The Teaching and Learning of isiZulu as a Second Language for Professional Purposes at the University of KwaZulu-Natal: A Response to Professional Needs

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Abstract

The article aims to depict how needs analysis has informed the curriculum design of the discipline specific language courses in Nursing and Psychology at the University of KwaZulu-Natal (UKZN). It will also demonstrate how isiZulu has been taught as a second language for professional purposes. The article is an outcome of the initiative of the multilingualism project formally known as the South Africa Norwegian Tertiary Education Development Programme (SANTED). SANTED is a joint venture of the Norwegian Agency for Development Co-operation (NORAD), the Department of Education and several South African Higher Education Institutions. The authors argue that there is a link between language as a resource orientation and the need for UKZN graduates in professional programmes to have communicative competence in isiZulu language. According to the language as a resource orientation which is derived from language ecology, languages are a resource that should be managed, developed, and conserved like any other economic resource as stipulated in the 1996 South African Constitution.

Keywords: Curriculum design, discipline specific courses, isiZulu, language

as a resource, language policy, teaching and learning, needs analysis, SANTED.

Introduction

This article is based on the activities of the project, entitled 'Multilingualism to Promote Access, Retention and Successful Professional Training' which is part of the South African-Norway Tertiary Education Development Programme (SANTED). SANTED is a joint venture of the Norwegian Agency for Development Co-operation (NORAD), the Department of Education and several South African Higher Education Institutions. Durban University of Technology (hereafter DUT) is the collaborative partner in the project. At the University of KwaZulu-Natal (hereafter UKZN) the project is located within the School of isiZulu Studies in the Faculty of Humanities, Development and Social Sciences. The project focuses on enabling future graduates in professional disciplines to interact with clients in both English and isiZulu. This follows the work by Pillay and Kramers (2003) which found that while many South African graduates are proficient in their fields of expertise, they are unable to communicate professionally with clientele who speak African languages. The project involves four disciplines: Nursing, Education, Psychology at UKZN and Dental Assisting in DUT. We are not including Dental Assisting in this article because it was based at Durban University of Technology, and our focus is only on UKZN. The objectives of the project are:

1. To develop discipline specific language courses for staff and students.
2. To develop additional staff capacity in communicative teaching methodology for isiZulu and
3. To initiate the development of the requisite disciplinary terminology and related teaching materials in isiZulu.

Some of the objectives follow up on research conducted by Wildsmith (2003) which identified the need for research into the learning and teaching of African languages with an aim to provide greater clarity on the acquisition process. The longer term objective of the project is to produce graduates who

have the capacity to interact professionally and appropriately in both English and isiZulu (Santed 2008). This article focuses on one area of the project i.e. the multi-language acquisition for students and staff in professional programmes such as Health Sciences, Education and Psychology. The article aims to depict how needs analysis has informed the curriculum design of the discipline specific courses in Nursing and Psychology. It will also demonstrate how isiZulu has been taught as a second language for professional purposes. The authors argue that there is a link between the language as a resource orientation (Ruiz 1984) and the need for UKZN graduates in professional programmes to have communicative competence in isiZulu language.

Theoretical Approach

The theoretical foundation of this article is based on the ecology of language paradigm.

> Language ecology may be defined as the study of interactions between any given language and its environment. The true environment of a language is the society that uses it as one of its codes. Language exists only in the minds of its users, and it only functions in relating these users to one another and to nature, i.e. their social and natural environment. Part of its ecology is therefore psychological: its interaction with other languages in the minds of bi- and multilingual speakers. Another part of its ecology is sociological: its interaction with the society in which it functions as medium of communication. The ecology of a language is determined primarily by the people who learn it, use it, and transmit it to others (Haugen 1972:325)

