

**THE WILLINGNESS OF ACADEMICS TO IMPLEMENT THE LANGUAGE POLICY
FOR HIGHER EDUCATION AT UNIVERSITIES OF TECHNOLOGY IN SOUTH
AFRICA**

By

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DECLARATION

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I, Ndwamato Walter Tshamano, declare that **THE WILLINGNESS OF ACADEMICS TO IMPLEMENT THE LANGUAGE POLICY FOR HIGHER EDUCATION AT UNIVERSITIES OF TECHNOLOGY IN SOUTH AFRICA** is my own original work and that all sources I have used or quoted have been indicated and acknowledged by means of complete list of references.

.....

SIGNATURE

.....

DATE

DEDICATION

This thesis is dedicated to my parents, Nnditsheni Joyce and Mikatuni Andries Tshamano, who despite the limited opportunities they had in life, ensured that I am adequately supported in all my educational endeavours.

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SUMMARY OF THE THESIS

This study investigates the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The six are Cape Peninsula University of Technology (CPUT), Central University of Technology (CUT), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT), Tshwane University of Technology (TUT) and Vaal University of Technology (VUT).

The Language Policy for Higher education is a policy directive to guide universities on the promotion of the use of African Languages, alongside English and Afrikaans; in particular the use of African languages as media of instruction, fields of academic study and research, and general usage in institutional policies and practice.

The conceptual framework of this research is based on variables 'policy content and discretion', 'organisational context' and 'personality characteristics'. Tummers (2011 and 2012) consolidated them from contributions of scholars such as Lipsky, 1980; Metselaar, 1997; Shen and Dillard, 2005. Their measurement scales were tested and validated.

Three research questions were formulated as follows:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The theory testing approach and quantitative research methodology are used in this study. To analyse data, Stata V12. Stata's *mrtab* was used to generate tables for multiple

response items. The sample population was drawn from academics whose core function is teaching, learning and research. The sample population was made of 950 academics drawn from the five universities of technology in South Africa that participated in this study. A total of 677 questionnaires were received back, of which 646 were usable.

The main research findings indicate that there is a significant relationship between the research factors and policy implementation willingness. However, academics do not significantly support the implementation of all elements of the policy willingness factors; except the one element that addresses student challenges. The findings of the research relate well to existing literature in public administration and management, change management, applied psychology and other studies in African language policy implementation. The influence of the external environment, university context, and personality characteristics on policy implementation willingness was found to be very strong. This necessitated the development of recommendations that address both 'societal meaninglessness' and issues that affect implementation at an institutional level.

Key words: academics, African languages, Language Policy for Higher Education, multilingualism, personality characteristics, policy content and discretion, policy implementation willingness, organisational context, South Africa, universities of technology.

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CHAPTER 1

ORIENTATION TO THE STUDY AND CHAPTER OUTLINE

1. INTRODUCTION

The aim of this chapter is to achieve a number of objectives. Firstly, the chapter orientates the reader to this study. The study is a survey that investigates the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The Department of Education of the Republic of South Africa promulgated the Language Policy for Higher Education in November 2002. Its focus is to promote the use of African Languages, alongside English and Afrikaans, as languages of instruction, research and other core activities of the university sector in South Africa.

Secondly, this chapter provides a discussion necessary to justify the study of the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa using the policy willingness framework. Tummers and other scholars (notably Metselaar, 1997) in a number of studies investigated the (un)willingness of professionals to implement various policies promulgated by the Dutch government using the willingness model successfully.

Thirdly, this chapter introduces and briefly motivates the need to study the implementation of the Language Policy for Higher Education at universities of technology in South Africa. The research process, design, population and sampling method, methodology and techniques are also outlined.

Fourthly, this chapter provides for a synopsis of pertinent issues the remaining chapters of this study will focus on. Towards the end, a summary of discussions made in this chapter is provided.

1.2 BACKGROUND INFORMATION

This section introduces the key focus areas of the Language Policy for Higher Education (LPHE). In order to create a desirable understanding of the rationale behind the introduction of the LPHE, the section first provides some introductory remarks on the language situation in South Africa.

The section also introduces the parts of the South African Constitution (1996) that deal with language matters. An outline of the legislative framework that sets the transformational agenda in the higher education environment creates a context that introduces the rationale behind the formulation of the key focus areas of the LPHE. The section concludes with an introduction of the University of Technology sector in South Africa.

1.2.1 The language situation in South Africa

South Africa is referred to as a 'rainbow nation', a title that epitomises the country's language and cultural diversity. The population of South Africa is one of the most complex and diverse in the world. Of the 45 million South Africans, nearly 31 million are Black, 5 million White, 3 million Coloureds and 1 million Indian.

(http://www.sa-venues.com/sa_languages_and_cultures.htm 6/17/2009)

The South African Black population may be divided into four major ethnic groups, namely Nguni, Sotho, Shangaan-Tsonga and Venda (http://www.sa-venues.com/sa_languages_and_cultures.htm 6/17/2009). These ethnic groups may be subdivided into numerous subgroups. The Nguni group may be subdivided into Zulu, Xhosa, Ndebele and Swati. The Sotho group is sub-dividable into Sepedi/Sesotho sa Leboa/Northern Sotho, Setswana and Southern Sotho. Shangaan-Tsonga and Venda have no sub groupings, but have dialects mainly influenced by the locality of their speakers.

The eleven official languages are spread throughout the nine provinces of South Africa. The nine provinces are Limpopo, Gauteng, Mpumalanga, North West, Free State, KwaZulu-Natal, Northern Cape, Eastern Cape and Western Cape.

1.2.2 The Language Policy Provisions in the South African Constitution

In view of the linguistic situation that prevails in South Africa, it is no wonder that section 6 of the Constitution of the Republic of South Africa (1996) propagates for the adoption of eleven official languages as follows:

- (1) The official languages of the Republic are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.
- (2) Recognising 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.
- (3) (a) The national and provincial governments may use any particular official languages for purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned; but the national government and each provincial government must use at least two official languages.

(b) Municipalities must take into account the language usage and preferences of their residents.
- (4) The national government and provincial governments, by legislative and other measures, must regulate and monitor their use of official languages. Without detracting from the provisions of subsection (2), all official languages must enjoy parity of esteem and must be treated equitably.

Section 29 of the Constitution of the Republic of South Africa (1996) is of special interest to this study. This section deals with language in education. Section 29 (2) provides that:

Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-

- (a) equity
- (b) practicability
- (c) the need to redress the results of past racially discriminatory laws and practices.

1.2.3 The legislative framework for the transformation agenda in higher education

The foundation for the language policy for higher education in South Africa lies in a number of legislative and policy guidelines. The following guidelines are relevant to this study:

1.2.3.1 The National Report Commission of 1996

The brief of the Commission in essence was to advise government on the future restructuring and transformation of the higher education system in South Africa. The White Paper 3 on Higher Education and the Higher Education Act uses the report of this commission as their point of departure (Surty, 2007:02).

1.2.3.2 The Education White Paper 3: A Programme for the transformation of the Higher Education System, 1997

The Education White paper 3: A Programme for the transformation of the Higher Education System was promulgated in July 1997. The White Paper 3 (as the paper is

widely referred to in the South African higher education sector), is the policy basis for the transformation of the higher education system in South Africa. It identifies a number of principles that include the establishment of a single coordinated higher education system, equity, access and quality, democratisation, effectiveness, efficiency and development, and academic freedom and public accountability (Surty, 2007: 02).

While all the principles of the White Paper 3 are important, the principles of equity, access, quality education, success and the democratisation of the higher education sector are of special interest to this study as they have informed and shaped the language policy developments in this environment. The focus areas of the Language Policy for Higher Education are guided by the ministry's desire to promote multilingualism and to enhance equity and access in higher education (Ministry of Education, 2002:15).

1.2.3.3 The Higher Education Act (Act 101 of 1997)

In terms of section 27 (2) of the Higher Education Act (Act 101 of 1997):

Subject to the policy determined by the Minister, the council, in concurrence with the senate, must determine the language policy of a higher education institution and must publish and make it available on request.

The Act therefore gives the Minister responsible for higher education the prerogative to provide a broad policy framework that guides the higher education sector when determining institutional language policies. Subject to the policy determined by the Minister, the council of a public higher education institution, with the concurrence of its senate, determines the actual language policy relevant to a particular institution of higher education. Therefore, the requirement of the Act takes into consideration the authority of institutions to determine their own language policies, if such determination is within the context of public accountability and the Minister's responsibility to establish the policy parameters (Ministry of Education, 2002: 05).

1.2.3.4 The Language Policy for Higher Education

The Language Policy for Higher Education (2002) is the primary focus of this study. In developing the Language Policy for Higher Education, the minister requested advice from the Council for Higher Education (CHE), in accordance with section 1(a) and 2 (i). Section 1 (a) of the Higher Education Act provides that, 'The CHE may provide advice to the minister on any aspect of higher education on its own initiative and must-:

- (a) advise the Minister on any aspects of higher education at the request of the Minister'.

Section 2(i) builds on the provisions of section 1 (a) and provides that, the advice contemplated in subsection (1) (a) includes advice on -:

- (i) language policy.

The 'Language Policy Framework for South African Higher Education'; the 2001 CHE Report, and the January 2002 Gerwel Committee's 'Report to the Minister of Education, AK Asmal, by the Informal Committee Convened to advice on the position of Afrikaans in the University System', played an important role in the finalisation of the LPHE. In November 2002, the Ministry of Education released the LPHE as a policy directive to guide universities on the promotion of the use of African Languages, alongside English and Afrikaans, in the university sector.

1.2.4 Key focus areas of the Language Policy for Higher Education

The LPHE addresses four key areas in the university sector. The focus areas are:

- (The use of African Languages as) languages of instruction;
- The future of the South African (African) Languages as fields of academic study and research;
- The study of foreign languages; and

- The promotion of multilingualism (in particular, the use of African Languages) in the institutional policies and practices of higher education (Ministry of Education, 2002:10).

This study focuses on three of the four focus areas, namely, the use of African Languages as languages of instruction, the future of African Languages as fields of academic study and research, and the promotion of multilingualism, in particular, the use of African Languages in institutional policies and practices at universities of technology in South Africa.

The fourth of the focus areas (the study of foreign languages), meant mainly for the promotion of international relationships between South Africa and former colonial European powers, will not be investigated as it does not fall within the ambit of the Department of African Languages at the University of South Africa; the department under which this research survey is conducted.

Academics have a critical role in ensuring that these three key focus areas of the LPHE are implemented in the core business of the university academic enterprise; namely in teaching, research and community engagement. It is on this basis that this study focuses on the willingness of academics to implement this policy directive.

1.2.5 The University of Technology Sector in South Africa

There are twenty-three public higher education institutions in South Africa. The institutions are distributed across seven of the nine provinces that make up South Africa; namely Limpopo, Gauteng, North West, Free State, KwaZulu-Natal, Eastern Cape, and Western Cape. The other two provinces, namely Mpumalanga and Northern Cape do not have higher education of their own. There are however, satellite campuses that were introduced by institutions from other provinces to service the educational needs of the two provinces. At the beginning of 2013, plans were already in place to translate the work of both the National Institutes for Higher Education in Mpumalanga and Northern Cape into the University of Mpumalanga and the Sol Plaatjie University respectively.

The higher education environment in South Africa is a unitary but differentiated system. Within a unitary system, Du Pre (2009:59) comments, the concept of a 'university' is a common denominator and the core functions, namely teaching/learning, research and community engagement are similar.

Differentiation, as embedded in higher education, Du Pre (2009:59) rightly points out, is brought about by the purpose and focus that each university type serves. To this end, the twenty-three public higher education institution landscape in South Africa consists of eleven universities, six comprehensive universities and six universities of technology (CHE, 2009:08).

Table 1.1: Public higher education institutions and the location of their campuses

	Institution	Cities/towns/places in which campuses are located	Province(s) in which campuses are located
	(Traditional) Universities		
1	University of Cape Town	Seven Campuses in Cape Town	Western Cape
2	University of Fort Hare	Three campuses in Alice, Bisho, & East London	Eastern Cape
3	University of the Free State	One campus in each of Bloemfontein, QwaQwa, Vista	Free State
4	University of KwaZulu-Natal	One campus in each of Durban, Pietermaritzburg, Pinetown & Westville	KwaZulu-Natal
5	University of Limpopo	One campus in each of Ga-Rankuwa & Polokwane	Limpopo, Gauteng
6	North West University	One campus in each of Mafikeng, Potchefstroom & Vanderbijlpark	North West, Gauteng
7	University of Pretoria	Six campuses in and around Tshwane, one in Sandton	Gauteng
8	Rhodes University	One campus in Grahamstown	Eastern Cape
9	University of Stellenbosch	Campuses in Bellville, Tygerberg, & Stellenbosch	Western cape
10	University of Western Cape	One campus in Bellville	Western Cape
11	University of Witwatersrand	Four campuses in Johannesburg	Gauteng
	Comprehensive Universities		
12	University of South Africa	Main campus in Tshwane	All provinces
13	Nelson Mandela Metropolitan University	One campus in George and five in Port Elizabeth	Eastern Cape
14	University of Johannesburg	Three campuses in Johannesburg, & one in Soweto	Gauteng
15	University of Venda	One campus in Thohoyandou	Limpopo
16	Walter Sisulu University	Campuses in Buffalo City, Butterworth, Mthatha, Queenstown	Eastern Cape
17	University of Zululand	One campus in KwaDlangwezwa	KwaZulu-Natal
	Universities of technology		
18	Cape Peninsula University of Technology	Four campuses in Cape Town; one in Wellington	Western Cape
19	Central University of Technology	Campuses in Bloemfontein, Welkom	Free State
20	Durban University of Technology	Four campuses in Durban, & two in Pietermaritzburg	KwaZulu-Natal
21	Mangosuthu University of Technology	One campus in Umlazi	KwaZulu-Natal
22	Tshwane University of Technology	One campus in each of eMalahleni, Ga-Rankuwa, Nelspruit, & Polokwane; Two campuses in Soshanguve; Three campuses in Tshwane	Gauteng, Limpopo, Mpumalanga, North West
23	Vaal University of Technology	Main campus in Vanderbijlpark; delivery sites in Ekurhuleni, Klerksdorp, Secunda, Upington	Gauteng, Mpumalanga, Northern Cape

A traditional university, as the name implies, refers to a university as known since time immemorial. The comprehensive university concept, together with the ‘university of technology’ concept, represents a new breed of universities in South Africa. A comprehensive university offers both traditional university and university of technology programmes. It is the university of technology sector that will be discussed further, as this study investigates the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

According to Du Pre' (2009: 05), a university of technology as a concept and institutional type is not new. Such institutions, exist in many countries, for example, the 'technical universities' and 'universities of applied sciences' (*Fachhochschulen*) in Germany, 'universities of applied technology' in some countries in Europe, 'universities of technology' in Australia and Hungary, 'universities of applied science and technology' in Iran, and 'institutes of technology' in the US and Australia.

In 2003, the Minister of Education announced that some technikons in South Africa would be designated 'universities of technology'. Others would merge with universities to form comprehensive universities (Du Pre', 2009: 01). The term 'technikon', a uniquely South African invention, was around for twenty-five years (1979-2004). It took a lot of time for the South African public to get used to the term, and in many quarters it only became acceptable and recognised in the 1990s (Du Pre', 2009: 11-12).

The acceptance of South Africa back into the global 'family' after the formation of the democratically elected government also brought with it challenges that South Africa did not contemplate during years of isolation. International bodies did not know or recognise 'technikons'. Equally, 'technikons' were not readily accepted as members of international university associations as elsewhere they were known as universities of technology, universities of applied sciences, universities of science and technology, technical universities or institutes of technology. Therefore, with the Ministry's announcement in 2003, the designation 'technikon' gave way to the internationally acceptable nomenclature of 'university of technology'. (Du Pre', 2009). In turn, that gave birth to six universities of technology in South Africa.

As Table 1.1 indicates, the six universities of technology are:

- Cape Peninsula University of Technology,
- Central University of Technology,
- Durban University of Technology,
- Mangosuthu University of Technology,
- Tshwane University of Technology, and
- Vaal University of Technology.

If universities of technology are indeed universities, the question may be that what is it that they share with 'traditional' universities? Secondly, and more importantly, what is it that differentiates them from 'traditional' universities? Regarding the first question, universities of technology perform the same functions as 'traditional' universities in the sense that they are academic institutions where research and teaching is conducted and teaching and learning are offered within the organised cadre of contact between lecturers and students. Research, teaching and learning is supported by networking, cooperation and collaboration with external partners to create, develop and transmit new knowledge (Du Pre', 2009: 14).

However, what differentiates universities of technology from 'traditional' universities is how universities of technology approach learning and research. According to Du Pre' (2009: 67), the education and training offered by universities of technology should be relevant for commerce, industry, government and the community at large. Students qualifying at the universities of technology must be employable and immediately productive. To ensure this, the universities of technology must be in contact with employers (for example, through advisory committees) and the curricula of university of technology programmes must be pro-active with respect to changes in the workplace. It is evident, therefore, that universities of technology must continuously adapt their educational programmes to the ever-changing requirements of the labour market.

Commenting on the role of universities of technology in the research arena, Du Pre' (2009: 31) advised that the focus of a university of technology should be mainly on applied research and innovation; as well as on ways and means of solving specific problems that exist within commerce and industry. It is however important to note, as Du Pre' (2009: 31) observed, that universities of technology should not aspire to be 'research' universities in the form that 'traditional' universities are; for to do so they may drift away from their emphasis on the kind of teaching and learning, responsiveness and innovation that universities of technology should focus on.

Expanding on the research focus of universities of technology, Du Pre' (2009: 35) encourages a university of technology to identify niche areas in order to concentrate its

research efforts on. The advantage, as Du Pre' (2009: 35) demonstrates, is the possible research funding, and more importantly, an opportunity to become a significant player in the national system of innovation. This may be achieved, concludes Du Pre' (2009: 35), if the research function is integrated into the mission of the institution, and an appropriate institutional research policy framework is developed.

The following subsection discusses the profiles of each of the six universities of technology. As far as the information search could provide, the discussion covers a brief historical perspective, staff and faculty profile, student profile, headcount, success and graduation rates as well as a brief discussion of the language policies (and in some instances, the language plans) for each of the six universities of technology in South Africa.

1.2.5.1 The Cape Peninsula University of Technology

The Cape Peninsula University of Technology, hereafter referred to as CPUT, is a predominantly urban-based University of Technology (UoT) situated in the Western Cape. The institution came about as a result of a merger between the Cape Technikon and the Peninsula Technikon that took place in January 2005 as part of a government-led restructuring of the higher education system. CPUT is one of the four public higher education institutions in the Western Cape (CHE, 2011:06). The other three Cape Town based universities are the University of Cape Town (UCT), Stellenbosch University (SUN) and University of the Western Cape (UWC).

CPUT has campuses in Bellville, Cape Town, Mowbray, Wellington, Granger Bay, Groote Schuur and Tygerberg. The executive management committee sits at the Bellville campus (CHE, 2011:06).

In 2008, CPUT had a staff compliment of 1682, of which 696 performed instructional and research duties (CHE, 2011). The overwhelming majority of the staff members at CPUT are coloured, which reflect the demographic profile of the Western Cape. There are proportionately more White staff and fewer African staff than the demographic profile of

the Province, particularly in senior positions. White staff predominates in academic positions (CHE, 2011:08). The academics are spread across the six faculties CPUT has.

The six faculties facilitate teaching and learning at CPUT. Each faculty has a number of departments and research entities. The six faculties are Applied Science, Business, Education and Social Sciences, Engineering, Health and Wellness Sciences, as well as Informatics and Designs. Deans and Assistant Deans head faculties. In addition to HoDs with line functions, there are also heads of programs who report to Heads of Department (HoDs). There are four portfolio coordinators per faculty: Teaching and Learning, Language, Information Technology (IT) and Research. Such coordinators have to teach and be active in research (CHE, 2011:16).

Regarding the student profile, in 2008, 48% of the students were black African, 33% Coloured, 1% Indian and 18% White. In 2009, CPUT had a student headcount of 30 856 and a graduation rate of 24% in 2008 (CHE, 2011:06). As with other higher education institutions in South Africa, success and graduation rates are racially skewed with White students showing the highest success and graduation rates (CHE, 2011:07).

CPUT Language Policy (2007, 01-11) indicates that the CPUT Senate approved the policy in September 2007, with January 2008 as the implementation date and December 2018 as a possible review date. The CPUT Language Policy is the most comprehensive when compared to language policy documents of the other UoTs in South Africa. It is therefore necessary to devote appropriate attention to its critical parts to guide the discussion on issues of implementation in other parts of this study.

The formulation of the CPUT Language Policy (2007: 07) was guided by the following government legislation and/or policies:

- CHE (2001) Language Policy Framework for Higher Education
- Ministry of Education (2002) Language Policy for Higher Education
- South African Constitution (1996)
- Western Cape Language Policy (2001)

- Employment Equity Act (1998)

The policy has a life span of ten years (2008-2018). While this may look an unrealistically long term, the phases envisaged are spread in such a way that makes implementation, all other things considered, possible. The CPUT Language Policy is divided into three distinct phases with target dates and outcomes.

Phase 1 (January 2008 to December 2008) entails a comprehensive audit of existing administrative and academic language practices within the institution. This is followed by administrative activities pertaining to staff recruitment practices, access to institutional documents, processes and procedures and effective internal and external communication (CPUT Language Policy, 2007: 07-08).

In Phase 2 (January 2009 to December 2013), the CPUT is to focus on a number of activities that touch on general, academic and administrative activities. General activities include the establishment of the Language Resource Centre, the recruitment of staff in line with regional language competency, and staff development to ensure the necessary language competencies (CPUT Language Policy, 2007).

Academic activities in Phase 2 include the use of English as a default language for teaching and learning, while at the same time developing and using isiXhosa and Afrikaans as far as practically possible. Attempts to develop isiXhosa and Afrikaans teaching materials to complement English material will be made. The same goes to assessment. Whereas English remains a default language for assessment, the institution's intention is to introduce the use of isiXhosa and Afrikaans in the assessment of assignment, exams and tests during this phase. Equally, strategic units and support services will assist students in their language of preference in e-learning, counselling, tutorials, writing centres, library services, student services and general administrative services (CPUT Language Policy, 2007:05).

Administrative activities of Phase 2 include guidelines for student admission to the institution. The following guidelines are worth noting:

3.1.1 Proficiency in English language should never be used as a criteria (*sic*) in isolation (except in the case of foreign students). This criteria (*sic*) should be balanced against other criteria such as proficiency in the mother tongue, which (*sic*) may not be English;

3.1.2 Good grades in language other than English should be taken into consideration as indicators of an innate aptitude for languages that is to be valued in an academic institution;

(CPUT Language Policy, 2007:05)

A discussion of the other UoTs in South Africa in subsequent sections of this study reveals that CPUT is the only UoT where competency in English is not a pre-requisite for enrolment. It will however, be interesting to conduct a study to determine how this provision is implemented at CPUT. It may also be necessary to investigate how this provision affects academic activities that are mainly conducted in English.

The communication aspect in Phase 2, as the CPUT Language Policy (2007:06) indicates, addresses both internal and external communication approaches of the institution. The communication aspect refers to both languages of meetings, written communication in electronic and print form, signage and spoken administrative interaction; with English used as a default language. However, there are some instances, such as in signage and documentation, disciplinary hearings and in meetings where the need for interpretation for isiXhosa and Afrikaans speakers may be necessary. In external communication, the use of isiXhosa and Afrikaans will also be pursued if there is a need.

It is the Phase 3 of the CPUT Language Policy that is of special interest to this study as it deals directly with the implementation of the Language Policy for Higher Education in academic matters. Academic processes are facilitated by academics, both teaching and instructional staff. The CPUT Language Policy (2007:07) proposes the following steps that should take place between January 2014 and December 2018:

1.1 Teaching and Learning

IsiXhosa and Afrikaans are to be used alongside English as LoLTs.

1.2 Teaching material

Development of support materials (for example, glossaries) in isiXhosa and Afrikaans to be completed in all subjects.

1.3 Assessment

The process of incorporating isiXhosa and Afrikaans into assessments e.g. assignment questions, exam/test question papers is to continue.

The CPUT Language Policy provides for an implementation plan. The Policy Implementation Plan has institutional and academic initiatives. Institutional initiatives, as the CPUT Language Policy (2007:07) provides, entail:

1.1 Policy Availability

Senate has to see to it that the policy is made available in 3 regional languages (which are English, IsiXhosa and Afrikaans).

1.2 Language Resource Centre

This policy requires CPUT to establish a Language Resource Centre (see Policy Procedures 1.1) as a condition for achieving many key aspects of the Policy Implementation Plan. The establishment of the resource centre is the responsibility of Senate.

The academic activities of the CPUT Language Policy (2007) entail monitoring and review exercises, as well as implementation at departmental level. In terms of monitoring and review, the CPUT Language Policy (2007:08) provides, among others, for the following:

Senate shall appoint a sub-committee to monitor and review implementation on approval of this policy. The sub-committee will monitor the achievement of the above periods and quality of implementation by means of interim annual reports provided by faculties.

The common practice at South African universities is that deans present their faculty reports at Senate. In return, academic heads of department are responsible for compiling their departmental reports that deans use to compile faculty reports. Therefore, the CPUT approach discussed above may assist in the implementation of its language policy as deans of faculty and heads of academic departments have a critical role to play in the implementation, monitoring, review and progress reporting of the language policy implementation process. Therefore, investigating how academics view the role of deans and heads of academic department in the implementation process is necessary.

Regarding the implementation process of the policy at a departmental level, the CPUT Language Policy (2007:08) provides, among others, for the following:

Academic Heads of Department, programme convenors and administrative line managers should provide all staff with copies of this policy in order to identify training needs.

This policy should be discussed in all departments, academic and administrative (*sic*), for purpose of contextualisation and adaptation to specific discipline and/or service.

It is therefore important to investigate the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa. Academics, as the CPUT Language Policy (2007) clearly demonstrates, are at the coalface of the language policy implementation process.

A copy of the Language Policy of the CPUT is attached as **Annexure B**.

1.2.5.2 The Central University of Technology

The Central University of Technology (CUT), in the same way as the CPUT, is a predominantly urban-based UoT. CUT was established in 1981 as Technikon Free State with facilities in Bloemfontein (CHE, 2005:03). The initial enrolment of 285 in mainly secretarial, art and designed programmes was later changed to science, engineering and

technology programmes. In 2004, the Technikon Free State gave way to the Central University of Technology, with campuses in Bloemfontein, Welkom and Kimberly (CUT 2010 Annual Report).

According to the CUT 2010 Annual report, by 2010 CUT had 260 academic staff members, spread across the three campuses and four faculties as follows:

Table 1.2: CUT Permanent Instructional/Research (Academic) Staff

Permanent Instructional/Research (Academic) Staff					
	BLACK		WHITE		HEADCOUN T
	FEMALE	MALE	FEMALE	MALE	
Faculty of Engineering and Information Technology					
Headcount	4	29	12	34	79
Percentage	5.2%	36.4%	15.6%	42.9%	100%
Faculty of Health and Environmental Sciences					
Headcount	3	13	18	11	45
Percentage	6.7%	28.9%	40%	24.4%	100%
Faculty of Humanities					
Headcount	11	25	15	13	64
Percentage	10.9%	30.6%	27.5%	31%	100%
Faculty of Management Sciences					
Headcount	10	13	26	23	72
Percentage	13.9%	18.1%	36.1%	31.9%	100%

(CUT 2010 Annual Report, 2010:19)

As captured in the above statistics, the meaning of black is extended to mean any staff member who is not white. This implies that Coloureds, Indians and other groupings were classified as blacks in this report. While this may be a simple way of presenting the university profile, information that assists in planning transformation and equity processes may easily be lost.

According to the CUT 2010 Annual report, from an initial intake of 285 in 1981, the student enrolment rose to 12 274, spread across the three campuses and four faculties as follows:

Table 1.3: CUT Student Profile in 2010

Profile Change (Students Enrolment)					
	BLACK		WHITE		HEADCOUNT
	FEMALE	MALE	FEMALE	MALE	
Faculty of Engineering and Information Technology					
Bloemfontein Campus	23.8%	60.4%	0.9%	15.0%	3 863
Welkom Campus	37.2%	61.3%	0.4%	1.1%	266
Faculty of Health and Environmental Sciences					
Bloemfontein Campus	40.2%	32.6%	18.8%	8.4%	1 140
Faculty of Humanities					
Bloemfontein Campus	47.2%	42.7%	6.3%	3.8%	1 724
Welkom Campus	58.9%	39.2%	1.1%	0.7%	874
Faculty of Management Sciences					
Bloemfontein Campus	55.7%	34.7%	5.3%	4.4%	3 326
Welkom Campus	56.9%	41.6%	0.6%	0.8%	1 081

(CUT 2010 Annual Report, 2010:19)

The ratio of black and white students stands at 85:15, with a success rate of 72.4% that rose marginally to 73.6% in 2010.

Council approved the language policy of the CUT in September 2009. The policy indicates January 2010 as a commencement date for implementation. The policy document further indicates that the policy shall be revised every five (5) years, keeping in mind the developments in the National Higher Education Language Policy framework. Such revisions shall not exclude intermittent amendments during this period should they be demanded by a changing policy framework (Language Policy of the Central University of Technology, 2009:1-5).

Unlike the CPUT Language Policy, the Language Policy of the CUT is brief and does not provide for any implementation phases or plan. If one compares the CPUT and CUT policies, one may conclude that the CUT policy runs the risk of non-implementation, as there are no clear guidelines as to what activities should happen when.

The CUT essentially follows a monolingual language policy, where English is used as the language for all teaching and learning endeavours; including the facilitation, assessment, study guides, curricula, syllabi, class notes, research, scholarly work, publications and consultation (Language Policy of the Central University of Technology, 2009:03).

The Language Policy of the Central University of Technology (2009, 04) vaguely encourages the use of Sesotho and Afrikaans in academic and non-academic activities where feasible, in instances where lexicons of concepts and terminology were developed. It is worth noting that the policy leaves the implementation endeavours at the discretion of individual employees. There is therefore no clear plan to implement the key elements of the Language Policy for Higher Education as identified in this study.

A copy of the Language Policy of the Central University of Technology is attached to this study as **Annexure C**.

1.2.5.3 The Durban University of Technology

Durban University of Technology, hereafter referred to as DUT, is a predominantly urban-based University of Technology (UoT) situated in the KwaZulu-Natal Province. The DUT came into being as a result of a voluntary merger between ML Sultan Technikon (a historically disadvantaged institution with a mainly Indian student enrolment) and Technikon Natal (a historically advantaged institution with mainly a white student enrolment) on 1 April 2002, initially as the Durban Institute of Technology (DIT). Three years later, its designation was changed to that of 'university of technology' (CHE, 2008:04).

The DUT is a medium-sized contact and predominately undergraduate institution. It has six campuses, four of which are in Durban: Steve Biko, which also houses university management, ML Sultan, Brickfield Road, and City. There are two Midlands campuses: Riverside in Pietermaritzburg and Indumiso in Imbali as well as two sites of delivery at Ritson Road and Mansfield in Durban (CHE, 2008:04).

In 2006, DUT employed 2 672 staff members; of whom 1 388 were permanent appointments and 1 284 were part-time appointments. Of the 1 682 academics, 595 were full-time and 1 087 part-time, which constitute a ratio of approximately 1:2 full-time to part-time academic staff (CHE, 2008:04). By 2010, the demographic representation amongst academic staff was given as 24% African, 43% Indian, 30% White and 3% Coloured (DUT 2010 Annual Report, 2010:11).

The academic ambit at DUT consists of six faculties; namely Faculty of Accounting and Informatics, Applied Sciences, Arts and Design, Engineering and Built Environment, Health Sciences and Management Sciences (DUT 2010 Annual Report, 2010:24).

The DUT 2010 Annual Report (2010: 24-25) indicates student enrolment at 25 237. As indicated in Figure 1 below, 76% of students are African (16% more than the national target of 60% of African students' enrolment at universities), 17% Indian, 4% White, 2% Coloured and 1% indicated as 'Other'.

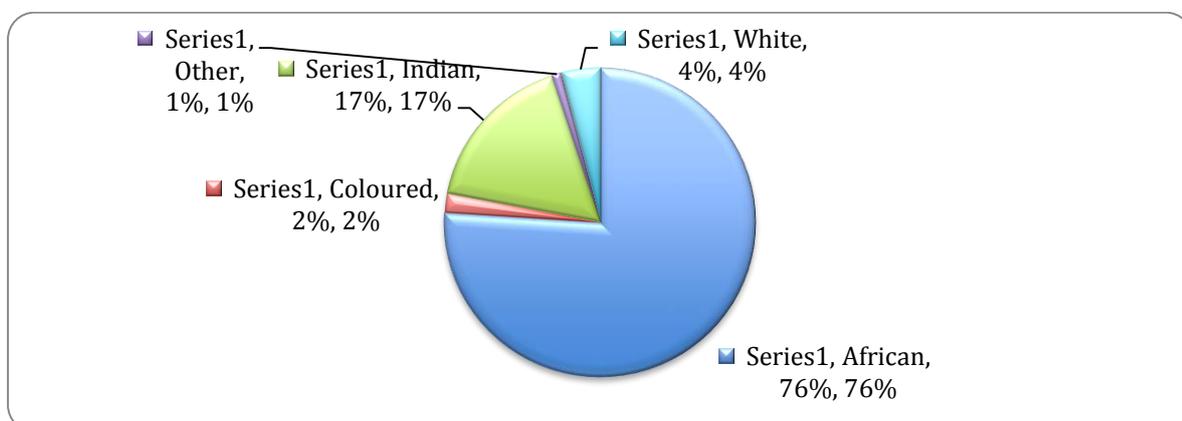


Figure 1.1: 2010 Headcount Enrolment by Race

DUT 2010 Annual Report (2010:25).

In 2005, Indian and White students had a relatively higher success rates than African students across all categories, with the difference between White and African students being particularly more in SET (Science, Engineering and Technology) and HSS (Human Social Studies) at the undergraduate level. At the postgraduate level the differences are more pronounced with 61% White student success compared to 11% African success in BCM (Business, Commerce and Management) and 44% to 24% success in SET (CHE, 2008:11).

Despite the above statistics, the DUT graduation rates continue to improve, from 20% in 2008 to 23.5% in 2009. Similarly, there has been a steady improvement in cohort throughput rate; which has been accompanied by a decline in dropout rates. The minimum percentage throughput rate for the 2007 cohort was 28% compared to 25% for the 2006 cohort. The DUT 2010 pass rate was 73%; well below the DHET norm set at 80% (DUT 2010 Annual Report, 2010:25).

Council approved the Durban University of Technology Language Policy in November 2010. The policy has a four (4) year lifespan (2010 to 2014). In terms of this policy, the Vice-Chancellor will initiate the review of the policy in 2014 if deemed necessary by Senate (2010, 04).

The DUT Language Policy, in the same way as the CUT Language Policy, is a monolingual policy that maintains English as the main medium of instruction and for its business (2010, 02). While purportedly rejecting the notion of a single dominant language in line with the Constitution and government policies, the DUT conveniently uses one of the Language Policy for Higher Education provision to pursue an English only policy, 'until such time as other South African languages have been developed to a level where they may be used in all higher education functions' (DUT Language Policy, 2010:02).

Therefore, one may conclude that in terms of this provision, one should not necessarily assume that non-implementation of multilingualism at a university is tantamount to non-compliance with the provisions of Language Policy for Higher Education. Essentially, there are no time frames for the introduction and use of languages other than English and Afrikaans in the core business of any of the South African universities.

DUT identifies three phases that would guide its Language Policy implementation. As the phases have time frames, the intention of the Council may be for the implementation phases to be carried out within the envisaged three-year life span of the policy.

The phase 1 (short term) of the DUT Language Policy (2010:03) provides for the establishment of a Language Unit tasked with implementing the language policy and the development of materials and training programmes. The Language Unit, the policy further argues, should be a stand-alone unit with an Advisory Board that would include representation from the university language programmes. The unit will be resourced appropriately. It will report to the Vice Chancellor.

In Phase 2 (Medium Term), the DUT Language Policy (2010:03) provides that the Language unit that was established in Phase 1 will conduct research in collaboration with other language units in the university into the language usage of the university community and identify the languages spoken by the majority of staff and students. In ensuring that implementation takes place, the Language Unit should develop an operational plan that will, among others:

- investigate the need for the development of materials and resources for the teaching of African languages (e.g. isiZulu and isiXhosa).
- support staff members in acquiring additional language competencies.
- support faculties in designing glossaries of terminology in the majority languages of the university community.
- develop terminology and lexicographical material for these languages.
- develop competencies and capacity in South African Sign Language.
- look into assisting where language is barrier.

(DUT Language Policy, 2010:03)

In Phase 3 (Long Term), the DUT Language Policy (2010:03) commits the institution to two implementation objectives, namely to:

- conduct research into language issues, with special attention to multiculturalism and multilingualism within the university context.

- implement policy subject to regular monitoring and evaluation via Senate.

A copy of the Language Policy of the Durban University of Technology is attached to this study as **Annexure D**.

1.2.5.4 The Mangosuthu University of Technology

Mangosuthu University of Technology (MUT) is one of five universities in KwaZulu-Natal (KZN). It is also one of the two UoTs in the province; the other being the DUT. However, unlike the DUT, the MUT is a single campus institution. Its only campus is located in Umlazi Township. Umlazi is the biggest black township in the KZN Province. The main languages spoken in the Province and at the MUT are isiZulu, followed by English and Afrikaans (CHE, 2012).

In 2010, the MUT had a staff compliment of 492, of whom 178 were academics (CHE, 2012:20). This was a phenomenal increase as in 2008 the MUT had only 119 permanent academics that were supplemented by part-time academic staff members. The university has four faculties, namely, the faculties of science, engineering, technology and management sciences (CHE, 2012).

According to CHE (2012, 12), in 2009 over 93% of the total number of 9 680 students at the MUT students (*sic*) were drawn from KZN (i.e. 8943 students), with the Eastern Cape providing the next largest group of 3% (330). Interestingly, no foreign students were reported to have registered at the MUT in 2008, although the situation slightly changed to 1% foreign student registration in 2009. Between 2004 and 2009, the student body was virtually 100% African (CHE, 2012:08). The student to staff ratio stands at 46:1, substantially higher than the average for the university of technology Sector of 29:1 (CHE, 2012:12).

The MUT Language Policy of 2009 recognised English as the sole language of the academic enterprise of the institution. Such recognition is based on the principles that the MUT Language Policy (2009, 04) advances as follows:

- English will be the medium of instruction of teaching and examination at the Mangosuthu University of Technology for the period 2010 – 2014;
- In order to ensure that language does not act as a barrier to its students' academic success, the University will provide language and academic literacy programmes in English through its Language Centre;
- All applicants for admission as students at the University must have attained a certain level of proficiency in English and are required to submit evidence of their applications to study, as detailed in the University's Calendar;
- English will be the language of internal governance and administration from 2010 to 2014. All heads of department are required to ensure that the members of staff of their departments are sufficiently competent in English to be able to perform functions they have been employed for, and will if necessary refer members of staff who need help in achieving this level of competence to the University's Language Centre for development of their skills in communication in English; and
- This policy does not exclude the use of isiZulu or any of the official South African languages in the classroom, the workplace or the office, where this is convenient and helpful.

The CHE Report of 2012 noted the frequent use of isiZulu in a number of courses by some lecturers. This practice, CHE (2012:31) comments, if found to be pedagogically sound, might present an opportunity to the university to review the existing language policy and open a possibility for the University to recognise the role of isiZulu in supporting the main language of instruction (English).

1.2.5.5 The Tshwane University of Technology

According to CHE (2008:06), The Tshwane University of Technology (TUT) was established at the beginning of 2004 as a result of a merger between Technikon Northern Gauteng (TNG), Technikon Pretoria (TPTA) and Technikon North West (TNW) as part of the restructuring of the higher education system. TNG and TNW were historically disadvantaged institutions with mainly African student enrolments. TPTA was a historically advantaged institution with a predominantly White student population and the

medium of instruction was Afrikaans. Between 1995 and 2003, each of the three institutions underwent a period of rapid expansion in headcount enrolment.

TUT, CHE (2008:06) further indicates, is a large, residential, multi-campus university. It is mainly a contact learning institution, but has a distance-learning component. It has six campuses in four provinces and nine teaching and learning delivery sites. The largest campus is Pretoria West, which also houses the University’s management. The other campuses are Arcadia and the Arts in central Pretoria; Soshanguve North and Soshanguve South in Pretoria North; Ga-Rankuwa in North West Province; and three distant campuses: Polokwane in Limpopo, Witbank and Nelspruit in Mpumalanga.

In 2008, TUT was offering 429 national diploma and degree qualifications, including doctoral degrees. It had 70 departments, organised into seven faculties, namely, Science, the Art, Humanities, Economics and Finance, Engineering and the Built Environment, Information and Communication Technology, and Management Sciences.

The institution has a number of Centres and Institutes (CHE, 2008:06). In 2005, the academic enterprise was facilitated mainly by white academics, which formed 61.48% of academic staff complement (CHE, 2008). However, by 2009, black instructional and research professionals increased to 49%, with coloured and Indians constituting 1.8% and 1.6% respectively (Van Staden, 2010:09).

TUT instructional/research professionals by race are provided in this **Table 1.4**.

Personnel Category	2009					2010					2010 Target
	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	Black
Instr./Research Professional	316	14	30	421	783	347	13	37	408	805	
%	40,4	1,8	3,8	54,0	100	43,0	1,6	4,6	50,6	100	
Black/White Ratio	46,0%			54,0%	100	49,3%			50,7%	100	40%

DVC: TLT 2010 Report to Senate (Prof L van Staden)

In 2005, student registration was approximately 60 000, making TUT South Africa's largest university of technology and the second largest university in South Africa after UNISA. Ninety-three percent of its students were undergraduates (CHE, 2008:06).

CHE (2008:07) further notes that although the student demographic profile of TUT is reflective of the population, issues of equity and redress have not been resolved when it comes to success and graduation rates; with White, Indian and Coloured students having a higher success rate than African students in all categories. However, by 2009 the success and graduation rates, when compared to other UoTs, remain relatively low at 71% and 19% respectively. The TUT's plan is to increase the success rate to 75% by 2015. TUT proposes to increase its graduation rate to 22% by 2015 (van Staden, 2010:09).

The Tshwane University of Technology Language Policy, together with the CPUT Language Policy, represents the two most comprehensive language policies in the South African UoTs environment. The institutional Executive Management Committee, Senate and Council approved the TUT Language Policy in May, October and November 2005 respectively.

In the same way as the language policies of CPUT, CUT, DUT, and MUT, TUT follows a monolingual language policy. The TUT Language Policy (2005, 01) provides for the use of English as the primary language of teaching, instruction, communication and documentation.

The TUT Language Policy (2005) proposes for the adoption of Setswana and SiSwati as the institutional primary and secondary languages whose terminology would be developed for academic, scientific and communicative purposes (2005, 01). The policy has no clear implementation plan. Therefore, there is no indication as to when the university would use Setswana and SiSwati for the proposed purposes.

The adoption of English by the TUT as a language to conduct its core business may portray an inclination to support the notion that English is the language of science,

business, career and international interaction as indicated elsewhere in this study. However, the decision to adopt Setswana and SiSwati for development as future languages for academic, scientific and communication purposes seem to have been well thought through.

The choice of the development of Setswana as a future language to conduct the TUT's core business is based on the argument that the three campuses of the TUT in the Tshwane Metropolitan area are situated in an area where Setswana is the language spoken by most of the population of this area (The TUT Language Policy, 2005). In addition, one of the campuses of the TUT is located right in the North-West Province.

Secondly, apart from the TUT, the North-West University is the only other institution of higher learning that has chosen Setswana for development as a language of teaching, instruction and communication. The North-West University is geographically close to the TUT, and so is the University of Botswana, for inter-institutional collaboration in the development of Setswana (TUT Language Policy, 2005:07).

The reason for the choice of SiSwati as another language for development is an interesting one. This decision seemed to have been motivated only by TUT's desire to develop SiSwati so that the institution may articulate to the Language Policy for Higher Education guidelines on securing 'the future of the South African (African) Languages as fields of academic study and research' (Ministry of Education, 2002:10).

The policy uses statistical information regarding the percentage of student language preference to back its choice of Setswana and SiSwati. There is also convincing arguments based on historical language development legacies that the TUT Language Policy attempts to address.

The TUT Language Policy further proposes, with no commitment, to the use of other South African languages for communication and teaching purposes where it is reasonably practicable: Provided (*sic*) that such use should not violate the language rights of other people (TUT Language Policy, 2005:06).

In line with the legislative framework that the Language Policy for Higher Education provides, the TUT Language Policy also caters for foreign languages. In terms of the promotion of foreign languages, TUT commits itself to presenting courses or programmes for the learning of foreign languages, depending on the demand and the economic viability of such courses or programmes (TUT Language Policy, 2005, 06).

A copy of the Language Policy of the Tshwane University of Technology is attached to this study as **Annexure E**.

1.2.5.6 The Vaal University of Technology

Vaal University of Technology, hereafter referred to as VUT, is a medium-sized contact residential university with its main campus in Vanderbijlpark in southern Gauteng's industrialised area. The institution has four satellite campuses: Secunda in Mpumalanga, Klerksdorp in North-West, Kempton Park in Gauteng, and Upington in Northern Cape. VUT was not extensively affected by the restructuring of the higher education sector since it was not part of any merger process. However, the institution was required to incorporate the Sebokeng campus of the former Vista University (CHE, 2007:08).

Regarding its language of instruction, VUT, formerly Vaal Triangle Technikon, evolved from an Afrikaans-medium technical college that was started with 189 white students in 1966, to an English-medium UoT comprising close to 17 000 predominately African students in 2005. About a third of VUT's students are distributed across the satellite campuses, which are not residential (CHE, 2007:07).

Regarding its academic offerings, VUT has four faculties: Applied and Computer Sciences, Engineering and Technology, Human Sciences, and Management Sciences. All faculties offer a range of programmes from diploma to doctoral studies, but not all programmes offer full progression to postgraduate level. VUT is predominantly an undergraduate institution with 99 percent of its enrolments at this level (CHE, 2007:07).

VUT student profile has changed significantly in the past years. Between 1996 and 2004 VUT's total enrolments grew by approximately 54 percent to reach a 16 848 student headcount. This expansion was due to the enrolment of African students which increased approximately 135 percent in eight years – from 6 548 students in 1996 to 15 371 in 2004 (CHE, 2007:07-08).

A worrying trend is the change in enrolment pattern that does not auger well for a UoT. In 1996, almost 44 percent of enrolments were in SET disciplines – with Business, Commerce and Management receiving nearly 39 percent of the students and Humanities and Social Sciences approximately 10 percent. By 2004, the distribution of enrolment across disciplines had moved towards Business and Commerce with above half of the headcount enrolment. The SET disciplines had less than 40 percent, and Humanities and Social Sciences had 8 percent (CHE, 2007).

The relationship between the VUT staff compliment and its choice of English as a medium of instruction creates pedagogical challenges that are of interest to this study. Whereas the student body is almost exclusively African, CHE noted that by 2007 the academic staff was still predominantly white and Afrikaans speaking (CHE, 2007:08). The effectiveness and quality of teaching makes an in-depth study of possible pedagogical challenges based on language dynamics an interesting area of further research.

As in all the other five UoTs discussed in this study, there is a marked differences between the success rates of African and white students (CHE, 2007:08), with white students performing better than their African counterparts.

Vaal University of Technology Language Policy is based on the Language Policy of the Vaal Triangle Technikon Language Policy that was approved by Senate in March 2003. A search for a revised policy during the course of this study did not yield any positive results. There was only an indication that VUT is currently engaged in an institutional dialogue to introduce a new language policy.

Accepting this limitation and regarding the Vaal Triangle Technikon Language Policy as the *de facto* VUT Language Policy, the policy provides for a monolingual language policy

where English is used as a language for teaching/tuition, examinations, tests and assignments, study materials and both external and internal communication.

Regarding the implementation of the Language Policy for Higher Education (2002), the Vaal Triangle Technikon Language Policy (2003:03) provides for a language centre whose function would be to:

- Encourage and manage the planning and implementation of the development of African and other languages as languages of social and academic expression.
- Nurture linguistic diversity as an institutional culture.
- Establish medium and long-term goals to advance the English language planning and development process.
- Translate, proof-read or edit all official documentation before distribution.
- Maintain and develop English proficiency at acceptable academic levels.
- Communicate the Institutional language policy in an Institutional publication available to all stakeholders.
- Revise the Institutional language policy every second year.

Regrettably, this policy does not even identify the African languages that should be developed for 'social and academic expression' (2003:02). It is therefore doubtful if the institution will be able to make any meaningful progress regarding the implementation of the Language Policy for Higher Education (2002).

A copy of the Language Policy of the Vaal Triangle Technikon Language Policy is attached to this study as **Annexure F**.

In concluding this sub-section, the UoT sector has been characterised by low success rates, staff turnover, increase in student enrolments and leadership changes (Du Pre', 2009:79). In addition, there are new institutional cultures that emerged at UoTs that merged to form new entities. Different institutional cultures influenced policy implementations to a point of non-implementation. The 'interim' capacity of staff influenced accountability and policy implementation within the multi-campus institutions. This included the teaching and learning practices and procedures (Du Pre', 2009:79). It

is also within this context, and the expectation of the government of South Africa, that this study sets out to investigate the willingness of academics to implement the Language Policy for Higher Education at the universities of technology in South Africa.

1.3 THE CONCEPTUAL FRAMEWORK UNDERPINNING THIS STUDY

This study, 'The willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa', draws its conceptual framework from different theories. The two most prominent theories that guide this study are from sociolinguistics and public administration. Theories from change management and applied psychology have been visited, where necessary, to explain behavioural tendencies of language policy implementers. This approach should be understandable, as different theories have played an important role in the evolution of language policy as an interdisciplinary field (Ricento, 2006:18). Therefore, the discussions have mainly be restricted to two broader bodies of literature, namely sociolinguistics (Bergenholtz 2006, Baldauf Jr. 2005, Hartmann and James 1998, Kaplan and Baldauf 1997, Mutasa 2002, Neustupný 1985, 1994 and Neustupný and Nekvapil 2003, Runin and Jernudd 1971 and Pattern 2001) and public management (Metselaar 1997, Tummers, 2011 and 2012).

The sociolinguistic strand of this study bases its justification on the understanding that the study investigates the relationship between language (linguistics) in one hand, and university communities (society) at the six UoTs in South Africa, on the other. Insights from linguistics (especially the language policy and planning frameworks) are important, as this study is essentially an investigation of the language usage within university speech communities. The approach in this study is in line with Schiffman (1996: 03), who views language policy as referring briefly to the policy of a society in the area of linguistic communication; that is, the set of positions, principles and decisions reflecting the community's relationship to its verbal repertoire and communicative potential. While language policy decisions are essentially political, they may be subjected to the intervention of corporations, international organisations, families and individuals (Bergenholtz, 2006:04) thereby rendering the end result apolitical.

The use of Neustupný and Nekvapil's Language Management Framework (Neustupný 1985, 1994 and Neustupný and Nekvapil 2003) as a guiding framework was very appealing at the conceptualisation of this study as the current study broadly deals with the management of the use of languages within the guidance of the provisions of the Language Policy for Higher Education. However, a review of literature dealing with the Language Management Framework reveals that this framework (the Language Management) is not suitable for this study as it focuses on explicating language planning behaviour at the level of an individual (Baldauf 2005, Neustupný 1994, Neustupný and Nekvapil 2003 and Marriot 2009), rather than at an institutional level.

