


The Impact of Kwazulu-Natal Provincial Language Policy on Sesotho Speakers at Nquthu



Aaron Mpho Masowa¹ 

¹ Department of African Languages, College of Human Sciences, University of South Africa.

ABSTRACT

Following the approval of the National Policy Framework and the enactment of Sections 6, 9, and 29 of the Constitution of the Republic of South Africa (Act No. 108 of 1996), each province in the country was required to create its language policy following the National Language Policy Framework. This was done to give all people residing in that province access to information as informed by Act No. 2 of 2000 as well as The Pan South African Language Board on Act No. 59 of 1995. Following those provisions, the province's language policy solely encourages the use of the official languages spoken in Kwazulu-Natal, which are Afrikaans, English, isiXhosa, and isiZulu, while marginalizing Sesotho as one of the official languages spoken at Nquthu. The central aim of the study was to investigate the impact of this policy on Basotho speakers at Nquthu, Kwazulu-Natal-South Africa. The study used qualitative document analysis to interpret, explain, and explore issues related to the use of the current language policy at KZN on the Basotho people. The study collected documents from schools and the internet premised on language rights as its theoretical base. The findings of the study indicate that there is no support that Leneha-Tumisi Secondary School is receiving from the district as a result the Basotho residing at Nquthu are faced with the situation of opting for isiZulu as a home language for their children instead of Sesotho. It is recommended that all stakeholders play their part in supporting Basotho at Nquthu.

Correspondence

Aaron Mpho Masowa

Email:

masowam@unisa.ac.za

Publication History

Received: 22nd April, 2024

Accepted: 9th August, 2024

Published online:

11th September, 2024

Keywords: Constitution, Language Policy, Language Rights, Basotho, Kwazulu-Natal(KZN)

INTRODUCTION

Inequality, linguistic diversity and language marginalisation have evolved into one of the harsh realities of the modern world, placing some strain on the South African educational systems. Discussing the obligations of the government in carrying out the language policy and other legislation regarding language at all levels of government institutions in the country has become a daunting task. However, against all the provisions that are there in the policies and legislation available at the disposal of citizens, there seems to be a difficulty in putting the language policy into practice in the educational sector. The provision of Sections 6, 9, and 29 of the Constitution of the Republic of South Africa (Act No.108 of 1996), and the subsequent approval of the National Policy Framework, occasioned a need for every province in the republic to formulate its language policy in line with the National Language Policy Framework (NLPF). The topic of policy implementation has become a topic of discussion according to research bodies on the

subject.¹ This was done because language is a very important tool for human beings, and it needs to be protected and promoted. Apart from that, language serves as a tool for communication and is an identity for an individual. It also plays a key role when people perform rituals. They can communicate with their gods through it. Now this is a piece of evidence that language and culture go alongside, and they cannot be separated. Therefore, if an individual is separated from his or her language, they are separated from their culture, and that will cause them to lose their identity.

The NLPF in line with the Constitution committed the provinces to develop their language policy at the provincial level to curb the imbalance of the past as well as to uphold and safeguard the marginalised language in the province. The goal of this new order was to establish a free, democratic society which is founded on equality, freedom, and human dignity. The creation and execution of the language policy have been extensively examined by academics including Kashoki, Bilankulu, Madonsela, and Madima, Klu and Babane.² This article examines the province's role in developing and carrying out language policy within the parameters of a language's rights. The motivation came because of the marginalization of the Basotho tribe at the provincial level even after the attainment of democracy. This came as a worrying factor and a concern that the provincial government as the custodian of the National Government on the matters of language formulation and implementation fails to promote and protect Sesotho in KZN Province, particularly at Nquthu where Basotho people reside. The promotion and protection of other languages against the other in the province is an indication that the language policy is not being well formulated as demanded by the National Language Policy Framework.

This background information allows this article to contextualize the right of a language by fostering a deeper understanding of the impact of the KZN Provincial Language Policy on the Sesotho speakers at Nquthu to change the province's language policy creation and execution.