Language ecology according to Creese, Martin and Hornberger (2008:1) has increasingly appeared in the literature in a range of guises including discussion related to cognitive development and human interaction, the maintenance and survival of languages, the promotion of linguistic diversity, language policy and planning, language acquisition, language evolution, language ideology, the ecology of (multilingual) classroom interaction and the ecologies of literacy, oracies and discourses. Language policy often adopts

one or more orientations to language ecology, such as: language as a liability/problem, language as a right and language as resource, (Ruiz 1984:17). According to Ruiz (1984:16) orientations are basic to language planning in that they delimit the ways we talk about language and language issues, they determine the basic issues we ask, the conclusions we draw from the data, and even the data themselves. Orientations are related to language attitudes in that they constitute the framework in which attitudes are formed: they help to delimit the range of acceptable attitudes toward language, and to make certain attitudes legitimate. In a multilingual country like South Africa, acquisition of a language or knowledge of more than one language is seen as an asset, a resource to the nation. This article follows language as a resource orientation since it provides direction for the policy-making process. Braam **(**2004:13) argues that language policy as formulated in the South African Constitution (1996), the Language Plan Task Group (LANGTAG) 1996 report and the Language in Education Policy (LiEP) assume a particular paradigm; namely, that South Africa is characterized by having a diversity of languages, which are a resource that should be developed like any other economic resource. The South African Constitution of 1996 advocates the recognition of language as a resource:

> Recognizing the historically diminished use and status of the indigenous languages of our people, the state must take practical and positive measures to elevate the status and advance the use of these languages (*Constitution* 1996, Act 108).

The concept of language as a resource has been popularized in the planning model of language planning in which language choices are made on strictly economic grounds in much the same way as any other resources in the nation's economy are planned and consumed (Jernudd & Das Gupta 1971:195). It is always important that students make language choices, but sometimes their choices may not be catered for by the institution. In the case of a professional degree, it could be that the professional board does not see the need for a student to learn that language. The language as a resource perspective stresses the advantage of being multilingual. Multilingualism not only gives one access to different cultures and literatures but also allows one to compete for jobs in a much wider market. Cluver (1996:23) maintains that

multi-ethnic countries can be unified into a political state in which common political goals not only unify people but allow them linguistic freedom. This is illustrated by states such as Switzerland in which cultural and linguistic differences are cherished. Cluver (1996:23) uses the example of Australia; the Japanese language as a foreign language in Australia is not seen as a problem but as a resource that enables Australians to do business with Japan more successfully than other countries who try to do business in English. Coming to UKZN, in the professional disciplines, the teaching of isiZulu is a resource because it will enable the students to be more competent in their professions and increase their employment opportunities, especially in the province of KwaZulu-Natal where 80% of the population speaks isiZulu and even in the wider context of South Africa where 25% of the population are isiZulu speakers. It will also enable the graduates to communicate professionally with their clients who speak isiZulu.

The other important theoretical orientation underpinning this article is based on the social constructivist theory. Constructivism in the social sciences has more diverse origins. Vygotsky (1978) provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices. His constructivist theory makes room for an active, involved teacher. He also emphasized the importance of social context for cognitive development. Harry (2003) states that with the constructivist theory, both teachers and learners engage in the active construction of knowledge. In constructivism, teachers look for what learners can generate, demonstrate, and exhibit. According to the social constructivist approach, instructors adapt to the role of facilitators and not teachers (Bauersfeld 1995). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Brownstein 2001). A social constructivist perspective on language learning is that it is a cognitive process. In support of this idea Aristide (2008:6) maintains that the speed of the cognitive process often depends on the learning method selected. Social constructivism emphasizes that learning takes place in a socio-cultural environment and views learners as active contractors of their own learning environment (Mitchell & Myles 1988; cf. also Huang 2009:174).

This article also makes use of intercultural communication theory following theorists such as Ting-Toomey (1999) and Gudykunst (2003). Intercultural communication is becoming a daily reality for a growing portion

of the South African population. According to Gudykunst (2003: 163) intercultural communication is conceptualised as communication between people from different national cultures … intergenerational communication, communication between members of different social classes, and interracial/interethnic communication. This type of communication therefore unravels the communication process between two or more different cultural groups embedded within a common environment. Ting-Toomey (1999:16) defines intercultural communication as the symbolic exchange process whereby individuals from two (or more) different cultural communities negotiate shared meanings in an interactive situation. Takami (2009) argues that effective communication requires not only language proficiency but also understanding the target culture and it was therefore imperative for us to include aspects of culture that were pertinent to the patient/psychologist or patient/nurse communication.