Explaining the basic tenets of the Language Management Framework, Marriot (2009, 170) submits that the framework shows how management (at an individual level), occurs through a series of stages which represent processes. Management is said to commence with the occurrence of a deviation from the base norm or expectation for the particular situation, and can be followed by the process of noting, which may or may not take place. In cases where deviations are noted, these can be evaluated negatively, positively or neutrally. At the subsequent management stage, a decision to make an adjustment may be undertaken, or conversely a decision may be made to take no action. At the final stage, the planned adjustment may be implemented (Marriot, 2009:170).

In explaining the cyclical nature of the Language Management process, Marriot (2009) gives an example of a speaker who mispronounces a lexical item and, subsequent to noting and giving a negative evaluation to such utterance, produces an adjustment in the form of a correct lexicon. However, if the adjusted form contains another deviation, this too may be noted, negatively evaluated and another adjustment may be subsequently planned and implemented (Marriot, 2009:170).

As the Language Management Framework stands, it is not helpful in dealing with issues involved in the current study. Therefore, there was a need to search for alternative options to explain variables that influence the implementation or non-implementation of the Language Policy for Higher Education at universities of technology in South Africa.

This study also investigated the use of other theories such as modernization, historical surveys and other qualitative-based frameworks that were used by some scholars such as Marivate, 1992; Mutasa, 2003 and Sukumane; 2000; to evaluate the language policy implementation challenges in South Africa. The historical survey and other qualitative-based frameworks could not provide for any justifiable prospects for non-bias and quantifiable results in a study of this nature. However, the modernization theory deserves some comments as it provides insights necessary for a richer understanding of challenges that scholars associate with the language policy implementation in South Africa.

The modernization theory, explains Sukumane (2000, 202), rests on the claim that Western societies provide the most effective model for 'underdeveloped' societies attempting to reproduce the achievements of industrialisation. Secondly, multilingualism, preferably in English and French, is seen as a practical advantage for modern social organisation. Therefore, this theory emphasizes the need for Africans to be competent in European languages in order for them to prosper in a modern and developed society; with 'a modern and developed society' presumably being European.

As expected, this theory and its tenets have come under heavy criticism from a number of African scholars for its patronising and demeaning sentiments for all that stand for Africa (Alexander 1995 and 1997, Sengani 2010, Sukumane 2000, and Tollefson 1991). It is however sufficient to mention here that the modernisation theory does not offer any useful theoretical or conceptual analysis helpful in understanding the variables at play in the language policy implementation challenges beyond intellectual insights inspired most probably by colonialism and, in particular in South Africa, racist and apartheid undertones.

In this study, the South African language policy of multilingualism is linked to what Balfour (2007: 36) calls a broader project concerning the transformation of a society in order to achieve what Giddens (1991) terms the 're-creation' of a community. Central to the transformation project are human rights, not least of which is the right of every citizen to participate in democratic processes via his/her mother tongue.

In this instance, the ‘re-creation of communities’ (Giddens, 1991), is facilitated by the formulation of the Language Policy for Higher Education that this study investigates its implementation by academics at universities of technology in South Africa. Research indicates that policy implementation falls under the ambit of public management, as policy implementation and public administration/public management streams are linked, because (public) policy implementation occurs in and around public organisations (Tummers, 2012:21).

The Language Policy for Higher Education focuses on public institutions in the South African higher education environment. The policy promotes the development and use of African languages at the higher education sector, especially in areas of teaching, learning, research and other general activities of the university community. The policy also fulfils the criteria for consideration as a public policy. Tummers (2012:30–31) provides four criteria that a policy should meet before it is regarded as a public policy. The four criteria and a table providing an explanation of each are as follows:

Table 1.5: Criteria for public policies

Criteria	How the policy relates to national rules and regulations
Criterion 1: The policy is captured in national rules or regulations	The LPHE is an initiative of the then Department of Education of the South African government and was released in November 2012 to provide guidelines on how universities should deal with multilingualism at institutional level.
Criterion 2: The policy is implemented by public professionals	The LPHE provides guidelines to public universities on language matters. Therefore, academics in public universities are the main drivers of its implementation.
Criterion 3: The policy can be clearly distinguished	While the LPHE builds on other policies that regulate the university environment in South Africa, the LPHE clearly focuses on language policy implementation matters.
Criterion 4: Public professionals have opinions regarding the policy	The literature review in chapter 2 of the current study indicates some of the research undertaken that reflect what opinions academics have regarding this policy. The current study also focuses on the willingness of academics to implement the LPHE at universities of technology in South Africa.

Adapted from Tummers (2012:30–31)

Academics have a critical role to play in ensuring that the focus areas of the Language Policy for Higher Education are implemented. The challenge is, however, to understand

the extent to which academics are willing to cooperate in the implementation of the Language Policy for Higher Education.

A number of scholars (notably Lipsky, 1980; Metselaar, 1997, Shen and Dillard, 2005 and Tummers, 2011 and 2012) developed, tested and validated measurement scales for policy willingness analysis. This study uses these scales to develop a conceptual framework that is used to evaluate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The conceptual framework is based on variables that Tummers (2011 and 2012) consolidated from works by scholars cited above. Tummers (2011 and 2012) claims that a combination of a number of factors identified by some of the earlier scholars may be used to understand public professionals' willingness to implement public policies. The variables, Tummers (2012, 172) submits, are structured into three main factors: (1) the policy content and discretion; (2) the organisational context; and (3) personality characteristics.

The policy content and discretion factor is made out of four elements namely, societal meaningfulness, client meaningfulness, personal meaningfulness and discretion. The organisational context examines the influence of academics during implementation, in particular, the subjective norms (attitude) of managers and of staff. Lastly, personality characteristics seek to solicit information on the possible reactance to and compliance of academics with the implementation of the key focus areas of the Language Policy for Higher Education (LPHE).

This, therefore, motivates the need to investigate the following **research questions**:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?

- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?

- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The first question is derived from the policy implementation model. The second question investigates if biographical factors of academics may not account for the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. Lastly, the third question is used to verify if the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa may be justifiably explained by other factors apart from the policy implementation willingness framework and biographical factors.

The advantage of this approach is that the research employs a multi-factor rather than a single-factor approach. The approach also has the advantage of seeking answers to research problems beyond the confines of existing theories and frameworks.

In attempting to answer the first research question, this study focuses on **nine hypotheses** identified from the policy implementation willingness model. The nine hypotheses are:

- H1: Societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa.
- H2: Student meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

- H3: Personal meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H4: The perceived discretion that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H5: The influence that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H6: If deans and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H7: If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H8: The independent traits of academics will be negatively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- H9: The rule compliance traits of academics will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

This study uses the theory testing approach, a prominent type of explanatory research, to evaluate the relevance of the policy willingness model in investigating the implementation of the Language Policy for Higher Education at universities of technology

in South Africa. The survey research design (using a hard copy questionnaire with a five point Likert scale), the quantitative research methodology and the Statistical Package for Social Science (SPSS) are used in data collection, capturing and analysis.

1.3 MOTIVATION FOR THE STUDY

This section motivates for the need to study the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The section does this by discussing the aim, purpose and significance of the current study.

1.3.1 The aim, purposes and significance of this study

The aim of this study is to investigate empirical factors that influence the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

The purpose of the study is to contribute to a better understanding of variables that may make the implementation of the Language Policy for Higher Education at universities of technology in South Africa possible. Once a better understanding of the key variables is achieved, it will be possible to develop recommendations that will make the implementation of the LPHE by the UoTs in South Africa viable.

The significance of this study is threefold. Firstly, this study contributes new insights to the body of literature that deals with the Language Policy and Planning topic. The use of the policy willingness implementation framework provides new insights in investigating and analysing variables that influence the implementation of the South African Language Policy of multilingualism broadly, and the Language Policy for Higher Education in the university context in particular.

Secondly, Language Policy and Planning research is mainly characterised by the use of qualitative methodologies (see discussions in chapter 2 of this study). In instances where

quantitative methodologies are used, there is hardly any convincing evidence to prove that the scales were tested and validated before they were used.

The third contribution is to the change management literature concerning the transformation agenda of the higher education sector in South Africa. The Department of Education, and after the 2009 general elections in South Africa, the Department of Higher Education and Training, developed a number of policy directives and legislation to guide the transformation of the higher education sector in South Africa. There is a need to regularly research the extent to which these policy initiatives are implementable, given a range of challenges that South Africa faces.

1.5 RESEARCH PROCESS

According to De Vaus (2002:11), social researchers may try to answer two fundamental questions about society: what is going on (descriptive research) and why is it going on (explanatory research). The central role of social research is therefore to answer both the 'what' and 'why' questions. The aim is to both describe and understand society.

Evidence gathered during the literature review in chapter 2 of this study indicates that there is no meaningful progress regarding the implementation of the Language Policy for Higher Education at universities of technology in South Africa. This, therefore, answers the 'what is going on' question. However, the 'why is it going on' question still needs further research. This study attempts to fill this gap.

The development of good explanations (why is it going on), De Vaus (2002:11-12) rightly observes, involves two related processes: theory construction and theory testing. Theory construction is a process that begins with a set of observations (that is, descriptions) and moves on to develop theories of observations.

Theory testing differs from theory construction in that theory testing starts with an existing theory. Using an existing theory, a researcher predicts how things will be in the real world. If the predictions are right, this lends support to the theory. However, if the predictions

are wrong, either the theory is wrong or the predictions were illogically derived from the theory (De Vaus, 2002:12).

The current study attempts to establish the relevance of the public policy implementation willingness theory in explaining the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. In testing the validity of the public policy implementation willingness theory, the current study is guided by the following research processes:

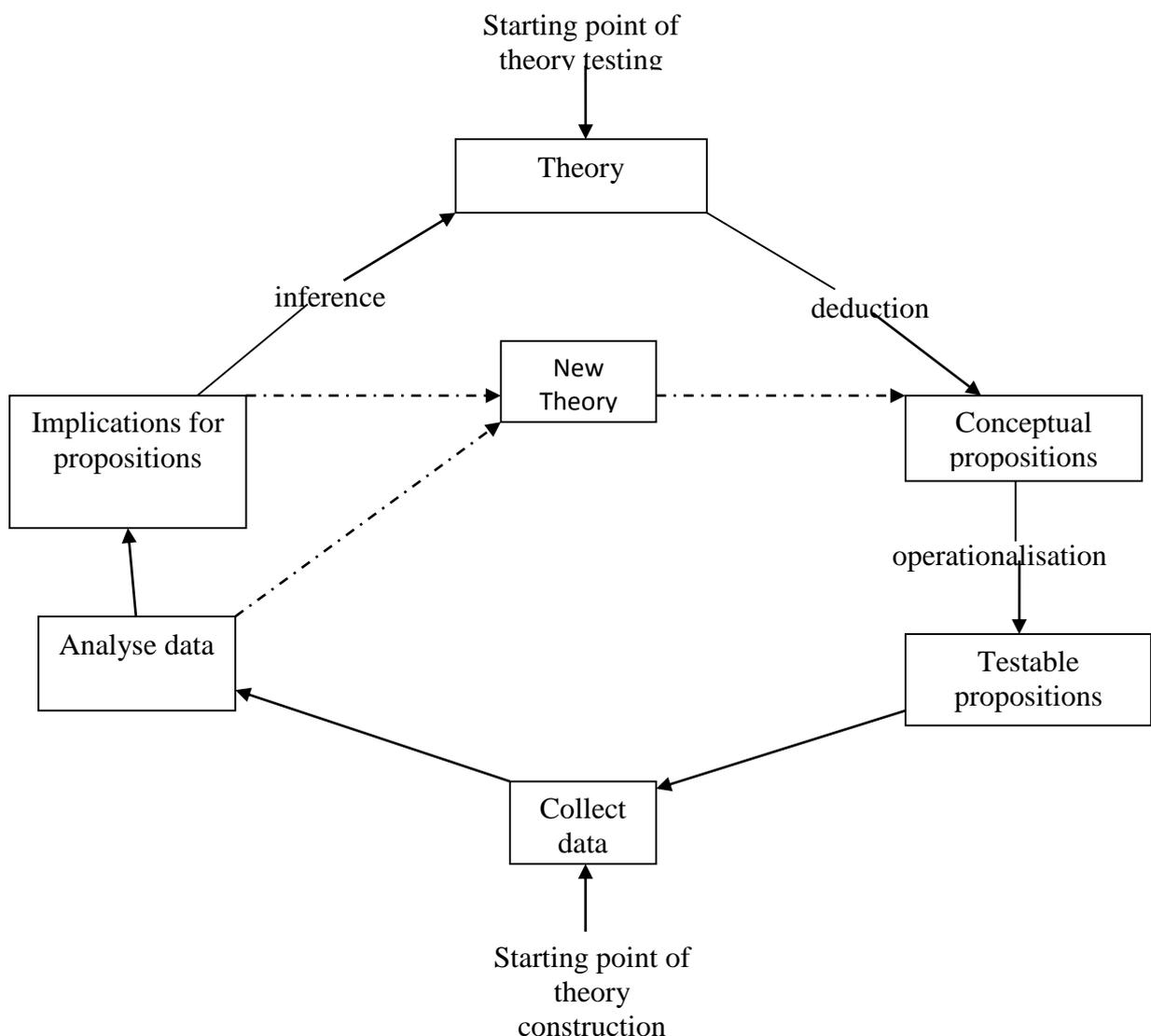


Figure 1.2: The logic of research process

Adapted from De Vaus (2002:21)

1.6 RESEARCH DESIGN

The Research design addresses the planning of a scientific enquiry – designing a strategy of finding out something (Babbie and Mouton, 2011:72). Babbie and Mouton (2011) identify two major elements of a research design. Firstly, one should specify clearly what one wants to find out. Secondly, one should decide about the best possible way of doing this. Interestingly, if the first element is handled well, the second element becomes much easier to handle (2011, 72).

In this study, sections on research questions and research hypothesis attempt to satisfy the first element as discussed by Babbie and Mouton (2011). However, it is the second element that this section intends to discuss briefly.

In this study, a survey was identified as the most appropriate way of gathering evidence to address the research question and its nine hypotheses. The survey research is one of the most popular approaches in social sciences. It involves gathering data through asking people questions either in self-administered questionnaires or through interviews (Babbie and Mouton, 2011:205). The rationale of choosing a survey (using a self-administered hard copy questionnaire) as a research design is to gather data from a representative sample and generalise it to the entire population of academics at universities of technology in South Africa. Considering the footprint of universities of technology in South Africa, it was not possible to collect data from all academics in this sector. The study period and resources available for this study also militate against an attempt to gather data from an entire population.

1.7 RESEARCH METHODOLOGY

Research methodology (also known as methodological approach or even paradigm) is derived from the Greek *meta-hodos-logos*-, that is, the principles that underpin the road (*hodos*) that one takes to reach one's destination or, more relevantly to research, the principles underpinning one's choice of a broad approach to conduct research (Mouton, 2012:17). Mouton (2012) distinguishes between three broad methodological approaches

or traditions in social sciences. The approaches are quantitative (where the researcher's stance is that of an outsider), qualitative (where the researcher's stance is that of an insider) and participatory (where the researcher is also a participant or change agent) research methodologies.

This study uses the quantitative methodology to investigate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The quantitative methodology suits this kind of study well as the findings are generalizable and the data is objective (Durrheim and Painter, 1999:132).

1.8 RESEARCH METHOD

According to Mouton (2012:18), whereas “methodology” is a term that is a rather high-level indication of a research approach or stance, the term “research method” always refers to research tasks-specific choices and specifically in four domains, namely:

- Methods for selecting cases (probability sampling methods, theoretical selections methods).
- Methods of measurement (test items, scaled items or scales, indices, observational categories, physical measures and other unobtrusive measures).
- Methods of data collection (individual and focus-group interviews, observation);
and
- Methods of data-analysis (statistical methods, mathematical methods, qualitative analytical methods).

1.8.1 Methods for selecting cases

The sample population of this study comprises all academics assigned to teaching departments whose core function is teaching, learning and research at the six universities

of technology in South Africa. In this study, academics include heads/chairs of departments and deans. Whereas heads/chairs and deans may be regarded as academic managers whose role is to manage academic processes, information gathered during the course of this research indicated that most of them are also actively involved in teaching, research and community engagement activities. As the sample population was known, random sampling was a preferred approach of collecting data.

1.8.2 Methods of measurement

Researchers need measures to test hypotheses and gather data (Neumann, 1997:133). Social measurement creates the possibility for a more rigorous scientific understanding of the social world. The movement towards rigorous measurement instrument design merits attention because the quality of such a tool shapes the quality of the social scientific understanding (Tucker, 2010:313).

This study uses a structured questionnaire to collect data from academics in the six universities of technology in South Africa. The questionnaire uses a five-category Likert scale that measures the extent to which academics are willing to implement the key focus areas of the Language Policy for Higher Education. Likert scales are called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives (Neumann, 1997:159).

A measurement instrument, developed from scales tested and validated by scholars such as Lipsky, 1980; Metselaar, 1997, Shen and Dillard, 2005 and Tummers, 2011 and 2012 in this field is used in measuring the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

1.8.3 Method of data collection

In a survey research, information is collected about the same variables or characteristics from at least two (normally far more) cases or unit of analysis and we end up with a data matrix (De Vaus, 2002:03). In this study, a structured questionnaire was used to collect data from academics at the six universities of technology in South Africa.

The questionnaire, pre-tested in a small group of academics at the Tshwane University of Technology (Polokwane and Mbombela campuses), was refined before it was sent to ethics committees of the various universities of technology in South Africa. After inputs were received from the ethics committees of the five of the six UoTs whose academics participated in this study, a hard copy of the questionnaire was finalised and distributed to and collected from academics by research assistants appointed per campus (in case of multi-campus UoTs), and per faculty in case of single campus institutions, after discussions with each participating UoT. Research assistants were appointed from the ranks of full-time post graduate students.

1.8.4 Methods of data-analysis

Statistical methods were used to analyse quantitative data. Once the researcher had measured the relevant variables, the scores (observations) on these variables (i.e., the data) was transformed statistically to help the researcher to (1) describe the data more succinctly and (2) make inferences about the characteristics of populations on the basis of data from samples (Durrheim, 2007:188).

To analyse data, Stata V12. Stata's *mrtab* was used to generate tables for multiple response items. Conclusions about the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa were drawn using inferential statistical methods, based on the data collected from a sample of academics.

1.9 CHAPTER LAYOUT

This study is divided into six chapters. **Chapter 1** is an introductory chapter that orientates the reader to this survey study on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The study background, research questions, justification and motivation are discussed. The research process, design, methodology and methods are also introduced.

Chapter 2 reviews research conducted in language policy implementation in South Africa. The discussion has three main key sections; firstly, a review of research in language policy implementation in the broader South African context, secondly, a review of the language policy implementation in the higher education environment, and lastly, a summary of the main issues identified in this chapter.

Chapter 3 deals with the language and policy implementation framework. The chapter first introduces both the language planning and the policy implementation willingness models. The second section of the chapter reconstructs the willingness model into a conceptual framework that was used to investigate the policy implementation willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Chapter 4 deals with the rationale for the research design, methods and methodology. In the first two sections, the main discussion falls on the scope of this study as well as the research approach, research design, measurement instrument, reliability and validity issues, pre-testing of the questionnaire, sampling design and sampling method, data management, data analysis and statistical analysis of the data.

The third section of this chapter discusses the research methodology followed in this study. The discussion focuses on the sampling procedure, participants, sample size, procedure for data management, administration of data collection and returning of questionnaires, reliability of the measurement instrument as well as procedures for data analysis and interpretation.

Chapter 5 presents the research findings and the interpretation of the findings.

Chapter 6 discusses the findings and the implications of such findings. The chapter also outlines the contribution that this study made to the field of language policy implementation. Other avenues that need further research are also provided. The chapter ends with a final summary of the whole study.

1.10 SUMMARY

This is a survey study that deals with the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. There are six universities of technology (UoTs) in South Africa. The six UoTs are the Cape Peninsula University of Technology (CPUT), Central University of Technology (CUT), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT), Tshwane University of Technology (TUT) and the Vaal University of Technology (VUT).

The Language Policy for Higher Education is a policy directive that the Ministry of Education introduced in 2002 to guide universities on the promotion of the use of African Languages, alongside English and Afrikaans; in particular the use of African Languages as media of instruction, African Languages as fields of academic study and research, and the promotion of the use of African Languages in institutional policies and practices at universities in South Africa.

Academics have a critical role to play in ensuring that the focus areas of the Language Policy for Higher Education are implemented. The challenge is, however, to understand the extent to which academics are willing to cooperate in the implementation of the Language Policy for Higher Education.

A number of scholars (notably Lipsky, 1980; Metselaar, 1997, Shen and Dillard, 2005 and Tummers, 2009 and 2012) developed, tested and validated measurement scales for policy willingness analysis. This study uses these scales to develop a conceptual framework that is used to evaluate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The conceptual framework is based on variables that Tummers (2009 and 2012) consolidated from works by scholars cited above. Tummers (2009 and 2012) claims that a combination of a number of factors identified by some of the earlier scholars may be used to understand public professionals' willingness to implement public policies. The variables, Tummers (2012:172) submits, are structured into three main factors: (1) the policy content and discretion; (2) the organisational context; and (3) personality characteristics.

A multi-factor approach is used to develop three research questions. The first question is derived from the policy implementation model; while the second and third are used to cover avenues that may indicate the influence of other variables to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

This study uses the theory testing approach, a prominent type of explanatory research, to evaluate the relevance of the policy willingness model in understanding the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The survey research design, the quantitative research methodology and statistical methods are used to gather and analyse data.

In the next chapter (Chapter 2), a summary of some of the pertinent research conducted in language policy implementation in South Africa is provided. As this study presents a different approach to language policy research in South Africa, it is important to demonstrate that a review of research relevant to this topic was conducted before concluding that the policy willingness theoretical framework offers the most objective and innovative approach to the understanding of language policy implementation challenges in the higher education environment.

CHAPTER 2

LITERATURE REVIEW ON LANGUAGE POLICY IMPLEMENTATION RESEARCH IN SOUTH AFRICA

2.1 INTRODUCTION

This chapter reviews research conducted in language policy implementation in South Africa. The discussion has three key sections. The first section deals with research in language policy implementation in the broader South African context. The second section looks at research in language policy implementation in the South African higher education sector. The last section provides a summary of key issues identified in this chapter. The purpose of this chapter is to demonstrate that a review of the research relevant to the research topic was conducted before concluding that the policy willingness theoretical framework presents one of the most objective strategies of evaluating the willingness of public professionals to implement the Language Policy for Higher Education in South Africa.

2.2 RESEARCH IN LANGUAGE POLICY IMPLEMENTATION IN THE BROADER SOUTH AFRICAN CONTEXT

A review of literature in language policy and planning (LPP) indicates that the subject has generated a lot of interest among academics and policy makers. A search for journal articles, conference papers, chapter contributions, books, book reviews, dissertations and thesis on the language policy and planning research reveals a wealth of information. While it would not be possible to review all the contributions made in this field of study, a brief summary is provided to give an overview of some of the most influential works in the language policy implementation debate in South Africa.

It is important to provide an understanding of themes prevalent in the language policy and planning studies before reviewing the language policy for higher education literature. The discussion of prevalent themes in the language policy and planning literature, although brief because of the scope and focus of the study, is important for purposes of

assisting this study to create a context necessary for a meaningful understanding and appreciation of the South African language policy for the higher education sector.

With interest having been generated by how the language clause in the Constitution of South Africa will find meaning in actual implementation, various authors, linguists and political analysts contributed to the debate on language policy and planning implementation in the 1990's and 2000's. Marivate's (1992) doctoral thesis is one of the critical pre-constitution adoption contributions to the language policy and planning debate in South Africa. Marivate provides one of the most comprehensive studies of language policies targeted at the South Africa black population between the years 1948 and 1989 by the then apartheid government under the leadership of the National Party of South Africa. The major objective of the study, as Marivate (1992:01) indicates, was to synthesize the story of language and Africans in South Africa.

This study makes three valuable suggestions on possible scenarios that Marivate (1992) thought the democratic South African government would pick a language policy from. The first suggestion was the adoption of English as the official language of South Africa, in terms of which English would be the language of government, the judiciary, education and commerce (in all provinces and local municipalities). The second options was to make English the only official language in South Africa; with the rest of other languages designed for use at provincial and municipality levels. The third option was to declare English, Zulu and Setswana as three official languages for the rest of South Africa, in all spheres of life. The motivation is that English enjoys greater preference by most South Africans. With respect to the other two languages (isiZulu and Setswana), there is a number of speakers in each one of them and mutual intelligibility between isiZulu (one of the main Nguni languages) and isiXhosa, isiSwati and isiNdebele. The same holds between Setswana (one of the main Sotho language group) and Northern Sotho and Southern Sotho.

Marivate's study, while remaining a valuable contribution to the language policy debate, provides an historical account rather than an evaluation of the possible implementation of the later adopted South African language policy that recognised eleven languages as official languages of the Republic of South Africa. Therefore, this study on the willingness

of academics to implement the Language Policy for the Higher Education at universities of technology in South Africa focuses on factors that are not covered in Marivate's work.

Kamwangamalu provides a number of critical reviews of how this policy of multilingualism has been implemented in a number of domains in South Africa. A number of papers published by Kamwangamalu provide insights on how the South African policy of multilingualism is shaping up in practice. In 'A new language policy, old language practices: status planning for African languages in a multilingual South Africa', Kamwangamalu (2000) examines the languages practices in television, education, government and administration in view of the South African multilingual policy that has accorded the nine African languages (together with English and Afrikaans) official language status. The paper argues that, contrary to the constitutional principles of language equity that stipulate that 'all official languages must enjoy parity of esteem and must be treated equitably', language practices in virtually all of the country's institutions point to a different reality. The languages are unofficially ranked hierarchically and constitute a three-tier, triglossic system, one in which English is at the top, Afrikaans is in the middle and the African languages are at the bottom (Kamwangamalu, 2000:50).

In a monograph titled 'The language planning situation in South Africa', Kamwangamalu (2001) looks at how colonialism, apartheid and democracy have affected language-planning activities in South Africa. Particular attention is paid to language spread and use, language policy and planning, as well as language maintenance and language shift. The monograph is divided into a number of sections. The first part presents the language profile of South Africa in order to provide a background against which the aforementioned issues are discussed. The second part discusses language spread and use, with a focus on language-in-education and the media. The third section looks at language policy and attempts made to implement it. The monograph demonstrates that there is a mismatch between the language policy and language practices. Whereas the language policy promotes additive multilingualism, language practice shows a trend towards unilingualism in which English is in virtually all the higher domains of language use (Kamwangamalu, 2001: 361).

In, 'Language, transformation and development: a sociolinguistic appraisal of post-apartheid South African language policy and practice', Mestrie (2006) provides a sociolinguistic analysis of language policy-related developments in South Africa. The paper further provides a summary of the major trends that influenced the adoption of the South Africa language policy that promotes multilingualism. An insightful discussion of the challenges around language policy implementation is given. The paper argues for a bottom-up approach, as compared to the top-bottom approach, to the implementation of the South Africa language policy of multilingualism. Aspects dealing with implementation of South Africa policy of multilingualism, broad as they are in Mestrie's paper, are relevant in the current study that deals specifically with the implementation of the South African language policy for higher education.

Neville Alexander has written extensively on the implementation of a multilingual policy in various spheres of life in South Africa. A number of papers were written and or presented before and after the adoption of both the Constitution of the democratic Republic of South Africa (1996) and the promulgation of the Language Policy for Higher Education (November 2002).

In a contribution made before the adoption of the Constitution of the Republic of South Africa (1996), Alexander (1992) offers useful general remarks on the language question in South Africa, and what he calls 'the agenda for language policy research in South Africa'.

Challenging the notion that multilingualism has the potential of derailing efforts to national unity, Alexander (1992: 175) argues that language difference alone do not necessary lead to challenges of national unity. On the contrary, it is the perceived inequality of social status and unequal access to economic rewards or political power due to language use that is crucial for the politicisation of language use and its denigration into conflicts.

Alexander (1992), while arguing for the adoption of English as the *lingua franca* in South Africa, proposes that resources, on a large scale, should be made available for the development and promotion of the African indigenous languages. In addition, there should be incentives to learn African languages.

If one analyses this contribution critically, three other important issues emerge. The first one is that the language provision in the constitution was not a last-minute compromise to appease Afrikaner nationalists and homeland leaders. On the contrary, '... in the 1950s there was in fact a very dramatic debate inside the ANC...' (Alexander, 1992:178). Secondly, it is not merely the unsophisticated nature of the African languages that breeds negative perceptions about them. English is the key to economic advancement. It is also the key to social status. Thirdly, that one should adopt a bottom-up approach when dealing with language policy and planning matters, as the fundamental democratic principle is that those who have to execute the policy have to have a vital say in the making of the policy (Alexander, 1992:178). The current study on the willingness of academics to implement the Language Policy for Higher Education at Universities of Technology in South Africa supports Alexander's views. Academics are the people closest to the execution (or rather the 'implementation', as the current study approaches this discussion) of the Language Policy for Higher Education at the universities of technology.

In 'Language policy and planning in the new South Africa', Alexander (1997) discusses factors that led to the establishment of the Language Plan Task Group (LANGTAG) in 1995. The main task of LANGTAG was to advise the minister of Arts, Culture, Science and Technology on processes to be followed and the issues to be addressed in order to arrive at an acceptable language plan for the country (Alexander, 1997: 83).

Alexander's (1997) paper presents an overview of the historical background that led to the formation of LANGTAG as well as goals LANGTAG had to achieve. It offers an insightful discussion on language policy developments in South Africa. Alexander (1997:83) elaborates on the relationship between the 'oppressive policies of the apartheid regime' and the language choice made by the leadership of the African liberation movements. While the agenda of the apartheid regime was to retard the development of African languages in line with the grand apartheid plan, Alexander however laments the failure of the leadership of the liberation movements in South Africa to promote African indigenous languages in the same manner that the Afrikaners did in reaction to their own marginalisation and oppression by the English people. Opposition to Afrikaans (viewed as a language of the oppressor during the days of the struggle to

liberate South Africa from the Afrikaner-led apartheid government) led to a wider acceptance of English as the language of liberation. English was also the only other language that could compete with Afrikaans as a means to power (jobs and status) and the only means to international communication and world culture at the disposal of (black) South Africa's elites (Alexander, 1997: 83).

This state of affairs, Alexander (1997) rightly observes, led to a crisis that characterises the majority of first languages speakers of indigenous African languages as having insufficient command of the high status languages; namely English and Afrikaans. This denies them an opportunity to compete for well-paying jobs and prestigious career options on a basis of equality with the 20% of the population who have the requisite language skills. On the other hand, the language resources that the majority do have (most black Africans in the metropolitan and urban areas can speak with high proficiency at least two – often radically different – African languages), are not validated.

Related to this 'crisis' and issues discussed in the current study, is lack of confidence that mother tongue speakers and speakers of other languages have on the ability of African languages to express complex scientific and technological concepts. The result of this attitude in the case of South Africa, as Alexander (1997:04) rightly observes, is that African Language indigenous speakers have come to believe that it is essential to learn English so that they can overcome this deficit in their languages.

Quoting from Heugh's unpublished draft for submission to the South African Constitutional Assembly, Alexander (1997: 88) advances the following reasons why South Africa should not follow a monolingual (English) only policy:

- greater access to the dominant languages for the majority has never been facilitated;
- the dominant languages has not promoted national unity;
- the majority remain on the fringe;
- language-based divisions increases;
- the monolingual policies have not been cost efficient;
- economic development has not reached the majority.

The paper concludes with a plea for South Africa to strive for a future generation that is at the least trilingual to ensure effortless communication between citizens.

Alexander's (1997) paper generated at least two direct responses. In 'A comment on Neville Alexander's 'Language policy and planning in the new South Africa', Barkhuizen (1997) challenged Alexander's views on the practicalities of implementing the South African policy of multilingualism. Three main issues stand before successful implementation of this policy, namely, people's attitudes, educators' readiness and general lack of resources.

While the above argument by Barkhuizen (1997) has some elements of truth, it fails to acknowledge Alexander's main thesis on how different factors during colonial and apartheid eras conspired to produce the same set of attitudes, perceived educator's roles and lack of resources necessary for the development of the majority of indigenous African people in South Africa. Barkhuizen's argument would have been more cogent had it advanced more concrete solutions to assist implementation, far beyond improved channels of communication.

Another contribution written in direct response to Alexander's paper 'A response to the paper 'language policy and planning in the new South Africa', in which Walters criticises Alexander for taking a simplistic view of advocating that a language planning agency, such as LANGTAG, could successfully act as a catalyst for language change. As in Barkhuizen (1997), a lack of material as well as people's perceptions about the importance of redirecting resources to the successful promotion of the implementation of the policy of multilingualism are cited as some of the impediments.

According to Walters (1997: 95), the discretionary position in the way a multilingual policy was introduced in schools poses a risk to the acquisition of basic skills of literacy and numeracy. Walters further recommends for a massive and well-thought-out community education programme that should be devised and implemented to promote a sense of worth, dignity and pride in the indigenous languages, while not obscuring the usefulness,

– albeit for an indeterminate length, – of such languages as English for reasons (Walters, 1997:95).

The three papers by Alexander (1997), Barkhuizen (1997) and Walters (1997) indicate two distinct understandings of how colonialism and apartheid shaped the views of African indigenous people on the rightful role African indigenous languages should play in South Africa, in Africa and globally. More importantly, there are two different views on how African indigenous speakers should be freed from the ravages of European imperialism and apartheid vantages that promote inequality in all human endeavours through linguistic competency in European languages (in the case of South Africa, English and Afrikaans).

The view in this study is that the language implementation challenges go far beyond what both Barkhuizen (1997) and Walter (1997) want to acknowledge. Therefore, the solutions will have to be more decisive as Alexander (1997) suggests.

Another publication relevant to this study in terms of the purposive sampling strategy adopted is 'The politics of language planning in post-apartheid South Africa', in which Alexander (2004) points to a relationship between language policy and political power. Alexander (2004:113) argues that in South Africa, language planning was associated with the discredited racist social engineering of the apartheid era, especially because of the deleterious effects of Bantu education and because of the stigma of collaboration that came to be attached to the Bantu language boards.

As it would be clear in subsequent sections of the current study, there is a strong correlation between Alexander's 'discredited racist social engineering of the apartheid era view' and student attitudes on the role of African languages in their lives. This correlation has a negative influence on the successful use of African languages in the core business of universities in South Africa. To counteract this negative perception, Wright (2004: 175) in 'Language and value: towards accepting a richer linguistic ecology for South Africa', argues for a shift in emphasis from policy development to practical language cultivation. Language development under controlled conditions such as in public service or in education, is potentially achievable, all difficulties considered.

In another paper titled, 'Why English dominates the central economy: an economic perspective on 'elite closure' and South African language policy', Wright (2002) discusses some of the economic reasons for the continued dominance of English in South African boardrooms, government forums, parastatals and laboratories in view of the language policy the country has adopted. Wright (2002:159) identifies a number of reasons for this state of affairs: the imperial history of English, its status as a world language, its role as a medium of political opposition during the apartheid conflict and the accumulation of capital and economic influence by English speakers from the mid-19th century onwards.

In a chapter contribution titled, 'Social change and language shift: South Africa', Kamwangamalu (2003) investigates the extent to which socio-political changes in South Africa have influenced language shifts from African languages to English. Kamwangamalu (2003:225) uses Sotho, Xhosa and Zulu in South African urban communities for this research. Apart from the economic factors that Wright (2002) identifies above, Kamwangamalu (2003: 225) argues that the following factors interacted in complex ways to accelerate language shift from African languages to English in urban communities in South Africa; namely:

- Economic value and international status of English,
- the perceived low status of the indigenous African languages,
- the legacy of apartheid-based Bantu education,
- the new multilingual language policy,
- the linguistic behaviours of language policy makers, etc.

Mutasa, an established scholar in the field of language policy and planning, has researched extensively the South African language policy. A number of contributions to the field of language policy deserve special mention because of their relevance and influence to this and other studies that focuses on the language policy implementation challenges in South Africa, Southern Africa and elsewhere.

Mutasa (2000) investigates challenges that relate to the coexistence of English and African languages in South Africa. The aim of the research was to establish the language

situation with regard to awareness of the new language policy and the problem of implementing the policy because of the co-existence of African languages with English; regarded as a language of wider communication (Mutasa, 2000:218). Mutasa (2000: 223) concluded that many of the people he interviewed view the policy as a noble one but consider its application impractical. For some, it is increasingly difficult for an African language to do all there is to be done by English.

In a chapter contribution entitled, 'African languages in the 21th Century: the main challenges', Mutasa (2006) bemoans the status accorded to African languages in general, from the colonial to post-colonial eras. Mutasa (2006) identifies and discusses a number of challenges that he considers key to the implementation of African languages in different spheres of life. They are multiplicity of languages in most African countries, lost vigour in African languages, the mind-set of the elite, policies in schools, learning materials, language attitudes and fear of the unknown, parents' perception of languages in education, political will, developing African languages, environments in which educated children find themselves and globalization.

Mutasa (2006: 119) further identifies the following strategies that one may consider to offset the challenges that he identifies:

- Harmonizing languages with renewed vigour;
- Allaying fears of the unknown and start using African languages as languages of learning and teaching where it is reasonably practical;
- Appropriating, transforming and integrating terminologies of other languages;
- Changing attitudes of speakers of African languages;
- Involving more people in projects aimed at developing African languages: compiling dictionaries and glossaries;
- Politicians and key people in society serving as role models by using their languages in public fora;
- Scholars should write about their languages in them;
- Policies in education should be revisited;
- Making African languages a requirement for employment in the public sector;
- Governments budgeting for the development of African languages
- Helping parents make informed decisions.

Particular attention has been paid to the South African language policy and broadcasting media in South Africa. The South African Broadcasting Corporation (SABC), by far the largest electronic media house in South and Southern Africa, enjoys the most extensive coverage in the country's eleven official languages. In 'Language equity and politics of representation in South African media reform', Barnett (2000) examines the relationship between the language policy debate of the 1990's and broadcasting transformational activities of the time. The role of public agencies, such as the SABC and Independent Broadcasting Authority (IBA), private capital, civil society organisations and the state in determining the significance ascribed to language equity in the transformation of radio and television services is detailed. It is argued that entrenched patterns of socioeconomic inequality, social relations of ownership and control, existing market structures for broadcasting services have all constrained attempts to deploy broadcasting as an instrument for fostering more equitable treatment of diverse languages in the public sphere (Barnett, 2000: 63).

It is important to also review literature dealing with the implementation of the language policy of multilingualism in pre-university education. Such implementation, guided by the Language in Education Policy, gives pointers to whether any meaningful foundation has been laid that would assist implementation of a multilingual language policy in higher education.

The Language in Education Policy (Department of Education, 1996) has received critical reviews. It is not the intention of this study to review all the literature dealing with the interpretation and implementation of the Language in Education Policy. It is sufficient to sample a few studies with the intention of demonstrating critical issues and major trends identified.

In a paper entitled 'Multilingualism in South Africa with particular reference to the role of African languages in education', Desai (2001:323) argues that language policy can play a central role in enabling or denying citizens to participation in the political, educational, social and economic life of a country. His paper discusses the domains where language has an impact, the process underway in South Africa to develop a framework for a national language policy and implications for this for education provision in South Africa.

Using pictures given to Xhosa speaking Grades 4 and 7 learners to describe the subject matter first in Xhosa and thereafter in English, Desai (2001) demonstrated that children whose mother tongue is an African language (in this case Xhosa) may develop a richer vocabulary when expressing themselves in their own African language (in this case Xhosa) than in English.

In a chapter contribution titled, 'Strategies and models for mother-tongue education in a multilingual South Africa: Possibilities and prognosis', Mutasa and Negota (2008: 155) highlight some of the strategies that could ensure a successful implementation of the 1996 language policy in education and teaching of African languages where mother-tongue education may be impractical in multilingual schools in South Africa. After discussing the roles that each stakeholder (such as teachers, schools, parents, subject specialists, inspectors, policy makers commissioned by the government and the government itself), the paper identifies different models that the government may use in ensuring meaningful implementation in what is currently referred to as the Department of Basic Education in South Africa. However, of special interest and relevance to our current study of the implementation of the Language Policy for Higher Education, is how initiatives at kindergarten levels, throughout primary and secondary school levels, could link up with what is supposed to be happening at tertiary education level.

2.3 RESEARCH IN LANGUAGE POLICY IMPLEMENTATION IN THE SOUTH AFRICAN HIGHER EDUCATION SECTOR

Regarding literature pertinent to the study of the implementation of the Language Policy for Higher Education sector in South Africa, a number of research contributions were identified. Three papers published in 2004, two by van der Walt and one by Foley, introduced insightful debates about the challenges, implications and complications that await the implementation of the Language Policy for Higher Education.

In 'The challenges of multilingualism: in response to the Language Policy for Higher Education', van der Walt (2004) investigates the requirements of the Language Policy for Higher Education and provides guidelines for an educational approach that would support multilingual higher education. Van der Walt provides background information of

activities that led to the formulation and adoption of the Language Policy for Higher Education. This includes reports compiled by the Council for Higher Education in 2001 (Language policy framework for South African higher education) and Gerwel (2002) (Report to the Minister of Education AK Asmal by the, 'Informal committee convened to advice on the position of Afrikaans in the university system'). The imperatives of the South African Constitution (1996) and the Language in Education Policy (1996) that guide the country and language policy implementation in the General Education and Training (GET) as well as the Further Education and Training (FET) phases are respectively discussed. The GET phase is responsible for the first nine year of schooling whilst the FET phase, is responsible for years ten, eleven and twelve of schooling, before the start of the Higher Education and Training (HET) phase. In the discussion of activities of the three phases, van der Walt (2004:146) concluded that the LPHE missed an excellent opportunity to set concrete entry-level requirements for multilingual language proficiency. Such provisions should clearly demonstrate the Ministry's commitment to multilingualism. These will have had positive consequences for home language instruction at lower educational levels.

Van der Walt (2004) argues that the Language Policy for Higher Education (2002) does not offer a clear directive on what needs to be done in terms of the implementation of the multilingual language policy. Van der Walt (2004:142) posits two possible interpretations of the policy, namely:

- A limited interpretation of multilingualism, which continues the full-blown investigation of human and financial resources in the academic support programmes to improve students' cognitive academic proficiency in English, while research is done on the development of the other South African languages.

OR

- A broader and far-reaching interpretation of additive multilingualism that includes the maintenance of Afrikaans and gradual incorporation of African languages as languages of learning and teaching (LOTs), while gradually decreasing academic support in English and Afrikaans.

Van der Walt (2004) proposes that the Language Policy for Higher Education should be interpreted to mean a directive for the introduction of additive multilingualism; the second option alluded to above. Following the first option, van der Walt (2004:142) argues, will result in the envisaged 'development' of other South African languages remaining an esoteric exercise: describing the grammar and the lexis, creating and studying works of literature and at best, developing specific in purposes language corpora.

In another paper titled 'Motivating attitudes and educational language planning in the context of English as an international language', published in the same year, van der Walt (2004:303) focuses on two aspects; the cognitive and effective aspects of attitudes that are evident in student attitudes towards the use of English and Afrikaans in a Stellenbosch University Language Survey on the other. In the light of this comparison, van der Walt argues that the general conceptualisation of instrumental motivation as students desire to acquire English or Afrikaans for professional purposes should not automatically be translated into a desire on their part to use English or Afrikaans as a language of learning and teaching.

The paper also explains the rationale behind the Stellenbosch University Language Survey (2002) that was meant to assist the university in formulating its language policy. It attempts to gauge language practice, perceived language proficiency and language needs as well as attitudes towards the use of more than one language in the classroom. There was a direct attempt to determine students and lecturers' attitudes towards English, Afrikaans and isiXhosa and towards bilingualism and multilingualism in the classroom (van der Walter, 2004:304).

The results indicate, van der Walt (2004:305) argues, students' orientation towards the importance of English in the workplace. While 69% indicated that high-level language skills in Afrikaans are important for effective studies, 73% thought that such skills are also important in English. However, when the focus shifted to language skills required for a future job, there is a significant difference between English and Afrikaans preferences: 91% regards high-level English language skills as important for a future job compared to 57% who think high-level Afrikaans language skills are important for a future job. It should

be noted that the views of students whose home languages are neither English nor Afrikaans were not taken into consideration when the research was conducted.

Another point to consider is the cost associated with English academic support that is part of student support in most South African universities. To this end, van der Walt (2004:311) advises that the costs of supporting and maintaining students' home language is always regarded as an expensive exercise without taking into account the cost of additional academic support in English, not to mention the costs of students having to repeat courses or dropping out.

Therefore, van der Walt (2004:310) concludes, in view of students' classroom frustrations with a language that is not their home language or preferred study language, it is necessary to disturb the self-evidence of the link between motivation to get a job by means of English (or Afrikaans) and studying in that language. While the findings in this paper contextualise the problem of student attitudes to languages other than English, the findings in van der Walt do not merely represent a promotion for multilingualism but also for bilingualism (narrowly defined as knowledge of English and Afrikaans) at the University of Stellenbosch. As it will be demonstrated in the current study, the Language Policy for Higher Education (2002) encourages the promotion of multilingualism, and not just bilingualism.

The third of the contributions published in 2004 is a paper titled 'Language policy for higher education in South Africa: implications and complications' by Foley (2004). In this paper, Foley (2004) discusses the Language Policy for Higher Education (2002). The paper addresses one of the four focus areas, namely the choice of languages of instruction by a higher education institution. Foley (2004:57) divides this focus area into two different thrusts, namely, the need to develop (South African) African languages as academic/scientific languages for use in instruction; and the need to develop student proficiency in the currently designated language (s) of tuition, namely, English and, to a lesser extent, Afrikaans.

Foley (2004) uses the University of Witwatersrand (Wits) as an example to test the feasibility of the Language Policy for Higher Education (2002). Foley demonstrates that

the Wits language policy would be difficult to implement. It recognises Southern Sotho as a language to be developed, alongside English. This, if achieved, will amount to bilingualism, as is the case with the Stellenbosch scenario proposed by van der Walt (2004). A further contradiction is Wits stated aim in the policy of ensuring that it is a 'requirement' of all staff and students to 'achieve full competence in written and spoken English (Foley, 2004:64).

Foley (2004:69) concludes that as the Language Policy for Higher Education (2002) does not offer any meaningful solution to the crises in the South African higher education sector, the real solution lies partly in developing the indigenous languages, and more urgently in providing quality access to English proficiency throughout the education system, and indeed to the society generally. This approach provides a difference between a world-class education system, and the well-intentioned, but tangled imbroglio that currently exists.

Foley's paper represents a broad perspective prevalent in former White English universities in South Africa. The institutional language policies proposed entrenches the continue dominance of English and a possible limited use of African languages in key areas of the university operations (see also the University of Cape Town Language Policy). The view in the current study is that the paper represents a lack of proper understanding or disregard of the intentions of both the Constitution of South Africa (1996) and Language Policy for Higher Education, or contempt of both.

Madadzhe and Sepota (2006) explore the future existence of African languages as study fields in higher education in South Africa. The study raises pertinent questions such as, 'Is there a need to study African languages?', 'What can and should be done to revitalise African languages in higher education?', 'Who should study African languages?', 'What would happen to African languages if the status quo prevails?' (Madadzhe and Sepota, 2006: 126-127). Madadzhe and Sepota's paper proposes that African languages be introduced as media of instruction for other fields of study at university level. Undoubtedly, this contribution is among the closest to what the current studies intend to achieve. However, Madadzhe and Sepota's work is restricted to two of the three focus areas of this study, namely, the use of African languages as media of instruction and the

future of the South African (African) languages as fields of academic study and research. Secondly, Madadzhe and Sepota's work does not evaluate the implementation of the South African language policy for higher education, despite the existence of the policy since 2002.

A number of studies were carried out to investigate student attitudes on the implementation of the South African language policy of multilingualism in institutions of higher learning. In a paper entitled, "When I hear Afrikaans in the classroom and never my language, I get rebellious': linguistic apartheid in South African higher education", Greenfield (2010) investigates student perceptions of the language policies and practices at the Cape Peninsula University of Technology (CPUT). Greenfield's repeated references to CPUT, as Central University of Technology (CUT), is at times confusing and spoils what in all other respect is an in-depth analysis of factors that influence student attitudes about their preference of one language over another. CPUT is in Cape Town, a predominantly Afrikaans and Xhosa speaking area. CUT on the other hand, is in Bloemfontein in the Free State province, a predominantly Afrikaans and Southern Sotho area.

After an analysis of the CPUT language policy, Greenfield (2010:525) concludes that the institutional policy clearly establishes the colonial languages (in this instance English and Afrikaans) as the dominant ones, with no effort being expanded to provide any course (except those designed to teach Xhosa itself as a second language) in any of the indigenous languages.

Other noteworthy findings of this paper are that lecturers routinely code-switch into Afrikaans in courses with English as the medium of instruction, despite protest from black students who could not understand their comments (Greenfield, 2010:525). Greenfield further observes that while in some cases students have an option to complete their assignments and examinations in English or in Afrikaans, no provision is made for speakers of any of the other nine official languages to use their own languages for any academic activity.

A unique contribution of Greenfield's paper is that it challenges one of the most commonly held belief among academics that black African students prefer the sole use of English at institutions of higher learning. Greenfield argues that black African students accept the use of English in institutions of higher learning because of reasons that Greenfield ((2010:525) refer to as, 'three overlapping domains: desire to create an egalitarian community; underdevelopment of indigenous languages, and personal resignation due to lack of systemic power'.

Webb has extensively researched and written on a number of issues around the South African language policy in general as well as the Language Policy for Higher Education in particular. Webb (2005), argues for the use of languages other than English (LOTE) in teaching, research, community services and administration at institutions of higher learning. Webb further argues for the use of selected African languages and Afrikaans in key business activities of the University of Pretoria (UP). However, it is interesting to note that Afrikaans is fairly used at the UP, although not to the extent that was used before 1994.

Webb presents a UP profile, briefly providing for the university's academic character, student profile, language political history, language policy, and language policy practice. After concluding that the institution's language policy is not properly implemented, Webb develops proposals aimed at promoting languages other than English as languages of science. Webb's proposals (2005, 08-12) include removal of obstacles to the maintenance and development of LOTE as Languages of Science (LoS) at the UP, tasks to be performed by the University of Pretoria and a strategic plan.

While the focus of Webb's paper is on the use of languages other than English in teaching, research, community services and administration at the University of Pretoria, there is an undue emphasis on the status of Afrikaans at the university. This may create an impression that the paper's main argument may be for the restoration of the status that Afrikaans enjoyed before the 1994 political dispensation in South Africa; and not necessarily an argument for the use of languages other than English in key activities of the university. Secondly, Webb's (2005:06) statement that, 'Given the importance of Afrikaans in the promotion of the African languages (also as LoS), the language issue at

the University need serious consideration' is, if not elaborated further, confusing and at best misleading.

Du Plessis' (2006:88) contribution to the Language Policy for Higher Education debate in South Africa presents an overview of language policy developments and the implications for bilingual higher education at five historically Afrikaans university campuses in South Africa. The five university campuses investigated are:

- The North West University (previously known as the University of Potchefstroom)
- The University of Johannesburg (previously known as the Rand Afrikaans University)
- The University of the Free State (now incorporating the University of the North, QwaQwa campus, and the Bloemfontein campus of the University of Vista)
- The University of Pretoria
- The University of Stellenbosch

Du Plessis discusses the notion of bilingual education, the history of bilingual education in South Africa, the language policy for higher education in South Africa, and the various aspects of the language policies of the historical Afrikaans-medium universities and concludes that the five former Afrikaans-medium universities have opted for a flexible medium of instruction. Although parallel bilingual education has been taken as the preferred model, allowance is made for various deviations (Du Plessis, 2006:87). This approach represents a compromise between the need for reform (and thus maintain Afrikaans, to appease traditional clientele and secure traditional sources of external funding) and the need to transform (and increase access to previous disadvantaged groups and to become multilingual and multicultural). Interestingly, the bilingual option taken by former Afrikaans-medium university, does not, as Du Plessis (2006, 107) also points out, amount to a move towards bilingual education per se. On the contrary, maintenance of the role of Afrikaans and the need to survive financially are among the main critical considerations in approaching language policy matters in traditionally Afrikaans universities.

