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

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Article Info	Abstract
Article History Received: August 2024 Revised: January 2025 Published: April 2025	*This study explores the impact of urban contact varieties (UCVs) on the teaching of Setswana Home Language (HL) in Grade 10, focusing on the interference of UCVs and strategies to enhance. 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 qualitative approach aimed to expand and strengthen data collection. 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.*
Keywords *Standard language;* *Language teaching;* *Home language;* *Urban contact varieties;*	

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...has led to" to something like: The linguistic diversity in Winter veldt promotes the use of urban contact varieties like Sepitori and Tsotsitaal, which challenge the teaching of standard Setswana in schools.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 Calteauxs` 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 (Schlebush, 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 t 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.

Accordingly, this study attempts to answer the following questions:
RQ1- What are the possible interferences of Non-standard dialects in the writing competency of Setswana Home Language Grade 10 learners?
RQ2 - What can be done to maintain the status of Setswana in schools?

Literature Review
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.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 Wintervieldt, 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 Copied sentence 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 METHOD
Research Design

A research design serves as the blueprint of a study, outlining the steps that guide the collection, analysis, and interpretation of data. It provides a coherent structure to ensure that the research problem is adequately addressed and the study's objectives are achieved. As

described by Babbie (2007), a research design entails a systematic and integrated set of decisions regarding the topic, population, methodology, and overall research purpose. Similarly, Creswell (2009) refers to a research design as the plan and procedures that shape the research process from broad assumptions to detailed data collection and analysis methods. This study adopted a qualitative research design, which focuses on exploring meanings, understanding experiences, and interpreting phenomena within a natural setting. The qualitative approach was chosen to deepen and broaden the understanding of the subject matter by gathering rich, descriptive data through direct interaction with participants (Irny & Rose, 2005).

Participants

The participants in this study consisted of four high school teachers—two from each of two selected high schools. The teachers were purposefully selected based on their active engagement in teaching English language skills. The objective was to explore their understanding of Unconventional Language Variants (UCVs) and examine whether they could recognize the influence of UCVs on students' speaking and writing competencies. This purposeful selection ensured that the participants had relevant experience and insight into the subject under investigation.

Research Instruments

The primary instrument used for data collection in this study was the semi-structured interview. As defined by Creswell et al. (2010), an interview is a two-way interaction aimed at eliciting detailed responses regarding participants' beliefs, knowledge, and experiences. The semi-structured format allowed flexibility for probing emerging themes while maintaining consistency across interviews. The interviews were designed to explore the teachers' awareness of UCVs and their perceived impact on language learning, specifically in speaking and writing.

Data Analysis

The collected qualitative data were analyzed using thematic analysis. This method involves identifying, analyzing, and reporting patterns or themes within the data. The process included transcription of interviews, initial coding, theme development, and interpretation. Thematic analysis was chosen for its flexibility and effectiveness in capturing the complexity of participants' responses. The analysis aimed to uncover recurring themes related to the teachers' understanding of UCVs and their influence on student language competencies. This method enabled the researcher to derive in-depth insights and construct a nuanced interpretation of the data aligned with the research objectives.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

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.

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.*

The findings of the study indicate that three out of four teachers believed that learners' previously acquired languages significantly influenced their learning of standard Setswana. These teachers observed that the learners' linguistic backgrounds, shaped by the multilingual context of Winterveldt, contributed to the use of Unconventional Language Variants (UCVs) in the classroom, ultimately affecting their acquisition of standard Setswana. Teacher 3 from School B emphasized the inseparable relationship between language and society, pointing out that in a linguistically diverse environment like Winterveldt, learners often grow up speaking non-standard or mixed languages to communicate effectively across language groups. These acquired variants are then transferred into academic settings, making it harder for learners to adapt to the formal structure of Setswana.

Similarly, Teacher 2 from School A highlighted that many learners acquire Sepitori or Tsotsitaal as their first language, which are popular urban vernaculars that deviate from standard Setswana. This early exposure to UCVs creates difficulties when transitioning to standard language forms expected in school. Teacher 1 from the same school supported this view, noting that most of the students in her classroom are not native Setswana speakers, but rather speakers of isiZulu and Sepedi. These languages influence learners' use of UCVs in the classroom, particularly since Setswana is not their first acquired language.

In contrast, Teacher 4 from School B offered a divergent perspective, arguing that the influence of prior language acquisition is not necessarily detrimental. She believed that learners are capable of multilingual competence, suggesting that they can successfully learn Setswana alongside other languages, regardless of their linguistic background. This variation in teacher perspectives reflects the broader complexity of language learning in multilingual contexts and highlights the influence of sociolinguistic factors on students' ability to acquire standard language forms.

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

The study revealed that three out of four teachers believed learners were unable to distinguish between standard Setswana and Unconventional Language Variants (UCVs) such as Sepitori and Tsotsitaal. This was evident in both written essays and oral presentations, where learners frequently used non-standard terms. According to these teachers, the primary reason for this confusion is that many learners do not regularly speak standard Setswana in their everyday environments. As a result, they are unfamiliar with its formal structures and

vocabulary, leading them to unknowingly incorporate UCVs into academic tasks. This indicates a gap in learners' linguistic awareness and proficiency in standard language norms.