These theoretical assumptions informed our pedagogy in a number of ways. The participants in the two courses were grouped into pairs because the facilitators encouraged pair work during dialogues. The class sizes made this possible because the number of students ranged from 5 to 20. Pedagogy for some of the courses involved team teaching by isiZulu lecturers. The rationale for this was to facilitate learning employing a direct method of language teaching. Two lecturers had to perform or act when they were teaching, thus avoiding isiZulu to English translation. Using the target language for teaching is effective especially at the beginning of learning a language, but this could not be done for the entire course, as learners had not yet built up sufficient vocabulary in the target language and the lecturers needed to use the students' home language to explain certain concepts.

Team teaching was also useful in the sense that isiZulu is a tonal language, thus requires one to master pronunciation. Students benefited a lot from dialogues between the facilitators and used that as a stepping stone to create their own dialogues. This is very important in isiZulu because when you mispronounce a word it could mean something else, e.g. *beka* (to put) and ─*bheka* (to look).

The teaching of specific cultural traits was emphasized in these courses. This was due to the potential for cultural misinformation or miscommunication between either the Psychologist or the Nurse and the client. If a Psychologist does not understand the culture of the people he/she

might not be able to understand different behaviours. To make an example, a patient may come to see a psychologist only to find that the patient is possessed by ancestral spirits. The only person who could assist, in this case is the *sangoma* (a diviner) or a traditional healer. As part of the courses we make the students and staff aware that traditional healers and diviners are part of the community of the Zulu people and are consulted for healing as well.

Three discipline specific language courses for teaching isiZulu as a second language have been developed for Nursing, Psychology and Education at UKZN. The authors will focus on discipline language courses for Nursing and Psychology only, because they were involved in curriculum development and in teaching the courses. Students and staff see the learning of isiZulu as an opportunity for new identity development as seen in the work by Wildsmith (2003) where the teacher and learner assumed multiple identities in order to learn the language and develop further courses in teaching isiZulu as second language. According to Mapi *et al.* (2008:2) an important social identity for service professionals is borne out of the need for a support base, a need to reach out in the work place, which supersedes racial and cultural differences. For example in Nursing: the highly-trained Nurse needs to understand the needs of his/her patients; in Psychology: the Psychologist who needs to interact with potential clients. The authors here will give a little background to the language policy of UKZN as the SANTED project is a pilot initiative to assist with the implementation of the language policy.

The Language Policy of UKZN

After the merger of two institutions, the former University of Natal and the former University of Durban-Westville, the University Senate recommended that a sub-committee be formed to review the language policies of the two former institutions in order to develop a new language policy for the new institution, UKZN. This initiative was in line with the South African Language in Education Policy (1997) and the Language Policy for Higher Education (2002). The university's bilingual language policy was finally approved by council in September 2006. The policy stipulates that isiZulu will be developed to provide students access to the language for research, learning and teaching purposes especially in the nursing, education, psychology, law and commerce professions (Ndimande-Hlongwa 2008:26).

The development of isiZulu is not envisaged as replacing English but rather as enabling students and colleagues to access the language of the majority of people in the province of KwaZulu-Natal and also to promote additive bilingualism, whereby speakers of any language are introduced to a second language in addition to the continued educational use of the primary language as the language of learning (Ndimande 2004:71). UKZN language policy is in line with a language-as-resource orientation. Balfour (2007:6) says that the policy attempts to describe how English and isiZulu might come to be further developed and utilized by the University to the benefit of all constituencies of the institution. IsiZulu is a *lingua franca* in South Africa, the preservation, enhancement and promotion of which is critical to intercultural communication. The policy advocates non-discrimination on the basis of isiZulu and this is in keeping with the South African *Language Policy for Higher Education (2002)* and the *Ministerial Committee report (2005)* which investigated the development of indigenous African languages as mediums of instruction in Higher education. The activities of the SANTED Multilingualism project are linked to the implementation plan of the university language policy. To cite one example from the implementation plan on the languages of instruction, it specifies that students and staff will develop communicative competence in isiZulu and English sufficient for academic interaction. It further elaborates that students will achieve cognitive/academic proficiency in English and isiZulu as the language of instruction, sufficient for academic success in their chosen fields of study, appropriate credit-bearing and non-credit bearing language proficiency courses will be made available by the University.

Needs Analysis

A model that was used to inform curriculum design was the needs analysis referred to as the Communication Needs Processor. Advocates of needs analysis are Munby (1978), Straka & Richards (1984), Brindley (1994), Brown (1995), and Kilfoil & van der Walt (1997). Needs analysis addresses many questions about the participant or learner in the communication activity. Jackson (2009) also used needs analysis as a key element in designing English for Academic Purposes (EAP) curriculum. Brown (1995; cf. Wa'Njogu 2006:115) has this to say about needs analysis:

> Needs analysis refers to the activities involved in gathering information that will serve as basis for developing a curriculum that will meet the learning needs of a particular group of students.

