majority of these prisoners are black followed by coloured. Very few are whites and Indians. The percentages are indicated on the table.

Question 4: South African citizen

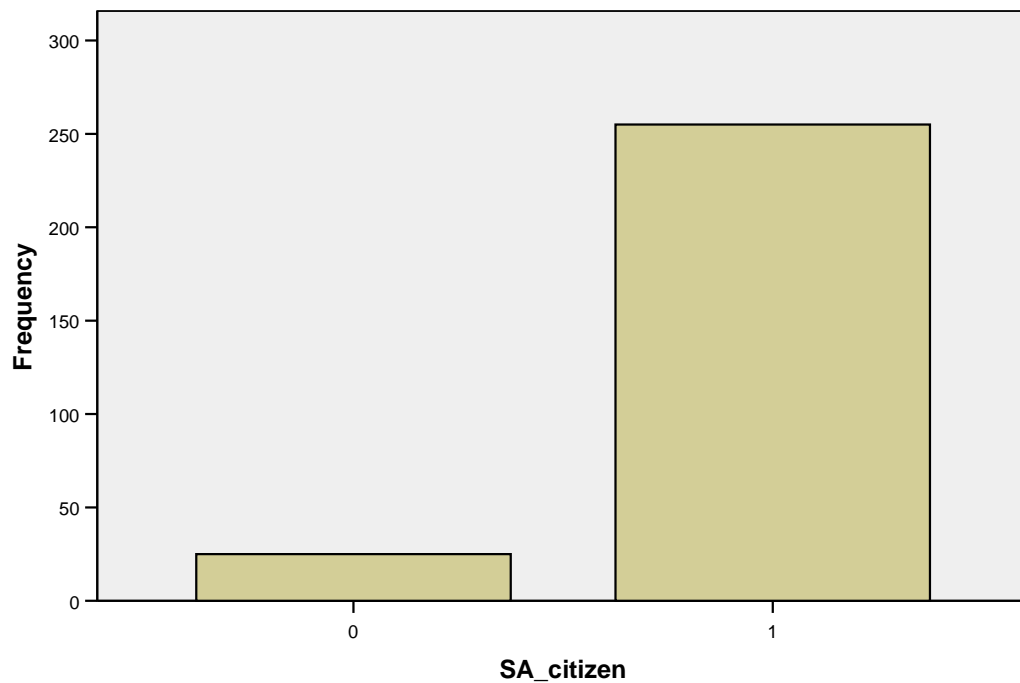
Statistics

SA_citizen

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

SA_citizen

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 0 | 25 | 8.9 | 8.9 | 8.9 |
| | 1 | 255 | 91.1 | 91.1 | 100.0 |
| | Total | 280 | 100.0 | 100.0 | |

SA_citizen

Most of the respondents are SA citizens and very few did not respond.

Question 5: If not, state your country

Statistics

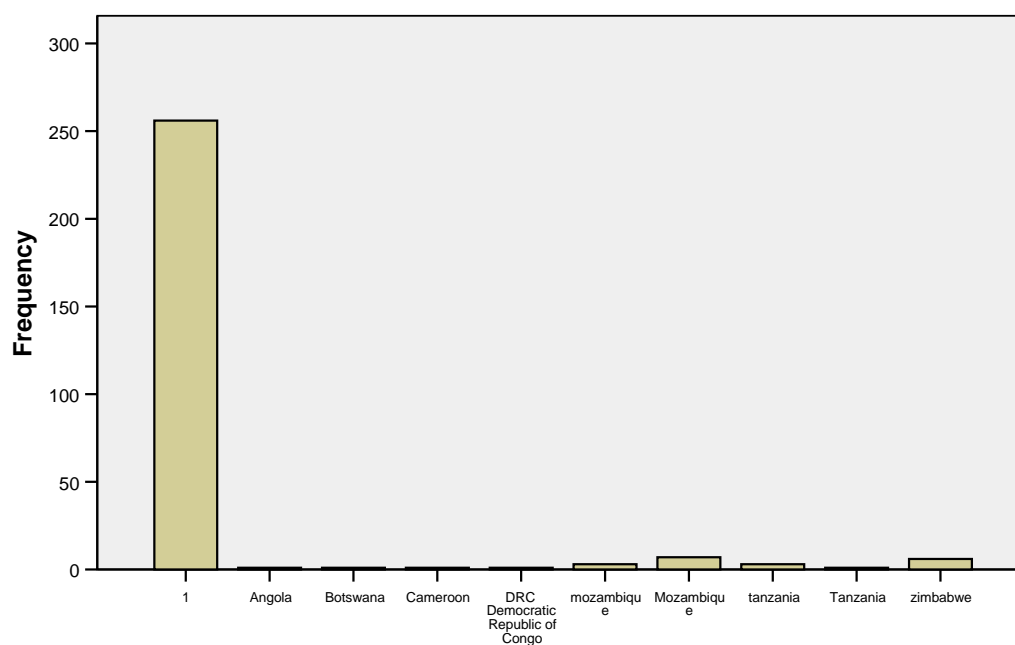
Q5

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q5

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------------|-----------|---------|---------------|--------------------|
| Valid | 256 | 91.4 | 91.4 | 91.4 |
| Angola | 1 | .4 | .4 | 91.8 |
| Botswana | 1 | .4 | .4 | 92.1 |
| Cameroon | 1 | .4 | .4 | 92.5 |
| DRC Democratic Republic of Congo | 1 | .4 | .4 | 92.9 |
| mozambique | 3 | 1.1 | 1.1 | 93.9 |
| Mozambique | 7 | 2.5 | 2.5 | 96.4 |
| tanzania | 3 | 1.1 | 1.1 | 97.5 |
| Tanzania | 1 | .4 | .4 | 97.9 |
| zimbabwe | 6 | 2.1 | 2.1 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q5



Q5

Those who did not respond to the previous questions indicated their nationality. Most of them are from Mozambique and Zimbabwe. The SA citizens did not respond. These are indicated on the table and the graph.

Question 6: What is your home language?

| | | |
|----|----------------|--|
| 1 | Afrikaans | |
| 2 | English | |
| 3 | Northern Sotho | |
| 4 | Sesotho | |
| 5 | Setswana | |
| 6 | Tshivenda | |
| 7 | Xitsonga | |
| 8 | isiXhosa | |
| 9 | IsiZulu | |
| 10 | Others | |

Statistics

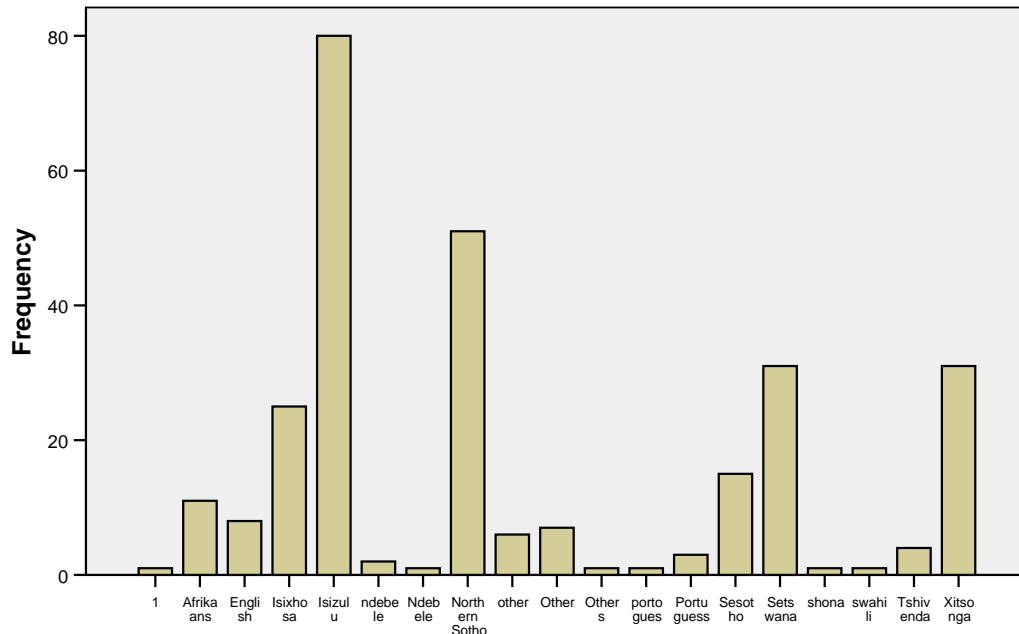
Q6

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q6

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid | 1 | .4 | .4 | .4 |
| Afrikaans | 11 | 3.9 | 3.9 | 4.3 |
| English | 8 | 2.9 | 2.9 | 7.1 |
| Isixhosa | 25 | 8.9 | 8.9 | 16.1 |
| Isizulu | 80 | 28.6 | 28.6 | 44.6 |
| ndebele | 2 | .7 | .7 | 45.4 |
| Ndebele | 1 | .4 | .4 | 45.7 |
| Northern Sotho | 51 | 18.2 | 18.2 | 63.9 |
| other | 6 | 2.1 | 2.1 | 66.1 |
| Other | 7 | 2.5 | 2.5 | 68.6 |
| Others | 1 | .4 | .4 | 68.9 |
| portogues | 1 | .4 | .4 | 69.3 |
| Portuguess | 3 | 1.1 | 1.1 | 70.4 |
| Sesotho | 15 | 5.4 | 5.4 | 75.7 |
| Setswana | 31 | 11.1 | 11.1 | 86.8 |
| shona | 1 | .4 | .4 | 87.1 |
| swahili | 1 | .4 | .4 | 87.5 |
| Tshivenda | 4 | 1.4 | 1.4 | 88.9 |
| Xitsonga | 31 | 11.1 | 11.1 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q6



Q6

The respondents indicated a variety of home languages of which the majority indicated isiZulu (28.6%) followed by Northern Sotho speakers (18.2). They chose their home languages from the above table. These are indicated on the table and on the graphs.

Question 7: What is the highest level of your education?

Statistics

Q7

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q7

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid | 13 | 4.6 | 4.6 | 4.6 |
| Primary education | 62 | 22.1 | 22.1 | 26.8 |
| Secondary education | 126 | 45.0 | 45.0 | 71.8 |
| Tertiary education | 79 | 28.2 | 28.2 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

The majority of the respondents have secondary education and tertiary education. These are indicated on the table and on the graph.

Question 8: How many languages can you speak?

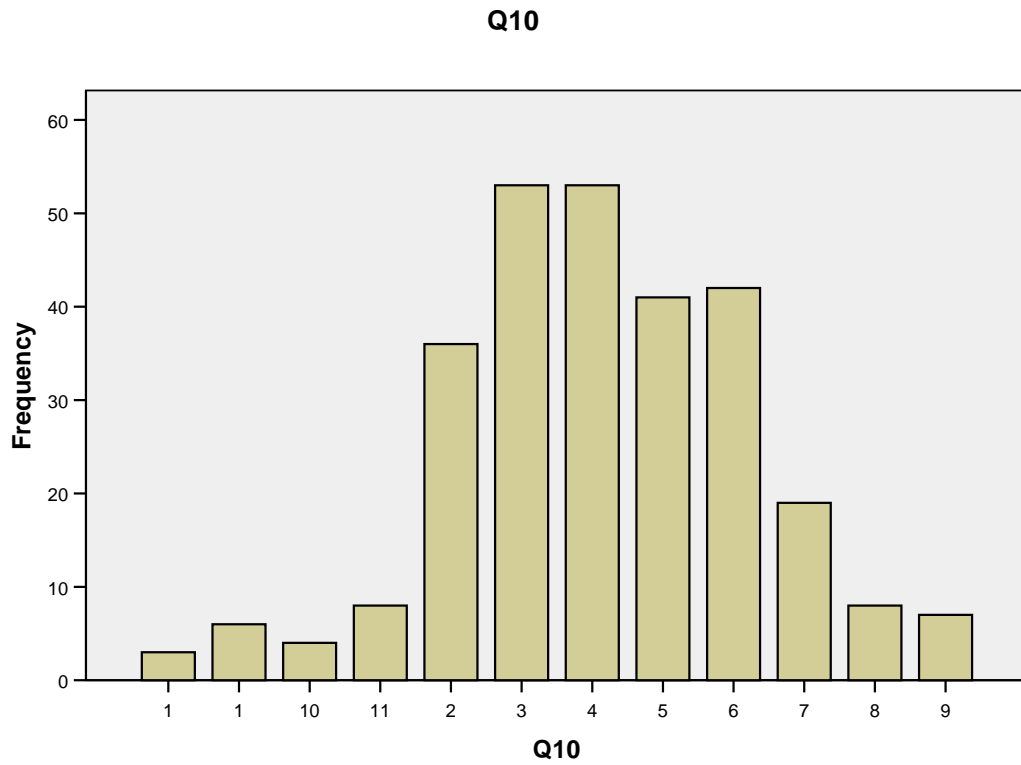
Statistics

Q10

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q10

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 3 | 1.1 | 1.1 | 1.1 |
| 1 | 6 | 2.1 | 2.1 | 3.2 |
| 10 | 4 | 1.4 | 1.4 | 4.6 |
| 11 | 8 | 2.9 | 2.9 | 7.5 |
| 2 | 36 | 12.9 | 12.9 | 20.4 |
| 3 | 53 | 18.9 | 18.9 | 39.3 |
| 4 | 53 | 18.9 | 18.9 | 58.2 |
| 5 | 41 | 14.6 | 14.6 | 72.9 |
| 6 | 42 | 15.0 | 15.0 | 87.9 |
| 7 | 19 | 6.8 | 6.8 | 94.6 |
| 8 | 8 | 2.9 | 2.9 | 97.5 |
| 9 | 7 | 2.5 | 2.5 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |



Most people indicated that they can speak more than one language. Some even indicated 11 languages. This is indicated on the table and on the graph.

Question 9: Name them

Statistics

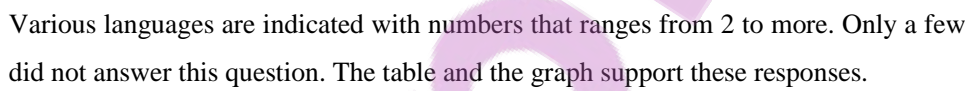
Q11

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q11

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 6 | 2.1 | 2.1 | 2.1 |
| 1 and 2 | 3 | 1.1 | 1.1 | 3.2 |
| 1 and other | 5 | 1.8 | 1.8 | 5.0 |
| 1, 2, and 5 | 1 | .4 | .4 | 5.4 |
| 1,2 | 3 | 1.1 | 1.1 | 6.4 |
| 1,2 and 9 | 1 | .4 | .4 | 6.8 |
| 1,2 and italian | 1 | .4 | .4 | 7.1 |
| 1,2,3 and9 | 1 | .4 | .4 | 7.5 |
| 1,2,3,5 | 1 | .4 | .4 | 7.9 |
| 1,2,3,9 | 2 | .7 | .7 | 8.6 |
| 1,2,4,8,9 | 1 | .4 | .4 | 8.9 |
| 1,2,4,9 | 3 | 1.1 | 1.1 | 10.0 |
| 1,2,5 | 1 | .4 | .4 | 10.4 |
| 1,2,5 and9 | 1 | .4 | .4 | 10.7 |
| 1,2,8,9 | 1 | .4 | .4 | 11.1 |
| 1,2,3,9 | 1 | .4 | .4 | 11.4 |
| 1,3,8 | 1 | .4 | .4 | 11.8 |
| 1,3,9 | 1 | .4 | .4 | 12.1 |
| 1,3,4,9 | 1 | .4 | .4 | 12.5 |
| 1,4,5 and 9 | 1 | .4 | .4 | 12.9 |
| 2 | 1 | .4 | .4 | 13.2 |
| 2 and 3 | 1 | .4 | .4 | 13.6 |
| 2 and 5 | 1 | .4 | .4 | 13.9 |
| 2 and 9 | 3 | 1.1 | 1.1 | 15.0 |
| 2 and French | 1 | .4 | .4 | 15.4 |
| 2 and ndebele | 1 | .4 | .4 | 15.7 |
| 2 and other | 12 | 4.3 | 4.3 | 20.0 |
| 2 and portugues | 1 | .4 | .4 | 20.4 |
| 2 and swahili | 2 | .7 | .7 | 21.1 |
| 2, Frech and Swahili | 1 | .4 | .4 | 21.4 |
| 2,1,8 and 4 | 1 | .4 | .4 | 21.8 |
| 2,3 | 2 | .7 | .7 | 22.5 |
| 2,3 and 9 | 1 | .4 | .4 | 22.9 |
| 2,3,5,9 | 2 | .7 | .7 | 23.6 |
| 2,3,7,9 | 3 | 1.1 | 1.1 | 24.6 |
| 2,3,8,9 | 2 | .7 | .7 | 25.4 |
| 2,3,9 | 2 | .7 | .7 | 26.1 |
| 2,3,9 and ndebele | 1 | .4 | .4 | 26.4 |
| 2,4, and 8 | 1 | .4 | .4 | 26.8 |
| 2,4,8,9 | 1 | .4 | .4 | 27.1 |
| 2,4,9 | 4 | 1.4 | 1.4 | 28.6 |
| 2,5 | 1 | .4 | .4 | 28.9 |
| 2,5,8,9 | 1 | .4 | .4 | 29.3 |
| 2,5,9 | 2 | .7 | .7 | 30.0 |
| 2,5,9 and ndebele | 1 | .4 | .4 | 30.4 |
| 2,7,9 and portugues | 1 | .4 | .4 | 30.7 |
| 2,8 | 1 | .4 | .4 | 31.1 |
| 2,8 and9 | 1 | .4 | .4 | 31.4 |
| 2,8,9 | 2 | .7 | .7 | 32.1 |
| 2,9 | 5 | 1.8 | 1.8 | 33.9 |
| 2,9 and shona | 1 | .4 | .4 | 34.3 |
| 2,9, Portuguess and Spanish and kimbundo | 1 | .4 | .4 | 34.6 |
| 2,shona and ndebele | 1 | .4 | .4 | 35.0 |
| 2,8,9 | 1 | .4 | .4 | 35.4 |
| 3 | 2 | .7 | .7 | 36.1 |
| 3 and 2 | 1 | .4 | .4 | 36.4 |
| 3 and 7 | 1 | .4 | .4 | 36.8 |