The term 'bilingualism', referring to knowledge of Afrikaans and English in the South Africa context, is an apartheid-inspired phenomenon that continues to be used by some South Africans even after the installation of a democratically elected and black-led South African government in 1994. Despite the fact that the home languages of the majority of South Africans are languages other than Afrikaans and English, bilingualism has never been widely defined as a competency in two African languages (for example, Zulu and Sotho). Similarly, bilingualism does not include language competency in any of the former official languages of the apartheid government (English and Afrikaans) and one of the African languages (for example, Tshivenda).

The Stellenbosch University Report (2006) investigates the experiences of third year undergraduate students, their lecturers and administrative staff in the implementation of the Stellenbosch University Language Policy and Language Plan. This report is a follow-up report from a report the university conducted in 2004. The survey covers 1140 students registered for third year modules, 2120 randomly selected students at any level, 192 lecturers and 262 administrative staff.

The findings indicate a possible dilemma with both the implementation of the current policy as well as challenges the university is likely to face when the policy is reviewed. The report indicates that the attitude of the majority of white students is that Stellenbosch University should remain an Afrikaans university. Black, non-Afrikaans students feel marginalised and struggle the most with their studies because of the university language policy. Whereas some lecturing and administrative staff prefer Afrikaans to be retained as the sole language of the university, there is a significant number of lecturing academics and administrative staff who are in favour of a language policy that is more accommodative of the various stakeholder groupings at the University of Stellenbosch.

2.4 SUMMARY

In this chapter, a number of themes dealing with language policy and planning implementation were identified. These themes may be divided into three broad spectrums. The broad spectrums touch on one or a combination of the following:

- Language policy and planning implementation in the broad spheres of life;
- Language policy implementation in other specific arenas (such as in economic development, tourism, public health, local government, and public broadcasting);
- Language policy and planning implementation in education (pre, university and adult education levels).

A discussion of the first two broad spectrums, namely, the language policy and planning implementation in the broad spheres of life and the language policy implementation in other specific arenas were deliberately kept brief to prevent it from overshadowing the focus of this study. Although the discussion of the first two spectrums are brief, it was found important for purposes of assisting this study to create a context necessary for a meaningful understanding of the South African language policy for the higher education sector.

In this study, the review of each contribution to the language policy debate is broadly organised according to themes and contributions relevant to this study. Each review was organised in such a way that it demonstrates the focus, key issues discussed, conclusions reached and possible gaps.

Information drawn from this review indicates a broad agreement of challenges that face those who try to implement the policy of multilingualism in South Africa. The negative attitude of Africans to their mother tongues, lack of resources and political will are cited by a number of scholars as factors that militate against implementation of the policy of multilingualism in South Africa. However, Alexander (1997) is among a handful of scholars that insightfully interwove the effects of the 'oppressive policies of the apartheid regime' (Alexander, 1997: 83) and challenges that the country face in trying to implement its language policy in different domains of life.

The relationship between political power, language policy and language policy implementation has been demonstrated in this chapter. In South Africa, what has continued to puzzle advocates of the policy of multilingualism is lack of political will in the

meaningful implementation of a policy of multilingualism. Despite language provisions enshrined in the Constitution (1996) and the Bill of Rights limited competency in both spoken and written English by the ruling African leadership and indeed, quoting Alexander (1999, 84), ‘the fact that the vast majority of our people do not at present have a sufficient command of the high status languages (English and Afrikaans) so that they could compete for well-paying jobs and prestigious career options on a basis of equality with the 20% of the population who do have the requisite language skills’, no meaningful progress in language policy implementation has been recorded. In fact, there is no convincing evidence to indicate that the status of African languages has improved since the passing of South African progressive language policies that promote the revitalisation of African languages.

As demonstrated in this review, there are attempts to implement the policy of multilingualism in few institutions of higher learning in South Africa. There is evidence that indicates that former Afrikaans medium institutions, because of overt or covert political pressure exerted on them to transform and promote access and success to predominantly first language speakers of African languages, are more active in promoting the successful implementation of the Language Policy for Higher Education. It should be noted that the promotion of such implementation is not only guided by a desire to assist students whose home language is one of the nine indigenous official languages to cope with their academic activities. On the contrary, the quest to counteract the spread of English at those institutions of higher learning and the desire to maintain Afrikaans as the main medium of instruction in former Afrikaans designated universities, seem to be the main driving forces.

As for former white English medium language universities, it is more of the same thing. This review did not come across any evidence that shows meaningful implementation of the policy beyond mere rhetoric to placate critics of the so-called former liberal institutions.

The review could not yield any meaningful implementation of the Language Policy for Higher Education at universities formerly designed for Africans whose home languages is one of the nine African indigenous languages. While there are known cases of attempts

to lay foundations that would facilitate implementation (such as projects to write bilingual and multilingual dictionaries), in the main such attempts and their possible impact on the implementation of the Language Policy for Higher Education in South Africa has not been well documented.

However, it should be acknowledged that there are indeed rays of hope in some pockets of positive implementation of the Language Policy for Higher Education in some institutions of higher learning formerly designed for Africans. The multilingual bachelor's degree programme offered in the Faculty of Humanities, at the University of Limpopo, is a limited but a noteworthy endeavour to acknowledge.

A proper understanding of multilingualism as a resource rather than a problem is important. The task, as Alexander (1999:04) argues, is for those who understand this (that multilingualism is a resource rather than a problem) to demonstrate to decision makers and to the populace at large that this is the case. While we have to continue to hold fort and grow our economies by means of instruments at our disposal in the form of the ex-colonial languages, including English in South Africa, it is important to conduct essential research that would demonstrate that the use of African languages in powerful functions such as languages of tuition in tertiary educational institutions, languages of tourism and, of course, as languages of ordinary workplaces interaction, will either add to or at the very least not reduce efficiency and productivity.

The current study investigates the willingness of academics to implement the Language Policy for Higher Education at universities of technologies in South Africa. The Language Policy for Higher Education addresses four key thrusts, which are summarised as follows:

1. (The use of African Languages as) languages of instruction;
2. The future of the South African (African) Languages as fields of academic study and research;
3. The study of foreign languages; and

4. The promotion of multilingualism (in particular, the use of African Languages) in the institutional policies and practices of higher education (Ministry of Education, 2002:10).

A review of literature did not come across any research done on the (un)willingness of academics to implement the Language Policy for Higher Education in any of the twenty-one universities in South Africa, as well as views held by those charged with driving implementation of this policy at institutional level. It remains important, therefore, to investigate the extent to which academics support the implementation of the Language Policy for Higher Education (2002). The current study intends to fill this gap.

CHAPTER 3

THE POLICY IMPLEMENTATION WILLINGNESS THEORETICAL, CONCEPTUAL AND OPERATIONAL FRAMEWORKS

3.1 INTRODUCTION

In chapter 2, the discussions focused on the review of literature dealing with the language policy implementation research in South Africa. This chapter discusses and reviews the policy implementation theoretical, conceptual and operational frameworks. Whereas the discussion in Chapter 2 serves to prove that there is indeed a gap in research dealing with the language policy implementation in South Africa, in this chapter the interest is on discussing the theoretical framework that assists this study to investigate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Tummers (20011 and 2012) presents an impressive discussion on how the willingness of public professionals to implement a policy could affect its actual implementation. The approach that Tummers (2011 and 2012) followed provides a foundation on which this study is built. It is therefore the theory testing approach that guides the investigation in the current study.

According to De Vaus (1996), the process of theory testing entails six ideal-typical stages, namely, specifying the type of theory to be tested, derivation of conceptual propositions, restatement of conceptual propositions as testable propositions, collection of relevant data, data analysis and lastly, the assessment of the initial theory to check if it is supported by the research so undertaken. This chapter discusses the first three elements of the research testing process. The last four chapters of this study will address the last three elements of this theory testing process.

The approach outlined above is in line with De Vaus (1996:14), who advises that any attempt to make sense of a set of observations will often use existing concepts and theories developed by others if they seem like reasonable summaries or accounts of

what one needs to observe. Where the observations are new or different or are not adequately summarised by existing concepts and theories, De Vaus (1996) advises that one should adapt or modify the existing theory.

The testing of an existing theory in situations different from where the theory was initially developed is also in support of one of the recommendations in a study that Tummers (2012) undertook. In this study, Tummers (2012) investigates the willingness of Dutch mental health public professionals to implement a policy called 'Diagnoses Related Groups' using the policy implementation willingness theory. Tummers' draws the reader's attention to the limitation of this study in that although the sample included a large number of public professionals, working in different occupations, positions and places, one should be cautious of generalising this to other public-sector policies or domains. Another area for further research, Tummers (20012:190) advises, is to test the proposed model using other types of policies in a range of public domains. The study attempts to test the relevance of Tummers' proposed model in investigating the willingness of academics to implement the Language Policy for Higher Education that the Department of Education promulgated in 2002.

3.2 THE THEORY TO BE TESTED

Tummers' policy implementation willingness theory represents what De Vaus (1996) calls 'the theory to be tested'. In Tummers' study, the focus was on investigating the willingness of Dutch mental health public professionals to implement the Diagnoses Related Groups (DRG) policy, using the policy implementation willingness theory. The Dutch government introduced the DRG in mental healthcare as part of a process to convert the Dutch healthcare system into one based on a regulated market. The DRG policy differs significantly from the former method in which each medical action resulted in a payment; that is, the more sessions that a mental healthcare specialist had with a patient, the more compensation that could be claimed. The DRG policy changed the situation by stipulating a standard rate for each disorder (Tummers, 2012).

Tummers (2012, 177) further elaborates that the results were that not all (Dutch) professionals were in favour of the implementation of the DRG policy. Demonstrations

took place and some professionals pressurised their associations to defy the DRG policy. In addition, more subtle forms of subversion were employed; such as reclassifying a patient into a higher diagnosis group (so called 'up-coding').

In building the policy implementation willingness theory, Tummers (2011 and 2012) searched for all concepts likely to be related to the willingness to implement new policies. Drawing from a submission by Judge, Thoresen and Welbourne (1999), Tummers (2012:171) used three criteria to guide in the identification of relevant concepts; namely that:

- (a) There should be an indication of a theoretical relationship between the concept and the willingness to implement new policies.
- (b) Well validated measures for the concepts existed; and
- (c) Construct validity evidence existed for the concepts, and they had been successfully used in previous research.

The process followed above identified a number of variables. Through a process of elimination, Tummers (2011 and 2012) reduced the different variables to three factors that are said to influence the willingness to implement public policies. The three factors are (1) the policy content and discretion; (2) the organizational context; and (3) personality characteristics.

The first factor in the model, the policy and discretion variable, addresses the 'what' question in the policy implementation willingness theory. The 'what' (short for 'what to implement') is rooted in the public administration literature (Tummers, 2012).

The second factor, the organizational context looks at the 'where' question in the policy implementation willingness theory. The 'where' (short for 'from where in the organisation should implementation be driven') draws primarily from change management literature (Tummers, 2012).

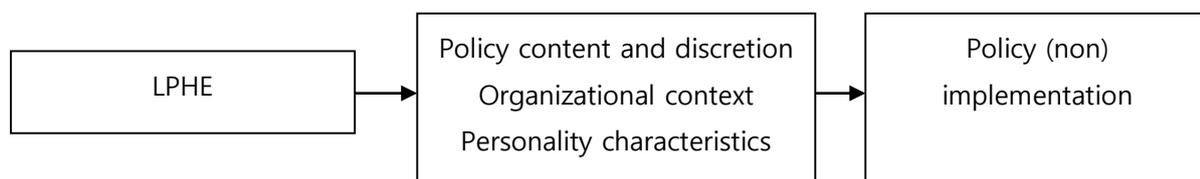
The third factor, the personality characteristics, examines the 'who' question in the policy implementation willingness theory. The 'who' (short for 'who assists in the policy

implementation’), focuses on the personality characteristics of the professionals and bases its insights from applied psychology (Tummers, 2012:170).

Using the three factors discussed above and the research conducted by Tummers (2011 and 2012), the researcher was able to formulate the following research questions that this study seeks to answer:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The three factors discussed above provided abstract concepts from which the above research questions were formulated. This relationship may be represented as follows:



Adopted from De Vaus (1996:18)

From these abstract concepts of the policy implementation willingness theory, one may derive a set of conceptual propositions.

3.3 CONCEPTUAL PROPOSITIONS

In section 3.2 of this study three factors that are said to influence the willingness to implement public policies were identified. The three factors, (1) the policy content and discretion, (2) organizational context and (3) personality characteristics, were briefly discussed at an abstract level. The study research questions were also formulated. In this section, an attempt is made to develop the abstract concepts into conceptual propositions that would result in the formulation of research hypotheses.

A proposition is defined by De Vaus (1996, 18) as a statement which specifies the nature of a relationship between two factors. De Vaus (1996), drawing from a submission by Stinchcombe (1968), argues that the more propositions tested, the stronger the theory. In this current study, nine hypotheses have been generated from the three variables identified in section 3.2.

3.3.1 Factor 1: Policy content and discretion

According to Tummers (2012), the policy content and discretion factor has two categories of variables. The first category is based on the understanding that policy implementers should comprehend and identify with the content of a policy and what it seeks to achieve for the broader society, individual members of society and its implementers. Tummers calls this 'policy meaningfulness'; and it relates to the content of the policy under consideration (policy content).

The second group of variables under policy content and discretion addresses the perceived freedom (discretion) in terms of the type, quantity and quality of sanctions and rewards professionals expect when implementing a policy.

Policy content (meaningfulness of the content of a policy): Tummers (2012:172), drawing on research by Higgs and Rowland (2005) and Matland (1995), submits that there is a relationship between the meaningfulness of a policy – as perceived by professionals – and their willingness to implement it. Meaninglessness (a direct opposite

of meaningfulness), Tummers (2012:172-3) elaborates, occurs when implementers are unable to comprehend the contribution of the policy to a greater purpose in life.

Tummers (2011 and 2012), basing his argument on earlier research by Holt et al (2007), discusses three types of meaningfulness that relate to policy content, namely, societal, client and personal meaningfulness. **Societal meaninglessness** occurs when implementers perceive the policy to deliver no apparent beneficial outcomes to the society as a whole. This is expected to decrease their willingness to implement the policy (Tummers, 2012:173).

Tummers (2012), drawing on the work of May and Winter (2009), submits that **client meaningfulness** occurs when implementers perceive the policy that they are implementing to have no benefits for their clients. Because of this, implementers would be reluctant to implement the policy.

Personal meaningfulness may be defined as the professional's perceptions that the implementation of a policy has no value for the professional involved in the implementation process. The more the professionals feel that a policy has benefits for them, the more willing they will be to implement it (Tummers, 2012:173). Benefits, as indicated by Holt et al (2007), may include an increase in the professional's income, status or job security.

Policy discretion: The fourth element of the policy content and discretion factor deals with the degree of discretion one has when implementing a policy. Drawing on an earlier submission by Hill and Hope (2009), Tummers (2012:173) maintains that when implementers experience more discretion when implementing a policy, they will be willing to implement the policy. This influence may be particularly pronounced in professionals whose expectations of discretion and autonomy contrast notions of bureaucratic control.

It should be noted, however, that granting implementers a lot of discretion will not necessarily lead to them implementation a policy. It may also mean that such discretion may be used to sabotage the policy implementation process (Tummers, 2012).

Therefore, implementers' discretion during policy implementation needs closer monitoring.

This study adapted Tummers' hypothesis (20011 and 2012) for use in the investigation of the willingness of academics to implement the three key focus areas of the Language Policy for Higher Education. The three key focus areas deal with the use of African Languages as languages of instruction, the future of African Languages as fields of academic study and research, and the promotion of multilingualism, in particular, the use of African Languages in institutional policies and practices at universities. The first four hypothesis of this study, representing abstract concepts drawn from Tummers' policy implementation willingness theory, are as follows:

H1: Societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

H2: Student meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

H3: Personal meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

H4: The perceived discretion that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

One may also explain the relationship between the four independent variables and the willingness to implement policy (dependent variable) as follows:

- ❖ There is a negative (-) relationship between the societal meaningfulness (independent variable) and academics' willingness to implement the Language

Policy for Higher Education at universities of technology in South Africa (dependent variable).

- ❖ There is a negative (-) relationship between the student meaningfulness (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).
- ❖ There is a negative (-) relationship between the personal meaningfulness (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).
- ❖ There is a positive (+) relationship between the perceived discretion (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).

3.3.2 Factor 2: The organizational context

According to Tummers (2012:174), the organisational context can be an important determinant of the willingness to implement a new policy. In organisational theory, as evidenced from the work of Lawrence and Lorsch (2006), Tummers (2012:14) concurs, behaviour and attitudes have to be understood in terms of the organisational environment.

Tummers (2012:174) distinguishes between three aspects of the organisational context: the influence of professionals during organisational implementation, the subjective norm (attitude) of managers and the subjective norm of professional colleagues towards the policy.

Under the **influence of professionals during organisational implementation**, a contribution from the change management literature by Wanberg and Banas (2000)

indicates that an increase in employee influence on change decisions leads to increased commitment and performance. It also reduces resistance to change (Tummers, 2012:174). Tummers (2012) further notes that in the realm of policy implementation, one expects that the more professionals sense that they have a say in the way their organisation constructs the policy, the more they will be willing to implement the new policy.

Tummers (2012:174), quoting Ajzen (1991), defines a **subjective norm** as “the social pressure to perform or not to perform”. This subjective norm, Tummers (2012) explains, is based on the attitudes of the significant others towards the behaviour. The more positive these significant others are towards certain behaviours, the stronger should be a person’s intention to perform that behaviour. In the current study, the ‘significant others’ in the academic environment will be the deans of faculty, directors of school, chairs/heads of department and colleagues of academics whose willingness to implement the Language Policy for Higher Education is under investigation.

Given the possible conflicting views between managers and non-managers around how a policy should be implemented, Tummers (2012) made a distinction between subjective norms of managers and those of non-managerial staff. In this current study, the deans of faculty, directors of school and chairs/heads of department represent the academic management staff component, as their role is to manage academic programmes and processes at different levels of the academic enterprise. Given this possibility, it is therefore necessary in theory testing study to check if a positive attitude by managers towards a policy will not have a similarly positive effect on the professionals’ willingness to implement the policy (Tummers, 2012).

Based on the discussions above, the research hypotheses were formulated as follows:

H5: The influence that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

H6: If deans of faculties, directors of schools and heads/chairs of departments are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

H7: If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

One may also explain the relationship between the three independent variables and the willingness to implement policy (dependent variable) as follows:

- ❖ There is a positive (+) relationship between the perceived influence academics have during implementation (independent variable) and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).
- ❖ There is a positive (+) relationship between the perceived willingness of deans of faculty, directors of school and heads of department (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).
- ❖ There is a positive (+) relationship between the perceived willingness of colleagues of academics (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).

3.3.3 Factor 3: Personality characteristics

The personality characteristics factor represents the third and last factor that Tummers (2012) posits that it influences public professionals to implement a public policy. Two

potentially relevant personality traits are examined: rebelliousness and rule compliance (Tummers, 2012:175).

Tummers (2012) submits that research involving **rebelliousness – or psychological reactance**, examines how individuals respond when there is a perception that their behavioural freedoms are restricted. Rebelliousness can be considered as a personality trait to the extent that some individuals interpret some actions to be threats to their freedom more than others do (Shen and Dillard, 2005). Therefore, rebellious people are expected to be more resistant when it comes to implementing new policies (Tummers, 2012). This factor has been renamed ‘independence’; in line with advises received from some of the participants during the pre-testing of the research instrument.

Rule compliance, Tummers (2012:175) indicates, is broadly defined as the belief that people have to obey government regulations (Claque, 2003). Rule compliance is related to, but logically independent from, rebelliousness.

Clarifying the relationship between rebelliousness and rule compliance, Tummers (2012:175) indicates that rebelliousness examines an individual’s prones to see something as a threat to his or her own freedom. Rule compliance, on the other hand, examines the beliefs of the person that people should adhere to rules. Based on this observation, Tummers (2012) concludes that highly rule-compliant public professionals would be more willing to implement a new government policy, irrespective of its content.

In line with Tummers’ submission, the hypothesis for personality characteristics in this study is formulated as follows:

H8: The independent traits (or rebelliousness) of academics will be negatively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

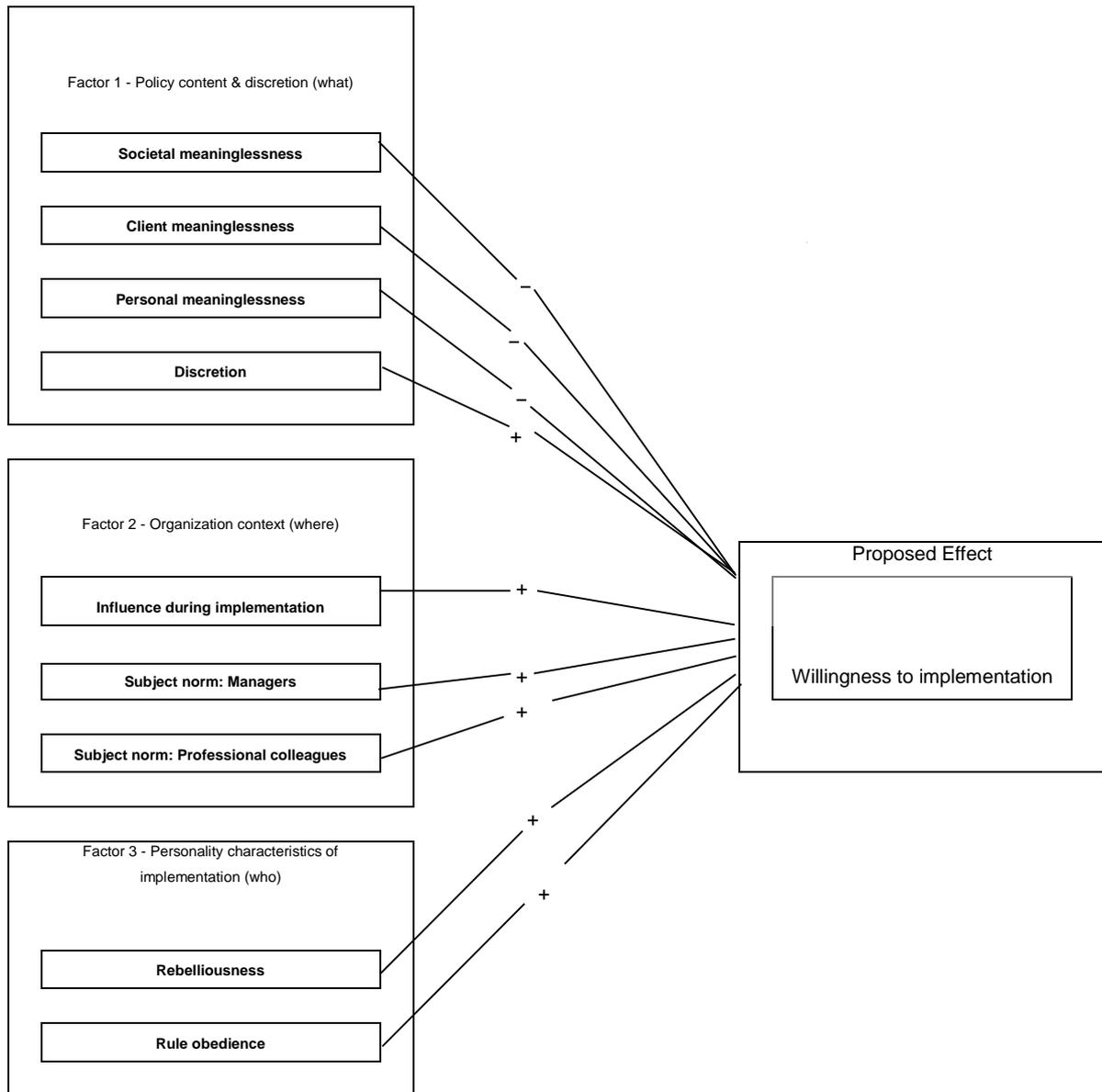
H9: The rule compliant traits of academics will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

One may also explain the relationship between the two independent variables and the willingness to implement policy (dependent variable) as follows:

- There is a negative (-) relationship between the independent traits (rebelliousness) of academics (independent variable) and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).
- There is a positive (+) relationship between rule compliance (independent variable) and academics' willingness to implement the Language Policy for Higher Education at universities of technology in South Africa (dependent variable).

Tummers (2012) developed a framework summarising the policy implementation willingness model. This framework, referred to as a conceptual framework in this study as it indicate the relationship between the various concepts/constructs and policy implementation willingness, is depicted in Figure 3.1 below:

Figure 3.1: The conceptual framework



Adapted from Tummers (2012, 176)

3.4 TESTABLE PROPOSITIONS

According to de Vaus (1996, 18-19), this stage of theory testing involves a whole set of tasks called operationalization; the process of deciding how to translate abstract concepts into something more concrete and directly observable. There are multiple ways of observing or measuring concepts or constructs to fit into one’s conceptual definition, to the practical constraints within which one operates (for example, time, money and

available subjects), and to research techniques that one knows or can learn (Neuman, 1997:134).

In section 3.2 of this study the policy content and discretion, organizational context and Personality characteristics were briefly discussed at an abstract level and the study research question was formulated. In section 3.3 the abstract concepts were developed into conceptual propositions that were used to formulate research hypothesis. In this section, conceptual propositions and, in particular, research hypothesis are refined into testable propositions by defining more concretely what each concept or construct entails. The definitions of each concept/construct that follows guide the research questions in the questionnaire (**ANNEXURE A: MEASUREMENT INSTRUMENT**).

3.4.1 Factor 1: Policy content and discretion

In the previous sections of this study, it has been indicated that policy content and discretion involves three types of meaningfulness variables (social, client and personal) and one policy discretion variable. In this section, the theory testing process is taken a step further in line with the introductory remarks made earlier on in this study.

In the previous sections of this chapter, societal meaninglessness was associated with the possible negative willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. Societal meaninglessness reflects the perception of professionals concerning the benefits of a policy to socially relevant goals (Tummers, 2012). Societal meaningfulness, in this study, reflects the overarching goals and objectives of transforming the university system into one that is more responsive to the goals of a developmental state. In this study, linguistic transformation is investigated from short to long-term perspectives. This is covered by questions 5, items 1 to 4 of the questionnaire used to gather data for this study.

Client meaninglessness was found to be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. In this study, 'student' replaces the word 'client' as students

are 'clients' of the university who receive instructional and research guidance from academics. What is important here is to demonstrate how the implementation of the focus areas of the Language Policy for Higher Education will assist students to cope with their studies at universities of technology in South Africa. The focus, in line with a tested and validated measurement instrument developed by Tummers (2011 and 2012) includes how the implementation of the focus areas of the Language Policy for Higher Education will assist academics in solving learning, teaching, research and other environmental challenges that students face. This is covered by question 6, items 1 to 4 of the questionnaire used to gather data for this study.

Personal meaninglessness was found to be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. In this study, the focus is on perceptions academics have on possibilities of losing some benefits because of the implementation of the Language Policy for Higher Education at universities of technology in South Africa. The benefits that they may lose, in line with a tested and validated measurement instrument developed by Tummers includes how the implementation of the focus areas of the Language Policy for Higher Education will affect their status, future growth (or promotional prospects) and academic freedom. The effect of the policy implementation on financial rewards and possible added administrative work over and above current academic workloads are also probed. Items 1 to 7 of question 7 of the questionnaire used for data collection in this study cover this.

Implementers' discretion was found to be positively related to the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa. Discretion has been described as the professional's perceived freedom when implementing a policy. In this study it entails, in line with a tested and validated measurement instrument developed by Tummers (2011 and 2012), the perceived freedom of academics to decide how to use the key focus areas of the Language Policy for Higher Education, the ability to adjust implementation to suite their students and having to deal with a set of inconveniencing procedures that were not part of the institution before the introduction of Language Policy for Higher Education. Items 1 to 6 of question 8 in the questionnaire used for data collection in this study cover this.

3.4.2 Factor 2: The organizational context

In the previous sections, it was indicated that three aspects make up the organisational context. Those aspects are the influence that professionals have during organisational implementation, the subjective norm (attitude) of managers and the subjective norm of professional colleagues towards the policy.

The perceived influence that academics have was found to be positively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

The positive perception of managers towards a policy was found to be positively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. It was therefore, submitted that if the deans of faculty, directors of school and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. Items 1 to 6 of question 9 of the questionnaire used for data collection in this study cover this.

The perceived influence of colleagues of academics has been found to be positively related to the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa. Here the perceived influence of colleagues of academics who are at the same and lower ranks than those of the sample population (of academics) is investigated. Thereafter, we also investigated colleagues of academics who are in the same institution, but in different faculties, schools or departments. We deliberately dealt separately with colleagues who are at higher ranks than our sample population (of academics).

The rationale behind this decision is to verify if indeed the senior academics in management positions influence the attitude of our sample population in implement the Language Policy for Higher Education or not. Investigating this influence is important in validating or refuting Tummers argument that indeed they have an influence over their

subordinates when it comes to decisions on whether to implement a policy or not. In this study, we start from the premise that although senior academics and academic managers play a mentoring and, at times, a supervisory role to our main sample population, the academic environment encourages independence of thought and discretion to agree or disagree with anybody's idea, irrespective of the power relationship at the workplace.

However, relying solely on arguments that Tummers (2011 and 2012) presents on the (un)willingness of public professionals to implement a government policy, if the perceived influence of colleagues of the academics is positive, this will in turn have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. Items 1 to 3 of question 10 of the questionnaire used for data collection in this study cover this.

There is also the influence of academics in the same or lower ranks that also warrants investigation. Flowing from arguments that Tummers (2011 and 2012) presents, if the influence from this group is positive, academics are likely going to implement the Language Policy for Higher Education at universities of technology in South Africa. Items 1 to 3 of question 11 of the research instrument cover this proposition.

3.4.3 Factor 3: Personality characteristics

Personality characteristics were used to formulate the last two of our nine hypotheses. The two hypotheses deal with rebelliousness and rule compliance. Rebelliousness is also called 'psychological reactance' in applied psychology (Tummers, 2012). This study uses the word 'independence' in the questionnaire, rather than rebelliousness or psychological reactance'. The findings from pre-testing of the questionnaire indicated that the use of 'rebelliousness' makes some respondents uncomfortable to participate freely in the completion of questions related to this dimension in the questionnaire. Respondents during the pre-testing of the research instrument also indicated that they do not understand what 'psychological reactance' means.

The element 'independence' (Psychological reactance or rebelliousness) has been found to be negatively related to the willingness of public professionals to implement public policies (2012). Therefore, it is assumed in this study that the independence of academics will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. This is covered by items 1 to 8 of question 12 of the research instrument.

Rule compliance traits have been found to be positively related to the willingness of academics to implement the Language policy for Higher Education at Universities of Technology in South Africa. It is assumed in this study that the rule compliance traits of academics would be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa. Items 1 to 5 of question 13 of the research instrument cover this.

Lastly, there is also the so called 'proposed effect' dimension that Tummers (2011 and 2012) investigated. Tummers (2009 and 2012) uses the 'proposed effect' in the policy implementation process to check what public professionals are willing to do in supporting or sabotaging the implementation of a public policy. To this end, we also found measuring this kind of behaviour useful in this study. The responses received for items of this factor were used for the test of association between this factor (which represent willingness to implement the policy) and the rest of the factors in the research instrument. Items 1 to 5 of question 14 of the research instrument cover this.

3.5 SUMMARY

The theory testing process entails six stages, namely, specifying the type of theory to be tested, derivation of conceptual propositions, restatement of conceptual propositions as testable propositions, collection of relevant data, data analysis and assessment of the initial theory to check if it is supported by the research so undertaken. This chapter discussed the first three stages, namely, the specifying of the type of theory to be tested, derivation of conceptual propositions and restatement of conceptual propositions as testable propositions.

In discussing these three stages, relationships were drawn between the theory, conceptual propositions and operational propositions. The theoretical framework was used to generate concepts/constructs. The explanation of the concepts/constructs was used to develop testable propositions. The testable propositions were used in the formulation of various questions that assist in the investigation of the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

In the following chapter, the rationale for the research design, methods and methodology of this study are discussed.

CHAPTER 4

RATIONALE FOR THE RESEARCH DESIGN, METHODS AND METHODOLOGY

4.1 INTRODUCTION

This chapter outlines the research plan followed for the study. It demonstrates how the study moves from the research questions to processes of gathering and analysing data to ensure that the most valid findings are reached. The chapter also justifies why certain processes and procedures were followed, as the aim was not to rigidly follow a set of rules about what is right or wrong (Swarts, 2008:105) when conducting a research study, but to achieve the aims and objectives of this study.

In order to achieve the above, the sections that follow discuss the rationale for the choice of the research design, methodology and methods.

4.2 THE RESEARCH DESIGN

A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research (Durrheim, 2007:34). 'Design' captures the idea or notion of what product is being conceptualised; an indication of the type of study that is being conducted or constructed, Mouton (2012:16) explains.

In the following sections, the researcher first discusses the 'research question' element of the research design (Durrheim, 2007), and then thereafter, the 'type of study that is being conducted or constructed' (Mouton, 2012).

4.2.1 The research questions

This study investigates the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. In order to achieve this, the study tests whether or not the policy willingness implementation framework is helpful

in providing a better understanding of variables that influence the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

As indicated in chapter 1 of this study, a number of scholars (notably Lipsky, 1980; Metselaar, 1997, Shen and Dillard, 2005 and Tummers, 20011 and 2012) developed, tested and validated measurement scales for policy willingness analysis. This study uses these scales to develop a conceptual framework that is used to evaluate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The conceptual framework is based on variables that Tummers (20011 and 2012) consolidated from works by scholars cited above into a policy implementation willingness model. Tummers (20011 and 2012) claims that a combination of a number of factors identified by scholars may be used to understand public professionals' willingness to implement public policies. The variables, Tummers (2012, 172) submits, are structured into three main factors: (1) the policy content and discretion; (2) the organisational context; and (3) personality characteristics.

This, therefore, motivates the need to investigate the following **research questions**, using a three-factor approach:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The study hinges in particular on the first question, while the other two questions are used to confirm or reject the influence of the policy willingness factors on the willingness of academics to implement the Language Policy for Higher Education. For the first question, **nine hypotheses** were identified from the policy implementation willingness model. The nine hypothesis are:

- **H1:** Societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H2:** Student meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H3:** Personal meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H4:** The perceived discretion that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H5:** The influence that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H6:** If deans and heads/chairs of departments are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have

a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

- **H7:** If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H8:** The independent traits of academics will be negatively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.
- **H9:** The rule compliance traits of academics will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

In answering the second question, the study uses a group of biographical factors that the investigator identified from institutional and CHE reports as key descriptors of the profile of an academic at a university of technology in South Africa, in line with the research aim. The biographical factors were grouped into dichotomous (items with two options of which one should be chosen) and multiple-response items (items with more than one response option). The dichotomous items are gender, age, type of employment, mother tongue and current position held. Multiple response items are level(s) academics teach and competency in other languages apart from a mother tongue.

Regarding the third questions, two groups of factors were used through open-ended questions. The research investigated factors that may encourage or discourage academics from implementing the Language Policy for Higher Education.

4.2.2 Research Type

One may choose from a number of research types when conducting research. Mouton (2012) groups the various types of research designs into four main categories, namely

case studies, experimental researches, surveys and evaluation studies. Leedy and Ormrod (2005:108) provide a brief description of the first three of the four categories as follows:

Case study	A type of qualitative research in which in-depth data are gathered relative to a single individual, program or event, for purposes of learning more about an unknown or poorly understood situation.
Experimental research	A study in which participants are randomly assigned to groups that undergo various researcher-imposed treatments or interventions, followed by observations or measurements to assess the effects of the treatment.
Survey research	A common method used in business, sociology, and government. Surveys are used to describe the incidence, frequency, and distribution of certain characteristics in a population.

Babbie (2007:350) defines an evaluation research as a research undertaken for determining the impact of some social intervention, such as a program aimed at solving a social problem. Babbie and Mouton (2011:369) distinguish between four types of evaluation studies: the evaluation of need (needs assessment studies), the evaluation of process (programme monitoring/process evaluation), the evaluation of outcome (outcome and impact evaluation), and the evaluation of efficiency (cost-benefit and cost-utility analysis).

In order to answer the three research questions, the research survey was identified as the best approach to answer the research questions. Babbie (2007:244) identifies the following topics appropriate for survey research:

- ✓ Surveys may be used for descriptive, explanatory, and exploratory purposes. They are chiefly used in studies that have individual people as the units of analysis.

Although this method can be used for other units of analysis, such as groups or interactions, some individual persons must serve as respondents or informants.

- ✓ Survey research is probably the best method available to the social researcher who is interested in collecting original data for describing a population too large to observe directly. Careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the larger population, and carefully constructed standardised questionnaires provide data in the same form for all respondents.
- ✓ Surveys are also excellent vehicles for measuring attitudes and orientations in a large population.

The survey research design is suitable for the current study as this study is an explanatory study with academics as units of analysis. Secondly, the number of academics at universities of technology in South Africa and the footprint of universities of technology makes a survey research feasible, as the data collected from a selected sample is generalizable to an entire population of academics at universities of technology in South Africa. Lastly, investigating the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa involves measuring the perceptions of academics towards the Language Policy for Higher Education. Therefore, the choice of a survey as a research design type is a well-reasoned decision that fits well into the envisaged product of this research endeavour.

4.3 THE RESEARCH METHODOLOGY

In chapter 1 of this study, research methodology (also known as methodological approach or even paradigm) has been defined as the principles underpinning the researcher's choice of a broad approach to conduct research (Mouton, 2012). This approach dictates particular tools that the researcher selects to conduct his or her studies (Leedy and Ormrod, 2005:12). Leedy and Ormrod (2005) further advise that the research methodology should not be mistaken for research methods (that the current study discusses in 4.4) or research tools such as:

1. The library and its resources.
2. The computer and its software.
3. Techniques of measurement.
4. Statistics.
5. The human mind, and
6. Language.

Methodology, Terre Blanche and Durrheim (2007:06) rightly observe, specifies how researchers may go about practically studying whatever they believe can be known. Mouton (2012), as indicated in chapter 1 of this study, distinguishes between three broad methodological approaches or traditions in social sciences. The approaches are qualitative, quantitative and participatory research methodologies.

These three methodological paradigms have dominated the scene in recent social research. Each of these approaches has been linked to one of the metatheoretical traditions (Mouton, 2011, xxv).

According to Leedy (2005:133), the term **qualitative research** encompasses several approaches that are, in some respects, quite different from one another. Yet all qualitative approaches have two things in common. Firstly, they focus on phenomena that occur in natural settings – that is, in the ‘real world’. Secondly, they involve studying those phenomena in all their complexities.

In qualitative research, the researchers collect data in the form of written or spoken language, or in the form of observations that are recorded in language, and analyse the data by identifying and categorising themes (Durrheim, 2006:47). While the qualitative approach allow for phenomena to be studied in detail, its lack of relevance in studying a large number of cases and inability to facilitates generalisation to a bigger sample makes this approach unsuitable for a study such as the investigation of the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Participatory research is defined by Terre Blanche, Durrheim and Painter (2006, 562) as research which involves the 'subjects' of a research study in the planning and implementation of the study. In this research methodology, both the researcher and the researched become active participants. This participative role of the researcher and the researched distinguishes participatory research from both qualitative and quantitative research methodologies.

Researchers sometimes differentiate between action research (AR) and participatory research (PR). The former arose from the need to change the way industrial companies and other companies are managed, while the latter first became popular in the fields of education and community development (Bhana, 2006:431). Such a distinction, as Bhana (2006) elaborates, has become increasingly inconsequential, and the current usage favours the term 'participatory action research' for any kind of research with an action and/or participatory consideration. An assessment of this methodology indicates that it would not be helpful in a study such as the one that this research has set itself to achieve. The emphasis on 'active participation' by the research lends the methodology more suitable to case studies rather than survey studies that aim at generalising the results to a large population of the sample.

Quantitative methodology, also known as the positivist approach, underlines the natural scientific method in human behavioural research and holds that research must be limited to what we can observe and measure objectively, that is, that which exists independently of the feelings and opinions of individuals (Welman, Kruger and Mitchell, 2008:06). To this end, the stance that the researcher takes when following a quantitative methodology is that of an 'outsider' (Mouton, 2012).

According to Leedy and Ormrod (2005:94), quantitative researches are used to answer questions about the relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena. The data collected is in numerical forms, to which statistical analysis may be applied to determine the significance of the findings (Terre Blanche, Durrheim and Painter, 2007:563).

Leedy and Ormrod (2005:95) provide the following characteristics that differentiate the quantitative research methodology from other forms of methodologies, especially the qualitative methodology, focusing on purpose, process, data collection, data analysis and reporting findings respectively, as follows:

- Quantitative researchers seek explanations and predictions that will be generalised to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory.
- Because the quantitative studies represent the mainstream approach, carefully structured guidelines exist for conducting them. Concepts, variables, hypotheses, and methods of measurement tend to be defined before the study begins and remain the same throughout. Quantitative researchers choose methods that allow them to objectively measure the variable(s) of interest. They also try to remain detached from the research participants so that they can draw unbiased conclusions.
- Quantitative researchers identify one or a few variables that they intend to study and then collect data specifically related to those variables. Specific methods of measuring each variable are identified, developed, and standardized, with attention to the validity and reliability of the measurement instruments. Data are collected from a population, or from one or more large samples that represent the population, in a form that is easily converted to numerical indices.
- All research requires logical reasoning. Quantitative researchers tend to rely more heavily on deductive reasoning, beginning with certain premises (e.g., hypotheses, theories) and then drawing logical conclusions from them. They also try to maintain objectivity in their data analysis, conducting predetermined statistical procedures and using objective criteria to evaluate the outcomes of those procedures.
- Quantitative researchers typically reduce their data to means, medians, correlations, and other summarising statistics. It is not necessary or helpful to look

at individual scores; rather, the power of interpretation rests in the large numbers of scores that depict the norm, or average, of the group's performance. The results are usually presented in a report that employs a formal, scientific style using passive voice and impersonal language.

There are many advantages of using a quantitative methodology over other types of methodologies. The main one is the quantitative methodology's ability to enable a research to use small groups of people to make inferences about larger groups that would be prohibitively expensive to study (Holts and Burnett, 1997:71).

The quantitative approach, Mouton (2011: xxc) submits, has been linked to positivism in some form or another; the qualitative approach to phenomenology or interpretivism, and the participatory action research to the critical paradigm in metatheory.

This study uses the quantitative methodology to investigate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The quantitative methodology suites these kinds of studies well as the findings are generalizable and the data are objective (Durrheim and Painter, 1999:132).

4.4 RESEARCH METHOD

4.4.1 Method for selecting cases

In this study, a sample of academics was drawn to represent a population of academics at the universities of technology in South Africa. The most important consideration was how one may draw a sample of appropriate size that will accurately reflect the views of the target population on the subject of this study (Buckingham and Saunders, 2004:103). The reason is that the objectives of a survey research are to describe and explain selected characteristics of a pre-specified group of individuals, household, institutions, or objects. In this way, sampling becomes a practical and economical way of conducting research (Dillon, Madden and Firtle, 1994:219). To this end, two basic strategies were investigated, namely, probability sampling and non-probability sampling.

In **probability sampling** (also called random sampling by Houser, 2008), the sample is drawn in such a way that each member of the population has a known, non-zero chance of being selected to participate in the research (Dillon, Madden and Firtle, 1994:740). The simple random sample is the best-known and widely used type of the probability sampling method (McDaniel and Gates, 2001). McDaniel and Gates (2001:333) define simple random sampling as a probability sampling in which the sample is selected in such a way that every element of the population has a known and equal probability of inclusion in the sample.

In **non-probability sampling**, on the other hand, the research has no way of forecasting or guaranteeing that each element of the population will be represented in the sample. Furthermore, some members of the population have little or no chance of being sampled (Leedy and Ormrod, 2005:206).

There are a number of factors that may influence the choice of either probability or non-probability sampling. Among those factors is the kind of research one is conducting as well as the availability of the research population. There are indeed advantages and disadvantages of using either probability and non-probability sampling. Probability samples offer several advantages (McDaniel and Gates, 2001:335), including the following:

- The researcher can be sure of obtaining information from a representative cross section of the population of interest.
- Sampling error can be computed.
- The survey results are projectable to the total population. For example, if 5 percent of the individuals sampled in a research project based on a probability sample gave a particular response, the research can project this percentage, plus or minus the sample error, to the total population.

McDaniel and Gates (2001:335) also provide disadvantages that are associated with probability samples:

- They are more expensive than non-probability samples of the same size in most cases.
- Probability samples take more time to design and execute than nonprobability samples. The procedures that must be followed in the execution of the sampling plan increase the amount of time required to collect data.

McDaniel and Gates (2001:335) use the advantages of the probability samples in order to work out the disadvantages of the non-probability samples, as follows:

- Sampling error cannot be computed.
- The researcher does not know the degree to which the sample is representative of the population from which it was drawn.
- The results of non-probability samples cannot be projected to the total population.

However, it should be noted that non-probability samples also have their own advantages. McDaniel and Gates (2001:336) provide the following justifications for using of non-probability samples:

- Non-probability samples cost less than probability samples. This characteristic of non-probability samples may have consideration appeal when accuracy is not of utmost importance.
- Non-probability samples ordinarily can be gathered more quickly than probability samples.
- Non-probability samples can produce samples of the population that are reasonably representative if executed properly.

In this study, the researcher used probability sampling as the sample population was known. The researcher was also given permission by the management of five of the six universities of technology to approach their academics to participate in this research. Another serious consideration for using probability sampling was that a large representative of the sample population is not necessarily needed to constitute a sample. On the contrary, a sample may consist of a tiny fraction of the whole target population,

but provided it is selected carefully and methodically, it can provide remarkably accurate estimates of the parameters of the whole population (Buckingham and Saunders, 2004:99). Accordingly, only probability sampling can be used in representative sampling designs (Frank-Nachmias and Nachmias, 2007:167).

4.4.2 Methods for measurement

As indicated in Chapter 1 of this study, researchers need measures to test hypotheses and gather data (Neuman, 1997:133). The movement towards rigorous measurement instrument design merits attention because the quality of such a tool shapes the quality of social scientific understanding (Tucker, 2010:313).

This study uses a structured questionnaire to collect data from academics in the six universities of technology in South Africa. The questionnaire in this study uses a five-category Likert scale that measures the extent to which academics are willing to implement the key focus areas of the Language Policy for Higher Education. Likert scales are called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives (Neuman, 1997:159).

A measurement instrument that scholars such as Lipsky, 1980; Metselaar, 1997; Shen and Dillard, 2005; and Tummers (2011 and 2012) developed, tested and validated is used to measure the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

4.4.3 Methods of data collection

4.4.3.1 The use of a standardised questionnaire

There are two main approaches of gathering data in a quantitative research study. One can gather quantitative data through observation or with a questionnaire (McNabb, 2010; Kgomo, 2011).

Questionnaires are the most popular way to gather primary data. It has been estimated that questionnaires are used in 85 percent or more of all quantitative research projects (McNabb, 2010:109).

There are a number of advantages for using a questionnaire in a quantitative research project. Among those reasons, as McNabb (2010:109) observes, is that ‘researchers can purchase the rights to employ many different prepared questionnaires that have been developed by other researchers. They have been thoroughly tested with a variety of different samples. The purpose of testing the survey in this way is to establish confidence (reliability) in the ability of the questions to effectively measure some phenomenon of interest’.

This study adapted a standardised questionnaire collated by Tummers (2011 and 2012) from contributions made by scholars such as Lipsky, 1980; Metselaar, 1997; Shen and Dillard, 2005 to gather data. In terms of the fundamental issues of measurement, this kind of questionnaire ensures that exactly the same observation technique is used with each and every respondent in the study (Babbie and Mouton, 2011: xxix). The use of standardised questionnaires developed and tested by others, Buckingham and Saunders (2004:77) observe, has two advantages that are important to the quantitative research paradigm; namely;

- *Validity* The questions are likely to ‘work’ – if they have been tried out and found useful in other studies, then they will probably provide you with reasonably valid measures.

- *Reliability* By ensuring some uniformity of measures between your study and earlier works, you will be able to compare your results directly with those reported by others.

The following table, adapted from Kgomo (2010, 107), provides a summary of the measurement instrument/survey questionnaire used in this study:

TABLE 4.1: Summary of the measurement instrument/survey questionnaire

Variables	Subscales	Original documents	No. of items
Policy Content and discretion	-Societal meaningfulness	-Societal meaningfulness dimension derived from the 'policy alienation' concept, with measurement scales developed and validated by Tummers (2011 and 2012).	4
	-Student meaningfulness	-client meaningfulness dimension derived from the 'policy alienation' concept, with measurement scales developed and validated by Tummers (2011 and 2012).	4
	-Personal meaningfulness	-personal meaningfulness dimension derived from the 'personal valence' concept, with measurement scales developed and validated by Holt et al. (2007).	7
	-Discretion	-discretion dimension derived from the 'operational powerlessness' concept (Lipsky, 1980), with measurement scales developed and validated by Tummers (2011 and 2012).	6
Organisational context	-Influence during implementation	- Influence during implementation dimension derived from the 'tactical powerlessness' concept (a reverse of influence in the organisation), with measurement scales developed and validated by Tummers (2009).	6
	-Subjective norm	-subjective norms that examines colleagues' perceptions of a policy, with measurement scales developed and validated by Metselaar (1997).	6
Personality characteristics	-Independence	-derived from 'rebelliousness' concept, with measurement scales developed and validated by Shen and Dillard (2005).	8
	-Rule compliance	-derived from 'rule compliance' concept, with measurement scales derived from the European Social Surveys and validated by Tummers (2011 and 2012).	4

Personal-related determinants, referred to as 'bibliographical information' in the questionnaire, were designed in such a way that they mirror those developed by scholars such as Tummers (2011 and 2012) as far as possible. The rationale behind this approach is to ensure ease of comparison between the findings of this study and those reported by other researchers.

The section dealing with personal-related determinants focuses on eight control variables identified by Tummers (2011 and 2012). The eight variables are gender, age,

employment, mother tongue, current position, level(s) taught and competency in other languages apart from mother tongue.

Lastly, the section dealing with open-ended questions investigates factors that may encourage or discourage academics from implementing the Language Policy for Higher Education at universities of technology in South Africa. In this way, the data collated tie well with the three research questions.

4.4.3.2 Sample population

The sample population of this study comprises of 950 academics and academic managers (deans of faculty, directors of school, and heads/chairs of department) drawn from the five universities of technology in South Africa. At the planning stage of this research, the aim was to draw a representative sample from all the six universities of technology in South Africa. However, a delay in receiving ethical clearance from one of the UoTs' ethics committees forced the researcher to reduce the number of participating institution from six to five.

The decision to exclude one of the universities of technology was not taken lightly. The main reason was that the delay was affecting the time frames set for this study negatively. Secondly, the researcher was discouraged to pursue the inclusion of the academics from this particular institution any further as the researcher was doubtful of any meaningful support from the institution beyond the granting of ethical clearance.