Needs analysis means an attempt to identify and take into account a multiplicity of effective and cognitive variables which affect learning like learners' attitude, motivation, awareness, personality, wants, expectations, and learning styles (Wa'Njogu 2006). According to Straka and Richards (1984) in Wa'Njogu (2006:117) needs analysis can serve three purposes:

1. It provides a means of obtaining wider input into the content, design, and implementation of a language programme.
2. It can be used in developing goals, objectives and content.
3. It can provide data for reviewing and evaluating an existing programme.

Researchers widely accept as a principle of programme design that needs analysis is a vital prerequisite to the specifications of language learning objectives (Brindley 1994). Kilfoil and van der Walt (1997) maintain that sensitivity to learners' needs is one of the most important considerations in the construction of a communicative course. Before any new language programme is implemented, planners need to ask themselves these questions (Berwick 1994):

1. What educational purposes should the teaching seek to attain? (Objectives)
2. What educational experiences can be provided that are likely to attain these purposes? (Materials)
3. How can these educational experiences be effectively organized? (Sequencing)
4. How can we determine whether these purposes are being attained? (Assessment and evaluation)

In order to address all these questions, different approaches may be used such as design based on an organized body of knowledge; design based on specific competencies; design based on social activities and problems; design based on

cognitive or learning processes; design based on feelings and attitudes; and design based on needs and interests of the learner. In designing the curriculum for professional programmes we considered two approaches, namely: design based on specific competencies and design based on needs and interests of the learner. Design based on specific competencies emphasizes performance objectives and learning of skills for particular purposes. Specification of objectives is a major component of this kind of design, especially in language for specific (special) purposes (LSP) programmes (Wa'Njogu 2006; Berwick 1994). The design based on needs and interests of the learner supports other approaches. It constitutes a strong justification for the decisions planners make about instruction. The most important thing about this approach is that it includes systematic assessment of learners' language needs, carried out along with learners at appropriate points in the planning and instructional processes (Wa'Njogu 2006). The findings of the needs analysis are presented below.

Most of the participants indicated that apart from isiZulu language they would like to learn culture as well in order to understand attitudes, values and beliefs of their clients or patients. In their response they also indicated that they would like to be able to communicate at a basic level with their clients and patients. They also stated that they would like to increase their employment opportunities so the content must incorporate appropriate work related conversations.

Prior to designing the courses for Nursing and Psychology, we gathered relevant information about the learners using questionnaires which were circulated amongst the participants. The information was gathered through the following parameters: The first parameter was the age, sex, nationality, first language as well as the target language. The target language in this instance was isiZulu. The second parameter was the setting, which concerns time and place as well as the different environments in which the target language will be used as an example, it could be a demanding or culturally different environment. Participants indicated that they would like to know more about cultural norms and practices in relation to their community engagement which would help them to establish rapport. In these disciplines the target language was going to be used in the workplace e.g. in the classroom for teachers, in the clinic for psychologists and in hospitals and communities for Nurses. The third parameter that we considered was interaction, i.e. who the participant would be communicating with. The social

relationships were colleague to colleague, nurse and patient, and psychologist and client. The other important parameter has to do with medium, mode and channel of communication for which learners need to be trained. Reference is being made here to whether the target language will be written, spoken etc. The courses were all face-to-face and four language skills namely; writing, speaking listening and reading were taught.

The next parameter was the dialect. Given the fact that isiZulu has different dialects depending on where it is spoken, we felt that standard written isiZulu language should be taught for writing purposes. At the same time we were aware of the differences between spoken and written language. The other important parameters are communicative event and key. The event concerns what the participant has to do with the language and key concerns how one does the activities. At the end of this the designer arrives at the communicative needs profile. Having taken into consideration the needs of the learners in all three courses that they want to communicate in isiZulu in their different professions, we then decided to draw objectives of the courses as seen below.

