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**POTENTIAL EFFECTS OF URBAN CONTACT VARIETIES IN TEACHING HOME LANGUAGE: A CASE STUDY OF SETSWANA HOME LANGUAGE TEACHERS.**

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The aim of the study is to (1) describe the type and the extent of interference of UCVs in teaching Setswana home language of Grade 10 learners (2) and how to improve the implementation of Setswana Home Language (HL) teachers. The study was conducted at two high schools where four participants were selected two Setswana educators from each school. The study employed a qualitative method. In this regard, four Setswana educators were interviewed. The aim of the study to use a qualitative approach was to expand and strengthen the data that the researcher needed to collect.

This article examines the potential effects of urban contact varieties (UCVs) on teaching Grade 10 learners at the two selected high schools in Winterveldt speaking and writing Setswana. The motivation for the research arose because of the observations made during the researcher`s years of study in one of the high schools and as one of the residents of Winterveldt.

These observations suggest that teachers use UCVs to communicate at home and at school instead of the standard Setswana. As a result, many learners tend to perform poorly in Setswana Home Language (HL) and fail when they do not attain the required marks in their exams, mainly because they fail their home language subject because they are taught in UCVs.

Key words: Language, standard language, home language, urban contact varieties (UCVs)

## **Introduction.**

Winterveldt is a small township situated in Pretoria and has a large population. It is occupied by residents who speak all the South African indigenous languages, namely: English, Afrikaans, Tshivenda, Xitsonga, Setswana, Sepedi, Sesotho, and Nguni languages (isiZulu, isiNdebele, and isiXhosa) they do not speak Sign language. Consequently, this convergence of all these language speakers situated in Pretoria has led to the use of Sepitori (Pretoria Sotho) and Tsotsitaal. Ditsele and Mann (2014:159) believe that there is undisputed evidence that the use of the so-called UCVs of language in South Africa is on the increase and serves as an important communication bridge for supranational language forms that serve many people from different ethnicities living side-by-side in different urban settings in the country.

Sepitori is a pidgin language. In this regard, Pidgins and Creoles are languages that develop in situations where “groups of people, who do not share a common language, must communicate” with one another (Siegel 2005:143). These languages affect the learners’ subject performance, especially Setswana L1, because learners are exposed to these languages from birth, and parents communicate with their children using these UCVS (Sepitori & Tsotsitaal). Accordingly, they do not see the necessity of speaking standard Setswana. This does not only affect their Setswana performance at school but could also because the extinction of the standard Setswana, which they must promote by communicating in it at home and schools. In the process, Sepitori and Tsotsitaal have become the first languages (L1) of many Winterveldt residents, resulting in this becoming a contributory factor to the learners’ poor performance in Setswana Home Language (HL) and the dying out of standard Setswana as a language in this area.

Gardner and Calteaux (1992:1) suggest that children who grow up in townships often learn this colloquial variety before acquiring a standard language, leading to various problems in the teaching of standard languages in schools. Gardner and Calteaux’ views are similar because they both believe that being exposed to the colloquial language makes it difficult for one to be proficient in the acquisition of standard languages. Accordingly, where we live today plays a vital role in which language, we become competent.

Undoubtedly, learner's competence in their mother tongues is decreasing due to these UCVs. The government has tried to promote Black South African indigenous languages, but there does not seem to be any real progress. Many teachers are not equipped or trained to teach these languages, and mother tongue speakers of the indigenous languages provide little support to this matter (Schlebusch, 1994:98).

According to Ditsele (2014:224), "Sepitori simply means "the language of Pretoria. As such, it has not only become the lingua franca" in the townships, "but also serves as a marker of urbanisation and being "city-wise." It is important to note that people who migrate to Pretoria adopt Sepitori to distance themselves from their rural backgrounds. Even speakers living outside the municipal borders try to learn" to speak Sepitori, not only because they seek to add it to their linguistic repertoires, but also to gain the concomitant positive social advantages such as urbanity, street wisdom, social recognition, and coolness.

Instead of rejecting the use of Sepitori, for learners of Setswana L1 who use a vocabulary that is used in one and not the other language, it may be more beneficial to encourage the cross-use of such vocabularies. In other words, such vocabularies should be interchangeable in the two languages. Thus, it should be acceptable to adopt Sepitori-coined terminology into standard Setswana to achieve two objectives, namely, firstly, to address the challenge of having unnecessarily long phrases and secondly, to take advantage of the available single words that people use actively in their daily lives and to legitimise them by adopting and harmonising them into the standard varieties of the Setswana (Ditsele, 2014:224).

