



Perceptions of academic staff and students on the implementation of the Language Policy at the University of KwaZulu-Natal, Howard College Campus.

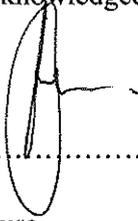
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Declaration

I, Balungile Shandu, declare that the *Perceptions of academic staff and students on the implementation of the Language Policy at the University of KwaZulu-Natal, Howard College Campus* is my original work and that all sources I have used or quoted have been indicated and acknowledged by means of a complete list of references.



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Signature

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Date

Abstract

Language policy in South Africa has been one of the burning issues in the country. Language policies have existed from 1996, but there are still impediments to the implementation of these policies to date. There have been a number of perceptions and debates around this topic from the public which further impacts on the implementation of the policy. Various studies have looked at the perceptions of teachers and parents on multilingualism, however, the perceptions of students are often ignored. As pointed out by Ruddick (1991: 30) students' views are often regarded as "our blind spot". Smith (1973) further states that tension may exist between the expectations and demands of the target group and the ideal policy component. Policymakers expect target groups to welcome policies, however, that is normally not the case as every so often the reception is a hostile one. Therefore, the purpose of this study is to assess the perceptions of the students and the staff members on the implementation of the University of KwaZulu-Natal's current Language Policy.

In this paper, I argue that for a successful policy implementation, the target groups need to be part of the decision-making processes as they need to be receptive to the policy. Thus, focus group discussions were held for students; interviews were conducted for Deans; and survey questionnaires for students and staff members were distributed. This study employed the 5C Protocol Model by Brynard to understand the complexity of the implementation process. Consequently, gathering such information will assist the policymakers of the policy with essential information which will be useful. At the same time there have been numerous debates nationally on the Language Policy; therefore, this study will be useful to the UKZN's policymakers and will also be of interest to the national policymakers.

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Dedication

To my late grandparents, Mr and Mrs M. Z. Shandu.

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List of Acronyms

ACALAN	African Academy of Languages
IIAL	Incremental Introduction of African Languages
KZN	KwaZulu-Natal
LOI	Language of Instruction
NLPF	National Language Policy Framework
UKZN	University of KwaZulu-Natal
ZNOCP	Zimbabwe National Orphan Care Policy

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 BACKGROUND TO THE STUDY AND RESEARCH OBJECTIVES

South Africa is a multi-lingual country with 11 official languages, nine of which are African languages spoken by the majority of the South African population as their mother tongue. However, during the apartheid era the most dominant languages used as languages of learning and teaching in Secondary and tertiary education institutions in the country were the English and Afrikaans. According to the language policy that existed before the promulgation of the 2003 National Language Policy Framework (NLPF) these were the two official languages to be used in the country (Connor, 2004). English and Afrikaans were accordingly the languages of instruction in schools in the country.

Ethnicity, culture and language are deeply intertwined throughout the world and they are related to issues of social and economic development, inequality, discrimination and intergroup conflict (Altinyelken, Moorcroft & van der Draai, 2014: 90).

In countries characterized by linguistic and ethnic diversity there usually has to be a language to be used as a language of instruction in schools as a means of communication and for exchanging knowledge. This then resulted in the African languages not being given a platform of power as was the case with English and Afrikaans. Therefore, the transition to democracy required that the government address such issues by creating an appropriate constitution and by formulating suitable policies.

The National Language Policy Framework was thus promulgated in 2003 in order to assist in elevating the oppressed African languages. Nonetheless, the English language has remained the lingua franca and is still the dominant language of business communication and public life: moreover it is also considered as the language of power (Alexander, n.d). However, debates around the language of instruction (LOI) have featured a strongly perceived association between underdevelopment and the use of a foreign language as the endorsed language used in education (Altinyelken, Moorcroft & van der Draai, 2014). It is a challenge for learners who speak one of the other nine official languages to be able to grasp concepts in a language that they are not familiar with.

Section 6 of the South African Constitution advocates promoting and creating a platform for the usage of all the official languages, as well as: the Khoi, Nama and San languages and also the sign languages (The Department of Justice and Constitutional Development, 2015).

As de Vos (2008) further argues, Section 6 of the Constitution recognizes the imbalances where the indigenous languages were deemed to be of low status: it therefore recognizes a duty to address the disparity by taking positive measures to uplift the usage and status of the indigenous languages. By elevating and advancing the use of the official languages, the National Education Policy Act of 1996 empowers the Minister of Education to determine a national policy for language in education (Olivier, 2009). Subsequently, the Language-in Education Policy which was adopted in 1997 was introduced nationally (Olivier, 2009): this is designed to promote multilingualism since South Africa is a diverse country. Hence the later Language Policy in Higher Education was the result of the implementation of the Language-in Education Policy. These policies have been developed to promote proficiency in official languages, and especially African languages, in order for them to be respected and given a platform to be given equal status to the English Language.

The University of KwaZulu-Natal identifies with the goals of South Africa's multilingual language policy and seeks to be a key player in its efficient implementation (Language Policy of the University of KwaZulu-Natal, 2014). The University of KwaZulu-Natal recognizes the need to promote proficiency in official languages – and English and isiZulu in particular – as the languages used at the University. The University has thus developed a language plan to execute the practical implementation of the language policy adopted in 2006 by the University of KwaZulu-Natal (University of KwaZulu-Natal, 2014). The English language is not being removed or ignored but the University is promoting the implementation of one of the African languages (isiZulu) which is spoken by the majority of the KwaZulu-Natal population to be a compulsory prescription for students to learn. The University of KwaZulu-Natal Language Policy prescribes the introduction of the isiZulu language as the University is based in the KwaZulu-Natal region where the majority of the population is isiZulu-speaking. Therefore, the policy requires the university to elevate the isiZulu language as it is firstly, one of the languages which were oppressed in the apartheid era and for the isiZulu language to be given the same recognition as the English language. Currently the Language Policy is in phase one which is to make the isiZulu module compulsory for both students and staff members. Service delivery will also be in both isiZulu and in English; and letters will also be

printed in both the English and isiZulu languages. Therefore, the policy requires all public pronouncements to be communicated in both English and isiZulu.

1.2 PROBLEM STATEMENT

The Language Policy that has been implemented at the University of KwaZulu-Natal is to promote the IsiZulu language by making the IsiZulu course compulsory for students and staff to learn as one of the requirements to complete their degrees. The Language Policy thus introduces numerous changes that both the staff and the students need to adapt to. The implementation of the Language Policy needs to be supported by the recipients of the policy – these include both the students and the staff of the University. For a policy to be successful the affected groups should support its implementation in order to ensure positive results.

1.3 AIM OF STUDY

In light of the aforementioned, this study aims to assess the staff and students' perceptions of the current University Language Policy. This study seeks to understand if students are in support of this policy. Are they in support of the modifications the University has made to its curriculum? The most essential aim for the implementation of the policy is to create awareness about the policy implications before its actual implementation. My study therefore investigates whether there was participation in the decision-making processes by the public.

1.4 REASONS FOR CHOOSING TOPIC

The reason for choosing this topic was a need to assess students' perceptions on the language policy that has been implemented at the University of KwaZulu-Natal. Students are normally excluded in policymaking but they are the ones that end up being affected by policies in regards to education. Their voices are often ignored in decision-making in educational matters. According to Ruddick ignoring students' views is one of "our blind spots" (Ruddick, 1991 cited in Starks, Knock and Barkhuizen, 2007). Therefore, this study includes the students as respondents because in the end they are on the receiving end and the success of this Language Policy will depend on how they respond to it. Moreover my findings should assist the makers of the policy with essential information. At the same time there have been

numerous debates nationally on the Language Policy: therefore this study will have national relevance.

1.5 RESEARCH QUESTIONS

1. What are students' views on the introduction of the compulsory IsiZulu language course at the University of KwaZulu-Natal?
2. Were students and lecturers aware of the policy before it was implemented in the institution?
3. Should students' perceptions be considered for decision-making by policy-makers at the University of KwaZulu-Natal?

1.6 RESEARCH OBJECTIVES

1. To examine the perceptions of UKZN students and staff with regard to the implementation of the Language Policy.
2. To examine perceptions of UKZN students on the notion that indigenous languages may be used to transfer academic knowledge.
3. To assess the level of student and staff participation in decision-making for policies implemented at the institutions.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

UKZN consists of five campuses: however, due to time constraints the study could only be conducted at one of the campuses – Howard College Campus. Furthermore, the study could not look at all the Faculties here but focused only on the Humanities Faculty.

1.8 ORGANIZATION OF THE DISSERTATION

Chapter Two provides the literature review that forms the foundation of the study. A brief profile of the study area will be outlined, together with a discussion of the National Language Policy Framework. Finally the University of KwaZulu-Natal's Language Policy Plan and its rationale will be unpacked. Chapter Three will look at the theoretical framework that will be

used to support my arguments. Chapter Four unpacks the research methodology through a discussion of how the research was conducted. Chapter Five provides an analysis of the data followed by the findings, together with conclusions and recommendations in Chapter Six.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will provide a literature review which will examine previous readings on the topic that is currently being investigated. The review summarises particular findings under identified themes. The transition to a democratic country introduced changes in terms of language in South Africa that have triggered different perceptions and attitudes related to language changes in Education policy and also at the University of KwaZulu-Natal. These need to be unpacked in detail in order to give a clear rationale of what the policy changes entail. The review will also look at the different debates and issues faced by the policymakers in implementing the language policy reforms in South Africa. Lastly, the review will look at the language policies in an international context in order to make comparisons with the language policies in other countries.

2.2 SOCIO-HISTORICAL PROFILE IN SOUTH AFRICA

South Africa is a multi-lingual society with some unique challenges following implementation of certain apartheid policies. According to Marjorie (1982):

On one level, there are tensions between its two official language groups, Afrikaans and English. On another level, there are linguistic tensions between the ethnic Europeans and the black majority, mostly in regard to language instruction in schools.

Therefore, for one to clearly understand the issues behind the language usage in South Africa one needs to look at the background and history of South Africa.

2.2.1 Afrikaans and English

There were debates in South Africa over which language was to be used as the language of instruction in schools. According to Silva (1997: 1), “the history of English in South Africa dates from the arrival of the British at the Cape in 1806.” The tension and rivalry between English and Afrikaans speakers thus dates back to the early 19th Century. In 1652 the Dutch – which eventually developed into Afrikaans – started a refreshment station in South Africa

that provided fresh meat, water and timber for passing ships on their way to and from the East (Duiker & Spielvogel, 2007; Rama, 2015). However, it was only from 1822, after the British had gained control of the Cape Colony in 1806, that English became the sole language of law, schools and governments which later caused resentment in the Dutch/Afrikaans-speaking areas (Marjorie, 1982; Silva, 1997). The “language question” in South Africa was created by European settlers; and is still apparent today. According to Prah (2006: no. pg), “the cultural edifice of the system was represented by the imposition of Afrikaans and English on the African population.” The effects of the imposition of these languages is still present as numerous African language-speakers were pre-literate. Due to the fact that African language speakers were uneducated, this resulted in them being placed in a weak position when the Western colonists settled in South Africa and took over (Prah, 2006). There were a number of interrelated factors which had led to the Anglo-Boer War which dated from 1899-1902; however the political problems between the Afrikaans and the English-speaking people became worse (South African History Online, 2015; Silva, 1997; Prah, 2006). This was war between the Boer Republics and the British Empire.

The English language was dominant in the modern-sector of the economy: it was challenged by the Afrikaans-speaking elite but it received support and recognition from the black population of South Africa (Alexander, n.d). Most of the Afrikaner youth received no – or very little – formal education. English was made the compulsory medium of education in 1865 but this was never really extended to rural elementary schools (Giliomee, 2003). The introduction to English as the language medium in education was made despite the fact that a great majority of children could not understand the language. However, there were disparities as the majority of the Afrikaner children had poor English proficiency while teachers could not speak Dutch/Afrikaans (Giliomee, 2003). Therefore, the teaching of Dutch or Afrikaans was also poor. By 1880 only “four thousand out of sixty thousand Afrikaner children received any instruction in Dutch...” (Giliomee, 2003: 211). The Dutch or Afrikaans language gained inadequate support from Government: this is evident from a request made in 1875 by a church delegation to the education authorities pleading for state support for Dutch-medium schools (Giliomee, 2003). However, the authorities rejected the request as they remained convinced that English was the sole language of power. The support for English by the education authorities hindered efforts to introduce mother-tongue education in schools. Afrikaners did not have the right to be schooled in the Afrikaans language. South African History Online (2015) argues that Afrikaners only gained that right in 1925 and from then the

English and Afrikaans languages both enjoyed equal status and rights as curriculum subjects. However, the later 1955 policy to give both languages an equal platform could only be adopted in 26 schools due to a lack of Black teachers who were proficient in Afrikaans (Marjorie, 1982). According to Prah (2006, no. pg.),

Afrikaans was often denigratingly described as a *kombuis taal* (a kitchen language), referring to the fact that it was a language used in the kitchen by servants and slaves.

It was only during the Apartheid era when Afrikaans was the language of power. However, it was only in the Post Anglo-Boer War period that the English language enjoyed higher status and was considered the language of economic power. According to Prah (2006, no. pg.):

The post-war policy of Lord Alfred Milner, High Commissioner for South Africa from 1897 to 1905, was to “break the back of the great Afrikaner nation” by requiring education in English, actively discouraging Dutch, and encouraging British immigration.

One can state that the objective of the latter policy was to give English speakers a superior platform over those who spoke the Afrikaans language. Teachers who had to teach the English language were imported from England; however, the reaction from the Boers was to take their children out of school and educate them at home (Prah, 2006). Parents favoured English and there was a shortage of teachers who could teach Dutch. According to Giliomee (2003: 212), “teaching through the medium of Dutch remained a distant ideal”. The English language remained a dominant language of economic power and “progress” and received higher prestige in education and in the workplace (Marjorie, 1982; Alexander, n.d). According to Prah (2006: 8):

They proceeded rapidly in all areas of social life to catch up with the social, economic and cultural gap between English-speaking white South Africa, and Afrikaans-speaking white South Africa.

It was in 1948 when the National Party Afrikaner elite came into power and they attempted a process of achieving cultural and linguistic supremacy (Prah, 2006). This process continued to 1976 – the Soweto Uprising – where African children residing in Soweto rejected the use of Afrikaans as medium of instruction (Prah, 2006). The Soweto Uprising had dire consequences for the Apartheid government as its brutality against students was exposed. Reagan (1987: 298) states that, “‘Apartheid’ is an Afrikaans term which translates literally as ‘apartness’ and this is in essence what it is all about: the almost total separation of racial and ethnic groups in South Africa.”