In continuing with the study in the face of the non-participation of one of the UoTs, two issues were further considered. Firstly, the researcher reflected on whether the responses from academics of the five participating institutions will be fairly representative of the views of academics in the university of technology sector. Secondly, consideration was given to whether the exclusion of academics from this particular institution will alter the demographic profile of the academics in the university of technology sector significantly.

A thorough revision of the profile of each of the six universities of technology in South Africa indicated that the academics from the five institutions indeed offer a fair representation of academics in the University of Technology Sector. Similarly, the demographic profile of the academics of the non-participating institution was found to be more or less similar to one of the participating institution as the two are located within a radius of some few kilometres apart. The researcher concluded that the responses of academics from the five institutions that granted the researcher permission to use their academics for this study will be representative of the views of academics on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

The researcher received back a total of 677 questionnaires; of which 31 could not be used as each had more than 25% items with missing data. This therefore implies that for this study, therefore $n = 646$. This represents a total response rate of 71.26% and a respond rate of 68% of usable returned questionnaire.

During the research instrument ethics clearance stage, it was agreed with each of the five participating UoTs that the data will be handled in such a way that neither the participating academics nor their institutions will be identified during the reporting and discussion of the findings. Therefore, the discussions in all the relevant sections of this study generalise findings to the university technology Sector; rather than pointing trends in each institution.

4.4.3.3 Reliability and validity

According to Sekaran and Bougie (2009:157), it is important to make sure that the instrument that we develop to measure a particular concept is indeed accurately measuring the variable, and that, in fact we are actually measuring the concept that we set out to measure. This ensures that, Sekaran and Bougie (2009:157) elaborate, in operationally defining perceptual and attitudinal variables; the researcher have not overlooked some important dimensions and elements or included some irrelevant ones. Therefore, it is important to understand the reliability and validity issues of a questionnaire design process.

To understand the concepts ‘reliability’ and ‘validity’, the following definitions and explanations by Sekaran and Bougie (2009:157) provide information that would suffice in establishing processes that this study followed:

Very briefly, **reliability** is a test of how consistently a measuring instrument measures whatever concept it is measuring. **Validity** is a test of how well an instrument that is developed measures the particular concept it is intended to measure. In other words, validity is concerned with whether we measure the right concept and reliability with stability and consistency of measurement. Validity and reliability of the measure attest to the scientific rigor that has gone into the research study (Sekaran and Bougie, 2009).

Figure 4.1 from Sekaran and Bougie (2009:158) illustrates the various forms of reliability and validity:

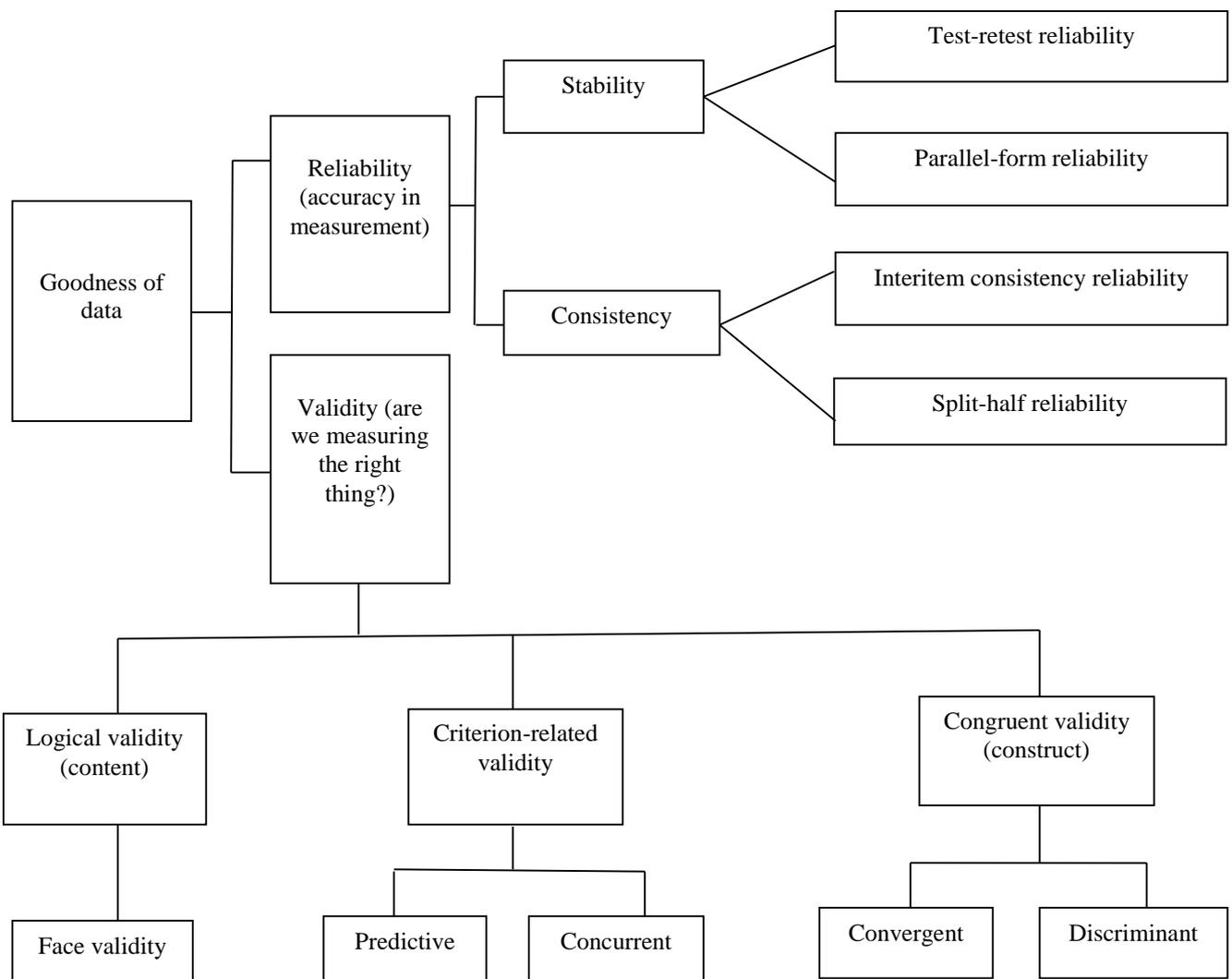


FIGURE 4.1: Reliability and Validity

The following table adapted from Swarts (2008:116) support the correctness of the approach taken in this study to validate the measurement instrument. The table also briefly explains how the various forms of validity indicated in **FIGURE 4.1** were examined in this study from different perspectives:

TABLE 4.2: Validity of the measurement instrument

Validity	Description	Action by the researcher	Result
Content Validity	The extent to which an instrument is a representative sample of the content area (domain) being measured, i.e. determining if the whole content of the definition is represented in the instrument.	The researcher drafted a table of specifications during the literature review, listing the topics and behaviours associated with policy implementation willingness in the university of technology environment. The measuring instrument was developed to reflect all the topics listed in the table of specifications.	High-content validity
Criteria Validity	The extent to which the results of the measuring instrument correlate with other related measures that are regarded as valid.	Criteria validity of the measuring instrument used in the study was previously determined by others researchers in related studies.	High-criteria validity
Construct Validity	The extent to which an instrument measures a characteristic that cannot be directly observed but must instead be inferred from patterns in people's behaviour.	Construct validity of the measuring instrument used in the study was previously determined through factor analysis by others researchers in related studies.	High-construct validity
Face Validity	The extent to which, on the surface, an instrument looks as if it is measuring a particular characteristic. Face validity is important to ensure the co-operation of the people who are participating in the research study	The researcher pre-tested the questionnaire on academic staff working at the Polokwane and Nelspruit Campuses of the Tshwane University of Technology engaged in different academic roles.	High-face validity

The validity of the questionnaire used for this study was established by using measurement instruments developed and validated in previous studies (Metselaar, 1997, Shen and Dillard, 2005; Holts et all, 2007; and Tummers, 2011 & 2012). However, in order to ensure that the adapted scales are reliable, internal consistency was measured through the Cronbach's alpha coefficient. The Cronbach's alpha coefficient is one of the most commonly used indicators of internal consistency. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.7. Should the value of Cronbach's alpha coefficient be above 0.7, the scale may be considered reliable (van Staden, 2011:203).

The Cronbach's alpha coefficient internal consistency of this research was measured on the policy implementation willingness factors, excluding biographical and factors based on open-ended questions. The Strata's alpha command was used to achieve the results. The measurement instrument was found to correlate well with those of other researchers such as Tummers (2011 and 2012). The scores range from 0.7047 for personality characteristics to 0.8619 for organisational context. Therefore:

- The items under Section B of the research instrument, that is b1 to 21, reliably tested the envisaged latent construct 'policy content and discretion' (Cronbach's $a = 0.8575$),
- The items under Section C, c1 to c12, reliably tested the envisaged latent construct 'organisational context' (Cronbach's $a = 0.8619$), and lastly,
- The items under Section D, d1 to d13, also reliably tested the envisaged latent construct 'personality characteristics' (Cronbach's $a = 0.7047$).

4.4.3.4 Ethical considerations

According to McNabb (2010:69), research ethics refers to the application of moral standards to decisions made in planning, conducting, and reporting the results of research results. Ethical considerations in research have become an integral element of every research proposal and study (Drake and Heath, 2011:47). Such considerations ranges from plagiarism, respect for human rights when data is collected to honesty in reporting of research results (Welman, Kruger and Mitchell, 2008). The following paragraphs provide an explanation of each of those research considerations:

To Welman, Kruger and Mitchell (2008:182), **plagiarism** is the use of others' data or ideas without due acknowledgement and permission. In this study, all sources used were duly acknowledged. A statement of intent is also put at the beginning of the study to indicate the seriousness at which issues of plagiarism are held in this study.

According to Welman, Kruger and Mitchell (2008:181), there are three stages that should be observed when dealing with **respect for human rights during the data collection** process. The stages are:

- When participants are recruited.
- During the intervention and/or measurement procedure to which they are subjected.
- In the release of the results obtained.

To address these concerns, the measurement instrument/questionnaire (Appendix A in this study), was structured as followed:

- ✓ Section 1 – This section introduces the study to participants. It includes, among others, the full names of the researcher, contact details (cellular phone, work phone and e-mail address), topic of the study and a summary of the study, how the study is being conducted, assurances on issues of anonymity and confidentiality of research participants, the right of the participants to be given the research results if they so wish and their option to withdraw from further participation during completion of the research instrument if they so wish. The research instrument was submitted to the University of South Africa's Postgraduate Research Committee for approval. The research instrument was also approved by the institutional research committees of the six universities of technology in South Africa.
- ✓ Section 2 – This section deals with the 'informed consent' part of participating in the research process. It reflects on the role of participants in the research process and summarises their rights. It covers the participant's acknowledgement to rights to confidentiality, voluntary participation, termination of participation, benefit of participation, liability, person to contact with questions and consent to participate in the research process.

4.4.3.4 Honesty in reporting the research results

The use of the quantitative research methodology in this study goes a long way in addressing objectivity concerns that may have arisen during the reporting of the research findings. The use of an instrument that has been validated in previous studies address

possible validity concerns. The process of data recording and interpretation has been taken care of with the support of a senior statistician with years of experience in assisting Masters and Doctoral students in their research endeavours. The analysis has been meticulously performed, thoroughly following the relevant data analysis protocols.

It is therefore hoped that with all the care taken during the writing up of the theoretical part of the study, questionnaire construction, pretesting of the questionnaire among peers and colleagues, independent evaluation of the questionnaire by the ethics committees, and a diligent execution of the data collection, management, analysis and reporting process, all reasonable ethical considerations were well taken care of.

4.4.3.5 Pretesting of the questionnaire

Pretesting of the questionnaire is an integral part of developing a good data-gathering instrument. Kgomo (2010:113) provides the following justifications for conducting a pre-test before rolling out a questionnaire:

- ❖ to determine how respondents define key words, terms and phrases;
- ❖ to determine whether respondents interpret phrases and questions as the researcher intended;
- ❖ to obtain a general assessment of respondent's ability to perform required tasks (e.g. recall relevant information, and estimate frequency of specific behaviour);
- ❖ to obtain ideas on how to rework questions;
- ❖ to verify words terms (*sic*) or concepts that respondents do not understand, do not interpret consistently or do not interpret as the research intends;
- ❖ to verify questions that respondents could not accurately answer;
- ❖ to assess close-ended response choices;
- ❖ to obtaining suggestions for revising questions or the questionnaire itself;
- ❖ to verify questions that are too complex or difficult to understand; and
- ❖ to measure attitude strength.

A total number of (n= 15) questionnaires were electronically sent to academic staff members at the two campuses of the Tshwane University of Technology. The response rate was 90%, with eight questionnaires returned within a day, and rest (of those there were returned) on the following day.

The pre-testing of the data-gathering instrument was very helpful in a number of ways. Apart from editorial, language issues and minor adjustments, this processes had a bearing on two critical issues. Firstly, improvements of the introductory remarks for each aspect of the three willingness dimensions improved respondents' understanding of the questions. Secondly, a number of possible ambiguities were attended to on receipt of comments from the pilot group. The result of this exercise increases the confidence level of the researcher in the data-gathering instrument.

4.5. PROCEDURE FOR DATA ANALYSIS

The analysis of the data was guided by the research questions. The three research questions are:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The research instrument in this study has close and open-ended questions. As the two categories of questionnaires returned a lot of information, the researcher had to select

and interpret carefully which information is relevant to the three sections questions. The following sections give a summary of how each category was handled.

4.5.1 Procedure for quantitative data analysis

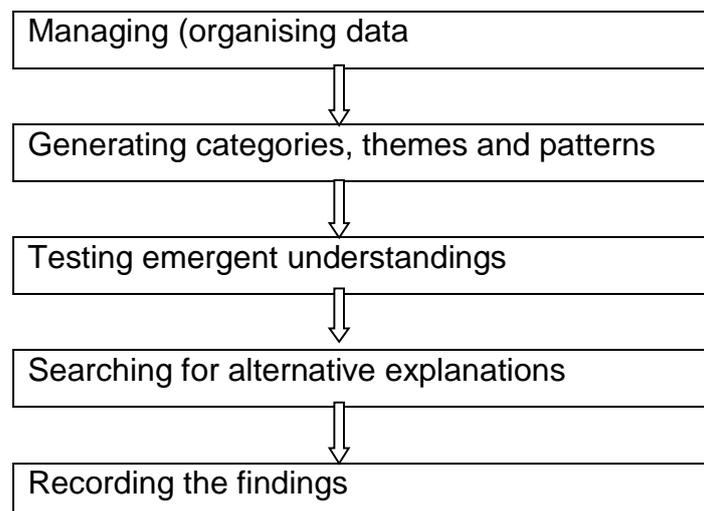
In analysing the items that relates to the first and second questions of this research, the following descriptive and inferential statistical procedures were used:

- Descriptive statistics, to describe the characteristics of the sample and addressing some specific research questions (Pallant, 2005:49).
- Person’s Chi-square, to determine the association between variables (Kgomo, 2010:146).
- Logistic regression, to identify the predictor variables that are responsible for the most significant variances in the willingness to implement the Language Policy for Higher Education (Kgomo, 2010:146).

4.5.2 Procedure for qualitative data analysis

The third research question has two open-ended sub-questions. The approach suggestion by Marshall and Rossman (1999), and endorsed by Kgomo (2010) was followed. **Table 4.3** (in step form) briefly indicates how data from the two open-ended sub-questions were handled:

Table 4.3: The Process of handling data from the two open-ended sub-question



4.6 SUMMARY

Chapter 4 explains the process followed in conducting this research. The chapter explains and justifies why the research survey was chosen as the most suitable research design to investigate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The size of the population (that is, the number of academics) makes the choice justifiable.

The chapter proceeds by discussing the various research methodologies available to researchers. The quantitative research methodology is identified as the most suitable as the results from a small sample is generalisable to a bigger population. The objectivity that is associated with this methodology is also cited as critical when conducting research projects such as this study.

The methods followed in selecting the research samples to be studied, of testing hypothesis and data collection is also explained. All academics (defined in this study as people who are attached to a university of technology department or faculty in teaching and/or research capacities, or managers of academic processes such as heads or chairs of department, directors of school, and deans of faculty are included as research samples for purposes of this study. A questionnaire, developed from earlier contributions on public policy implementation (un)willingness is preferred as all the items used have been tested and validated in previous studies.

Issues of validity, reliability and ethical considerations are also attended to. A process followed in the pretesting of the data-gathering instrument (the self-administrated questionnaire in this study) is also explained. A brief description of how both the quantitative and qualitative data was handled was also provided.

CHAPTER 5

RESEARCH FINDINGS AND INTERPRETATION

5.1 INTRODUCTION

The main aim of this study is to investigate empirically factors that influence the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. To achieve this, the policy implementation willingness framework was used to investigate the perceived willingness of academics to implement the said policy.

This chapter presents the findings of each of the three research questions. In chapter 1, the three research questions were presented as follows:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

5.2 PRESENTATION OF THE RESEARCH FINDINGS AND INTERPRETATION

It is important to first reflect briefly on the descriptive statistical findings of the willingness to implement the Language Policy for Higher Education (Section E: Proposed Effect) in order to provide a context for the presentation of the association between the willingness to implement the Language Policy for Higher Education and findings based on the three research questions of the research instrument (Annexure A). This discussion is also important in that it will also be used as a reference in the subsequent sections of the test association findings and discussions.

For the dependent variable 'Willingness to Implement the LPHE', 644 responses were recorded in the descriptive statistical results, with only 2 missing values. 45.19% (n = 291) of the 644 cases demonstrated support for the implementation of the key focus areas of the LPHE. 7.92% (n = 51) demonstrated opposition against implementation, while 3.26% (n = 21) indicated that they will engage in overt behaviours that are intended to ensure that the implementation of the key focus areas of the LPHE fails. The findings are presented in **Figure 5.1**.

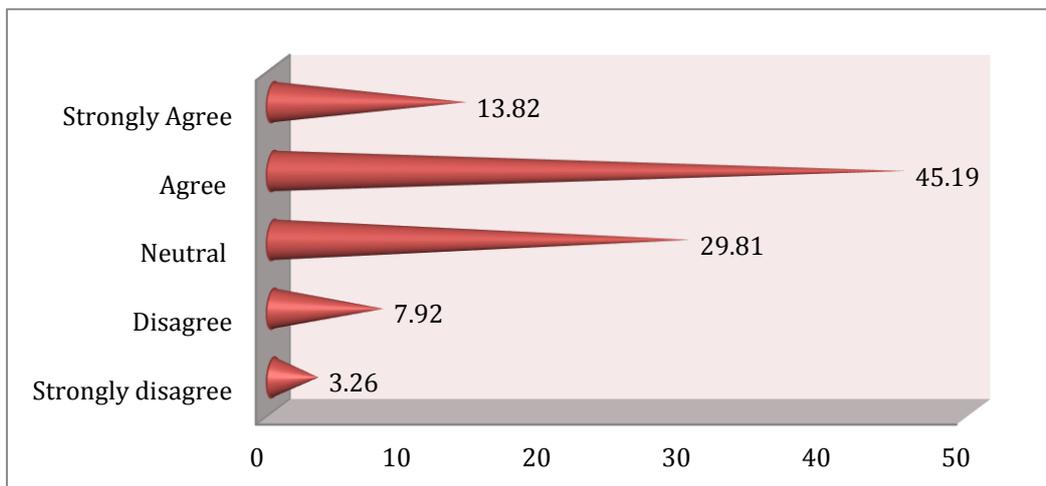


Figure 5.1: Willingness to implement the LPHE/Proposed Effect

These findings, viewed in isolation, indicate that there is an overwhelming support for the implementation of the Language Policy for Higher Education at universities of technology in South Africa. This is so because the statements, 'Demonstrate extreme enthusiasm for the implementation of the key focus areas of the Language Policy for Higher

Education', 'Demonstrate support for the implementation of the key focus areas of the Language Policy for Higher Education', and 'Demonstrate minimum support for the implementation of the Language Policy for Higher Education', may be interpreted to mean one thing; namely, that the majority of the sampled cases, at 88.82 (n = 572) indicated willingness to support the implementation of the Language Policy for Higher Education at universities of technology in South Africa. However, these findings on their own do not assist much in identifying and understanding variables that may derail the actual implementation, once various processes are activated. Therefore, there is a need to understand how the dependent variable 'policy implementation willingness' or proposed effect (as it appears in the questionnaire) is influenced by a number of independent variables. Guided by the three research questions, the findings and discussions of these relationships are presented in the following section:

5.2.1 The relationship between the willingness of academics to implement the LPHE at UoTs in South Africa and the policy willingness implementation factors.

The statistical software package used to analyse data is Stata V12. Stata's *mrtab* was used to generate tables for multiple response items. As the collected data is categorical (that is, no single variable is continuous), the descriptive data is given as proportions (or percentages) and frequencies. Cronbach's alpha, with a cut-off point of 0.7, was used to test for internal consistency (reliability and validity). Factor analysis was used for data reduction.

The presentation of the results of the relationship between the willingness to implement the LPHE at UoTs in South Africa and the policy implementation willingness factors proceeds from the premise that the nature of the relationship between elements of the factors investigated in this research are categorical, and not continuous. Therefore, Pearson's chi-squared test, as indicated in Chapter 4, was conducted to establish if there is any significant association between the willingness of academics to implement the Language Policy for Higher Education and any of the categorical variables in this research. Flowing from this decision, the results and discussions of this section are structured as follows:

- ✓ Firstly, a brief description of each of the policy willingness implementation factors is provided.
- ✓ Secondly, the descriptive results of an element of each factor are presented.
- ✓ Thirdly, the results of the test of association between the willingness to implement and element of each factor are provided and discussed. The Pearson's chi-squared test was used to test for association between a pair of categorical variables. The association was declared significant if the p-value was found to be less than 0.05 ($P < 0.05$).

In this way, the researcher hopes to ensure that the presentation of results is concise, non-repetitive and easy to follow. The presentation of the results in this way will lay a good foundation for the discussions and recommendations in chapter 6.

5.2.1.1 Policy Content and Discretion versus willingness to implement the LPHE

The policy content and discretion factor addresses the 'what' part of the Language Policy for Higher Education. This dimension comprises of four (4) elements namely, societal meaningfulness, student meaningfulness, personal meaningfulness and discretion.

Under this factor, the researcher posed twenty one (21) statements to measure the degree of agreement or disagreement academics have with the implementation of the key focus areas of the LPHE; in particular the use of African Languages as media of instruction, African Languages as fields of academic study and research, and the promotion of the use of African Languages in institutional policies and practices at universities of technology (UoTs) in South Africa. The following subsections provide brief explanations of the four elements of this factor. The explanations are followed by a research hypothesis relevant to each element. The descriptive and test association results, as well as discussions are also presented.

The **societal meaningfulness** element of policy content and discretion was included in this study to measure the possible perceptions academics may have with the broader

societal benefits associated with the implementation of the key focus areas of the LPHE at universities of technology in South Africa. The hypothesis relating to this element was captured in Chapter 1 and subsequent chapters as follows:

H1: Societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa.

The researcher posted four (4) questions for the societal meaningfulness factor in the research instrument. The following responses per question were recorded:

B1:

To the first statement, ‘The implementation of the key focus areas of the Language Policy for Higher Education, will in the long term, lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans’, 646 responses were recorded. 40.71% agreed with the statement. The lowest number, 5.73% indicated that they strongly disagree with the statement. The descriptive statistical findings are presented in **Figure 5.2**.

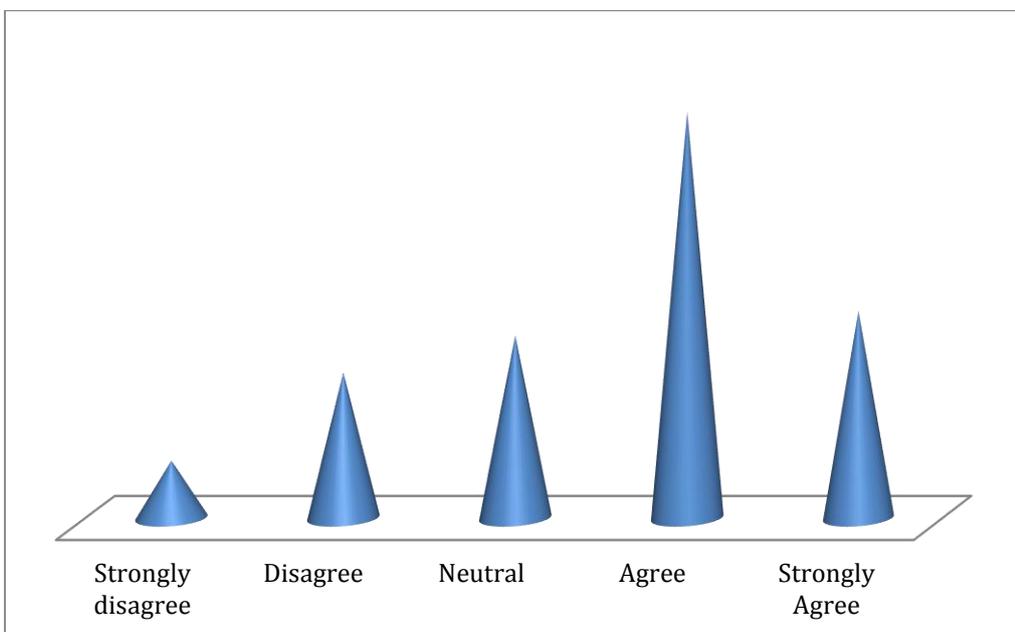


Figure 5.2: Societal Meaningfulness – long term benefits

B2:

To the second statement, ‘The implementation of the key focus areas of the Language Policy for Higher Education, will in the short term, lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans’, 645 responses were recorded. 28.22% of the 645 respondents strongly disagreed with the statement. The lowest number, 6.05% indicated that they strongly agree with the statement. The number of respondents that did not expressed an opinion on this statement was ominously higher at 33.33%. The descriptive statistical findings are presented in **Figure 5.3**.

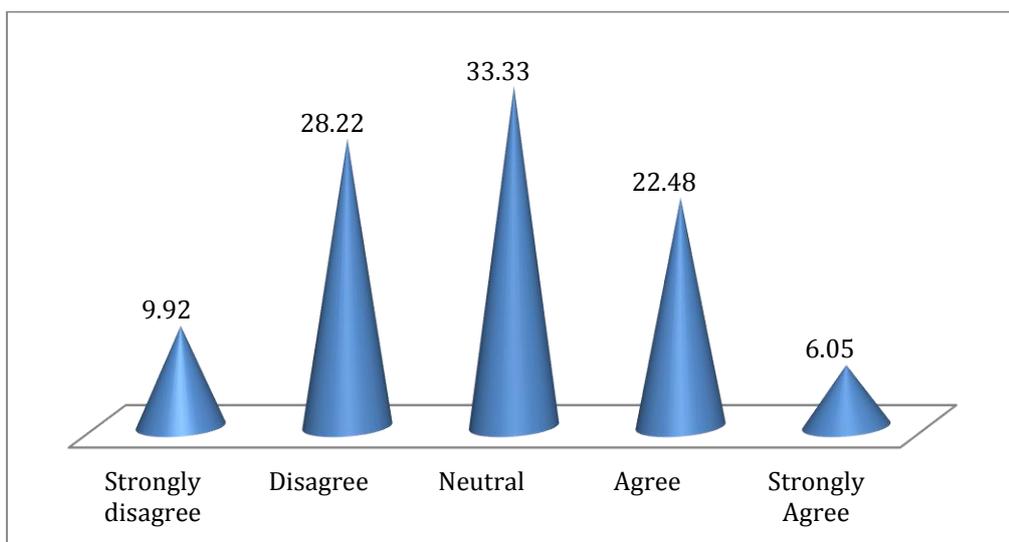


Figure 5.3: Societal Meaningfulness- short term benefits

B3:

The statement, ‘The implementation of the key focus areas of the Language Policy for Higher Education has already led to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans’, received 643 responses. 27% of respondents (n = 176) disagreed with the statements, compared to 22.08% (n = 142) who agreed with it. The lowest group (n = 36) are those respondents who strongly agree with the statement. The descriptive statistical findings are presented in **Figure 5.4**.

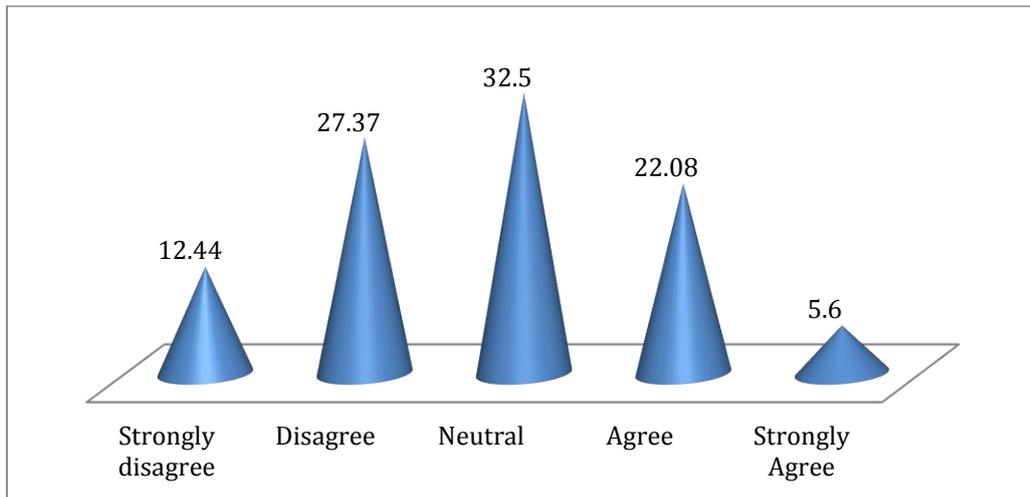


Figure 5.4: Societal Meaningfulness- existing benefits

B4:

To the fourth statement, ‘Overall, the implementation of the key focus areas of the Language Policy for Higher Education will lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans’, 645 responses were recorded. Of the 645, 42% (n = 274) of the respondents agree with the statement. Only 4.50% (n = 29) indicated that they strongly disagree with the statements. The descriptive statistical findings are presented in **Figure 5.5**.

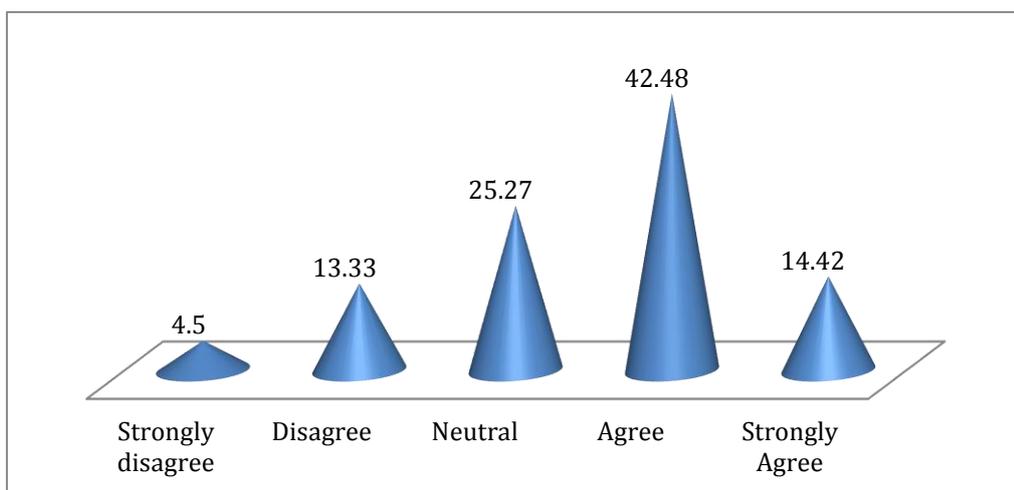


Figure 5.5: Societal Meaningfulness- overall benefits

Table 5.1 presents the results of the test for association between the ‘societal meaningfulness’ element and the policy willingness of cases.

Table 5.1: Association between Societal Meaningfulness and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
B1	138.9540	0.001**
B2	27.2784	0.001**
B3	33.1920	0.001**
B4	127.8405	0.001**

** Significant at $\alpha = 0.05$

Table 5.1 shows that the p-values of the four items of the element ‘societal meaningfulness’ are less than 5% or 0.05 (B1: $p < 0.001$, B2: $p < 0.001$, B3: $p < 0.001$ and B4: $p < 0.001$). Therefore, there is a significant relationship between societal meaningfulness and policy implementation.

The **student meaningfulness** element of the policy content and discretion factor was included to measure the views of academics on the possible benefits that students are likely to enjoy if the Language Policy for Higher Education (LPHE) is implemented; with particular focus on the use of African Languages as media of instruction; African Languages as fields of academic study and research and the promotion of the use of African Languages in institutional policies and practices at Universities of Technology in South Africa. The hypothesis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H2: Student meaninglessness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at Universities of Technology in South Africa.

The findings to the four questions the researcher posed are recorded as follows:

B5:

The first statement, ‘Through the implementation of the key focus areas of the LPHE, I will be better enabled to resolve students’ problems’, received 646 responses. 36.38% of the respondents (n = 235) agreed with the statement, while the lowest number at 64 (9.91%) strongly disagreed with it. The descriptive statistical findings are presented in **Figure 5.6**.

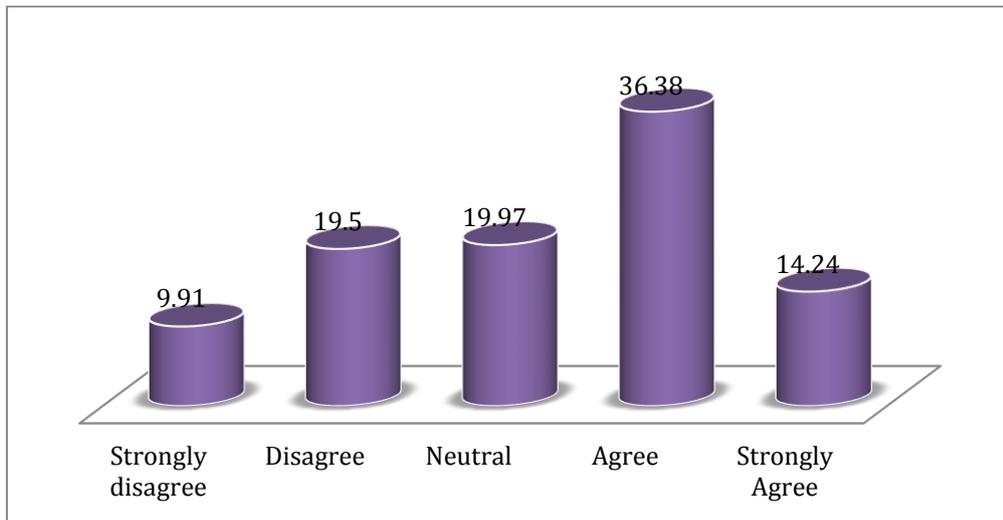


Figure 5.6: Student Meaningfulness- ability to solve students problems

B6:

The second statement, ‘The implementation of the key focus areas of the LPHE will contribute to the welfare of my students’, received 645 responses. The highest percentage of respondents (43.41%) agreed with the statement compared to the lowest (8.23%) of respondents who strongly disagree with the statement. The descriptive statistical findings are presented in **Figure 5.7**.

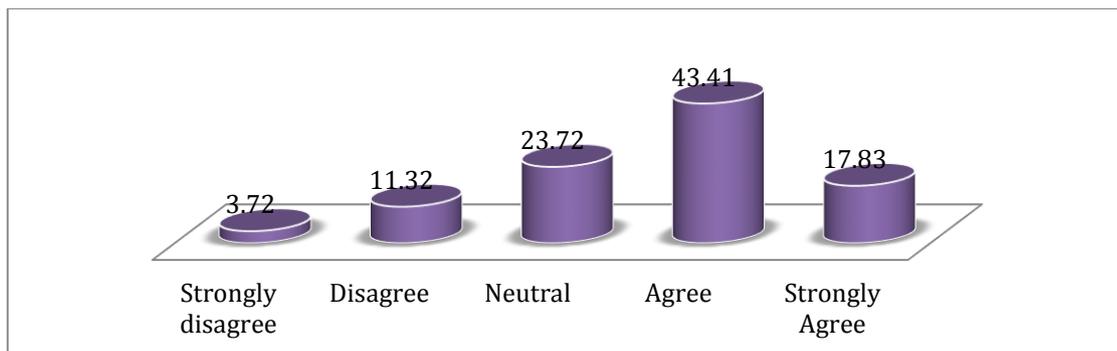


Figure 5.7: Student Meaningfulness- contribution to student welfare

B7:

Regarding the third statements, 'I will be better placed to efficiently help students than before due to the implementation of the key focus areas of the LPHE', 644 responses were received. The highest percentage of respondents (33.70%) agreed with the statement compared to the lowest (8.23%) who strongly disagree with it. The descriptive statistical findings are presented in **Figure 5.8**.

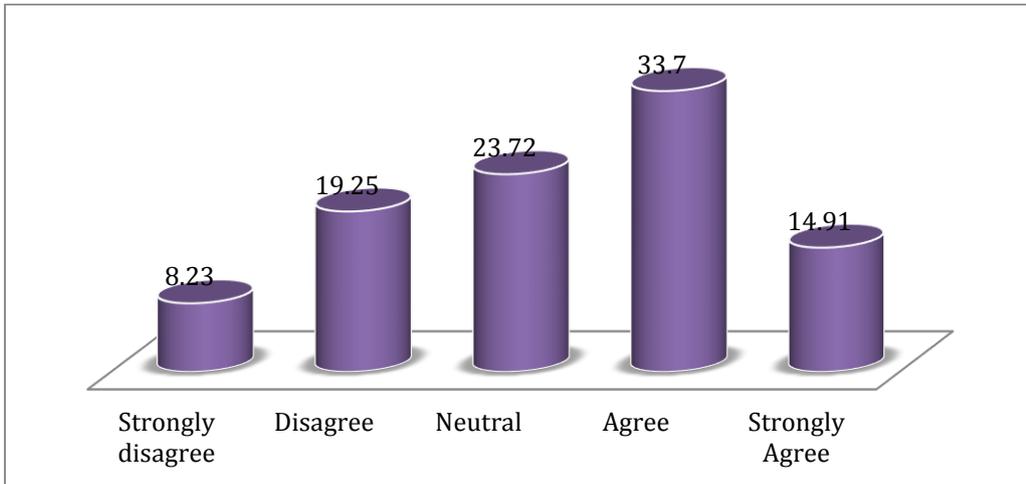


Figure 5.8: Student Meaningfulness- efficient support to students

B8:

To the fourth statement, 'I think that the implementation of the key priority areas of the LPHE will ultimately be beneficial to my students', 40.99% of participants agreed with the statement compared to 3.26% who strongly disagree with it. The descriptive statistical findings are presented in **Figure 5.9**.

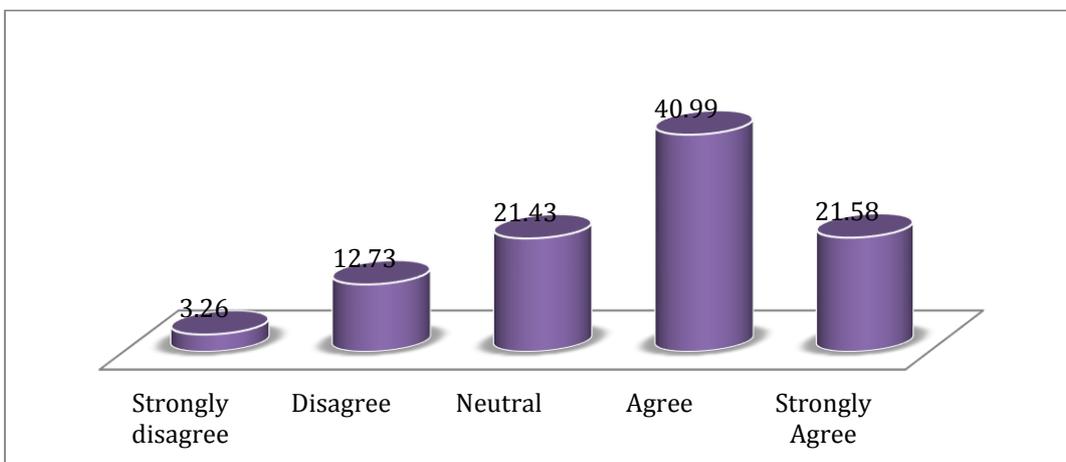


Figure 5.9: Student Meaningfulness- benefits to students

Considering the test of association of the independent variable ‘student meaningfulness’ and the dependent variable ‘Implementation of the Language Policy for Higer Education’, it is clear that there is a significant relationship between the two. The p-value of the inferential statistical results of the four elements of student meaningfulness are all less than 5% or 0.05 (B:5 $p < 0.001$, B:6 $p < 0.001$, B:7 $p < 0.001$, B:8 $p < 0.001$).

The test of association findings between ‘student meaningfulness’ element and the policy willingness of cases who responded to the four (4) questions the researcher posed are recorded in **Table 5.2**:

Table 5.2: Association between Student Meaningfulness and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
B5	104.4509	0.001**
B6	140.5865	0.001**
B7	110.8323	0.001**
B8	153.2559	0.001**

** Significant at $\alpha = 0.05$

The **personal meaningfulness** element of policy content and discretion was included to measure perceptions academics may associate with the added personal benefits related to the implementation of the key focus areas of the Language Policy for Higher Education; with particular focus on the use of African Languages as media of instruction; African Languages as fields of academic study and research and the promotion of the use of African Languages in institutional policies and practices at Universities of Technology in South Africa. The hyphosis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H3: Personal meaninglessness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa

This element had seven (7) questions, the descriptive statistical findings of which are recorded as follows:

B9:

The first statement of this element, namely ‘As a result of the implementation of key focus areas of the LPHE, I will experience positive financial rewards’, received 643 responses. The highest percent of academics (30.48%) strongly disagree with the statement as compared to only 3.58% who strongly agree with the statement. The descriptive statistical findings are presented in **Figure 5.10**.

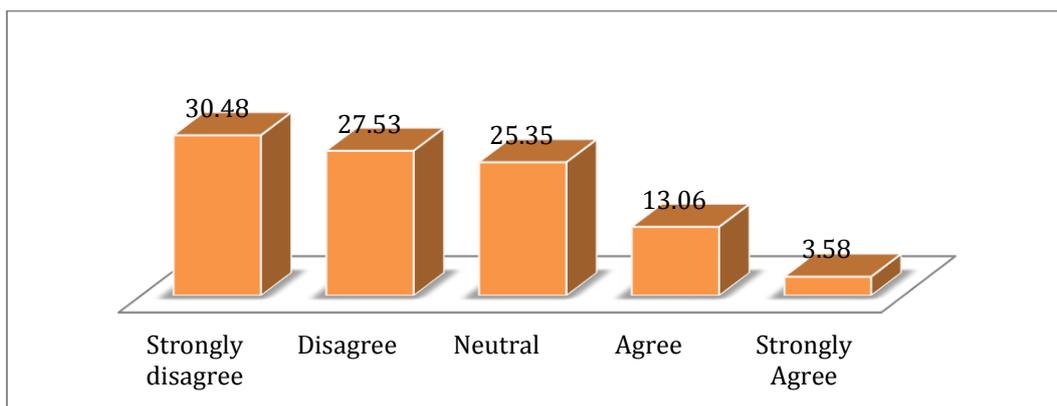


Figure 5.10: Personal Meaningfulness- positive financial rewards

B10:

The second statement, ‘In the long term, the implementation of key focus areas of the LPHE will be beneficial to me’, 641 responses were recorded. 33.07% of participants agreed with the statement as compared to only 8.74% who strongly disagreed with this statement. The descriptive statistical findings are presented in **Figure 5.11**.

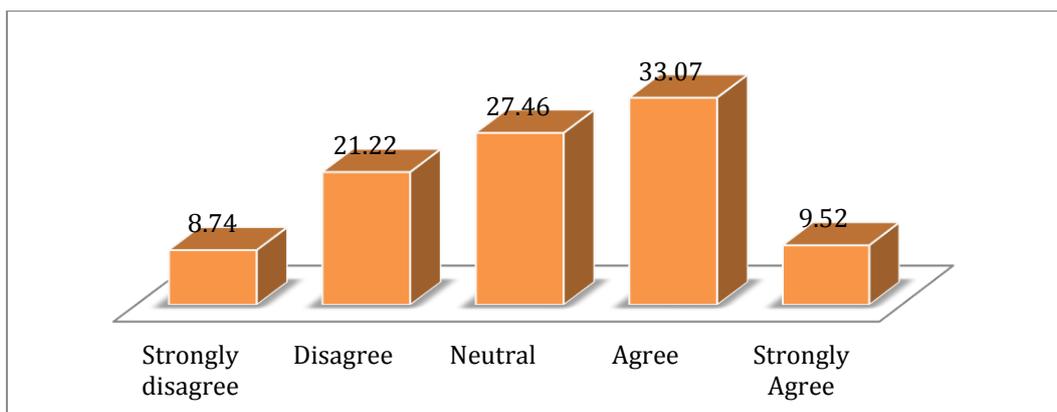


Figure 5.11: Personal Meaningfulness – long term benefits

B11:

Of the 634 academics who responded to the question, 'I will benefit very little if the key focus areas of the LPHE were introduced', 31.39% agree with the statement. Only 7.26% strongly disagreed with this statement. The descriptive statistical findings are presented in **Figure 5.12**.

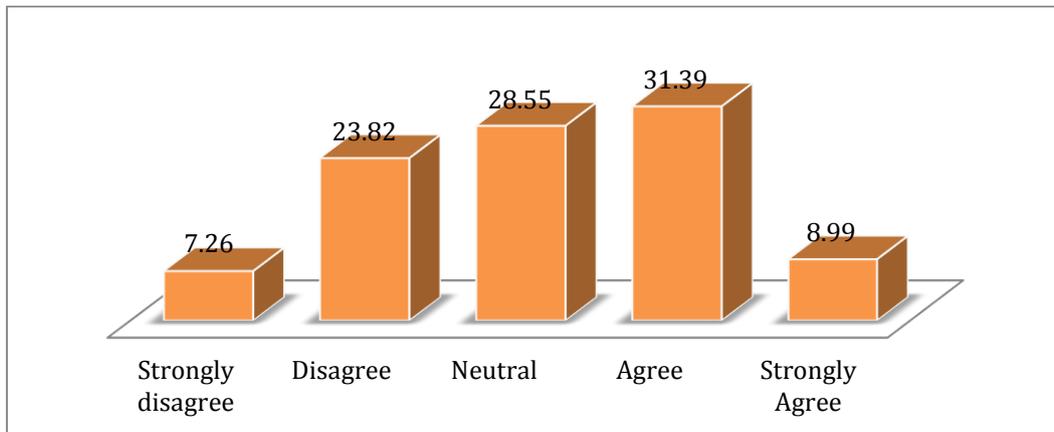


Figure 5.12: Personal Meaningfulness – very little benefits

B12:

Of the 641 academics who responded to the question, 'My future as an academic will be limited because of the introduction of the key focus areas of the LPHE', 31.36% disagreed with the statement. Only 6.86% strongly agreed with this statement. The descriptive statistical findings are presented in **Figure 5.13**.

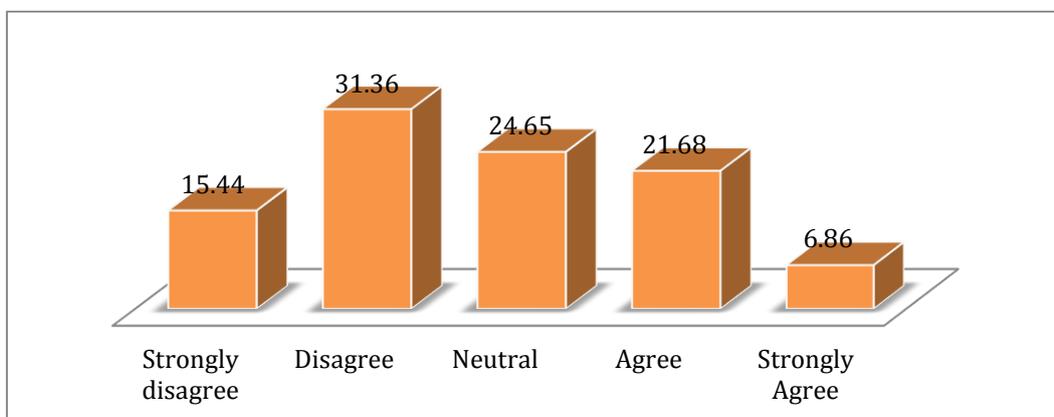


Figure 5.13: Personal Meaningfulness – future limitations as an academic

B13:

642 academics responded to the question, 'I am worried I will lose some of my status due to the introduction of the key focus areas of the LPHE'. Of the 642, 35.20% (n = 226) disagreed with this statement as compared to the lowest number of those who strongly agreed with this statement; at 3.58% (n = 23). The descriptive statistical findings are presented in **Figure 5.14**.

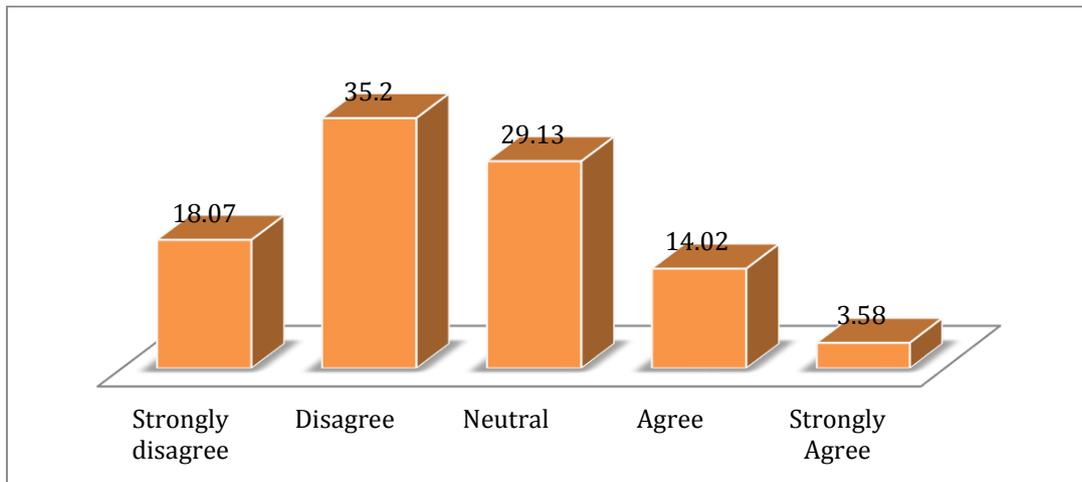


Figure 5.14: Personal Meaningfulness – lost status

B14:

The sixth statement of this element, namely 'As a result of the introduction of the LPHE, I will have to do more administrative work', received 643 responses. 31.10% agreed with the statement as compared to 5.60% who strongly disagreed with this statement. The descriptive statistical findings are presented in **Figure 5.15**.