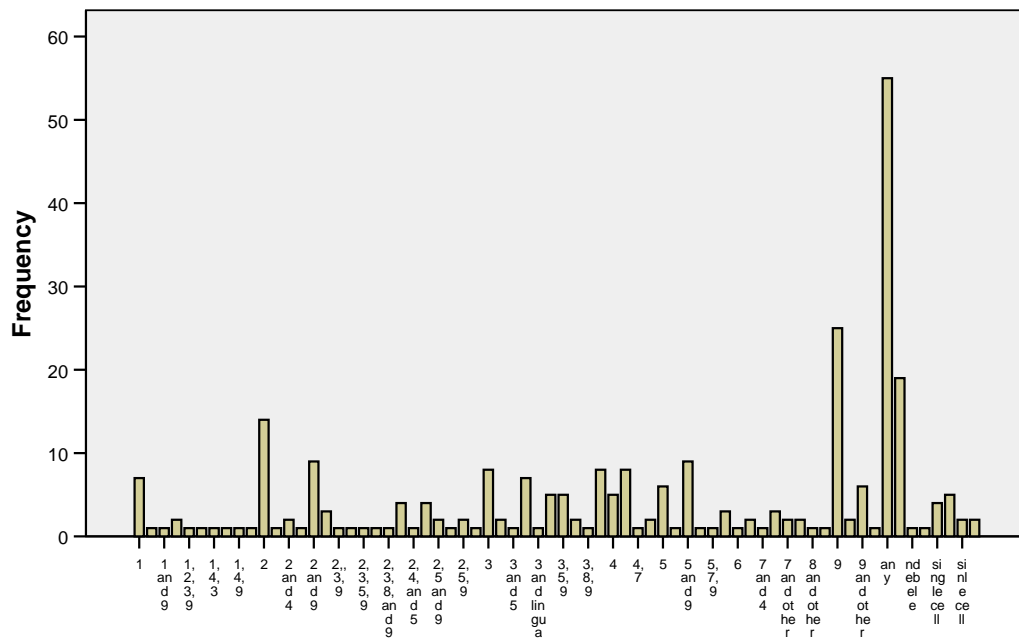
Q11



| | | |
|-----|---------|-----|
| Q12 | | |
| N | Valid | 280 |
| | Missing | 0 |

Q12

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid | 7 | 2.5 | 2.5 | 2.5 |
| 1 and 2 | 1 | .4 | .4 | 2.9 |
| 1 and 9 | 1 | .4 | .4 | 3.2 |
| 1,2 | 2 | .7 | .7 | 3.9 |
| 1,2,3,9 | 1 | .4 | .4 | 4.3 |
| 1,4 | 1 | .4 | .4 | 4.6 |
| 1,4,3 | 1 | .4 | .4 | 5.0 |
| 1,4,5,9 | 1 | .4 | .4 | 5.4 |
| 1,4,9 | 1 | .4 | .4 | 5.7 |
| 1and 2 | 1 | .4 | .4 | 6.1 |
| 2 | 14 | 5.0 | 5.0 | 11.1 |
| 2 and 3 | 1 | .4 | .4 | 11.4 |
| 2 and 4 | 2 | .7 | .7 | 12.1 |
| 2 and 5 | 1 | .4 | .4 | 12.5 |
| 2 and 9 | 9 | 3.2 | 3.2 | 15.7 |
| 2 and other | 3 | 1.1 | 1.1 | 16.8 |
| 2,,3,9 | 1 | .4 | .4 | 17.1 |
| 2,3,5,7,9 | 1 | .4 | .4 | 17.5 |
| 2,3,5,9 | 1 | .4 | .4 | 17.9 |
| 2,3,7,9 | 1 | .4 | .4 | 18.2 |
| 2,3,8, and 9 | 1 | .4 | .4 | 18.6 |
| 2,3,9 | 4 | 1.4 | 1.4 | 20.0 |
| 2,4, and 5 | 1 | .4 | .4 | 20.4 |
| 2,4,9 | 4 | 1.4 | 1.4 | 21.8 |
| 2,5 and 9 | 2 | .7 | .7 | 22.5 |
| 2,5,6,9 | 1 | .4 | .4 | 22.9 |
| 2,5,9 | 2 | .7 | .7 | 23.6 |
| 2,9 | 1 | .4 | .4 | 23.9 |
| 3 | 8 | 2.9 | 2.9 | 26.8 |
| 3 and 4 | 2 | .7 | .7 | 27.5 |
| 3 and 5 | 1 | .4 | .4 | 27.9 |
| 3 and 9 | 7 | 2.5 | 2.5 | 30.4 |
| 3 and lingua | 1 | .4 | .4 | 30.7 |
| 3 and other | 5 | 1.8 | 1.8 | 32.5 |
| 3,5,9 | 5 | 1.8 | 1.8 | 34.3 |
| 3,7,9 | 2 | .7 | .7 | 35.0 |
| 3,8,9 | 1 | .4 | .4 | 35.4 |
| 3,9 | 8 | 2.9 | 2.9 | 38.2 |
| 4 | 5 | 1.8 | 1.8 | 40.0 |
| 4 and 9 | 8 | 2.9 | 2.9 | 42.9 |
| 4,7 | 1 | .4 | .4 | 43.2 |
| 4,9 | 2 | .7 | .7 | 43.9 |
| 5 | 6 | 2.1 | 2.1 | 46.1 |
| 5 and 7 | 1 | .4 | .4 | 46.4 |
| 5 and 9 | 9 | 3.2 | 3.2 | 49.6 |
| 5,2,9 | 1 | .4 | .4 | 50.0 |
| 5,7,9 | 1 | .4 | .4 | 50.4 |
| 5,9 | 3 | 1.1 | 1.1 | 51.4 |
| 6 | 1 | .4 | .4 | 51.8 |
| 7 | 2 | .7 | .7 | 52.5 |
| 7 and 4 | 1 | .4 | .4 | 52.9 |
| 7 and 9 | 3 | 1.1 | 1.1 | 53.9 |
| 7 and other | 2 | .7 | .7 | 54.6 |
| 8 and 9 | 2 | .7 | .7 | 55.4 |
| 8 and other | 1 | .4 | .4 | 55.7 |
| 8 and others | 1 | .4 | .4 | 56.1 |
| 9 | 25 | 8.9 | 8.9 | 65.0 |

Q12**Q12**

The answer to this question is similar to the one in the previous question. The respondents indicated a number of languages used in their cells.

Question 11: Which language(s) do you use when you speak to your cell inmates?

Statistics

Q13

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q13

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid | 9 | 3.2 | 3.2 | 3.2 |
| 1 | 4 | 1.4 | 1.4 | 4.6 |
| 1 and 9 | 1 | .4 | .4 | 5.0 |
| 1,2 | 2 | .7 | .7 | 5.7 |
| 1,2,3,9 | 1 | .4 | .4 | 6.1 |
| 1,2,4,9 | 1 | .4 | .4 | 6.4 |
| 1,3,4 | 1 | .4 | .4 | 6.8 |
| 2 | 34 | 12.1 | 12.1 | 18.9 |
| 2,9 | 1 | .4 | .4 | 19.3 |
| 2 and 3 | 1 | .4 | .4 | 19.6 |
| 2 and 4 | 3 | 1.1 | 1.1 | 20.7 |
| 2 and 5 | 2 | .7 | .7 | 21.4 |
| 2 and 9 | 8 | 2.9 | 2.9 | 24.3 |
| 2 and 5 | 1 | .4 | .4 | 24.6 |
| 2,3 | 1 | .4 | .4 | 25.0 |
| 2,3,9 | 4 | 1.4 | 1.4 | 26.4 |
| 2,4,9 | 2 | .7 | .7 | 27.1 |
| 2,5 | 2 | .7 | .7 | 27.9 |
| 2,5,9 | 4 | 1.4 | 1.4 | 29.3 |
| 2,8 | 1 | .4 | .4 | 29.6 |
| 2,9 | 12 | 4.3 | 4.3 | 33.9 |
| 3 | 17 | 6.1 | 6.1 | 40.0 |
| 3 and 4 | 2 | .7 | .7 | 40.7 |
| 3 and 9 | 1 | .4 | .4 | 41.1 |
| 3,2 | 1 | .4 | .4 | 41.4 |
| 3,5 | 1 | .4 | .4 | 41.8 |
| 3,5,9 | 2 | .7 | .7 | 42.5 |
| 3,7 | 2 | .7 | .7 | 43.2 |
| 3,7,9 | 1 | .4 | .4 | 43.6 |
| 3,9 | 5 | 1.8 | 1.8 | 45.4 |
| 4 | 9 | 3.2 | 3.2 | 48.6 |
| 4 and 9 | 3 | 1.1 | 1.1 | 49.6 |
| 4,9 | 2 | .7 | .7 | 50.4 |
| 5 | 16 | 5.7 | 5.7 | 56.1 |
| 5 and 9 | 5 | 1.8 | 1.8 | 57.9 |
| 5,9 | 3 | 1.1 | 1.1 | 58.9 |
| 7 | 6 | 2.1 | 2.1 | 61.1 |
| 7,9 | 1 | .4 | .4 | 61.4 |
| 8 | 4 | 1.4 | 1.4 | 62.9 |
| 9 | 72 | 25.7 | 25.7 | 88.6 |
| 9 and 2 | 1 | .4 | .4 | 88.9 |
| 9 and 4 | 1 | .4 | .4 | 89.3 |
| 9 and other | 1 | .4 | .4 | 89.6 |
| any | 12 | 4.3 | 4.3 | 93.9 |
| Any | 13 | 4.6 | 4.6 | 98.6 |
| it depends | 1 | .4 | .4 | 98.9 |
| Lingua | 1 | .4 | .4 | 99.3 |
| Single cell | 1 | .4 | .4 | 99.6 |
| Tsotsi taal | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

A bar chart showing the frequency of different combinations of the first two letters of words in the 'words' dataset. The y-axis is labeled 'Frequency' and ranges from 0 to 80. The x-axis shows combinations of the first two letters, such as '1 1', '1 2', '1 3', etc., up to 'T s'. The most frequent combination is '9 9' with a frequency of approximately 72.

| Combination | Frequency |
|-------------|-----------|
| 1 1 | 9 |
| 1 2 | 34 |
| 1 3 | 1 |
| 1 4 | 1 |
| 1 5 | 1 |
| 1 6 | 1 |
| 1 7 | 1 |
| 1 8 | 1 |
| 1 9 | 1 |
| 2 1 | 1 |
| 2 2 | 1 |
| 2 3 | 1 |
| 2 4 | 1 |
| 2 5 | 1 |
| 2 6 | 1 |
| 2 7 | 1 |
| 2 8 | 1 |
| 2 9 | 1 |
| 3 1 | 1 |
| 3 2 | 1 |
| 3 3 | 1 |
| 3 4 | 1 |
| 3 5 | 1 |
| 3 6 | 1 |
| 3 7 | 1 |
| 3 8 | 1 |
| 3 9 | 1 |
| 4 1 | 1 |
| 4 2 | 1 |
| 4 3 | 1 |
| 4 4 | 1 |
| 4 5 | 1 |
| 4 6 | 1 |
| 4 7 | 1 |
| 4 8 | 1 |
| 4 9 | 1 |
| 5 1 | 1 |
| 5 2 | 1 |
| 5 3 | 1 |
| 5 4 | 1 |
| 5 5 | 1 |
| 5 6 | 1 |
| 5 7 | 1 |
| 5 8 | 1 |
| 5 9 | 1 |
| 6 1 | 1 |
| 6 2 | 1 |
| 6 3 | 1 |
| 6 4 | 1 |
| 6 5 | 1 |
| 6 6 | 1 |
| 6 7 | 1 |
| 6 8 | 1 |
| 6 9 | 1 |
| 7 1 | 1 |
| 7 2 | 1 |
| 7 3 | 1 |
| 7 4 | 1 |
| 7 5 | 1 |
| 7 6 | 1 |
| 7 7 | 1 |
| 7 8 | 1 |
| 7 9 | 1 |
| 8 1 | 1 |
| 8 2 | 1 |
| 8 3 | 1 |
| 8 4 | 1 |
| 8 5 | 1 |
| 8 6 | 1 |
| 8 7 | 1 |
| 8 8 | 1 |
| 8 9 | 1 |
| 9 1 | 1 |
| 9 2 | 1 |
| 9 3 | 1 |
| 9 4 | 1 |
| 9 5 | 1 |
| 9 6 | 1 |
| 9 7 | 1 |
| 9 8 | 1 |
| 9 9 | 72 |
| 10 1 | 1 |
| 10 2 | 1 |
| 10 3 | 1 |
| 10 4 | 1 |
| 10 5 | 1 |
| 10 6 | 1 |
| 10 7 | 1 |
| 10 8 | 1 |
| 10 9 | 1 |
| 11 1 | 1 |
| 11 2 | 1 |
| 11 3 | 1 |
| 11 4 | 1 |
| 11 5 | 1 |
| 11 6 | 1 |
| 11 7 | 1 |
| 11 8 | 1 |
| 11 9 | 1 |
| 12 1 | 1 |
| 12 2 | 1 |
| 12 3 | 1 |
| 12 4 | 1 |
| 12 5 | 1 |
| 12 6 | 1 |
| 12 7 | 1 |
| 12 8 | 1 |
| 12 9 | 1 |
| 13 1 | 1 |
| 13 2 | 1 |
| 13 3 | 1 |
| 13 4 | 1 |
| 13 5 | 1 |
| 13 6 | 1 |
| 13 7 | 1 |
| 13 8 | 1 |
| 13 9 | 1 |
| 14 1 | 1 |
| 14 2 | 1 |
| 14 3 | 1 |
| 14 4 | 1 |
| 14 5 | 1 |
| 14 6 | 1 |
| 14 7 | 1 |
| 14 8 | 1 |
| 14 9 | 1 |
| 15 1 | 1 |
| 15 2 | 1 |
| 15 3 | 1 |
| 15 4 | 1 |
| 15 5 | 1 |
| 15 6 | 1 |
| 15 7 | 1 |
| 15 8 | 1 |
| 15 9 | 1 |
| 16 1 | 1 |
| 16 2 | 1 |
| 16 3 | 1 |
| 16 4 | 1 |
| 16 5 | 1 |
| 16 6 | 1 |
| 16 7 | 1 |
| 16 8 | 1 |
| 16 9 | 1 |
| 17 1 | 1 |
| 17 2 | 1 |
| 17 3 | 1 |
| 17 4 | 1 |
| 17 5 | 1 |
| 17 6 | 1 |
| 17 7 | 1 |
| 17 8 | 1 |
| 17 9 | 1 |
| 18 1 | 1 |
| 18 2 | 1 |
| 18 3 | 1 |
| 18 4 | 1 |
| 18 5 | 1 |
| 18 6 | 1 |
| 18 7 | 1 |
| 18 8 | 1 |
| 18 9 | 1 |
| 19 1 | 1 |
| 19 2 | 1 |
| 19 3 | 1 |
| 19 4 | 1 |
| 19 5 | 1 |
| 19 6 | 1 |
| 19 7 | 1 |
| 19 8 | 1 |
| 19 9 | 1 |
| 20 1 | 1 |
| 20 2 | 1 |
| 20 3 | 1 |
| 20 4 | 1 |
| 20 5 | 1 |
| 20 6 | 1 |
| 20 7 | 1 |
| 20 8 | 1 |
| 20 9 | 1 |
| 21 1 | 1 |
| 21 2 | 1 |
| 21 3 | 1 |
| 21 4 | 1 |
| 21 5 | 1 |
| 21 6 | 1 |
| 21 7 | 1 |
| 21 8 | 1 |
| 21 9 | 1 |
| 22 1 | 1 |
| 22 2 | 1 |
| 22 3 | 1 |
| 22 4 | 1 |
| 22 5 | 1 |
| 22 6 | 1 |
| 22 7 | 1 |
| 22 8 | 1 |
| 22 9 | |

The respondents indicated a wide range of responses. The majority 72 or 25.7% indicated that they use isiZulu to communicate with their inmates. These responses are clearly indicated on the table and the graph. The numbers can be interpreted from the table under question 6 where each language has been assigned a number.

Question 14: Which language(s) do you speak when communicating with the prison personnel?