THEORETICAL FRAMEWORK

This study fits into the theoretical framework of "language as right." Constitutionally speaking, language rights pertain to a certain language or a limited set of languages. According to Arzoz, these rights are meant to allow minority language speakers to talk in their native tongue rather than the language of the majority.³ In this case, the term minority applies to languages that were marginalized, which in this case refers to the Sesotho language and majority applies to the dominant languages used in the province of KZN, which are isiZulu, English, Afrikaans, and isiXhosa. Many scholars have also emphasised that the goal of language rights is to defend minority languages against dominant tongues like English, French, Portuguese, and occasionally other African languages.⁴

It is claimed that the right to use one's native tongue are humanistic as stipulated in the South African Constitution, which states that 'everyone has the right to use the language and to participate in the cultural life of their choice.'⁵ This means that even the Basotho who are based at Nquthu, have that right to language even if they are in the minority. Moreover, it is maintained that the development of language as a natural resource is essential to the advancement of commercial, cultural, political, spiritual, and educational advantages.⁶ Based on that argument, learners at Lenaha-Tumisi Secondary School and those

¹ M. C. Lennon and Corbett, T. (Eds.). *Policy Into Action: Implementation and Welfare Reform*. (Urban Institute Press, 2003).

² M.E. Kashoki, "Language Policy Formulation in Multilingual Southern Africa," *Journal of Multilingual and Multicultural Development* 24, no. 3 (2003): 184–94; K.G. Bilankulu, Xitsonga And School Language Policy Formulation And Implementation: The Case Of Senior Secondary Schools In Ivory Park Informal Settlement. Master thesis. University of South Africa. Pretoria, 2018; F.S. Madonsela.

"Focusing on Education through Multilingual Language Policy in South African Schools," *Journal of Language and Cultural Education* 11, no. 3 (2023); S.E. Madima, E.K. Klu., and M.T. Babane, "Compliance with the Language Policy Implementation at the Limpopo Provincial Legislature in South Africa," *Gender & Behaviour* 21, no. 2 (2023): 21713–24.

³ X. Arzoz, "The nature of language rights." *JEMIE - Journal on ethnopolitics and minority issues in Europe*, 6(2), (2007) 1-35. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-61823>

⁴ Z. Docrat, and R. H. Kaschula. Meaningful engagement: Towards a language rights paradigm for effective language policy implementation. *Southern African Linguistics and Applied Language Studies* 5(1), (2015); 1–9; S. Namyalo and J. Nakayiza. Dilemmas in implementing language rights in multilingual Uganda. *Current Issues in Language Planning* 16(4) (2015); 409–424; D. Mkhize and R. Balfour, "Language Rights In Education In South Africa." *South African Journal of Higher Education* 31(6), (2017); 133-150. <http://dx.doi.org/10.28535/31-6-1633>

⁵ Republic of South Africa (RSA), *The Constitution of South Africa*, Pretoria: Government Printers, 1996), <https://www.gov.za/sites/default/files/images/a108-96.pdf>.

⁶ C. Baker, *Foundations of bilingual education and bilingualism* (5th ed.) (Bristol, England: Multilingual Matters, 2011); R. Ruiz, "Orientations in language planning." *NABE Journal* 8 (2984); 15-34.

in primary they must have that educational benefit to be taught their language as a subject. However, due to segregation that continues to exist in the aftermath of apartheid when it is intended that official languages receive equal respect and treatment, English, Afrikaans, isiZulu and isiXhosa are the only languages in KZN Province which are being promoted and protected,⁷ and thus unwittingly privileged speakers of those languages and marginalize Sesotho speakers found at the borders of the province. Language rights, then, are concerned with the policies that government agencies implement about the use of language in a range of diverse contexts.⁸

The Constitution and other legislative frameworks in which the language right is framed to encourage the redress of the past are harmonization amongst all the languages. Sections 6, 9, 29, 30, 31, and 35 of the Constitution describe language rights in the public domain. Section 6(1) affords official status to 11 languages, 9 of which are African languages.⁹ This means that the status of Sesotho as one of the 11 official languages must be recognised in KZN province, especially around Nquthu, Muziwenyathi District where Sesotho speakers are found. Furthermore, in Section 6(2) the state is ordered to take practical and positive measures to elevate the status and advance the use of these languages.