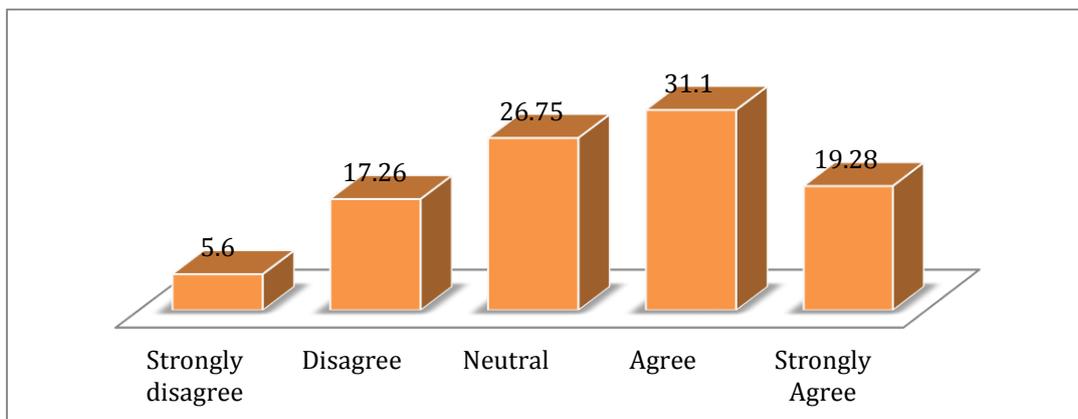


Figure 5.15: Personal Meaningfulness – more administrative work

B15:

643 academics responded to the last question of this element, namely, 'The introduction of the key focus areas of the LPHE will erode my academic freedom'. Of the 643, 24.11% (n = 155) disagreed with this statement as compared to the lowest number of those who strongly agreed with this statement at 7.62% (n = 49). The number of respondents who preferred to remain neutral stood at 31.10% (n = 74.81). The descriptive statistical findings are presented in **Figure 5.16**.

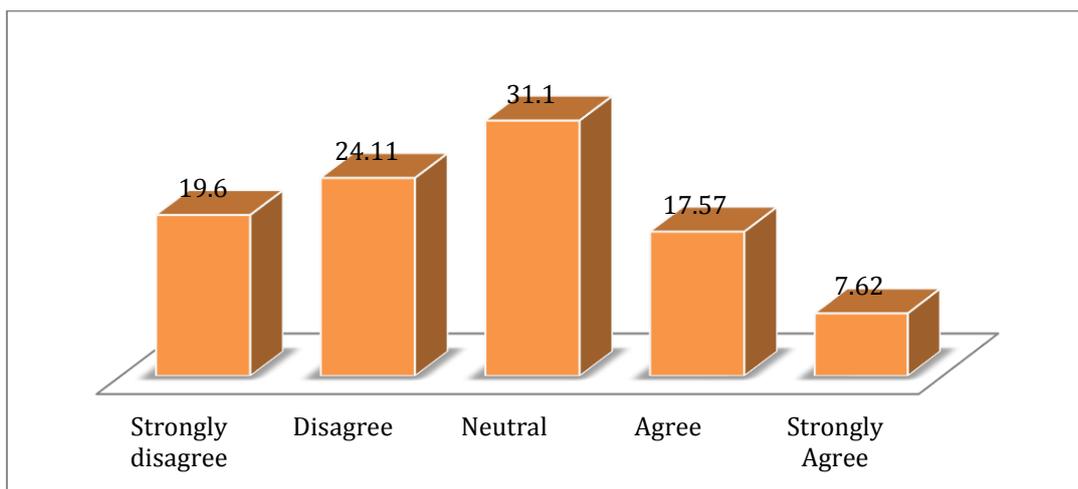


Figure 5.16: Personal Meaningfulness – erosion of academic freedom

The test association findings between the 'personal meaningfulness' element and the policy implementation willingness of cases are recorded in **Table 5.3**:

Table 5.3: Association between Personal Meaningfulness and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
B9	30.8117	0.001**
B10	125.9131	0.001**
B11	52.8212	0.001**
B12	47.9530	0.001**
B13	66.4741	0.001**
B14	13.3114	0.102
B15	84.8752	0.001**

** Significant at $\alpha = 0.05$

Table 5.3 shows that the p-values for statements B9, B10, B11, B12, B13, and B15 of the element 'personal meaningfulness' are less than 5% or 0.05. Thus the association between these statements (or items) and 'personal meaningfulness' is significant. The only exception is with regard to B14 where the p-value is 0.102. Therefore, the relationship between societal meaningfulness and policy implementation, to a large extent, exists.

The **discretion** element of policy content and discretion was included to measure perceptions academics may associate with the perceived freedom they may have when implementing the key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research and promotion of use of African Languages in institutional policies and practices at universities of technology (UoTs) in South Africa. The hypothesis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H4: The perceived discretion that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

For this element, the researcher posted six (6) questions. The descriptive statistical findings received per questions are as follows:

B16:

To the first question, 'At my university, I will probably have freedom to decide how to use the key focus areas of the LPHE', 644 responses were recorded. Of the 644, 26.55% of the respondents agreed with the statement. Only 37% respondents who strongly agreed with this statement. The highest number (n = 215) chose to remain neutral. The descriptive statistical findings are presented in **Figure 5.17**.

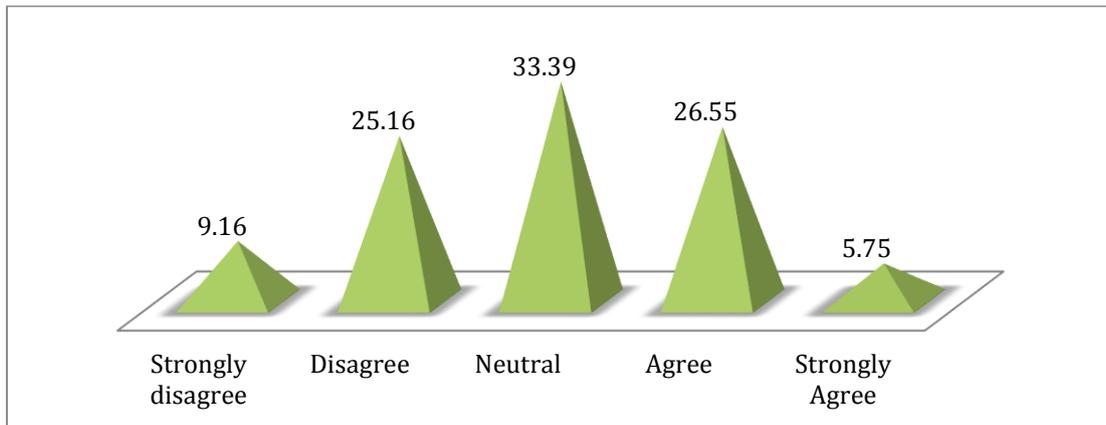


Figure 5.17: Discretion – freedom to implement

B17:

For the second question, ‘While working with the key focus areas of the LPHE, I will probably be in touch with the needs of my students’, 645 responses were recorded. The majority of respondents at 50.85% agreed with the statement. Only 3.88% of the respondents strongly disagreed with the statement. The descriptive statistical findings are presented in **Figure 5.18**.

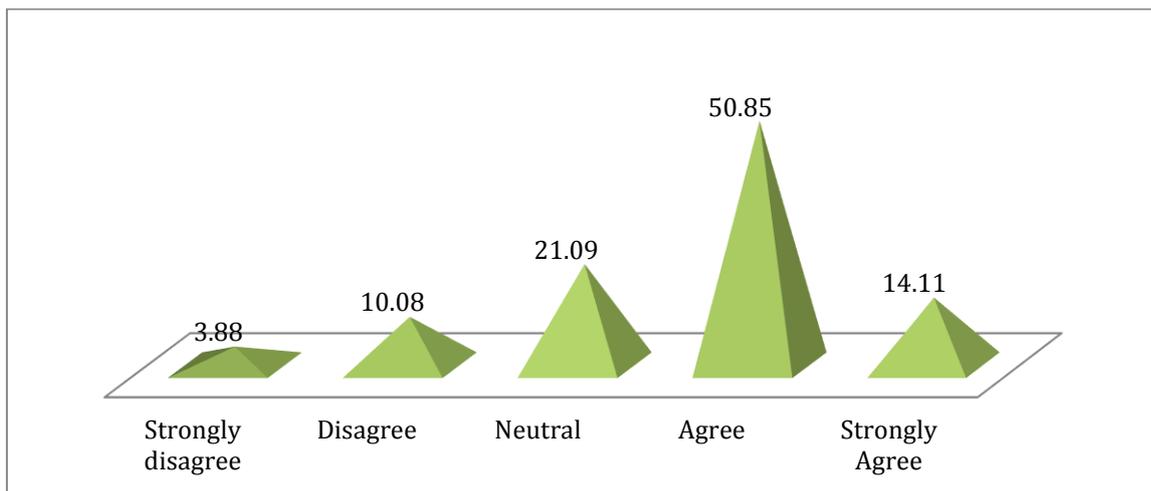


Figure 5.18: Discretion – in touch with student needs

B18:

643 responses were recorded for the question, ‘While working with the key focus areas of the LPHE, I will probably have to adhere to tight procedures’. 38.41% of respondents (n = 247) agreed with the statement as compared to 3.58% of respondents (n = 23) who

strongly disagreed with it. The descriptive statistical findings are presented in **Figure 5.19**.

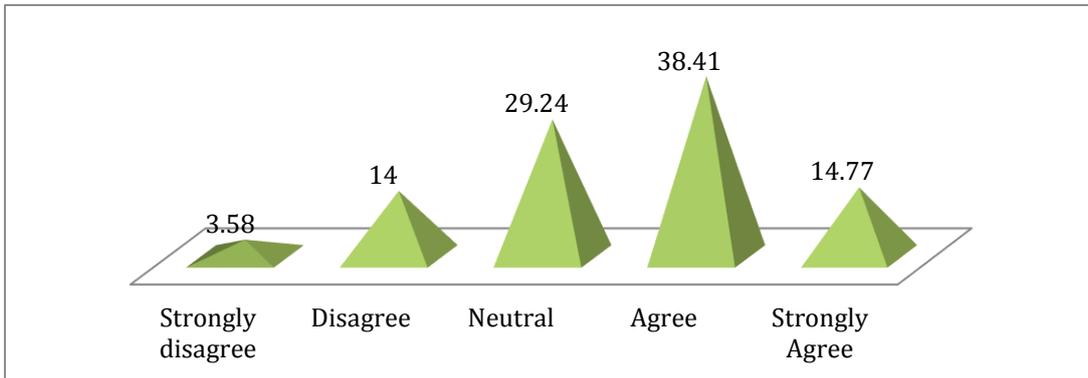


Figure 5.19: Discretion – adhering to tight schedules

B19:

With regards to the question, ‘While working with the key focus areas of the LPHE, I may be able to sufficiently tailor-make it to suit the needs of my students’, 644 responses were recorded. 37.58% of respondents (n = 242) agreed with the statement as compared to the lowest number of respondents at 4.66% (n = 30) who strongly disagreed with the statement. The descriptive statistical findings are presented in **Figure 5.20**.

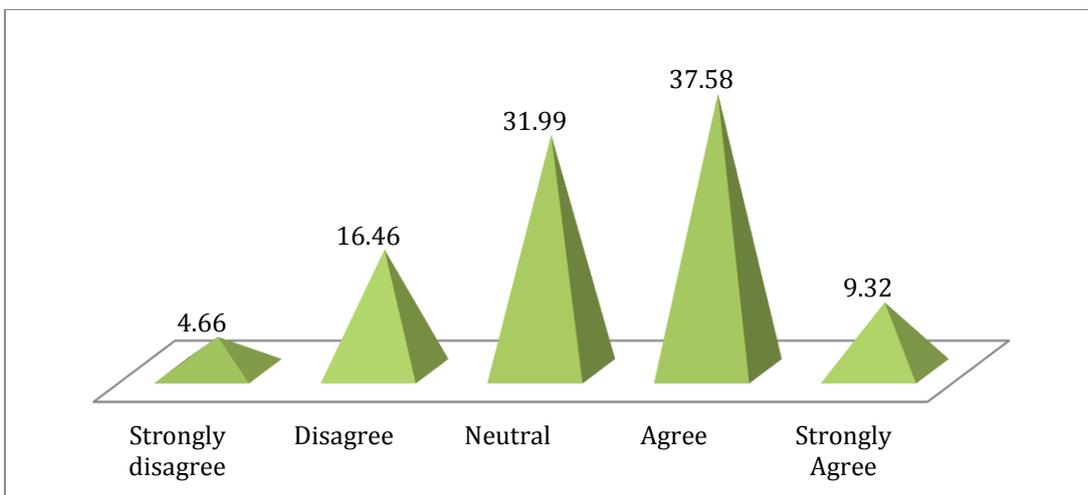


Figure 5.20: Discretion – tailor-making to student needs

B20:

Only 576 responses were recorded for the last question, ‘While working with key focus areas of the LPHE, I will probably be able to make my own judgment on which focus

areas of the LPHE I shall implement'. Of the 576, 32.12% (n = 185) agreed with the statement while the smallest number of respondents at 6.60% disagreed. It should be noted that the number of responses indicating agreement and those of respondents who wished to remain neutral are the same (n= 185). The descriptive statistical findings are presented in **Figure 5.21**.

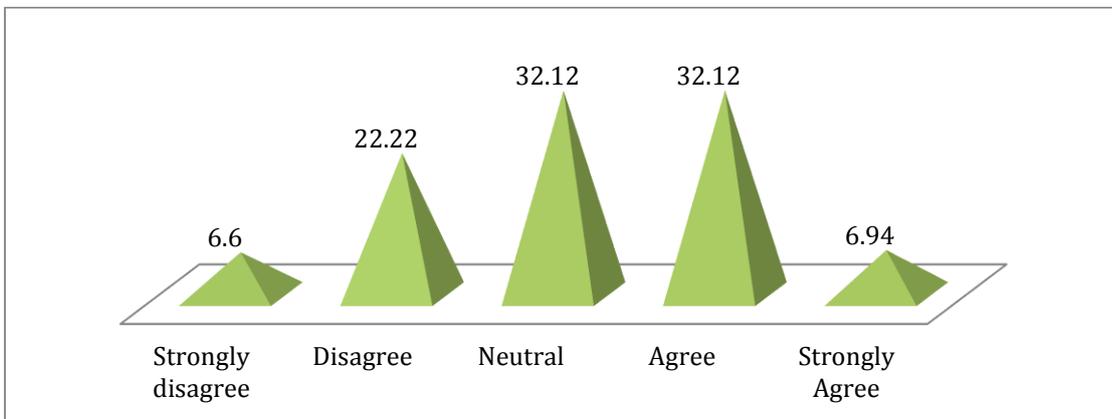


Figure 5.21: Discretion – ability to make own judgement

The test association findings between the 'discretion' element and the policy implementation willingness of cases are recorded the **Table 5.4**:

Table 5.4: Association between Discretion and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
B16	15.0286	0.059
B17	118.3957	0.001**
B18	21.7067	0.001**
B19	14.5815	0.068
B20	45.4975	0.001**
B21	34.3639	0.001**

** Significant at $\alpha = 0.05$

Considering the p-values of the discretion element, one may conclude that it is less than 5% or 0.05 for most of the items (B17: $p < 0.001$, B18: $p < 0.001$, B2: $p < 0.001$, and B21: $p < 0.001$). Two exceptions (in B16: $p > 0.059$ and B19: $p > 0.068$) have been recorded where the p-value is greater than 5% or 0.05. Therefore, a significant relationship between discretion and policy implementation, to a large extent, exists.

5.2.1.2 Organisational Context

This factor addresses behaviours and attitudes that should be understood in terms of the organisational environment. Three elements of this factor were examined, namely, the influence of academics during implementation, the subjective norms (attitude) of academic managers and the subjective norms (attitude) of academic staff. In the research instrument, the researcher posed a number of statements to measure the degree of agreement or disagreement academics have with the implementation of the key focus areas of the LPHE; in particular the use of African Languages as media of instruction, African Languages as fields of academic study and research, and the promotion of the use of African Languages in institutional policies and practices at universities of technology in South Africa. The hypothesis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H5: The influence that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

For this item, the researcher posted six (6) questions.

C1:

For the first statement, ‘At our university, academics will probably have a say on how the key focus areas of the LPHE shall be implemented’, 644 responses were recorded. 43.48% agreed with the statement, with only 4.5% strongly disagreeing with it. The descriptive statistical findings (in particular, the distribution of participants according to the levels of C1) are presented in **Figure 5.22**.

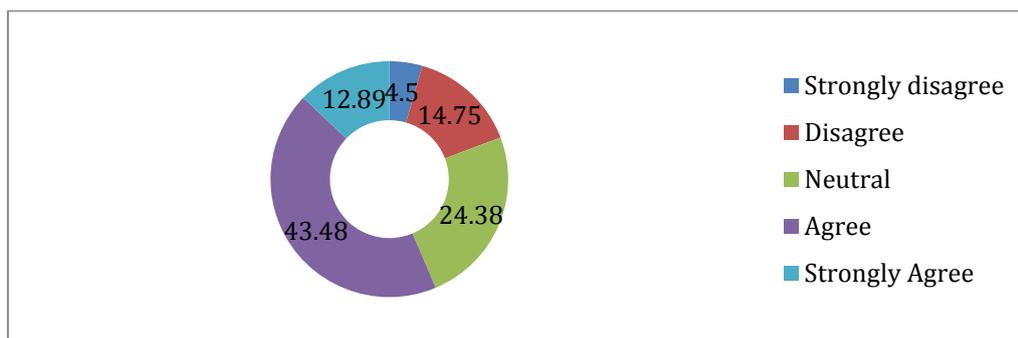


Figure 5.22: Influence during implementation – having a say

C2:

The second question, ‘At our university, academics will probably, through working groups or meetings, take part in the decisions on the execution of the key focus areas of the LPHE’, generated 645 responses. The majority of respondents at 51.16% agreed with this statement compared to only 2.17% who strongly disagreed with the statement. The descriptive statistical findings are presented in **Figure 5.23**.

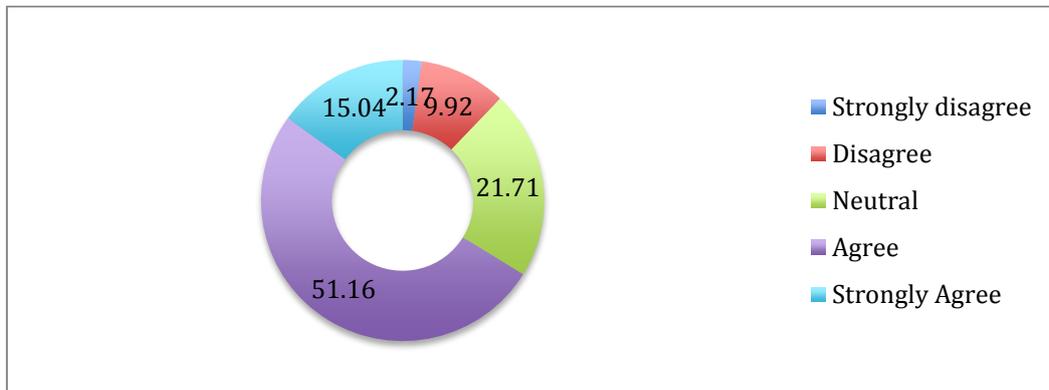


Figure 5.23: Influence during implementation – group participation

C3:

644 responses were recorded for the question, ‘The management of our university is more probably going to involve the academics far more in the execution of the key focus areas of the LPHE’. 39.13% agreed with this statement as compared to 3.42% of those who strongly disagreed with it. The descriptive statistical findings are presented in **Figure 5.24**.

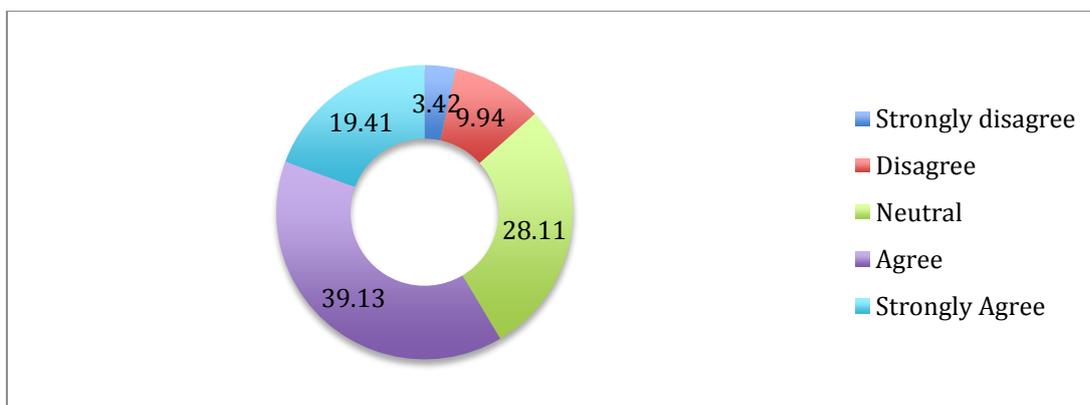


Figure 5.24: Influence during implementation – involvement in execution

C4:

The statement, ‘At our university, academics are more likely going to be listened to when the key focus areas of the LPHE are introduced’ generated 644 responses. Of those, 36.80% agreed with the statement compared to only 4.66% who strongly disagreed with it. The descriptive statistical findings are presented in **Figure 5.25**.

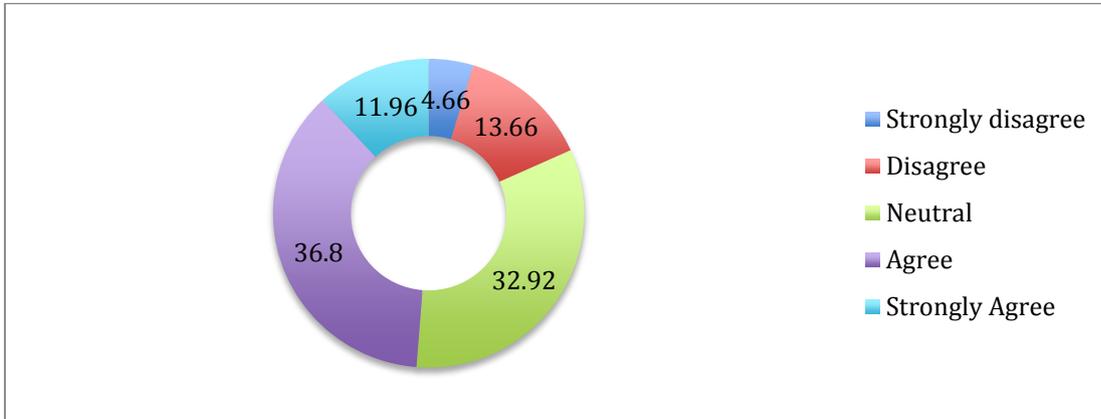


Figure 5.25: Influence during implementation - listening to academics

C5:

To the question, ‘At our university, academics are probably going to take part in discussions regarding the execution of the key focus areas of LPHE’, the researcher recorded 641 responses. 46% of the respondents ($n = 237$) agreed with the statement as compared to only 2.65% ($n = 17$) of those who strongly disagreed. The descriptive statistical findings are presented in **Figure 5.26** as follows:

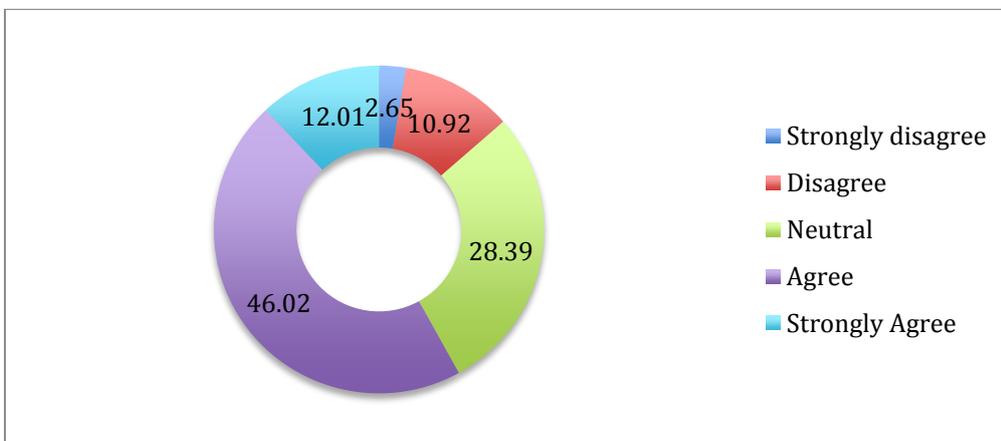


Figure 5.26: Influence during implementation – taking part

C6:

The last question of this item, ‘My fellow academics and I are likely going to be completely powerless when the key focus areas of the LPHE are implemented at our university’, generated 644 responses. 25.93% of the respondents disagreed with the statement as compared to only 7.76% who agreed with it. 28% chose to remained neutral. The descriptive statistical findings are presented in **Figure 5.27**.

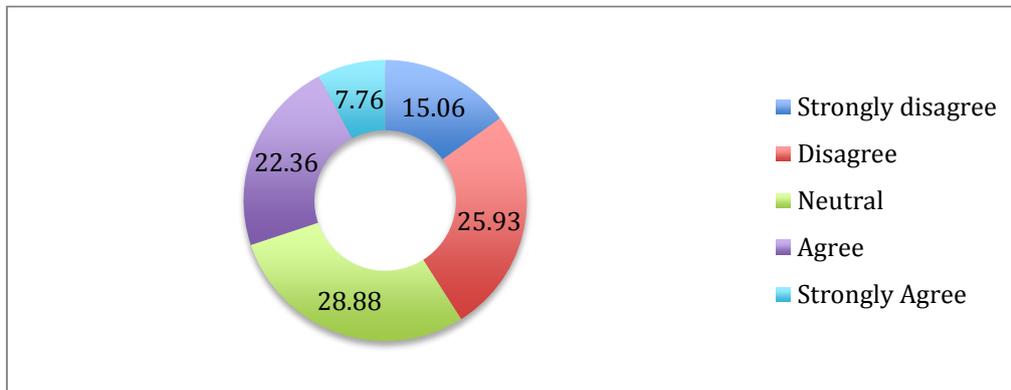


Figure 5.27: Influence during implementation - powerlessness

The test association findings between the ‘perceived influence’ element and the policy implementation willingness of cases are recorded in **Table 5.5**:

Table 5.5: Association between Perceived Influence and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
C1	17.2533	0.028**
C2	30.9456	0.001**
C3	28.9840	0.001**
C4	48.3854	0.001**
C5	22.1370	0.001**
C6	45.7171	0.001**

** Significant at $\alpha = 0.05$

All the items under the element dealing with the ‘perceived influence of academic during implementation’ have p-values of less than 5% or 0.05 (C1: $p < 0.028$, C2: $p < 0.001$, C3: $p < 0.001$, C4: $p < 0.001$, C5: $p < 0.001$ and C6: $p < 0.001$). Therefore, the relationship between the independent variable ‘perceived influence’ and dependent variable ‘policy implementation willingness’ is significant.

The second element of the organisational context that the researcher investigated was the ‘**subjective norms: management**’. This element measures the perception of academics on the extent to which deans of faculty, directors of school, and heads/chairs of department are likely to support the implementation of the Language Policy for Higher Education at their respective universities of technology. The hypothesis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H6: If deans, directors and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

For this item, the researcher posted three (3) questions.

C7:

The first statement, ‘When it comes to the implementation of the key focus areas of the LPHE, the Dean of our faculty is likely going to support it’, 646 responses were recorded. Of the 646, 40.71% (n = 263) respondents agreed with this statement, as compared to only 2.67% (n = 17) and 5.88% (n = 38) who strongly disagreed and disagreed respectively. The descriptive statistical findings are presented in **Figure 5.28**.

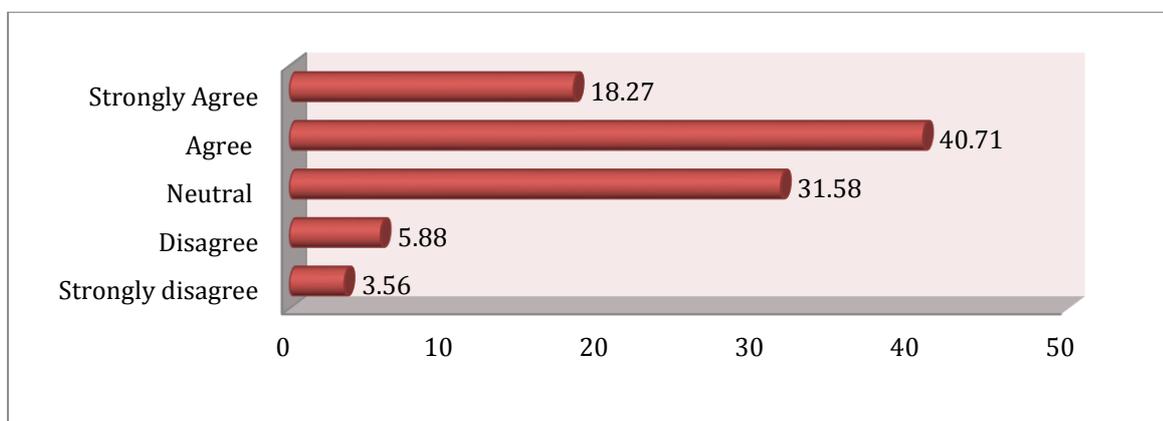


Figure 5.28: Subjective Norms: Management - Deans

C8:

643 sampled academics responded to the question, ‘When it comes to the implementation of the key focus areas of the LPHE, the Director of our School is likely going to support it’. Of the 643, 39.04% (n = 251) agreed with this statement as compared to the lowest number of those who disagreed and strongly disagreed with this statement at 5.80 (n = 44) and 2.64% (n = 17) respectively. The descriptive statistical findings are presented in **Figure 5.29**.

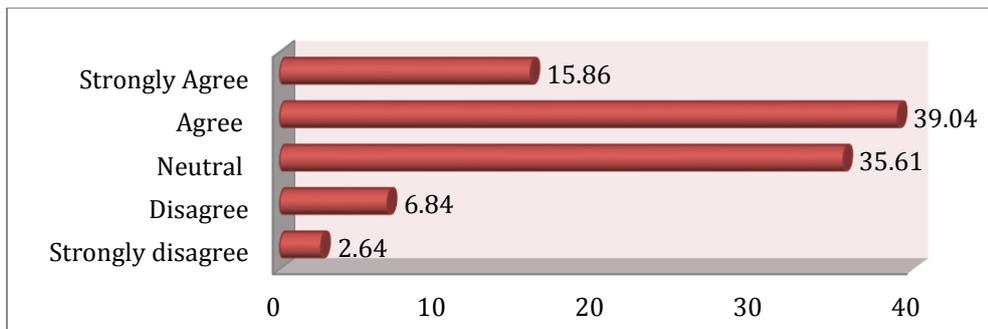


Figure 5.29: Subjective Norms: Management - Directors

C9:

To the last statement, ‘When it comes to the implementation of the key focus areas of the LPHE, the Head/Chair of our Department is likely going to support it’, 645 responses were recorded. Of the 645, 35.45% agreed with the statement, as compared to 5.26% who strongly disagreed.

The descriptive statistical findings are presented in **Figure 5.30**.

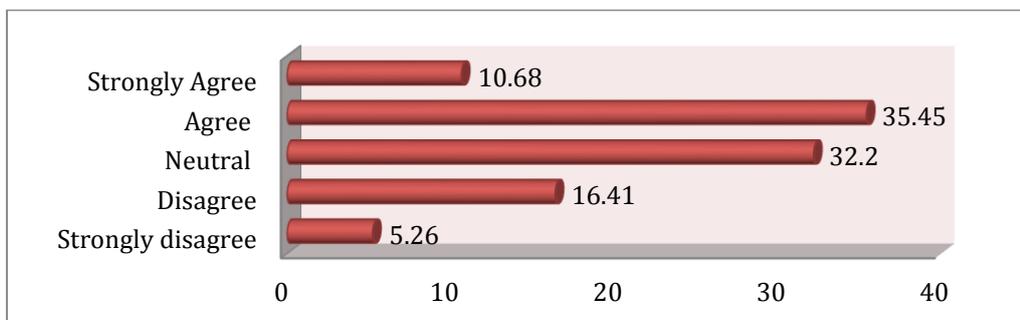


Figure 5.30: Subjective Norms: Management – Heads/Chairs

Table 5.6 presents the findings of the test association between the ‘subjective norms: management’ element and policy implementation willingness of the cases.

Table 5.6: Subjective Norms: Management and Policy Implementation willingness association

Item	Pearson's chi-squared test	P-value
C7	50.7020	0.001**
C8	46.0304	0.001**
C9	62.1018	0.001**

** Significant at $\alpha = 0.05$

All the items under the element ‘subjective norms: management’ have p-values of less than 5% or 0.05 (C7: $p < 0.001$, C8: $p < 0.001$ and C9 : $p < 0.001$). Therefore, the relationship between the independent variable ‘perceived influence’ and dependent variable ‘policy implementation willingness’ is significant.

Subjective Norms: Teaching/Research Staff

The last element of organisational context that the researcher investigated was the ‘**subjective norms: teaching/research staff**’. This element measures the perceptions of academics on the extend to which academic colleagues at the same rank as theirs in the same department, colleagues at lower ranks in their departments, and other academic colleagues in other departments and faculties are likely to support the implementation of the Language Policy for Higher Education at their respective universities of technology.

The hypothesis relating to this element was captured in Chapter 1 and subsequent chapters as follows:

H7: If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

For this item, the researcher posted three (3) questions.

C10:

To the first statement, ‘When it comes to the implementation of the key focus areas of the LPHE, academic colleagues at the same rank as I am in our department are likely to support it’, 646 responses were recorded. Of the 646 academics who responded to this item, 35.45% agreed with the statement compared to 5.26% who strongly disagreed with the statement. The descriptive statistical findings are presented **Figure 5.31**.

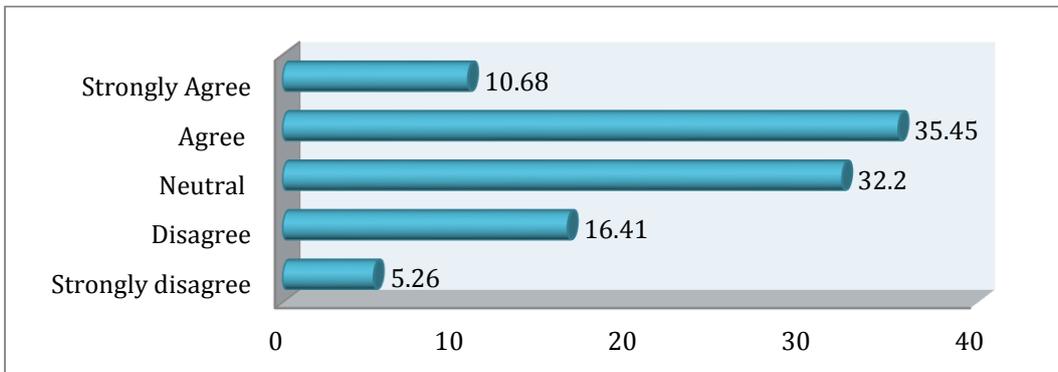


Figure 5.31: Subjective Norms: Teaching/ Research Staff – same rank colleagues

C11:

To the second statement, ‘When it comes to the implementation of the key focus areas of the LPHE, academic colleagues at a lower rank than I am in our department are likely going to support it’, 646 responses were recorded. Of the 646 academics who responded to this item, 31.11% (n= 201) agreed with the statement compared to 3.10% (n = 20) indicated that they strongly disagree with the statement. The descriptive statistical findings are presented **Figure 5.32**.

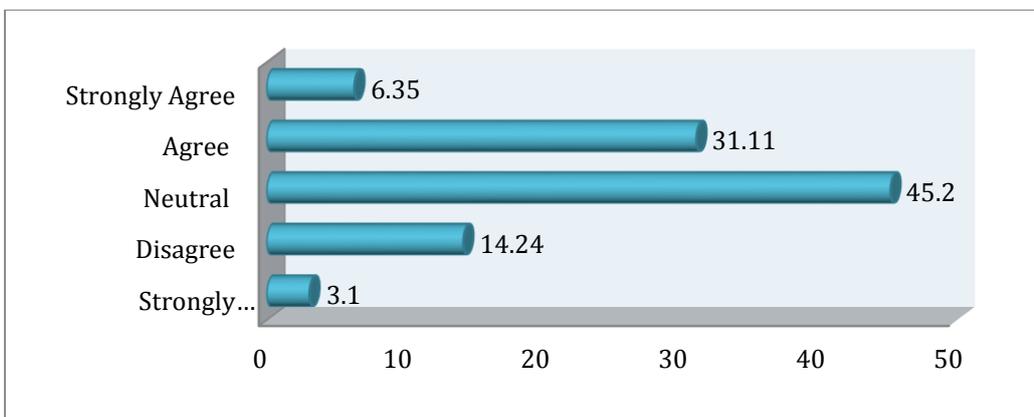


Figure 5.32: Subjective Norms: Teaching/ Research Staff – lower rank colleagues

C12:

To the third and last statement of this element, namely, ‘When it comes to the implementation of the key focus areas of the LPHE, other academic colleagues at our university are likely going to support it’, 645 responses were recorded. Of the 645 cases that responded to this item, 32.87% (n= 212) agreed with the statement. 2.95% (n= 19) and 11.01% (n = 71) of the cases indicated that they disagree and strongly disagree with the statement respectively. The descriptive statistical findings are presented in **Figure 5.33**.

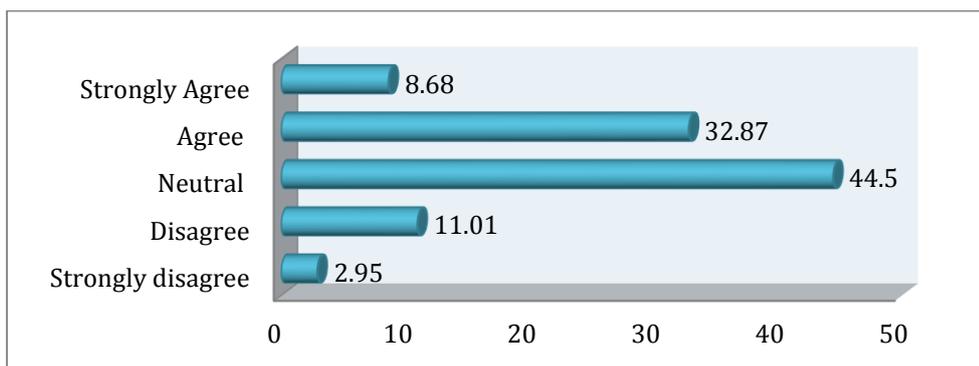


Figure 5.33: Subjective Norms: Teaching/Research Staff – other colleagues

The table below presents the findings of the test association between this element and the ‘subjective norms: teaching/research staff’ element and policy implementation willingness.

Table 5.7: Association between teaching/research staff and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
C10	97.3823	0.001**
C11	35.6453	0.001**
C12	64.5898	0.001**

** Significant at $\alpha = 0.05$

All the items under the element ‘subjective norms: teaching/research staff’ have p-values of less than 5% or 0.05 (C10 = $p < 0.001$, C11 = $p < 0.001$ and C12 = $p < 0.001$). Therefore, the relationship between the independent variable ‘perceived influence’ and dependent variable ‘policy implementation willingness’ is significant.

5.3.1.1 Personality Characteristics

This dimension seeks to solicit information on the possible reactance (referred to as ‘independence’ in this study) and compliance of academics in the implementation of the key focus areas of the Language Policy for Higher Education; in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research, and promotion of use of African Languages in institutional policies and practices at universities of technology in South Africa.

Independence

The ‘independence’ element of the personality characteristics factor was included to measure the possible degree of independence traits that academics in this sector general have. The hypothesis relating to this element was captured in chapter 1 and subsequent chapters as follows:

H8: The independent traits of academics will be negatively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

A total of eight (8) questions were included for this factor.

D1:

The first statement, ‘I become frustrated when I am unable to make free and independent decisions’, generated 645 responses. Of the 645, 43.72% (n = 282) respondents agreed with the statement, while only 4.81 (n = 31) and 10.85% (n = 70) strongly disagreed and disagreed respectively. The descriptive statistical findings are presented in **Figure 5.34**.

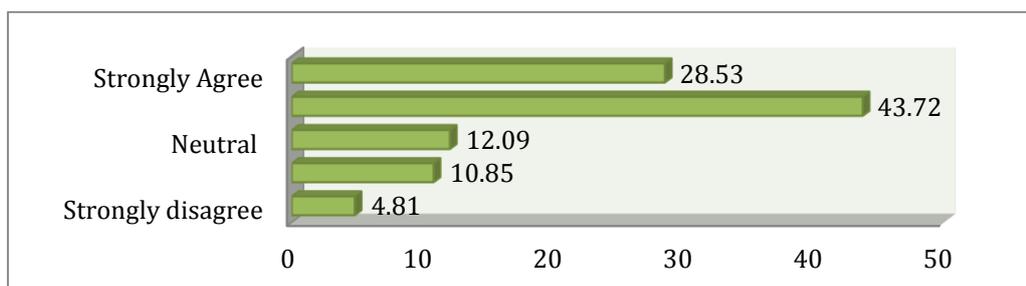


Figure 5.34: Independence – ability to make free independent decision

D2:

The second statement, 'It irritates me when someone points out things that are obvious to me', generated 641 responses. Most respondents (30.27%) agreed with this statement compared to only 8.58% who strongly disagreed with it. The descriptive statistical findings are presented in **Figure 5.35**.

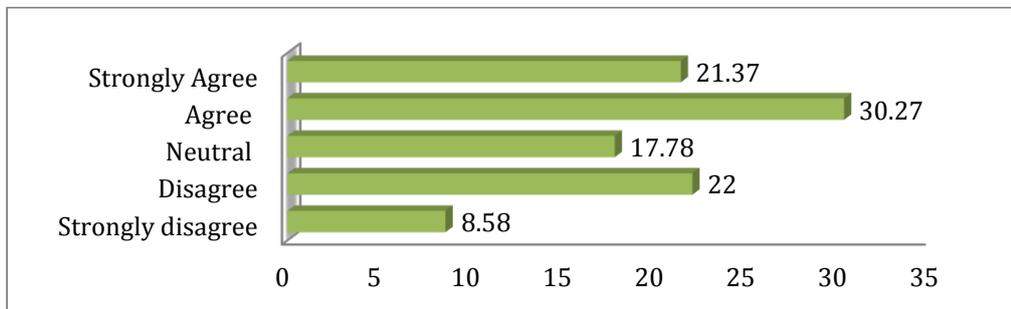


Figure 5.35: Independence - irritation

D3:

642 academics responded to the last question of this element, namely, 'I become angry when my freedom of choice is restricted'. Of the 642, 38.32% (n = 246) and 25.23% (n = 162) agreed and strongly agreed with this statement respectively, as compared to 12.31% (n = 79) and 2.96% (n = 19) who disagree and strongly disagreed. The descriptive statistical findings are presented in **Figure 5.36**.

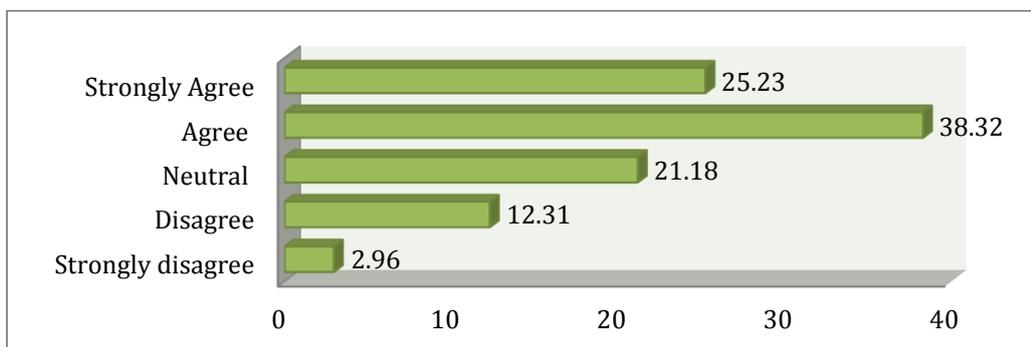


Figure 5.36: Independence – restriction to freedom of choice

D4:

643 responses were recorded for the question, 'Regulations trigger a sense of resistance in me'. 28.46% disagreed with this statement. A further 8.40% strongly disagreed with

the statement. An ominously 33.28% (n=214) remained neutral. The descriptive statistical findings are presented in **Figure 5.37**.

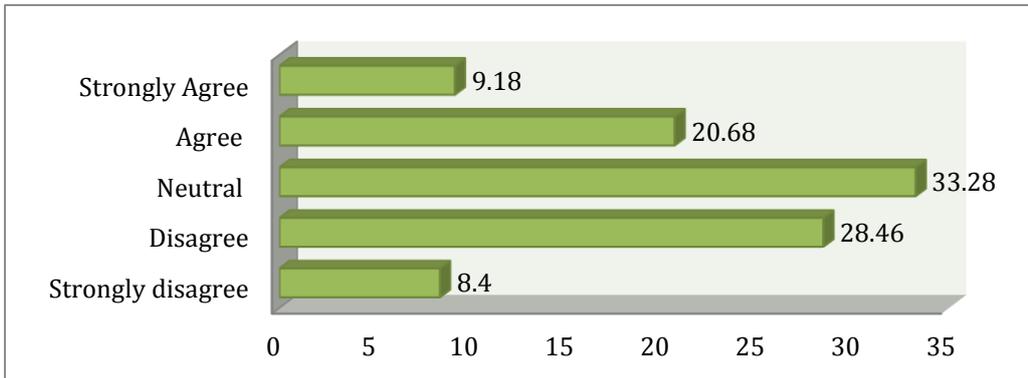


Figure 5.37: Independence – effect of regulations

D5:

The statement, ‘I find contradicting others stimulating’, generated 642 responses. Of those, the highest number of responses at 35.36% (n = 227) disagreed with the statement compared to the lowest responses at 3.89% (n = 25) of those who strongly agreed with it. The descriptive statistical findings are presented in **Figure 5.38**.

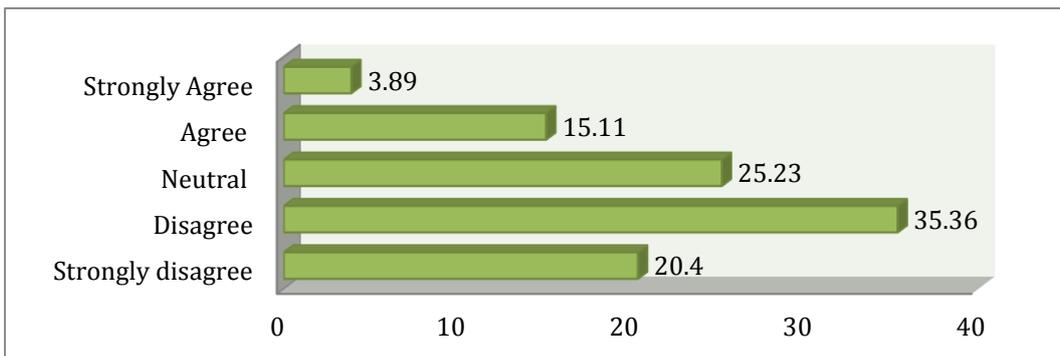


Figure 5.38: Independence – contradicting others

D6:

The statement, ‘When something is prohibited, I usually think, ‘That is exactly what I am going to do’’, received 643 responses. Of the 643 respondents, 34.53 (n= 222) and 21.93% (n = 141) disagreed and strongly disagreed with the statement respectively, compared to only 4.93% (n = 96) and 8.86% (n = 57) who agreed and strongly agreed

with the statement respectively. The descriptive statistical findings are presented in **Figure 5.39**.

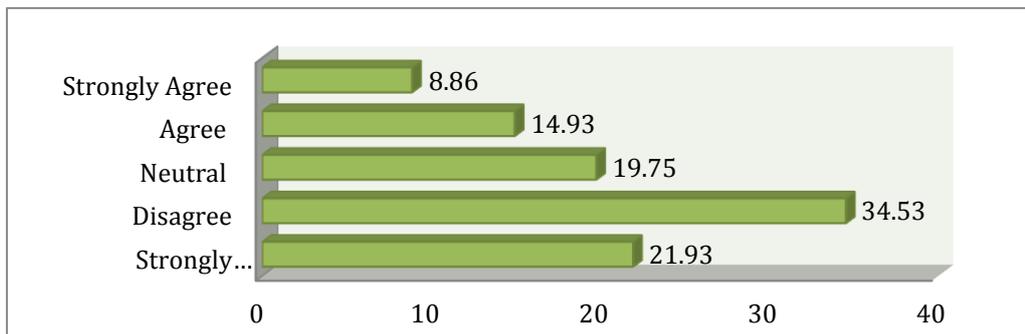


Figure 5.39: Independence - prohibitions

D7:

The statement, 'I am pleased only when acting on my own free will', received 640 responses. 28% (n= 184) and 16,56% (n = 106) of the respondents agreed with the statement, compared to 4.84% (n = 31) and 23.59% (n = 151) who strongly disagreed and disagreed with the statement respectively. The descriptive statistical findings are presented in **Figure 5.40**.

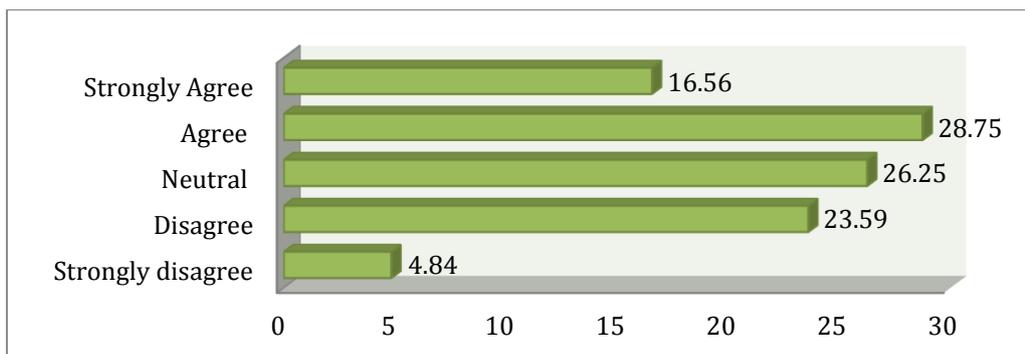


Figure 5.40: Independence – acting on own free will

D8:

For the last statement, 'I resist attempts by others to influence me', 644 responses were recorded. 28.75% (n = 184) and 16.56% (n = 184) of the respondents agreed and strongly disagreed with this statement respectively. On the other hand, 24.84% (n = 160) and 7.45% (n = 48) disagreed and strongly disagreed with this statement respectively. The descriptive statistical findings are presented in **Figure 5.41**.

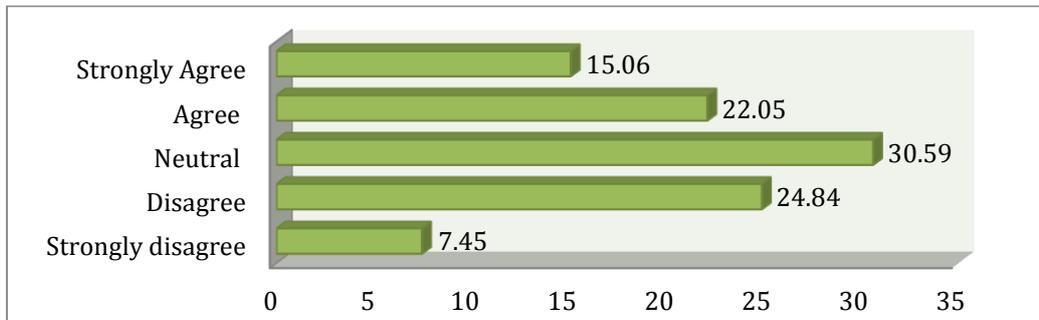


Figure 5.41: Independence – influence by others

All eight, except only two, items of the variable ‘Independence’ do not show any significant relationship with the dependent variable ‘policy implementation willingness’. For examples, both D1 (p-value > 0,144), D3 (p > 0,415), D4 (p > 0,056), D5 (p> 0,164), D7 (p > 0,098), and D8 (p > 0,155) have p-values higher than 5% or 0.05. Of the eight items reviewed, only two, namely D1 and D7 have p = values of less than 0.05 (D2 = < 0.019 and D7 = < 0.001).