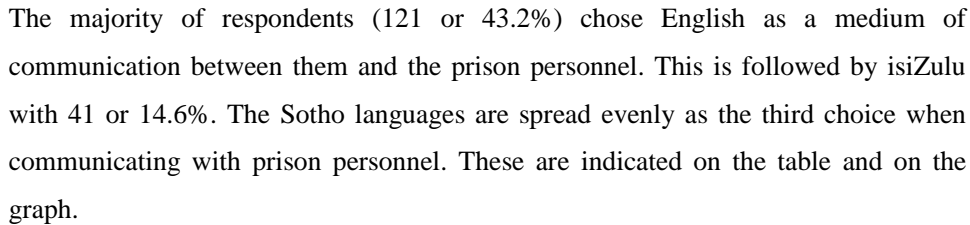
Q14

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q14

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid | 7 | 2.5 | 2.5 | 2.5 |
| 8 and 9 | 1 | .4 | .4 | 2.9 |
| 1 | 3 | 1.1 | 1.1 | 3.9 |
| 1 and 2 | 2 | .7 | .7 | 4.6 |
| 1 and 9 | 1 | .4 | .4 | 5.0 |
| 1,2 | 1 | .4 | .4 | 5.4 |
| 1,2,3,9 | 1 | .4 | .4 | 5.7 |
| 1,2,5 | 1 | .4 | .4 | 6.1 |
| 1,3 | 2 | .7 | .7 | 6.8 |
| 2 | 121 | 43.2 | 43.2 | 50.0 |
| 2 and 3 | 4 | 1.4 | 1.4 | 51.4 |
| 2 and 4 | 2 | .7 | .7 | 52.1 |
| 2 and 5 | 2 | .7 | .7 | 52.9 |
| 2 and 9 | 7 | 2.5 | 2.5 | 55.4 |
| 2,3 | 2 | .7 | .7 | 56.1 |
| 2,4 | 1 | .4 | .4 | 56.4 |
| 2,5 | 1 | .4 | .4 | 56.8 |
| 2,5,9 | 1 | .4 | .4 | 57.1 |
| 2,7 | 1 | .4 | .4 | 57.5 |
| 2,8 | 1 | .4 | .4 | 57.9 |
| 2,9 | 14 | 5.0 | 5.0 | 62.9 |
| 3 | 15 | 5.4 | 5.4 | 68.2 |
| 3 and 9 | 1 | .4 | .4 | 68.6 |
| 3,9 | 2 | .7 | .7 | 69.3 |
| 4 | 12 | 4.3 | 4.3 | 73.6 |
| 4 and 9 | 1 | .4 | .4 | 73.9 |
| 5 | 11 | 3.9 | 3.9 | 77.9 |
| 5 and 2 | 1 | .4 | .4 | 78.2 |
| 5,9 | 1 | .4 | .4 | 78.6 |
| 7 | 6 | 2.1 | 2.1 | 80.7 |
| 8 | 2 | .7 | .7 | 81.4 |
| 9 | 41 | 14.6 | 14.6 | 96.1 |
| 9 and 2 | 1 | .4 | .4 | 96.4 |
| any | 2 | .7 | .7 | 97.1 |
| Any | 3 | 1.1 | 1.1 | 98.2 |
| it depends | 2 | .7 | .7 | 98.9 |
| Lingua | 1 | .4 | .4 | 99.3 |
| ndebele | 1 | .4 | .4 | 99.6 |
| Tsotsi taal | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q14

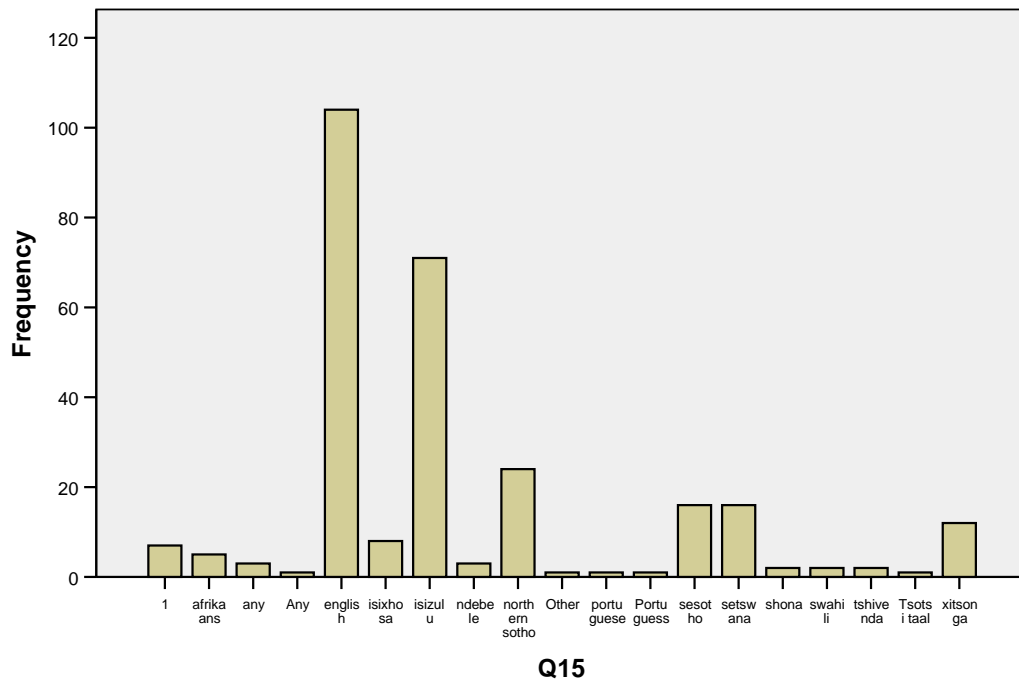


| Statistics | | |
|------------|---------|-----|
| Q15 | | |
| N | Valid | 280 |
| | Missing | 0 |

| Q15 | | |
|-----|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q15

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid | 7 | 2.5 | 2.5 | 2.5 |
| afrikaans | 5 | 1.8 | 1.8 | 4.3 |
| any | 3 | 1.1 | 1.1 | 5.4 |
| Any | 1 | .4 | .4 | 5.7 |
| english | 104 | 37.1 | 37.1 | 42.9 |
| isixhosa | 8 | 2.9 | 2.9 | 45.7 |
| isizulu | 71 | 25.4 | 25.4 | 71.1 |
| ndebele | 3 | 1.1 | 1.1 | 72.1 |
| northern sotho | 24 | 8.6 | 8.6 | 80.7 |
| Other | 1 | .4 | .4 | 81.1 |
| portuguese | 1 | .4 | .4 | 81.4 |
| Portuguess | 1 | .4 | .4 | 81.8 |
| sesotho | 16 | 5.7 | 5.7 | 87.5 |
| setswana | 16 | 5.7 | 5.7 | 93.2 |
| shona | 2 | .7 | .7 | 93.9 |
| swahili | 2 | .7 | .7 | 94.6 |
| tshivenda | 2 | .7 | .7 | 95.4 |
| Tsotsi taal | 1 | .4 | .4 | 95.7 |
| xitsonga | 12 | 4.3 | 4.3 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q15

The respondents prefer to speak English (104 or 37.1%) as indicated on the table and the graph. IsiZulu with 71 or 25.4% also still being the second preferred language followed by Northern Sotho (24 or 8.6%) and other Sotho languages. Very few did not respond to this question.

Question 16: Why do you prefer to speak that language?

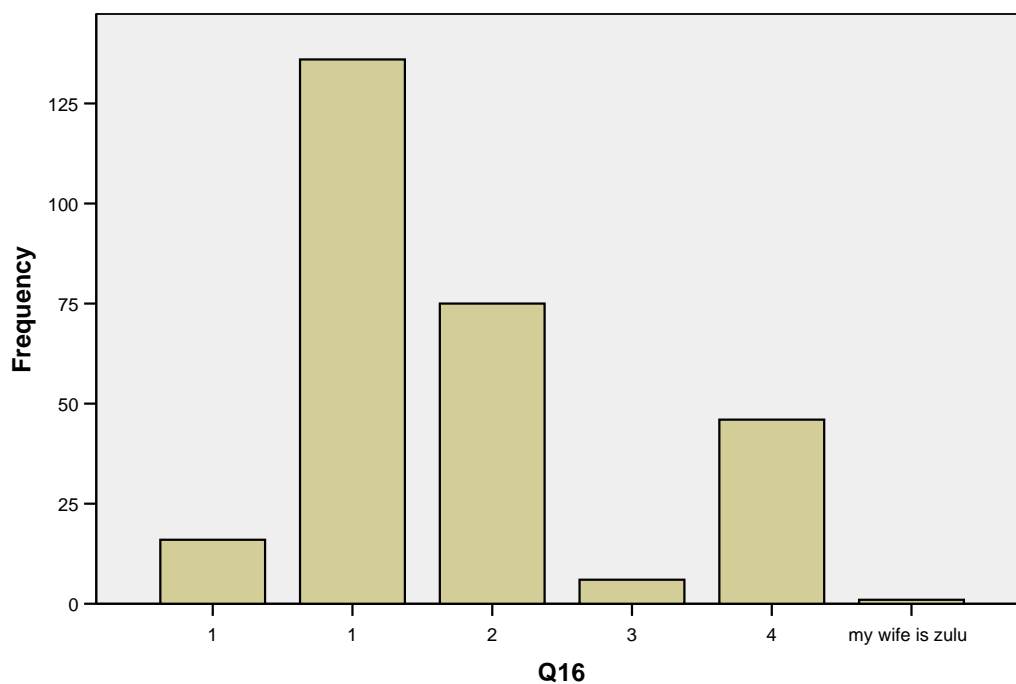
Statistics

Q16

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q16

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------|-----------|---------|---------------|--------------------|
| Valid | 16 | 5.7 | 5.7 | 5.7 |
| 1 | 136 | 48.6 | 48.6 | 54.3 |
| 2 | 75 | 26.8 | 26.8 | 81.1 |
| 3 | 6 | 2.1 | 2.1 | 83.2 |
| 4 | 46 | 16.4 | 16.4 | 99.6 |
| my wife is zulu | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q16

The respondents answered the question in the similar manner as the previous question. They did not really indicate why but instead they chose English again as the preferred language of communication. IsiZulu and Sotho languages followed as the second and the third language preferences. 16 or 5.7% did not respond as indicated on the table and on the graph.

Question 17: Do you find yourself in a situation where you do not understand the prison officials' instructions? Yes ...No...

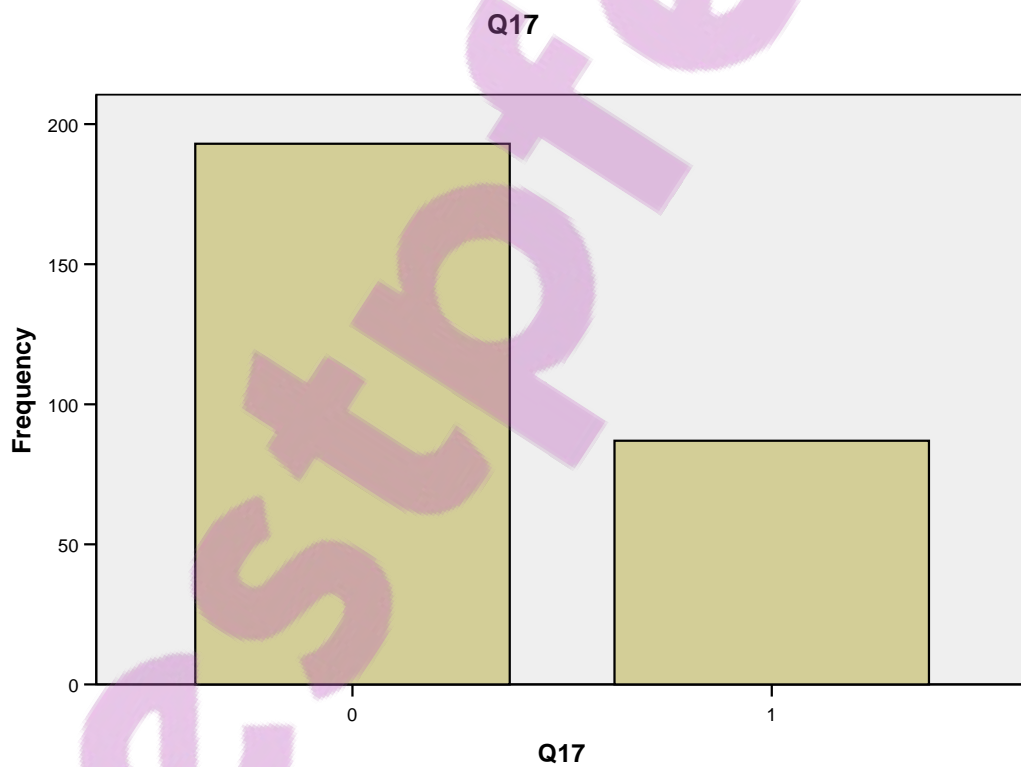
Statistics

Q17

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q17

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 0 | 193 | 68.9 | 68.9 | 68.9 |
| | 1 | 87 | 31.1 | 31.1 | 100.0 |
| | Total | 280 | 100.0 | 100.0 | |



This question was answered in a weird manner. The majority did not respond (193 or 68.9%) maybe due to the answers given on the two previous questions where English is preferred over other languages. Those who responded indicated that they do (87 or 31.1%). These are indicated on the table and on the graph.

Question 18: If yes, what do you do?

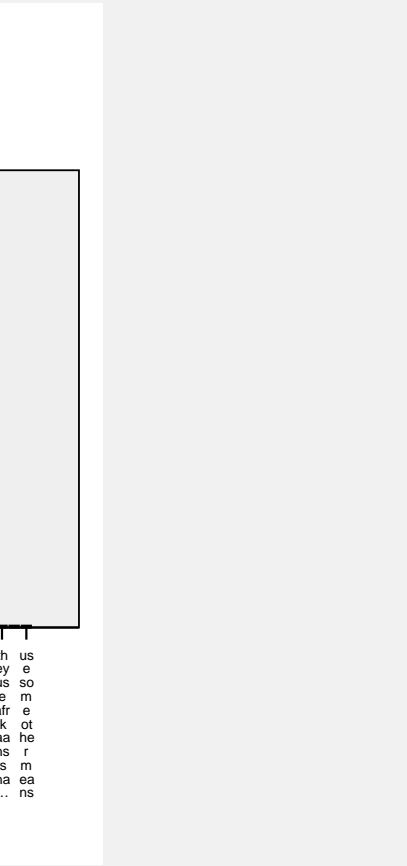
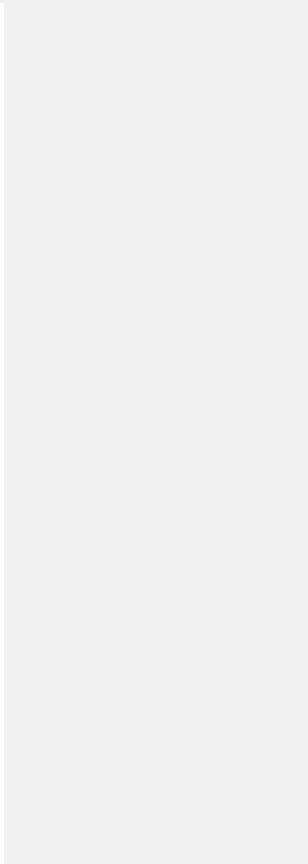
Statistics

Q18

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

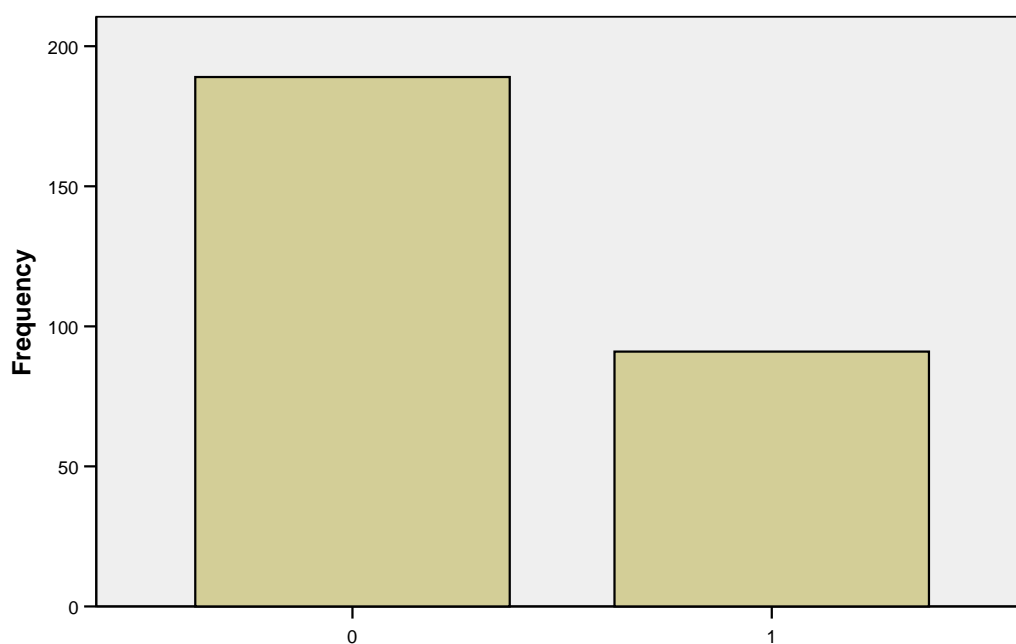
Q18

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 206 | 73.6 | 73.6 | 73.6 |
| Because I'm in prison | 1 | .4 | .4 | 73.9 |
| Because it is an order | 1 | .4 | .4 | 74.3 |
| because of the law I keep quite | 1 | .4 | .4 | 74.6 |
| Because e they they work with prisoners | 1 | .4 | .4 | 75.0 |
| get frustrated | 1 | .4 | .4 | 75.4 |
| I'm a student | 1 | .4 | .4 | 75.7 |
| I'm not South African | 1 | .4 | .4 | 76.1 |
| I always want to see the head of prison | 1 | .4 | .4 | 76.4 |
| I approched the head of the prison | 1 | .4 | .4 | 76.8 |
| I ask | 1 | .4 | .4 | 77.1 |
| I ask again | 1 | .4 | .4 | 77.5 |
| I ask for the same question to be repeated | 1 | .4 | .4 | 77.9 |
| I ask frequent questions based on the instructions | 1 | .4 | .4 | 78.2 |
| I ask him to explain more | 1 | .4 | .4 | 78.6 |
| I ask him to repeat | 1 | .4 | .4 | 78.9 |
| I ask more | 1 | .4 | .4 | 79.3 |
| I ask other inmates | 1 | .4 | .4 | 79.6 |
| I ask other people | 1 | .4 | .4 | 80.0 |
| I ask someone to explain for me | 1 | .4 | .4 | 80.4 |
| I ask the next person for explanation | 1 | .4 | .4 | 80.7 |
| I ask them in a good manner | 1 | .4 | .4 | 81.1 |
| I ask them to repeat | 1 | .4 | .4 | 81.4 |
| I complain to the manager | 1 | .4 | .4 | 81.8 |
| I compromise | 1 | .4 | .4 | 82.1 |
| I confront them | 1 | .4 | .4 | 82.5 |
| I confront them for explanation | 1 | .4 | .4 | 82.9 |
| I consult | 1 | .4 | .4 | 83.2 |
| I don't like them | 1 | .4 | .4 | 83.6 |
| I don't understand anything | 1 | .4 | .4 | 83.9 |
| I don't understand the language | 1 | .4 | .4 | 84.3 |
| I give up | 1 | .4 | .4 | 84.6 |
| I just comply | 3 | 1.1 | 1.1 | 85.7 |
| I just ignore the situation as it lacks compasion | 1 | .4 | .4 | 86.1 |
| I just keep quiet | 2 | .7 | .7 | 86.8 |
| I just remain calm because there are diong theirwo | 1 | .4 | .4 | 87.1 |
| I just take my study material and go to the librar | 1 | .4 | .4 | 87.5 |
| I keep quiet | 2 | .7 | .7 | 88.2 |
| I learnt many things | 1 | .4 | .4 | 88.6 |
| I remain frustrated | 1 | .4 | .4 | 88.9 |
| I repeat my order | 1 | .4 | .4 | 89.3 |
| I request more explanation | 1 | .4 | .4 | 89.6 |



Q19

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 0 | 189 | 67.5 | 67.5 | 67.5 |
| 1 | 91 | 32.5 | 32.5 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q19

The majority of the respondents (189 or 67.5%) did not respond to this question. This can be an indication of not knowing the term. 91 or 32.5% indicated that they know the term. This is indicated on the table and on the graph.