In public educational institutions, "everyone has the right to receive education in the official language of their choice where that education is reasonably practicable," according to Section 29(2), which adopts this flexible approach to language use.¹⁰ This affords the learners at Leneha-Tumisi a chance like any other learners of different language groups to enjoy the parity to be taught their home language, as this is their constitutional right. According to Tollefson (1991), referenced by Madima et al., language policy must be evaluated within a framework that emphasizes power and competing interests to comprehend its effects on the structure and operation of society.¹¹ Therefore, this approach is deemed relevant to the study as it addresses the issues of the language rights of an individual and it assisted in understanding the impact of KZN Provincial Language Policy on the Basotho at Nquthu.

Language Policy Of Leneha-Tumisi Secondary School

Language policy is defined as the culmination of governmental rulings and widely accepted customs on language usage and instruction.¹² Scholars such as Fishman et al and Whiteley as cited by Paulston argue that language policies are best considered as a subset of language planning which is triggered by real-world problems.¹³ Madonsela alludes that one of the key things that the SGB needs to be aware of to fulfil their responsibility of creating and executing the multilingual policy of the school where they work is a language policy.¹⁴ School language policies should support additive bilingualism, which is the practice of preserving native tongues while facilitating the efficient learning of foreign languages.¹⁵ Madonsela contends that the SGBs are in place to make sure that multilingual policies at the schools where they operate become a distinguishing feature of South Africa's linguistic variety.¹⁶ This gives the right to the learners and parents of Leneha-Tumisi Secondary School, in particular, the SGB of the school to come up with the language policy that will gather for languages spoken at Nquthu as the language(s) that will be used as language of teaching and learning, and language(s) offered as subjects in their school. In 1994, the first democratic administration gave official status to nine indigenous African languages that had previously been marginalized to rectify the conditions that existed during apartheid, when Afrikaans and English were the only recognized languages in South Africa, as a result, policies were developed.¹⁷

⁷ Kwazulu-Natal Provincial language Policy. (Pretoria: Government Printer, 2008).

⁸ Arzoz, "The nature of language rights."

⁹ Republic of South Africa (RSA), *The Constitution of South Africa*.

¹⁰ Republic of South Africa (RSA), *The Constitution of South Africa*.

¹¹ Madima, Klu., and Babane, "Compliance with the Language Policy Implementation at the Limpopo Provincial Legislature in South Africa."

¹² J. Lo Bianco, J., Language Policy and Planning. In N. H. Hornberger & S. L. McKay (eds.), *Sociolinguistics and language education*, (Clevedon, GBR: Multilingual Matters, 2010); 143-176.

¹³ C.B. Paulston, "LANGUAGE POLICIES AND LANGUAGE RIGHTS," . . *Annu. Rev. Anthropol* 26 (1997): 77.

¹⁴ Madonsela. F.S., " Focusing on Education through Multilingual Language Policy in South African Schools," 60.

¹⁵ Language in Education Policy. (Pretoria: Government Printer, 1997)

¹⁶ Madonsela. F.S., " Focusing on Education through Multilingual Language Policy in South African Schools ."

¹⁷ E.M. Mncwango, " The Stuttering Implementation of Language Policies in the South African Education System," *Inkanyiso, Jnl Hum & Soc Sci* 4, no. 1 (2012), 58.