At the beginning of the 1960s Government attempts to segregate groups geographically and physically on racial grounds were accelerated (Prah, 2006). People were forcibly relocated and scattered by the government along the so-called national borders: Verwoerd's ideal of "Separate Development" was that each tribe would have its own homeland/Bantustan (Marjorie, 1982; Prah, 2006). The offensive 1953 Bantu Education Act (South Africa: Overcoming Apartheid Building Democracy, n.d) brought Black Education under the control of the government (South Africa: Overcoming Apartheid Building Democracy, n.d). Under Bantu Education there was an introduction of the mother-tongue policy which was for the non-white population to be educated in their mother-tongues up to the age 10 – as is still the case today.

2.3 AN HISTORICAL OVERVIEW OF THE LANGUAGE POLICY IN EDUCATION IN SOUTH AFRICA

This historical overview of the language policy covers the period of 1953 when the Bantu Education Act was passed. According to Mahlalela-Thusi and Heugh (2002: 244):

The implementation of apartheid or the planned segregation of South African society, in education was accompanied by the extended use of the mother-tongue principle.

The passing of the Bantu Education Act assisted in extending the use of the mother-tongue which resulted in the extensive use of African languages in education with the provision of published text books and other learning materials in the African languages.

The Bantu Education Act (1953) stipulated that black learners should receive mother-tongue teaching in lower and higher primary grades with transition to English and Afrikaans thereafter. (Olivier, 2001: n.d).

As pointed out by Mahlalela-Thusi and Heugh (2002: 244) "essentially the use of mother tongue in the primary schools had been extended to between four to six years, depending upon the province prior to 1948." However, under Bantu Education mother-tongue education was extended for another two years in order to cover the full eight years primary schooling after 1955 for African children (Mahlalela-Thusi and Heugh, 2002). Due to the aforementioned, Van Zyl (1961) argues that some people became suspicious and they later accused the government of initiating what was considered as a worsening effect on the quality of educational provision for the African-speaking population. Since Africans were to be taught in their mother-tongue for Primary School Education the other race groups at that

time were taught using one or both of English and Afrikaans as medium. Ironically the mother-tongue policy was aimed at South African society.

The government was accused of undermining the quality of the African population's education as it was thought that the languages such as English and Afrikaans hold power and higher status. According to Smit (1962: 10):

Africans were being deprived of gaining command of a language which helped in establishing wider contacts, facilitated communication with other language groups and assisted materially in making a living.

Therefore, it was suspected that the use of mother-tongue only was going to hinder that language group in being able to communicate with other language groups. The implementation of the mother-tongue education was going to raise issues in the future, as pointed out by Bastiaanse (1956, 5) that:

It is educationally sound to use the home language of a child as medium of instruction in the lower primary school. But there is definitely a sinister political intent when so-called mother-tongue instruction sets out to exclude or retard the second official language (where it is English) during the most impressionable years ...

There were numerous criticisms on the usage of the mother-tongue language in education as the African-speaking population viewed the implementation of the policy to be affecting their chances to learn other languages. According to Mahlalela-Thusi and Heugh (2002: 245):

In other words, there was a suspicion that the use of the mother tongue was a strategy to delay access to English, commonly viewed at the time as the gateway to modernity.

The use of the mother-tongue in education occurred in the primary phase (Grade 1 to Grade 7) and the children were then required to switch to English or Afrikaans language as medium of instruction in the secondary phase (Grades 8 to Grades 12). According to van Wyk (2014) students could not choose which language would be their language of instruction but it was in secondary school where Afrikaans was mandatory as a subject. The aforementioned policy was the one which sparked the 1976 Soweto Uprising. This is when the black youth protested against this system and demanded better education. However, it was only after the demise of apartheid that an educational reform process was set in motion in South Africa.

2.4 THE TRANSITION OF THE LANGUAGE POLICY IN A DEMOCRATIC COUNTRY

South Africa is a multi-lingual country with 11 official languages, nine of which are African languages spoken by the majority of the South African population as their mother tongue. Nonetheless, the English language is the dominant language of business communication and public life. It is a challenge for speakers who have one of the nine indigenous languages as their mother tongue to grasp and understand concepts in a language with which they are not familiar and which is not their home language. Therefore, the transition to a democratic country required the advent of a constitution and policies to address such matters. Hence Section 6 of the South African Constitution advocates promoting and creating a platform for the equal rights and usage of all the official languages, together with recognition of the Khoi, Nama and San languages and also the sign languages (The Department of Justice and Constitutional Development, 2015). As stated by the Department of Education (1995) in the White Paper on Education and Training:

It should be a goal of education and training policy to enable a democratic, free, equal, just and peaceful society to take root and prosper in our land, on the basis that all South Africans without exception share the same inalienable rights, equal citizenship, and common national identity, and that all forms of bias (especially racial, ethnic and gender) are dehumanizing (pp. 359–360).

Since the democratic changes of 1994, with South Africa recognising linguistic diversity the government has developed various multi-lingual policies (Madiba, 2013). According to South Africa's 1996 Bill of Rights:

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. (Prah, 2006)

Mother-tongue educational provision was now seen as a basic human right of individuals. According to van Wyk (2014: 206), “multilingualism was embraced and viewed as a national resource for the first time.” Mother-tongue education was to be introduced as an additive bilingual model and the English language was to be taught alongside the mother-tongue. This policy was mandated by the government (Buhmann & Trudell, 2008). According to Hornberger (2003: 317):

This [language-in-education policy], along with the dismantling of the apartheid educational system, has led to the burgeoning of multilingual, multicultural student populations in classrooms, schools, and universities nationwide.

However, while or in as much as a platform had now been given to the indigenous languages to be elevated and promoted there have been numerous impediments that have undermined the successful execution of the new Language policy in South Africa.

2.5 DEBATES/PERCEPTIONS ON THE IMPLEMENTATION OF THE LANGUAGE POLICY IN HIGHER EDUCATION

Although the current Higher Education Policy seeks to give official status to the once oppressed indigenous languages, there are still numerous debates around this policy. For example, it is argued by Deyi (2014) that home language be used in order to create an enabling environment for those students who come from disadvantaged schools. However, there have been political and social obstacles in relation to the policy in schools. One of the major constraints in the implementation of the policy is the mere fact that resources, including human resources, funding, facilities, materials and books, are often limited or unavailable (Tshotsho, 2013; Mda, 1997). Those who wish to be taught in their mother-tongue often do not have access to study materials. There are also issues with regard to the availability of teachers and learners: this which also inhibits the implementation of the language policy (Altenroxel, 1997).

The other issue is that of parents who want their children to be taught in the English language as this is seen as a workplace necessity. According to Tshotsho (2013: 43), "...it will not be easy to convince parents to change their mindset as the medium of instruction at university is still English." Most African-speaking parents consider themselves to have been disadvantaged because of inadequate access to English. Therefore the English language is seen as holding the key to their children's futures. According to Mda (1997: 372),

Parents worry that the movement to boost the prominence of African languages in South African schools might mean that their children will have lessened access to the perceived economic and social benefits associated with speaking in English and Afrikaans – the languages that still 'matter' in South Africa.

While or in as much as there have been debates and impediments which hinder the execution of the Language Policy parents are encouraged to view this policy with a different mentality. According to eNCA (2014: no. pg.),

Meanwhile education authorities urged parents to be part of the solution, by ensuring that perceptions about African languages being inferior are done away with.

Therefore, parents are being urged to not only support and promote the English language in schools but to also support the promotion of indigenous languages.

The English language is perceived as internationally recognized and a language for the elites, the African languages are only useful in the private sphere of social and interactions culturally. (Posel & Casale, 2011)

One of the impediments faced by the Department of Education is the fact that there are a high number of unskilled teachers who are ill-equipped to teach using mother-tongue languages: moreover there are also poor perceptions held by teachers with regard to the Language Policy (Cook, 2015). Teachers feel inferior and of no value if they have to teach using African languages: this could possibly affect the implementation of the policy as enthusiastic teachers are needed to transfer knowledge to the students. Teachers and parents need to have the right attitudes towards the African languages as their support is crucial in the execution of the policy.

2.6 THE IMPACT OF LANGUAGE IDEOLOGIES ON LANGUAGE ATTITUDES

Language is a form of communication occurring within a social context. As pointed out by Armberg and Vause (2010: 2) “this is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.” These connections are crucial as, for example, they tell a person when to use formal or informal language.

According to Henry Sweet (cited in Robins and Crystal, 2016) language is an expression of different ideas through speech-sounds which are pooled into words. Language differs from one individual to another due to the geographical areas the individuals reside in. Language and identity are interlinked as, according to Armberg and Vause (2010: 3) “each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members.” According to Ricento (2000: 2), “where languages are imposed,

communities resist and appropriate them by developing oppositional discourses and ideologies of their own". Therefore, languages are viewed – and used – differently in different communities or settings. Analysts from “outside” the community might misinterpret, or mischaracterize the function of the dominant language in post-colonial settings (Ricento, 2000) – some communities misinterpret the function of the English language more than other communities, while some communities would be more receptive to the usage of English than other communities.

Language ideology involves “shared bodies of common sense notions about the nature of the language in the world” (Rumsey, 1990: 346). There are a number of definitions presented by different scholars on language ideologies: for example, another definition sees language ideologies as

self-evident ideas and objectives a group holds concerning roles of language in the social experiences of members as they contribute to the expression of the group” (Heath, 1989: 255).

Therefore, language ideologies shape attitudes towards certain languages that individuals possess. Attitude is defined as

a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (Allport. 1954: 45).

In addition, Bosch and de Klerk (1996: 232) define attitudes as

deep-seated and private...often distinguished from consciously held opinions, which are more public, more dependent on the context of elicitation and more easily expressed, and more easily swayed by external influences.

Therefore, one can state that particular attitudes or a change in attitude are informed by external influences or experiences. Crystal further defines language attitudes in Simsek et al (2007: 1) as feelings individuals have towards their own language and the languages of other individuals, and he further defines it as a psychological construction in relation to their language and the languages of others. Therefore, a language attitude towards languages could be negative or positive. However, one could also find that some have a neutral attitude towards languages. It is argued that language attitudes are changing continuously due to a number of reasons, but one of the factors that influences language attitudes is that of the status of the language. In this respect, Calvet argues that

this 'selection' is relatively limited: human beings are not always able to choose their languages, their choice is determined first and foremost by the milieu in which they find themselves, by the languages that coexist in this niche and then by their needs, and very little by the typological situation of the coexisting languages (Calvet 2006: 58).

There are a number of factors which determine the language's status and Reagan (2002) identifies six factors that shape language attitudes as follows:

- The size of the community that speak the language
- The geographic spread of the language
- Whether the language comprises a heritage language
- Whether it is a language of wider communication
- Whether the language has a recognised literary/written practice
- Whether it a 'living' or 'deteriorating' language

These are the factors that determine the status of a language – however, the language's status will be entirely determined by the community. Therefore, the aforementioned factors may vary from one language to another.

2.7 THE INTRODUCTION OF THE LANGUAGE POLICY AT THE UNIVERSITY OF KWAZULU-NATAL

“The University of KwaZulu-Natal was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal” (University of KwaZulu-Natal, n. d). The University of Durban-Westville was established in the 1960s as a university for the Indian population while the Natal University College in Pietermaritzburg was founded in 1910 (University of KwaZulu-Natal, n.d). However, due to an increase in the number of students, its provision of a wide range of courses, and its research profile the University of Natal was granted independent university status in 1949 (University of KwaZulu-Natal, n.d). At this time the Natal University College was a multi-campus institution which had been extended to Durban after World War 1. The Howard College building was opened in 1946 through a donation made by Mr TB Davis (University of KwaZulu-Natal, n.d). In 1946 and 1947 there was progress at the universities as there had been changes and new structure developments. According to the University of KwaZulu-Natal (n.d); “in 1946, the government approved a Faculty of Agriculture in Pietermaritzburg and, in 1947, a Medical School for African, Indian and Coloured students in Durban.”

In 2004 the KwaZulu-Natal universities merged which resulted in the University of Natal, Durban-Westville University, Howard College, Edgewood and the Medical School all falling under the aegis of the University of KwaZulu-Natal (UKZN). The vision of the University is to be the Premier University of African Scholarship (University of KwaZulu-Natal, n.d). The University of KwaZulu-Natal's mission is to be a

South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequalities and imbalances of the past (University of KwaZulu-Natal, n.d).

The UKZN aims to produce academics with sound skills who will make a positive impact in their society.

The University strives to give a platform for students to express themselves and for the students to acquire a credible and sound education. After the advent of democracy in 1994 various multi-lingual policies were considered (Madiba, 2013). The government urged institutions to introduce multi-lingual language policies (Madiba, 2013). Therefore, in 2006 UKZN introduced a policy promoting the IsiZulu language at the University; however this policy was revised in 2014. The aim is to promote nation-building and to assist students and staff to communicate effectively in the IsiZulu language (University of KwaZulu-Natal, 2014). According to the 2011 census, IsiZulu is the mother-tongue of 22, 7% of the South African population and the majority of the IsiZulu speakers (77, 8%) are found in the KZN province (SouthAfrica.info, 2015). Therefore, one can state that the majority of the population in KZN speak IsiZulu as their mother tongue. This policy aims then to promote effective communication between the other ethnic groups and the IsiZulu speaking population.

The University seeks to be a key player in its efficacious implementation of the Language Policy of the University of KwaZulu-Natal (2014). The University recognizes the need to promote proficiency in official languages – and in particular English and IsiZulu – as the languages used at the University. The benefits flowing from proficiency in English which is the dominant language of communication of trade and industry internationally are clear; however, proficiency in IsiZulu will assist in nation-building and will also assist students in learning the language of the majority of the population found in KwaZulu-Natal (Language Policy of the University of KwaZulu-Natal, 2014). The aims of the policy presented by the Language Policy of the University of KwaZulu-Natal (2014: 2) are to:

- preserve and promote respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties;
- develop an awareness of multilingualism through an acknowledgement of all the official languages of the province of KwaZulu-Natal;
- achieve for isiZulu the institutional and academic status of English;
- provide facilities to enable the use of isiZulu as a language of learning, instruction, research and administration;
- foster research in language planning and development;
- become a national hub in the development of isiZulu national corpus and the development and standardization of isiZulu technical terminology and its dissemination.
- support the African Academy of Languages (ACALAN), which seeks to promote and develop official languages of the African Union; and
- promote the intellectualization of isiZulu as an African language. (Language Policy of the University of KwaZulu-Natal, 2014: 2)

While or in as much as UKZN aims to promote the IsiZulu language at the university, the English language will not be eradicated and it will still be one of the languages provided at the university, as stated by the Language Policy of the University of KwaZulu-Natal (2014: 2)

The University will continue to use English as its primary academic language but will activate the development and use of isiZulu as an additional medium of instruction together with the resources (academic and social) that make the use of the language a real possibility for interaction by all constituencies in the University.