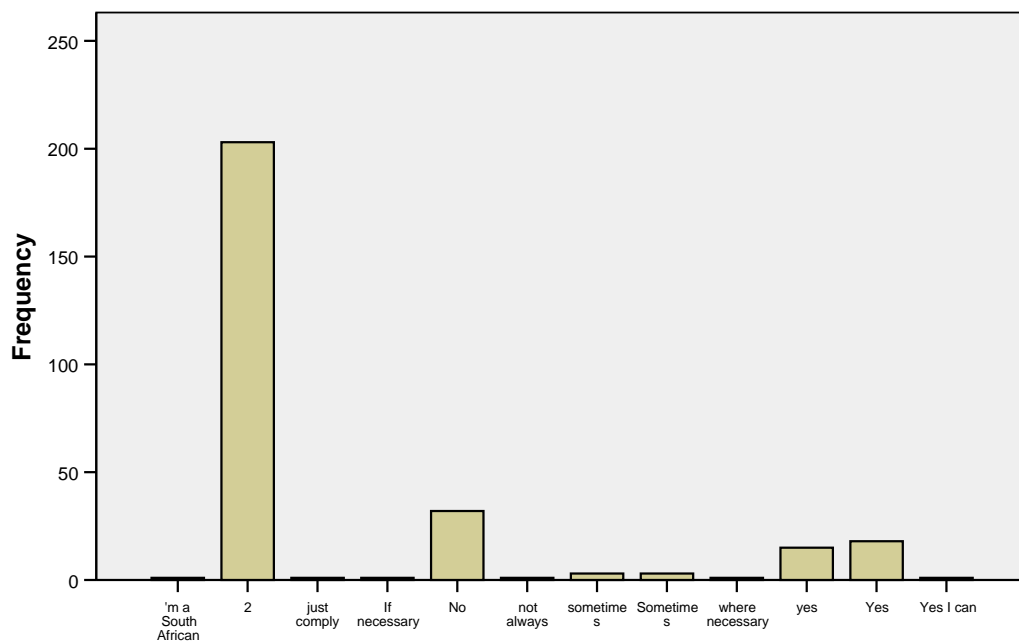
Question 20: If yes, do you use it in communication?

Statistics**Q20**

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q20

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Valid 'm a South African | 1 | .4 | .4 | .4 |
| 2 | 203 | 72.5 | 72.5 | 72.9 |
| just comply | 1 | .4 | .4 | 73.2 |
| If necessary | 1 | .4 | .4 | 73.6 |
| No | 32 | 11.4 | 11.4 | 85.0 |
| not always | 1 | .4 | .4 | 85.4 |
| sometimes | 3 | 1.1 | 1.1 | 86.4 |
| Sometimes | 3 | 1.1 | 1.1 | 87.5 |
| where necessary | 1 | .4 | .4 | 87.9 |
| yes | 15 | 5.4 | 5.4 | 93.2 |
| Yes | 18 | 6.4 | 6.4 | 99.6 |
| Yes I can | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q20**Q20**

A variety of responses are indicated on the table and on the graph. Some of the answers are weird like 203 or 72.5% who indicated that they are South Africans. The interpretation thereof may mean many things including the use of such a lingua

franca. 32 or 11.4% indicated that they don't use **Fanakalo** while others gave different answers. Their answers ranged from if necessary while others said yes.

Question 21: If used, with whom?

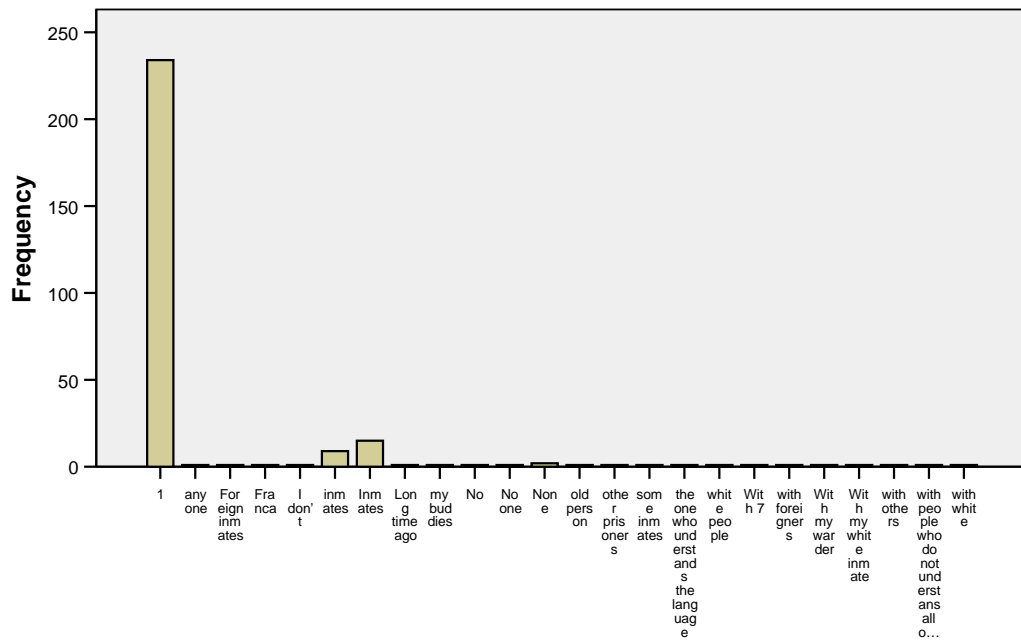
Statistics

Q21

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q21

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
| Valid | 234 | 83.6 | 83.6 | 83.6 |
| anyone | 1 | .4 | .4 | 83.9 |
| Foreign inmates | 1 | .4 | .4 | 84.3 |
| Franca | 1 | .4 | .4 | 84.6 |
| I don't | 1 | .4 | .4 | 85.0 |
| inmates | 9 | 3.2 | 3.2 | 88.2 |
| Inmates | 15 | 5.4 | 5.4 | 93.6 |
| Long time ago | 1 | .4 | .4 | 93.9 |
| my buddies | 1 | .4 | .4 | 94.3 |
| No | 1 | .4 | .4 | 94.6 |
| No one | 1 | .4 | .4 | 95.0 |
| None | 2 | .7 | .7 | 95.7 |
| old person | 1 | .4 | .4 | 96.1 |
| other prisoners | 1 | .4 | .4 | 96.4 |
| some inmates | 1 | .4 | .4 | 96.8 |
| the one who understands the language | 1 | .4 | .4 | 97.1 |
| white people | 1 | .4 | .4 | 97.5 |
| With 7 | 1 | .4 | .4 | 97.9 |
| with foreigners | 1 | .4 | .4 | 98.2 |
| With my warder | 1 | .4 | .4 | 98.6 |
| With my white inmate | 1 | .4 | .4 | 98.9 |
| with others | 1 | .4 | .4 | 99.3 |
| with people who do not understand all our language | 1 | .4 | .4 | 99.6 |
| with white | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q21**Q21**

The previous question is linked to this question. A variety of answers are given and indicated on the table and on the graph. The spread is even ranging from inmates to foreigners.

Question 22: Do you use Tsotsitaal? Yes...No...

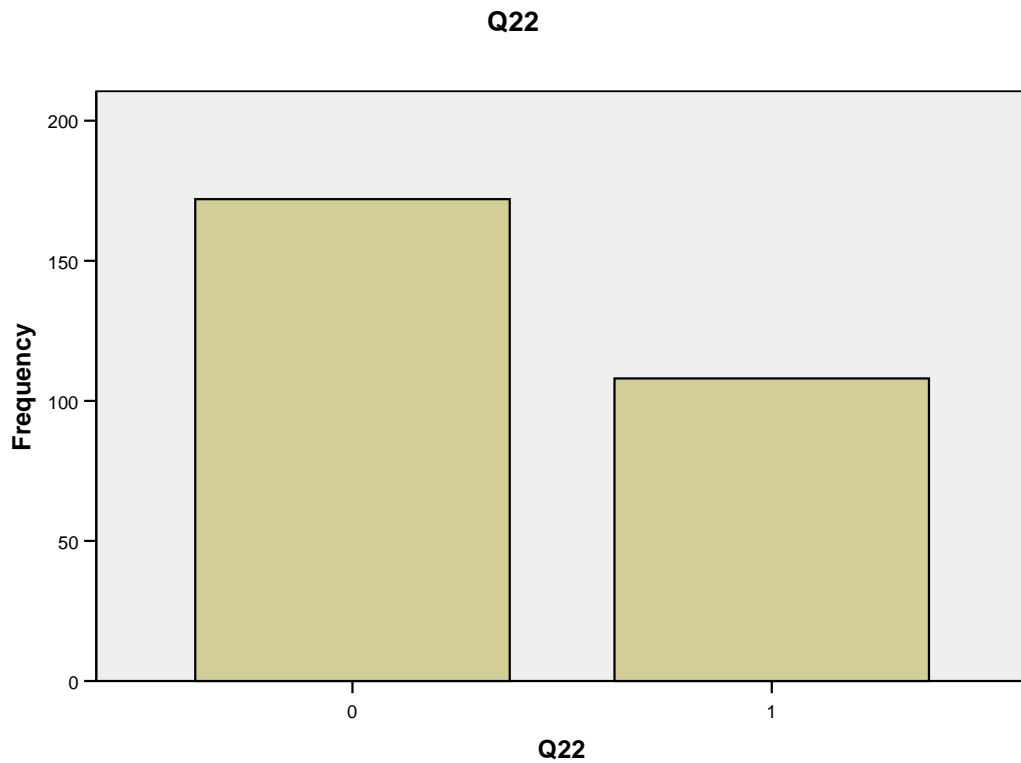
Statistics

Q22

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q22

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 0 | 172 | 61.4 | 61.4 | 61.4 |
| | 1 | 108 | 38.6 | 38.6 | 100.0 |
| | Total | 280 | 100.0 | 100.0 | |



The majority of respondents 172 or 61.4% did not respond. This response might be linked to English as their language of choice for communication. 108 or 38.6% responded indicating that they do use tsotsitaal. This is clearly indicated on the table and on the graph.

Question 23: If yes, do you use it in communication?

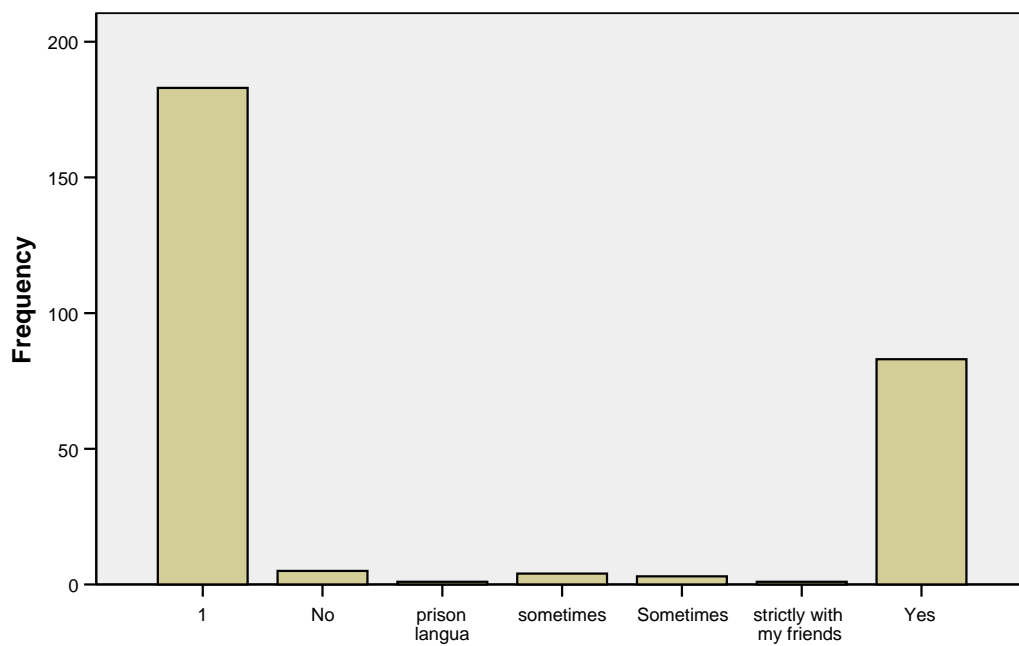
Statistics

Q23

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q23

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Valid | 183 | 65.4 | 65.4 | 65.4 |
| No | 5 | 1.8 | 1.8 | 67.1 |
| prison langua | 1 | .4 | .4 | 67.5 |
| sometimes | 4 | 1.4 | 1.4 | 68.9 |
| Sometimes | 3 | 1.1 | 1.1 | 70.0 |
| strictly with my friends | 1 | .4 | .4 | 70.4 |
| Yes | 83 | 29.6 | 29.6 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q23**Q23**

183 or 65.4% did not respond to this question. Those who responded gave a variety of answers as indicated on the table and on the graph.

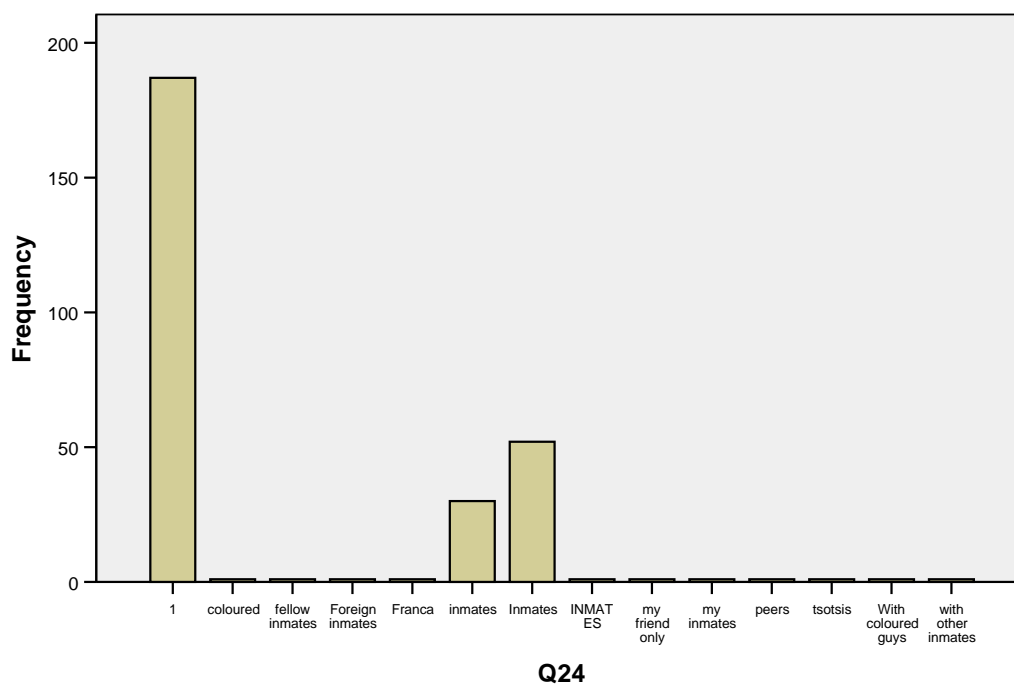
Question 24: If used, with whom?**Statistics**

Q24

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q24

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid | 187 | 66.8 | 66.8 | 66.8 |
| coloured | 1 | .4 | .4 | 67.1 |
| fellow inmates | 1 | .4 | .4 | 67.5 |
| Foreign inmates | 1 | .4 | .4 | 67.9 |
| Franca | 1 | .4 | .4 | 68.2 |
| inmates | 30 | 10.7 | 10.7 | 78.9 |
| Inmates | 52 | 18.6 | 18.6 | 97.5 |
| INMATES | 1 | .4 | .4 | 97.9 |
| my friend only | 1 | .4 | .4 | 98.2 |
| my inmates | 1 | .4 | .4 | 98.6 |
| peers | 1 | .4 | .4 | 98.9 |
| tsotsis | 1 | .4 | .4 | 99.3 |
| With coloured guys | 1 | .4 | .4 | 99.6 |
| with other inmates | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q24

The response to this question gives nearly a similar answer to the previous question. Those who responded gave a variety of answers. This is clearly supported by the table and the graph.