Curriculum Design for Professional Courses

Grenfell (2000) asserts that by recognizing that language learning is part of the same process whereby humans learn socio-cultural behaviours and the cognitive skills for living in a certain language community, we gain a different understanding of language. Such a view of language and language learning encourages an approach to language learning and teaching which is both strategic and communicative. The curriculum is therefore designed to include the following:

- Dialogues with new vocabulary.
- Readings with new vocabulary and grammar in their various professional contexts.
- Tasks such as role play, games and information gaps to encourage speaking.
- Music to assist with correct pronunciation.
- Viewing cultural videos in order to learn isiZulu culture.

- Tasks and activities aimed at improving reading skills
- Cultural excursion to promote the use of isiZulu outside the classroom and enhance cultural understanding.

The following course objectives are in line with the professional needs of the students:

- To understand and be able to use frequently used vocabulary, expressions and discourse in professional contexts.
- To improve communicative competence in professional contexts.
- To raise awareness of cross-cultural differences in the professional world and to develop intercultural competence.

Clifford (2008) in his plenary address at the 12th Annual conference of the African Language Teachers Association (ALTA), held in conjunction with the 11th Annual conference of the National Council of Less Commonly Taught Languages (NCOLCTL) in Madison, April 2008, reported 32 127 results of a Google search for language and methods. He finally managed to come up with 75 major second language teaching methodological principles. He believed that a teaching method should be comprehensive, applied across languages and should address a full range of learning outcomes.

Teaching Methods

The two courses developed at UKZN as part of SANTED activities were designed around a number of approaches including Task-Based approach, communicative language teaching, direct method and various other methods. We agree with scholars like Ngwenya (2009:120) that since there is no single methodology that is sufficient on its own to meet all learning and teaching situations, it is advisable to borrow what works from the various available methodologies.

Task-based Language Teaching

There has been a great deal of research and theorizing in the past years on the

use of tasks in language teaching (Prabhu 1987; Visser & Venter 2004; Harmer 2004; Nunan 2005; Hong Gang 2008; Ramani & Joseph 2009). According to Nunan (2005: 13-14):

> The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skill …. All in all, the role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

The concept of task as used in the second language learning context should be designed in such a way that it contributes to the accomplishment of specific language learning objectives and promotes successful language acquisition (Visser & Venter 2004). They maintain that the learning and teaching of a language for specific purposes has increasingly become a challenge in multilingual societies in many countries. In South Africa this need has been identified for non-speakers of African languages to acquire communicative competence in an African language. Research into course design for teaching African languages for specific purposes in South Africa needs to become a priority, in order to officially address the needs of adults to learn African languages (Visser & Venter 2004).

Communicative Language Teaching

Communicative language teaching (CLT) a broad, philosophical approach to the language curriculum that draws on the theory and research in linguistics, anthropology, psychology and sociology (Nunan 2005:10). With regard to learning and teaching a foreign language CLT method is mainly about conversation, with very little attention paid to the rules of the language being learned and critical language awareness (Ngwenya 2009:119). In the teaching

of isiZulu in the professional programmes we have used a nuanced version of CLT which maintains that while meaning-focused instruction is important, it is also necessary to teach linguistic forms as well (Brown 2000; Larsen Freeman 2000; Lightbown & Spada 2006). While in a nuanced CLT method it is acknowledged that there is an element of truth in saying that children learn some of the regular and routine aspects of language through imitation, especially at the earliest stages and that drills and role-play could, because of this, be used in an adult class, it is maintained that these should be done as judiciously as possible because they are likely to diminish learners' motivation if they are overused; emphasis should be on creation of meaning in contextualized language. Similarly, nuanced CLT may use some insights from the comprehensible input method such as the truth that exposure is the first step in learning a foreign language, but not lose sight of the fact that practice or conversational interaction has the capacity to force learners to process language at a deeper level where learners are made to confront their failure to verbalise what they want to say, thus drawing their attention to the language forms and notions they have not yet learned.

It is against this background that we designed the discipline specific courses in Nursing and Psychology. In what follows, we review the teaching and learning of isiZulu in two professional disciplines (Nursing and Psychology) that specifically promote multilingualism in the University community and we will also highlight their achievements and challenges.