Some scholars have researched the rapid growth of UCVs and how they bestow a high status and coolness on such speakers, how it should be accepted and adopted into standard Setswana. Even though UCVs are rapidly growing, the dying of our indigenous Black South African languages especially, Setswana, must not be ignored. Setswana is declining slowly due to the rising of these two UCVs of language. Instead of focusing on the rapidly growing UCVs, more emphasis should be placed on the prevention of their influence on the Setswana performance of learners and, on the other hand, to devise ways of promoting and enhancing the development of Setswana L1 so that it is promoted to maintain its official status.

Importantly, people appear to associate Tsotsitaal with criminal activities (Tshotetsi, 2016). The history of Tsotsitaal is linked to the development of gangs. In the 1930s, in the freehold

townships of the western areas, youth gangs emerged because of the bleak economic prospects that young men faced in the townships. These gang members used a specific style inspired by, American films, magazines, comics, and fashions (Glaser, 2000). These gangs' style was expressed in their clothing, nicknames for individuals and gangs, and Tsotsitaal (Glaser, 2000:70). Tsotsitaal emerged in the Western native township, Sophiatown. At that time, it frequently consisted of a mixture of Afrikaans grammatical base, supplemented by a lexicon characterised by borrowings from the Bantu languages. Furthermore, Tshotetsi believes that Tsotsitaal made its way to Soweto after the Soweto uprising in 1976. In turn, Makhudu, in Mesthrie (2002:398) is of the opinion that tsotsitaal originated because of language contact within multilingual settings in the 19th century South Africa. Accordingly, Tsotsitaal is associated with the townships.

### **Literature review of the article**

In this section, the theoretical framework and the literature review related to the topic of this study are discussed. Local and international books, journals, newspapers, and other sources of various scholars were examined to investigate the different views and opinions on the same or similar topics that this study intended to explore. A literature review shows readers that you have an in-depth grasp of your subject; and that you understand where your own research fits and adds to an existing body of agreed knowledge.

On the same note, Fink (2005: 1) opines that “a literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, “and, in thus way, provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. Chris (2018:65), in line with Fink, explains that a literature review is a scholarly paper that includes the current knowledge, including substantive findings, as well as theoretical and methodological contributions to a particular topic. It is a secondary source and does not report new or original experimental work. Most often associated with academic-orientated literature, such reviews are found in academic journals, and are not “confused with book reviews that may also appear in the same publication.” “Literature reviews are” the basis for research in every academic field. Taylor (2008) notes that “a literature review is an account of what has been published on a topic by accredited scholars and researchers;” the literature review must be defined by a guiding concept (for example, “your research objective, the problem or issue you are discussing, or your argumentative thesis). It is

not just a descriptive list of the material available or a set of summaries.” This means that in this chapter, the researcher examined the role played by other researchers who studied the topic previously to investigate the influence of Sepitori and Tsotsitaal in other South African indigenous languages and not Setswana per se.

## **THEORETICAL FRAMEWORK AND DEFINITION OF CONCEPTS**

Lightbown & Spada (1993:21) explains that a “theoretical framework introduces and describes the theory that explains why the research problem under study exists.” This subsection summarises the theories that are discussed by the other scholars in the field of study. Accordingly, the following theories are included in the study because the researcher believes that they are relevant and appropriate as they present views and opinions related to this topic: These theories are the behaviourist theory of language acquisition, the social integrationist theory, and the cognitive theory to “assist the study in achieving its aims and objectives.”

### **Behaviourist theory of language acquisition**

All learning, whether verbal or non-verbal, takes place through the same underlying process. Learners receive linguistic input from speakers in their environment, and positive reinforcement for their correct repetitions and imitations. As a result, language habits are formed (Lightbown & Spada 1993:23). The behaviourist theory accepts that "newborn children take in the oral language from other human good examples through procedures, including impersonation, rewards, and practice. Human good examples in a newborn child's life, condition, give, boosts and rewards," (Cooter & Reutzel, 2004). At the point when a start learning the oral language or copies the sounds or discourse patterns, they are normally applauded and given recognition for their endeavours. In this way, recognition and fondness turn into prizes. Be that as it may, the behaviourist theory is examined for an assortment of reasons. If prizes play such a fundamental segment in language improvement, shouldn't something be said about the parent who is negligent or not present when the kid endeavours discourse? The question could be asked that if an infant's language learning is motivated by rewards, would the discourse attempts stop in the absence of rewards? (Cooter & Reutzel, 2004). Different bodies of evidence against this theory incorporate "learning the utilization and significance of theoretical words, proof of novel types of language not demonstrated by others, and consistency of language obtaining in people" (Cooter & Reutzel, 2004). The theory of

language acquisition also applies in Winterveldt, where children hear and imitate the varieties of languages to which they are exposed, in this case, Sepitori and Tsotsitaal.