The University's Language Policy will serve in assisting the university to meet its vision of being a premier African institution and will also assist in implementing one of the goals of the University, that is of being a research-led University of high international calibre (Language Policy of the University of KwaZulu-Natal, 2014). The University's Language Policy was introduced at the University on the basis of the provisions enshrined in Section 6 of the South African Constitution and also the Language in Education Policy of the year 1997 (Language Policy of the University of KwaZulu-Natal, 2014). Therefore, the University's Language Policy is shaped by the Constitution of South Africa so as to promote and elevate

the Official languages in South Africa. The University's Language Policy was to provide a guideline for the execution of the policy.

The policy was to be implemented in two phases: phase 1 would run from 2015-2019 and phase 2 from 2020-2030. The delivery of services would be via IsiZulu and English. An IsiZulu language audit was to be carried out in order to ensure that the University had the capacity to operate its Language Policy (University of KwaZulu-Natal, 2014).

The College of Humanities is primarily responsible for the development of the IsiZulu language at the University and each department responsible for identifying an IsiZulu speaking co-ordinator. It would be the department's responsibility to see to the training needs of staff who are in the forefront in contacting and communicating with the general public. It would pay tuition fees for staff members for courses which are offered at the University of KwaZulu-Natal and release staff to attend these courses (University of KwaZulu-Natal, 2014). Letters written in IsiZulu would be replied to in the IsiZulu language. All information communicated to the public in English would also be available in IsiZulu. The University website was to be presented in IsiZulu and circulars and standard letters distributed to the public in both English in IsiZulu (University of KwaZulu-Natal, 2014).

In phase 1 of the implementation of the language policy the main language of learning and teaching at the University of KwaZulu-Natal will still predominantly be English (Language Plan of the University of KwaZulu-Natal, 2014). However, the use of IsiZulu as a language medium will be encouraged – but it will be at the discretion of the Schools and the Colleges who will consult with the Language Board depending on their contexts of learning and teaching (Language Plan of the University of KwaZulu-Natal, 2014). The University of KwaZulu-Natal (2014) however continues to promote the usage of other languages, e.g. where the languages can be used to assist in understanding academic content. During phase 1, students and staff will aim to develop communicative aptitude in IsiZulu and English with the University providing the students with appropriate credit-bearing and non-credit bearing courses (Language Plan of the University of KwaZulu-Natal, 2014). Furthermore in phases 1 and phases 2 the University will encourage and facilitate all academic disciplines to provide assistance to students and staff members in developing writing skills in English and IsiZulu. In addition, the University will make provision in the implementation of phase 1 for the use of translation services in order to promote and develop the IsiZulu language in academic discourses – and to also be of assistance to the IsiZulu speaking students by providing

translation services for academic content produced in the English language (Language Plan of the University of KwaZulu-Natal, 2014). Phase 1 of the language policy implementation plan forms the foundation for phase 2 which is to promote sustainability of this policy at the University. IsiZulu-speaking tutors will assist IsiZulu speaking students where IsiZulu-speaking teaching staff are available or if there are tutorials performed in the IsiZulu language (Language Plan of the University of KwaZulu-Natal, 2014).

2.8 LANGUAGE POLICY: INTERNATIONAL CONTEXT

2.8.1 Canada

According to Schiffman (2005),

Language policy has to do with decisions (rules, regulations, guidelines) about the status, use, domains, and territories of language(s) and the rights of speakers of the languages in question.

As pointed out by Paulston (1994) most nations contain different ethnic groups: however policymakers face challenges regarding a choice of national or official language(s) and choice of medium language. Such decisions could create conflict among the different ethnic groups as all would want their own language to be the language medium used. To deal with such situations there have to be language policies. According to Spolsky (2004) practical solutions are required to deal with issues related to language diversity.

The use of French in Canada was prohibited from the mid-60s despite its historical importance (Genesee and Lindholm-Leary, n.d). They point out that it was evident that the French language was considered inferior while English was favoured and given a higher status than French.

Discontent over these linguistic and cultural inequities had been developing for some time among members of both the French- and English-speaking communities, especially in Quebec (Genesee and Lindholm-Leary, n.d).

However, the French community from Quebec decided to take action to address the imbalances in power between French and the English. The English-speaking population's perceptions towards French gradually changed. English-speaking parents from the suburban communities began to meet privately to come up with strategies for change (Lambert &

Tucker, 1972). Parents saw the need for both languages to be recognised and used. According to Genesee and Lindholm-Leary (n.d),

They were determined to improve the quality of second language instruction in English schools and “immersion” was the educational improvement they developed.

The primary goal of immersion is for students to become competent in writing and communicating in French. However, at the same time the English language will also be provided in schools. The other aim is for the languages to receive equal status and for respect of one another’s culture and language to be encouraged.

During the era of Anglophone power the system undervalued languages other than English. Immigrants were encouraged to forget their mother-tongues (Burnaby, 1997). However, there were changes in the early 20th century where provincial education acts began to support bilingual language learning in schools instead of side-lining non-official languages.

The Official Languages Act of 1969 supported the teaching of non-official languages to children where the language that was in use was a heritage language (Burnaby, 1997). In Canada Aboriginal children were also not allowed to speak their language but were taught via English and French in school until the 1950s. Later efforts were made to integrate all Aboriginal children into provincial schools (Burnaby, 1997). These schools were placed in remote areas and they began to be operated by local Aboriginal authorities, and since from the 1960s Aboriginal children had their mother-tongue as the language of instruction (Assembly of First Nations, 1990; Kirkness & Bowman, 1992). The aforementioned policy promoted and supported the rights of the Aboriginal culture by embracing their language and placing it on the same level as the French and the English languages.

2.9 LANGUAGE POLICY: INTERNATIONAL CONTEXT – AFRICA

2.9.1 Zimbabwe

In Zimbabwe the English language was the official language and main medium of instruction. According to Muchenje et al (2013: 500),

...the Doke Report of the 1930s set the stage for a colonial language policy in education where English was declared the official language and medium of instruction in the education system.

Therefore, the English language was the language used in the education system and only two of the indigenous languages from Zimbabwe were recognised in the education system. The other indigenous languages found in Zimbabwe were thus side-lined. According to Nhongo (2013: 1028),

At the moment Zimbabwe has more than eleven indigenous languages and these include Shona, Ndebele, Tonga, Nambya, Kalanga, Sotho, Hwesa, Sena, Chikunda, Doma, Tswana, Tswawo/Khoisan, Barwe, Fingo/Xhosa, and Chewa (Hachipola, 1998) and all of them are marginalized except for Shona and Ndebele.

The two 'major' indigenous languages in Zimbabwe are Shona and Ndebele and they are considered as hybrid languages as they are made up of more than one language (Nhongo, 2013). Shona is referred to as a hybrid of a number of dialects such as Zezuru, Ndau, Korekore, Manyika and Karanga while the Ndebele language which is originally Nguni (Zulu) has been influenced by Kalanga, Sotho and Shona (Nhongo, 2013). Language has power and this is evident in the way Mzilikazi built up the Ndebele population by incorporating people from other linguistic groups by coercion during the pre-colonial era (Nhongo, 2013). The linguistic groups which were incorporated by Mzilikazi included

... the Sotho; the Ndebele of South Africa; that is Amanzunza and Amanala; Tswana; Kalanga; the Shona, particularly the Karanga and some other groups not mentioned here (Nhongo, 2013: 1208).

However, the aforementioned groups which were incorporated by Mzilikazi had to adopt the Nguni language which is now called Ndebele and had to discard their native languages. Therefore, Mzilikazi built a Ndebele state which is completely different from that of the Ndebeles who originated in Zululand.

However, with the advent of colonialism in 1890 the British took control of the country (Nhongo, 2013; Muchenje et al, 2013). The demarcation of Southern Rhodesia with provinces termed the Matabeleland, Mashonaland and Midlands had the Ndebele and the Shona languages being utilized by the people (Nhongo, 2013) in different provinces. For example, as pointed out by Nhongo (2013) in Matabeleland the Ndebele language was used, whereas in Mashonaland the Shona language was used, while in the Midlands both languages

were utilized. The languages that were used were mutually unintelligible and this helped to strengthen colonialist control (Nhongo, 2013).

In the 1987 Education Act Zimbabwe's Language Policy in Education was protected and enhanced the status of local languages (Muchenje et al, 2013) while also recognising English as a language of business. This resulted in the indigenous languages being taught in primary schools. As pointed out by Muchenje et al (2013: 501):

The Judges Commission which had been tasked to look into the African Education System had recommended that children should learn to write and read English from the first day of grade one.

Shona and the Ndebele language were used as the medium of instruction until 1962 (Muchenje et al, 2013). It was only when Zimbabwe gained its independence that the important role of mother-tongue in the learning of students was recognised: thus the educational policy raised the status of indigenous languages in the education system (Ndamba, 2008). According to Muchenje et al (2013: 501),

in terms of the 1987 Education Act, indigenous minority languages such as Tonga, Venda, Kalanga and Shangaan are to be taught up to grade three levels in those areas where they are commonly spoken and understood.

Therefore, the above mentioned languages are to be taught up to grade three in those areas where they are commonly spoken and understood. These languages are considered as the medium of instruction in those areas but from grade four then pupils mutate to Shona or Ndebele (Muchenje et al, 2013). "Zimbabwe's official education language policy for grades 1 to 3 falls under the transitional and delayed immersion programme" (Muchenje et al, 2013). This is when English as a language is introduced at a later stage when pupils have acquired instructions in their mother tongue (Muchenje et al, 2013). Therefore, in Zimbabwe learners start off in their mother-tongue prior to being introduced to a foreign language which is English. There have been two main arguments in Zimbabwe; the first argument is that the use of the English language has resulted in the indigenous languages being replaced. As Philipson (1992: 72) asserts "globally, what we are experiencing is that English is both replacing other languages and displacing them." Thus the English language is replacing and displacing the Zimbabwe's indigenous languages in essential places such as education, law courts, parliament, media and so on (Nhongo, 2013). Therefore, the indigenous languages are being oppressed by the English language which is considered as a global language and is one

of the main requirements for decent employment, social status and financial security (Nhongo, 2013).

Secondly, the other ethnic groups for whom their mother-tongue is not Shona or Ndebele face impediments in also having to learn these languages. According to Muchenje et al (2013: 502):

Such pupils whose mother tongue is not taught and recognised in the education system in terms of the 1987 Education Act do not benefit from instruction in the mother tongue.

Therefore, for those students whose mother-tongue languages are not taught their educational experiences end up being affected negatively. However, there have been recent developments whereby all learners' mother-tongue languages are also taught at primary school level. According to Muchenje et al (2013) this will benefit the learners and at the same time the culture and linguistic diversity of Zimbabwe will be enshrined. This is important as language plays a crucial role in people's lives as it is used for communication and it is a reservoir of culture (Goduka, 1998; Muchenje et al, 2013). Thus there are a number of reasons put forward for the inclusion of mother-tongue languages in the education system. These are highlighted by Kembo (2000) in Thondhlana (2002) as follows:

Cognitive and affective development occurs more effectively in a language that the learner knows very well, learning in general (including second language learning) occurs more effectively if the required cognitive development has already taken place through the use of a first language as a language of learning and finally literacy and cognitive skills already acquired in the first language provide easy transition to second language medium education.

Nyanja/Chewa-speaking children are at a disadvantage as their language is not used in the education system (Muchenje et al, 2013). A study was conducted by Muchenje with interviews and focus group discussions. There were a total of twenty students who participated in the study (10 boys and 10 girls). The study revealed that having to learn a language other than their own affects their language proficiency in Nyanja/Chewa (Muchenje et al, 2013). Learning via a different language (Shona and Ndebele) affects the quality of their work as they do not understand the language (Muchenje et al, 2013). Muchenje et al (2013) conclude that the findings from their study indicate that learning one's mother-tongue assists students in becoming proficient and fluent in their own language while at the same time they are preserving their language.

The next part of the review in this section considers the relevance of existing literature on Language Policy in South Africa.

2.10 SCHOLARLY LITERATURE/CASE STUDIES ON LANGUAGE POLICY IN SOUTH AFRICA

There are a number of extant publications focusing on the South African Language Policy. Daryl Braam has looked at the *Community perception of change in a school's language policy* where he examines the attitudes and perceptions of teachers and parents at a primary school in the Western Cape with regard to the LiEP's policy of additive bilingualism. Findings show that 54% of the learners speak Afrikaans, while only 34% speak English and the remaining 10% use both the English and Afrikaans languages interchangeably. There is a consensus with parents insisting on their children attending English classes: this later results in the teachers having issues transferring knowledge and concepts in English to the Afrikaans-speaking children. The Afrikaans-speakers have difficulty in grasping the concepts in English and this results in their performing at a slower pace compared to the English-speakers. Interview responses indicate that parents favour the English language as they believe it will be of added advantage to their children's futures. However, as much as the parents promote the English language they do believe it is desirable for children to be taught in their mother-tongue. Parents also believe that their children should also learn the Xhosa language as it creates opportunities for them to get employment (Braam, 2004).

Dianna Lynette Moodley looked at *a sociolinguistic analysis of the attitudes of staff and students of the University of KwaZulu-Natal, towards a bilingual (English/isiZulu) medium of education*. This study was conducted between 2006 and 2007; and the findings indicate that both the staff and students do not fully embrace the bilingual policy, i.e. the use of both the English and the isiZulu languages as education mediums (Moodley, 2009). Findings also showed preference for the English language as a medium of education. Therefore, Moodley (2009) concluded that the usage of the English language as a medium of instruction in education was preferred. Students only use the IsiZulu language for non-academic purposes such as socializing outside classes or during religious events.

In these case studies there is a common preference for the English language as a medium of instruction in education compared to the other languages. The English language is seen as a language of power and dominance which will be of huge benefit to the future of the people in

the workplace. However, while this present study also aims to assess the perceptions of the staff and students the main focus of the study will be on the implementation of the policy bilingual. The study aims to assess how the implementation of the policy responded to by both the staff and the students at UKZN.

2.11 CONCLUSION

African-speaking students rebelled against the imposition of Afrikaans: this resulted in the 1976 Soweto Uprising. It was only after South Africa's transition to a democratic country that the indigenous languages were promoted and elevated. The University of KwaZulu-Natal has identified with the goals of South Africa's Language Policy which is to foster multilingualism: the University has therefore initiated a Language Policy introducing compulsory IsiZulu courses at the University. This study seeks to investigate the perceptions of students and staff to the University's Language Policy. Lastly the study will show if the students and the staff members from the University were consulted and part of the decision-making leading to the current language policy.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter outlines the theoretical framework which underpins this study. This theory shapes and supports the objectives of this study. Firstly, this chapter will look closely at the policy cycle; secondly, the chapter will look at the importance of the implementation phase in the policy process; and lastly, at Brynard's 5C Protocol in terms of a successful implementation process.