In 1997 the South African government adopted the new Language in Education Policy (LiEP) intending to promote multilingualism in education. This was done to promote, protect and develop the native African languages to give them the same status as the two former colonial languages—English and Afrikaans—which, up until 1994, were the only two official languages in South Africa.¹⁸ The main aim of the new LiEP was to address two important language issues, which are:

- i) language as a subject of study
- ii) language (s) of learning and teaching (LoLT)

In doing so LiEP was based on the principle of redressing the imbalances of the past in ensuring linguistic freedom of choice and equity for all learners.¹⁹ This policy was formulated since language policy is essential to education because it is the primary means of gauging students' progress inside a nation's educational system.²⁰ Five years later, the National Language Policy Framework of 2002 was then introduced, to encourage the utilization of official indigenous African languages to foster and promote national unity. The policy considers the broad acceptance of linguistic diversity, social justice, the principle of equal access to public services and programmes, and respect for language rights.²¹ The National Language Policy Framework of 2002 categorically states the following:

1. A striking characteristic of multilingualism in South Africa is the fact that several indigenous languages are spoken across provincial borders, and shared by speech communities from different communities.
2. There is currently a strong awareness of the need to intensify efforts to develop the previously marginalised indigenous languages and to promote multilingualism if South Africans are to be liberated from undue reliance on the utilization of non-indigenous languages as the dominant, official languages of the state; and
3. To date management of linguistic diversity in post-apartheid South Africa has been made problematic by the lack of a clearly defined language policy, leading to the use of English and Afrikaans as the most dominant languages in the socioeconomic and political domains of society.

The Pan South African Language Board (PanSALB) was also established in 1995 in terms of the PanSALB Act 1995 as amended in 1999. In pursuance of PanSALB's vision, their mission is to:

- a) promote multilingualism;
- b) promote respect and recognition for all languages, including previously marginalised languages;
- c) develop all South African languages including those used for religious and other purpose;
- d) advocate for rights relating to language and the status of languages;
- e) initiate, enable, and conduct research in accordance with the PanSALB mandate.²²

In 2008 the Province of Kwazulu-Natal revised its Provincial Language Policy (KZN PLP). On its aims, the policy highlighted six aims of which I found that the following two aims talk to the aim of this study. The policy stipulates that it aims to ensure redress for the previously marginalised official indigenous languages of KZN, including encouraging and influencing mothertongue instruction where applicable.²³ The policy is further governed by its principles which I have found these two principles are talking directly to the aim of the study. The state that the democratic dispensation requires the province to commit itself to the promotion of language equity and language rights and furthermore to prevent the use of any language for exploitation, domination, and discrimination.²⁴

¹⁸ Mncwango, "The Stuttering Implementation of Language Policies in the South African Education System."

¹⁹ Department of Education. *Language in Education Policy*. 1997.

<http://www.education.gov.za/Documents/policies/LanguageEducationPolicy1997> (accessed 14 October 2023).

²⁰ Madonsela. "Focusing on Education through Multilingual Language Policy in South African Schools,"

²¹ Department of Art and Culture. *National Language Policy Framework, 2003* (accessed 14 October 2023).

²² Pan South African Language Board. 1995. <https://www.pansalb.org> accessed 2024/02/17

²³ Kwazulu-Natal Provincial language Policy, 3.

²⁴ Kwazulu-Natal Provincial language Policy, 4.

Language Rights

The presence and interaction of numerous languages has become a typical occurrence in many nations, which frequently results in linguistic conflicts and inequality, particularly when it comes to indigenous languages. The issue of domination which is indicative of power between majorities and minorities tends to result where there is this coexistence. This linguistic conflict leads to the marginalisation of those in the minority. South Africa has become a multilingual country with its 12 official languages, which according to the Constitution must enjoy parity and be treated equally. In making sure that these languages enjoy parity, the state must introduce linguistic legislation. According to Turi, the establishment of legal language obligations and language rights, linguistic legislation seeks to safeguard or advance the status and use of one or more designated languages in a state at various levels.²⁵ Fundamentally, the language right of every person is protected by the state with its policies. South Africa is a multilingual country; therefore, multilingualism should be promoted amongst the citizens of South Africa and no one must be discriminated against based on the language or whatsoever. It has been observed that isiZulu at Nquthu is regarded as one official language more important than Sesotho, as a result, the Sesotho speakers tend to speak isiZulu. Alluded to this is Turi who indicates that people who speak the less significant official language will typically speak the other official language when one official language is more important than the other.²⁶ This is the situation at Nquthu where the Sesotho speakers are forced to speak and learn the isiZulu whistle though they have their official language recognized by the Constitution of the country.