The table below presents the findings of the test association between the ‘independence’ element of cases and the policy implementation willingness.

Table 5.8: Association between Independence and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
D1	12.1725	0.144
D2	18.3089	0.019**
D3	8.1882	0.415
D4	15.1624	0.056
D5	11.7213	0.164
D6	43.1360	0.001**
D7	20.5082	0.098
D8	11.9183	0.155

** Significant at $\alpha = 0.05$

Rule Compliance

The ‘rule compliance’ element (that is, compliance with the Language Policy for Higher Education) was included to measure the perceived degree of compliance with rules and regulations of the universities. The questions posted also seek to determine the extend

to which academics are willing to go in complying with government laws and regulations, irrespective of how much those laws and regulations limit their autonomy when conducting their trade (as academics). The hypothesis relating to this element was captured in Chapter 1 and subsequent chapters as follows:

H9: The rule compliance traits of academics will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

A total of five (5) questions were included for this factor.

D9:

D9 is based on the statement, 'A good citizen always complies with rules and laws of the country'. 643 responses were received for this statement. Of the 643, 42.46% (n = 273) and 35.93% (n = 231) of the respondents strongly agreed and agreed with this statement respectively. Respondents who strongly disagreed and disagreed with this statement only account for 2.95% (n = 19) and 6.38% (n = 41) respectively. The descriptive statistical findings are presented in **Figure 5.42**.

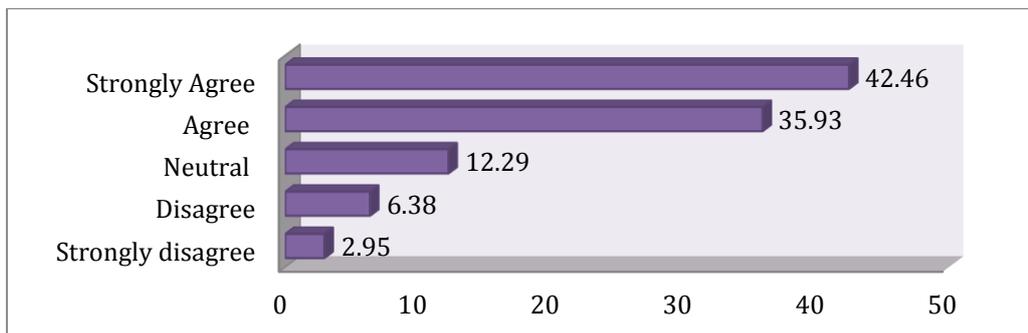


Figure 5.42: Rule Compliance – compliance with rules and laws

D10:

In D10, the statement, 'You always have to strictly abide by the law, even if it means that good opportunities will be lost as a result' was posted. Of the 643 responses received, 31.10% (n = 200) and 26.59% (n = 171) of the respondents agreed and strongly agreed with this statement respectively. Respondents who strongly disagreed and disagreed

with this statement account for only 4.04% (n = 26) and 17.57% (n = 113) respectively. The descriptive statistical findings are presented in **Figure 5.43**.

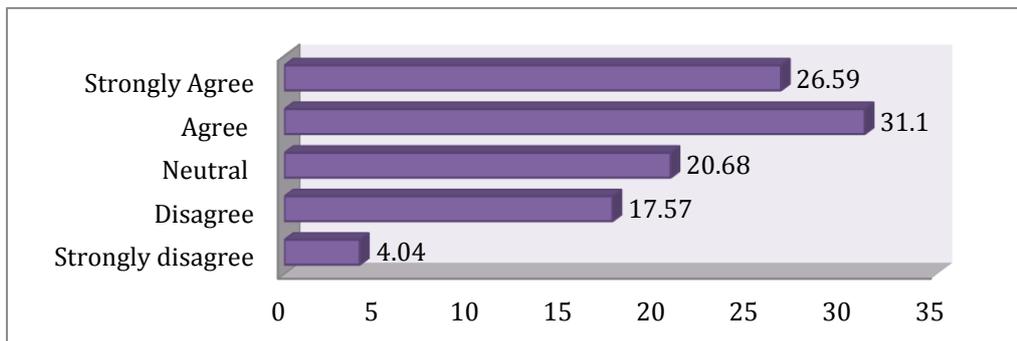


Figure 5.43: Rule Compliance - abiding by the law

D11:

The statement, 'Occasionally, it is acceptable to ignore the law and do what you want', received 642 responses. Of the 642 responses, 33.18% (n = 213) and 25.86% (n = 166) disagreed and strongly disagreed respectively with this statement. The respondents who agreed and strongly agreed with this statement account for only 14.17% (n = 91) and 7.01% (n = 45) respectively. The descriptive statistical findings are presented in **Figure 5.44**.

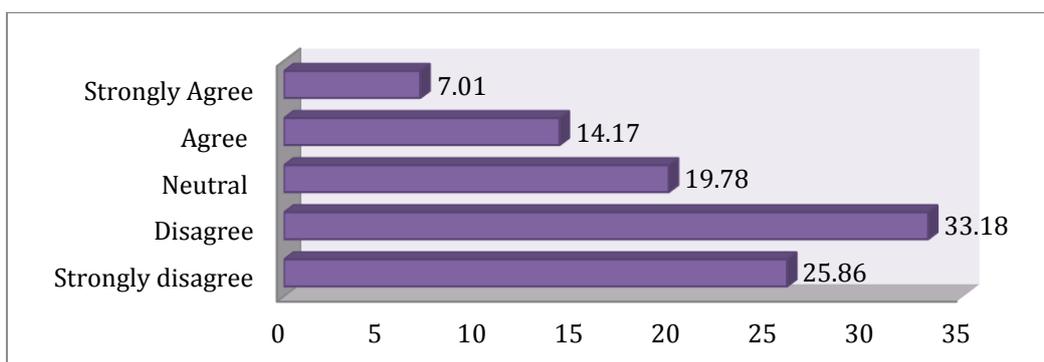


Figure 5.44: Rule Compliance – ignoring the law

D12:

Of the 643 responses received for the statement, 'A good citizen lives by the rules and laws of the country', 40.44% (n = 260) and 38.26% (n = 246) agreed and strongly agreed with this statement respectively. The respondents who strongly disagreed and disagreed

with this statement account for only 1.87% (n = 12) and 6.22% (n = 40) respectively. The descriptive statistical findings are presented in **Figure 5.45**.

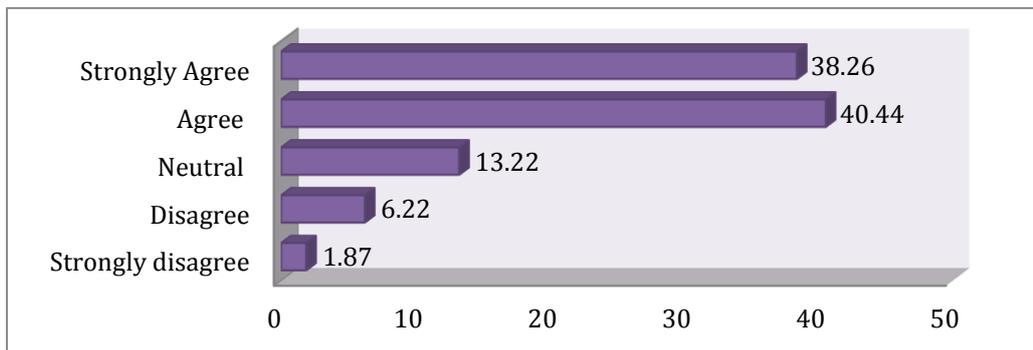


Figure 5.45: Rule Compliance – living by rules and laws

D13:

For the last statement, ‘The law must always be respected, regardless of the circumstances’, 644 responses were received. Of the 644, 37% (n = 240) and 29.81% (n = 198) strongly agreed and agreed with this statement respectively. The respondents who either strongly disagreed and disagreed are in a minority at 3.42% (n = 22) and 11.18% (n = 72) respectively.

The descriptive statistical findings are presented in **Figure 5.46**.

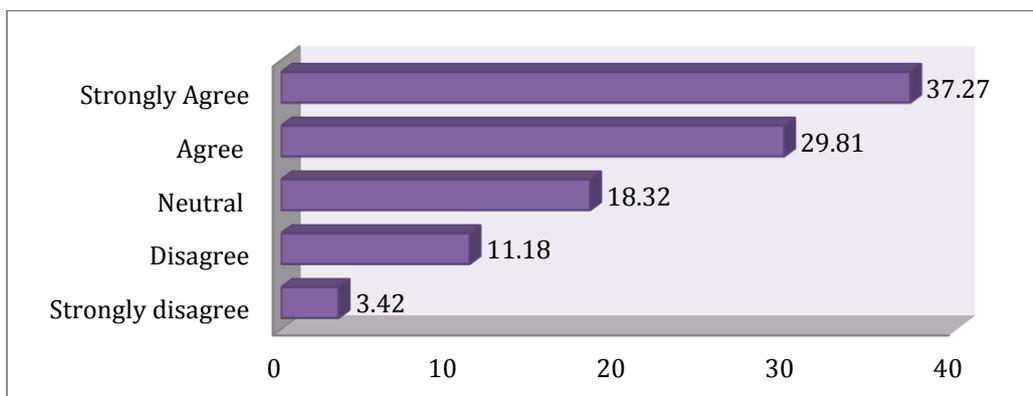


Figure 5.46: Rule Compliance – respecting the law

The **Table 5.8** presents the findings of the test association between the ‘rule compliance’ element of cases and policy implementation willingness.

Table 5.9: Association between Rule Compliance and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
D9	15.6440	0.048**
D10	4.8109	0.778
D11	11.1287	0.195
D12	21.3587	0.006**
D13	15.9827	0.043**

** Significant at $\alpha = 0.05$

The test association results of items of the element 'rule compliance' and 'policy implementation' indicate with the exception of two of the five items, that there is a significant association between the two variables as the p-values of the three items are less than 5% or 0.05 (D9: $p = 0.048$, D12: $p = 0.006$ and D13: $p = 0.043$). Only two items, D10 and D12, of this element are not significantly associated with the variable 'policy implementation willingness'.

5.2.2 The relationship between biographical factors and willingness to implement the Language Policy for Higher Education

Items seeking to solicit biographical information of the sample population were included in order to:

1. Establish a profile of the sampled group, and
2. To determine if there is any significant association between the biographical factors of academics and the willingness to implement the LPHE at UoTs in South Africa.

In the following section, the result of the biographical information is provided. A short discussion of each of the biographical item is provided. The results of the descriptive statistics follow. At the end of the section, the findings of the test association between the biographical factors of academics and their willingness to implement the LPHE are presented.

The findings on biographical factors that this section presents cover dichotomous and multiple-response items. Six dichotomous response items are gender, age, type of employment, current position, mother tongue and faculty. These items are presented as A1, A2, A3, A4, A5 and A8 respectively in the research instrument. Apart from the six, two multiple-response items, namely level taught and competency in another/other languages apart from mother tongue were included. The two items are presented as A6 and A7 in the research instrument. This brings the total number of all biographical items covered in the research instrument to eight (Appendix A, Section A: Biographical Information).

Gender: The gender distribution of the respondents appears in **Figure 5.47**. Of the 646 respondents, 54.02% are male and 45.98% are female. This indicates that a slightly higher percent (by 8.04%) of male academics participated in this study than their female counterparts.

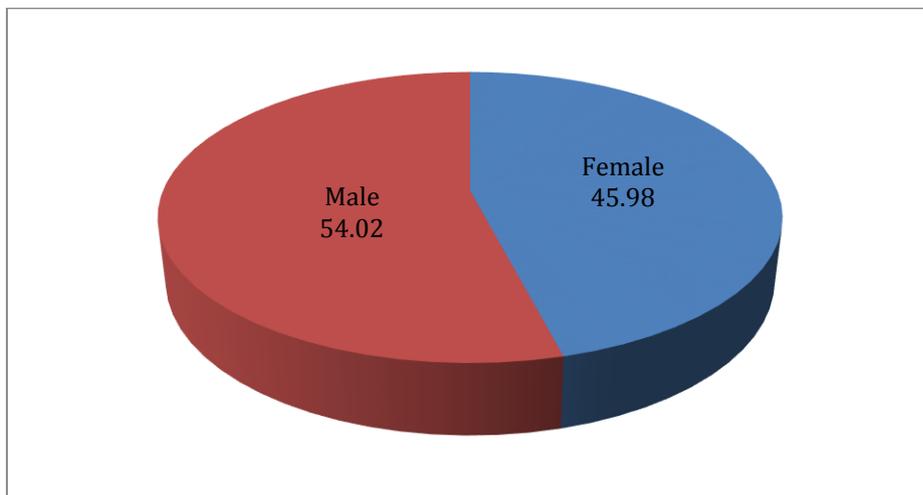


Figure 5.47: Gender of the respondents

Age: **Figure 5.48** below indicates the age distribution of respondents to this item. The respondents were grouped into five categories. The largest group of respondents, at 34.06% (n = 220), was from the age group 31 – 40 years. The smallest group of respondents, at 2.94% (n = 19) are from the age group 61-70 years.

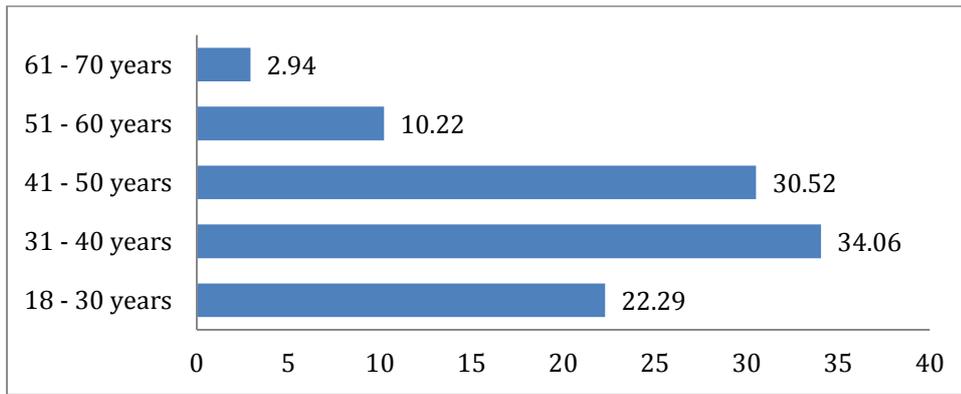


Figure 5.48: Age of the respondents

Position Held: The positions that respondents hold at the various UoTs are indicated in **Figure 5.49**. The majority of respondents falls under the category of lecturers/researchers (n = 273). This category represents 42.66% of the participants. The junior lecturers/junior researchers (n = 136) and senior lecturers/senior researchers (n = 139) makes the second highest category of participants at 21.25% and 21.72% respectively. The smallest group of participants are from the category Professor/Research Professor at 5.63%.

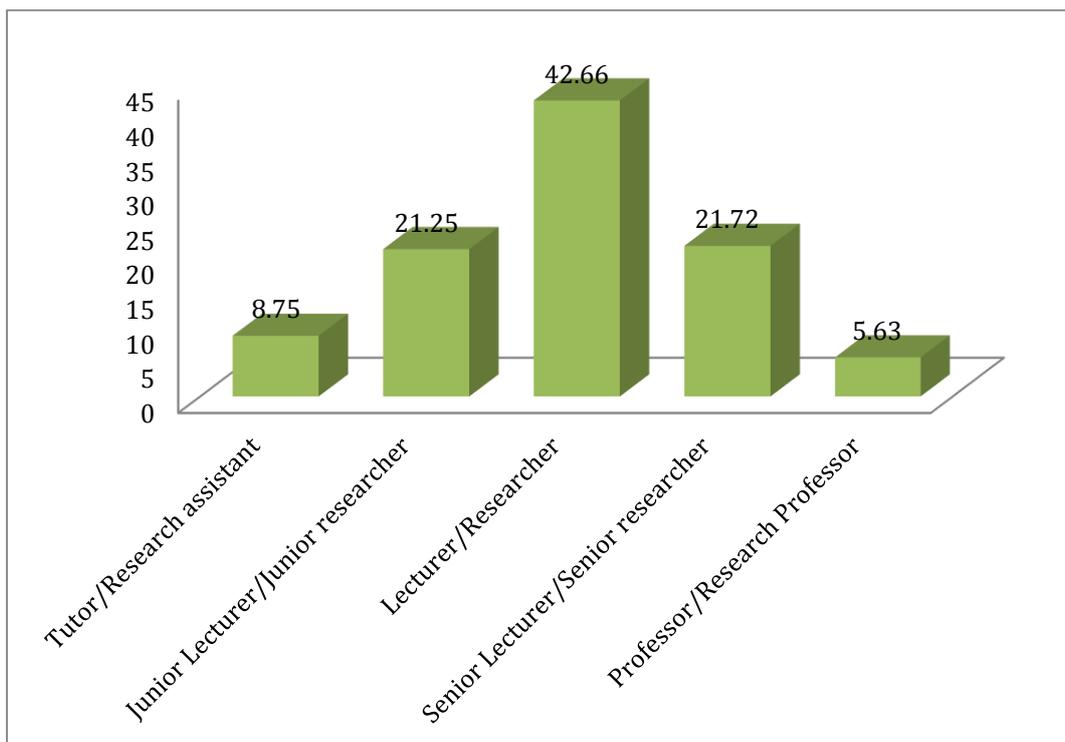


Figure 5.49: Current position held

Mother Tongue: The respondents were grouped into twelve categories. Participants who indicated English as their mother tongue (n = 150) makes the largest single group at 23.29%. Participants who indicated Ndebele as their mother tongue (n = 3) are the smallest group at 0.47%.

An interesting dimension of this research findings relates to academics who indicated an African language as a mother tongue. Participants who indicated Zulu as their mother tongue recorded the highest score at 11.65%. This category is followed by those who indicated Xhosa and South Sotho, at 8.85% and 7.45% respectively. Participants who indicated Ndebele, Tsonga and Swazi at 0.47%, 2.95% and 3.26% respectively, represent those with the three smallest number of participants who indicated an African Language as a mother tongue. **Figure 5.50** indicates the distribution of respondents based on the descriptive statistical findings of the item: mother tongue.

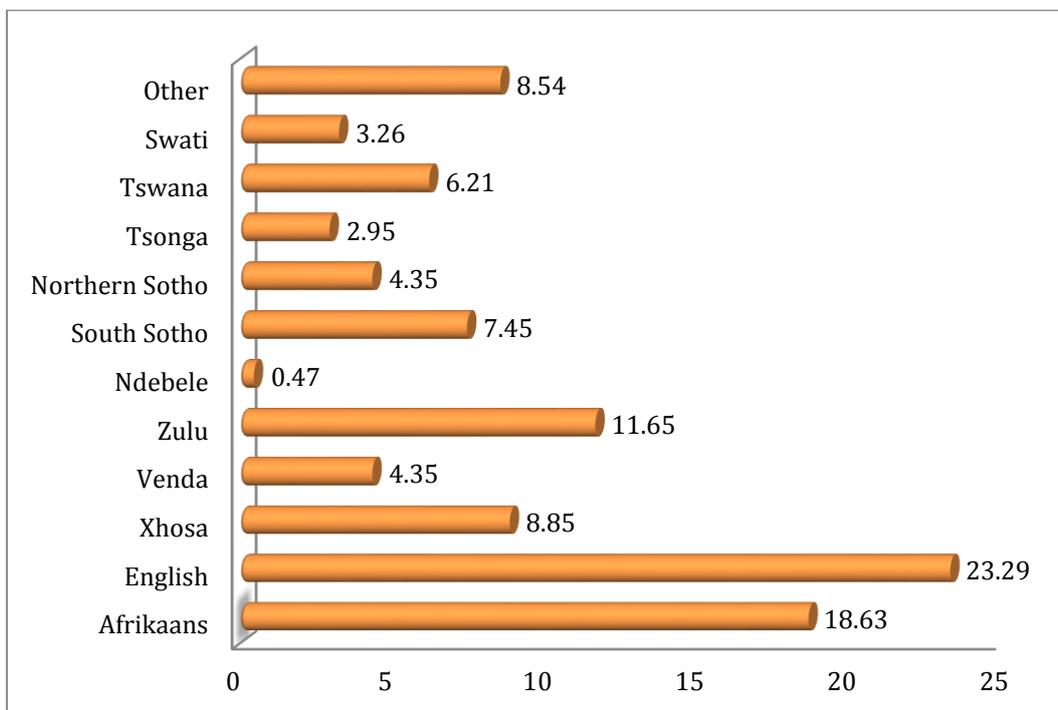


Figure 5.50: Mother Tongue

The proportion of participants in the categories ‘age’, ‘employment’, and ‘current position’ to the proportion of participants in the category ‘policy implementation willingness/proposed effect’, is significantly different (see table 5.9). Thus, the willingness

to implement the Language Policy for Higher Education (Proposed Effect) is significantly associated with Age ($p < 0.019$), employment ($p < 0.015$), and position at work ($p < 0.024$).

Table 5.10: Association between Willingness to Implement and Dichotomous Variables of Biography

Item	Pearson's chi-squared test	P-value
Gender	7.4397	0.114
Age categories	29.7752	0.019**
Employment	12.3982	0.015**
Current Position	28.9466	0.024**
Faculty	15.1944	0.765

** Significant at $\alpha = 0.05$

Table 5.9 further indicates that ‘the willingness to implement the Language Policy for Higher Education (Proposed Effect)’ is not significantly associated with ‘gender’. That is, the opinions of males and females are not different regarding their willingness to implement the Language Policy for Higher Education ($p = 0.114$). Also, this item is not significantly associated with ‘faculty’ ($p = 0.765$).

Two **multiple-response items** were included in the research instrument, namely, competency in other language (s) apart from mother tongue and level(s) taught.

Competency in other language (s) apart from mother tongue: The descriptive results of this biographical factor indicate that 643 responses were recorded. Respondents indicated that apart from their mother tongue, 36.01% are competent in English. The other languages that speakers of others languages could communicate well in were recorded as Afrikaans at 14.75%, Zulu at 11.75% and Southern Sotho at 8.55%. The three least languages known languages by non-mother tongue speakers of others languages are Ndebele, Venda and Tsonga at 0.76% and 0.98% and 2.09% respectively.

Figure 5.51 presents the descriptive statistics findings of this item.

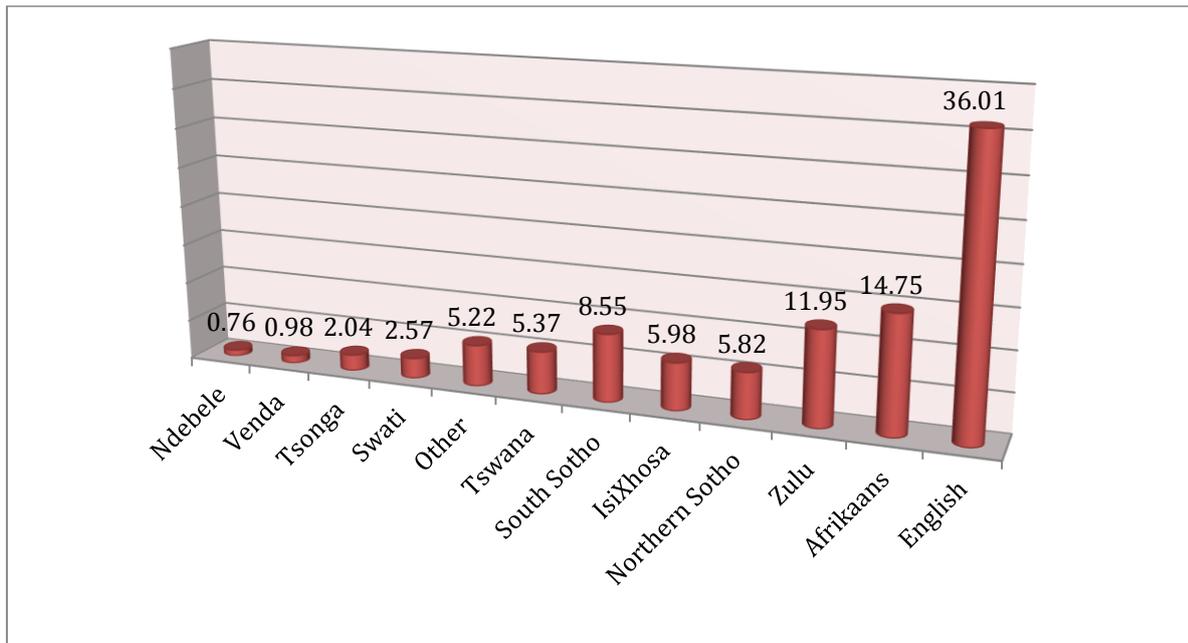


Figure 5.51: Knowledge of other languages apart from mother tongue

Table 5.13 presents the results of the test for association between the ‘knowledge of another language apart from own mother tongue’ and ‘willingness to implement the Language Policy for Higher Education’.

Table 5.11: Association between Willingness to Implement and Competency in Other Languages

Item	Pearson's chi-squared test	P-value
Venda	7.016	0.540
IsiXhosa	8.626	0.286
Afrikaans	3.852	0.100
English	16.384	0.016

** Significant at $\alpha = 0.05$

The test of association between willingness to implement the language policy and competency in another language could only be established between people whose mother tongue is Venda, IsiXhosa, Afrikaans and English. The findings indicate that there is no significant relationship between willingness to implement the Language Policy for Higher Education and respondents whose mother tongues are Venda, IsiXhosa and Afrikaans who indicated competency in another or other languages apart from their

mother tongues. The p-values for the three categories are more than 0.05 (Venda: $p = 0.540$, IsiXhosa: $p = 0.286$, and Afrikaans: $p = 0.100$). However, it is only the p-value for English mother tongue speakers that show a relationship with the ‘willingness to implement the Language Policy for Higher Education in South Africa’ (English: $p < 0.016$).

Level(s) taught: A total of 643 responses were recorded for this item, with only 3 missing values. Most of the respondents, 65.94%, indicated that they teach at undergraduate diploma/ degree level. Only 1.21% indicated that they do not teach at all. This may imply that these respondents are research staff members who have no teaching loads. **Figure 5.52** presents the descriptive statistics findings of this item.

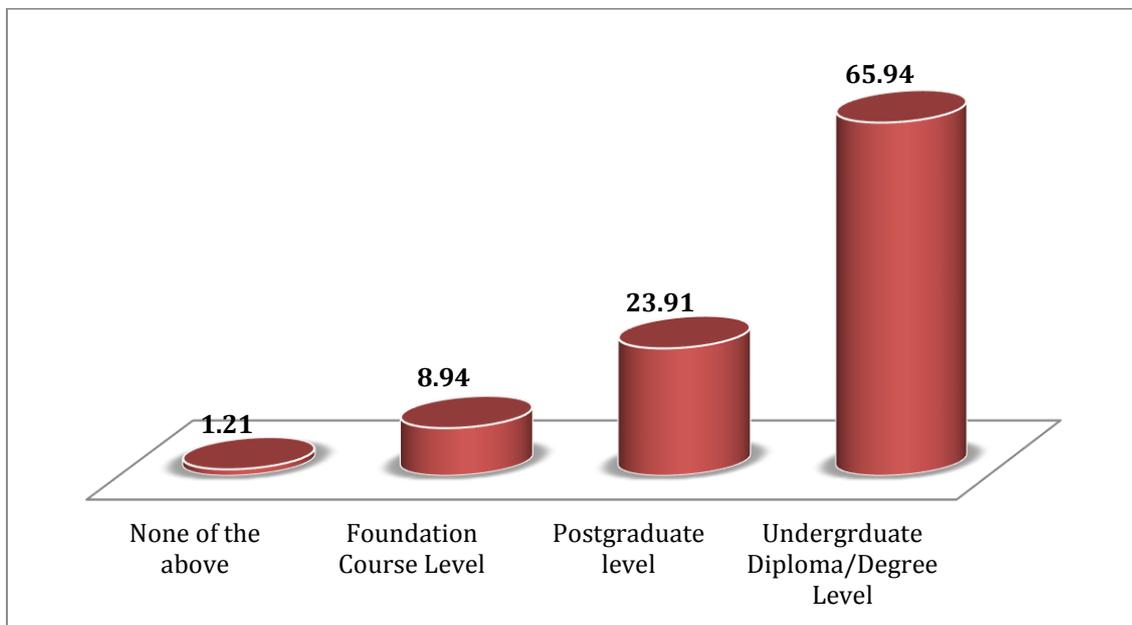


Figure 5.52: Level (s) taught

Table 5.12: Association between Level (s) Taught and Policy Implementation willingness

Item	Pearson's chi-squared test	P-value
Foundation	10.432	0.135
Undergrad	18.564	0.004**
Postgrad	6.825	0.582
None	5.020	1.000

** Significant at $\alpha = 0.05$

Table 5.14 indicate that there is no significant relationship between academics who teach at Foundation level ($p = 0.135$) and Postgraduate level ($p = 0.582$) to the variable ‘policy implementation willingness’. The only significant relationship noted was between academics teaching at undergraduate diploma/degree level ($p = 0.04$) and the variable ‘policy implementation willingness’. ‘None’ (see table 5.14) is for those who did not teach at any of the levels and therefore their views in this regard do not count.

5.2.3 Other variables perceived by academics as critical for the successful implementation of the LPHE at UoTs.

Two open ended questions were included in the research instrument to investigate if there are other variables, apart from those identified in the policy implementation willingness framework and biographical factors, perceived by academics as critical for the successful implementation of the LPHE at UoTs. 158 sampled cases responded to the first question, ‘In your opinion, which factors may encourage academics to implement the key focus areas of the LPHE at your university’. The findings are present in **Table 5.16**.

Table 5.13: Factors that may encourage Academics to Implement the LPHE

Code	Frequency Count (n = 851)
LPHE awareness campaigns	152
Articulation of benefits beyond compliance	44
Involvement of academics at all levels	101
Adequate fundings and resources	126
Linking of LPHE implementation to student success	105
Increasing staff to handle the extra workload	114
Training programmes in relevant African Languages	109
Staff fears	37
Flexibility in implementation	63

Factors that may discourage academics to implement the LPHE at UoTs in SA

Regarding the second open ended question, ‘In your opinion, which factors may discourage academics to implement the key focus areas of the LPHE at your university’, 163 sampled cases responded. The findings are present in **Table 5.17**.

Table 5.14: Factors that may discourage academics to implement the LPHE

Code	Frequency Count (n = 905)
Awareness of the existence of the LPHE and institutional plans	155
Competency in relevant African Languages amongs academics	183
Increased workload	146
Attitude to African languages	125
Lack of learning materials	121
Development of graduates for the global village	111
Academic freedom	20
Commitment at management level	44

The discussions of the two open ended questions are presented in Chapter 6.

5.3 SUMMARY

This chapter provided the findings of this research study. The findings were structured in such a way they articulate directly to the three research questions this study seeks to answer. The findings are further discussed in the next chapter.

CHAPTER 6

DISCUSSION OF THE RESEARCH FINDINGS

6.1 INTRODUCTION

Chapter 5 presented the quantitative results as generated from one way and two way tables. The interpretation of the results was given. This chapter discusses the findings presented in Chapter 5. The chapter also relates the findings to existing literature.

In presenting and discussing the finding, the researcher has to be careful not to make snap judgement about the data he/she has collected, as the most thorough research effort can go astray when conclusions are drawn from the data (Swarts, 2008: 173). In view of this advice, the interpretation and discussions of the three research questions follow the same approach as in Chapter 5. The approach has been found useful for cross-checking the descriptive and association statistical findings against the interpretation and discussions.

In the next section, the research findings are presented.

6.2 DISCUSSION OF THE RESEARCH FINDINGS

6.2.1 The relationship between the willingness of academics to implement the LPHE at UoTs in South Africa and the policy willingness implementation factors.

Policy content and discretion

In chapter 5 the test associations for the '**societal meaningfulness**' items were found to have p-values of less than 0.05 (B1: $p < 0.001$, B2: $p < 0.001$, B3: $p < 0.001$ and B4: $p < 0.001$). The interpretation of these findings is that there is a significant relationship between the independent variable 'societal meaningfulness' and the dependent variable 'policy implementation willingness'. Therefore, **the hypothesis:**

H1: Societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa'

is ACCEPTED.

This findings confirms the results of a study conducted by Tummers (2012:183) that concluded that, 'societal meaningfulness is significantly related to change willingness ($\beta = -.25 \rho < .01$)'.

As discussed in Chapter 1 and the subsequent chapters, 'the societal meaningfulness of the three focus areas that promotes the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa'. Considering both the descriptive and test association statistical results, it could be inferred that since there is a significant association between the two variables and that the participants support the main items statements of this element, academics will also support the implementation of the Language Policy for Higher Education at universities of technology in South Africa as they are convinced of the societal benefits associated with this policy.

The findings of the variable '**student meaningfulness**' produced the same results as compared to that for 'societal meaningfulness'. The findings indicate that there is a significant relationship between the independent variable 'student meaningfulness' and the dependent variable 'policy implementation willingness'. The p-values for all items of student meaningfulness are less than 0.05 (B5: $p < 0.001$, B6: $p < 0.001$, B7: $p < 0.001$, B8: $p < 0.001$). Therefore, **the hypothesis**:

H2: Student meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

The findings on student meaningfulness correspond well with the research literature in this subject. For example, in his analysis of the willingness of mental health care professionals to implement a reimbursement policy, Tummers (2012: 183) concluded that the influence of client meaningfulness on the willingness to implement the policy is significant ($\beta = -.12$ $\rho < .01$).

The results of the descriptive statistics indicate that all items of the 'student meaningfulness' element are supported by respondents. As the test of association results also indicate a significant relationship between the two variables and that the hypothesis is that, 'student meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa', academics will overwhelmingly support the implementation of the Language Policy for Higher Education at universities of technology in South Africa.

The test association results of the independent variable '**personal meaningfulness**' and dependent variable 'policy implementation willingness' indicate that there is a significant relationship between the two variables as six of the seven items indicate a significant relationship (B9: $p < 0.001$, B10: $p < 0.001$, B11: $p < 0.001$, B12: $p < 0.001$, B13: $p < 0.001$, and B15: $p < 0.001$). This interpretation is justified as only B14 ($p = 0.102$) is an exception. Therefore, **the hypothesis**:

H3: Personal meaningfulness of the three focus areas that promote the use of African Languages will be negatively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

The findings of the present research are consistent with the views expressed by Tummers (2012) in that his study also confirm this relationship. Tummers (2012: 183) found the relationship to be having a high beta coefficient ($\beta = -.17$ $p < .01$).

The analysis in Chapter 1 and the subsequent chapters indicated that, 'the personal meaningfulness of the three focus areas that promotes the use of African Languages

will be negatively related to the willingness of academics to implement the Language policy for Higher Education at universities of technology in South Africa'. Considering both the descriptive and test association statistical results, it could be concluded that since there is a strong relationship between the two variables, and that the participants agreed with most of the items of this element, academics will support the implementation of the Language Policy for Higher Education at universities of technology in South Africa based on 'personal meaningfulness' as they are convinced of the benefits associated with this policy at a personal level.

The research findings indicate that a significant relationship exists between the independent variable '**discretion**' and the dependent variable 'policy implementation willingness', to a large extent. This is so because the p-values of most of the items of the independent variable 'discretion' are less than 0.05 (B16: $p = 0.059$, B17: $p = 0.001$, B18: $p = 0.001$, B19: $p = 0.068$, B20: $p < 0.001$, and B21: $p < 0.001$). Therefore, **the hypothesis:**

H4: The perceived discretion that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

In this regard, Tummers (2012) also found the relationship between the variables significant ($\beta = .07$ $p < .05$).

As indicated in Chapter 1 and the subsequent chapters, 'the discretion academics have will be positively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa'.

Considering both the descriptive and test association statistical results, it could be concluded that since there is a fairly strong relationship between the two variables and that participants agreed with four of the six statements of this element, academics will support the implementation of the Language Policy for Higher Education at universities of technology in South Africa as they seem convinced of the discretion they have with regards to the implementation of this policy.

In summing up the interpretation and discussion on the elements of the factor 'policy content and discretion', one may conclude that there is a significantly relationship between policy content and discretion and the willingness of academics to implement the Language Policy for Higher Education.

However, when it comes to which aspect of the policy content and discretion academics support the most, the findings of this research indicate that the participants find the Language Policy for Higher Education relevant in addressing challenges faced by students at universities of technology. Whereas there are relationships between independent variables 'societal and personal meaningfulness' as well as 'discretion' and the dependent variable 'policy implementation willingness', the less than enthusiastic support the three elements received may be interpreted to indicate that academics are not entirely convinced about the value the three add when the Language Policy for Higher Education is implemented at universities of technology in South Africa.

Organisational context

In Chapter 5, the test association between the independent variable '**perceived influence**' of academic during implementation and dependent variable 'policy implementation willingness' has been found to be significant as the p-values of all the items are less than 5% or 0.05 (C1: $p = 0.028$, C2: $p < 0.001$, C3: $p < 0.001$, C4: $p < 0.001$, C5: $p < 0.001$ and C6: $p < 0.001$). Therefore, **the hypothesis**:

H5: The influence that academics have during implementation will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

The perceived influence that professionals have regarding the implementation of the policy has also been confirmed in previous studies. For example, Tummers (2012: 183-4) submits that the data of the research he conducted indeed show a positive relationship between influence during organisational implementation and change willingness ($\beta = .10$ $p < 0.1$).

In Chapter 1 and the subsequent chapters, it was submitted that, ‘the influence that academics have during implementation will be positively related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa’. Considering both the descriptive and test association statistical results, it could be concluded that since there is a significant relationship between the two variables and that the majority of the participants agreed with all the six statements of this element, academics will support the implementation of the Language policy for Higher Education at universities of technology in South Africa as the perception exist among them that they will have an influence on how the Language Policy for Higher Education is implemented.

A significant relationship between the independent variable ‘**subjective norms: management**’ and dependent variable ‘policy implementation willingness’ was indicated by the findings recorded in Chapter 5. This is so because the p-values of all the items of this element are less than 0.05 (C7: $p < 0.001$, C8: $p < 0.001$ and C9: $p < 0.001$). Therefore, **the hypothesis:**

H6: If deans, directors of school and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

Tummers (2012: 184) has noted that the subjective norm of managers has a statistically significant but low influence ($\beta = 0.6$ $p < .05$). That is, when managers are perceived as being positive about a change, this somewhat boost the inclination of professionals to implement the policy.

In Chapter 1 and the subsequent chapters, it was submitted that, ‘if deans, directors of school and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education

at universities of technology in South Africa'. Considering both the descriptive and test association statistical results, it could be concluded that since there is a strong relationship between the two variables and the majority of the participants agreed with all the three statements of this element, academics will support the implementation of the Language Policy for Higher Education at universities of technology in South Africa as the perception exist among them that their deans of faculty, directors of school and chairs/heads of department will as well support the implementation of the key elements of the Language Policy for Higher Education.

The research findings in Chapter 5 indicated that there is a significant relationship between the independent variable '**subjective norms: teaching/research staff**' and dependent variable 'policy implementation willingness' as the p-values of all the items of this element are less than 5% or 0.05 (C10 $p < 0.001$, C11: $p < 0.001$ and C12: $p < 0.001$). Therefore, **the hypothesis:**

H7: If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

The findings of the other studies on this element also reached the same conclusion. Drawing a comparison between the subjective norm of managers and the subjective norms of non-management staff, Tummers (2012: 184) noted that the influence of the subject norm of one's professional colleagues is much more stronger ($\beta = .13 p < .01$).

In Chapter 1 and the subsequent chapters, it was submitted that, 'If colleagues of academics are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa'. Considering both the descriptive and the test association statistical results, it could be concluded that since there is strong relationship between the two variables (p-values of all the three statements ≤ 0.001), and that the majority of participants agree with the three statements of this element, academics will support the

implementation of the Language Policy for Higher Education at universities of technology in South Africa as the perception exist among them that their colleagues will also support the implementation of the key elements of the policy.

Considering the descriptive and test association statistical results of the factor 'Organisational Context', the following conclusion could be reached:

- There is a significant relationship between the independent variable 'organisational context' and dependent variable 'policy implementation willingness'.
- The majority of participants support implementation of the Language Policy for Higher Education.
- A significantly higher percent of participants chose to remain 'neutral' on whether they support implementation of the policy or not; with findings from the following items indicating the highest percentages:
 - C4 at 32.92%
 - C7 at 40.71%
 - C8 at 35.61%
 - C9 at 33.33%
 - C10 at 32.20%
 - C11 at 45.20%
 - C12 at 44,50%

Personality characteristics

In chapter 5, the relationship between independent variable '**Independence**' and the dependent variable 'policy implementation willingness' was found to be insignificant as the p-values of most of the items of this variable were found to be more than 0.05 (D1: p-value = 0,144; D2: p-value = 0,019; D3: p-value = 0,415; D4: p-value = 0,056; D5: p-

value = 0,164; D6: p-value < 0,001; D7: p-value = 0,098; and D8: p-value = 0,155). Therefore, **the hypothesis:**

H8: The independent traits of academics will be negatively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

The results of this element are not in line with other studies, notably Tummers (2012). However, results of the research survey conducted by Tummers (2012) points to interesting observation between 'policy implementation willingness' and 'independence' (which Tummers labels 'rebelliousness'). The results of the two variables, Tummers (2012: 183) submits, indicate that rebellious individuals are indeed less willing to implement the policy ($\beta = .06$ $p < .05$), even after a large number of other factors have been controlled for.

Comparing the p-values of the majority of items of the elements 'independence' and '**rule compliance**', items in 'rule compliance' indicate a significant relationship between this independent variable and the dependent variable 'policy implementation willingness'. For example, the p-values of D10 and D11 are 0.778 and 0.195 respectively indicate a non significant relationship; while those for D9, D12 and D13 do. Therefore, **the hypothesis:**

H9: The rule compliance traits of academics will be positively related to their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa.

is ACCEPTED.

This findings compares well with findings of other studies. The expectation is, Tummers (2012: 184) rightly submits, that public professionals who score high on rule compliance will feel that public rules and regulations should be adhered to. Based on this it is therefore expected of such professionals, Tummers (2013: 184) illustrates further, to be more willing than others to implement a new government policy, irrespective of its content. The beta coefficient was found to be significantly high at ($\beta = .10$ $p < .01$).

In summing up the research findings based on the question, '**Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?**', one may conclude that indeed a relationship does exist. However, in line with the results of previous studies (in particular, Tummer 2011 and 2012), the policy content and discretion is significantly related to the willingness of academics to implement the Language Policy for Higher Education than the other two factors (organisational context and personality characteristics). The organisational context factor is placed second by participants in this research. The personality characteristics have been found to be the factor that is least significantly related to the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

The implications of the test association and the descriptive statistics paint a disturbing picture for the implementation of the Language Policy for Higher Education in the university of technology sector in South Africa. A further analysis of the descriptive statistics indicates that if items 'agree' and 'strongly agree' are merged to form one item (agree/support the implementation of the Language Policy for Higher Education), the participants found very limited value in the implementation of this policy.

For example, of the 641 overall responses received for the factor '**policy content and discretion**', only 34.6% of the respondents support the implementation of the Language Policy for Higher Education'. Whereas 55.8% of respondents (of the element 'student meaningfulness' of the factor 'policy content and discretion') support the policy on the basis that it will assist in addressing challenges that their students are facing, only 19.1% of the respondents support the policy on the basis that there are added personal benefits associated with the implementation of the key focus areas of the Language Policy for Higher Education. Participants also did not think that the Language Policy for Higher Education offer meaningful broader societal benefits (support for the policy based on this element is only 29.58%). The situation does not change much with the perceived freedom (discretion) that participants thought they will have when implementing the key focus

areas of the Language Policy for Higher Education (support for this element is only 34.02%).

The '**personality characteristics**' factor received a slightly better support from participants than the 'policy content and discretion' factor. Of the total average of 643 participants who responded to the factor 'personality characteristics', 43.2% support implementation of the Language Policy for Higher Education at universities of technology in South Africa based on this factor. The support is mainly driven by participants' desire to comply with the laws, rules, regulations and policies of the country (52.58%) and least by their desire to sacrifice their independence for the sake of supporting the implementation of the Language Policy for Higher Education at universities of technology in South Africa (33.73%).

The '**organisation context**' factor emerged as the most important driving force behind the limited support the implementation of Language Policy for Higher have in the university of technology sector in South Africa (with 44.1% support for implementation). The willingness to implement the Language Policy for Higher Education is mainly driven by the perception that deans of faculty, directors of school and heads of department are likely to support the implementation of the Language Policy for Higher Education (54.36%) and the perceived influence that academics will have during the implementation process (49.98%); and least by the perceived support fellow colleagues at non-management levels have for the implementation of this policy (27.86%).

In the literature on change willingness, both policy content and discretion, organisational context and individual characteristics have been linked to the willingness of people to support the implementation of change initiatives (Holt, Armenakis, Field and Harries, 2007; Rahimnia, Polychronakis and Sharp, 2009; Tummers 2011 and 2012). For example, in Tummers (2012: 189), the research conducted among Dutch health professionals on their willingness to implement a health care policy shows that the policy content is the most important factor in explaining willingness. However, organisational context and personality characteristics of the implementers were found to be also influential and should be taken into account if one is to properly study the attitudes of professionals towards public policies.

The literature on language policy also indicate the effect of attitudes in the implementation of the South African language policy of multilingualism (Alexander, 2004; Heugh, 1999; Hornberger and Vaish, 2009). A brief discussion of some of the tenets manifested in these attitudes is provided in this study to explain the findings. The approach has been found helpful as it assists the reader to pursue a more integrative approach rather than looking at the findings as isolated incidents that bear no relationship to other broad societal and personal issues.

The demand for English-medium instruction by black parents is fueled by a number of factors. The perception and reality that English is a language of power, and a deep suspicion for mother tongue education is born from apartheid (Hornberger and Vaish, 2009:312). English is perceived as the language of local, national and international access and equity (Webb, 2008: 402). More relevant to this study, Webb (2008:402) further elaborates why the use of indigenous African Languages in higher education is unlikely to take place in the near future:

- They (African languages) have a low economic value, and lack prestige in the public arena;
- There is an absence of community support for them and thus an absence of civil language promotion agencies to take action on their behalf.;
- They are not used to any significant extent in the primary and secondary education; and
- They are lacking in both horizontal and vertical intergrative value, at a supra-communal and national level.

There are also other more sophisticated forces that are at play to ensure that the use of African languages is never elevated to any meaningful role beyond basic communication. One of those is modernised colonialism. A 1983 British Council report admits that although the British government no longer has economic and military power to impose its will in other parts of the world, British influence endures through 'the insatiable demand for the English language'. The report maintains that the English language is Britain's

greatest asset, 'greater than the North Sea Oil' and characterizes English as an 'invisible, God-given asset (Brook-Ute and Halmasterdottir, 2004:80). Therefore, English has become a sophisticated colonial weapon that pits people against their own languages, and by implication, against themselves, for the benefit of Britain. Against this background, the active participation of the targetted groups in this colonial arrangement remains worrisome.

However, despite challenges raised in the paragraphs above, there is a body of literature that indicate the value of using African languages for higher order functions. For example, Heugh (1999) presents a well reasoned argument on why South Africans should value the use of African languages for learning and teaching. The functional use of African languages, Heugh (1999:311-312) submits, will never be fully realised until their potential in economic terms is unmasked, possible alongside an awareness of language rights by their users.

Brock-Ute and Holmadottir (2004:81) point to a number of reasons why the use of English to teach a predominantly African audience is increasingly becoming illogical; to which this study identified the following as relevant in view of findings and interpretations discussed in this chapter:

- ✓ It is difficult to empower individuals if they are taught through a language they do not understand.
- ✓ It is impossible to empower individuals and build upon their linguistic heritage in a system that perpetuate the use of a foreign language as a language of instruction to its learners.
- ✓ Learners are unable to benefit from educational opportunities if these are provided through a foreign medium of instruction that the learners do not understand.
- ✓ Learning opportunities are not designed to meet the basic needs of the students if the language of instruction becomes a barrier to knowledge; and
- ✓ Education cannot possibly be equitable and non-discriminatory when the medium of instruction is a language that neither the teachers nor the learners can use sufficiently.

Barkhuizen and Gough (1996: 460), citing the ANC, 1992; Heugh, 1992; and Phillip, 1992, submitted that all languages are capable of functioning as media of academic study and that having English as the language of learning very often denies rather than guarantee access while maintaining the privileged status of the elite. Considering that students at universities of technology tend to have lower qualifications than those who enrol at higher-status universities, the language issue could indeed be even more salient for them (Greenfield, 2010:529).

In view of the arguments for and against implementation above, there is a need to address concerns raised by participants in this study about why they are not willing to support the implementation of the Language Policy for Higher Education at universities of technology in South Africa. As long as academics are not convinced that the implementation of the Language Policy for Higher Education will assist in addressing societal, students and their personal challenges, they will make implementation difficult. Similarly, it will be difficult for implementation to take place if academics continue to feel that the role that they and their colleagues have to play in the implementation process is not meaningful. The implementation process for the Language Policy for Higher Education should also consider the academic freedom that is associated with institutions of higher learning.

In the section dealing with recommendations, issues identified in the findings and interpretations of this research question and the other two questions discussed in the two sections below, are revisited again with the purpose of proposing a more practical wayforward.

6.2.2 The relationship between the willingness of academics to implement the LPHE at UoTs in South Africa and the biographical factors.

In Chapter 5, it was indicated that the biographical factors in this research covers both dichotomous single and multiple-response items.

Dichotomous variables: The findings of the test association between dichotomous variables gender, age, employment, current position and faculty of the respondents

indicate that only variables 'age', 'employment' and 'current position' are significantly related to the dependent 'policy implementation willingness'. The p-values of these factors are less than 5% or 0.05 (age: $p = 0.019$, employment: $p = 0.015$, current position: $p = 0.024$). However, factors 'gender' and 'faculty' are not significantly related to 'policy implementation willingness' as the p-values are more than 0.05 (gender: $p = 0.114$ and faculty: $p = 0.765$).

From the findings above, it is clear that whereas there is an overwhelming support for the implementation of the LPHE by academics at the universities of technology in South Africa, such support is only significantly related to age, employment and the current position the participant hold. Three other issues relating to the findings of dichotomous biographical variables need further unpacking.

Firstly, the views of part-time and permanent academics are sharply different on the implementation of the Language Policy for Higher Education. Whereas 47.28% of the permanent cases agreed that they, 'Demonstrate support for the implementation of the key focus areas of the LPHE', only 40.13% of the part-time cases who responded to this statement agree with it. However, since the total number of permanent cases ($n = 226$) was found to be greater than the total number of part-time cases that responded to this item ($n = 63$), the LPHE may still be implemented with minimal resistance from academics. The status of part-time academics also make severing the relationship between them and their UoT employers uncomplicated as part-time appointments are for a limited period.

Secondly, the views among academics of the various age categories on their support for the implementation of the LPHE also differ significantly. Whereas 50.77% of the 51-60 age group supports the statement, 'Demonstrate support for the implementation of the key focus areas of the LPHE', only 36.81% of the respondents in the age group 18-30 years support this statement.

The findings does not augur well for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa. Participants in the age group 18 to 30 years may be viewed as the future cadres of academics in South

Africa. If indications are that they do not currently support the implementation of the Language Policy for Higher Education, chances are that most of them may carry this view throughout their working life. This may create complications for any meaningful implementation of the Language Policy for Higher Education in future.