3.2 WHAT IS PUBLIC POLICY?

There is no simple answer to this question which is the reason why different scholars have different definitions for public policy. Public Policies aim to address issues that are experienced by the public (Torjman, 2005; Cochran and Malone, 2014; Huang, 2002). These are actions taken by the government which ought to reflect on the decisions made by the policymakers. Dye (1995: 4) refers to public policy as "whatever governments choose to do or not to do".

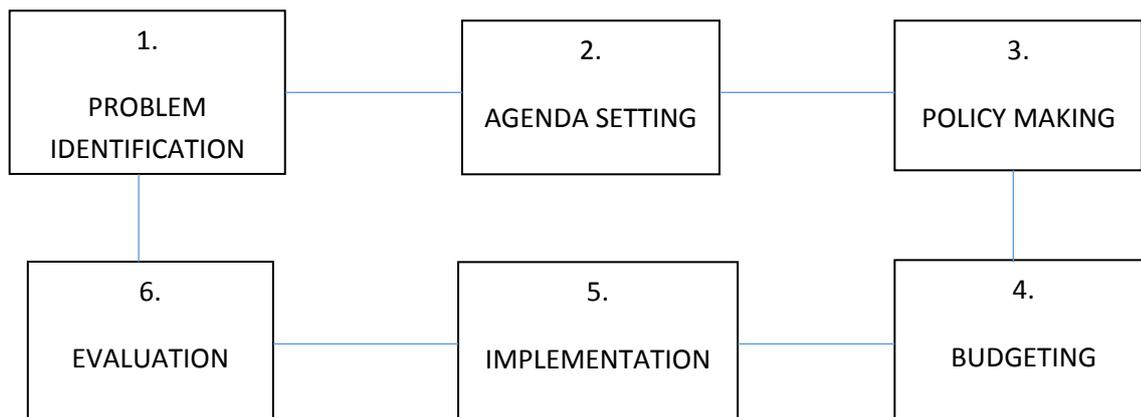
David Easton defines public policy as "the authoritative allocation of values for the whole society" (study.com, 2016), while Harold Lasswell and Abraham Kaplan defines policy as "a projected programme of goals, values and practices" (Roux, 2002: 424). Any authoritative action requires definite goals or objectives that have been set. Therefore this then "implies that objectives will be set for each government institution" (Roux, 2002: 421). The goals and objectives should be specifically based on the actual needs of society. However, one must be aware that the results of policy implementation will differ from one area to another. Anderson (1997: 9) defines policy as

a proposed course of action of a person, group, or government within a given environment providing obstacles and opportunities which the policy was proposed to utilize and overcome in an effort to reach a goal or realize an objective.

Contextual factors (i.e. political, social, cultural, and economic factors) play a vital role in enabling a successful policy implementation. However, the implementation of policies which have been put in place need to go through different stages. In addition these policies ought to be monitored and evaluated.

3.3 UNDERSTANDING THE POLICY PROCESS THROUGH A POLICY CYCLE

The policy process refers to the manner in which the policy is formed, implemented, monitored and evaluated. The policy cycle divides the policy process into a series of stages, from the starting point of the policy process which is the formulation of the policy, to the end point which is the evaluation of the policy's implementation. The stages of the policy process overlap with each other – there are additional mini-stages – in a process which is a continuation and which never ends (The Public Policy Process, n.d). There are numerous policy process diagrams, e.g:



Typically the Public Policy Process (n.d) presents the stages as follows:

1. Problem Identification
2. Agenda Setting
3. Policy Making
4. Budgeting
5. Implementation
6. Evaluation

The first step is to identify and define the problem in order for the policymakers to be able to come up with solutions as different problems require different policies (Study.com, 2015). These problems are identified and articulated by the different individuals and institutions involved. The second step, according to the Public Policy Process (n.d), is that “before a

policy can be formulated and adopted, the issue must compete for space on the agenda (list of items being actively considered)". Therefore, once an issue has been given agenda status there might exist an opportunity for action (Kingdon, 1984; Dery, 2000). Once the problems have been identified policies should then be formulated in order to address the problems. However, the policy should be authorized and a budget should be created in order to know how much will be spent on the policy (Public Policy Process, n.d). The most important stage in the policy process is the implementation of the policy when the policy is put into effect. This is before it is evaluated to assess the success of the policy. As is evident from the aforementioned stages in the policy process this study aims to focus on the implementation phase of a specific policy.

3.3.1 Implementation Phase in the Policy Process

Policy implementation is one of the most essential phases in the policy cycle as pointed out by Bunker (1972: 71): "implementation, from which flows operational policy, is an integral part of the policymaking process." Grindle (1980: 6) on the other hand considers the implementation phase "is to establish a link that allows the goals of public policies to be realized as outcomes of governmental activity." Brynard (2005) also confirms the critical importance of policy implementation and service delivery for both the private and the public sector. Thus the implementation phase in policy-making involves "the creation of a 'policy-delivery system'" (Grindle, 1980: 6). This is when the specific designs are pursued in order to meet the expected goals or objectives. According to Pressman and Wildavsky (1973: xiii-xv) implementation "means just what Webster [dictionary] and Roget [thesaurus] say it does: to carry out, accomplish, fulfil, produce, complete." Moreover (ibid)

policies become programs when, by authoritative action, the initial conditions are created... Implementation, then, is the ability to forge subsequent links in the causal chain so as to obtain the desired result.

Therefore, it is evident from the above-mentioned definitions that the implementation phase is encompassed by actions taken by public or private individuals that are directed at the achievement of objectives set forth via prior policy decisions and aimed at meeting the desired results expected by the policymakers (Van Meter and Van Horn, 1974; Smith, 1973). However, this is not always the case as it depends on social conditions. For instance to implement policies one will have to look at the environmental factors as they impact on the implementation of the policy. This is because for different communities or countries one

would have to consider the different cultural, social, political and economic conditions in that area. Therefore, policies that are to be implemented by the government in Third World nations could be hindered by cultural constraints. Smith (1973) further argues that there are different conditions in African nations as compared to Western nations. Normally the government will implement policies during the formation of the policy: often the influence of other stakeholders and interest groups are ignored which could result in the failure of the policy implementation. Therefore, for the government to implement policies without the influence of the interest groups could cause tensions, as Smith (1973: 205) points out,

An example of a within-component tension would be the discrepancy in the implementing organization when an administrative unit is instructed to implement a policy for which the unit has inadequate personnel in numbers or skills for policy execution. A between-component tension may occur between the target group and the ideal policy component when the policymakers expect a policy to be welcomed by the target group and the actual reception is a hostile one.

Therefore, the above mentioned examples show that without the voices of the interest groups in the implementation of the policy, an effective implementation phase in the policy process may be hindered.

According to Smith (1973: 198), “research and theory building also has focused on the “inputs” or upon the processes by which policies are made.” Therefore, one can say that there has been a transition in policymaking in the present times compared to before. The affected groups are involved in policies because previously the policymakers focused on the outputs rather than the inputs of the policy. Today, policymakers encourage public participation in order to ensure a successful policy. Without public participation in policymaking the policy fails especially in the implementation phase due to the fact that without the interest groups being part of the policymaking they end up opposing the policy: this can result in illegal protests from the affected group. In frequent cases the reason for poor public participation is due to the fact that the government policymakers have excluded the affected groups from the beginning of the formulation processes and implemented policies without consulting the affected groups.

3.4 TOP-DOWN VS. BOTTOM-UP POLICY IMPLEMENTATION

The top-down and the bottom-up approaches can be used to view or analyse the implementation process of a policy. However, there have been criticisms of both the top-

down and bottom-up approaches in policy implementation. Both these approaches are therefore unpacked below to show the differences and also to highlight the criticisms that have been voiced.

3.4.1 The Top-down Approach

The top-down approach

is the carrying out of a policy decision—by statute, executive order, or court decision; whereas the authoritative decisions are “centrally located” by actors who seek to produce the “desired effects (Matland, 1995: 146).

The policy decision begins at the central level of government (Sabatier, 1986) and this is where the government commands and controls the projects which affect the people. Sabatier (1986) proposes that the government asks the following questions in relation to the policy decision:

- To what extent were the actions of implementing officials and target groups consistent with the objectives of the policy?
- To what extent were the objectives achieved over time?
- What were the factors affecting the policy outputs?
- How was the policy reformulated on the basis of experience?

The top-down approach creates a platform where the government is the one who makes the decisions which will affect the target groups. According to Elmore (1979) the notion that policymakers exercise control over policy implementation might be called a “noble lie”. The focus should be on those who are in charge of carrying out the policy and not on those that formulated and conveyed the policy (Lipsky, 1978). Therefore, this is where the bottom-uppers encourage the involvement of the target groups in the beginning phases of policy formulation.

3.4.2 The Bottom-up Approach

It is suggested by bottom-uppers that

discretion at lower levels is not only inevitable, but also desirable... [because] it is necessary for policies to be reinvented so that they better fit local needs (Palumbo & Colista, 1987).

Therefore, the bottom-up approach is when local organizations are the ones to carry out the policies to meet their needs: for an effective implementation of policies the people should be involved as policies are ‘made’ by the people (Lipsky, 1978). The bottom-up approach developed in reaction to the more predominant top-down implementation (Brynard, Cloete and de Coning, 2000). With the top-down approach focusing on the hierarchical control of the policies by the central government and ignoring the street-level actors and organizations, the bottom-uppers saw the need to execute policies from a different angle – i.e. through street-level actors and organizations.

Both of the aforementioned approaches demonstrate strengths and weaknesses: each may be relevant to some cases only. However, certain instances both could be equally relevant (Brynard, Cloete and de Coning, 2000). Combining the two models might well enhance the strengths of the two approaches. Brynard, Cloete and de Coning (2000: 7) argue that “there is growing consensus on the need to synthesise the major features of the two approaches and develop models that capture the strengths of both.” For the combination of the two approaches it is very critical to firstly understand what implementation is and secondly, to appreciate the importance of implementation in the policy process. As pointed out by Pressman and Wildavsky (1973) implementation is the state of having to achieve the predetermined goals or objectives of the policy. For an effective implementation critical variables need to be sifted in order to influence the goals to be achieved. The key clusters of interlinked explanatory variables that will allow for a better understanding of implementation and these five interlinked variables are known as the 5-C protocol (Brynard, Cloete and de Coning, 2000). This model is unpacked further in order to comprehend the complexity of implementation.

3.5 THE 5-C PROTOCOL MODEL

“5C Protocol” (Brynard, 2001 cited in Mitchell, 2007) can assist one to understand all the twists and turns in the implementation process. There are 5 critical variables which Brynard mentions which act as a base for effective implementation. Brynard firstly created a convergence between the top-down and bottom-up models of policy implementation. He argues that top-downers regard the policymakers as the ones who are the central actors for policy implementation, whereas the bottom-uppers regard the target groups and the service deliverers as the ones who play a critical role in policy implementation (Brynard, 2005).

However, one can state that the policymakers do need the target groups and the service deliverers for effective policy implementation. The two models should therefore come together for effective policy implementation. The 5 variables that Brynard looks at are; content, context, capacity, commitment, and clients and coalition. Brynard suggests that the aforementioned variables are critical in assessing the effectiveness of the course that the implementation is taking (Mnculwane, 2008). The 5 variables will be discussed below one by one in order to explore their relevance for this study.

3.5.1 Content

The content of a policy is essential; this is because a policy is regarded as either distributive, regulatory or redistributive. This seminal typology was provided by Lowi (1963). Brynard cites other scholars who suggest that

the content of the policy is not only important in the means it employs to achieve its ends, but also its determination of the ends themselves, and in how it chooses the specific means to reach those ends (Brynard, 2005: 180).

Moreover Pressman and Wildavsky (1973: xv) interpret implementation as "a seamless web... a process of interaction between the setting of goals and actions geared to achieving them." Hence it follows that facilitating the objectives and the means to meet the objectives is the content of the policy. However, the content of the policy is not only important in achieving the ends of the policy, "but also in its determination of the ends themselves and in how it chooses the specific means to reach those ends (Brynard, Cloete and de Coning, 2000). Therefore, being able to mediate the choice of ends and means is basically what forms the content of the policy.

3.5.2 Context

According to Mnculwane (2008: 50),

The relevance of contextuality in putting a policy into effect is premised on an important postulation that implementation is inevitably impacted upon by the very context within which policy execution takes place.

Therefore, implementers ought to be aware of the relevance of the context for effective policy implementation because if not considered this could hinder the effectiveness of the implementation. It is fairly common wisdom that "a context-free theory of implementation is

unlikely to produce powerful explanations or accurate predictions” (Berman, 1980: 260). Therefore, it is very important for researchers or implementers to pay attention to social, economic, political, and legal settings (O’Toole, 1986). Brynard believes that effective implementation results from human interactions (Brynard, 2005). Moreover he holds that for effective implementation a critical role must be played by effective working relationships between the implementing agencies during the policy process. Mnculwane (2008) too notes that the context variable is moulded by the social, economic, political and legal realities within which the policy occurs. During the implementation process the actual policy changes its environment and could also be changed by the context. Therefore, effective working relationships between implementing agencies plays a critical role in effective implementation because favourable working conditions and good relationships between implementing agencies could affect the end results of the policy in a positive manner.

3.5.3 Commitment

For a given policy to be implemented the actors should be willing and able to implement the policy (Brynard, 2005). Therefore, if the policy actors are unable or unwilling to implement the policy it will then be ineffective. In other words the commitment of the actors is essential in order for an effective implementation process to take place. According to Mnculwane (2008: 52),

...good policies with all the necessary features germane to effective implementation can be put in place, but if the various actors in the policy game are either unwilling or unable to implement, the said intervention will remain ineffective.

The quality of the commitment is influenced by the clients and coalitions implicated with that particular policy. As much as this particular variable is critical for effective implementation there are different perspectives to be gained from the bottom-up and the top-down proponents. For example, it is argued by Brynard (2005) that the top-down perspective would view implementer commitment being shaped by the content of the policy and its capacity provisions in terms of resources – that is, both the content and the capacity could be controlled by and from the top. The bottom-up view would also consider content and the capacity but would tend to view commitment as being influenced by the institutional context, and thus by clients and coalitions (Brynard, 2005). Therefore, for an effective implementation there has to be a satisfactory level of commitment from the implementers.