These observations are in line with Tegegne (2015), who emphasized that most educational materials are developed in standard language forms, which poses challenges for learners who are more familiar with informal or localized dialects. Consequently, students who lack exposure to the standard language struggle to comprehend and internalize academic content effectively. Interestingly, Teacher 3 from School B chose not to respond to this question, which might suggest uncertainty, hesitation, or a different perspective that was not articulated. This silence itself highlights the complexity of the issue, suggesting that not all educators may feel confident in addressing or interpreting language variation in the classroom.

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

The perspectives of the teachers on the influence of Unconventional Language Variants (UCVs) in the speaking and writing of Grade 10 learners varied. Two teachers, T1 from School A and T3 from School B, believed that UCVs did not interfere with learners' use of standard Setswana in academic contexts. Teacher 1 explained that although UCVs such as Sepitori and Tsotsitaal are common among learners, they do not negatively affect their performance in learning Setswana. He cited learners in his class who come from non-Tswana-speaking households and primarily communicate using UCVs at home but still perform well in both written and spoken Setswana. Similarly, Teacher 3 argued that learners are capable of distinguishing between informal and formal registers. He observed that while learners might use UCVs in casual classroom conversations, they demonstrate the ability to switch to standard Setswana when engaging in more formal tasks such as essay writing or oral presentations. This, in his view, indicates that UCVs do not pose a barrier to language acquisition or performance.

On the other hand, the remaining two teachers, T2 from School A and T4 from School B, expressed concerns about the possible interference of UCVs in the academic use of Setswana. Teacher 2 highlighted the use of loanwords from Afrikaans and English, noting that while these words have become widely accepted in informal communication, they tend to replace standard Setswana vocabulary in learners' writing and speaking. For example, many students use "lefenstere" instead of the correct Setswana term "letlhabaphefo." Teacher 4 added that learners often make grammatical errors, such as using incorrect concords or conjunctions, which she attributed to the influence of UCVs. She also noted instances of code-switching between Setswana and UCVs, which disrupts the grammatical integrity of standard language usage.

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

Teachers T2 and T4 believed that learners are generally aware of the distinction between Unconventional Language Variants (UCVs) and standard Setswana. According to T2, learners possess the knowledge but often choose to disregard it, opting to use UCV terms even in formal settings. T2 expressed concern that this behavior may stem from habit or peer influence rather than a genuine lack of understanding. Similarly, T4 observed that learners use standard Setswana when communicating informally in certain situations, suggesting an underlying awareness of the correct language form.

Teacher T3 offered a slightly different perspective, proposing that awareness of the difference between UCVs and Setswana can be reinforced through penalties in classroom tasks. Initially, he did not penalize learners for using UCVs but rather highlighted the correct standard terms. Over time, he realized that penalizing incorrect usage, along with encouraging extensive reading of Setswana texts, could strengthen learners' command of the language.

T1 emphasized the importance of assessing learners' understanding through formal means, such as multiple-choice tests. He also suggested that explicit instruction on which Setswana terms are acceptable in formal contexts would help learners make more informed choices, both in writing and in oral presentations.

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

Three teachers provided insightful suggestions for promoting the use of the Setswana language and preserving its status as an official language in schools. Their responses highlight both the potential strategies and the challenges involved in this effort. One of the teachers, T3 from School A, emphasized that reducing the use of Unconventional Language Variants (UCVs) in schools is essential. He argued that the influence of UCVs could dilute the authenticity of Setswana and contribute to its gradual disappearance. In his view, the connection between language and culture is inseparable, and the loss of Setswana would equate to the loss of cultural identity. Therefore, minimizing UCV usage in the classroom was seen as a step toward preserving both language and culture.

Teacher T2 from the same school proposed a more comprehensive approach, emphasizing the importance of educating both learners and teachers on the value of Setswana. He suggested incorporating Setswana more actively in different aspects of school life, including parent-teacher meetings, school communications such as letters and announcements, and classroom interactions. T2 also recommended encouraging reading in Setswana and implementing penalties for learners who frequently use UCVs during lessons. According to him, these combined efforts could help reaffirm Setswana's status as a formal language and promote its continued relevance among the younger generation.

Another teacher advocated for structural changes within the curriculum to raise the profile of Setswana as a subject. He argued that Setswana should be given equal instructional time as subjects like mathematics, science, and accounting. At present, Setswana receives significantly fewer hours per week, which may suggest that it is not regarded as important. He stressed that treating Setswana with the same seriousness as other core subjects would not only promote its usage but also elevate its value in the academic and social spheres of school life.

In contrast, one teacher expressed a more critical perspective, suggesting that efforts to promote Setswana may be futile due to the already widespread influence of Sepitori and Tsotsitaal among learners. He believed that these UCVs had become deeply embedded in learners' daily communication and should be accepted as part of the evolving linguistic landscape. For this teacher, language is dynamic and ever-changing, and rather than resisting these changes, educators and institutions should focus on embracing linguistic development, including the rise of UCVs, especially since many students do not speak Setswana as a home language.

In addition to these viewpoints, teachers also reflected on their experience assessing students' written work. They noted a high frequency of UCV usage in learners' essays and oral presentations. Many students also incorporated loan words from Afrikaans and English. According to Raubenheimer (1983), loanwords have long played a role in the natural evolution and enrichment of languages. This phenomenon was evident in the observed student work, where words like "lefenstere" replaced their Setswana equivalents. These patterns reflect not only the influence of UCVs and other languages but also broader sociolinguistic trends that are shaping the way Setswana is used and taught in schools today.

Table 1
Loan words

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

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.

CONCLUSION

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.

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