### **The social interactionist theory**

The social interactionist theory states that a child's acquisition of language is influenced by the contact of several factors that are linguistic, physical, and social in nature (Moodley, 2013:33). The principle of verbal interaction is vital for language learning and shares the notion that "the environment plays a vital role in the growth" of language. Cognitive theories agree that language learning is a complex accomplishment involving the child's cognitive participation. According to this theory, social communication "expects that language securing is impacted by the collaboration of various elements – physical, semantic, psychological, and social" (Cooter & Reutzel, 2004). This theory shares a considerable number of features with the other three theories.

From birth, children are surrounded by other people who speak with them. This correspondence has an impact on how the infant learns to speak his or her local language. Some contend that "nature" is completely in charge of how an infant learns a language, while others contend that "nurture" determines how an infant acquires his or her first language. Accordingly, social interactionists contend that the way an infant learns a language is both organic and social (Cooter & Reutzel, 2004).

### **The cognitive theory**

Jean Piaget's theory of cognitive development suggests that children move through four stages of mental development. His theory focuses on understanding how they acquire knowledge and also on understanding the nature of intelligence (Badakar et al., 2017).

Malik (2019) suggests that Piaget's acquisition of language takes place within the context of a child's mental or cognitive development. He argues that a child must understand a concept before he/she can acquire the language form that expresses that concept. A good example of this is unevenness. "There will be a point in a child's intellectual development "when he or she can compare objects with respect to their size. This means that if you give the child several sticks, he or she could arrange them in order of their size. Piaget suggests that a child who has not yet "reached this stage would not be able to learn and use comparative adjectives like



"bigger" or "smaller." Object permanence is another phenomenon often cited in relation to the cognitive theory" (Badakar et al., 2017).

## **BACKGROUND ON URBAN CONTACT VARIETIES (UCVS)**

Attributable to its rich and differing social character, South Africa is a multilingual nation, lodging an extraordinary number of dialects. Eleven of these are legitimate; to be specific, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Setswana, Sepedi, siSwati, Tshivenda, and Xitsonga. Notwithstanding among these eleven authority dialects, there are more unofficial languages spoken by the nation. These unofficial languages incorporate urban contact varieties UCVs. These are varieties spoken by generally dark natives in urban townships, utilised as the lingua franca, essentially in informal spaces. Accordingly, all 11 official languages make their own contributions to UCVs (Hurst, 2015). Other non-official languages, including blended types of language in multilingual townships, for example, Tshwane and Soweto, have their varieties of UCVs, which have a bringing together capacity and have turned into the vernacular standard in these regions (Hurst, 2015), Ditsele, 2014) and (Webb, Lepota & Ramagoshi, 2004).

## **RESEARCH METHODOLOGY AND RESEARCH DESIGN**

The research methodology refers to the methodology used for conducting research that involves collecting data. The methodology is the methodical, theoretical investigation of the strategies connected to a field of study. It contains the hypothetical examination of the strategies and standards related to a part of the information. Ordinarily, it includes ideas, for example, the worldview, a hypothetical model, stages and quantitative or qualitative methods (Irny & Rose, 2005). According to Babbie (2007) research methodology is a systematic way to solve a problem. It is:

...the science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining, and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

Definitions of a research design are rather ambiguous; for instance, Babbie (2007:112) defines a research design as a system that involves a set of decisions regarding what topic is to be studied in which population and with which research methods, and for what purpose. Babbie

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(2007:112) offers a closely related definition of design by describing a research design as an integrated statement of and a justification for the more technical decisions involved in the planning of a research project and a process. Monette, Sullivan and Dejong (2008:9) define a research design as a plan outlining how a project will be carried out, which may seem similar to the descriptions made by Babbie (2007) and Blaikie (2000).