Languages taught as Home Language, First Additional and Second Additional in KZN

Languages are taught or available to learners as home languages, first additional, and second additional. According to the language policy of Leneha-Tumisi, Secondary Schools in isiZulu and Sesotho are offered to learners as their home language. The policy states that all learners in Grades 8 to 12 shall offer isiZulu/Sesotho as a Home Language (HL) and English will be offered as a First Additional Language (FAL). Regarding the number of languages available and offered to learners in 2023, the numbers are primary and secondary levels explained below.

Primary Level

96.32 per cent of schools offered just one language as the first language 3.68 per cent of schools offered a choice of two or more languages as the first language.

Secondary Level

93.62 per cent of schools offered only one language as the first language 6.38 per cent of schools offered a choice of two or more languages as the first language.

Table 1: Details of the languages taught as HL, FAL, and SAL in each district

Language	Home Language	First Additional Language	Second Additional Language
Afrikaans	✓	✓	✓
English	✓	✓	✓
Sesotho	✓		
isiXhosa	✓	✓	✓
isiZulu	✓	✓	✓

From Table 1 above it can be deduced that only Sesotho is not offered in FAL and SAL as the Incremental Introduction of African Language policy (IIAL) of 2013 suggests as a way of promoting and developing marginalized languages such as Sesotho in the Province of KZN.

²⁵ J-G. Turi, Linguistic Legislation. *The Encyclopedia of Applied Linguistics*, (Blackwell Publishing, 2013), 1. DOI: 10.1002/9781405198431.wbeal0720

²⁶ Turi, Linguistic Legislation. *The Encyclopedia of Applied Linguistics*, 2.

METHODOLOGY

The study was conducted at Nquthu, which was purposively selected since the researcher was doing community engagement in that area. The primary data was collected through relevant policy documents and government reports of KZN. The official documents consulted included the National Language Policy Framework, 2003; Kwazulu-Natal Provincial Language Policy; Leneha-Tumisi Language Policy; Education White Paper 3, 1997; Language-in-Education Policy, 1997; Reports from district and PanSALB reports to the school. The documents were accessed through the internet and from the school as well as via The Federation of Batlokoa WhatsApp group.

Data Analysis

A document analysis was adopted to determine if the Basotho language rights were promoted and protected by these policies. Documents analysis is a valuable research method that has been used for many years.²⁷ With this approach, a variety of materials are analyzed, such as books, newspaper articles, academic journal articles, institutional reports, and books. Any text-based document can serve as a source for qualitative analysis.²⁸ Altheide's 'Process of Document Analysis' was followed in analysing data.²⁹ This included: (a) setting inclusion criteria for documents; (b) collecting documents; (c) articulating key areas of analysis; (d) document coding; (e) verification; and (f) analysis.³⁰

A) Setting inclusion criteria for documents

The researcher had to take into account several factors while choosing the documents for evaluation, including the kind of documents to be examined, the institutions to be included, and the date and time of publication.

B) Collecting documents

Documents for the policy were collected from the internet and the school.

C) Articulating key areas of analysis

The policy documents were originally reviewed and analysed to ensure language rights are being observed by the province.

D) Document coding

The researchers examined each document to see how much of the policy it described was present. The documents were given scores of "good," "limited," "none," or "unclear," with explicit guidelines for what each grade meant:

- A document that received a "good" rating for a specific building block would have to provide the reader with enough information to determine that the element was being completed competently and with adequate resource allocation, as well as include clear and consistent references to a policy, strategy, or practice related to that building block.
- A policy that connected to a building block would have an "OK" score if there was enough information available to safely assign a "good" score.
- A "limited" score would suggest that a building block was just briefly or skimmed over, with little contextual information or supporting details regarding the degree of resource allocation or prioritization.
- A rating of "unclear/none," which both received zero points, meant that there was no information that could be definitively linked to a building block.