3.5.4 Capacity

Brynard (2000) views capacity as the structural, functional and cultural ability to deliver the required public service. This is the ability to mobilize resources for the attainment of policy objects. For the policy to be successful there should be resources available to be used in meeting the objectives of the policy. Poor resources could hinder the effectiveness of the implementation: this would result in the failure of that particular policy. Therefore, availability of resources has a huge potential impact on the outcome of the implementation of the policy. However, as stated by Mnculwane (2008) while or in as much as there should be a provision of resources it is also critical for the environment where the implementation will occur to be conducive to the policy which is to be implemented. However by the same token, Brynard (2005) perceptively notes that the resources should not be the main focus in terms of how they impact on the capacity, but the main focus should rather be on how capacity can be created and operationalized. Therefore, it is essential that those who are to implement the policies be well-capacitated in order for there to be an effective implementation process which will result in meeting the desired predetermined outcomes.

3.5.5 Clients and coalitions

There is a critical role played by coalitions of individuals and organizations who are affected by the policy in one way or another. For effective implementation of policies there should be a coalition of interest group leaders and outside actors who support the policy: they need to come together as the different power shifts could strongly influence the implementation process of a policy. Elmore (1979) argues that implementation is affected in some critical sense by the local coalitions of those who are affected by the policy as they are the ones who the implementing agencies need to satisfy. Therefore, if the coalitions are not in support of the policy this could then hinder an effective and positive result: however if the coalitions are in support of the policy they would accept it and follow through with it. The coalitions are needed as part of the decision-making process as at the end of it all they are the ones needed to implement the process. In addition the coalitions' thoughts and views should be considered as the implementing agencies need to consider of their morals, culture and their environment so that they formulate an appropriate policy. With this variable it is critical for the

government to join with coalitions of interest groups and other outside stakeholders by communicating and working together towards effective implementation.

Therefore, the 5C variables shape the effectiveness of the implementation process. All the variables will be used to assess the effectiveness of the implementation of the language policy but one will focus particularly on the Clients and Coalitions variable because this study will be looking at the role of the students in the implementation of the Language Policy at UKZN, Howard College campus. The study will investigate the critical role played by the coalitions of individuals and organizations who are affected by the policy in one way or another. Coalitions of interest group leaders and outside actors who are in support of the policy could strongly influence the implementation as the different power shifts influence the implementation process. The staff and the students of UKZN, Howard College campus will be asked if they were aware of the policy before its implementation and also if they were included in the formulation of the policy. The students and the staff of UKZN are the affected groups so they form the base of the policy's outcomes. The success or failure of the language policy will be determined by the attitudes and responses of the students and the staff of the institution. The perceptions of the clients are essential for successful implementation of policies. Khosrowpour (1997) argues that policymakers should attempt to maximize clients and consultants' compatibility by involving clients who are responsible for the project. Policymakers and the affected group should have good relations as it facilitates understanding, constructive compromise and reasonable expectations.

Perceptions from the students on the language policy could be of assistance to the policymakers as they will gain information that could assist in ensuring the success of the policy. Therefore, one could agree with Smith (1973) that if during policy formation the public or the interest groups are not included this could hinder the execution of the policy. It is very important to include the interest groups because they are the affected ones and not the policy implementers.

3.6 PUBLIC PARTICIPATION/CONSULTATION

Policy-making and policy implementation institutions in government are increasingly embracing the concept of participation which refers to the act of taking part with others in a particular activity (Boaden et al 1982; Webster, 1995). Therefore, participation is basically

when there is a platform created for people to contribute ideas towards solutions of problems affecting them. Another definition of participation is presented by Bekker (S. a):

...an activity undertaken by one or more individuals previously excluded from the decision-making process in conjunction with one or more other individuals who were previously the sole protagonists in that process.

For policy-making it is very important to involve the citizens in the decision-making. Citizen participation is described as the involvement of citizens in a range of activities that relate to the formulation and the implementation of policies in order for the needs of communities to be met (Fox and Meyer, 1995). This kind of involvement creates a sense of cohesiveness within society: it can also make officials of local government aware of the needs of the community. Babooa (2008) argues that the government relies on the citizen inputs to stay informed about public concerns as well as to gain insight into the citizens' preferences. With this kind of public consultation the opinions of interested and affected groups are encouraged. As pointed out by OECD (n.d) public consultation is employed to improve transparency, efficiency and effectiveness. Craythorne (1997: 99) states that "the secret of public participation is to ensure that the relevant 'publics' are approached on any particular issue." Public participation in policy-making is encouraged in order to prevent the abuse or misuse of administrative authority and political power.

Public participation is a necessity because the task is too great for the policymakers at the institution to accomplish unaided. For effective public participation students need to be involved in the beginning phases of policy formulation: their views and those of the lecturers should be taken into consideration. Also after the policy is implemented, in the monitoring of the policy phase the students should be interviewed to find out their views on progress thus far. Students' perceptions should help to strengthen the implementation process of the language policy at the University.

3.7 PREVIOUS RESEARCH

There are several research studies (Mnculwane, 2008; Mizeck, 2012; Martin and de Leeuw, 2013; Fokane, 2013) which have utilised the 5c-protocol model. Mnculwane assessed *the implementation of the Service Delivery Improvement Policy in the Department of Arts, Culture and Tourism in KZN*; Mizeck looked at *the Implementation of the Zimbabwe National Orphan Care Policy and the existing implications of partnership between the Government and civil society*; Martin and Leeuw explored the *Implementation of the*

Framework Convention on Tobacco Control in Four Small Island Developing States of the Pacific: A Qualitative Study; and lastly, Fokane analysed the *Film Policy Implementation in South Africa: A case study of the National Film and Video Foundation*.

Mnculwane used the 5 critical variables in order to assess the implementation of the Service Delivery Improvement Policy. Mnculwane's reason for using these modes is because they are

the most critical variables that impact on implementation identified by scholars who in essence approach the task of public policy implementation from quite divergent perspectives (Mnculwane, 2008: 56).

He aimed to discern whether the implementation of the policy was successful or not. The 5-c protocol model was also adopted by Mizeck in his study which looked at the implementation of the Zimbabwe National Orphan Care Policy (ZNOCP). Mizeck (2012:69) explains that the approach

has been adopted in this research due to its focus which breaks organizational boundaries and pays attention to the macro-settings and surrounding context variables.

Martin and de Leeuw's objective for their study was to determine what variables influence the implementation of the Framework Convention on Tobacco Control and how these variables help to determine success or failure in the implementation. Lastly, Fokane assessed the implementation process of the Film policy and the responses of the affected group.

These studies are all similar and they all utilised the 5c-Protocol Model by Brynard to assess the implementation of the policies: in addition they all used the variables as a base in order to assess the implementation processes of the different policies. The current study has thus adopted a similar approach in order to investigate the implementation of the UKZN language policy.

3.8 CONCLUSION

The variables presented by Brynard are to be used to fully comprehend the UKZN Language Policy implementation process. However the most focussed on variable will be the clients' and coalitions' variable as it looks at the students and the staff who form the coalitions of interest groups that are on the receiving end of the UKZN Language Policy.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter describes and explains the methodology employed in this study. An attempt will be made to identify and justify the research methods and techniques employed in collecting the data. Problems and limitations to the study will also be outlined.

4.2 RESEARCH APPROACH

A mixed method design was chosen because there was a need to identify the different perceptions of students and staff with regard to the Language Policy implemented at the University of UKZN. A mixed method approach is normally used to access both the statistical facts and the in-depth responses from the participants. Integrating the methodological approaches strengthens the overall research design, allowing for triangulation and access to more convincing and comprehensive information than via the use of one method (Creswell & Plano Clark, 2011). To gather in-depth information from the students, a qualitative approach was utilized.

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009: 13).

However, a quantitative method could facilitate the obtaining of hard facts and statistical analysis. For the qualitative research, semi-structured interviews and focus group discussions were employed, whereas for the quantitative research, survey questionnaires were used. The information gathered is presented in two forms – narratively and numerically.

The advantage of using a mixed method approach in this study is to gather not only statistical facts but to give a ‘voice’ to the study by reflecting the participants’ point of view. It is important to support the statistical findings of the study with reasons or views from students and staff that will provide understanding to the reasons behind the statistical findings. The limitations of using a mixed method approach is the fact that the qualitative findings from interviews and focus group discussions were not all utilised but certain responses were chosen and this is due to time constraints.

4.3 VALIDITY AND RELIABILITY

For this study, a pilot test was conducted to test the validity and reliability of the questionnaires.

4.4 RESEARCH PARADIGM

An interpretivist research paradigm underpins this study. According to Burton and Bartlett (2005, pp. 22)

Interpretivism does not view society as having a fixed structure, hidden or otherwise because the social world is created by the interactions of individuals.

This study aims to explore the different views and subjective views and experiences of individuals. The data collected from was analysed via a theoretical framework in order to test the cogency of the hypothesis.

4.5 TYPE OF RESEARCH

The research design used is exploratory. Gathering innovative findings from the students was deemed to be potentially useful to the policymakers of the UKZN Language Policy.

4.6 SURVEYS

Survey questionnaires (Appendix A & B) were used to obtain quantitative data. The questionnaire consisted of 20 items for both students and staff respondents which elicit factual information, such as, age, gender, race, home-province and home-language. The students are also asked to identify their language background. Involvement in the implementation of the Language Policy at the institution was also queried, as also their particular views on the policy. 50 students from the University of KwaZulu-Natal, Howard College Campus were identified through random sampling to participate in the questionnaire survey. In addition, 15 staff members chosen through random sampling also participated.

4 7 INTERVIEWS

3 Deans from the Howard College campus in Humanities were identified and interviewed to gain their insights on the language policy. The Deans included the Dean from the School of Applied Human Sciences; the Dean from the School of Social Sciences; and lastly, the Dean from the School of Built-Environment and Development Studies. Furthermore, there was Focus Group discussions for the student participants were held. The group discussions provided direct access to the participants' opinions and experiences as opposed to reaching conclusions from analyzing data from different interviews (Morgan, 1988). 10 students chosen from Humanities through random sampling were asked to take part in the Focus Group discussions. Three Focus groups discussions were held; one of these was with first year student participants; another was with second year students and the third with a combination of third years (5 students) and postgraduate students (5 students). The reason for including a range of students to take part in the discussion was to find out their views on the introduction of the new language policy at the university. The students were random groupings, identified via the university's emailing system.

4.8 SAMPLING METHOD

The sampling method used for this study was random sampling. For this sampling method each member of the population has an equal chance of being chosen and included in the sample (Teddlie & Yu, 2007; Hornby, 2010). The advantage of utilizing this method is that it's free from bias and prejudice. Students and staff have an equal chance to be included in the sample and this will result in unbiased information or findings. With the study conducted in one campus, using this sampling method was not time consuming, however if the population was geographically dispersed then adopting this method was going to be time consuming and too expensive.

4.9 DATA ANALYSIS

The data collected were grouped according to similarity so as to facilitate in transferring the data onto graphs. Descriptive statistics which "provide simple summaries about the sample and the measures" (Trochim, 2006) were used to summarize the findings – the numbers were presented via graphs which makes it easier to analyse the quantitative data. Graphs assisted in showing clearly the different findings obtained from the participants. The interviews were then summarised and a computer-based approach used for cutting, pasting and sorting out

data gathered from the focus groups discussions (Krueger & Casey, 2000 cited in Rabiee, 2004). Content analysis was used for qualitative data which is a technique that systematically and objectively identifies relevant texts from the responses (Holsti, 1968). The responses which were relevant were selected and they were analysed in the light of the Literature Review and the Theoretical Framework chosen for this study.

4.10 ETHICAL ISSUES

For ethical issues the interviewees were informed that the interviews would be anonymous. If the interviewees felt that a specific question was sensitive then they were entitled to refrain from giving a response.

4.11 PROBLEMS ENCOUNTERED

One of the Deans was not interviewed as a meeting with him could not be arranged.

4.12 LIMITATIONS OF THE STUDY

The University of KwaZulu-Natal consists of five campuses; however the study was confined to one of the campuses and to a Humanities Faculty only due to pressure of time.

CHAPTER FIVE: RESEARCH FINDINGS, ANALYSES AND INTERPRETATION

5.1 INTRODUCTION

The purpose of this chapter is to present the research findings, analysis and interpretation of the data collected. The aim of the research was to gauge perceptions of academic staff and students on the implementation of the University of KwaZulu-Natal's (UKZN) Language Policy. The presentation of the results will follow two routes, namely those obtained from the students and those obtained from the academic staff of UKZN. Both the academic staff and the students shared information about their perceptions on the implementation of the UKZN Language Policy and they also shared information about their level of involvement in the decision-making processes of the policy.

5.2 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

50 students from UKZN (Howard College campus) in Humanities responded to survey questionnaires which aimed to elicit demographic information; perceptions on the UKZN Language Policy; levels of awareness on the language policy before its implementation, and lastly, degrees of involvement in the decision-making processes. There were also 15 survey questionnaires which the academic staff responded to. In addition, 2 deans from Humanities were interviewed: they represented the School of Built Environment and Development Studies and the School of Social Sciences. Lastly, there were focus groups discussions held for students in Humanities.

5.2.1 Demographic Profile

Under the demographic data the gender, age, year of study, home language and other languages spoken of both the students and the academic staff were presented and analysed.

Gender: As with the large population of students that responded to the survey questionnaire, the majority of the sample comprised of females: there were 29 females (58%) and 21 male

(42%) respondents. Apropos the staff respondents, there were 12 males (60%) and 8 females (40%).