Question 25: Is there a lingua franca used in this prison? Yes ...No...

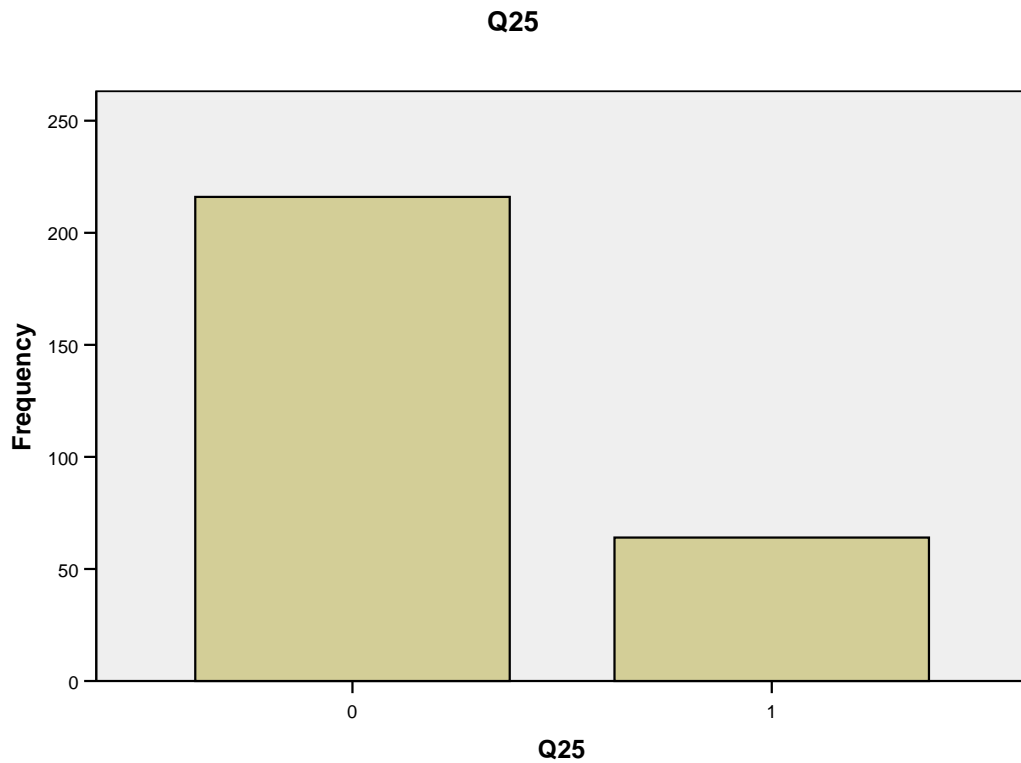
Statistics

Q25

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q25

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 0 | 216 | 77.1 | 77.1 | 77.1 |
| 1 | 64 | 22.9 | 22.9 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |



The respondents (216 or 77.1%) did not respond to this question. This can be interpreted as not knowing the term or not knowing of such a lingua franca. Those who responded (64 or 22.9%) indicated that there is. This is supported by the table and the graph.

Question 26: If yes, what is that lingua franca?

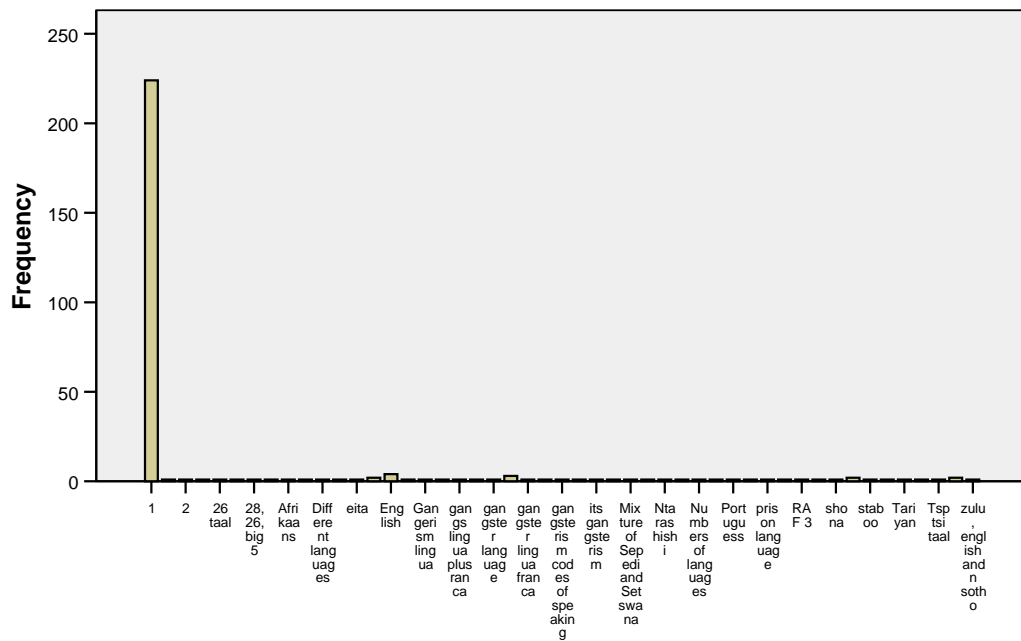
Statistics

Q26

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q26

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------------|-----------|---------|---------------|--------------------|
| Valid | 224 | 80.0 | 80.0 | 80.0 |
| 1,2,3,9 | 1 | .4 | .4 | 80.4 |
| 2 | 1 | .4 | .4 | 80.7 |
| 25, 26, 28 airforce | 1 | .4 | .4 | 81.1 |
| 26 taal | 1 | .4 | .4 | 81.4 |
| 26, 28, big 5, RAF 5, and RAF 4 | 1 | .4 | .4 | 81.8 |
| 28, 26, big 5 | 1 | .4 | .4 | 82.1 |
| afrikaans | 1 | .4 | .4 | 82.5 |
| Afrikaans | 1 | .4 | .4 | 82.9 |
| creative language | 1 | .4 | .4 | 83.2 |
| Different languages | 1 | .4 | .4 | 83.6 |
| Eglish african | 1 | .4 | .4 | 83.9 |
| eita | 1 | .4 | .4 | 84.3 |
| english | 2 | .7 | .7 | 85.0 |
| English | 4 | 1.4 | 1.4 | 86.4 |
| english,zulu and tsotsitaal | 1 | .4 | .4 | 86.8 |
| Gangerism lingua | 1 | .4 | .4 | 87.1 |
| gangs language | 1 | .4 | .4 | 87.5 |
| gangs lingua plus ranca | 1 | .4 | .4 | 87.9 |
| Gangster lingua | 1 | .4 | .4 | 88.2 |
| gangster language | 1 | .4 | .4 | 88.6 |
| Gangster language | 3 | 1.1 | 1.1 | 89.6 |
| gangster lingua franca | 1 | .4 | .4 | 90.0 |
| Gangster lingua franca | 1 | .4 | .4 | 90.4 |
| gangsterism codes of speaking | 1 | .4 | .4 | 90.7 |
| ganster lingua | 1 | .4 | .4 | 91.1 |
| its gangsterism | 1 | .4 | .4 | 91.4 |
| lista | 1 | .4 | .4 | 91.8 |
| Mixture of Sepedi and Setswana | 1 | .4 | .4 | 92.1 |
| n sotho | 1 | .4 | .4 | 92.5 |
| Ntarashishi | 1 | .4 | .4 | 92.9 |
| numbers of languages | 1 | .4 | .4 | 93.2 |
| Numbers of languages | 1 | .4 | .4 | 93.6 |
| numbers of things | 1 | .4 | .4 | 93.9 |
| Portuguess | 1 | .4 | .4 | 94.3 |
| pretorian | 1 | .4 | .4 | 94.6 |
| prison language | 1 | .4 | .4 | 95.0 |
| Prison lingua | 1 | .4 | .4 | 95.4 |
| RAF 3 | 1 | .4 | .4 | 95.7 |
| Selista, 26,28, raf 4 | 1 | .4 | .4 | 96.1 |
| shona | 1 | .4 | .4 | 96.4 |
| Slang language | 2 | .7 | .7 | 97.1 |
| staboo | 1 | .4 | .4 | 97.5 |
| Street language | 1 | .4 | .4 | 97.9 |
| Tariyan | 1 | .4 | .4 | 98.2 |
| Tsotsi taal | 1 | .4 | .4 | 98.6 |
| Tspts i taal | 1 | .4 | .4 | 98.9 |
| zulu | 2 | .7 | .7 | 99.6 |
| zulu,english and n sotho | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q26**Q26**

224 or 80% did not respond which can mean that the answer is linked to the previous question. Those who responded gave a variety of answers like slang, street language, prison language, gangster lingua, etc. The table and the graph support that.

Question 27: Why do you use it?

Statistics

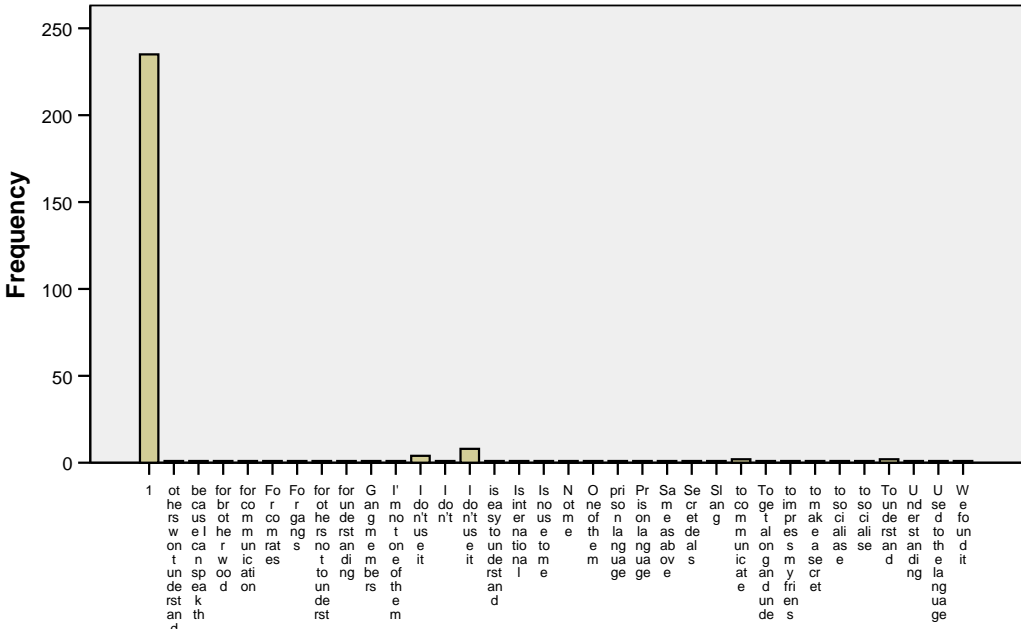
Q27

| | | |
|---|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q27

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid | 235 | 83.9 | 83.9 | 83.9 |
| others wont understand | 1 | .4 | .4 | 84.3 |
| because I can speak the language | 1 | .4 | .4 | 84.6 |
| for brother wood | 1 | .4 | .4 | 85.0 |
| for communication | 1 | .4 | .4 | 85.4 |
| For comrates | 1 | .4 | .4 | 85.7 |
| For gangs | 1 | .4 | .4 | 86.1 |
| for others not to understand | 1 | .4 | .4 | 86.4 |
| for understanding | 1 | .4 | .4 | 86.8 |
| Gang members | 1 | .4 | .4 | 87.1 |
| I'm not one of them | 1 | .4 | .4 | 87.5 |
| I don't use it | 4 | 1.4 | 1.4 | 88.9 |
| I don't | 1 | .4 | .4 | 89.3 |
| I don't use it | 8 | 2.9 | 2.9 | 92.1 |
| is easy to understand | 1 | .4 | .4 | 92.5 |
| Is international | 1 | .4 | .4 | 92.9 |
| Is no use to me | 1 | .4 | .4 | 93.2 |
| Not me | 1 | .4 | .4 | 93.6 |
| One of them | 1 | .4 | .4 | 93.9 |
| prison language | 1 | .4 | .4 | 94.3 |
| Prison language | 1 | .4 | .4 | 94.6 |
| Same as above | 1 | .4 | .4 | 95.0 |
| Secret deals | 1 | .4 | .4 | 95.4 |
| Slang | 1 | .4 | .4 | 95.7 |
| to communicate | 2 | .7 | .7 | 96.4 |
| To get along and understanding fellow inmates | 1 | .4 | .4 | 96.8 |
| to impress my friends | 1 | .4 | .4 | 97.1 |
| to make a secret | 1 | .4 | .4 | 97.5 |
| to socialias e | 1 | .4 | .4 | 97.9 |
| to socialise | 1 | .4 | .4 | 98.2 |
| To understand | 2 | .7 | .7 | 98.9 |
| Understanding | 1 | .4 | .4 | 99.3 |
| Used to the language | 1 | .4 | .4 | 99.6 |
| We found it | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q27



Q27

235 or 83.9% did not respond to this question. This may be due to the response given on the previous questions. A variety of answers are given by those who responded to this question. Their answers range from secret deal to socialising. The table and the graph support that.

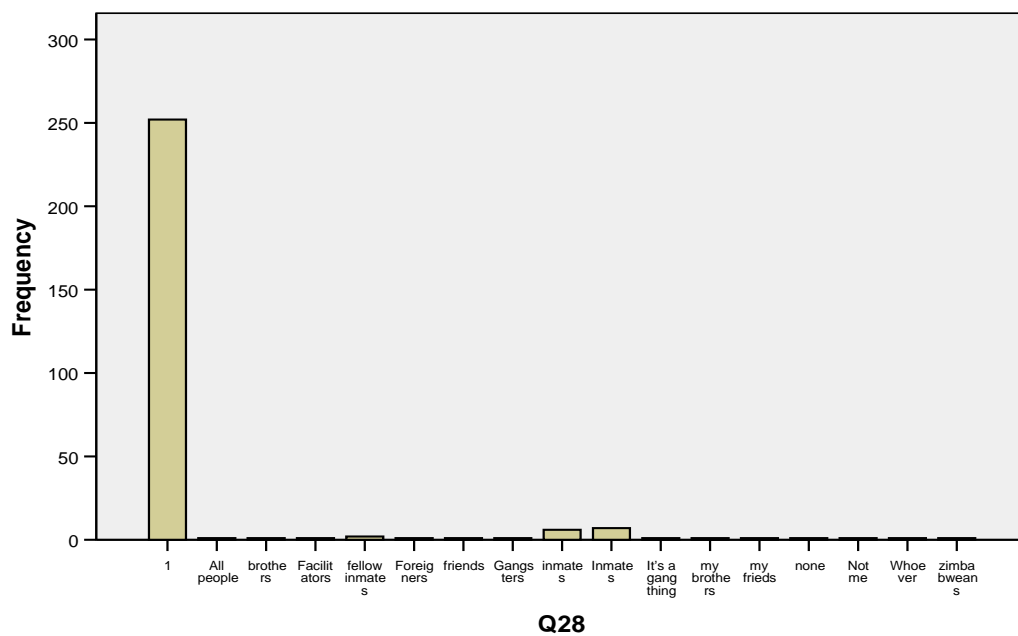
Question 28: With whom do you use it?

Statistics

| Q28 | | |
|-----|---------|-----|
| N | Valid | 280 |
| | Missing | 0 |

Q28

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid | 252 | 90.0 | 90.0 | 90.0 |
| All people | 1 | .4 | .4 | 90.4 |
| brothers | 1 | .4 | .4 | 90.7 |
| Facilitators | 1 | .4 | .4 | 91.1 |
| fellow inmates | 2 | .7 | .7 | 91.8 |
| Foreigners | 1 | .4 | .4 | 92.1 |
| friends | 1 | .4 | .4 | 92.5 |
| Gangsters | 1 | .4 | .4 | 92.9 |
| inmates | 6 | 2.1 | 2.1 | 95.0 |
| Inmates | 7 | 2.5 | 2.5 | 97.5 |
| It's a gang thing | 1 | .4 | .4 | 97.9 |
| my brothers | 1 | .4 | .4 | 98.2 |
| my friends | 1 | .4 | .4 | 98.6 |
| none | 1 | .4 | .4 | 98.9 |
| Not me | 1 | .4 | .4 | 99.3 |
| Whoever | 1 | .4 | .4 | 99.6 |
| zimbabweans | 1 | .4 | .4 | 100.0 |
| Total | 280 | 100.0 | 100.0 | |

Q28

252 or 90% did not respond to this question. This question is linked with questions 26 and 27, therefore the response will be the same. Those who responded gave a variety of answers ranging from all the people to facilitators. The table and the graph indicate that.

4.1.3 Conclusion

This chapter presented only data collected from Prison Officials and Prison Offenders. A detailed analysis of the data collected will be in chapter 5.