The trend seem to continue in the employment factor. The tutors and junior lecturers/junior researchers represent, if the professor/research professor group is not factored in, the two biggest groups (at 39.29% and 44.85%, respectively) who did not agree with the statement, 'Demonstrate support for the implementation of the key focus areas of the LPHE'.

The above findings, just like in the case of age, does not augur well for strategies to implement the Language Policy for Higher Education at the university of technology sector. Although the relationship between the age of participants and positions held was not investigated (as such a relationship is not the subject of this research), the cohort group 'junior lecturers/below/undefined' account for 21% of the age group <34 years in the South African Higher Education sector (Hemis Data, 2011). If the assumption that 'Tutors and junior lecturers' form this age group teach mainly at foundation and undergraduate levels is acceptable, lack of support from this age group may further complicates efforts to implement the Language Policy for Higher Education to address challenges at foundation and undergraduate diploma and degree levels relating to access and success as well as general academic and social support services at universities of technology in South Africa.

Multiple-response variables: For this category, two variables were identified; namely, level(s) taught and competency in other languages apart from a mother tongue.

Level(s) taught: The findings in chapter 5 indicate that, with the exception of academics teaching at undergraduate diploma/degree level level ($p < 0.04$), there is no significant relationship between the factor 'level taught' and the variable 'policy implementation willingness'. The concern relating to these results is that students enrolled at foundation level may be there because they lack, among others, language competency skills to cope with subject related matters. Academics involved at this level may need to be

sensitised to the importance of the implementation of the Language Policy for Higher Education to address language literacy challenges that this group may bring to tertiary education.

The results also point to a situation that may assist in the implement of the Language Policy for Higher Education. In the descriptive statistical analysis for the factor 'current position', participants who indicated that they hold the position 'lecturer/researcher' were found to represent 42.66% of the sample. The support of the implementation of the Language Policy for Higher Education on the basis that the policy is helpful in addressing student challenges at universities of technology in South Africa, received the highest score (56.36%) when compared to all other elements investigated in this research. Considering the two factors, one may conclude that the implementation of the Language Policy for Higher education is likely going to find support among academics supporting students facing critical learning challenges.

Competency in other languages apart from a mother tongue: Of the twelve language competency (other than a mother tongue) options provided in the research instrument, only academics from the language groups 'Venda, isiXhosa, Afrikaans and English' who indicated competency in other languages, also indicated some level of support for the dependent variable 'policy implementation willingness'. The results are even more worrying for any meaningful prospect of the implementation of the Language Policy for Higher Education and universities of technology in South Africa. The test for association statistics indicate that it is only the p-value of English mother tongue participants that is significantly related to the variable 'policy implementation willingness' (English: $p = 0.016$). The p-values of the other three language groups whose participants indicated that they are also competent in another/other language (s) are not significantly related to the dependent variable 'policy implementation willingness' (Venda: $p = 0.540$, isiXhosa: $p > 0.286$ and Afrikaans: $p = 0.100$).

Based on the above findings, it become necessary to (1) reflect on whether implementation of the Language Policy for Higher education has no prospect of becoming a reality in the foreseeable future?, and (2) probe future the relationship between English speaking participants who indicated that they are also competent in

other language(s), student willingness (as this element received the highest support in this study) and the element ‘demonstrate support for the key focus areas of the LPHE’.

In Chapter 5 of this study, respondents who indicated isiZulu as their mother tongue recorded the highest score at 11.65%. This category is followed by those who indicated isiXhosa and South Sotho, at 8.85% and 7.45% respectively. The test association (if the element ‘demonstrate support for the key focus areas of the LPHE’ of the independent variable ‘policy implementation willingness is not factored in’), respondents indicated that apart from their mother tongue, 11.75% and 8.55% are also competent in isiZulu and Southern Sotho respectively.

Based on this information, it could be reasonably expected that given the necessary support, isiZulu, isiXhosa and Southern Sotho could be used to test implementation of the Language Policy for Higher Education. The distribution of the various language groups in South Africa are reflected in the 2011 Census Data as follows:

Language	No. of speakers	% of speakers
Zulu	11.58m	22.7%
Xhosa	8.15m	16.0%
Afrikaans	6.85m	13.5%
English	4.89m	9.6%
Pedi	4.61m	9.1%
Tswana	4.06m	8.0%
Southern Sotho	3.84m	7.6%
Tsonga	2.27m	4.5%
Swati	1.29m	2.6%
Venda	1.20m	2.4%
Ndebele	1.09m	2.1%
Other	0.82m	1.6%
Sign Languages	0.234m	0.5%

The Census 2011 data indicates that isiZulu is spoken by more than a fifth of South Africans as a home language, followed by isiXhosa. The number of Southern Sotho

(SeSotho) speakers come fairly closed to those for SePedi and SeTswana who are placed fifth and sixth positions respectively.

The test association findings between the independent variable 'student meaningfulness' and dependent variable 'willingness to implement' on one; and the results of the independent variable 'competency in another language other than a mother tongue' and independent variable 'willingness to implement' on the other, presented results that needed further probing. The literature review on language policy implementation in Chapter 2 pointed to the dominance of English and conditions that this language creates that make implementation of any meaningful use of African Languages in higher education impossible. On the other hand, the willingness of the majority of academics to implement the Language Policy for Higher Education at universities of technology in South Africa on the basis of perceived 'benefits' students will get from such implementation was noteworthy.

To this end, a multinomial logit regression was used to predict the relationship between (1) participants who indicated their first mother tongue as English and are also competent in another languages apart from English, (2) items (B5, B6, B7 and B8) of the student meaningfulness element and (3) the item 'demonstrate support for the implementation of the key focus areas of the LPHE'; as the three variables received the highest scores in the descriptive and test association statistical findings presented in the previous sections of this chapter. The multinomial logit regression findings indicate the following:

- Participants who believe that they will be better enabled to resolve students' problems (through the implementation of the key focus areas of the LPHE) B5 are less likely to demonstrate extreme enthusiasm for the implementation of the key focus areas of the LPHE (-0.6504), demonstrate minimum enthusiasm for the implementation of the key focus areas of the LPHE (-0.4831), or to demonstrate opposition against the implementation of the key focus areas of the LPHE (-1.0740), and more likely to engage in overt behaviour that are intended to ensure that the implementation of the key focus areas of the LPHE fails (0.3640); when controlling for B6, B7 and B8.

- Those who believe that the implementation of the key focus areas of the LPHE will contribute to the welfare of their students (B6) are less likely to engage in overt behaviour that are intended to ensure that the implementation of the key focus areas of the LPHE fails (-1.7381), demonstrate minimum enthusiasm for the implementation of the key focus areas of the LPHE (-0.3888), demonstrate opposition against the implementation of the key focus areas of the LPHE (-0.0297), and more likely to demonstrate extreme enthusiasm for the implementation of the key focus areas of the LPHE (0.1126); when controlling for B5, B7 and B8.
- Participants who believe that they will be better placed to efficiently help students than before (B7) are more likely to engage in overt behaviour that are intended to ensure that the implementation of the key focus areas of the LPHE fails (0.4313), demonstrate minimum enthusiasm for the implementation of the key focus areas of the LPHE (0.0701), or demonstrate opposition against the implementation of the key focus areas of the LPHE (0.0235), and less likely to demonstrate extreme enthusiasm for the implementation of the key focus areas of the LPHE (-0.7917); when controlling for B6, B5 and B8.
- Those who think that the implementation will be beneficial to their students (B8) are less likely to to engage in overt behaviour that are intended to ensure that the implementation of the key focus areas of the LPHE fails (-0.6951), less likely to demonstrate minimum enthusiasm for the implementation of the key focus areas of the LPHE (-0.79100), or less likely to demonstrate opposition against the implementation of the key focus areas of the LPHE Opposition (-1.0595), and more likely to demonstrate extreme enthusiasm for the implementation of the key focus areas of the LPHE (2.522756); when controlling for B6, B5 and B7.

There are a number of implications that one may draw from the discussion on mother tongue and competency in another language apart from a mother tongue. Firstly, there is no significant correlation between knowledge of an African language and willingness to implement the Language Policy for Higher Education. Secondly, there is no significant correlation between competency in another language apart from a mother tongue and

willingness to implement the Language Policy for Higher Education. Thirdly, having a mother tongue as an African language does not equate to knowledge of all African languages in South Africa. Fourthly, although the relationship between English mother tongue speakers who are competent in other languages and the policy implementation willingness factor is significant, English speakers are not willing to support the implementation of the Language Policy for Higher Education and will engage in activities that will make implementation difficult.

This findings and interpretations guided the formulation of recommendations in this study.

6.2.3 Other variables perceived by academics as critical for the successful implementation of the LPHE at UoTs.

In Chapter 5, a number of factors that may encourage or discourage academics to implement the Language Policy for Higher Education were identified. The findings indicate that all variables, with the exception of two (policy awareness and language competence) correlate with the policy implementation factors identified in this research. The following variables are related to the literature drawn from Tummers (2012) to the field of policy implementation willingness and some items in the research instrument of the current research:

- **Benefit articulation** – academics are more likely going to support a policy which the benefits are well articulated beyond just mere compliance with a government policy. This factor correlates with both the societal, personal and student meaningfulness and less with rule compliance. The implementation of the Language Policy for Higher Education should be relevant to the needs of society, academics and their students. The policy should not be implemented merely to comply with a government law, policy, procedure or instruction.
- **Involvement of academics** – the extend to which academics are involved may determine their willingness to implement the policy. The more academics are involved, the greater the chance of the willingness to implement the Language

Policy for Higher Education. This factor correlates with the element 'influence during implementation' of the policy implementation willingness model.

- **Funding and resource provisioning** – the financing of the Language Policy for Higher Education implementation project, financial incentives for those committed to implementation, appointment of a dedicated team to drive implementation and development of the materials for the implementation processes are just some of the things academics want to see put in place. This factor correlates with the element 'personality meaningfulness' of the policy implementation model.
- **LPHE and student success** – academics are likely to support the implementation of the Language Policy for Higher education if they are convinced that the policy will contribute to student success. This factor correlates with the element 'student meaningfulness' of the policy implementation model.
- **Addressing staff fear** – the implementation of the Language Policy for Higher Education may be seen as a threat by academics who have no language competency in the designed African Languages. Link to this is the possible loss of status and promotional prospects of some academics. This factor correlates with the element 'personality meaningfulness' of the policy implementation model.
- **Flexibility in implementation** – this relates to the extend to which academics will have freedom in how they wish to implement the focus areas of the Language Policy for Higher Education. The more freedom they have, the greater the chances of their willingness to implement the policy. This factor correlates with the elements 'discretion' and 'influence during implementation'.
- **Management commitment** – genuine commitment of management to the implementation of the Language Policy for Higher Education beyond plans submitted to government to demonstrate willingness to implement the policy, was cited as the most significant factor that will ensure that the implementation process is driven more convincingly, resources are freed and a general conducive environment supportive of implementation is created. This factor correlates with

the element 'subjective norm: management' of the policy implementation model. In terms of this element, if deans, directors and heads/chairs of department are in favour of the implementation of the key focus areas of the Language Policy for Higher Education, this will have a positive effect on the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Apart from the factors discussed above, the findings also indicated two others factors that necessitate a separate discussion:

- **LPHE awareness and visibility** – a significant number of academics indicated that they were not aware of the existence of the Language Policy for Higher Education until they were approached to participate in this research project. Others also requested for a copy of the policy. Therefore, participants who responded to this item indicated that academics will most likely support implementation if they are informed officially about the existence of this policy, are involved in consultation and training workshops, LPHE is incorporated into institution missions, visions, strategic objectives and implementation plans, and that they also get regular reports on developments and milestones about the implementation of this policy. The importance of this factor has been noted by a number of scholars (Barkhuizen and Gough, 1996; Dezdar and Ainin, 2011; Granville, Janks, Joseph, Mphahlele, Ramani, Reed and Watson, 1997; Makinde, 2005; Mutasa, 2003; Talib, Rahman and Qureshi, 2011). And lastly;
- **Staff training** – training of project coordinators, university executive management, management of faculties, schools and departments and staff has the potential of increasing the prospects of successful implementation of the Language Policy for Higher Education. This factor correlates with the contributions made by scholars such as Ewalt and Jennings, 2004; and Greenfield, 2010.

6.3 SUMMARY

In this chapter, the findings of the research were discussed. The hypothesis were accepted. The existing theory on policy implementation willingness, biographical and other factors added by respondents was confirmed. The support for the implementation of the Language Policy for Higher Education among respondents was found insignificant.

CHAPTER 7

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

7.1 INTRODUCTION

Chapter 6 discussed the findings of this research. The relationship between the research findings and the existing literature was also investigated. The chapter also dealt with the extent to which academics are willing to support the implementation of the Language Policy for Higher Education at universities of technology in South Africa.

Chapter 7 is the last chapter of this research. It summaries the research findings in Chapter 6 and makes the necessary recommendations. The chapter also discusses the contribution that this study has made to the study of African languages, especially in the area of the implementation of the Language Policy for Higher Education in South Africa. Limitations associated with this study are acknowledged and areas for further research suggested. The chapter ends with a conclusion.

7.2 SUMMARY OF THE RESEARCH FINDINGS AND RECOMMENDATIONS

7.2.1 Summary of the research findings

The following section provides a summary for the main research findings:

The relationship between the research factors and policy implementation willingness: This study established that there is a significant relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the three policy willingness implementation factors. However, one item of 'personal willingness' (B 14) and two of the 'discretion' elements (B16 and B19) were found to have relationships that are insignificant to the policy implementation willingness variable.

A significant relationship was established between the willingness of academics to implement the policy and four of the eight biographical factors identified by the researcher as representative of a generic profile of an academic at a university of technology in South Africa. The relationship between the factors 'gender', 'faculty', 'level taught' and 'competency in another language apart from a mother tongue' and 'policy implementation willingness' were found to be insignificant.

With the exception of two new factors, all the factors identified by respondents in two open-ended questions were positively linked to the policy implementation willingness model. The open-ended questions investigated factors that may encourage or discourage academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Hypothesis tested: All the nine hypotheses of this research were accepted. The nine hypotheses are based on elements of the three policy implementation willingness factors.

Findings and existing literature: The findings of this research in all questions are aligned with existing literature in public administration and management, change management, applied psychology and other studies in African language policy implementation. In this research, the four disciplines were integrated to provide for a richer understanding of the reasons behind the lack of enthusiasm among academics to implement the Language Policy for Higher Education at universities of technology in South Africa.

Support for Language Policy for Higher Education implementation: Two views emerged as to whether academics support the implementation of the Language Policy for Higher Education at universities of technology in South Africa or not. An initial analysis of the data, based on the highest scores received per item on a five item Likert scale (strongly disagree, disagree, neutral, agree and strongly agree), indicated that academics significantly support the implementation of all elements of the policy willingness factors; with the exception of the element 'independence' (during the Language Policy for Higher Education implementation process).

However, when the analysis was altered by merging alternatives ‘strongly disagree’ and ‘disagree’ to one item renamed ‘no support for implementation’ on one hand, and alternatives ‘strongly agree’ and ‘agree’ to another item renamed ‘support for implementation’ on the other, a different picture emerged. The findings based on the merged items indicated that academics do not support the implementation of the Language Policy for Higher Education at universities of technology significantly. The only exception is with one element that deals with the relevance of the policy in addressing student challenges. The implications are that academics, both mother tongue and non-mother tongue speakers of African languages; find very little value in the implementation of this policy beyond addressing student challenges.

Environmental and personality influence: The influence of the external environment, university context, and personality characteristics on policy implementation willingness added an interesting dimension to this research. From the research findings, academics are not significantly willing to implement the Language Policy for Higher Education because such implementation will not resonate well with factors that prevail in the external environment. For examples, respondents viewed English as an international language for general communication, acquiring and sharing of knowledge and trade between different nations of the world. In South Africa, English was also indicated as the main language for learning, teaching and research, wider communication among speakers of the various South African language varieties, commerce, industry and government. English was also identified as an emerging language for use in church as congregants are increasingly becoming diverse.

At an organisational level, universities of technology face the harsh reality of having to enrol a predominately high number of students that will not normally be admitted into mainstream programmes at most traditional universities because of their scores at the matriculation examinations. The universities of technology are expected to turn these students into university graduates with the requisite knowledge, skills and attitude that will enable them to make meaningful contributions in life. It is in this context that a significant number of respondents support the element ‘student meaningfulness’ of the Language Policy for Higher Education as it relates well to challenges that their students

are facing. However, lack of awareness of the existence of the Language Policy for Higher Education and institutional plans within academics, perceived lack of commitment of management and governance structures, unavailability of sufficient teaching and learning materials, money and other relevant resources dedicated to the promotion of the use of African languages in key areas of the university, make meaningful implementation of the policy not possible in the near future.

The personal characteristics of the current cohorts of academics make implementation difficult. From the research findings, an average university of technology academic who is willing to implement the Language Policy for Higher Education is not competent in another language apart from the mother tongue. The only exceptions are with those that indicated their mother tongue as English. The support of English speaking group for the policy, when is investigated further, reveals that commitment to implementation of the policy is negligible.

Respondents have also voiced their concerns over possible loss of status and promotional prospects when the Language Policy of Higher Education is implemented. The involvement of academics in crafting the policy implementation agenda and the degree of flexibility which academics will be entitled to during the implementation stage were also cited as areas that need attention.

7.2.2 Recommendations

In view of the summary of the main findings provided above, seven recommendations are suggested. The first four relate to a creation of a conducive 'societal meaningful' environment through which the implementation of the Language Policy for Higher Education will find meaning. The seven recommendations are:

1. The international status of English should be accepted as a fact to be lived with. There is not much that the universities of technology and other institutions in South Africa can do to alter the status quo. This is not a South African, African, Asian or Latin American problem. The world over is rapidly moving towards the use of English as a language for wider communication and business across international borders. If South

African universities and other institutions want to be international players in any human endeavour, competency in English is mandatory.

2. An economic value should be added to knowledge and competency in African languages, in the same manner as there was an economic value in the knowledge and competency in Afrikaans in South Africa before the election of a democratic black majority-supported government in 1994. The economic value should include preference in getting jobs because of competency in African languages, self-employment opportunities services rendered by African language scientists, etc.

3. The successful use of African languages for any higher order activity will remain just a dream if African language mother tongue speakers continue to play the role of a victim and villain at the same time. African language mother tongue speakers in South Africa cannot continue to claim that their languages are marginalised because of the effects of colonialism and apartheid; while at the same time taking pride in communicating predominately in English to an audience that share the same African language as they, sometimes with an equal less competent translator. The whole exercise is absurd, to say the least. The African language policy implementation 'crusade' needs commitment more than rhetoric when it is convenient for African Language mother tongue speakers to do so.

4. An integrated approach at a national level should ensure that multilingualism, especially knowledge of one or more African languages with English and/or Afrikaans is implemented at primary and second schools levels (basic education) beyond policy pronouncements. In this way, a good foundation will be laid for the implementation of the Language Policy for High Education. It is rather unfair to expect a population largely taught in English to suddenly switch to African languages at advanced levels of learning.

5. The implementation of the Language Policy for High Education at universities of technology should be declared a national priority as the English literacy level of most of the students who enrol at universities of technology is worryingly low. This will go a long way towards addressing the low success rate associated with most universities of technologies in South Africa, in comparison to their traditional university counterparts.

6. Trial implementation projects should ideally be run at one or two universities of technology, with implementation in others following after challenges associated with big transformation projects have been identified and strategies developed, tested and validated. In this way, the higher education system will be spared the trauma that basic education in South Africa is still going through after almost twenty years since the dawn of a democratically elected African majority government. Based on the findings of this research, language spread, possible collaboration with other institutions of higher learning and census data from the South African Statistical Services, it is recommended that trials in Language Policy for Higher Education implementation projects should be considered for either Mangosuthu University of Technology or Durban University of Technology in the KwaZulu-Natal province, Cape Peninsula University of Technology in the Western Cape, and Central University of Technology in the Free State province for isiZulu, isiXhosa and Southern Sotho/SeSotho respectively.

7. The successful implementation of the Language Policy for Higher Education at an institutional level needs a well thought-out strategy that this research suggests that it be broken down in three distinctive stages, as follows:

- ✓ **Stakeholder information and consultation:** At the very beginning of the process, meaningful stakeholder information and consultation sessions should be organised for the entire university community in such a way that minimum disruption is caused to the academic enterprise. In these sessions, the Language Policy for Higher Education should be presented, the rationale behind its development, important elements and what they are meant to address explained. The role of the each stakeholder (council, senate, executive management, deans of faculty, directors of school, heads of department, academic and support staff and students) should be discussed and agreed upon. The end product of this process will be informed and committed stakeholder groups that understand and appreciate their role to ensure successful implementation of the policy.

- ✓ **Development of an institutional language policy implementation plan:** Clear and detailed institutional language policy implementation plans should be

developed, stakeholders consulted and approvals by all relevant committees of the institution concerned finalised. The end product should be a language implementation plan that has legitimacy in the eyes of the stakeholders, has stakeholder buy-in, performance targets that are achievable and measurable, timeframes that are reasonable, flexibility when implementing, rewards for performance, sanction for non-performance, and regular evaluation of progress, feedback and reports that are made easily accessible to all stakeholders.

- ✓ **Integration of the language policy implementation plan into the institutional vision, mission and/or strategic plans:** The language policy implementation plan should find space in the institutional vision, mission and/or strategic plans. In this way, the implementation of the language policy will not only be remembered when it is time to submit progress reports to relevant activities. Similarly, the key performance areas of all the stakeholders will also include evaluations of the extent to which each has succeeded in implementing the institutional language policy implementation plan, and by implication, the Language Plan for Higher Education.

In this way, the implementation of the Language Policy for Higher Education will be a well coordinated exercise. Also, all the stakeholders will understand the implementation process, the roles and responsibilities and will be made to accept the consequences of non-implementation of the policy.

7.3 CONTRIBUTION OF THE CURRENT STUDY

This study contributes new insights to the body of literature that deals with the Language Policy and Planning topic. The linguistics dimension is added to the policy willingness implementation model developed by Tummers (2011 and 2012) from contributions of scholars in public administration and management, change management, as well as applied psychology. The four disciplines are integrated and used successfully to explain the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The use of this approach provides new insights in investigating and analysing variables that influence the implementation of the South

African Language Policy of multilingualism broadly, and the Language Policy for Higher Education in the university of technology sector, in particular.

Secondly, Language Policy and Planning research has been mainly characterised by the use of qualitative methodologies (see discussions in chapter 2 of this study). In instances where quantitative methodologies are used, there is hardly any convincing evidence to prove that the scales were tested and validated before they were used. This study uses a research instrument with tested and validated measurement scales.

The third contribution is to the change management literature concerning the transformation agenda of the higher education sector in South Africa. The Department of Education, and after the 2009 general elections in South Africa, the Department of Higher Education and Training, developed a number of policy directives and legislation to guide the transformation of the higher education sector in South Africa. There is a need to regularly investigate empirically the extent to which these policy initiatives are implementable, given a range of challenges that South Africa faces.

7.4 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The findings of this research indicated that there is a significant relationship between the elements 'student meaningfulness' and the willingness of academics to implement the Language Policy for Higher Education. The findings further indicated that the support for the implementation of the Language Policy for Higher Education based on the policy's meaningfulness to students is greater than for any element or factor investigated in this research. The scope of this research did not allow the researcher to pursue this matter any further. It will be worthwhile for researchers to investigate the perceived benefits students associate with the implementation of the Language Policy for Higher Education.

In two of the six universities of technology in South Africa, the majority of students were identified as black Africans, the language of instruction as English and staff profile of academics as predominately white and Afrikaans speaking. This study did not investigate this phenomenon as it does not fall within the aim of this research. The relationship between the three variables (student body, language of instruction and staff profiles) on

one hand, and the effectiveness and quality of teaching, on the other, will makes an in-depth study of possible pedagogical challenges based on language dynamics an interesting area of further research.

The Cape Peninsula University of Technology is the only university of technology in South Africa whose language policy does not insist on English competency as a criterion for admission of students to study with the institution (except in the case of foreign students). It would however, be interesting to conduct a case study to determine how this provision is implemented at Cape Peninsula University of Technology. It is also necessary to investigate how this decision affects academic activities that are mainly conducted in English.

The Council for Higher Education report of 2012 noted the frequent use of isiZulu by lecturers and students in a number of courses at the Mangosuthu University of Technology. This practice needs further investigation as it may assist in developing bottom-up implementation strategies to address challenges associated with the use of English where:

- the lecturer is competent in an African language that the student understand better than English.
- the lecturer identifies that the students is struggling to understand the subject content presented in English when the lecturer is competent in an African language that the student understand better than English; or
- the student is struggling to express himself or herself sufficiently in English when the lecturer is competent in an African language that the student understand better than English.

7.5 CONCLUSION

The aim of this research was to investigate, empirically, factors that influence the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. To achieve this aim, three research questions were formulated which guided the focus of this research; namely:

- Is there a relationship between the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa and the policy willingness implementation factors (1) policy content and discretion, (2) organisational context and (3) personality characteristics?
- Is there any relationship between biographical factors of academics and their willingness to implement the Language Policy for Higher Education at universities of technology in South Africa?
- Are there other variables, apart from those identified in the policy implementation willingness framework and biographical factors, which are perceived by academics as critical for the successful implementation of the Language Policy for Higher Education at universities of technology in South Africa?

The first question was derived from Tummers' policy implementation willingness model (2011 and 2012); with developed, tested and validated measurement scales by scholars such as Lipsky, 1980; Metselaar, 1997; Shen and Dillard, 2005 and Tummers, 2011 and 2012. It is linked to nine hypotheses.

The second question that investigates if biographical factors of academics may not account to the willingness of academics to implement the Language Policy for Higher Education at Universities of Technology in South Africa is based on factors the researcher identified as relevant to the profile of an academic at a university of technology in South Africa. Lastly, the third question was used to verify if the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa may be justifiably explained by other factors apart from the policy implementation willingness framework and biographical factors.

This study uses the theory testing approach, a prominent type of explanatory research, to evaluate the relevance of the policy willingness model in investigating the implementation of the Language Policy for Higher Education at universities of technology in South Africa. The survey research design (using a hard copy questionnaire with a five

point Likert scale), the quantitative research methodology and the Statistical Package for Social Science (SPSS) are used in data collection, capturing and analysis.

A survey was identified as the most appropriate way of gathering evidence to address the research questions and the nine hypotheses. The survey research is one of the most popular approaches in social sciences. The rationale of choosing a survey (using a self-administered hard copy questionnaire) as a research design was to gather data from a representative sample and generalise it to the entire population of academics at universities of technology in South Africa. Considering the footprint of universities of technology in South Africa, it was not possible to collect data from all academics in this sector. The study period and resources available for this study also militate against an attempt to gather data from an entire population.

This study used the quantitative methodology to investigate the willingness of academics to implement the Language Policy for Higher Education at universities of technology in South Africa. The quantitative methodology is relevant to this kind of study as the data was found objective and the researcher was therefore able to generalise the findings from the responses of the sample to the entire population of academics at universities of technology in South Africa.

The sample population of this study comprises all academics assigned to teaching departments whose core function is teaching, learning and research at the six universities of technology in South Africa. In this study, academics include heads/chairs of departments and deans. Due to the availability of data on academics at participated universities of technology, probability sampling was used in this research.

The questionnaire, pre-tested in a small group of academics at the Tshwane University of Technology (Polokwane and Mbombela campuses), was refined before it was sent to ethics committees of the various universities of technology in South Africa. Once inputs were received from academics of the five of the six universities of technology that participated in this study, a hard copy of the questionnaire was finalised and distributed to and collected from academics by research assistants appointed per campus (in case of multi-campus universities of technology), and/or per faculty in case of single campus

institutions, after discussions with each participating university of technology. Research assistants were appointed from the ranks of full time post-graduate students.

Statistical methods were used to analyse quantitative data. Once the researcher has measured the relevant variables, the scores (observations) on these variables (that is, the data) was transformed statistically to help the researcher to (1) describe the data more succinctly and (2) make inferences about the characteristics of populations on the basis of data from samples.

The main research findings indicate that:

1. There is a significant relationship between the research factors and policy implementation willingness. The test for association results in Tummers (2011 and 2012) was therefore confirmed.
2. All the nine hypotheses of this research were accepted. The nine hypotheses are based on elements of the three policy implementation willingness factors. The results of this research is similar to those in the study conducted by Tummers (2011 and 2012).
3. The findings of this research relate well to existing literature in public administration and management, change management, applied psychology and other studies in African language policy implementation.
4. Although support for the Language Policy for Higher Education was initially thought to be significant, the merging of items indicated that academics do not significantly support the implementation of all elements of the policy willingness factors; except the one element that deals with the relevance of the policy in addressing student challenges. These findings are comparable to those of Tummers (2011 and 2012).
5. The influence of the external environment, university context, and personality characteristics on policy implementation willingness was found to be very strong. This necessitated the development of recommendations that first address 'societal meaninglessness' before dealing with issues that affect implementation at an institutional level. Factors in the external environment, university context, and

personality characteristics were associated with existing literature, with the exception of two.

The contribution of this study to both the literature that deals with the language policy and planning topic, the use of quantitative methodologies and the change management literature concerning the transformation agenda of the higher education sector in South Africa were also indicated. The limitations of this study and suggestions for further research were noted.

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APPENDIX A: MEASUREMENT INSTRUMENT

Enquiries: Walter Tshamano

Telephone: (Cell) 082 55 11 504 Or (Work) 015 287 0702

E-mail: tshamanown@tut.ac.za

Dear Respondent

THE WILLINGNESS OF ACADEMICS TO IMPLEMENT THE LANGUAGE POLICY FOR HIGHER EDUCATION AT UNIVERSITIES OF TECHNOLOGY IN SOUTH AFRICA

My name is Walter Tshamano. I am studying for a Doctor of Literature and Philosophy degree in the Faculty of Humanities, at the University of South Africa (UNISA). I would like to invite you to participate in a research survey that I am conducting.

I have identified you as a participant in this survey due to your involvement in academic activities of Universities of Technology (UoTs) in South Africa. Your participation will be appreciated, and every response will add value to the study.

The aim of the survey is to investigate the willingness of academics to implement the Language Policy for Higher Education (LPHE) at UoTs in South Africa. The LPHE addresses four key issues in the university sector of which the following three are the focus of this study:

- 5 (The use of African Languages as) languages of instruction;
- 6 The future of the South African (indigenous African) languages as fields of academic study and research; and
- 7 The promotion of multilingualism (in particular, the use of indigenous African languages) in the institutional policies and practices of institutions of higher education (Ministry of Education, 2002:10).

Academics have a critical role in ensuring that these three key focus areas of the LPHE are implemented in core components of the university academic enterprise; namely in teaching, research and community engagement. The fourth focus area, namely, the study of foreign languages, will not be investigated as it does not fall within the ambit of the Department of African Languages; the department under which this research survey is being conducted.

The findings of this survey will be summarised into a model for the accelerated implementation of language policies in South Africa, in particular the Language Policy for Higher Education in the UoT sector in South Africa.

The survey is divided into sections dealing with different aspects of the Policy Implementation Willingness Model. Every section is preceded by instructions. Please follow the instructions as closely as possible. There are no right or wrong answers as the questions are intended to determine perceptions.

Please answer all questions. If any question/item is left blank, it will unfortunately render your completed questionnaire unusable. Completing the questionnaire should not take longer than 15 minutes.

Your answers will be treated as strictly confidential. You need not reveal your identity. The information obtained will be used solely for research purposes, and is subject to the ethical rules of research at UNISA.

The completed questionnaire will be fetched from you as agreed with the relevant Research Assistant or should be dropped in a designated box at your faculty dean's office on or before 31 July 2013. If you have any query, you are welcome to contact me at 082 55 11 504 or tshamanown@tut.ac.za.

Thank you for your participation.

Walter Tshamano

INFORMED CONSENT

Researcher: Walter Tshamano

I, the respondent of this questionnaire, hereby declare that I volunteered to participate in the survey being conducted by the researcher mentioned above. The aim of the survey is to investigate the willingness of academics to implement the Language Policy for Higher Education (LPHE) at Universities of Technology (UoTs) in South Africa. I am aware that my contribution to this survey is extremely important, as it will ensure the success of the study.

Confidentiality

I understand that the information provided in this survey may be used for research purposes, including publication in research journals. All individual information will be coded and at no time will my personal identity be revealed/disclosed. My results will be viewed only by those responsible for the preparation and delivery of feedback and for research.

Voluntary participation

The nature and purpose of this survey has been explained to me. I understand that participation in this survey is voluntary and refusal to participate will not involve any penalty or loss of benefits that I would otherwise have been entitled to. I understand that I may withdraw from participation at any point in this survey without being penalised.

Termination of participation

My participation in this survey may be terminated without my consent if the researcher believes that any portion of this survey will put me under undue risk. My participation may also be terminated if I do not adhere to the survey protocol.

Benefit of participation

The benefit of participating in this study is that I will be contributing to an improved understanding of factors that influence the willingness of academics to implement policies at universities, in particular the implementation of the use of African Languages in the core business of UoTs in South Africa. I also note that I may be entitled to feedback of the results obtained.

Persons to contact with questions

I understand the researcher in this survey is Walter Tshamano and that I may contact him if I have any additional questions (cell: 082 55 11 504).

Consent to participate

I certify that I have read all of the above and where necessary, have received satisfactory answers to any question that I had. I further agree that for purposes of keeping my identity confidential, I do not have to initial or affix my signature to this questionnaire.

QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION

With the following questions, biographical information is sought. Your responses will be used for statistical purposes only. Confidentiality is guaranteed.

Please indicate with an "X" in the appropriate space that which most closely represents your personal situation. Please mark one item only per question.

1. Gender

Female	1
Male	2

For office use only

A1

2. Age

18-30 Years	3
31-40 Years	4
41-50 Years	5
51-60 Years	6
61-70 Years	7

A2

3. Type of employment

Part-time	8
Permanent	9

A3

4. Current position you hold

Tutor/Research assistant	10
Junior Lecturer/Junior researcher	11
Lecturer/Researcher	12
Senior Lecturer/Senior Researcher	13
Professor/Research Professor	14

A4

5. Your mother tongue is:

Afrikaans	15	South Sotho	21
English	16	Northern Sotho	22
Xhosa	17	Tsonga	23
Venda	18	Tswana	24
Zulu	19	Swazi	25
Ndebele	20	Other	26

A5

6. Apart from mother tongue, in which of the following language(s) are you able to conduct a sustainable conversation? (you may choose more than one)

Afrikaans	27	South Sotho	33
English	28	Northern Sotho	34
Xhosa	29	Tsonga	35
Venda	30	Tswana	36
Zulu	31	Swazi	37
Ndebele	32	Other	38

A6

7. At which level/s do you teach? (you may choose more than one)

Foundation Course Level	39
Undergraduate Diploma/Degree Level	40
Postgraduate Level	41
None of the above	42

A7

8. Which of the following describe your faculty best?

Arts and Humanities	43
Education	44
Business Management	45
Engineering	46
ICT	47
Applied and Natural Sciences	48

A8

SECTION B: POLICY CONTENT AND DISCRETION

The policy content and discretion factor addresses the ‘what’ part of the Language Policy for Higher Education (LPHE). This dimension comprises four (4) elements namely, societal meaningfulness, client meaningfulness, personal meaningfulness and discretion.

9. Societal Meaningfulness

In the list below, there is a series of statements that represent possible perceptions academics may associate with the broader societal benefits associated with the implementation of the key focus areas of the Language Policy for Higher Education (LPHE); in particular the use of African Languages as media of instruction, African Languages as fields of academic study and research, and the promotion of the use of African Languages in institutional policies and practices at universities of technology (UoTs) in South Africa.

Kindly indicate with an “X” in the appropriate space the degree of your agreement or disagreement with each of the four (4) statements below. Please mark only one item.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Societal Meaningfulness	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
49. The implementation of the key focus areas of the Language Policy for Higher Education (LPHE), <u>will in the long term</u> , lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans.	1	2	3	4	5
50. The implementation of the key focus areas of the Language Policy for Higher Education (LPHE), <u>will in the short term</u> , lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans.	1	2	3	4	5
51. The implementation of the key focus areas of the Language Policy for Higher Education (LPHE) has already led to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans.	1	2	3	4	5
52. Overall, the implementation of the key focus areas of the Language Policy for Higher Education (LPHE) will lead to the transformation of the UoT sector to respond more appropriately to the needs of most South Africans.	1	2	3	4	5

For office use only
B1
B2
B3
B4

10. Student Meaningfulness

Reflect on the benefits that your students are likely to enjoy if the Language Policy for Higher Education (LPHE) is implemented; in particular the use of African Languages as media of instruction; African Languages as fields of academic study and research and the promotion of the use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

Indicate with an “X” in the appropriate space below:

Student Meaningfulness	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
53. Through the implementation of the key focus areas of the LPHE , I will be better enabled to resolve students’ problems	1	2	3	4	5
54. The implementation of the key focus areas of the LPHE will contribute to the welfare of my students.	1	2	3	4	5
55. I will be better placed to efficiently help students than before due to the implementation of the key focus areas of the LPHE,	1	2	3	4	5
56. I think that the implementation of the key priority areas of the LPHE will ultimately be beneficial to my students.	1	2	3	4	5

For office use only
B5
B6
B7
B8

11. Personal Meaningfulness

In the list below, there is a series of statements that represent possible perceptions academics may associate with the added personal benefits related to the implementation of the key focus areas of the Language Policy for Higher Education (LPHE).

Indicate with an “X” in the appropriate space below:

Personal Meaningfulness	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
57. As a result of the implementation of key focus areas of the LPHE, I will experience positive financial rewards.	1	2	3	4	5
58. In the long term, the implementation of key focus areas of the LPHE will be beneficial to me.	1	2	3	4	5
59. I will benefit very little if the key focus areas of the LPHE were introduced.	1	2	3	4	5
60. My future as an academic will be limited because of the introduction of the key focus areas of the LPHE.	1	2	3	4	5
61. I am worried I will lose some of my status due to the introduction of the key focus areas of the LPHE.	1	2	3	4	5
62. As a result of the introduction of the LPHE, I will have to do more administrative work.	1	2	3	4	5
63. The introduction of the key focus areas of the LPHE will erode my academic freedom.	1	2	3	4	5

For office use only
B9
B10
B11
B12
B13
B14
B15

12. Discretion

Reflect on the perceived freedom you may have when implementing the key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

Indicate with an “X” in the appropriate space below:

Discretion	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
64. At my university, I will probably have freedom to decide how to use the key focus areas of the LPHE.	1	2	3	4	5
65. While working with the key focus areas of the LPHE, I will probably be in touch with the needs of my students.	1	2	3	4	5
66. While working with the key focus areas of the LPHE, I will probably feel like I am in a harness in which I will not be able move easily.	1	2	3	4	5
67. While working with the key focus areas of the LPHE, I will probably have to adhere to tight procedures.	1	2	3	4	5
68. While working with the key focus areas of the LPHE, I may be able to sufficiently tailor-make it to suit the needs of my students.	1	2	3	4	5
69. While working with key focus areas of the LPHE, I will probably be able to make my own judgment on which focus areas of the LPHE I shall implement.	1	2	3	4	5

For office use only
B16
B17
B18
B19
B20
B21

SECTION C: ORGANISATIONAL CONTEXT

This dimension addresses behaviours and attitudes that should be understood in terms of the organisational environment. Three aspects of this dimension are examined: the influence of academics during implementation, the subjective norms (attitude) of managers and the subjective norms (attitude) of staff.

13. Influence during implementation

In the list below, there is a series of statements that represent possible perceptions academics may associate with their influence during the implementation of the key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

Indicate with an “X” in the appropriate space below:

Influence during implementation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	For office use only
70. At our university, academics will probably have a say on how the key focus areas of the LPHE shall be implemented.	1	2	3	4	5	C1
71. At our university, academics will probably, through working groups or meetings, take part in the decisions on the execution of the key focus areas of the LPHE.	1	2	3	4	5	C2
72. The management of our university is more probably going to involve the academics far more in the execution of the key focus areas of the LPHE.	1	2	3	4	5	C3
73. At our university, academics are more likely going to be listened to when the key focus areas of the LPHE are introduced.	1	2	3	4	5	C4
74. At our university, academics are probably going to take part in discussions regarding the execution of the key focus areas of LPHE.	1	2	3	4	5	C5
75. My fellow academics and I are likely going to be completely powerless when the key focus areas of the LPHE are implemented at our university.	1	2	3	4	5	C6

14. Subjective norms: Management

Based on your interaction with other university stakeholders, please indicate with an “X” how the following people are likely going to feel about the implementation of key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research, and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

Indicate with an “X” in the appropriate space below:

Subjective norms: Management	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	For office use only
76. When it comes to the implementation of the key focus areas of the LPHE, the <u>Dean of our faculties</u> is likely going to support it.	1	2	3	4	5	C7
77. When it comes to the implementation of the key focus areas of the LPHE, the <u>Director of our School</u> is likely going to support it.	1	2	3	4	5	C8
78. When it comes to the implementation of the key focus areas of the LPHE, the <u>Head/Chair of our Department</u> is likely going to support it.	1	2	3	4	5	C9

15. Subjective norms: Teaching/Research Staff

Based on your interaction with other academics at your university, please indicate with an “X” how the following colleagues are likely going to feel about the implementation of key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research, and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

Indicate with an “X” in the appropriate space below:

Subjective norms: Teaching/Research Staff	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	For office use only
79. When it comes to the implementation of the key focus areas of the LPHE, <u>academic colleagues at the same rank as I am in our department</u> are likely to support it.	1	2	3	4	5	C10
80. When it comes to the implementation of the key focus areas of the LPHE, <u>academic colleagues at a lower rank than I am in our department</u> are likely going to support it.	1	2	3	4	5	C11
81. When it comes to the implementation of the key focus areas of the LPHE, <u>other academic colleagues at our university</u> are likely to going support it.	1	2	3	4	5	C12

SECTION D: PERSONALITY CHARACTERISTICS

This dimension seeks to solicit information on the possible reactance and compliance of academics in the implementation of the key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research, and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

16. Independence

Indicate with an “X” in the appropriate space below:

Independence	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	For office use only
82. I become frustrated when I am unable to make free and independent decisions.	1	2	3	4	5	D1
83. It irritates me when someone points out things that are obvious to me.	1	2	3	4	5	D2
84. I become angry when my freedom of choice is restricted.	1	2	3	4	5	D3
85. Regulations trigger a sense of resistance in me.	1	2	3	4	5	D4
86. I find contradicting others stimulating.	1	2	3	4	5	D5
87. When something is prohibited, I usually think, ‘That is exactly what I am going to do’.	1	2	3	4	5	D6
88. I am content only when acting on my own free will.	1	2	3	4	5	D7
89. I resist attempts by others to influence me.	1	2	3	4	5	D8

17. Rule Compliance

Indicate with an “X” in the appropriate space below:

The willingness of academics to implement the Language Policy for Higher Education at universities of technology in SA

Rule Compliance	Strongly	Disagree	Neutral	Agree	Strongly Agree
90. A good citizen always complies with rules and laws of the country.	1	2	3	4	5
91. You always have to strictly abide by the law, even if it means that good opportunities will be lost as a result.	1	2	3	4	5
92. Occasionally, it is acceptable to ignore the law and do what you want.	1	2	3	4	5
93. A good citizen lives by the rules and laws of the country.	1	2	3	4	5
94. The law must always be respected, regardless of the circumstances.	1	2	3	4	5

For office use only
D9
D10
D11
D12
D13

SECTION E: PROPOSED EFFECT

This dimension deals with the behaviour of academics that may indicate their willingness to support implementation of the key focus areas of the Language Policy for Higher Education (LPHE); in particular, the use of African Languages as media of instruction, African Languages as fields of academic study and research, and promotion of use of African Languages in institutional policies and practices at Universities of Technology (UoTs) in South Africa.

18. Proposed effect

Which one of the following five (5) statements best describe your behaviours regarding the implementation of the key focus areas of the Language Policy for Higher Education (LPHE)? Please mark only one (1) statement with an "X".

95. Demonstrate extreme enthusiasm for the implementation of the key focus areas of the LPHE.	1
96. Demonstrate support for the implementation of the key focus areas of the LPHE.	2
97. Demonstrate minimum support for the implementation of the key focus areas of the LPHE.	3
98. Demonstrate opposition against the LPHE by engaging in covert or subtle behaviours aimed at preventing the successful implementation of key focus areas of the LPHE.	4
99. Engage in overt behaviours that are intended to ensure that the implementation of the key focus areas of the LPHE fails.	5

E1
For office use only

SECTION F: GENERAL QUESTIONS

Please answer the following general questions:

100. In your opinion, which factors may encourage academics to implement the key focus areas of the LPHE at your university?	
101. In your opinion, which factors may discourage academics from implementing the key focus areas of the language policy at your university?	

F1
For office use only
F2
For office use only

Thank you for your participation!

Annexure B:

Cape Peninsula University of Technology



LANGUAGE POLICY			
Policy Group(s):	Curriculum; Assessment; Staff Development, Recognition of Prior Learning, Employment Equity; Teaching and Learning; Student Admissions and Access		
CPUT Statute and/or Regulation Reference No:	To be inserted by the Registrar on Approval		
Relevant Government Legislation and/or policy:	CHE (2001) Language Policy Framework for Higher Education Ministry of Education (2002). Language Policy for Higher Education South African Constitution (1996) Western Cape Language Policy (2001) Employment Equity Act (1998)		
Policy Reference and Version No:	To be inserted by the Registrar upon approval		
Commencement Date	January 2008	Review Date	December 2018

Key Words for Search Engine: Language Policy, Taalbeleid, Umthetho-sisekelo Wolwimi

POLICY STATEMENT	
Intent:	To align the CPUT language policy with the Ministry of Education's requirements (CHE 2001 & MoE 2002) and the CPUT strategic plan
Scope:	The scope of this policy applies to; <ol style="list-style-type: none"> 1. The CPUT Senate and its committees 2. Strategic units (Fundani Centre for Higher Education Development; Centre for e-Learning; Centre for Cooperative Education; Service Learning Unit; Student Finance; Student Counselling; and Libraries) 3. All academic departments 4. All administrative departments and support services
Objective(s):	This language policy sets out an operational framework for the use of language in all internal and external communication, administratively and academically at CPUT. Every unit or department will adapt the policy to their specific context, but within the parameters of the policy. In accordance with MoE 2002, the CPUT language policy has the following objectives: 1.To ensure that the existing language of instruction supports student learning;

2. To contribute to the development of IsiXhosa as an academic/scientific language;

3. To promote a multilingual environment that recognises CPUT's unique African identity and historic circumstances;

In addition, the language policy should ensure that:

4. Increasing effect is given to the equal constitutional status of the three official languages of the Western Cape, namely; Afrikaans, English and isiXhosa.

5. Effective internal and external communication is promoted;

6. Both students and staff have the language skills and inclination required to participate in the academic environment, industry and society, in productive ways.

Definitions and Acronyms CHE: Council on Higher Education

DoE: Department of Education HE: Higher Education

HEQC: The Higher education Quality Committee LoLT:

Language of Learning and Teaching Multilingualism:

using multiple languages; in CPUT context the focus is on Afrikaans, English and isiXhosa

MoE: Ministry of Education

Policy Provisions

This policy provides guidelines for the implementation of the Language policy in the following 3 sectors;

1. Academic
2. Administrative
3. Strategic units

Policy Principles

This policy is informed by the following principles:

1. The core values as enshrined in the Vision and the Mission of CPUT;
2. The affirmation of student and staff diversity, including the valuing of South African indigenous languages;
3. An acknowledgment of the need for all CPUT students to be proficient in academic English;
4. An acknowledgement of the need for all CPUT students to master the technical and professional languages of their fields and disciplines for reasons of employability;

5. The importance of language-sensitive teaching and learning

	<p>methodologies and practices for students for whom English is not a first language;</p> <p>6. The development of isiXhosa as an academic language.</p> <p>7. The promotion and the recognition of isiXhosa, Afrikaans and English as academic languages.</p>
<p>Policy Procedures</p>	<p>To facilitate the transformation of language practices at CPUT, in order to achieve the intent of this policy, the procedure is divided</p>

into the following three phases:

PHASE 1: January 2008 - December 2008

PHASE 2: January 2009 - December 2013

PHASE 3: January 2014 - December 2018

- Activities outlined in Phase 2 will be informed by the results of the language audit of Phase 1
- Activities outlined in Phase 2 should be reviewed in December 2013
- Activities outlined in Phase 3 will be informed by the results of the review of Phase 2
- Activities outlined in Phase 3 should be reviewed in December 2018

All faculties must annually review the implementation activities and submit a progress report on each review to senate.

PHASE 1: January 2008- December 2008

1. Language Audit

A comprehensive audit of existing administrative and academic language practices, e.g. signage, LoLT, glossaries, assessment tasks, examination books, etc. should precede the activities in Phase 1 as listed below. Regardless of the findings of the audit, the following activities should be implemented upon approval of this policy:

1.1 Academic activities pertaining to

1.1.1 Language of learning and teaching

1.1.2 Language of the learners

1.1.3 Language of staff

1.1.4 Language of teaching and learning materials

1.1.5 Language of support

1.1.6 Language of assessment

teaching, provided that such usage does not limit access, or promote marginalisation of any language community.

The process of developing isiXhosa and Afrikaans (to a varying degree and where required) as academic languages is to be phased in.

Given the default position of English, academic literacy practices in this language, as well as isiXhosa and Afrikaans, should continue in order to ensure successful teaching and learning.

2.2 Teaching Materials

The default language for teaching materials is English. However, research shows that English texts are not always easy to understand. Support materials (e.g. glossaries) in isiXhosa and Afrikaans should be phased into all subjects.

2.3 Assessment

English will remain the default language of assessment. However, in order to promote throughput, Departments should explore the possibility of incorporating isiXhosa and Afrikaans in assessments e.g. assignment questions, exam/test question papers.

2.4 Strategic units and support

Support should be available in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services and general administrative services. Multilingual capacity should be developed in areas where it does not exist.

3. Administration

3.1 Student Admissions

The following guidelines on language should be adhered to in the admissions process:

3.1.1 Proficiency in English language should never be used as a criterion in isolation (except in the case of foreign students). This criterion should be balanced against, other criteria such as proficiency in the mother tongue which may not be English ;

3.1.2 Good grades in languages other than English should be taken into consideration as indicators of an innate aptitude for languages that is to be valued in an academic institution;

3.1.3 A student may be required to write a proficiency test in English, the results of which will inform recommended support interventions;

3.1.4 Foreign students must submit proof of a recent English proficiency test and may be required to pass a special course in English as a second or foreign language before enrolment at CPUT.

3.2 Internal Communication

The language of internal communication refers to the language of meetings, written communication in electronic and print form, signage and spoken administrative interactions. The default language is English, however, in situations listed below, isiXhosa and Afrikaans should be used;

3.2.1 Signage and Documentation

Signage at strategic points (e.g. Library, Administration building) some intranet documents e.g. institutional policies, general mail (important e-mails re: conditions of service), newsletters, job advertisements, general notices, complex and legal sections of registration forms, to be translated into isiXhosa and Afrikaans.

3.2.2 Disciplinary Hearings

In disciplinary hearings, the subject of the hearing has the right to the services of an interpreter, and to use any one of the regional languages.

3.2.3 Meetings

The default language for conducting meetings is English. However, where determined by the nature of the meeting, access to Afrikaans and isiXhosa should be provided by means of interpreting services.

3.3 External Communication

The default language of external communication (internet, spoken and written communication) is English. However, where there is a need, isiXhosa and Afrikaans will be used.