²⁷ H. Morgan, "Conducting a Qualitative Document Analysis," *The Qualitative Report* 27, no. 1 (2022): 64.

²⁸ Morgan, "Conducting a Qualitative Document Analysis," 65.

²⁹ D. Altheide, 'Process of Document Analysis', in D. Altheide, *Qualitative Media Analysis*, (Thousand Oaks: SAGE Publications, 1996), 23–43.

³⁰ E. Wach and R. Ward, "Learning about Qualitative Document Analysis," *IDS Practice Paper In Brief 13* (Brighton: IDS, 2013).

E) Verification

A second individual validated each document's analysis to ensure consistency and dependability in the coding and assessment procedure.

F) Analysis

This data was then analysed to compare policy vs practice.

FINDINGS

The study found that there are eyebrows raising questions about the letter from the director about challenges at Leneha-Tumisi Secondary School situated in the Haladu area at Nquthu. The school has experienced difficulties with the support of Sesotho for quite a number of years. One of those questions raised in the letter was why a school in the uMzinyathi District of the Province of Kwazulu-Natal is offering Southern Sotho as a language course. The question that one would ask is which language the Basotho in that area should be taught as their language if the school is made to account for why it is offering Sesotho as a subject in a school. Based on this question, it is questioned that is it a sin to have Sesotho as a language offered in Kwazulu-Natal while there are languages other than Sesotho being taught in schools in the same province and they are not questioned as to why they are being taught? The researcher found out that based on that question, the issue of respect for language rights was compromised by the district director.

The study further found that Sesotho and isiXhosa are found at the borders of Kwazulu-Natal, but the Provincial Language Policy only covers isiXhosa and neglects Sesotho, which is also found at the borders of Kwazulu-Natal like isiXhosa. The question is: Why should be the case though both languages are found in the borders of the province? This is the marginalization of one language over the other. Geographically, the Basotho are situated at Haladu. Politically and educationally, Haladu is a bilingual community made up of both Sesotho and isiZulu speakers. It is located in the uMzinyathi District. There is a balanced distribution of language speakers within the community.

The majority of students in the region can choose to register in Sesotho or isiZulu as their HL. The fact that the province depends on neighbouring provinces for question papers and marking since there is a dearth of Sesotho instructors in the region is truly regrettable. In KwaZulu-Natal, Haladu (via Leneha-Tumisi Secondary School) and Ikaheng students are the only ones who have registered and written in Sesotho. It was found that the KZN Provincial Language Policy contradicts the aims of the National Language Policy Framework because it did not recognize the Sesotho speakers that are found in the province in the Language Policy. As a result, the linguistic diversity was disregarded in this regard. On the other hand, the issue of respect for language was also disregarded as parents and learners were not supported by the district. The lack of human resources and materials forced the number of learners who enrolled for Sesotho to decline, as the majority was now enrolling for isiZulu.

DISCUSSION

Most surprisingly, in the catalogues for 2022/2023 and 2023/2024, the Department has prescribed books for different grades (1-3) and grades (8-12) for Sesotho home language learners in Kwazulu-Natal. How is this so when the provincial language policy framework has clearly stated the languages which they promote and protect in the province, and Sesotho is not one of them? To whom are they procuring the books if they have no Sesotho speakers in the province? This is in contradiction to the response of the director to Leneha-Tumisi Secondary on their request to be assisted with Sesotho teachers, support, and materials to cater for their learners as the director refers to the same policy. The fact that the materials have been procured means the DoE is fully aware that there are parts of Kwazulu-Natal such as Nquthu that offer Sesotho; hence, they have procured the books for them. Now the biggest question is why it has to take the DoE years to accommodate the needs of Basotho at Nquthu yet they are fully aware that they are there.