The data presented has many connotations ranging from prison officials and prison offenders being unsure of the existence of a language policy in the department, the meaning of the term language policy or not knowing their constitutional language rights. The presentation indicates that the majority of the respondents hail English as the prestige language, therefore, there is no need to use other languages in this department especially indigenous languages.

English is regarded by many people as the language of globalisation and civilisation and if one is able to speak, read and write, one will be successful in life.

In relation to the responses to these questions, it can be said that the department does not indicate any seriousness to commit to the development and the use of the indigenous languages. One is able to detect some negative language attitudes towards other languages because the department states it clearly in their draft and their final language policy that English is the business language. The question remains, what about other so-called official languages?

Chapter 5

5.0 Analysis of the data presented

5.1 Introduction

This chapter will focus on the analysis of the data collected using written questionnaires, personal observations and personal interviews with different stakeholders at the Pretoria Central Prison. The chapter, therefore, will present the data with a view to describing the reasons why different prison community members at Pretoria Central Prison choose to use their languages and why they feel that the Department of Correctional Services' policy on the use of languages other than theirs is infringing their democratic rights.

A total of 346 questionnaires were distributed throughout the prison community that included both correctional services' officials and prison offenders. Tables have been used to present quantitative data in percentages and in numerical scores. Data from observations and interviews have been verbally recorded because it cannot be numerically quantified.

The questionnaires were used to investigate the language attitudes, language choice and language use of the respondents and also to find out the respondents views regarding the choice of English as the language of business. The personal data is used only to show the representativeness of the sample. Both male and female respondents were adults aged between 18 and 60. Respondents were all from the Pretoria Prison community and they included correctional services' officials and prison offenders. Their education differs from primary education to tertiary education. The respondents were also speakers of different official languages of South Africa including a few foreign languages such as Portuguese and French.

Language varieties can be explained as different forms of a particular language or languages. Hudson (1980:24) notes that the term 'variety of language' can be used to refer to linguistic diversity whereby different linguistic items are included in it. Therefore Hudson (1980:24) defines a variety of languages as 'a set of linguistic items

with similar distribution'. A variation can therefore be something more than or less than a singular language. A variety can involve different languages within a speech community.

The term 'variation of language' in relation to the Pretoria Central Prison situation refers to various languages and social and regional dialects spoken in this prison by correctional services' officials, staff, prisoners and visitors. These language varieties are also used according to age, gender, social class or profession and that language use will vary according to the situation and context.

The data collected from the written questionnaires will be discussed in two sections as follows, that is, from the Correctional Services' Officials and from Prison Offenders:

5.2 Section A: Correctional Services' Officials

Personal details:

This section of the questionnaire provides the demographics of the respondents such as age, gender, race, home language, citizenship, level of education, rank and years of service. This information will be used to compile a sociolinguistic profile of the respondents.

5.2.1 Gender

Gender refers to a social category, which is associated with certain behaviour and sexist language represents women and men unequally as if members of the other group (women) have fewer rights than members of one group (men). It was important to show the gender composition of the prison community so that attitudes could be investigated across gender lines as indicated by graph and table in chapter 4.

5.2.2 Age

The age of respondents is studied in order to locate people in the society and it causes language variation. It is also used to measure the spread of language attitudes towards

language use. There are certain features of the language that probably give clues about the age of the speaker. People of a certain age prefer the use of language in a certain manner. They normally rigid to change and they resist change especially if they are of a particular age group. In Pretoria Central Prison, most correctional services' staff are of middle age, meaning that they have been in service before 1994. The issue of eleven (11) official languages as enshrined in the Constitution of the Republic of South Africa is still a myth to them.

5.2.3 Race

Language is used to represent race. Different groups use language as an important marker of their ethnic identity (Linda Thomas and Shan Wareing, 1999:84). During the apartheid era, race played an important role in the department of correctional services. People were classified according to race and the promotion of such individuals was based on race. White males were dominating this prison and they had high rankings more than their black counterparts until after 1994. It was important to include this question in order to determine language attitudes, language choice and language use.

5.2.4 Home language

| Language | Frequency | Valid percentage |
|----------------|-----------|------------------|
| Afrikaans | 8 | 12.1% |
| English | 5 | 7.6% |
| isiXhosa | 4 | 6.1% |
| isiZulu | 12 | 18.2% |
| Mix and other | 5 | 7.6% |
| Northern Sotho | 17 | 25.8% |
| Sesotho | 6 | 9.1% |
| Setswana | 7 | 10.6% |
| Tshivenda | 1 | 1.6% |
| Xitsonga | 1 | 1.5% |
| Total | 66 | 100% |

The purpose of this question was to establish the number of home languages used by this prison community. There is an assumption that this community uses their indigenous languages when they interact with one another under informal situation. From the statistics above, one is able to draw a conclusion that the majority of DCS officials in this prison are black.

5.2.5 Education

| Education | Frequency | Valid Percentage |
|----------------------------|-----------|------------------|
| Primary School Education | 5 | 7.6% |
| Secondary School Education | 31 | 47.0% |
| Tertiary Education | 30 | 45.5% |
| Total | 66 | 100% |

The answer to this question shows that the DCS officials at this prison have secondary or high school education and tertiary education. The statistical difference between the two groups is very narrow, that is, 47% have secondary or high school education and 45.5% have tertiary education. The issue of tertiary education might be misleading. It can mean they have vocational training which is post-matriculation or school where they are trained on how to work with the prisoners. Very few have primary education (6.1%) and the rest did not indicate. This question was asked to determine whether the respondents were able to comprehend and understand whatever material they were involved with for the smooth running of this prison.

5.2.6 Number of languages that the correctional service officials can speak

The answer to this question indicates that DCS officials at Pretoria Central Prison speak a variety of languages, including second and third languages. The majority of DCS officials claim to speak English when communicating with colleagues, although

this is not actually reflected in the statistics. The number of languages spoken in this prison indicates a close reflection to one another. They range from speaking ten (10) languages to two (2) languages. The percentages vary between 18% and 6.1%. This may be due to the number of different official languages found at the Pretoria Central prison.

5.2.7: Language preference

| Language | No. Respondents | Percentage |
|---|------------------------|-------------------|
| Afrikaans | 5 | 7.6% |
| English | 24 | 36.4% |
| Northern Sotho | 7 | 10.6% |
| Setswana and Sesotho | 5 and 6 | 7.6% and 9% |
| Zulu | 5 | 7.6% |
| Others , viz Tsonga, Venda, Swati and Xhosa | 7 | 10.6% |
| Non-response | 7 | 10.6% |

The majority of DCS officials prefer the use of English (36.4%), followed by Northern Sotho or Sepedi with 10.6% and Sesotho with 9%. Afrikaans, Setswana and isiZulu share the third place with 7.6% each. From this table, it is clear that people want to use their language of choice if given an opportunity to do so.

The language used at this prison can be said to be a lingua franca. English as a lingua franca can be interpreted as a serious threat to national languages as well as to multilingualism. It serves as a contact between people who share neither a common native language nor a common national culture, for whom English is the chosen language for communication. From the statistics found under race, it is clear that the majority of the correctional services' officials are not native speakers of English. A total number of 35 respondents including Afrikaans indicated that they prefer to speak or communicate in the mother tongue. This is an indication that people want to choose their own language of communication.

Mackey (1988: 10-11) says that language rights denote the opportunity to "effective" participation in governmental programs, which include aspects such as bilingual

unemployment benefit forms, bilingual voting materials and instructional pamphlets and interpreters. Macia (1979:88) defines language rights as the right to freedom from discrimination on the basis of language and the right to use your language (s) in the activities of communal life, especially the right of respondents to their own language. Discrimination on the basis of language has future negative impacts as indicated by Mackey that:

Deprivation resulting from language discrimination may be devastating for skills acquisition. Language barriers have all too often worked to frustrate and stifle the full development of latent capabilities. When people are deprived of enlightenment and skills, their capabilities for effective participation in all other value processes are correspondingly diminished (Mackey, 1984:11).

When indigenous linguistic rights are recognized, the full participation of indigenous language groups in all national activities such as judicial and administrative proceedings, civil services, voting and public employment is guaranteed (Mutasa, 2004:31). Non-recognition of those languages may retard progress in developing language skills and in participation in the social, economic and political life of their country.

5.2.8: Reasons for choosing those languages

The table below indicates various reasons for choosing English. This is also indicated in percentages and in numbers.

Statistics

| Reason | No. Respondents | Percentage |
|-----------------|------------------------|-------------------|
| Home language | 31 | 47% |
| Common and easy | 3 and 3 | 4.5% and 4.5% |
| Medium | 4 | 6.1% |
| No response | 12 | 18.2% |

47% (31) indicated that it was their home language; 18.2% (12) said it was a common language; 6.1% (4) said it was the medium of communication; 4.5% (3) indicated that it was a language that they can comprehend with; 4.5% (3) said the language was easy; 3% (2) said that it is a language that they have learnt at school; the rest with 1.5% (1) each said that it was easy to speak, simple and straight forward, official, most South Africans can speak and it was an international language. From this analysis, one is able to deduce that English is regarded as language of power of which respondents contradicted themselves when they were answering a question based on home language and the above question.

English is chosen simply because of the reasons stipulated above and it is chosen for specific purposes. These reasons give a clear picture of the fact that English is used in this scenario as a lingua franca, where consistency in form is not strictly maintained beyond participant level. According to Anderson (1993:108) 'each combination of interactants seems to negotiate and govern their own variety of lingua franca use in terms of proficiency level, use of code-switching, etc.' it is clear that the most important ingredients of lingua franca is negotiability, variability in terms of speakers' proficiency, and openness to an integration of forms of other languages. Le Page and Tabouret-Keller (1985) state that, in this linguistic situation, such as the NB check again typical English as lingua franca interaction, language mixing tends to occur more regularly and is generally more readily tolerated.

5.2.9: Languages that are spoken by the majority of prisoners

The respondents mentioned a number of language combinations that are spoken at this prison. 52 or 78.8% indicated that prisoners or offenders spoke almost all the official languages of South Africa. Only 14 out of 66 respondents or 21.2% of the correctional service officials did not indicate which languages are used by the majority of prison offenders. Others speak up to six different languages as indicated in the above table. This may depend on the number of prison offenders they had to speak to on a daily basis to assess that. This question was asked in order to determine which language can be used as a language of communication at this prison.

5.2.10: Which language do you regularly speak at work with your colleagues?

The statistics indicate that the majority of the respondents speak English to their colleagues (28.8% + 6.1% =34.9%). Followed by those respondents who claim to speak English and Afrikaans (12.1%). The rest use a variety of languages depending on the level and the subject matter.

This is a clear indication that English is used as a lingua franca and not necessarily the language of choice but the language of compromise. The majority of the respondents are black South Africans, which means they use English as a form of accommodation.

5.2.11: Do you find yourself in a situation where different languages are actually used at work?

| | Frequency | Percentage |
|-------|-----------|------------|
| Valid | 6 | 9.1 |
| 1 | 1 | 1.5 |
| 1 | 48 | 72.7 |
| 2 | 10 | 15.2 |
| 8 | 1 | 1.5 |
| Total | 100 | 100 |

The table above indicate that the majority of respondents find themselves in a situation where different languages are used at the work place (72.7%). This is due to the diversity of this prison community. Only 6 out of 66 (9.1%) did not answer this question. The question of language choice, language attitude and language use, will always dictate the situation at this prison. It is clear that people want to use their own languages of choice but the circumstances that they find themselves in this prison determine which language should be used.

5.3 Section B: Prison offenders

This section too represents the demographics of the respondents such as age, gender, race, home languages, citizenship and level of education. This information will be used to compile a sociolinguistic profile of the respondents.

5.3.1 Age

| Age | Frequency | Percentage |
|-------------|-----------|------------|
| No response | 2 | .7% |
| 18-25 | 28 | 10% |
| 26-30 | 86 | 30.7% |
| 31-40 | 121 | 43.2% |
| 41-50 | 32 | 11.4% |
| 50+ | 11 | 3.9% |

The age of these respondents indicate that most crimes are committed by those who are between the age of 26-30 (30.7%) and 31-40 (43.2%). These can be interpreted as those who are mostly unemployed. Age is also studied to measure the language attitudes of people in question towards language use. People of certain age groups prefer to use a particular language in a certain manner depending on the circumstance.

5.3.2 Race

| Race | Frequency | Percentage |
|----------|-----------|------------|
| Black | 267 | 95.4% |
| Coloured | 7 | 2.5% |
| Indian | 2 | .8% |
| White | 4 | 1.4% |
| Total | 280 | 100% |

Language is used to represent race. From the table above, one is able to detect that most respondents are black people of various ethnic groups. This question was included solely to determine language attitudes, language choice and language use.

Although these respondents have language rights, they are seldom listened to because of their standing in this prison as prisoners. The language choice is not given first preference unless there is a serious matter that needs an interpreter.

5.3.3 Non South Africans

| Nationality | Frequency | Percentage |
|-------------|-----------|------------|
| Angola | 1 | .4% |
| Botswana | 1 | .4% |
| Cameroon | 1 | .4% |
| DRC | 2 | .8% |
| Mozambique | 10 | 3.6% |
| Tanzania | 4 | 1.5% |
| Zimbabwe | 6 | 2.1% |

This table indicates those who are not South Africans which indicates that they use interpreters when they want to communicate in their language of choice. Language as an important factor in the lives of every human being, this question was important to know how many respondents were held in foreign prisons.

5.3.4 Home Language

| Language | Frequency | Percentage |
|---------------|-----------|------------|
| Afrikaans | 11 | 3.9% |
| English | 8 | 2.9% |
| Isixhosa | 25 | 8.9% |
| Isizulu | 80 | 28.6% |
| Nothern Sotho | 51 | 18.2% |
| Sesotho | 15 | 5.4% |
| Setswana | 31 | 11.1% |
| Tshivenda | 4 | 1.4% |
| Xitsonga | 31 | 11.1% |
| Others | 24 | 8.4% |

| | | |
|-------|-----|------|
| Total | 280 | 100% |
|-------|-----|------|

Language question was used to establish how many indigenous languages were there in this prison. The question was asked because the prison officials mentioned earlier that they use English to communicate with the prison offenders as it was easier. If one looks at the table above, one realises that only a small percentage mentioned English as their home language. This can be interpreted as 37.5% of the Nguni group are at a disadvantage as far as the use of their languages are concerned as well as 34.7% of the Sotho group.

There is a possibility of using another language alongside English and Afrikaans as the language of communication. The language policy of the DCS prefers English over the indigenous languages which the Constitution of the Republic of South Africa has elevated to the same level as English and Afrikaans. The historical period of South Africa and the issue of compromise has led to government preferring the use of English as the business language in all government departments.

5.3.5 Education

| Education | Frequency | Percentage |
|---------------------|-----------|------------|
| No response | 13 | 4.6% |
| Primary education | 62 | 22.1% |
| Secondary education | 126 | 45% |
| Tertiary education | 79 | 28.2% |
| Total | 280 | 100% |

Most of the respondents have secondary (45%) and tertiary (28.2) education. This is an indication that respondents are able to read and write. They were able to answer the questionnaire distributed to them. The interpretation of this question can support the issue of language preference which some of the respondents indicated that they prefer to communicate in their language of choice of which is not the case. This prison has a diverse community stemming from the DCS officials to offenders themselves.

5.3.6 Language preference

| Language preference | Frequency | Percentage |
|---------------------|-----------|------------|
| Afrikaans | 5 | 1.8% |
| English | 104 | 37.1% |
| isiXhosa | 8 | 2.9% |
| isiZulu | 71 | 25.4% |
| Northern Sotho | 24 | 8.6% |
| Sesotho | 16 | 5.7% |
| Setswana | 16 | 5.7% |
| Xitsonga | 12 | 4.3% |
| Any | 4 | 1.5% |
| Others | 13 | 4.8% |
| Total | 280 | 100% |

The majority of the respondents (37.1%) prefer to use English even though there are few English mother tongue speakers. This is indicated under home language where only 8 (2.9%) are English mother tongue speakers. The respondents regard English as the elite language as well as the language of power. English is regarded as a vehicle for horizontal and vertical mobility. This prison has foreign nationalities and different ethnic groups of South Africans, therefore English is used to facilitate easy communication. English is regarded as quick and easy to adapt in different situations. It said to promote social interaction and understanding in society.

5.4 Responses from interviews and observations

Ten people were interviewed ranging from executive director from ministry of the Department of Correctional Services to a prison offender (prisoner) at Pretoria Central prison. The interviews were conducted in the language of choice of the interviewee unless stated otherwise. All the interviewees were South African citizens. From these interviews and observations, the language issue came out to be a challenge to management at this prison.

Below are responses from face-to-face interviews that the researcher carried out. The first respondent was executive director from ministry who is in charge of language issues.

Interviewee 1

She is in charge of language issues in the National Department of Correctional Services and she states that language issue was a real challenge because of 11 official languages. The draft language policy that they have as well as the final language policy for the National Department of Correctional Services promotes multilingualism and language equality. The aim of this language policy is to promote all previously marginalized languages including sign language and Braille.

The greatest challenge for this department is the implementation of this policy. The department resorted to the use of English as a business language and that resulted in numerous complaints from the prison communities throughout the country.

Personally she feels English should be used as a language of business because it is not complicated like other languages. She prefers to communicate in English in all her business dealings that are under her control. The researcher established that she was either born or raised outside the country and she might have a language attitude towards her indigenous language or limited knowledge of it.

Interviewee 2

She was in the Equity Directorate of the National Department of Correctional Services. She told the researcher that a survey was conducted in 2006 by the department in conjunction with one of the department's service provider, Umhlaba Development Services, in English proficiency and language preference. The results indicated that the DCS community preferred English as the language of communication as well as the business language. However, each region shall be allowed to print material in their preferred languages (Dimakatso Mokwena in SA Corrections Today, July/August 2007).