	<p>PHASE 3: January 2014 - December 2018</p> <p>1. Academic</p> <p>1.1 Teaching and Learning Afrikaans and isiXhosa are to be used alongside English as LoLTs.</p> <p>1.2 Teaching Materials Developmental phase of support materials (e.g. glossaries) in isiXhosa and Afrikaans to be completed in all subjects.</p> <p>1.3 Assessment The process of incorporating isiXhosa and Afrikaans into assessments e.g. assignment questions, exam/test question papers is to continue.</p> <p>1.4 Student Support and Development Further development of student support in the students' preferred language: e-learning, counseling, tutorials, Writing Centre, Library services, student services and general administrative services. Further development of multilingual capacity to continue.</p> <p>2. Administration Activities listed in Phase 2 to continue in Phase 3.</p>
<p>Policy Plan</p> <p>Implementation</p>	<p>1. Institutional initiatives</p> <p>1.1 Policy availability This policy should be made available in the three regional languages to all stakeholders at CPUT. Senate has to see to it that the policy is made available in 3 regional languages.</p> <p>1.2. Language Resource Centre This language policy requires CPUT to establish a Language Resource Centre (see Policy Procedures 1.1) as a pre-requisite condition for achieving many key aspects of the Policy Implementation Plan. The establishment of the resource centre is the responsibility of Senate.</p>

	<p>2. ACADEMIC ACTIVITIES</p> <p>2.1. Monitoring and Review</p> <p>Senate shall appoint a sub-committee to monitor and review implementation on approval of this policy. The sub-committee will monitor the achievement of the above timeframes and quality of implementation by means of interim annual reports provided by faculties. These reports will inform the annual review process of the language policy.</p> <p>Further, the sub-committee will review and amend the policy and implementation process in line with the policy procedure cycles outlined in the Policy Procedure.</p> <p>2. 2. Implementation at departmental level Academic Heads of Department, programme convenors and administrative line managers should provide all staff with copies of this policy in order to identify training needs.</p> <p>This policy should be discussed in all departments, academic and administrative, for the purpose of contextualization and adaptation to the specific discipline and/or service.</p> <p>Implementation is to commence on acceptance of this policy.</p>
Supporting/Related documents:	Policies: Teaching and Learning, Assessment, Recognition of Prior Learning, Admissions
Resources:	<p>CHE (2001) Language Policy Framework for Higher Education. Available at http://www.info.gov.za/otherrdocs/201/langframe.pdf</p> <p>Ministry of Education (2002). Language Policy for Higher Education. Available at: http://www.polity.org.za/pdf/languagepolicy.pdf</p> <p>Republic of South Africa, The Constitution of the Republic of South Africa, Act 108 of 1996</p> <p>Western Cape Language Policy (2001)</p>
Answers to FAQ	<p>1. Will all lecturers be required to teach through the medium of languages other than English?</p> <p>Not necessarily. It is not the intention of the language policy to penalise staff; but rather to assist staff in the development of multilingual resources as well as the</p>

	<p>application of methodologies that are sensitive to the language needs of students. Proficiency in the regional languages (or in other targeted languages) will be a recommendation for all staff at the CPUT.</p> <p>2. Should all assessments be in all three languages? Not necessarily. One should apply the rule of 'assess the way you teach'. A lecturer who teaches in a multilingual manner should also assess in this manner. There are also other possibilities, e.g. make the assessment available in more than one language, but the student can choose to write the answers in English. This way the lecturer makes the assessment more understandable to students.</p> <p>3. Who is to assist academic staff with the translation of notes into isiXhosa and Afrikaans? The proposed language resource centre</p> <p>4. How will translations/ material development/ training be funded? Institutional budget</p> <p>5. Will all documents be translated into three languages? Translating all documents and other forms of communication in three languages will prove to be too costly. It is proposed that certain strategic sections (e.g. where a student has to sign) be given in more than one language.</p> <p>6. Should the practice of more than one language apply to all levels of study? English, Afrikaans and isiXhosa are to be used at undergraduate level. Post-graduate level studies could use mainly English as academic language whilst the other languages are being developed as academic languages.</p> <p>7. How will foreign students be affected by the practice of multilingualism? <u>Supporting procedures/</u> The value of internationalization that is brought to CPUT through the admission of foreign students is acknowledged. However, CPUT is in the first instance a national resource committed to</p>
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	<p>providing study opportunities to South African students; international students should consider the language policy of the institution when exercising their choice. (see Policy Procedures <u>3.1.4</u>) <u>Language Resource Centre (see Policy Procedures 1.1)</u></p>
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ACCOUNTABILITY	
Implementation:	<ol style="list-style-type: none"> 1. Language Policy sub-committee of Senate 2. Executive Management 3. Language Resource Centre 4. Administrative and Support staff managers 5. Faculty Management Committees 6. Heads of Academic Departments 7. Programme Convenors 8. Academic, Administrative and Service staff
Compliance:	Language Policy sub-committee and Executive Management
Monitoring and Evaluation:	<ol style="list-style-type: none"> 1. Language Policy sub-committee of Senate 2. Academic Departments (QA self evaluation) 3. Administrative Departments (QA self evaluation) 4. HEQC (External Programme and Institutional audits)
Development/Review:	Language Policy sub-committee of Senate
Approval Authority:	Senate
Interpretation and Advice:	<ol style="list-style-type: none"> 1. Language Policy sub-committee of Senate 2. Teaching and Learning Committees 3. Fundani Centre for Higher Education and Development

WHO SHOULD KNOW THIS POLICY?

Executive Management Deans

The Registrar

Language Policy sub-committee of Senate Teaching and Learning Committees
 Language Resource Centre Administrative and Support staff managers Faculty
 Management Committees Heads of Academic Departments Programme Convenors
 Academic, Administrative and Service staff Students and other stakeholders

EFFECTIVENESS OF THIS POLICY	
Performance Indicator(s):	<ol style="list-style-type: none"> 1. Language Policy available in the three regional languages once approved by senate. 2. Language Audit completed by December 2008. 3. Establishment of Language Resource Centre by end 2009.

Indicators below will be guided by the outcome of the audit.

4. Glossaries and support materials (class notes, teaching and learning aids, past exam/test papers) developed in isiXhosa and Afrikaans for at risk subjects by end 2013.
5. Assessments available in isiXhosa and Afrikaans for all subjects by end 2018.
6. Facilitation of support services in the students' preferred language by end 2018.
7. All signage and documentation (referred to in Policy Implementation Plan) translated into isiXhosa and Afrikaans by end 2018.
8. Interpreting services implemented by end 2018
9. Language of external communication is isiXhosa, Afrikaans and English by end 2018
10. Communicative proficiencies of staff in the three regional languages - ongoing

REVISION HISTORY					
Revision No.	Ref	Approved/ Rescinded	Date	Authority	Document Ref
000.2			June 2007	Senate	
000.3			September 2007	Senate	

Annexure C: Central University of Technology

Policy A/13.1 Language Policy of the Central University of Technology, Free State (CUT)	
Contact Officer	The Registrar at telephone number (+2751) 4474986
Approval Date	2003-03-14
Approval Authority	CUT Council
Date of Next Review	2006-03-14

13.1.1 Reason for this policy

13.1.2 Policy statement

13.1.3 Academic

13.1.4 General

13.1.5 Correspondence

13.1.6 Official functions

13.1.7 Compliance officer

13.1.8 Field of application

Related policies/documents Modification history Endorsement

13.1.1 Reason for this policy

a) The language policy of the Central University of Technology, Free State determines the languages of communication at the CUT.

13.1.2 Policy statement

a) The Central University of Technology, Free State is committed to promoting accessibility for all higher education learners and to redressing the effects of past discrimination.

b) The CUT shall, in all its endeavours, promote multilingualism and the development of multilingualism, especially with regard to the predominant regional languages.

c) The official language policy of the Central University of Technology, Free State is based on mutual tolerance and respect amongst all cultural groups, and should be as apolitical as possible. It should be guided by the following principles:

i) Adherence to the constitution of the Republic of South Africa

ii) Promotion of diversity, equity and reconciliation

iii) Fulfilment of regional needs

iv) Cost effectiveness and justifiability, as far as possible

v) Promotion of accessibility

i) Commitment to multilingualism

d) Policies, procedures and resources will be ensconced to promote the proficiency of all learners and staff in the main languages of communication at the CUT. In line with the national trend, the emphasis shall be on English as the primary language of communication.

e) The Central University of Technology, Free State language policy shall be revised in conjunction with developments in the *National Higher Education Language Policy*, and at least every three (3) years.

13.1.3 Academic

a) Medium of instruction

i) The Central University of Technology, Free State is committed to providing access for as many higher education learners as possible. English will be used as the primary language of instruction.

ii) Afrikaans and Sesotho will be used as supplementary languages of communication, in consideration of the regional preferences. Where viable, these languages may be used as parallel media of instruction. Learning and assessment materials will be made available in Afrikaans, if possible.

b) The instruction of language subjects

i) The Central University of Technology, Free State strives to present language subjects according to the demand for these courses and the availability of the required expertise.

ii) The development of the use of regional languages of the Free State and their subject matter terminology will receive priority.

c) Language of evaluation and assessment

i) English is the primary language of evaluation and assessment. In the case of parallel instruction in a language other than English, evaluation and assessment may be conducted in that language.

13.1.4 General

a) General administration

i) English will be the primary language of administration.

ii) The use of a particular language should not exclude anybody from participating in official proceedings, such as meetings and ceremonies.

iii) Committees must conduct their activities with due consideration of the language policy, but no member of a committee may be restricted in his/her use of English.

iv) The Section: Language Services at the CUT, which has translation and interpretation facilities, will be expanded to provide these services in more languages and on a wider basis.

b) Notice-boards

i) Notice-boards must reflect the diversity of the cultures on campus. Information that is suitable in terms of the *Policy on the affixing of posters and notices on notice-boards* may appear in the three regional languages of the province.

c) Information boards / direction boards

i) Where at all practically possible, information should appear on strategically placed signs in all well-represented languages.

d) Names of facilities

i) *The names of buildings will be accepted / changed in accordance with the Policy on the naming of facilities and grounds of the Central University of Technology, Free State.*

13.1.5 Correspondence

a) With its language policy the CUT aims to allow the effective flow of information within administration. All official notices will be in English at least and, where possible, in the supplementary languages.

b) Where possible in dealing with enquiries, the CUT should respond in the language of the enquirer.

13.1.6 Official functions

a) The nature, content and target audience determine the language used.

13.1.7 Compliance officer

a) The Registrar is responsible for the implementation of this policy and should be contacted for purposes of enquiry into this policy.

13.1.8 Field of application

a) All employees and students of the Central University of Technology, Free State should be familiar with the contents of this policy.

Related policies/documents

1. CUT IRCMS - Governance Section - Higher Education Act, Act 101 of 1997 (as amended) - Section 27(2) refers.
2. CUT IRCMS - Governance Section - National Higher Education Language Policy (November 2002).
3. CUT IRCMS - Section H - Policy on the naming of facilities and grounds of the Central University of Technology, Free State.
4. CUT IRCMS - Section E - Policy on the affixing of posters and notices on noticeboards at the Central University of Technology, Free State.

Modification history

Date Published	IRC Section	Source of Approval	Sections Amended & Details of Amendment
1. 2003-07-18 2. 2004-04-19 3. 2005-02-24	1 IRC - Section 513, item 513.1.1; 2. PRMS - Section GOV.POL, item gpol-l-001; 3. CUTMOPP - Section A, item 13.1	1. ECS (resolution UKS 03/01/24) - Recommended for approval by Council. 2. HRC (resolution MH 2/03/01) - Recommended for approval by Council. 3. LSC (resolution RDK 2/03/01) - Recommended for approval by Council. 4. Senate (doc. S 03/01/25) - Recommended for approval by Council. 5. VCET (resolution VCET 18/03/03) - Recommended for approval by Council. 6. CUT Council (resolution TR 3/03/1) - Approved for submission to Minister of Education not later than 31 March 2003. 7. Approved by Minister of Education June 2003.	1. Revised to be in accordance with the Language Policy for Higher Education, approved by Cabinet on 6 November 2002. 2. Format changed in accordance with format for CUT policies and name changed from TFS to CUT. 3. Formatted to be in accordance with protocol for CUT policies to replace 513.1.1.

Endorsement

First-line Managers / Heads of Departments reporting directly to the VC (Managerial Policy Administrative Procedures)	Principal/Vice-Chancellor (Managerial Policy Principles and Directives)	CUT Council (Governance Policies and Procedures)	Senate (Academic Governance Policies and Procedures)
Not applicable	Not applicable	Signed by the Secretary to Council	Not applicable
Date: -	Date: -	Date: 2005-02-17	Date: -

Annexure D:

Durban University of Technology

DURBAN UNIVERSITY OF TECHNOLOGY LANGUAGE POLICY	
Document number:	
Document name:	Language Policy
Coordinating Exec Manager / Document owner:	Vice-Chancellor
Operational Manager/s:	Executive Deans, Heads of Department, Registrar
Contact & tel. no. for support:	
Status:	Approved
Approved by:	Council
Date approved:	27 November 2010
Date last amended:	
Date for review/ next review:	27 November 2014
Title of manager responsible for monitoring policy implementation:	Vice-Chancellor
Title of manager responsible for policy review :	Vice-Chancellor
Related policies: DUT Quality Assurance Policy DUT Experiential Learning Policy DUT Learning Programme Development Policy and Procedures DUT Recognition of Prior Learning Policy DUT Research Policy DUT Policy and Procedures for Non-subsidised Courses DUT Equity Policy	

1. Purpose of the policy

The purpose of the language policy is to provide a framework for the use and promotion of multilingualism at DUT and thereby give substance to the Ministry of Education's Language Policy for Higher Education (2002).

Although DUT will maintain English as the main medium for instruction and for its business, the university recognises the special significance of language policy within the context of South African history, where the imposition of one language was used as an instrument of oppression. DUT rejects the notion of a single dominant language,

The willingness of academics to implement the Language Policy for Higher Education at universities of technology in SA

as expressed in the Constitution and in government policy, while retaining the *status quo* "until such time as other South African languages have been developed to a level where they may be used in all higher education functions" (Ministry of Education: 10, Para. 15.1). DUT is committed to the process of moving away from a single medium institution and pursuing "the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success" (Ibid: 5, Para. 6). In pursuing this aim, DUT will establish the language usage profile of its constituent community. The DUT's language policy should be embraced by the University and this should result in acknowledging the different groups.

Specifically, the university language policy is designed to:

- comply with the Language Policy for Higher Education
- align teaching and learning imperatives with the provisions of national and provincial language policies
- deepen transformation in teaching and learning
- encourage multilingualism and multiculturalism in university policies and procedures
- encourage and assist staff and students to learn an additional South African language
- steer the university towards being a dual or multi-medium institution.

2. Policy

The DUT shall

- maintain English as the main medium of instruction and as its business language
- mobilise resources to enhance the language competencies of staff and students
- over time, encourage and strengthen the study of South African indigenous languages.
- where necessary communicate in another language for staff especially when issuing university notices, newsletters and Council communiques.

3. Implementation Procedures

The DUT shall implement the policy in phases:

- Phase 1 (Short Term)
Establish a Language Unit tasked with implementing the language policy and the development of materials and training programmes. The Language Unit should be a stand-alone unit with an Advisory Board which should include representation from university language programmes. The unit should be appropriately resourced and should report to the Vice Chancellor.
- Phase 2 (Medium Term)
The Language Unit will conduct research in collaboration with other Language Units in the University into the language usage of the university community and

identify the languages spoken by the majority of staff and students. The unit should develop an operational plan, *inter alia*, to:

- investigate the need for the development of materials and resources for the teaching of African languages (eg. isiZulu and isiXhosa) (Ministry of Education: 10, Para. 15.2.1)
- support staff members in acquiring additional language competencies (Ibid: 8, Para. 11.4)
- support faculties in designing glossaries of terminology in the majority languages of the university community
- develop terminology and lexicographical material for these languages
- develop competencies and capacity in South African Sign Language (Ibid: 15, Para. 19).
- to look into assisting students where language is a barrier.
 - Phase 3 (Long Term)
- conduct research into language issues, with special attention to multiculturalism and multilingualism within the university context
- implement policy subject to regular monitoring and evaluation via Senate.

4. Applicability

This policy embraces the whole university community.

5. Review

The **Vice - Chancellor** will initiate the review of the policy in 2014 if deemed necessary by Senate.

6. References

South Africa. Ministry of Education 2002. *Language Policy for Higher Education*. Pretoria. Government Printer.

http://uscdn.creamermedia.co.za/assets/articles/attachments/00221_languagepolicy.pdf

Annexure E: Mangosuthu University of Technology



Mangosuthu

LANGUAGE POLICY

PREAMBLE

The Higher Education Act of 1997 informs the language policy for higher education. The documents Language in Education Policy (1997) and Language Policy for Higher Education (2002) set out the framework for this policy. Under the Higher Education Act, and subject to policy determinations by the Minister of National Education, each institution of higher education must determine the language policy of each institution and publish it.

1. PURPOSE

The purpose of this document is to outline the principles that will guide the Language Policy at the Mangosuthu University of Technology (MUT).

2. RATIONALE

Mangosuthu University of Technology is situated in the Province of KwaZulu-Natal, in which the predominant languages are isiZulu and English. This fact needs to be taken into account, as do the following:

- The University prepares its students for employment in industry and in management, and English is the South African *lingua franca* in both contexts;
- The most common academic language in South Africa and abroad is English. Students and staff wishing to communicate easily with their peers nationally and/or internationally need therefore to be well versed in English;
- The most common language in academic publishing, nationally and internationally, is English;
- The most common spoken language on campus is isiZulu; and
 - There is a dearth of academic material published in isiZulu.

While subscribing to the idea of promoting multilingualism in South Africa, MUT acknowledges that the language of instruction and administration at the University will continue for the next five years to be predominantly English. It is to be hoped that the University will be in a position, at the end of that period, to develop a medium-to long-term strategy which is more progressive and generous in nature.

3. SCOPE

This policy applies to all the University's students and to all staff of MUT.

4. POLICY PRINCIPLES

This MUT language policy is based on the following principles:

4.1 English will be the medium of teaching and examination at the Mangosuthu University of Technology for the period 2010 - 2014;

4.2. In order to ensure that language does not act as a barrier to its students' academic success, the University will provide language and academic literacy programmes in English through its Language Centre;

4.3 All applicants for admission as a student at the University must have attained a certain level of proficiency in English and are required to submit evidence of their having done so as part of their application to study, as detailed in the University's Calendar;

4.4 English will be the language of internal governance and administration from 2010 to 2014. All heads of departments are required to ensure that the members of staff of their departments are sufficiently competent in the English language to be able to perform the functions for which they have been employed, and will if necessary refer members of staff who need help in achieving this level of competence to the University's Language Centre for development of their skills in communication in English; and

4.5 This policy does not exclude the use of isiZulu or any of the official South African Languages in the classroom, the workplace or the office, where this is convenient and helpful.

5. POLICY CONTEXT

This policy is informed by the following documents:

- 5.1 Language in Education Policy (1997);
- 5.2 Language Policy Implementation in Higher Education Institutions (2006);
- 5.3 Language Policy in Higher Education (2002);
- 5.4 The MUT Admissions Policy;
- 5.5 The MUT Quality Assurance Policy;
- 5.6 The MUT Teaching and Learning Policy;
- 5.7 The MUT Vision and Mission Statement; and
- 5.8 National Education Policy Act, 1996 (Act No: 27 of 1996).

6. POLICY REVIEW

This policy will be reviewed every five years.

N/B: This Policy was approved by MUT Council on: **17/06/2009**

Annexure F:

Tshwane University of Technology

LANGUAGE POLICY

Date first issued:

Date reviewed:

Date approved by EMC/ Senate/Council : 29 November 2005

This policy, its rules, guidelines and procedures shall replace all previous policies and their rules, guidelines and procedures and/or circulars on the language medium or media of the institution.

All previous policies and rules shall be rendered null and void by this approved policy.

1. POLICY ON LANGUAGE OF TEACHING, INSTRUCTION AND COMMUNICATION

It is the policy of the Tshwane University of Technology (TUT) – to use English as the primary language of teaching, instruction, communication and documentation.

2. INDIGENOUS SOUTH AFRICAN LANGUAGES FOR DEVELOPMENT

2.1 The University has adopted Setswana as its primary indigenous South African language, whose terminology it will develop for academic, scientific and communication purposes.

2.2 The University has adopted SiSwati as its secondary indigenous South African language, whose terminology it will develop for academic, scientific and communication purposes, through the Nelspruit learning site.

3. DEFINITIONS

In this document, unless otherwise indicated –

“**official languages**” means the official South African languages of the Republic of South Africa, namely Afrikaans, English, IsiNdebele, Sepedi, SeSotho, SiSwati, Xitsonga, Setswana, Tshivenda, IsiXhosa and IsiZulu;

"**TUT**" means the Tshwane University of Technology, as duly constituted in terms of the Higher Education Act, 1997 (Act No. 101 Of 1997), as amended; and

"**University**" means the Tshwane University of Technology, as duly constituted in terms of the Higher Education Act, 1997 (Act No. 101 Of 1997), as amended.

4. RULES

- 4.1 The University may use any other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.
- 4.2 The University shall promote other languages, including foreign languages commonly used in South Africa, through the presenting of language courses or programmes, depending on the demand and the economic viability of such courses or programmes.
- 4.3 The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.
- 4.4 The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

5. DOCUMENTS

Annexure A: Background information to the Language Policy
Annexure 1 –7: Language profile figures and percentages

Annexure A

BACKGROUND INFORMATION LANGUAGE POLICY

1 Legislative framework

The willingness of academics to implement the Language Policy for Higher Education at universities of technology in SA

- 1.1 *Section 6(2)* of the Constitution of the Republic of South Africa, 1996 recognises that, given the marginalisation of South African indigenous languages in the past, the State “must take practical and positive measures to elevate the status and advance the use of these languages”.
 - 1.2 *Section 29(2)* of the Constitution provides that everyone has the right, at a public educational institution, to receive education in the official language of his or her choice where that is reasonably practicable. In order to give effect to this right, the Constitution requires the State to consider all reasonable educational alternatives, including single-medium institutions, taking into account equity, practicability and the need to redress the legacy of discriminatory laws and practices.
 - 1.3 *Section 27(2)* of the Higher Education Act, 1997 empowers the Minister of Education to determine policy within the framework of which a higher education institution's Council, with the concurrence of its Senate, should determine the language policy of such institution, publish it and make it available, on request.
 - 1.4 The Minister has determined through the *Language Policy for Higher Education*, published in November 2002, that all public higher education institutions should develop their own language policies within the above Ministerial policy framework, and submit them to the Minister.
- 2 The Tshwane University of Technology (TUT) acknowledges the following:
 - 2.1 That there are eleven official languages, and that all official languages should enjoy parity, in respect of esteem, and be treated equally.
 - 2.2 That every individual has the right to be taught or instructed in the official language or languages of his or her choice to the extent that teaching or instructing students in such official language or languages would be feasible to the University.
 - 2.3 That no language policy should deny any person access to higher education.
 - 2.4 That the vast majority of the South African indigenous languages has either not been fully developed or not been developed at all as academic or scientific languages.
 - 2.5 That learners in the South African higher education environment are linguistically diverse; therefore, the language policy of the University should reflect the need to promote multilingualism.
 - 2.6 That the University's language policy should take into account factors such as financial affordability, practical considerations and the right of a person to be taught or instructed in the language of his or her choice.

3 Language of teaching, instruction and communication

In view of the above considerations and principles, the University shall use English as its primary language of teaching, instruction, communication and documentation.

4 Indigenous South African languages for development

4.1 The University shall adopt Setswana as the primary indigenous African language whose terminology it will develop for academic, scientific and communication purposes.

4.2 In view of the fact that SiSwati is the primary indigenous language of the Mpumalanga Province, where the University's Nelspruit learning site is situated, the University shall, furthermore, adopt SiSwati as its secondary indigenous African language whose terminology it will develop for academic, scientific and communication purposes, through the Nelspruit learning site.

5 Other official South African languages

The University may use other official South African languages for communication and teaching purposes where it is reasonably practicable: Provided that such use should not violate the language rights of other people.

6 Foreign languages

The University shall promote other languages, including foreign languages commonly used in South Africa, by presenting language courses or programmes, depending on the demand and the economic viability of such courses or programmes.

7 Support to students and staff

7.1 The University shall academically support students in their efforts to become proficient in TUT's language or languages of teaching, instruction and communication.

7.2 The University shall, furthermore, promote multilingualism, by rendering professional translation services, and support staff members to become proficient in TUT's language or languages of teaching, instruction and communication, through various methods of language training, including short courses and workshops.

8 REASONS FOR CHOOSING ENGLISH

English is the language of communication on the science front and in business dealings all over the world. The University recognises the fact that proficiency in English is essential in making a successful career, locally and internationally.

The University will offer language courses to improve students' proficiency in English with the view to their attaining academic literacy. The University will, furthermore, offer English courses to staff, whose first language is not English, to improve their proficiency in English.

Data collected from the MIS, for the period of 2002 to 2004, show that 48% of all TUT students had stated English to be their preferred language, which makes English the preferred language of the majority of the students [Annexure 5(a) and 5(b)].

9 REASONS FOR CHOOSING SETSWANA

The MIS data for 2002 to 2004 show that Sepedi and Setswana are the African languages spoken most by TUT students [Annexure 5(a) and 5(b)]. 13% of all students stated Sepedi to be their home language, and 10% of all students indicated Setswana to be their home language.

Sepedi and Setswana fall within the same language group. The University should choose one of the two languages for focusing resources and developing it into a language of teaching, instruction and communication.

The three campuses of TUT in the Tshwane Metropolitan Area are situated in close proximity to the North-West Province, where Setswana is the language spoken by most of the population (see Annexure 6). Setswana is the fourth African language spoken most in Gauteng, after IsiZulu (first), SeSotho (second) and Sepedi (third), (see Annexure 6). Setswana is the second language spoken most in Tshwane (17% of the Tshwane population), after Sepedi (22% of the Tshwane population), (see Annexure 7).

At a provincial level, Setswana is the African language spoken most in the North-West Province. It is spoken by 64% of that province's population, while Sepedi is the African language spoken most in the Limpopo Province. It is spoken by 52% of that province's population (Annexure 6 and 6.1).

The universities in the Limpopo Province have a greater claim to and are most be suitable for the development of Sepedi, since they are situated in the province where Sepedi is the language spoken by most of the population; therefore, Setswana is the more logical choice for TUT to make for developing purposes.

The North-West University is the only institution of higher learning that has currently chosen Setswana for development into a language of teaching, instruction and communication. The North-West University is geographically close enough to TUT, and so is the University of Botswana, for inter-institutional collaboration in the development of Setswana.

In developing Setswana to be a language of teaching, instruction and communication, the University will research and develop language training resources, material and courses in Setswana for staff and students. Staff whose home language is not Setswana will be encouraged to take a Setswana short course with the aim to becoming proficient enough to be able to communicate relatively freely in that language.

The University will collaborate with other institutions, as well as the Government, in developing Setswana as a language of teaching, instruction and communication in higher education.

10 REASONS FOR CHOOSING SISWATI

TUT is the only public institution of higher learning with residential learning sites in Mpumalanga (Nelspruit and Witbank). SiSwati and IsiNdebele are the African languages spoken most in Mpumalanga. These two languages are more marginalised and underdeveloped than any other indigenous South African language.

SiSwati is the language spoken most in Mpumalanga. It is spoken by 30% of the population of Mpumalanga, followed by IsiZulu (26%) and IsiNdebele (12%) (see Annexure 6 under Mpumalanga). The Nelspruit learning site is currently involved in the development of a SiSwati Dictionary in cooperation with the Pan–South African Language Board (PANSALB).

There have been numerous requests from the Mpumalanga community that SiSwati be offered as a subject at the Nelspruit Campus. The Department of Arts and Culture recently approached that campus with the view to collaboration in establishing a SiSwati Language Research and Development Centre.

Currently, there is no other institution of higher learning that is developing SiSwati into a language of teaching, instruction or communication. No other institution than TUT, through the Nelspruit Campus, is more suitable to develop SiSwati. The Nelspruit Campus lies close to the University of Swaziland, which will make collaboration between the two institutions easy. The University will, through the Nelspruit learning site, develop SiSwati as a language of teaching, instruction and communication.

11 REFERENCES

- Census 2001 Report, Statistics South Africa
Constitution of the Republic of South Africa, Act No. 108 of 1996
Guidelines for language planning and policy development, PANSALB 2001
Guidelines on the layout of a language policy for Institutions of Higher Education, PANSALB 2003
Higher Education Act, Act No. 101 of 1997
Language Policy for Higher Education, Ministry of Education, 2002
Language Policy Framework for South African Higher Education, Council for Higher Education (CHE), 2001
PANSALB's position on the promotion of multilingualism in South Africa: A draft discussion document, 1998
South African Language Bill, *Government Gazette*, Notice No. 24893 of 2003

Annexure G:

Vaal University of Technology

(VAAL TRIANGLE TECHNIKON LANGUAGE POLICY)

1 LANGUAGE POLICY STATEMENT

This Language Policy provides clear guidelines on how English should be used for different functions at the Vaal Triangle Technikon. The Language Policy should be revised every second year, or sooner if Rectorate deems it necessary, to ensure that it remains relevant to the Institution and its stakeholders.

English is the only language used for:

- Teaching and learnin^g and
- General administration.

SATELLITE CAMPUSES

At this moment, the Vaal Triangle Technikon has a main campus (in Vanderbijlpark) and four satellite campuses (in Kempton Park, Klerksdorp, Secunda and Upington). Although this policy has been written for the entire Institution (including satellite campuses), the language situation at satellite campuses may be very different from those experienced at the main campus in Vanderbijlpark. If English is not recognised as the predominant language used at a satellite campus, the satellite campus must take the responsibility to suggest a waiver to this language policy. This waiver will be applicable to the satellite campus only and must be tabled at Senate for recommendation and referred to Council for approval.

2 CLARIFICATION

2.1 Languages used for teaching / tuition

English is the only language used for teaching/tuition. All courses will be offered in English.

2.2 Languages used for examinations, tests and assignments

English is the only language used for compiling examination and test question papers, memorandums and instructions for assignments.

2.3 Languages used for study material

English is the only language used for compiling study guides, book lists, project instructions, directions and other class notes.

2.4 Languages used for external communication

While English is the only language of external communication of this Institution, the Institution should adhere to the principles of:

- Language etiquette - for example, when necessary, answer in the language of the sender, and
- Keep the target group in mind.

2.5 Languages used for internal communication

English is the official language of the Institution.

2.6 Monitoring of Language Policy and Planning at the Vaal Triangle Technikon

Language planning and policy making is a continuous process. Therefore, a unit or centre must be established to:

- Encourage and manage the planning and implementation of the development of African and other languages as languages of social and academic expression
- Nurture linguistic diversity as Institutional culture
- Establish medium and long-term goals to advance the English language planning and development process
- Translate, proof-read or edit all official documentation before distribution
- Maintain and develop English proficiency at acceptable academic levels
- Communicate the Institutional language policy in an Institutional publication available to all stakeholders
- Revise the Institutional language policy every second year.

Annexure H:



LANGUAGE POLICY FOR HIGHER EDUCATION

MINISTRY OF EDUCATION

NOVEMBER 2002

LANGUAGE POLICY FOR HIGHER EDUCATION

INTRODUCTION

“... the building blocks of this nation are all our languages working together, our unique idiomatic expressions that reveal the inner meanings of our experiences. These are the foundations on which our common dream of nationhood should be built... The nurturing of this reality depends on our willingness to learn the languages of others, so that we in practice accord all our languages the same respect. In sharing one’s language with another, one does not lose possession of one’s words, but agrees to share these words so as to enrich the lives of others. For it is when the borderline between one language and another is erased, when the social barriers between the speaker of one language and another are broken, that a bridge is built, connecting what were previously two separate sites into one big space for human interaction, and, out of this, a new world emerges and a new nation is born.”

President Thabo Mbeki
27 August 1999

1. South Africa is a country of many languages and tongues. However, our languages have not always been “working together”. In the past, the richness of our linguistic diversity was used as an instrument of control, oppression and exploitation. The existence of different languages was recognised and perversely celebrated to legitimise the policy of “separate development” that formed the cornerstone of apartheid. However, in practice, all our languages were not accorded equal status. The policy of “separate development” resulted in the privileging of English and Afrikaans as the official languages of the apartheid state and the marginalisation and under-development of African and other languages.

2. The use of language policy as an instrument of control, oppression and exploitation was one of the factors that triggered the two great political struggles that defined South Africa in the twentieth century – the struggle of the Afrikaners against British imperialism and the struggle of the black community against white rule. Indeed, it was the attempt by the apartheid state to impose Afrikaans as a medium of instruction in black schools that gave rise to the mass struggles of the late 1970s and 1980s.

3. The role of all our languages “working together” to build a common sense of nationhood is consistent with the values of “democracy, social justice and fundamental rights”, which are enshrined in the Constitution. The Constitution, in line with its founding provisions of non-racialism, nonsexism, human dignity and equity, not only accords equal status to all our languages, but recognises that given the marginalisation of indigenous languages in the past, the state “must take practical and positive measures to elevate the status and advance the use of these languages” (Section 6 (2) of the Constitution).
 - 3.1 The Constitution, furthermore, in the Bill of Rights, grants that:
 - 3.1.1 “Everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights” (Section 30 of the Constitution).
 - 3.1.2 “Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
 - (a) equity;
 - (b) practicability; and

(c) the need to redress the results of past racially discriminatory laws and practices” (Section 29 (2) of the Constitution).

- 3.2 The Constitution delineates clearly the limit to the right of individuals to receive education in the language of their choice. The exercise of this right cannot negate considerations of equity and redress in the context of the values that underpin our shared aspirations as a nation. In this regard, as the late Chief Justice Ismail Mahomed, stated in 1995:

“All Constitutions seek to articulate, with differing degrees of intensity and detail, the shared aspirations of a nation; the values which bind its people and which discipline its government and its national institutions; the basic premises upon which judicial, legislative and executive power is to be wielded; the constitutional limits and the conditions upon which that power is to be exercised; the national ethos which defines and regulates that exercise; and the moral and ethical direction which the nation has identified for its future.”

Chief Justice I Mahomed in *S v Makwanyane and another* 1995

- 3.3 The values and shared aspirations of a democratic South Africa, which are enshrined in the Constitution of 1996, require the Constitution, as Justice Kate O’Regan suggests, to compel transformation. She argues that the attainment of the vision of the Constitution is dependent on urgently addressing “the deep patterns of inequality which scar our society and which are the legacy of apartheid and colonialism”. The Constitution, is therefore, according to Justice O’Regan:

“...a call to action to all South Africans, to seek to build a just and free democratic society in which the potential of each person is freed”.

Justice O’Regan in *Equality: Constitutional Imperatives*, 2002

4. The role of language and access to language skills is critical to ensure the right of individuals to realise their full potential to participate in and contribute to the social, cultural, intellectual, economic and political life of South African society.
5. Language has been and continues to be a barrier to access and success in higher education; both in the sense that African and other languages have not been developed as academic/scientific languages and in so far

as the majority of students entering higher education are not fully proficient in English and Afrikaans.

6. The challenge facing higher education is to ensure the simultaneous development of a multilingual environment in which all our languages are developed as academic/scientific languages, while at the same time ensuring that the existing languages of instruction do not serve as a barrier to access and success. The policy framework outlined below attempts to address this challenge.

BACKGROUND

7. The Minister of Education must, in accordance with Section 27(2) of the Higher Education Act of 1997, determine language policy for higher education. Subject to the policy determined by the Minister, the councils of public higher education institutions, with the concurrence of their senates, must determine the language policy of a higher education institution and must publish and make such policy available on request. The requirement of the Act takes into account the authority of institutions to determine language policy provided that such determination is within the context of public accountability and the Ministry's responsibility to establish the policy parameters.
8. The Ministry's framework for language policy in higher education is outlined in this statement.
9. In developing such a framework, and in accordance with the Higher Education Act, the Minister of Education requested advice from the Council on Higher Education on the development of an appropriate language policy for higher education. This followed the decision of Cabinet in 1999 to prioritise the development of a language framework for higher education. In July 2001, the Council submitted its advice to the Minister in a report entitled "Language Policy Framework for South African Higher Education". The Report is attached as Annexure 1. A range of proposals and recommendations has been advanced in this report, many of which have informed the development of this policy document. However, a few of the recommendations will require further consideration. The Ministry will engage with the Council in this regard.
10. Subsequent to the advice received from the Council, the Minister invited Professor G J Gerwel to convene an informal committee to provide him with advice specifically with regard to Afrikaans. In particular, the committee was requested to advise on ways in which Afrikaans "can be assured of continued long term maintenance, growth and development as a language of science and scholarship in the higher education system

without non-Afrikaans speakers being unfairly denied access within the system, or the use and development of the language as a medium of instruction wittingly or unwittingly becoming the basis for racial, ethnic or cultural division and discrimination”. The reason for this focus on Afrikaans is that other than English, Afrikaans is the only other South African language which is employed as a medium of instruction and official communication in institutions of higher education.

- 10.1 In January 2002, the Gerwel Committee submitted its advice to the Minister, which is contained in its report entitled “Report to Minister of Education A K Asmal by the Informal Committee Convened to Advise on the Position of Afrikaans in the University System”. This Report is attached as Annexure 2. In addition, the Ministry considered the views expressed by a number of different constituencies, including those of the Vice-Chancellors of the Historically Afrikaans Institutions.
11. By way of background information, it is important to note that the South African student population in higher education is linguistically diverse and it is not uncommon to find a variety of home languages represented in the student body of a single institution. Table 1 below provides a breakdown of the home languages of students registered in public universities and technikons in 2000. As indicated, although English and Afrikaans are the two most frequently reported home languages, the extent of linguistic diversity is evident in the fact that 50% of total student enrolments report an indigenous African language or another language as the home language. The extent of linguistic diversity within individual institutions depends on the degree to which students are recruited locally, regionally or nationally.

Table 1

HOME LANGUAGE	UNIVERSITIES	TECHNIKONS	TOTAL	% OF TOTAL ENROLMENTS
Afrikaans	71,979	27,363	99,342	16
English	136,957	555,509	192,466	32
IsiNdebele	2,641	637	3,278	1
IsiXhosa	38,247	28,396	66,643	11
IsiZulu	39,363	28,509	67,872	11
SeSotho	22,176	15,597	37,773	6
SeSotho sa Lebowa	20,818	10,332	31,150	5
Setswana	19,661	15,542	35,203	6
SiSwati	4,236	2,242	6,478	1
Tshivenda	9,199	4,817	14,016	2
Xitsonga	9,239	5,547	14,786	2
Other language	21,319	4,070	25,389	4
Language unknown	6,294	4,805	11,099	2
TOTAL	402,129	203,366	605,495	100

Higher Education Management Information Systems (2000)

- 11.1 Evidence suggests that the majority of universities and technikons use English as the sole medium of instruction or, as is the case in most historically Afrikaans medium institutions, offer parallel/dual instruction in English and Afrikaans. According to the Council on Higher Education (2001), the University of Stellenbosch is the only university where “at the level of policy, Afrikaans is the only Language of Tuition at undergraduate level”. It is clear, however, from the recent language audit carried out by the University of Stellenbosch, that in practice there has been a shift towards the use of English as language of instruction in conjunction with Afrikaans.
- 11.1.1 The shift on the part of historically Afrikaans medium institutions to parallel/dual language instruction may be ascribed to the demographic changes in the student population over the past decade and, in particular, to the increasing numbers of students for whom Afrikaans is not a first or second language. The decision by both universities and technikons to adopt a more flexible language policy has, in all cases, been voluntary and self-funded, reflecting in part a growing commitment to transformation. In fact, no requests have been received from such institutions for additional resources to support their language strategies. The Ministry gives due recognition to these changes, while acknowledging that implementation has been uneven. In some instances, the commitment of institutional leadership to parallel and dual medium approaches has not necessarily translated into appropriate practice at departmental and individual levels.
- 11.2 The future of South African languages as areas of academic study and research is a matter of serious concern. In particular, the importance of studying and mastering different South African languages for the development of a common sense of nationhood cannot be overemphasised. Regrettably, enrolments in language programmes have declined in recent years resulting in the closure of several language departments. These developments, if not addressed, have the potential to jeopardise the future study of languages, literature and culture in our country.
Such a shift away from language studies also has serious implications for teacher training and the promotion of multilingualism in general and further education.
- 11.3 The study of foreign languages is also under threat, with declining enrolments in most language programmes.
- 11.4 As in other spheres of society, higher education has not yet succeeded in establishing multilingualism in both the day-to-day institutional life and in core activities. For example, few institutions include an African language as a training requirement for undergraduate and postgraduate study, or

offer short courses in African languages as in-service learning opportunities for professionals in practice. The failure to promote multilingualism also hampers the creation of an inclusive institutional environment advancing tolerance and respect for diversity.

THE POLICY FRAMEWORK

12. The framework for language in higher education takes into account the requirements of the Constitution, the advice received, as well as the objectives and goals of the National Plan for Higher Education (2001). In particular, it recognises the need to ensure equity of access and fair chances of success for all who seek to realise their potential through higher education. The framework also reflects the values and obligations of the Constitution, especially the need to promote multilingualism. For the first time, a genuine attempt will be made to ensure that all of our official languages are accorded parity of esteem.
13. The Ministry acknowledges that the implementation of multilingualism will, in practice, be in tension with other imperatives and considerations such as the need for financial affordability and the rights of others. The Constitutional provisions in respect of language in education explicitly state that such rights as receiving education in the official language(s) of choice in public educational institutions are subject not only to considerations of equity and the need to redress the results of past racially discriminatory laws and practices, but also to those of practicability (Section 29(2) of the Constitution).
14. The policy framework for language in higher education addresses the following issues:
 - languages of instruction;
 - the future of South African languages as fields of academic study and research;
 - the study of foreign languages; and
 - the promotion of multilingualism in the institutional policies and practices of institutions of higher education.
15. In relation to languages of instruction:
 - 15.1 The Ministry acknowledges the current position of English and Afrikaans as the dominant languages of instruction in higher education and believes that in the light of practical and other considerations it will be necessary to work within the confines of the status quo until such time as other South African languages have been developed to a level where they may be

used in all higher education functions.

15.2 The Ministry agrees with the Council on Higher Education that consideration should be given to the development of other South African languages for use in instruction, as part of a medium to long-term strategy to promote multilingualism. In this regard, the Ministry will give urgent attention to the establishment of a task team to advise on the development of an appropriate framework and implementation plan, including costing and time-frames. The specific recommendation of the Council on Higher Education with respect to the development of other South African languages will be considered as part of this investigation.

15.2.1 The promotion of South African languages for use in instruction in higher education will require, amongst others, the development of dictionaries and other teaching and learning materials. The Ministry will work in close collaboration with the Department of Arts and Culture in this regard.

15.2.2 The success of such a historic undertaking will depend on the injection, over a period of time, of substantial financial resources. The level of resourcing will be comparable to the investments that were made, in the past, to develop Afrikaans as a medium of instruction in higher education.

15.3 The Ministry is committed, as stated in the National Plan for Higher Education, which was adopted by the Cabinet in 2001, to ensuring that language should not act as a barrier to equity of access and success. In this regard, the Ministry would like to encourage all higher education institutions to develop strategies for promoting proficiency in the designated language(s) of tuition, including the provision of language and academic literacy development programmes.

15.4 The Ministry acknowledges that Afrikaans as a language of scholarship and science is a national resource. It, therefore, fully supports the retention of Afrikaans as a medium of academic expression and communication in higher education and is committed to ensuring that the capacity of Afrikaans to function as such a medium is not eroded. In this regard, the Ministry endorses the views of the then President, Mr. Nelson Mandela, as expressed in his speech to the University of Stellenbosch in 1996, on the occasion of the acceptance of an honorary doctorate that:

“The real issues is not the extermination or preservation of Afrikaans as an academic medium. Rather, the question is this: Amongst ourselves, how are we to negotiate a dispensation for the South African university system that meets the following three criteria? Firstly, that a milieu should be created

and maintained for Afrikaans to continue growing as a language of scholarship and science. At the same time, that non-speakers of Afrikaans should not be unjustly deprived of access within the system. And moreover, that the use and development of no single language medium should - either intentionally or unintentionally – be made the basis for the furtherance of racial, ethnic or narrowly cultural separation”.

25 October 1996

The Ministry has built on this statement in the National Plan for Higher Education.

- 15.4.1 The Ministry does not believe, however, that the sustainability of Afrikaans in higher education necessarily requires the designation of the University of Stellenbosch and the Potchefstroom University for Christian Higher Education as ‘custodians’ of the academic use of the Afrikaans language, as proposed by the Gerwel Committee.
- 15.4.2 In this regard, the Ministry agrees with the Rectors of the Historically Afrikaans Universities that the sustained development of Afrikaans should not be the responsibility of only some of the universities (Views on Afrikaans, by the rectors of the HAUs, 23 September 2002). The concern is that the designation of one or more institutions in this manner could have the unintended consequence of concentrating Afrikaans-speaking students in some institutions and in so doing setting back the transformation agendas of institutions that have embraced parallel or dual medium approaches as a means of promoting diversity. Furthermore, some of those making the call for Afrikaans as the anchor language of one or more institutions are of the view that access for non-Afrikaans speakers could be accommodated provided that they acquire proficiency in the Afrikaans language for academic purposes.
- 15.4.3 While it could be argued that such a requirement in the case of foreign students is reasonable, requiring the same of South African students no doubt constitutes an unjust imposition and an additional burden of demand. The Ministry is also concerned that some individuals have equated institutional responsibility for promoting Afrikaans as an academic medium to the establishment of ‘Afrikaans’ universities. The notion of Afrikaans universities runs counter to the end goal of a transformed higher education system, which as indicated in the National Plan for Higher Education (NPHE), is the creation of higher education institutions whose identity and cultural orientation is neither black nor white, English or Afrikaans-speaking, but unabashedly and unashamedly South African (NPHE: p. 82).

- 15.4.4 The Ministry is of the view that the sustainability of Afrikaans as a medium of academic expression and communication could be ensured through a range of strategies, including the adoption of parallel and dual language medium options, which would on the one hand cater for the needs of Afrikaans language speakers and, on the other, ensure that language of instruction is not a barrier to access and success. In this regard, the Ministry will, in consultation with the historically Afrikaans medium institutions, examine the feasibility of different strategies, including the use of Afrikaans as a primary but not a sole medium of instruction.
- 15.4.5 However, as announced in the Government Gazette of 21 June 2002, “Transformation and Restructuring; A New Institutional Landscape for Higher Education”, historically Afrikaans medium institutions would be required to submit plans for the period 2004-2006 indicating strategies and time frames they intend putting in place to ensure that language of instruction does not impede access, especially in high cost programmes with limited student places such as the health sciences and engineering.
16. In relation to the future of South African languages as areas of academic study and research:
- 16.1 The Ministry is committed to the development and study of South African languages and literature, including the Khoi, Nama and San languages and would like to encourage institutions to develop and enhance these fields of study. In a country of diversity, knowledge of languages and literature offers access to and understanding of different cultures which not only enhances communication and tolerance, but also positively enriches and extends our horizons.
- 16.1.1 As part of the process of building South African languages and literature, institutions will be encouraged to pay particular attention to curriculum development in these fields of study.
- 16.2 The Ministry will over the next five to ten years, through various planning and funding incentives, encourage the development of programmes in South African languages. These include amending the funding grids for teaching inputs and outputs for specifically selected languages, providing earmarked institutional development funds for research, and facilitating the offering of scholarships to students.
- 16.3 The Ministry believes, however, that the cost of offering such studies by individual institutions is prohibitive in relation to current student demand. To ensure continued provision and sustainability of these studies it would be necessary, therefore, to offer them on a more cost-effective regional/national platform. As indicated in its submission of approved

academic programmes for universities and technikons for 2003 – 2006 (August 2002), the continued funding of programmes in these areas of study would be subject to the development of appropriate regional frameworks.

- 16.4 The Ministry will closely monitor developments in these areas with a view to ensuring the promotion and sustainability of the study of South African languages and literature.

In relation to the study of foreign languages and literature:

- 17.1 The Ministry will use a similar approach proposed for the development and study of South African languages and literature to encourage the study of foreign languages, in particular those languages that are important for the promotion of the country's cultural, trade and diplomatic relations. Attention will also be paid to languages commonly used by communities in South Africa, such as German, Greek, Portuguese, French and Hindi.

18. In relation to the promotion of multilingualism in institutional policies and practices:

- 18.1 The Ministry recognises the important role of higher education in the promotion of multilingualism for social, cultural, intellectual and economic development.

- 18.2 The Ministry encourages all institutions to consider ways of promoting multilingualism. These could include changes to events such as graduation ceremonies to acknowledge and accommodate diversity in the constituency body, requiring proficiency in an African language as a requisite for a range of academic fields of study and offering short courses in African languages as part of staff development strategies. In addition, institutions could consider the allocation of preferential weighting to applicants who have matriculation passes in indigenous languages. Clearly, change in the diversity of student and staff profiles, initiatives such as student support, mentorship and counselling, and the creation of a receptive institutional culture which embraces linguistic diversity are also other crucial ways for promoting a climate where all people feel affirmed and empowered to realise their full potential.

- 18.3 Higher education institutions are required to indicate in their three-year rolling plans the strategies they have put in place to promote multilingualism, including progress in this regard.

19. The Ministry recognises the need for this policy framework to be responsive to the needs of the disabled, for example, developing competencies and capacity in sign language. This matter will be taken

forward as part of the process and strategies identified in the National Plan for Higher Education for addressing the needs of disabled persons.

20. All higher education institutions are required to develop their own language policy subject to the above policy framework, which should be submitted to the Minister by 31 March 2003. The Ministry will continue to monitor the impact of language policy in higher education.

SUMMARY

21. The above framework is designed to promote multilingualism and to enhance equity and access in higher education through:
- The development, in the medium to long-term, of South African languages as mediums of instruction in higher education, alongside English and Afrikaans;
 - The development of strategies for promoting student proficiency in designated language(s) of tuition;
 - The retention and strengthening of Afrikaans as a language of scholarship and science;
 - The promotion of the study of South African languages and literature through planning and funding incentives;
 - The promotion of the study of foreign languages: and
 - The encouragement of multilingualism in institutional policies and practices.

November 2002

Annexure I:

FACULTY OF HUMANITIES

Dept of African Languages

FIELDWORKER AND/OR RESEARCH ASSISTANT CONFIDENTIALITY AGREEMENT

I, _____ (Full names), hereby agree to:

1. Abide by the confidentiality requirements of this study by ensuring that the identities and information of the participants are not revealed during and after the course of study;
2. Keep all the research information shared with me confidential by not discussing or sharing the research information in any form or format with anyone other than the Principal Investigator;
3. Keep all research information in any form or format securely stored while it is in my possession;
4. Return all research information in any form or format to the Principal Investigator when I have completed the research tasks;
5. After consulting with the Principal Investigator, erase or destroy all research information in any form or format regarding this research project that is not returnable to the Principal Investigator (e.g. information sorted on computer hard drive).

If you have any questions or concerns about this study, please contact:

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Cell: 082 55 11 504

Phone: (015) 287 0702

E-mail: tshamanown@tut.ac.za

This study has been reviewed and approved by the Research Ethics Committee at Tshwane University of Technology. For questions regarding your rights and/or the ethical conduct of research, contact the Chairperson of Research Ethics Committee Dr. WA Hoffmann at (012) 382 6246 (hoffmannwa@tut.ac.za).

Research Assistant or Fieldworker:

Print Initials and Surname

Signature

Date

Principal Investigator:

Print name

Signature

Date