Teaching and Learning of isiZulu in the School of Nursing

The nursing staff and patients in South Africa are often multilingual and multi-cultural. Although in the nursing literature, attention is given to the importance of cultural sensitivity (Daly & Jackson 2004), the awareness of the language needs of nurses in the South African context might not have received as much attention as one would think, given the transformation process South Africa is experiencing (Engelbrecht *et al*. 2008). According to Duma *et al*. (2008:83) effective nursing care clearly depends on understanding between client and nurse. In a comparative study on how doctors and nurses explain information to their patients (Collins 2005), the importance of nurses' communication skills is evident. The doctor may use the 'voice of medicine' with its analytical objective scientific style, which may be hard for a patient to

understand. It is thus vital to develop nurses' ability to communicate medical concepts to a patient and his /her family in a language they will understand. In the South African practice, it is observed that the doctors are using the nursing staff, administrative clerks, family members and even cleaning staff to interpret for them, if they cannot converse in the same language as the patient.

In 2007, five non-isiZulu speaking students who entered their first year of the Bachelor of Nursing degree were registered for the first semester module, Basic isiZulu language 1A, as a credit bearing elective in their curriculum. They had the opportunity to engage with the language by conversing informally with their peers and friends in isiZulu which started them on a journey to gain basic proficiency in isiZulu. The challenge was that this module was offered for only one semester. This points to the need for ongoing language acquisition, preferably integrated into Nursing subject components, as developed in the SANTED proposal in 2006. During the second year of their training, the non-isiZulu speaking students were grouped with isiZulu speaking students to participate in isiZulu while they were doing community development projects as part of community health nursing practice for which they might have been better equipped to interact with the community had they studied the language for more than one semester. The most important aspect of this is that students might develop the confidence to speak with their friends and colleagues as well as their patients and develop their language skills more with the encouragement of both the academic staff as well as clinical staff.

IsiZulu Course for Nursing Academics

One of the objectives of the Nursing project was to equip core staff facilitators of the second-year programme in Community Health with basic competency in spoken and written isiZulu. Of the seven non-isiZulu speaking academics in the School of Nursing, five registered for an isiZulu course in 2007. In 2008 the invitation was extended to administrative staff as well. They were issued with learning units, and in taking charge of their own learning they used online isiZulu dictionary (isiZulu.net) to finish their tasks. They were later provided with a multilingual dictionary. They organized a note book to collect vocabulary learnt as they perform their duties. During the task performance the tasks were not evaluated for correct language use but for successful

completion. The focus was on meaning and not on form. Most of the classroom activities were organized in such a way that more time was spent on pair work. Cultural practices and information were interwoven with the vocabulary so that students could understand the context of the specific words they used. The following is an example of a communicative task that was provided by the facilitators as part of the course in Nursing. The aim of the task was to understand and be able to use frequently used vocabulary, expressions and discourse in professional contexts.

Task 1

Usemsebenzini uvakashelwe intombazane eneminyaka eyishumi, iyagula. Ibingelele uyamukele bese uyibuza impilo. Ibuze ukuthi ihamba nobani, iphethwe yini nokuthi kuqale nini. Chazela intombazane ukuthi iyisebenzise kanjani imithi oyinike yona. Valelisa bese uyitshela ukuthi ihambe kahle.

(You are at work and a ten year old girl who is sick pays you a visit. Greet and welcome her and ask about health. Ask who is accompanying her, and what is wrong with her and when did it start. Explain to her how to take the medication you gave her. Say goodbye as she leave)

Dialogue 1

Unesi:Sawubona sisi
Nurse: Goodmorning my girl
Intombazane: Yebo sawubona nesi
Girl: Goodmorning nurse
Unesi: Unjani?
Nurse: How are you?
Intombazane: Ngiyagula
Girl: I am sick
Unesi: Uphethwe yini?
Nurse: What is wrong?
Intombazane: Ngiphethwe isisu.
Girl: I have a stomach ache.