According to her, the Department of Correctional Services (DCS) is committed to the realisation of equality regarding the promotion and use of multilingualism as required by section 6 of the Constitution, where all eleven (11) official languages must enjoy parity of esteem and be equitable treated.

According to section 6, 9, 29, 30 and 31 of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), people should have the right to choose and use their language of choice. The following sections support that the above statement:

Section 6(1) declares that the official languages of South Africa are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and IsiZulu.

Section 6(2) recognises the historically diminished use and status of the indigenous languages of South Africa, and compels the state to take practical steps and design mechanisms to elevate the status and advance the use of these languages.

Section 6(3)(a) specifies that national and provincial governments must use at least two of the official languages for the purposes of government subject to considerations of practicality, expense, regional usage and circumstances, and the needs and preferences of the public as a whole, or in the province concerned.

Section 6(3)(b) stipulates that local governments must take into account the language usage and preferences of their residents.

Section 6(4) obliges national and provincial governments to regulate and monitor their use of official languages to ensure parity of esteem and equitable treatment.

Section 6(5) provides for the establishment of PanSALB to promote and develop the use of all the official languages, as well as Khoi, Nama, San and Sign Languages, and to promote respect for all languages commonly used in communities in South Africa.

Section 9(3) protects citizens against unfair discrimination on the grounds of language.

Section 29(2) states that everyone has the right to receive the education in the official

language or languages of their choice in public institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, all reasonable educational alternatives must be considered, taking into account equity, practicability and redress.

Sections (30) and 31(1) uphold the rights of citizens to use the language of their choice.

In order to achieve this, a language unit should be established for each DCS throughout the country, where regional languages can be promoted and be used for communication purposes. The DCS will choose regional languages in accordance with the locality of the prison in question. The biggest challenge for DCS is the choice of regional languages for prisons in Gauteng Province including Pretoria Central Prison. In the Western Cape, they chose to use Afrikaans, English and isiXhosa as their official languages of communication. These languages are used also in other government departments. Gauteng has all the 11 official languages and Tshwane language policy is almost similar to that of Gauteng Provincial Language policy where Afrikaans, English, Northern Sotho, Setswana, isiNdebele, isiSwati, isiZulu, isiXhosa, Southern Sotho, Tsonga and Venda.

In Tshwane Metropolitan where Pretoria Central Prison is situated, Afrikaans, English, Sepedi, Setswana, Xitsonga, and isiZulu are chosen as the official languages of communication. The languages are alternated depending on functional multilingualism. The purpose and context of communication and the target audience will determine the choice of language.

Interviewee 3

He was a deputy director at head office (ministry) by the time when the interview took place. He gave a summary of the history of language policy at this prison as he had 33 years experience when this interview was conducted. Below is the summary of the response that he gave when answering the question on language policy at this prison:

Language policy - Pre 1994

Afrikaans was the official language of communication. This was used as communication means between the prison warders (now called correctional service officers) and Zulu was used as means of communication between prison warders and inmates. The use of Zulu between prison warders and inmates was based on the fact that it was easier for the white warders to learn Zulu than any other African language.

Communication between black warders and white warders or any other senior prison official was strictly Afrikaans. The use of English by a warder to a senior prison official was regarded as being insubordinate. English was not even allowed to be used between prison warders irrespective of race or colour especially in the premises. Afrikaans was used to record official documents, like, minutes, reports, speech, etc.

Language policy -Post 1994

The language policy at Department of Correctional Services (DCS) is derived from the National Language Policy Framework of 2003.

Pretoria Central Prison is situated in Gauteng Province and under Tshwane Metropolitan. The Gauteng language policy include all the official languages found in the Tshwane Municipality, which means that the Pretoria Central Prison to a certain extent should use most of the official languages of Gauteng Province just as other prisons, for example, the Western Cape uses Afrikaans, English and isiXhosa as their official languages of communication.

Official languages of Tshwane were derived from the Census 2001 figures on home language usage and the preference of the residents of Tshwane. The municipality adopted six languages as official languages in Tshwane:

- Afrikaans
- English
- Northern Sotho (Sepedi)
- Tsonga

- Tswana
- Zulu

He said that the current language policy in DCS is English for communication and for official documents. Many correctional service workers feel that English is another form of oppression. This means that they have an attitude towards it. They base their argument on the fact that it disadvantages them especially in disciplinary hearings and job interviews. They want all the South African official languages to be used.

He also answered the question of offenders' language attitudes towards the new language policy where English is used as a language of business as follows:

The language attitude towards the language policy of DCS is not satisfactory. They want to communicate in their language of choice that they understand best. This creates problems for the DCS especially in Pretoria Central prison where it holds different languages including those from other neighbouring countries where English is not used, for example, countries such as DRC and Ivory Coast where they use French as their official language.

Interviewee 4

He is the head of central management at this prison. His answers were solely based on the objectives and guiding principles of the National Language Policy Framework (NLPF) and Gauteng Language Policy Framework (GLPF) which draws its guidance from NLPF.

He stated that the prison strives:

- a) To give effect to the language rights enshrined in the Constitution through the active promotion of multilingualism.
- b) To promote the equitable use of the 11 official languages of the province in order to realise social, cultural and linguistic justice.
- c) To protect language diversity and promote respect for multilingualism and unity.
- d) To provide guidance and direction for DCS in developing their own

operational language policy, thus further enhancing functional multilingualism.

e) To foster and promote nation building, patriotism and social cohesion between Gauteng's diverse linguistic and cultural groups as well as within the prison community.

He also mentioned that this can only be achieved if there were translators and interpreters who are readily available at this centre (prison). He indicated that sometimes they have a problem of communication especially with foreign offenders.

Interviewee 5

She was an area manager or commissioner who did not say much about language issues at the time when the interview was conducted. She only talked mostly about transformation at this prison after 1994. She indicated that Afrikaans which was a dominant language during apartheid era, was no longer a language forced to be used by DCSs personnel or prisoners like it was done before 1994. She mentioned that the prison was trying to prevent the use of a language for the purposes of exploitation, domination and discrimination (non-discrimination).

On the question of language attitudes before and after 1994 towards Afrikaans as an official language of communication, she told the researcher that it did not really affect her personally because she was white and her mother tongue was Afrikaans. She mentioned that in order to be hired at this prison, you had to have a sound knowledge of Afrikaans. She mentioned this because most interviews were conducted in Afrikaans. Blacks from other parts of the country who had little knowledge of Afrikaans were discriminated against based on language issue.

The prisoners irrespective of their colour or race were given instructions in Afrikaans. Misinterpretation of the instructions disadvantaged many prisoners. Some were wrongly convicted because of misunderstanding of a question posed in Afrikaans. Warders (now called prison officials) did not compromise to use other languages other than Afrikaans. This led to many people having a language attitude towards Afrikaans.

After 1994, the situation improved a lot. People were allowed to use the language of their choice mostly in informal communication. Language proficiency of English which most people chose as their language preference, became a challenge. English became a lingua franca and it was used for negotiability and it varied in terms of speakers' language proficiency.

Interviewee 6

She was the deputy head of the central management at this prison. Her duties also involved the wellbeing of the offenders including their education. Her sentiments were similar to those of the head of central management where the issue of language choice and language use was a real challenge to this centre. She also mentioned that sensitivity and flexibility to the language preferences, usage and proficiency of the target audience should be upheld in this prison.

She is the one who organized venues for classes of the offenders.

She really promoted education and the learners (offenders) were given opportunities to study whatever they wanted. Although she was aware of language issues, her main priority was teaching and learning of these offenders. She showed me a library where learners (offenders) who wanted to read were given the opportunity to do so. She mentioned that there were learners who were studying law, business courses, etc and those who were MA and PhD students.

On the issue of language preference, she stressed that most learners at this prison wanted to learn English as it was regarded as a language of power, global language and the elite language.

Interviewees 7 and 8

They were both intern doing internship at this prison. They were involved in the teaching of the offenders. They taught Mathematics, Mathematics Literacy and English. They indicated to the researcher that English as a subject was a challenge even though learners (prisoners) preferred the use of English as a language of communication. Most learners were not proficient in English and in most cases code-

switching or mixing languages were used for communication. The learners also told them that English was a prestige language with high status irrespective of all the indigenous languages of South Africa has been given the official status by the constitution of the Republic of South Africa of 1996 (Act 108 of 1996). They also indicated in their language preference that English was a global language used for economical, technological and social life.

Interviewees 9 and 10

Prison offenders pointed out the importance of using English especially in prison. They mentioned to the researcher that without the basic knowledge of English, communication between inmates and DCS officials become a nightmare. Although they wished to have language choice, circumstances dictated which language to use and when. Some offenders had language attitudes towards the use of English as a business language. According to these offenders, different languages at this prison make it impossible to use the language of your choice. They regard the use of English language as a compromise in such a multilingual prison, where foreign languages such as French and Portuguese are found. Some of the prison offenders who were interviewed, felt that their language rights are always violated because they are incarcerated.

5.5 Research findings from the above analysis:

5.5.1 *English as an elite language*

English in the New South Africa is regarded as very important. This is confirmed by the fact that the prison community at large does not really see African languages as important like English although they have been elevated to the level of official languages. Many prison communities, comprised of prisoners or prison offenders and prison warders or DCS officials strongly believe that English is capable of serving as a national language at all levels of governance. This is an indication of extraordinary admiration and inspiration of the mass.

An African language is looked down by the very same people who are the custodians of those languages. Crystal (1997:40) observed that “Blacks as English as a means of achieving an international voice, and uniting themselves with other Black communities”. From Crystal’s observation one is able to deduce that African languages are marginalized for not being developed to the level of English and Afrikaans. The owners of these languages had developed negative attitudes towards their languages thus excluding many black people from participating in national affairs.

5.5.2 English dominates the speaking life of some prison officials

The research findings indicate that the majority of the prison officials choose to communicate in English between themselves and other people even though they have indicated in their responses to have a high proficiency in their mother tongues and other indigenous languages. English language is viewed as more expressive and less complicated than African languages.

5.5.3 Societal and individual multilingualism as a resource for socio-economic development

The research findings show a strong evidence of multilingualism in this prison. Individuals and other members of this prison community indicated that they are proficient in more than one language. This is an indication that African languages can be developed to the level of English and Afrikaans. According to Kashioki (1993:150), “Where multilingualism is consciously built into the country’s language policy as the dominant principle, it has the likely consequence of broadening opportunities for more citizens to participate in national affairs”. South Africa as a multilingual society should maintain multilingualism and also try strategies that can help in using multilingualism at national level. The majority of black people will only be able to participate actively in national affairs if their languages are recognized and used at that level. The possibility of achieving that lies in the hands of the government’s willingness to encourage, promote and develop these languages.

5.5.4 Language policy promotes nation building

The research findings also indicate that the language policy is a preservation of linguistic and cultural heritage of mankind. The policy recognizes all languages, therefore, it is perceived as progressive and accommodative as it also upholds the linguistic human rights. Promotion of multilingualism is acknowledged by the respondents and it is seen as an important part of nation building. Government should strive to promote multilingualism at all times through the language boards, NLUs, NLBs and various institutions of higher learning. Government departments should also promote multilingualism by establishing such language units which are functional. The so-called minority languages should also feel that their status have been uplifted to the level of official languages as enjoyed by English and Afrikaans previously in this country. Linguistic diversity should be enforced and be promoted at workplaces in order to implement language policy.

5.5.5 The current language policy is viewed as lacking the ability to be implemented

The research findings indicated that although people view the language policy as one of the best language policy in the world, the issue of implementation is a real challenge. South African language policy has 11 official languages of which only two viz English and Afrikaans has been developed over a period of years to be able to be used socially, economically, technologically, legally and also in others fields. Unfortunately, African languages have been elevated to the same level but lacking behind these languages mentioned above in terms of development. The politics of compromise as mentioned in Ngcobo (2009) clearly indicate that the current government was unable to take a strong stance during their negotiation. They wanted to please the masses without considering the consequences that come with the elevation of African languages to official status. The government is reluctant to spend money on the development of African languages. They regard this as an expensive exercise even though the Apartheid government did that when they develop Afrikaans. The government does not see this as an investment but as an expense. During the seventeen (17) years in power, very little or nothing has been done to promote and develop these languages.

5.5.6 *Language equity is a myth*

The Constitution of the Republic of South Africa stipulates clearly that all languages have the same official status meaning they are equal. This is viewed as just lip service by the users of these languages, equity in terms of language practice in national affairs is impossible to achieve. According to UNESCO Working Document (1997:1) as cited in Mutasa (2003:298), “it is generally believed that the values, prestige and importance attached to a language are proportional to its perceived usefulness in various areas of activity.” The document continues on the same page to say, “...it is the combined effect of a variety of socio-economic factors and of ‘linguistic ecology’ that conditions and shapes the functions and status of languages in multilingual contexts.” In South Africa, English is used to perform more functions than any other language and it has gained more popularity amongst blacks especially after the fall of apartheid. It remains a powerful force to compete with and it is also viewed as passport to success. English remains as powerful as ever before as it gave the colonial regime to rule and govern black people. In DCS during Apartheid era, English and Afrikaans were both functioning at equal footing. Documentations and some legal proceedings were conducted in both languages irrespective of the victim or the perpetrator being a black person.

According to Moyo (200:152), “English remains powerful and it was seen by other researchers as having different kinds of power – colonial power to rule – power to influence, initiate and to cause change. Many believe that English has power to free oneself from poverty, starvation, oppression, ignorance, homelessness and other things in one’s life.

5.6 Conclusion

From the analysis above, Afrikaans was labelled as the language of oppression and English as the language of liberation. The English language gained popularity amongst Africans irrespective of the language being a colonial language. It was regarded during that time and even now as the vehicle for ideologies of freedom and independence, and the symbol of liberal values and liberation (Kamwendo, 2006:56).

According to Alexander (1996:105), 'it is a well attested fact that throughout the continent of Africa, the majority of the people consider their languages to be unsuitable, at least at present, for what are to be considered the "higher function"'. Education is regarded as the base for mass participation and therefore education documents encourage the development of all the indigenous language for use in all spheres. The irony is that most speakers of African languages are opposed to the idea of education in their mother tongue. Mother tongue education has been highly politicised and it is viewed by many speakers of African languages as an attempt to be cut off from the business world, tertiary education or the international community by denying them access to English (Riana Roos Paola, 2001: 58 –59).

This attitude is part of a colonial inheritance evident in Africa that tends to see metropolitan or imported discourses as empowering in educational, business and political spheres. Most people choose to use the former colonial language than the indigenous language.

It has always been an issue that communication between prison offenders and prison officials is restricted by linguistic problems in most cases. Instructions that are given are in most cases misinterpreted by both the prison offenders and the prison officials. People are denied parole, bail or being jailed for the wrong reasons because of the language issue.

The issue of the development and promotion of previously disadvantaged languages is potentially in conflict with the prescribed non-diminution of rights relating to language and status of languages existing at the Department of Correctional Services; language rights, as the key to fundamental human rights, must be protected in policy and in practice and the principle of choice is constrained by pragmatic requirements such as availability of resources. It is therefore, imperative that language policy implementation at the department of Correctional Services and other organs of state should look at effective resources deployment and redeployment as crucial factors, for the promotion and development of African languages as the language of use and choice by the communities at those departments.

Chapter 6

6.0 Summary, conclusions and recommendations

6.1 Introduction

The chapter is firstly about the summary of the whole research study that includes the aim of the study; the objectives of the study; various research methods employed in this study to collect data; the presentation and analysis of the data collected. Secondly, conclusions will also be drawn from the analysis of the results of this study. Lastly, recommendations and suggestions will be made for further studies.

6.2 The aim of study

The aim of this study was therefore to investigate the Department of Correctional Services' language policy and language policy implementation in the Department of Correctional Services of South Africa. Language is a right to all the citizens of South Africa as enshrined in the constitution of the Republic of South Africa that is the supreme law of the country. It is imperative that language policy makers in the Department of Correctional Services should adhere to the provisions of the constitution.

It also aims at establishing whether the Department of Correctional Services' policy is aligned to the national language policy framework as well as provincial language policy framework that provides for the use of eleven (11) official languages in general and in particular.

In this research study, background information served to give an overview of how language policy of South Africa since 1994 was perceived by various scholars and the historical overview of the language policies during the apartheid era. The fact that African languages were given a low status as the language diversity of South Africa was not acknowledged by the government of that day.

The evaluation of the contents of language policies that were used previously and currently in the Department of Correctional Services shed light to the issues of language attitude, language choice and language use in this department. During the apartheid era there were working languages set for prisoners as well as staff regarding communication either verbally or in writing in the Department of Correctional Services. The official languages were English and Afrikaans of which the latter was dominant. The question of whose language, for what purpose and how it was received was also investigated.

Finally it was to determine how the DCS' language policy should be used at the Pretoria Central Prison. The question of which languages should be used at provincial or regional levels was also looked at. The fairness of using such languages at those levels in the Department of Correctional Services was investigated of whether it will be applicable to the Pretoria Central Prison which was the focal point of this research study.