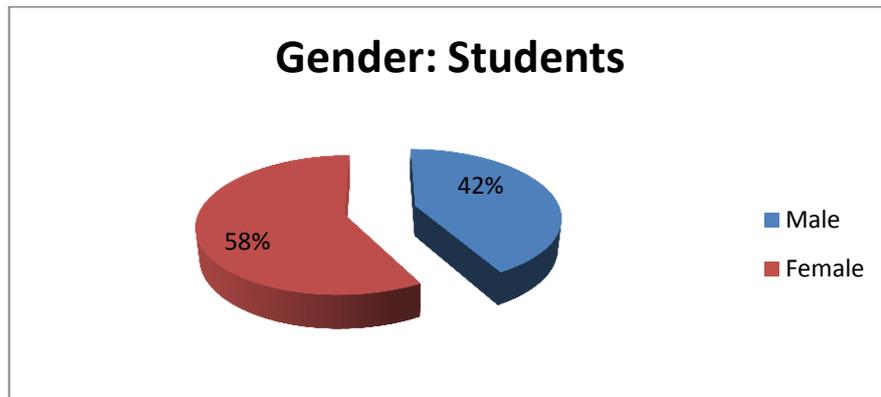


Figure 1: Gender of Students

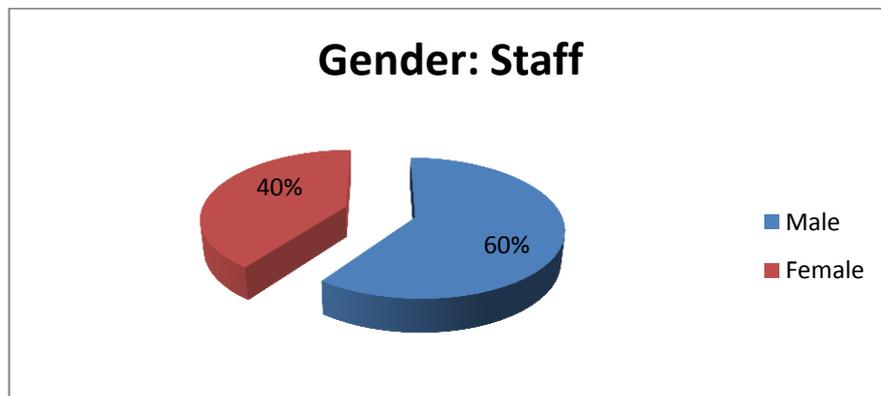


Figure 2: Gender of Staff

Age: The majority of student participants were in the 21-25 category – i.e. 25 students; there were 13 students in the 26-30 category; 6 students in the 31 -35 category, and lastly 6 students in the 36-40 category. With regard to the staff of UKZN, the majority were in the 41-45 and the 46-50 categories – i.e. there were 5 staff members for each category and there were 2 staff members in the 31-35 category. Apropos the 26-30 category; the 36-40 category and the 50+ category, each had 1 staff participant.

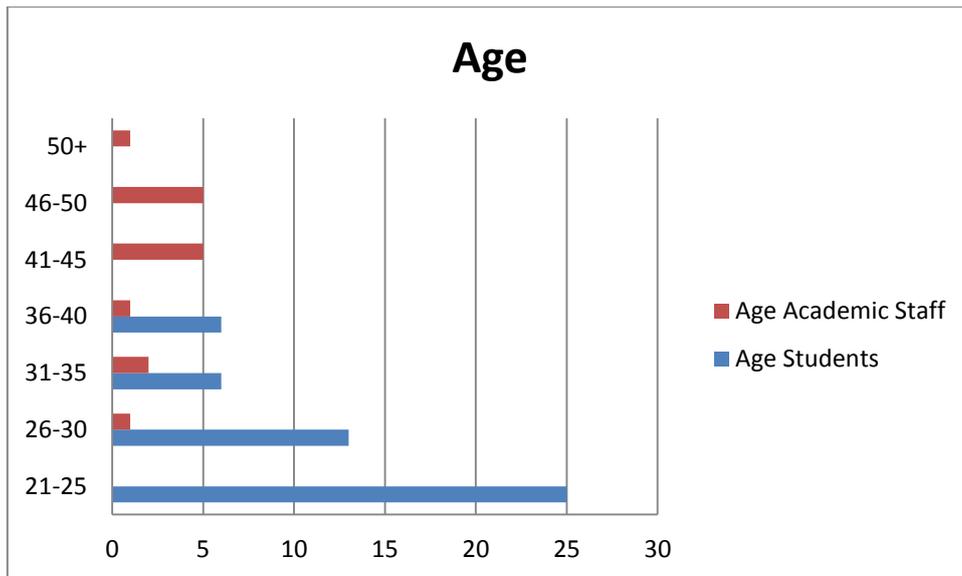


Figure 3: Age

Year of Study: There were 17 respondent students in their 1st year. For the 2nd years, there were 14 students and 11 students in their 3rd year who participated in the survey. Lastly, there were 4 students in their 4th and 5th year or more.

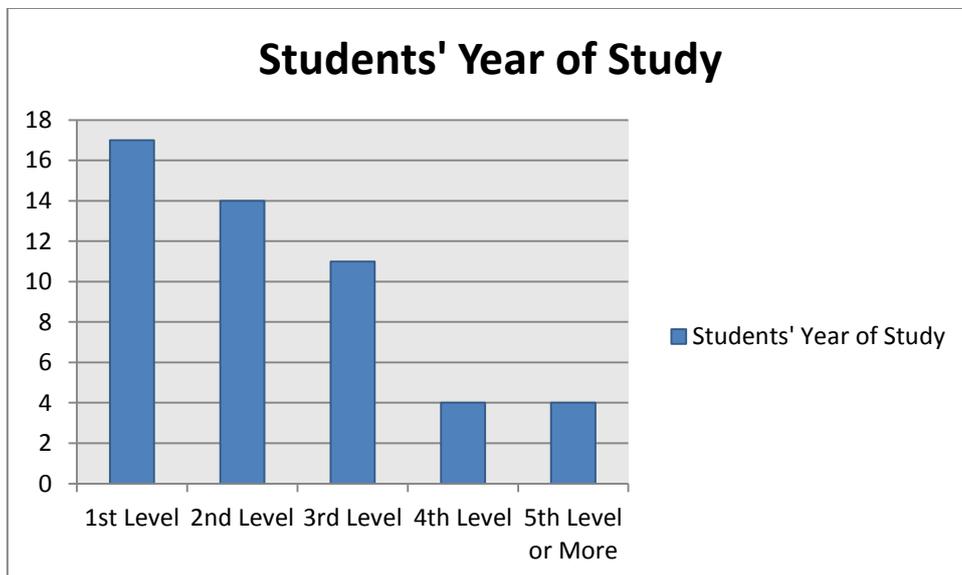


Figure 4: Students' Year of Study

Staff Position: There were more academic staff members (7) who participated in the survey than administrative staff (3) and support staff (5) as indicated in Figure 5 (see below).

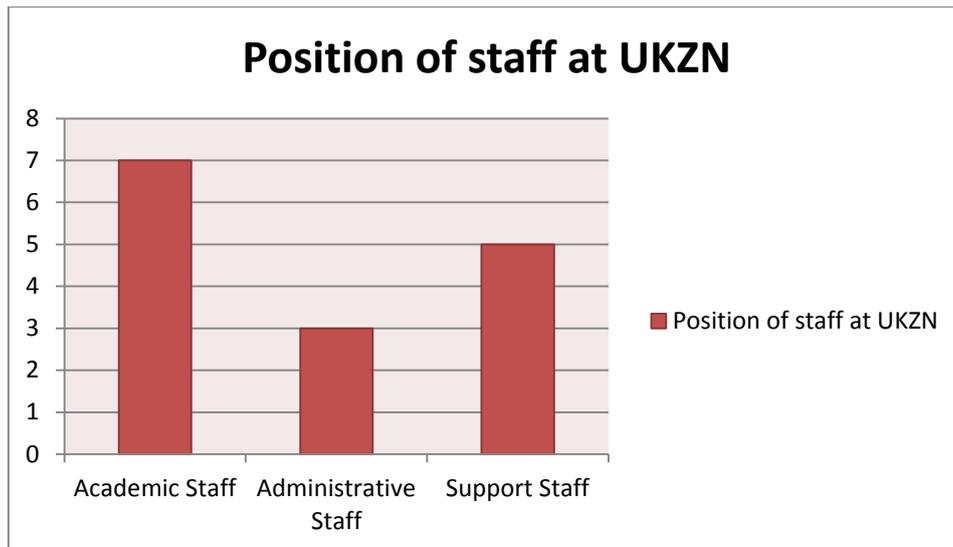


Figure 5: The Staff Position at UKZN

5.3 KEY THEMES DISCUSSED

The key themes which this study focused on are as follows:

- The Language Attitudes towards the IsiZulu language
 - The Positive Attitudes towards the IsiZulu Language
 - The Negative Attitudes towards the IsiZulu Language
- The perceptions on the implementation of the UKZN Language Policy
- The level of involvement in the decision-making with regard to the Language Policy
- Recommendations on the Language Policy

5.3.1 The Language Attitudes towards the IsiZulu language

The Positive Attitudes towards the IsiZulu Language

The language attitudes towards IsiZulu varied among the staff members and the students of UKZN. There were 5 staff members who spoke English as a home language and 5 that spoke IsiZulu as a home language who participated in the study. There were 2 staff members who

spoke Sepedi; 2 who spoke Sesotho and 6 who spoke ‘Other’ languages as their home language. There were 11 staff members who believed that studying IsiZulu is important as it will assist in communicating with the majority of the population; 1 staff member stated that it was important to study the language since it is one of the official languages in South Africa (SA); and 1 staff member stated that she loved the language. The results are presented below (Figure 6).

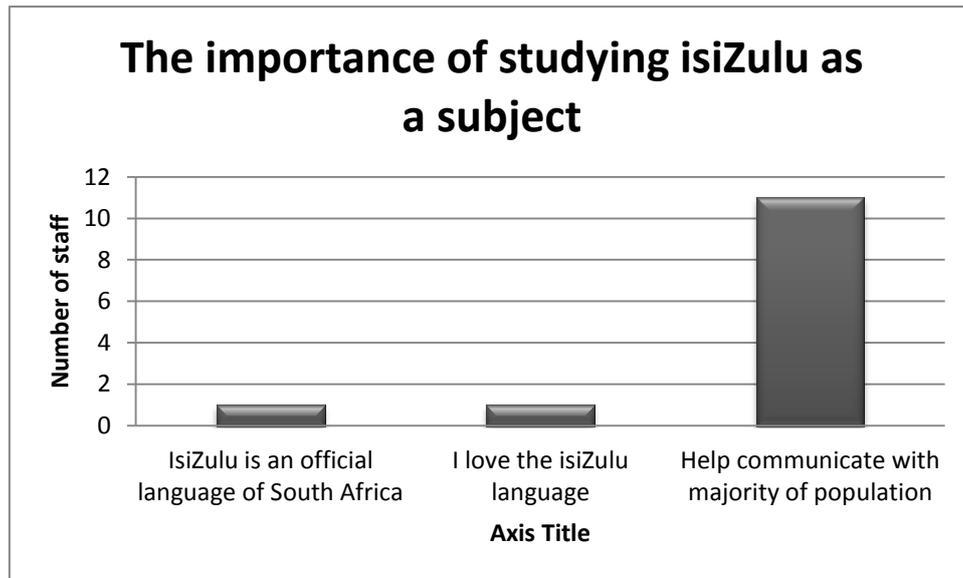


Figure 6: The importance of studying the IsiZulu language

The above results show how the IsiZulu language triggered positivity towards the language. One of the Deans during the interview also showed a positive attitude towards the IsiZulu language when he was asked to give his opinion as to whether the introduction of the language policy at UKZN could affect the academic performances of students:

I don't think students' academic performance will be jeopardised in any way. In fact, I believe that their academic performance will be improved since concepts will be known much more in their mother-tongue.

The Dean has a positive attitude towards the language as he believes that students will not have any issues with their academic performance.

Students also had their own attitudes towards the language. There were 29 students who had different reasons as to why studying IsiZulu as a module is important; the results are listed below (Figure 7):

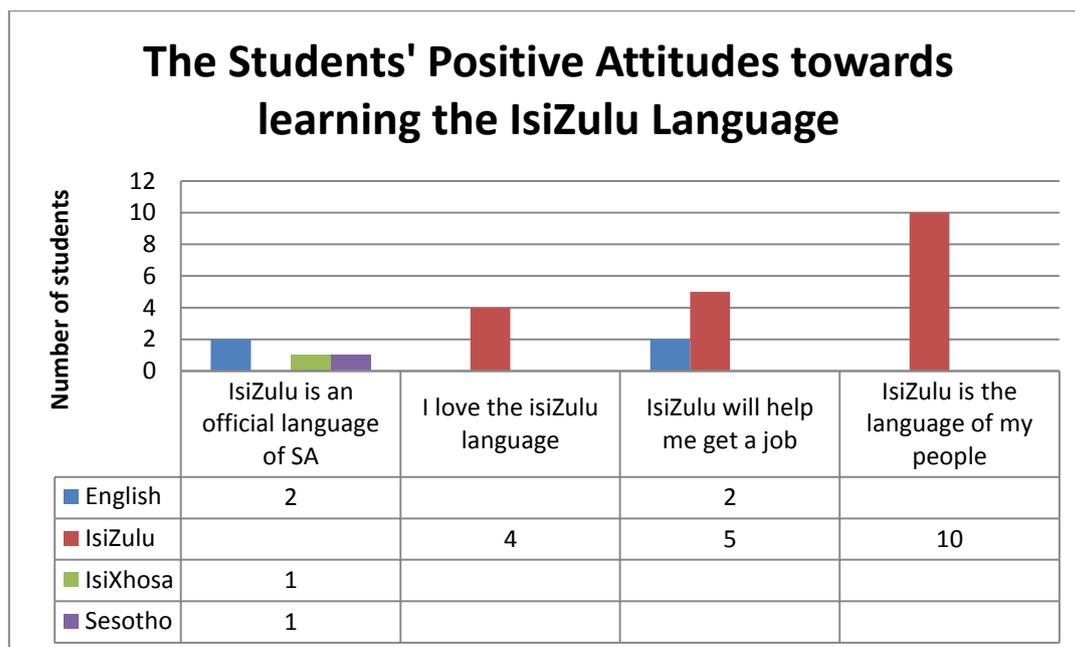


Figure 7: The Students' Positive Attitudes towards Learning the IsiZulu Language

The results (Figure 7) show that the 2 English home language students, 1 isiXhosa speaker and 1 Sesotho student all believe that studying IsiZulu as a subject is important because it is an official language in SA. 4 isiZulu students said that they love their language; 2 English students and 5 isiZulu speakers felt the isiZulu language would help them get a job. 10 students who speak isiZulu as their home language stated that studying the language is important as it is the language of their people. There were also positive responses from the focus group discussions, e.g.

Coming from a poor background I did not know English well so this policy will help those that are like me when they come to this University.

I don't think the academic performance of students will be affected.

However, as much as there were positive responses towards studying the isiZulu language, there were also some negative responses.

The Negative Attitudes towards the IsiZulu Language

7 staff members believe that studying IsiZulu is not necessary. 5 staff members do not see the need to study the language; 1 stated that he already knew the language and 1 stated that studying the language would not help with getting a job. The staffs' attitudes towards the

IsiZulu language are presented below (see Figure 8 which gives a clear illustration of the number of staff who are not in support of studying the isiZulu language).