In a similar vein, Cresswell (2009:03) defines a research design as the plans and procedures of research that guide their decision, and it can also be regarded as the road map of the entire study. In contrast, Kangee (2006:71), defines a research design as a specification of the most adequate operations to be performed in order to test a specific hypothesis. According to these explanations, a research design focuses on the product, and all the steps focus on the process to achieve the outcome anticipated or rather the goal set. The study uses a qualitative method, the aim of the study to use a qualitative approach was to expand and strengthen the data that the researcher needed to collect.

## **Interviews**

Cresswell, et al. (2010) define an interview as a two-way conversation in which the interviewer asks the participant questions to collect data and learn about the ideas, beliefs, views and behaviours of the participants in order to see the world through the eyes of the respondents. There were four teachers, two from each high school, were interviewed to determine their knowledge about UCVs and to test whether they could identify the possible interference of UCVs in their speaking and written competences.

## **Findings**

### **INTERVIEW FINDINGS (N=4)**

Four Setswana home language Grade 10 teachers from School A and School B were interviewed on their knowledge and understanding of the UCVs and their influence on teaching Setswana Home language. They were also asked in which language they preferred to communicate at school and at home, as a follow-up to the questions they were asked on the difference between UCVs and Setswana. Some of these influences and differences were discussed in Chapter 2 in the literature review. These participants were selected because they are the most common ones. The questions were structured in such a way that Setswana Home

language teachers understood and could respond to them and that they were based on UCVs and its influence to Setswana as discussed in Chapter 2 of the literature review.

### **Teachers findings (N=4)**

The following questions were posed to four teachers in face-to-face interviews. The four Grade 10 Setswana teachers that were interviewed comprised two from School A and two from School B, which were sampled, and the findings are also presented.

**Question 1:** *Are there any other language that learners often speak other than Setswana in the classroom during the Setswana lesson? Give a reason.*

All four Setswana teachers responded that most learners started the lesson communicating in Setswana since this was a Setswana lesson; they also mentioned that when they became comfortable during the lessons, they started communicating using Sepitori and Tsotsitaal. T1 in school A reported that learners used Sepitori during the Setswana lessons, and they did not see anything wrong with this practice. T2 and T3 from School B shared that female learner used Setswana during the Setswana lessons, while male learners used Sepitori and Tsotsitaal during Setswana lessons more frequently than female learners. It is, therefore, evident that Setswana girl learners paid more attention to standard languages in contrast with the Setswana male learners. This is because of the attitude they had towards the indigenous languages, and another reason was the influence of the environment in which they lived where Setswana was being influenced by the non-standard varieties that the community communicate i in their everyday lives.

**Question 2:** *in your opinion, do you think that learners previously acquired languages influence their learning Setswana.*

Three out of the four teachers believed that learners had previously acquired languages that influenced their learning Setswana. The main reasons they provided were as follows:

*“Yes, because language and society are inseparable; the language that we communicate in is influenced by the society we live in, Winterveldt is occupied by people who speak different languages, and as a result, they communicate using non-standard languages in order to understand each other. Learners from this area tend to acquire the non-standard language and use it in school, and this influences their learning Setswana” (T3 from School B).*

*“Absolutely, because learners learn Sepitori/Tsotsitaal as a first language and that makes it difficult for them to learn standard Setswana” (T2 from School A).*

*“I think learners previously acquired languages influenced their learning Setswana, because most learners from Winterveldt are not native Setswana speakers, in my class for instance I have isiZulu and Sepedi native speakers since the UCVs emerge from these languages; these learners mostly use UCVs in class, since their first acquired languages are not Setswana” (T1 from School A).*

The remaining teacher felt that the learners’ previously acquired languages did not influence their learning of Setswana because learners could learn more than one language and could be competent in it regardless of their acquired languages. (T4 from School B)

***Question 3: Do you think learners can be able to differentiate between standard Setswana and urban contact varieties (UCVs)? Explain why.***

Three teachers felt that learners could not differentiate between standard Setswana and UCVs; their reason was that when marking learners’ essays and during the oral presentations, they came across Sepitori and Tsotsitaal terms. This is because learners do not speak the standard language, so they would not understand the difference. These findings are supported by Tegegne (2015: 267) when he/she points out that many materials that are used in schools are prepared in the standard language and learners who speak the standard language, therefore, it is easier for them to read and understand the standard language and UCVs. Teacher 3 From School B abstained from answering this question.