6.3 Methodology

Various methods of research were used for gathering information. The study involved extensive literature review on the topic as the research study was grounded on the theories of corpus planning, status planning and language acquisition. These aspects have been defined and discussed by other researchers extensively. African languages are to a certain extent sidelined as far as usage and functions in formal business transactions are concerned at Department of Correctional Services. The research involved frequent visits to Department of Correctional Services' head office as well as Pretoria Central prison. Questionnaires for Department of Correctional Services' officials and prison offenders at the Pretoria Central prison were distributed as well as interviews in order to establish this research study. Interviews were conducted at the Pretoria Central prison as well as the Department of Correctional Services' head office. Interviewees chosen, represented the Department of Correctional Services management, Department of Correctional Services prison officials and prison offenders. Small scale observations were done mainly at the Pretoria Central prison. Both questionnaires and interviews were analysed and discussed in full in chapter 5. Various points of views of the respondents were described and analysed to establish

their expectations and their wishes. The respondents represented all the 11 official languages of South Africa as well as some Southern African Development Community (SADC) languages.

6.4 Analysis and observation

It has always been an issue that communication between prison offenders and the prison officials or Department of Correctional Services' officials was restricted by linguistic problems in most cases. Instructions that are given are in most cases misinterpreted by both the prison offenders and the prison officials. People are sometimes denied parole, bail or being jailed for the wrong reasons because of the language issue.

The analysis in this research study has found that the issue of the development and promotion of previously disadvantaged languages was potentially in conflict with the prescribed non-diminution of rights relating to language and status of languages existing at the Department of Correctional Services. Language rights, as the key to fundamental human rights, must be protected in policy and in practice and the principle of choice seems to be constrained by pragmatic requirements such as availability of resources.

It has also been observed in this study that the issue of promoting and developing these languages is always attached to funding. The government departments are reluctant to promote and develop these languages to the level of English and Afrikaans in South Africa. By so doing, other official languages are disadvantaged. This is also applicable at the Department of Correctional Services where English is used as the language of business.

Multilingual speakers should constantly determine which language is more appropriate on every particular occasion. At the end, they develop 'market values' of the languages or language varieties in their repertoires, based on choices they are repeatedly forced to make in various communicative settings. The Department of Correctional Services in a way has realised which language is more useful to them, although in reality they are aware that not all members of this community are

competent in the use of English. By so doing, they are infringing on other language rights enshrined in the Constitution of the Republic of South Africa. They hardly invest more in some languages in order to realise their multilingual setting. According to Mufwene (2006:2) 'all languages are adequately equipped to serve the traditional communicative needs of their speakers'. At the Department of Correctional Services, they use the notion of 'linguistic values' (Bourdieu, 1991) at its fullest, thus making one to consider language choices in terms of 'costs' and 'benefits' to the user. The approach of 'language economics' to a certain extent justifies the reason why the government is reluctant to develop and promote African languages at governmental departments and other governmental organisations.

Although the language policy is regarded by many language policy researchers as the best and the most dynamic in the world, the research findings established that English is still a dominant language at all levels in the Department of Correctional Services irrespective of the above issues. It has been found that English is regarded as the language of power, language of technology, the elite language and many more. The issue of language attitudes, language choice and language use in the analysis indicated conflicting responses. Some felt that since English is easy to use especially the Department of Correctional Services' officials, it should be used as an official or the language of business, while prison offenders felt that they should have a choice to use their languages.

It has been observed from the analysis that the Department of Correctional Services' language policy is based on the national policy framework but the implementation thereof is viewed as impractical. English has dominance in the domains such as, administration, education, judiciary and other governmental and non-governmental institutions. On the other hand, African languages have received very little attention in terms of being used as languages of communication. This is because government departments are reluctant to promote and develop these languages to the level of the colonial languages. The use of foreign language (s) viz. English and Afrikaans, in the Department of Correctional Services as well as other organs of the state as the official language (s) of business, disadvantages the other official languages mainly African languages. They curb their growth and development to the level of English and Afrikaans in South Africa.

6.5 Suggestions and/or recommendations

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The following suggestions and recommendations were made:

1. The Department of Correctional Services as well as other government departments in general, should launch language awareness campaigns in many forms. The Department of Correctional Services should use information pamphlets written in various African languages as a sign of multilingualism and nation building.
2. Management at various levels in the Department of Correctional Services should conduct their rallies and meetings depending on the audience in the language that the majority of listeners can understand. This will be in line with the requirements of the National Language Policy Framework of which the Department of Correctional Services has derived its own language policy.
3. The use of regional languages at all levels should be encouraged as a form of promotion of multilingualism.
4. At all times, communication and instructions from the Department of Correctional Services' officials and to prison offenders should be done in the language of the prison offender. The prison offender should be clear and satisfied that he/she understood the intended message correctly. The use of interpreters should be given a priority especially where verbal communication is concerned.
5. The use of translation services for the translation of various documents should be accelerated. The Department of Correctional Services should budget for such processes as this is a long process that requires a strong commitment from the department.
6. The government in general at all levels of governance, including the Department of Correctional Services, should promote and develop the African languages in accordance with the provisions of the Constitution.

7. The establishment of language units at provincial and regional levels can promote and develop all the African languages, thus developing and promoting multilingualism.
8. It is therefore, imperative that language policy implementation at the Department of Correctional Services and other organs of state should look at effective resource deployment and redeployment as crucial factors, for the promotion and development of African languages as the language of use and choice by the communities at those departments.

6.6 Conclusion

The purpose of this research study was to examine language planning and language policies in South Africa and their relations on the Department of Correctional Services' language policy. The focus of this study was on the Pretoria Central Prison as a case study from which it is under the sphere of the Department of Correctional Services. Pretoria Central Prison is situated in Pretoria, therefore, the language policy used in this rehabilitation centre were drawn from following language policies:

- (a) The Department of Correctional Services' Language Policy
- (b) Gauteng Province Language Policy
- (c) Tshwane Metropolitan Language Policy

All these policies are relevant to this rehabilitation centre. Unfortunately, the English language took a stance and any other minority even if their status has been elevated to the same level as English remained a minority language. African languages still occupy a very small slot in their usage at this rehabilitation centre. The establishment and the use of translation services are still minimal. The translations in most cases are not used as language of record.

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APPENDIX A

QUESTIONNAIRE DIRECTED TO CORRECTIONAL SERVICE OFFICIALS (PRISON WARDERS):

PERSONAL INFORMATION:

1. Gender: Male..... Female.....

2. Age range:

| | | | | |
|-------------------|----------|----------|----------|-----------------|
| 18 yrs - 25yrs | 26-30yrs | 31-40yrs | 41-50yrs | 51 and above |
|-------------------|----------|----------|----------|-----------------|

3. Race:

| | | | | |
|-------|----------|-------|--------|-------|
| Black | Coloured | White | Indian | Other |
|-------|----------|-------|--------|-------|

4. Are you a South Africa citizen? Yes.....No.....

5. If no, state your
country.....
.....

6. What is your home language?

| | | |
|---|----------------|--|
| A | Afrikaans | |
| B | English | |
| C | Northern Sotho | |
| D | Sesotho | |
| E | Setswana | |
| F | Tshivenda | |
| G | Xitsonga | |
| H | isiXhosa | |
| I | IsiZulu | |
| J | Others | |

7. What is the highest level of your education?

| | | |
|-----------------------------|------------------------------------|--------------------|
| Primary school education | Secondary/High school education | Tertiary education |
|-----------------------------|------------------------------------|--------------------|

| | | |
|--|--|--|
| | | |
|--|--|--|

8. State your rank at work

.....

9. How long have you been working in this particular prison?.....

10. How many languages can you speak?

.....

11. Which language do you prefer speaking?.....

.....

12. Why do you prefer that language?.....

.....

...

13. How are prisoners placed in cells?

| | | | |
|-----------------------------|------------------------|-------------------|----------------------|
| According to language group | According to age group | According to race | According to offence |
|-----------------------------|------------------------|-------------------|----------------------|

14. Why are prisoners placed in cells according to the option you have selected?.....

.....

.....

.....

.....

14. Which languages are spoken by the majority of prisoners?

| | | |
|---|----------------|--|
| A | Afrikaans | |
| B | English | |
| C | Northern Sotho | |
| D | Sesotho | |
| E | Setswana | |
| F | Tshivenda | |
| G | Xitsonga | |
| H | isiXhosa | |
| I | IsiZulu | |
| J | Others | |

15. If other, specify.....

16. Which language do you regularly speak at work with your colleagues?
(You may choose more than one language)

| | | |
|---|----------------|--|
| A | Afrikaans | |
| B | English | |
| C | Northern Sotho | |
| D | Sesotho | |
| E | Setswana | |
| F | Tshivenda | |
| G | Xitsonga | |
| H | isiXhosa | |
| I | IsiZulu | |
| J | Others | |

17. If other, specify (e.g. Scanto).....

18. Which language do you normally use in the following context situations at work? (Tick)

| Languages | Head | supervisor | Same rank | receptionist | secretary | prisoner |
|----------------|------|------------|-----------|--------------|-----------|----------|
| Afrikaans | | | | | | |
| English | | | | | | |
| Northern Sotho | | | | | | |
| Sesotho | | | | | | |
| Setswana | | | | | | |
| Tshivenda | | | | | | |
| Xitsonga | | | | | | |
| isiXhosa | | | | | | |
| IsiZulu | | | | | | |
| Others | | | | | | |
| | | | | | | |

19. Do you find yourself in a situation where different languages are actually used at work? Yes.....No.....

20. If yes, which languages?.....
.....
.....

21. Do you always understand your prisoners when communicating with them? Yes...No...

22. If no, what do you normally do?.....
.....
.....
23. What do you think is Fanakalo?
.....
.....
.....
24. What is the role of Fanakalo within the work situation?
.....
.....
.....
25. Do the prisons need a lingua franca?
Yes.....No.....
26. If yes, what should that lingua franca be?.....
.....
27. If no, why not?
Explain.....
.....
28. What effect does language contact have on the languages involved? (e.g. Overall communication, on understanding or comprehension.....
.....
29. Does the influence of one language on the other have a detrimental effect? Yes.....No.....
30. If yes,
how?.....
.....
31. Which language would you recommend for communication with prisoners?.....
32. Why do you recommend that language?.....
.....
.....
33. Is there a language policy for Correctional Services Department?
Yes.....No.....
34. If yes, what is it?.....

35. If no, what is the reason for not having the language
policy.....
.....
36. Do you mix languages when you speak? Yes....No....
37. If yes, what language do you speak to.....
38. If no, why not?.....

APPENDIX B**QUESTIONNAIRE DIRECTED TO PRISON OFFENDERS (PRISONERS)****PERSONAL INFORMATION:**

1. Gender: Male.....Female.....

2. Age range:

| | | | | |
|--------------------|----------|----------|----------|-----------------|
| Below and 25yrs | 26-30yrs | 31-40yrs | 41-50yrs | 51 and above |
|--------------------|----------|----------|----------|-----------------|

3. Race:

| | | | | |
|-------|----------|-------|--------|-------|
| Black | Coloured | White | Indian | Other |
|-------|----------|-------|--------|-------|

4. Are you a South Africa citizen? Yes.....No.....

5. If no, state your
country.....
.....
.....

6. What is your home language?

| | | |
|---|----------------|--|
| A | Afrikaans | |
| B | English | |
| C | Northern Sotho | |
| D | Sesotho | |
| E | Setswana | |
| F | Tshivenda | |
| G | Xitsonga | |
| H | isiXhosa | |
| I | IsiZulu | |
| J | Others | |

7. What is the highest level of your education?

| | | |
|-----------------------------|------------------------------------|--------------------|
| Primary school education | Secondary/High school education | Tertiary education |
| | | |

8. Why are you in prison?.....
.....
9. How long have you been in prison?.....
10. How many languages can you speak?.....
11. Name them.....
12. Which languages are spoken in your cell? (list them).....
.....
13. Which language(s) do you use when you speak to your cell inmates?.....
....
14. Which language(s) do you speak when communicating with the prison personnel?.....
15. Which language do you prefer to speak?.....
16. Why do you prefer to speak that language?.....
.....
...
17. Do you find yourself in a situation where you do not understand the warders' instructions? Yes.....No.....
18. If yes, what do you do?.....
.....
....
19. Do you know what Fanakalo is? Yes....No....
20. If yes, do you use it in communication?.....
21. If used, with whom?.....
.....
22. Do you use Tsotsitaal? Yes.....No....

23. If yes, do you use it in communication?.....

24. If used, with
whom?.....
.....

25. Is there a lingua franca used in this prison? Yes...No...

26. If yes, what is that lingua franca?.....

27. Why do you use it?.....

28. With whom do you use it?.....

APPENDIX C

INTERVIEW QUESTIONS IN GENERAL

1. Are you a South African citizen?
2. What is your home language?
3. What is your highest standard passed?
4. When did you start working at correctional services' department?
5. What is your rank?
6. How many languages can you speak?
7. What was the language policy of the Department of Correctional Services before 1994?
8. What is the language policy now of the Department of Correctional services after 1994?
9. What are the language attitudes if any on the language policy of the Department of Correctional services?
10. Is there a language policy implementation plan for the Department of Correctional Services?

AN EXAMPLE OF ONE OF THE INTERVIEWS CONDUCTED AT HEAD OFFICE OF THE DEPARTMENT OF CORRECTIONAL SERVICES:

AN INTERVIEW CONDUCTED ON 26 JULY 2007 WITH ASSISTANT DIRECTOR – CORRECTIONAL SERVICES HEAD OFFICE -PRETORIA

1. South African citizen - yes
2. Home language – N. Sotho
3. Highest standard passed – Grade 12 (std 10)
4. When did you start working at correctional services? 25 March 1974
5. Started as an intern in 1974 and proceeded to college in 1975
In 1975 July he started working at Modderbee relieved at blue sky (Boksburg prison) 1976 (early) 1976 three months worked at Ford

Prison (number 4) worked at Modderbee until 1981 September and I was transfers to head office in Pretoria until now.

6. Rank > 1981 Sergeant

1986 Warrant officer

1999 ASD > Lieutenant Colonel (old terminology)

Assistant Director (new order)

7. How many languages can you speak?

Ndebele, Tswana, Zulu, Tsonga, Swati, Xhosa, English & Afrikaans

(Before 1994)

8. The treatment **then** as workers (warders)

Warders were treated badly than white prisoners

The white prisoners were still regarded as superior to a black person irrespective of being a prison warder.

(After 1994)

9. The treatment **now** is far much better and there is a difference between a prisoner and a warder.

10. Treatment between prison warders by prison officials was based on race for example; post levels were also graded according to race. There were certain jobs which were regarded as fit for other racial group ad not for all groups.

Race used citizenship to determine an individual's status

1st citizen- White

2nd citizen – Indians & Coloureds

3rd citizen – Black

11. Treat of prisoners

Treatment was also based o race; whites inmates were regarded as superior to black inmates.

12. Food for prisoners

Food for black prisoners were 2 dry slices of brown bread, mealie grain, black coffee and “phuzamandla”

For Indians and Coloured prisoners was bread and butter, coffee with milk.

For whites prisoner had a balanced diet,

A shop for every body was also discriminatory as white will go in the shop while we (blacks) used a widow to buy.

13. Uniform

For black inmates their uniform was different from those of the white prisoners.

For white warders the uniform was different from the black warders' uniform of in colour. One was darker while the other was lighter.

14. When it comes to promotions

It did not matter how learned you are as long as you are black, the last rank was captain.

15. Transformation

He said yes.

- to transform the inmates in form of rehabilitation
- * There are more programmes that are being offered than before. They have a choice to improve and skill themselves.

After 1994

- the introduction of community correction whereby inmates will be able to complete his\her sentences in the community (serving the community)

After 1994

- Affirmative action brought many changes in DCS
- No racial discrimination on the part of op post
- No more gender discrimination on the part of top post e.g., woman area commissioner.

Areas which still needs to be transformed

- transparency is still a problem in all the spheres in DCS.
- Promotions are not done in fairness.

LANGUAGE POLICY - Pre 1994

Afrikaans was the official language of communication. This was used as communication means between the prison warders (now called correctional service officers) and Zulu was used as means of communication between prison warders and inmates. The use of Zulu between prison warders and inmates was based on the fact that it was easier for the white warders to learn Zulu than any other African language.

Communication between black warders and white warders or any other senior prison official was strictly Afrikaans. The use of English by a warder to a senior prison official was regarded as being insubordinate. English was not even allowed to be used between prison warders irrespective of race or colour especially in the premises. Afrikaans was used to record official documents, like, minutes, reports, speech, etc.

Post 1994

The current language policy is English. Many correctional service workers feel that English is another form of oppression. This means that they have an attitude towards it. They base their argument on the fact that it

disadvantage them especially in disciplinary hearings and job interviews. They want all the South African official languages to be used.

(17) How many prisons are there in that premises?

- **Central prison**

It was built for whites only prisoners including white political prisoners. No black prisoner was allowed even black political prisoners.

- **Local prison (known as New Lock)**

It was built for black prisoners including Coloureds and Indian prisoners. This prison included black political prisoners. The Indians and the Coloureds were separated from the black by during sleeping time. They did not mix with the black prisoners during the sleeping period.

- **Female prison**

It was built for female black prisoners. Other races such as female white prisoners were transferred to Kroonstad prison and Indians and Coloureds were sent to Natal and Victor Verster prison.

- **C Max (Maximum) prison**

This was built for people who were on the death row. The prisoners were divided according to race and gender. Inmates were mixed irrespective of the type of crime they had committed. They were only separated few days before they were hanged.

(18) How is the attitude of prisoners towards prison warders?

The attitude of prisoners towards the prison warders has changed tremendously since 1994. They used to respect the prison authority but now they are more violent and disrespectful

towards prison rules and prison warders. It seems they have more rights than they used to have before.

(19) What is the language attitude of prisoners towards the language policy?

The language attitude towards the language policy of DCS is not satisfactory. They want to communicate in their language of choice that they understand best. This creates problems for the DCS especially in Pretoria Central prison where it holds different languages including those in other neighbouring countries where English is not used, for example, countries such as DRC and Ivory Coast where they use French.