The issue of Sesotho at Nquthu has been prolonged and this is in contradiction to the KZN DoE charter mandate which was signed on 10/09/2020 by the HOD. The charter states clearly that it will offer educational and learner support. Furthermore, the department will prioritize a capable group of teachers

possessing the abilities needed for curriculum delivery and evaluation in a changing global environment. This means it is the duty of the department to hire Sesotho teachers, who will be able to address the challenges of Basotho living at Nquthu. It will be easy for the DoE to source out such teachers since it is within White Paper 3 that the higher institutions should prepare enough interpreters, translators, teachers, and other language professionals to meet the demands of a multilingual society such as Nquthu.³¹ Under its service standards, the charter indicates that the DoE will address grievances and disputes within 90 days, and looking at the letter that was signed on 12/09/2005 about the challenges that Leneha-Tumisi Secondary faced regarding support from the DoE, this service has not been rendered to the school and their grievance has not been attended to till date. This has resulted in serious challenges since parents are left with no option, but to allow their children to enrol isiZulu as their home language.

RECOMMENDATION

Based on the findings and discussion, this study recommends that the DoE in Kwazulu-Natal should revisit its Provincial Language Policy and in consultation with NLPF make some amendments and enact other legislations governing the languages offered in the province. There should be proper support given to teachers, learners, parents, and the community at large on the issues of the language they speak. It is also recommended that offices such as The Constitutional Court, the South African Human Rights Commission, the Public Protector, the Pan South African Language Board, and the Commission for the Promotion and Protection of the Rights of Cultural, Religious, and Linguistic Communities and Language Services under the Department of Sport, Art and Culture and Recreation should work in collaboration with the schools around Nquthu that are offering Sesotho as Home Language in Primary and Secondary level to address the issues of the language in the province.

CONCLUSION

The study has assessed the impact of the Kwazulu-Natal Provincial Language Policy on Sesotho Speakers at Nquthu. The study concludes that the province did not follow its implementation strategies of supporting, and redressing the issue of marginalized indigenous languages in the province such as Sesotho, and encouraging the learning and teaching of all recognized South African languages at all educational levels has not been realised. This serves as an indication that the province should visit its Provincial Language Policy and make it a point that it is implemented successfully. In their provincial plan, they should outline how the provincial language policy will contribute to the achievement of the goal of the National Language Policy Framework in addressing the issue of Basotho at Nquthu as they form part of the province like any other tribes found in the borders of the province.

The article opposes elevating Sesotho over the other four languages, specifically: isiZulu, isiXhosa, English and Afrikaans which are widely spoken in Kwazulu-Natal, but the development and protection of the language to the point where there is parity of esteem between the language spoken by the majority on one hand and the language spoken by the minority on the other hand. It is hoped that this will guarantee that there is balance and equality amongst all languages, which would be advantageous to all language users in the province without any marginalization, particularly those who are in the minority such as Sesotho speakers at Nquthu.

BIBLIOGRAPHY

- Altheide, D. 'Process of Document Analysis', in D. Altheide, *Qualitative Media Analysis*, Thousand Oaks: SAGE Publications, 1996.
- Arzoz, X. "The nature of language rights." *JEMIE - Journal on ethnopoliitics and minority issues in Europe*, Vol. 6(2), (2007); 1-35. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-61823>
- Baker, C. *Foundations of bilingual education and bilingualism* (5th ed.). Bristol, England: Multilingual Matters, 2011
- Bilankulu, K.G., *Xitsonga And School Language Policy Formulation And Implementation: The Case Of Senior Secondary Schools In Ivory Park Informal Settlement*. Master thesis. University of South

³¹ White Paper 3. A Programme For The Transformation Of Higher Education. Department of Education. Pretoria, 1997.