***Question 4: what is the possible interference of UCVs in speaking and writing Setswana by Grade 10 learners?***

Two teachers T1, from school A and T3, from School B, felt was no no interference with regard to UCVs in speaking and writing in Setswana of Grade 10 learners. They provided the following reasons:

*“There is no interference of UCVs in speaking and writing Setswana, yes, these UCVs are growing, but they don’t interfere in learning Setswana I have learners in my class who come from families where both parents are not Tswana and communicate using Sepitori/Tsotsitaal, but they excel in writing and speaking Setswana” (T1 from School A).*

*‘‘No, I don’t think there are inference of UCVs in writing and speaking Setswana, learners choose which language they use for example when we were just having an informal conversation with learners in class learners in class they use informal or UCVs terms, but when it comes to oral presentations or essay writing they use formal/ Standard language, this proves that there is no interference of UCVs in writing and speaking Setswana’’ (T3 from School B).*

The remaining two teachers T2, from School A, and T4 from School B, felt that there was possible interference of UCVs in speaking and writing Setswana and also cited some examples.

*‘‘The possible interference of UCVs can be on the loan words, there are many loan words from Afrikaans and English that are accepted and used in Setswana some of the words that are loan words are there in Setswana, but most learners prefer using loan words instead of Setswana words, for instance, learners prefer to use loan words (lefenstere) instead of Setswana word (letlhabaphefo.’’ (T2 from School A).*

*‘‘ [With regard to] This interference of UCVs include grammatical errors, learners do not follow Setswana grammatical rules when writing and speaking due to these UCVs, for instance, they use the wrong concords or the wrong conjunctions, some learners code-switch between Setswana and these UCVs’’ (T4 from School B).*

***Question 5: How can learners be made aware of the difference between the UCVs of languages and Setswana.***

T2 and T4 suggested that learners are aware of the difference between UCVs and Setswana. T2 said that learners knew the difference; they just choose to be ignorant and use UCV terms anyway. T4 felt learners knew the difference because when they communicated in an informal setting, they used the standard language.

T3 felt that learners could be made aware of the difference by penalising them when using UCV terms instead of Setswana terms, *‘‘I used to not penalise them, I only show and highlighted the correct words in Setswana. We can also encourage learners to read more Setswana books.’’*

T1 suggested that learners should be given multiple choice tests to test their knowledge on the difference between these UCVs and Setswana and they should also be educated on the Setswana terms that were allowed or rather accepted in formal writing and during oral presentations.

***Question: What can be done to promote the use of Setswana in schools and maintain its official status?***

Three teachers discussed ways of promoting the use of the Setswana language and maintain its official status. One teacher felt there was nothing that could be done to promote the use of Setswana in schools and thought there was no need to maintain its official status.

*“I think we should minimise the use of UCVs in schools this will reduce the influence on Setswana and also promote the use of Setswana and maintain its official status, we cannot afford to lose our beautiful indigenous language because if we lose it, we lose our culture since cannot separate language and culture”* (T3 from School A).

*“There are certain ways to promote the use of Setswana and promote its official status, for instance, we can educate learners and teachers the importance of Setswana encourages them to read more Setswana books also during parent meetings communicate in Setswana with parents, and also appeal to parents to use Setswana when communicating with learners both in informal and formal settings. Letters to parents and stuff are written in Setswana and, lastly, penalise learners who use UCVs terms in class, if we practice the ways our language will maintain its official status”* (T2 from School A).

*“I think if Setswana HL is given the same treatment and attention as other subjects like maths, physics, life sciences and accounting, this will promote the use of Setswana, for example, these subjects are given eight hours or more per week and Setswana is given four hours or less per week, so this simply means Setswana is not taken serious.”*

*“Nothing can be done to promote the use of Setswana in school, Setswana is already influenced by Sepitori and a bit of Tsotsitaal, most learners and students prefer using Sepitori or English to communicate and instead of trying to maintain its official status, I think we should focus on accepting the use of these UCVs because most learners who do not use Setswana, as a home language, in school are not Batswana and also language is dynamic, [so] we should make peace with the development of UCVs.”*

Teachers also commented on the essays that they mark and bellow are the results on the observation. They suggest that most students use loan words.

Beside this high frequency of UCV terms, some learners used loan words. Raubenheimer (1983:101) suggests that loaning words became an integral part of language development and enrichment a long time ago and is regarded as a natural phenomenon. Table 4.1 presents five loan words that learners used during their presentations.