Unesi: Ungubani igama lakho?
Nurse: What is your name?
Intombazane: NginguGugu
Girl: My name is Gugu
Unesi: Ubani isibongo sakho?
Nurse: What is your surname?
Intombazane: NgingowakwaDlamini/isibongo sami nguDlamini/uDlamini
Girl: My surname is Dlamini
Unesi: Ufike nobani?
Nurse: Who came with you?
Intombazane: Ngifike ngedwa
Girl: I came alone
Unesi: Baphi abazali bakho?
Nurse: Where are your parents?
Intombazane: Basemsebenzini
Girl: They are at work
Unesi: Basebenzaphi?
Nurse: Where are they working?
Intombazane: Umama usebenza enyuvesi , ubaba yena usebenza emahhovisi kamasipala waseThekwini.
Girl: My mother is working at the University and my father is working in the offices of the Durban Municipality.
Unesi: Ufike kanjani lapha?
Nurse: How did you come here?
Intombazane: Ngihambe ngezinyawo.
Girl: I walked
Unesi: Woza ngapha ukuze ngikuhlole
Nurse: Come here so that I can examine you
Intombazane: Ngiyabonga nesi
Girl: Thank you nurse
Unesi: Ngicela uze ngapha ukuze ujove
Nurse: Please come this way for injection.
Intombazane: Ngiyawesaba umjovo
Girl: I am afraid of an injection
Unesi: Wake wajova ngelinye ilanga?
Nurse: Have you been injected before?

Intombazane: Yebo ngake ngajova, kodwa awungiphathanga kahle
Girl: Yes I have used injection before but I did not feel good
Unesi: Nayi imithi yakho
Nurse: Here is your medication
Intombazane: Ngiyabonga kakhulu
Girl: Thank you very much
Unesi: Hamba kahle
Nurse: Goodbye
Intombazane: Sala kahle
Girl: Goodbye

IsiZulu for nursing was designed to equip the nursing staff with linguistic skills and cultural knowledge to enable them to communicate with students and with patients in the profession. As part of the course, staff visited Ecabazini Zulu Cultural homestead where they had a chance to use isiZulu outside the classroom with isiZulu speaking people. This was an attempt to compensate for the limited outcomes of communication and interaction in the classroom alone as a result of which learners end up understanding one another well, but have difficulty in following a first language speaker (Kilfoil & Van der Walt 2007). Staff members were assessed through task performance which required isiZulu to be spoken.

Teaching and Learning of isiZulu in Psychology

In the training of psychologists in South Africa, very little attention has been paid to the question of language (Pillay & Kramers 2003). Almost all trainee psychologists of non-African descent presenting at major training hospitals in KwaZulu-Natal lack basic fluency in isiZulu, the language of the vast African majority in the province (Pillay & Kramers 2003). Mkhize (2007) has argued that, in failing to train psychologists who can work across the language divide, institutions of higher learning could unwittingly reproduce practices of the apartheid era, whereby students are trained to work with their own population group. One of the objectives of the School of Psychology in as far as the SANTED project is concerned is to develop a discipline-specific isiZulu course for professional Psychology staff and students in order to enable them to develop communicative competency in isiZulu and to begin using it

selectively and as appropriate and feasible, for communicative and professional purposes (SANTED 2006). In 2007 an introductory discipline-specific isiZulu course was initiated in the School of Psychology on the Pietermaritzburg campus. In 2008 it was extended to the Howard College campus. In 2009 it was offered again on the two campuses. The major focus of the course was on developing interaction skills across a number of contexts relevant to psychologists, for example, the use of tasks based on conducting an intake interview', the example cited under Nursing would have been tailor-made to suit a context where a psychologist was interacting with a potential client. The main focus of the task was to establish the client's profile. Simple question forms are used to draw out information on the client. In the same way as in nursing, culture was also taught in Psychology as part of the language course. This section on culture was one of the needs identified by learners. In 2007, a total of 24 learners registered for the course, among them 17 masters students and interns and seven academic and administrative members of staff.

In 2008 students attended a Zulu cultural village for exposure to selected aspects of Zulu culture and language. They learnt to practice greetings in isiZulu with Zulu first language speakers. They also learnt about the Zulu homestead, and how Zulu people live and eat. They learnt about *izangoma* (diviners) and how the Zulu people use traditional medicine for cleansing and healing. After the visit to the cultural village, the students made a DVD in which they captured their experiences (Santed 2008). Participants also included African students from non isiZulu-speaking African states such as Angola, Botswana and Nigeria. Students had an opportunity to practice isiZulu in a real life setting thus fulfilling some of the methodological principles of task-based language teaching (Hong Gang 2008). Students also noted that '*Ukuhlonipha* (to respect) is fundamental to the functioning of Zulu society, and it is most appreciated when non-isiZulu speakers actually learn to speak the language properly' (Ndimande-Hlongwa *et al.* (2010:9). These comments indicate that students are becoming aware of the importance of isiZulu in the practice of Psychology in KwaZulu-Natal.