- Africa. Pretoria, 2018.
- Department of Art and Culture. National Language Policy Framework, 2003 (accessed 14 October 2023).
- Department of Education. *Language in Education Policy*, 1997.
<http://www.education.gov.za/Documents/policies/LanguageEducationPolicy1997> (accessed 14 October 2023).
- Docrat, Z. and R. H. Kaschula. "Meaningful engagement: Towards a language rights paradigm for effective language policy implementation." *Southern African Linguistics and Applied Language Studies* 5(1), (2015); 1–9.
- Kashoki, M.E. "Language Policy Formulation in Multilingual Southern Africa." *Journal of Multilingual and Multicultural Development* 24, no. 3 (2003): 184–94.
- Kwazulu-Natal Provincial language Policy, 2008. Government Printer
- Language in Education Policy, 1997, Government Printer
- Lennon, M. C., & Corbett, T. (Eds.). *Policy Into Action: Implementation and Welfare Reform*. Urban Institute Press, 2003.
- Lo Bianco, J. Language Policy and Planning. In N. H. Hornberger & S. L. McKay (eds.), *Sociolinguistics and language education*: 143-176. Clevedon, GBR: Multilingual Matters, 2010.
- Madima, S.E., E.K Klu., and M.T. Babane. "Compliance with the Language Policy Implementation at the Limpopo Provincial Legislature in South Africa." *Gender & Behaviour* 21, no. 2 (2023): 21713–24.
- Madonsela. F.S. "Focusing on Education through Multilingual Language Policy in South African Schools ." *Journal of Language and Cultural Education* 11, no. 3 (2023).
- Mncwango, E.M. "The Stuttering Implementation of Language Policies in the South African Education System." *Inkanyiso, Jnl Hum & Soc Sci* 4, no. 1 (2012).
- Mkhize. D and Balfour, R. Language Rights In Education In South Africa. *South African Journal of Higher Education* 31(6), (2017);133-150.
<http://dx.doi.org/10.28535/31-6-1633>
- Morgan, H. "Conducting a Qualitative Document Analysis." *The Qualitative Report* 27, no. 1 (2022): 64–77.
- Namyalo, S. and J. Nakayiza. Dilemmas in implementing language rights in multilingual Uganda. *Current Issues in Language Planning* 16(4), (2015); 409–424.
- Pan South African Language Board. 1995. <https://www.pansalb.org> accessed 2024/02/17.
- Paulston, C.B. "Language Policies And Language Rights." . *Annu. Rev. Anthropol* 26 (1997): 73–85.
- Republic of South Africa (RSA). *The Constitution of South Africa (Act 108 of 1996)*. Pretoria: Government Printers, 1996. <https://www.gov.za/sites/default/files/images/a108-96.pdf>.
- Ruiz, R., "Orientations in language planning." *NABE Journal* 8, (1984; 15-34.
- Turi, J-G., *Lingustic Legislation. The Encyclopedia of Applied Linguistics*, Blackwell Publishing, 2013. DOI: 10.1002/9781405198431.wbeal0720
- Wach, E., and R. Ward. "Learning about Qualitative Document Analysis." *IDS Practice Paper In Brief* 13. Brighton: IDS, 2013.
- White Paper 3.1997. A Programme For The Transformation Of Higher Education. Department of Education. Pretoria

ABOUT AUTHOR

Aaron Mpho Masowa has taught in various schools as a teacher since 2013 (Filadelfia Special School, The Beacon High School, Thabo-Thokoza Secondary School, Qhowaneng Primary School, and Motshepuwa Primary School and serve as a Sesotho lecturer in various institutions (Central University of Technology, University of the Free State and currently working as a lecturer and researcher at the University of South Africa (UNISA) in the Department of African Languages. He wrote various Sesotho books (Jo, bophelo bona! Lenyora, Ha re ithuteng, Hoja ka tseba, Dikakata tsa bophelo le Ho se tsebe ke lebote. He has published number of poems, book chapter and articles. He teaches language and literature

and strongly involve in community engagement where he develops the upcoming authors. His main areas of current research interest include language policy and implementation, literature in African languages, Morphology and Syntax.