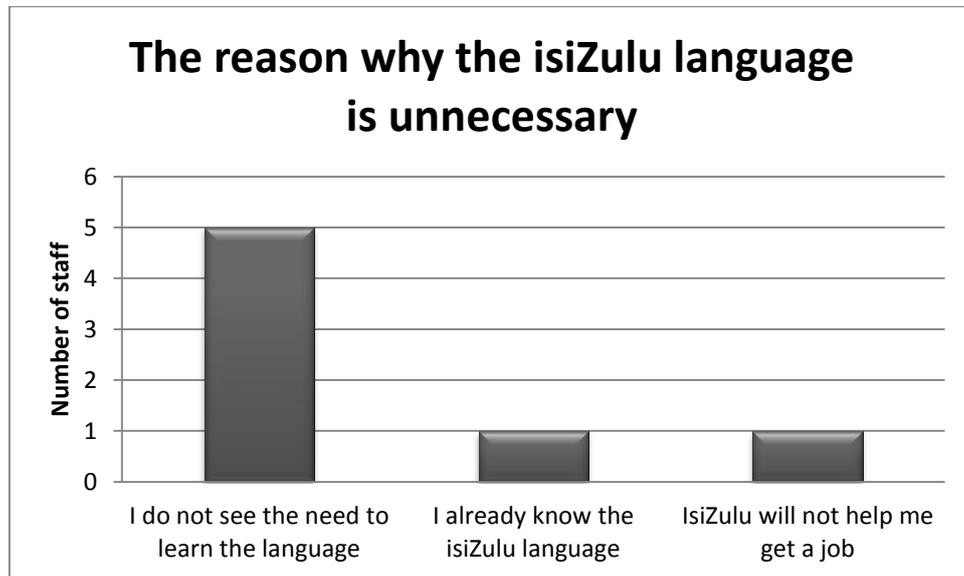


Figure 8: The Reasons why the IsiZulu Language is considered unnecessary

Figure 9 (see below) shows that there were students who posited different reasons for why they did not see it necessary to study IsiZulu as a module. There were 6 students who stated that they do not see the need to learn the language; 4 students further stated that they already know the language; and, in addition, 8 students believed that the language will not assist them in getting a job; and finally 3 students stated that the language will not be useful to them in the workplace.

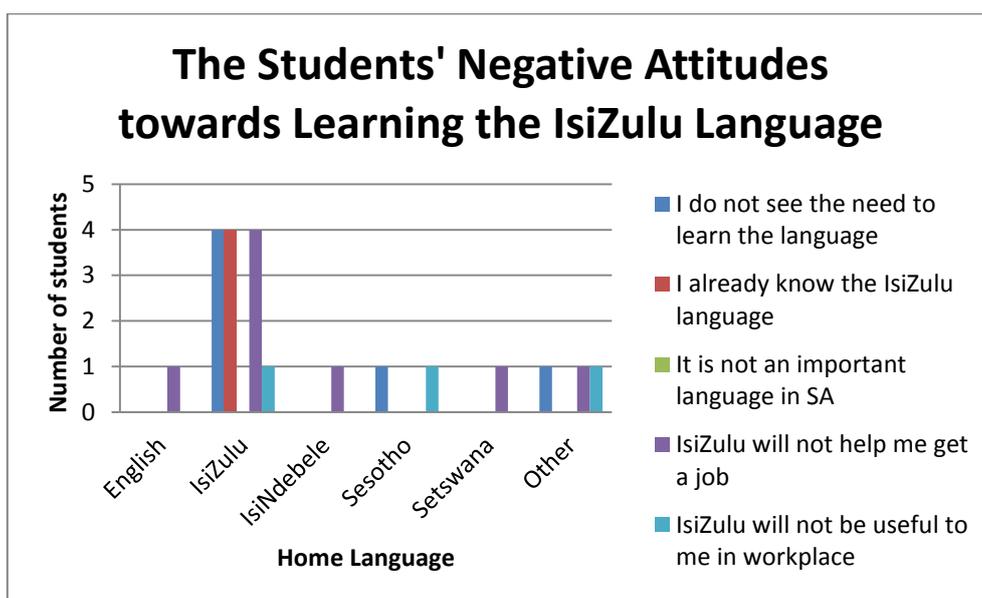


Figure 9: The Students' Negative Attitudes towards Learning the IsiZulu Language

The student participants revealed their different attitudes to compulsory language acquisition. These confirm the views of Ricento (2000) who argues that where languages are imposed, communities resist or accept them through developing oppositional discourses and ideologies of their own. The results point to a number of students who believe that IsiZulu will not assist them in getting a job. This could suggest the language is considered inferior. This seems to confirm Crystal's view (in Simsek et al (2007): he defines language attitudes as psychological constructs regarding their language or the language of others. Therefore, the attitudes of students and staff concerning IsiZulu could be influenced by numerous factors. Furthermore, one can state that as much as there were negative attitudes towards the language, there were also negative responses from students on the effect they expect the transformation to have on the academic performance of students.

This will affect some students academically.

I don't think this policy is fair for international students. This will affect them academically also.

Some students who were hoping to get straight A's for all their modules could have problems especially if isiZulu is not their home language.

During the focus group discussions some of the students indicated that some students' academic performances would be put at risk. One could state that attitudes play a huge role because if the language attitudes are negative then they could have a negative impact on the implementation of the policy, whereas if the attitudes are positive then students and staff will be receptive to the policy and there will be a successful implementation. Therefore, the students and staff need to have positive language attitudes towards the isiZulu language in order for them to have favourable perceptions in terms of the implementation of the policy.

5.3.2 The perceptions on the implementation of the UKZN Language Policy

Staff perceptions on the UKZN Language Policy are presented below (Figure 10). These show that 3 staff members agree that staff should be able to lecture and communicate in the dominant language, whereas 7 staff members disagree. In addition, there were 4 staff members who believe it is a good decision for UKZN to make the IsiZulu module compulsory, whereas 6 staff members disagreed.

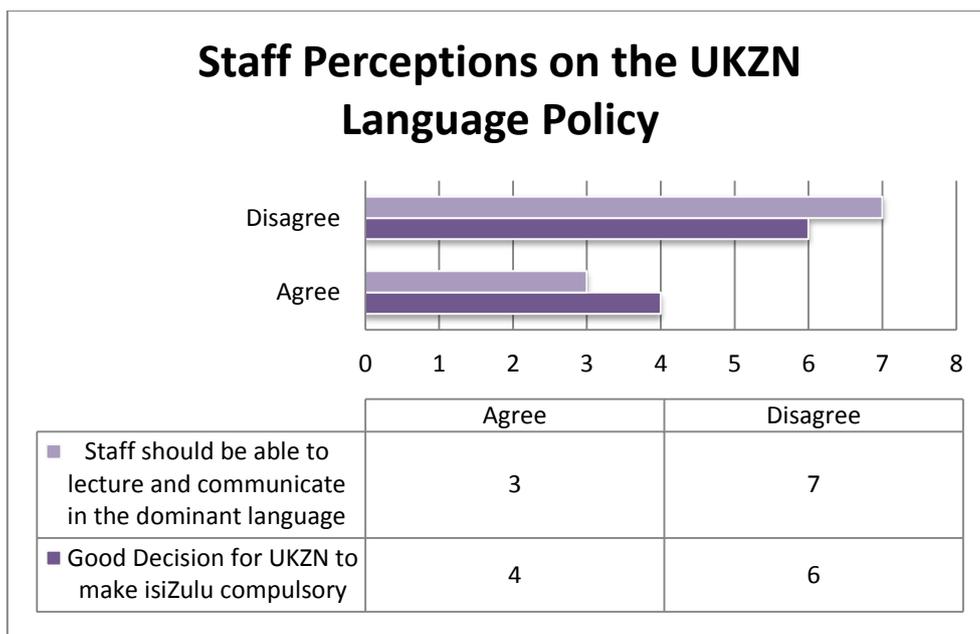


Figure 10: Staff Perceptions on the UKZN Language Policy

The majority of the staff members are not in support of the policy according to the study findings. This could be one of the impediments for a successful policy implementation since staff members are also policy implementers. The two Deans who were interviewed also shared their views on the implementation of the UKZN Language Policy.

The implementation of the policy is clear in the policy and there are no two-ways about it.

This policy was implemented after consultation. The languages which were marginalized need to be promoted.

The Deans agree with The Department of Justice and Constitutional Development (2015) which highlighted Section 6 of the Constitution that promotes the usage of all official languages. However, the focus group discussions that were held among the 1st years, 2nd years and postgrads revealed the students' perceptions on the policy. There were students (1st, 2nd and postgrads) who were in support of the implementation of the policy.

IsiZulu is one of the South African languages and it so happens to be my language so I'm happy that my language is recognized.

It is important for the other South African languages to be promoted because times have changed and there needs to be a change in the way we do things as a country.

As a country we have come a long way. We should not accept to be further marginalized by the previous system. UKZN is doing a good job in emphasising the IsiZulu module.

The above statements made by the students in the focus group discussion are in accordance with the South African 1996 Bill of Rights and the South African Constitution. However, as much as some students were in support of the policy, there were students who disapproved.

It's not fair that we cannot choose if we want to take up the IsiZulu module because in high school we were given the opportunity to choose which language we wanted to learn.

The UKZN Language Policy will have a negative effect on the student's academic performance.

I just don't think that to study the language should be compulsory. Why can't we choose like we did in high school?

I did Afrikaans in high school but when I came to Howard I was told to do the IsiZulu module because my surname is Dlamini and that is a Zulu surname. I did not like what they said to me because now I'm being forced to study the module because of my surname.

The abovementioned statements are in accordance with some of the arguments in the literature. As pointed out by Tshotsho (2013) and Mda (1997) one of the major constraints in the implementation of the Language in Higher Education Policy is the fact that there are limited resources to execute the policy. This point echoes one of the Deans' statements on the potential impediments the implementation of the UKZN Language Policy could have.

There could be a number of challenges regarding the policy. Firstly, most lecturers don't speak the IsiZulu language and so there could be lecturers that wouldn't want to or see the need to learn the language. Secondly, there could be issues on the availability of resources raised by the staff. Thirdly, there could be a competing interest where there would be questions of why not offer other languages? Lastly, I am sure that the issue of space in the curriculum could be raised by the staff.

In addition, another one of the debates around the promotion of multilingualism relates to parents' perceptions of the policy.

I come from a poor background and when I arrived at UKZN I did not know the English language. It was my first time to even see a computer and I did not know how to use them or what was required to use them. Everything seemed foreign and I did not understand lecturers when lecturing. I did everything in my power to learn the English language because my parents would tell me all the time how important it is since they could not speak the language. My parents would always tell me and my siblings how knowing

English will help us get jobs and have a better life to what they could give us.

Therefore, the above statement is in accordance with Tshotsho's (2013) argument that it will not be easy to change parent's mindsets towards the English language. Their belief is that knowing and comprehending the English language will lead to a brighter future for their children. As stated by Mda most African speaking parents view the African languages – which they were compelled to learn in the Apartheid days as one of the factors hindering quality education. Therefore, one can state that the language attitudes and perceptions the parents have on English could have an impact on their children's attitudes and perceptions. The parents' perceptions towards the language transformation policy are one of the impediments which tend to hinder a successful Language Policy. Therefore, the education authorities believe that parents are one of the challenges for a successful language policy implementation. With parental support the implementation could be successful.

5.3.3 The level of involvement in the decision-making with regard to the Language Policy

The survey questionnaire that was conducted on the staff members showed that there were 15 staff members (75%) who were aware of the Language Policy before its implementation, whereas, there were 5 (25%) staff members who were unaware. There could be issues involving the implementation of the policy if the staff members who are also expected to implement the policy are unaware of what it entails. According to Brynard (2005) the policy would need to be fully comprehended by those responsible for its implementation. Moreover, as pointed out by Pressman and Wildavsky (1973) the implementation of the policy involves a process of interaction between setting the goals and the means to meet these objectives. Therefore, it is then vital for the staff to be aware of the policy and be part of the decision-making in order for them to conduct successful implementation. The two Deans that were interviewed both indicated they were involved in the decision-making policy plan and implementation of the policy.

Yes, in the drafting of the policy I was involved.

Yes, the staff and I were involved in the decision-making of the policy.

From the interviews one can then conclude that both the Deans were involved in the decision-making and the implementation of the policy. However, the staff survey questionnaires show

that 65% of the staff felt excluded from the decision-making of the policy while 35% agreed that they had been included in the decision-making. Although the majority of the staff members stated they were not included in the decision-making processes, the Deans stated the opposite.

Employees are part of the decision-making through staff meetings, School Board Meetings and Senate Meetings.

Largely yes, UKZN staff is inclusive in the decision-making. Unions are also involved.

It is evident then that there were numerous staff members who were unaware of the policy before its implementation and who felt they were excluded from the decision-making processes: however, in the interviews the Deans stated otherwise. Therefore, this could have a negative impact on the implementation of the policy as the UKZN staff are supposedly implementers of this policy. They ought to have been aware of the policy and part of the decision-making processes from the beginning of the policy process. As pointed out by Brynard (2005) the commitment variable from the 5c Protocol Model should assist if there is to be effective implementation. The commitment variable should come in to play when the actors are willing and able to implement the policy. Mnculwane (2008) too agrees with Brynard's argument: he argues that if the actors are unwilling or unable to implement the policy then the intervention will remain ineffective. Therefore, this variable (commitment) is influenced by the clients and coalitions – in this case the clients and coalitions are the students and the staff. Being part of the policy process from the formulation phase could have helped to create a positive attitude towards the policy as they would have been part of the decision-making process and they would have voiced their suggestions and helped to shape the policy. The positive attitude could thus create commitment from the staff to pursue the pre-determined objectives.

The students are just as important and should also have been part of the decision-making for any policies to be implemented at the University. However, the student survey questionnaires show that 74% of students felt excluded from the decision-making of the University's policies while only 26% felt that they had been involved in the decision-making processes. Furthermore, some students expressed similar views in the focus group discussions.

We are never informed but only told once the policy is in place. If this doesn't stop then there will always be strikes on campus.

What this school needs to do is to always inform us students about their plans or what they want to implement. To avoid confusion and strikes then they need to include us from the start.

The University always undermines us as students because we are still young. We are never taken seriously. Nothing goes right if we are not included and not just be included but also being listened to.

However, there were students who stated the opposite.

Students are called to meetings by the SRC and in these meetings the students are notified about certain issues or informed on important notices of the Institution.

The General Mass Meetings are meetings called by the SRC members to communicate with the students and letting them know on arising matters. But students never come to these meetings and then they say they never know what is happening on campus.