In the two disciplines participants learned pronounciation through the use of songs with click consonants. Music enhances the acquisition of a second language (Mazibuko & Hlongwa 2009). They learned how to speak isiZulu at a very basic level and they acquired some listening skill because proper communication involves both speaking and listening. Reading is one of

the skills that they acquired. They were reading words accompanied by pictures because viewing assist in reading. Writing skill was also acquired because learners were given puzzles to fill in, filling in various texts as well as writing a brief history about themselves. Grammar taught was emphasized through tasks which required learners to ask basic questions, give medicinal instructions, etc.

Challenges and Implications for Future Programmes

There were challenges in this initiative, the first one is that the programmes are not a mainstream curricular intervention and thus depended on voluntary interest, and secondly, that the time associated with the intervention was premised on the minimum of what volunteers could afford away from their other professional work, for example, both staff and students spent limited time at the university. Several challenges emerged during the teaching of isiZulu in the two courses: Different levels of prior exposure to isiZulu among students and limited opportunities to interact informally with isiZulu speakers, outside the classroom context were a challenge. Time-tabling was another challenge, it was difficult to get a regular time table slot and also difficult to find common time for all the participants.

At the end of all the courses, evaluations were made in the form of questionnaires. Questions were based on teaching, lecturers, assessment and other general comments. In the evaluation of the nursing course, staff members were happy that they were able to hold conversations with one another and with students. They commented that it would have been good to have more time for practice. They appreciated the cultural knowledge specific to Nursing and also enjoyed learning the *hlonipha* language. They enjoyed the informal learning environment as it made learning fun for them. They were encouraged by isiZulu-speaking staff members supporting and assisting the other staff members who were learning isiZulu. These were some of the comments from staff members:

> *"The course should be run over a year or more not just for one semester, especially since it is for staff members that are unable to communicate in isiZulu well, i.e. absolute beginners".*

"I need more practice"
"I like the informal style"

With regard to Psychology most of the learners indicated that they enjoyed the course and it assisted them with a clear understanding of the culture of their prospective clients. They enjoyed practicing isiZulu. All of them indicated that the cultural part was the one that they enjoyed the most. The only concern that they had was that this course must be taught at least at third year level or at Honours because at Masters their programme is extremely tight, otherwise they would have liked the course to be taught twice a week so that they get more time for practice. It appeared that this course added value to the Psychology students because they indicated that they can now communicate with their clients in siZulu at a basic level thus increasing their employment opportunities. From these contexts we can say that isiZulu language is a resource to these students. These were some of the comments from staff and students:

"I found this to be an excellent course, although I still don't have the confidence to speak to everybody in isiZulu, the lecturers kept on encouraging me. They are a wonderful team. For the first time I enjoyed coming to an isiZulu class".
"I don't feel competent to communicate adequately, I have learnt but need further lessons".
"Good content and delivery of the course, well done".
"I thoroughly enjoyed myself and although I am not fluent, I am so much more confident".

Having taught isiZulu for professional purposes in the two disciplines and in light of the favourable the evaluation of the courses which were a pilot project for the SANTED multilingualism project, it is imperative that─formulate next steps for future developments in these programmes.

Conclusion and Recommendations

In this article we have discussed needs analysis as an important consideration in the construction of a communicative language course, using as example the

teaching of isiZulu as a second language for professional purposes in Nursing and Psychology at the University of KwaZulu-Natal, a pilot initiative of SANTED multilingualism project. The project has been one of the ways of intellectualizing isiZulu as an African language in a tertiary institution. It is evident that Nurses and Psychologists that took part in the programme benefited a lot and it added value in their professional preparation. They can communicate at a basic level in isiZulu in their respective fields and have developed intercultural competence. Due to the limited time allocated to the teaching of isiZulu in these disciplines (especially for students) it is recommended that the disciplines in collaboration with the professional boards for Nursing and Psychology in future curricular consider the inclusion of isiZulu language as a requirement for non-mother tongue speakers for the duration of the degree. If the degree is four years, then isiZulu would have to be taught for the duration of four years as a way of sustaining their learning of isiZulu. This recommendation is also in line with key recommendations of the Higher Education summit of April 2010 on the issue of African languages that these should be developed as academic languages and the development of African language-based postgraduate outputs across disciplinary areas.

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