

**Beyond The Policy Rhetoric:
IsiZulu in a Dual-medium Postgraduate Language
Teacher Programme**

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ABSTRACT This paper reports on the opportunities and pitfalls (challenges) experienced by lecturers in a dual-medium Language Honours programme. The programme forms part of two-year pilot project which introduced a dual-medium instruction in postgraduate studies within the Languages and Arts school. In-depth interviews and classroom observation were used for data collection. Using the basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) conceptual frameworks, together with language revitalisation theory, findings in this study highlighted how the use of isiZulu as the Language of Teaching and Learning (LoTL) has the potential 1) to strengthen and elevate the language to the level where it can be used for research and academic discourse, 2) to improve the teaching of isiZulu as teachers taking the course are challenged to reflect on their own practice, and 3) to enhance students' academic performance since they have better epistemological access to learning content. The paper concludes by making recommendations that should be considered going forward to further propel the use and development of indigenous African languages as LoLT.