The data obtained from both the staff and students reflect poor communication and insufficient inclusiveness from the staff, students and the University. It has been argued by Elmore (1979) and Brynard (2005) that coalitions of the interest groups and the actors are vital for successful policy implementation. The students being the recipients of the policy need to be part and parcel of the decision-making/consultative processes in order for them to support the policy. According to Ruddick student's perceptions are one's 'blind spot' (Starks, Knock and Barkhuizen, 2007): this means that whatever students have to say is often ignored. Fox and Meyer (1995) reiterate the importance of the concept of participation for all stakeholders in order for the pre-determined goals/objectives to be met. It appears then that public participation at UKZN was not sufficiently encouraged or enforced among the students, staff and the management. Baboo's (2008) argues persuasively that the inputs of the citizens/clients should be relied on as these inputs are informed by their concerns. Furthermore, the OECD (n.d) points out that public consultation is necessary in order to improve transparency, efficiency and effectiveness in policy-making. Therefore, to avoid confusion and protests from the students, it is then only prudent for both staff and students to participate and be included from the formulation phase – this is when the decision-making is most active and is most likely to result in successful implementation as has been highlighted by Brynard in his 5c Protocol Model.

5.3.4 The solutions and recommendations from the staff and the students of UKZN

The Deans made the following points and recommendations regarding the language policy implemented at the University.

It will not be easy to accept this change. It is never easy to accept change or transformation. But, I am sure that students will get used to this and they will begin to accept this. I do think that this policy should be at all levels and not just for 1st years.

Those who do not have to do the IsiZulu module because they have been credited for it should be given something else, maybe another language to learn. Then for those who do know the other languages it should be more like learning a language outside South Africa.

The above arguments made by the Deans show that the one Dean is in support of the policy and believes that in the future the students will be more receptive, while the other Dean promotes the learning of other languages. This is similar to some of the recommendations students made, during the focus group discussions, e.g.:

I think the University should enforce other languages also [coughs] and just not isiZulu. I'm Zulu yes but I did Afrikaans in high school so I know the language and I don't see the point of learning it. I actually would prefer learning another language.

There should be other languages offered at the University and a choice for students.

The policy should have taken in consideration the other languages.

Hence most students recommend that learning other languages be catered for at the University. These recommendations should be of assistance to policymakers of the language policy as they come directly from the implementers/affected groups of the policy.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The main purpose of this chapter is to gauge how far the goal and objectives that were predetermined in the beginning of the study were reached. The key findings with regard to the staff and students' perceptions on the implementation of the language policy at UKZN will be highlighted; and conclusions will be drawn based on the findings. In addition, recommendations will be made based on the findings of the study.

6.2 GOALS AND OBJECTIVES OF THE STUDY

6.2.1 The perceptions of UKZN students and staff on the implementation of the Language Policy

The findings indicated that the majority of the staff felt that they should be able to lecture and communicate in the dominant language. The findings further showed that a number of staff members did not believe it was a good idea for the isiZulu module to be compulsory. These perceptions indicate that the implementation of the UKZN language policy will be negatively affected.

However, as much as the staff perceptions with regard to the implementation of the policy were mainly negative, the students' responses varied. The study showed that some students supported the policy of promoting the isiZulu language however some students were opposed to the implementation of the policy. One of the common complaints raised by the students was the lack of choice. These students would have preferred a choice instead of the isiZulu language being made compulsory. Moreover one of the students did not appreciate being forced to take the isiZulu module because of her surname being regarded an isiZulu surname.

While positive student and staff perceptions are essential for the effective implementation of the policy, the views of parents also play a role in influencing perceptions about the language policy. The study also showed that students' perceptions could be shaped by the parents' views as regards to language matters. Many parents ascribed their own inability to

communicate effectively via the English language to their own inadequate learning opportunities which had thus impacted negatively on their futures. The parents' primary goal is for their children to have a better life hence their support for the English language as a key to social and economic success for their offspring. Thus it is evident that perceptions and attitudes of students, staff and parents can and will play a critical role with regard to the implementation of the UKZN language policy.

6.2.2 The perceptions of UKZN students with regard to indigenous languages being used to transfer academic knowledge

The introduction of the UKZN language policy will bring changes that students and the staff will need to adjust to. One aspect that could be affected is the academic performance of the students. Therefore, the study took pains to gather and assess perceptions towards the implementation of the policy and its potential impact on the academic performance of the students. Not only is it mandatory for the staff to learn the isiZulu language but it is also compulsory for first year students to pass the isiZulu module. The study revealed different perceptions with regard to the role of the UKZN language policy in terms of academic performance. One of the Deans believed that students' academic performances would not be affected in any way but would actually improve for those students who would be learning concepts in their mother-tongue language. In addition, some students were of the opinion that the implementation of the policy would assist those students who fail to comprehend the English language. However, as much as the study revealed positive views, there were also negative perceptions as some students believed that this policy would affect international students negatively: furthermore, non-isiZulu speakers who normally obtain straight A's would be negatively affected by the policy. The study sought to gain views from the staff and students on whether student's academic performance would be affected. As much as the Deans showed positive views there were a number of negative perceptions from students. With the high number of students concerned about academic performance the policymakers ought to make it their priority to gauge how far the academic performance of students has been affected by the implementation of the language policy.

6.2.3 The level of students' and staff participation in decision-making for policies implemented at the institutions

From the findings it shows that most staff members were aware of the policy before its implementation; however, even though staff members were aware of the policy the findings further showed that the staff members were not included in the decision-making processes of the new language policy. This appears to contradict the Deans' statements that staff members had been part of the decision-making processes as they are represented in the meetings where the policy was formulated.

The findings show that a number of students denied being part of the decision-making processes: however could have attended mass meetings where students are notified of such matters. On the other hand if students and staff fail to attend meetings they would be unaware of the content of the language policy, as also the goals and implementing strategies of the policy. This constitutes a problem since staff and students are the affected groups and the supposed implementers of the policy, they ought also to be part of the decision-making processes and also contributors as to how the goals could be met. Their involvement from the beginning – from the decision-making processes onwards – was needed in order to create the willingness and support for the policy during its implementation phase. The clients and coalitions (in this case the students and staff) are individuals that play a critical role in the implementation of a policy. Therefore, the missing clients and coalitions in the decision-making process would, one expects, have a negative effect on the implementation process of the policy.

It is also critical to highlight that for a successful implementation it is essential for the staff and students to be aware of the policy before its implementation as they are the ones that will need to carry out the policy. From the findings it can then be concluded that there has been insufficient student and staff involvement or participation in the decision-making processes.

6.3 RECOMMENDATIONS

Recommendations can be made for both the UKZN University in regard to its language policy and also in general terms to South African Language Policies. The most essential aspect in terms of successful policy-making is active participation of stake-holders in the decision-making processes. Staff and students ought to be part of the decision-making processes and they should be informed regularly on decisions being made in relation to policies. Making provision for choice of language is something that the UKZN language policymakers could look into. What one needs to understand is that students come from

different high schools and backgrounds so their views towards the policy and their language learning needs will differ. If one wants language policies in higher education to be supported or for students to be receptive to them then it is important for the Basic Education language policies to be revised.

One of the policies that the Department of Basic Education (DBE) has introduced is the Incremental Introduction of African Languages (IIAL) which is a policy to promote previously marginalised languages. There have been quite a number of issues such as resources and time allocation regarding the implementation of this policy. Above all, the success of the above-mentioned policy is heavily reliant on the availability of teachers to teach the indigenous languages at school. One can state that for the language policy in Higher Education to be successful it is then essential for the language policies at the lower levels to be successfully implemented. Language policy makers at higher institutions should bear in mind that higher education does not operate in isolation from lower levels of education: therefore it is important that their policy intent is clear and clearly aligned to language policy development in Basic Education. If the Basic Education language policy can be deemed a success, then this will inform the way forward for successful implementation of the language policies in the Higher Education institutions.

There are a number of factors that hinder the implementation process. This study has indicated that lack of public participation in the decision-making processes is a major hindrance to success. In addition a lack of teachers and/or staff and inadequate student involvement in the decision-making processes affects the policy implementation negatively. Assessing the perceptions of the students and staff participants with regard to the UKZN language policy has highlighted these problematic issues. Suggestions provided by the UKZN staff and students on ways to improve the language policy need to be taken seriously. This kind of information will assist the UKZN policymakers to improve the efficacy of their policy.

The affected groups must be encouraged to show support and participate in the decision-making processes in order for the policy to be implemented successfully. The views of students and staff on educational matters and/or educational policies that affect them have been ignored and this has been part of a continuous cycle which no one seems to be addressing. Failing to recognize their views will have a deleterious effect on the implementation process of any educational policies as the students and staff/teachers are the

actual implementers of these policies. This study illuminates the views of UKZN students and staff on the implementation of a policy which affects them all: above all it is a policy that requires their untainted support in order for implementation to achieve real success.

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Agree

Disagree

11. Which language would be preferable for you to be lectured in?

English

IsiZulu

12. Studying IsiZulu as a subject at the University **is important** because: (You can tick more than 1 if you want to)

IsiZulu is an official language of South Africa

I love the IsiZulu language

IsiZulu will help me get a job

IsiZulu will help me even in the workplace

IsiZulu is the language of my people

13. It is **not necessary** to study the IsiZulu language at University because: (You can tick more than 1 if you want to)

I do not see the need to learn the language

I already know the IsiZulu language

It not an important language in South Africa

IsiZulu will not help me get a job

IsiZulu will not be useful to me in the workplace

14. The English language should be the only language used in South Africa.

Agree

Disagree

15. At least one of the official languages should be known besides English.

Agree

Disagree

16. The other official languages should be given the same respect and status as the English language.

Agree

Disagree

17. Are you aware of the IsiZulu language Policy at the University of KwaZulu-Natal?

Yes

No

18. Were you aware of the IsiZulu language Policy **before** its implementation at the University of KwaZulu-Natal?

Yes

No

19. Students are always included in the decision-making of the University's policies.

Agree

Disagree

20. Students' perceptions should be considered for decision-making for policies at the University of KwaZulu-Natal.

Agree

Disagree

Appendix B
Staff Survey Schedule

(All replies will remain confidential.)

Please mark with an X in the appropriate space.)

1. Gender: Male Female
2. Age: 21-25 26-30 31-35 36-40 41-45
 46-50 51+
3. Your Position held at the University:
Academic Staff Administrative Staff Support Staff
None of the Above
4. The number of years as a UKZN staff:
Less than 5 years 6 – 10 years 11 – 16 years
17 – 21 years More than 22 years
5. First/ Home Language: English Afrikaans IsiZulu
 IsiXhosa IsiNdebele Sepedi Sesotho
 Setswana Siswati Tshivenda Xitsonga
 Other
6. Other languages spoken: English Afrikaans IsiZulu
 IsiXhosa IsiNdebele Sepedi Sesotho
 Setswana Siswati Tshivenda Xitsonga
 Other
7. High School background:
Advantaged Disadvantaged
8. Did you study IsiZulu in high school?
Yes No
9. If you answered **No** above, then which other language did you study besides English in high school?
Afrikaans IsiZulu
IsiXhosa IsiNdebele Sepedi Sesotho
Setswana Siswati Tshivenda Xitsonga
Other
10. Have you studied IsiZulu at the University before?

Yes

No

11. Studying IsiZulu as a subject at the University **is important** because: (You can tick more than 1 if you want to)

IsiZulu is an official language of South Africa

I love the IsiZulu language

IsiZulu will help me communicate with the majority population in KZN

It is important to learn other languages from South Africa

To learn about the Zulu Culture

12. It is **not necessary** to study the IsiZulu language at University because: (You can tick more than 1 if you want to)

I do not see the need to learn the language

I already know the IsiZulu language

It not an important language in South Africa

IsiZulu will not help me get a job

IsiZulu will not be useful to me in the workplace and in lecturing

13. It was a good decision for the University to make the IsiZulu module compulsory for students.

Agree

Disagree

14. The staff of UKZN should be able to lecture and communicate in the dominant language of the province of KZN which is IsiZulu.

Agree

Disagree

15. Should it be compulsory for the UKZN staff to learn the IsiZulu language?

Yes

No

16. The other official languages should be given the same respect and status as the English language.

Agree

Disagree

17. Are you aware of the IsiZulu language Policy at the University of KwaZulu-Natal?

Yes

No

18. Were you aware of the IsiZulu language Policy **before** its implementation at the University of KwaZulu-Natal?

Yes

No

19. The UKZN staff are included in the decision-making of the University's policies.

Agree

Disagree

20. Staffs' perceptions should be considered for decision-making for policies at the University of KwaZulu-Natal.

Agree

Disagree

Appendix C

Interview Schedule for the Deans at the University of KwaZulu-Natal

1. How many years have you been an employee at the University of KwaZulu-Natal?
2. What languages can you speak besides English?
3. Have you studied the IsiZulu language before it was made compulsory to learn for students and the staff at the University?
4. What are your views on the Language Policy at the University?
5. Were you/academic staff inclusive in the decision-making of the Language Policy at the University?
6. Are employees ever inclusive in the decision-making of any policies implemented at the University?
7. What could be the possible impediments that the lecturers may encounter in learning the IsiZulu language?
8. For the IsiZulu language to be made compulsory for students, how will that affect the academic performance of students?
9. What could you recommend to the policymakers of the language policies?

Thank you!!

Appendix D
Focus Group Questions

Focus Group Discussion

1. How do you feel about the University making the IsiZulu module compulsory for students?
2. How will the language policy affect the academic performance of other students?
3. How is it important to promote and give the other official languages the platform to be used?
4. Were you aware of the language policy before it was implemented at the University?
5. Why is it immoral for students to not be inclusive in the decision-making of the University's policies?
6. Would the future of students have impediments if there was option given to students as to which language they wanted to be lectured in?
7. What could be your recommendations regarding the language policy implemented at the University?

Thank you!!

Appendix E

Informed Consent

Informed Consent Document

Dear Participant,

My name is Balungile Shandu (211541487). I am a Masters candidate studying at the University of KwaZulu-Natal, Howard College / Pietermaritzburg Campus. The title of my research is: *Perceptions of academic staff and students on the implementation of the Language Policy at the University of KwaZulu-Natal, Howard College Campus*. The aim of the study is to *assess students' perceptions on the language policy that has been implemented at the University of KwaZulu-Natal. Students are normally excluded in policymaking but they are the ones that end up being affected by implemented policies in regards to education. Therefore, this study is to give the students the platform to express their views on the language policy.* I am interested in interviewing you so as to share your experiences and observations on the subject matter.

Please note that:

- The information that you provide will be used for scholarly research only.
- Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- Your views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about (*how long?*).
- The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at: School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville, Pietermaritzburg. / Howard College Campus, Durban. Email: 211541487@stu.ukzn.ac.za;

Cell: 072 403 3149

My supervisor is Mr Mark Rieker who is located at the School of Social Sciences, Pietermaritzburg Campus. Contact details: email riekerm@ukzn.ac.za . Phone number: 033 260 5619

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number 031 260 3587.

Thank you for your contribution to this research

DECLARATION

I..... (*full names of participant*) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if applicable)

SIGNATURE OF PARTICIPANT

DATE

.....

.....