**Table 4.1: Loan words**

Loaned terms	Original terms	Language from	loan	Setswana terms
<b>Matiriki</b>	Matric	English		Marematlou
<b>Tafole</b>	Tafel	Afrikaans		Lebati la bojelo
<b>Poleiti</b>	Plate	English		Sejanaga
<b>Tura</b>	Duur	Afrikaans		Tlhotlhagodimo
<b>Patella</b>	Betal	Afrikaans		Duela
<b>Bereka</b>	Werk	Afrikaans		Dira
<b>Afota</b>	Afford	English		Bokgoni jwa go duela
<b>Polane</b>	Plan	English		Leano
<b>Flopa</b>	Flop	English		Dira phoso
<b>Kereya</b>	Kry	Afrikaans		Fitlhela

According to teachers, they were also UCV clauses and phrases that were common amongst all learners across both schools. Table 4.2 presents the phrases and clauses that most learners used during their oral presentation.

**Table 4.2: UCV clauses/ phrases**

UCV clases/phrases	Setswana equivalence	English equivalence
Banyana ba katjeko ba botsisa thata ka dilo tsa kaosane	Basetsana ba gompieno ba botsa thata ka dilo tsa segompieno	The girls of today ask too much about the things of tomorrow

Magata a mo kasi a spana jampas go tshwara majita a utswang digedlela.	Mapodisi a mo gae a dira bosigo go tshwara banna ba ba utswang dikoloi/ dijanaga.	Police from homework at night to arrest guys who steal cars.
Mazothi zwap a nyaka motho o a spanang	Basetsana botlhe ba batla motho yo o dirang.	All girls want a guy who is working.

### **Conclusion on the aims of this study**

The first aim of this study was to prove that UCVs do have an influence on Setswana, especially at school with regard to teaching Setswana HL, because the UCV terms as used by people from Pretoria are written, and some are pronounced like the Setswana terms, for example, byala (alcohol) banyana (girls), techere (teacher), plane (plan) and bereka (work). These UCV terms are static because they sound like Setswana words and influence the usage of words in the standard language, but at the same time, they are dynamic because their meanings are known and comprehensible to the people of Pretoria only. The static and dynamic elements of UCVs as far as the teaching and learning of Setswana is concerned as was confirmed by both teachers and learners.

Secondly, this study attempted to indicate that Setswana dominates Sepitori and Tsotsitaal, as the latter language, namely, Tsotsitaal, is based on both Afrikaans and isiZulu. This statement does not rule the fact out that other languages, such as Southern Sotho, Northern Sotho and isiZulu are used in UCVs, but in this investigation, most of the vocabulary is written and pronounced as Setswana words. All the deliberations in this study show that these UCVs are currently based on Setswana, which is why they have such a strong influence.

### **Influence of UCVs on writing and speaking Setswana.**

As much as UCVs have a positive influence, they also have a negative influence. Firstly, it affects the language acquisition of urban children. The child acquires a colloquial language naturally, this has an effect when learners are faced with tasks and assignments where the knowledge of Standard Setswana is required. In this regard, learners from two schools at Winterveldt were given a multiple-choice test task and an essay to write. It was found that most learners did not pass these Setswana tasks. This poor scholastic result can be attributed and ascribed to UCVs, especially Sepitori and Tsotsitaal. It is evident that UCVs pose a serious



threat to the standard language, Setswana in particular, because they interfere with the standard language.

### **General observations**

These UCVs are spoken by anybody, anywhere and in any form. The standard language, which educated and literate people speak, is used in schools, in the media, and in formal settings. All eleven South African languages, namely, English, Setswana, isiZulu, Northern Sotho, Southern Sotho, isiNdebele, Tshivenda, Xitsonga, isiSwati, Afrikaans and isiXhosa, have the same status and recognition in the sense that no language is dominant over the other. All of them are regarded as official languages and nothing is said about these UCVs. However, it is important to note that there is a difference between the spoken and written language; while the spoken language is informal, the written language is formal. The spoken language influences the written language in the sense that a person normally writes what he/she actually speaks, in the spoken language that does not apply the grammar or the syntax rules of the language. The vocabulary of some teachers contains UCV terms, and when used in sentences, are relevant to the meaning of these UCVs, thus demonstrating the fact that UCVs contain Setswana terms, and this influences Setswana.

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